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PANCASILA STUDENT' PROFILE PROJECT IN OVERCOMING CHARACTERS DECADENCY IN THE DISRUPTION ERA

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Abstract

Pancasila Student Profile Strengthening Project, known as P5, is a new solution to build valuable students' characters. This study analyzes how P5 was implemented in schools to conquer character decadency in the disruptive era. This study used a qualitative research design to collect the data and a triangulation test to validate the data. The research data was collected in three elementary schools in Bengkulu City. The findings indicate that P5 is running well at the sample schools by looking at several indicators, such as the policy, program, and implementation of P5. Based on the data, the schools accepted and implemented P5 to swamped character decadence in the period of disruption well, allowing it to be socialized and applied as needed. However, every school has successfully utilized P5 techniques to overthrow character decadence in the disruptive era. Despite the challenges and limitations associated with its implementation, the principal has the ability to mitigate these issues. The principal and educators hope the school can best apply P5 to combating character decadence in the disruptive period, making it more advantageous for the larger community.

Proyek Penguatan Profil Pelajar Pancasila atau disebut P5 adalah sebuah solusi untuk membangun karakter yang baik pada siswa. Penelitian ini bertujuan untuk menganalisis implementasi P5 di sekolah dalam mengatasi dekadensi karakter di era disrupsi. Penelitian ini menggunakan metode kualitatif dan tes triangulasi dalam memvalidasi data. Data dari penelitian ini diambil dari tiga sekolah dasar yang ada di Kota Bengkulu. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu wawancara, observasi, dan dokumentasi. Pembuktian keilmiahan dan pengujian data kualitatif pada penelitian ini dilaksanakan melalui uji triangulasi. Analisis data dilakukan dengan kondensasi, penyajian, serta penarikan kesimpulan dan verifikasi data. Hasil penelitian memperlihatkan bahwa P5 dalam mengatasi dekadensi karakter di era disrupsi dimulai dari kebijakan, program, dan praktik yang berjalan dengan baik. Kebijakan tentang P5 dalam mengatasi dekadensi karakter di era disrupsi dapat diterima dengan baik oleh masing-masing sekolah di tempat penelitian, sehingga dapat disosialisasikan dan diimplementasikan sebagaimana mestinya. Sementara itu, praktik P5 dalam mengatasi dekadensi karakter di era disrupsi berhasil diterapkan oleh setiap sekolah. Meski terdapat kendala dan hambatan dalam implementasinya, namun, kepala sekolah mampu meminimalisir kendala dan hambatan tersebut. Kepala Sekolah dan guru-guru di tempat penelitian berharap bahwa sekolah mampu mengimplementasikan P5

dalam mengatasi dekadensi karakter di era disrupsi dengan optimal sehingga lebih bermanfaat bagi masyarakat luas.

Background

The fast-paced nature of technology, society, and culture clearly reflects the disruption era. These bring great defiance to the Indonesian education climate.[1] One of the significant aspects of education is forming valuable characters and moral values for the young generation.[2] However, in this disrupted era, the value of character has declined among Indonesian students. Character decadency comprises negative behaviors such as violence, intolerance, and non-ethic attitudes that are getting worse day by day.[3] Based on data from the Indonesian Child Protection Commission (KPAI) shows that:[4]

"The KPAI faces 2982 significant problems. The dominance problem is about 1138 children being targets of psychological and physical violence. Physical abuse, as well as psychological violence problems, encompass 574 incidents, including 515 physical abuses, 35 murder crises, and 14 children's trouble as brawl victims. The perpetrator who committed psychological and physical violence in most cases is known by the enforcer, for example, by their parents, neighborhood, friends, and even teachers."

Based on the data from KPAI above, the school needs character-building programs for students due to moral decadence in this disruptive era where technology is involved. There are plenty of problems in education faced by students, such as bullying, brawls, narcotics, abuse, and sexual harassment. Those problems prove that the students' character differs from Pancasila's values. Based on those problems, character building is needed to change abominable characters into high-value students with strong characters such as believing in God and having noble character, independence, critical reasoning, global diversity, cooperation, and creativity based on Pancasila's values.

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[1] Arham Junaidi Firman, "Kaidah Penafsiran Al-Qur'an dan Urgensinya di Era Disrupsi," *Jurnal At-Tibyan Jurnal Ilmu Alquran dan Tafsir* 5, no. 1 (2020): 57−73, https://doi.org/10.32505/tibyan.v5i1.1393.

[2] Arham Junaidi Firman and Nur Hidayat, "Strengthening Character Education Based on Golden Habits at SMP Muhammadiyah 1 Depok Yogyakarta," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 18, no. 2 (2020): 189−210, https://doi.org/10.21154/cendekia.v18i2.1886.

[3] Remiswal et al., "The Influence of Hedonistic Culture to Minangkabau Juveniles' Social Behaviors in the Twenty-First Century," *Fudan Journal of the Humanities and Social Sciences* 14 (2021): 465−481, https://doi.org/10.1007/s40647-021-00319-5.

[4] [KPAI] Komisi Perlindungan Anak Indonesia, "Catatan Pelanggaran Hak Anak Tahun 2021 Dan Proyeksi Pengawasan Penyelenggaraan Perlindungan Anak Tahun 2022," www.kpai.go.id, 2022.

The government has implemented various strategies to overcome character decadence, including launching the P5.[5] In the P5, students can explore, assess, interpret, synthesize, and produce information. Learning through the Pancasila Student Profile Strengthening Project provides a new face to today's education, making learning seem more modern, innovative, and practical. In this activity, students can identify and apply their knowledge and skills to produce a product.

Character strengthening through P5 constitutes strategic planning finalized by the Ministry of Education and Culture (Kemdikbud) in 2020-2024.[6] P5 is interpreted as Indonesia's final ability and student character description,[7] especially in Bengkulu.[8] P5 presents ways to enhance self-potential, self-empowerment, self-improvement, self-understanding, and social role. P5 contains several aspects of character, such as believing in God and having noble character, independence, critical reasoning, global diversity, cooperation, and creativity. Therefore, the implementation of P5 needs to be analyzed in Indonesia's education to overcome character decadence in the disruption era. Based on the explanation above, the researcher needs to explore the character decadency problem with P5 as the focus object and solution.

Plenty of P5 research has been done by other researchers, such as special education teachers in Indonesia, who have created an integrated learning evaluation of Pancasila Student Profiles based on local knowledge.[9] Pancasila's character education values using the puppet figure features student profiles, Wayang Arjuna: An insight into Javanese culture[10], the application of integrated quality control

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[5] Dewi Puji Rahayu and Karlina Wong Lieung, "Analysis of Implementation the Project of Pancasila Student Profiles Reinforcement at Local Wisdom Theme Phase B SD Advent Merauke," *Technium Social Sciences Journal* 49, no. 1 (2023): 509−516, https://doi.org/10.47577/tssj.v49i1.9850.

[6] [Kemdikbud] Kementerian Pendidikan dan Kebudayaan, "Permendikbud Nomor 22 Tahun 2020 Tentang Rencana Strategis Kementerian Pendidikan Dan Kebudayaan Tahun 2020-2024" (2020).

[7] Amrazi Zakso et al., "Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The Case of Indonesia," *Journal of Positive School Psychology* 6, no. 2 (2022): 2254−73.

[8] Paidi, "In House Training SMK PK SMKN 4 Bengkulu Selesai Dengan Sukses," http://smkn4bengkulu.sch.id, 2021.

[9] I. Wayan Widana, I. Wayan Sumandya, and I. Wayan Citrawan, "The Special Education Teachers' Ability to Develop an Integrated Learning Evaluation of Pancasila Student Profiles Based on Local Wisdom for Special Needs Students in Indonesia," *Kasetsart Journal of Social Sciences* 44, no. 2 (2023): 527−36, https://doi.org/10.34044/j.kjss.2023.44.2.23.

[10] Slamet Subiyantoro, Dimas Fahrudin, and Sony Baroo Amirulloh, "Character Education Values of Pancasila Student Profiles in the Puppet Figure Wayang Arjuna: A Javanese Cultural Perspective," *Journal of the International Society for the Study of Vernacular Settlements* 10, no. 6 (2023): 106−18.

enhancing character education to reflect better the characteristics of Pancasila students[11], an examination of the Pancasila student profile strengthening project's impact on character development among elementary school pupils[12], application of the Pancasila student profile (P5) strengthening profile in first and middle school to develop students' character[13], Concepts of the prototype curriculum and its function in bolstering character education in the wake of the COVID-19 epidemic[14].

However, the findings of relatable research about P5 above show positivity in implementing P5 as framing noble character. This research focuses on the school implementation of P5 with different subjects, research instruments, and locations, so this research will give some insight and strengthen the previous study. Because the application of P5 in overcoming character decadency may vary from one place to another in Indonesia, further research is needed to clarify it. Besides that, this research uses Rosado's theory to analyze the implementation of P5. There are three levels to explore in implementing P5: policy, program, and practice. In conclusion, this research analyzes the implementation of P5 to conquer character decadency in the disruption era by using those three aspects at some schools in Bengkulu City.

This research was conducted using a qualitative design.[15] The qualitative design used in this study to understand an individual's or group's essence is also related to the instrument and data form. The research data was collected in three elementary schools in Bengkulu City: SDN 09 Kota Bengkulu, SDN 44 Kota Bengkulu, and SDN 76 Kota Bengkulu. These samples were chosen using purposive sampling because it revealed the research problems.[16] The data was collected from the headmaster, curriculum representative, student affairs, students, and stakeholders or society using

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[11] Ade Dasmana, Iim Wasliman, and Ricky Yoseptry, "Implementation of Integrated Quality Management Strengthening Character Education in Realizing Pancasila Student Profiles," *International Journal of Graduate of Islamic Education* 3, no. 2 (2022): 361−77, https://doi.org/10.37567/ijgie.v3i2.1342.

[12] Syarifah Fadillah, Mai Yuliastri Simarmata, and Dwi Fajar Saputri, "An Analysis of Elementary School Students' Character Building through The Pancasila Student Profile Strengthening Project," *AL-ISHLAH: Jurnal Pendidikan Islam* 15, no. 3 (2023): 4001−9, https://doi.org/10.35445/alishlah.v15i3.3482.

[13] Ni Wayan Wini Widarini and Ni Ketut Suterji, "Implementation of The Profile Strengthening of Pancasila Student Profile (P5) in Building Student Character in First Middle School," *International Journal of Multidisciplinary Sciences* 1, no. 2 (2023): 218−31, https://doi.org/10.37329/ijms.v1i2.2276.

[14] Arham Junaidi Firman, Ulfatun Ni'mah, and Nova Asvio, "Prototype Curriculum : Concepts and Its Role in Strengthening Character Education After the Covid-19 Pandemic," *EJIP: Educational Journal of Innovation and Publication* 1, no. 1 (2022): 10−17.

[15] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018).

[16] Lisa M Given, *The Sage Encyclopedia of Qualitative Research Methods* (Los Angeles: Sage Publications, 2008).

purposive and snowball sampling.[17] Moreover, the data collection technique in this research uses observation, discussion, and documentation.[18]

The discussion technique in this research uses unstructured discussion to get the primary data related to P5 in overcoming character decadency in the disruptive era. Next, the discussion instruments used in this research are an interview guide, a recorder, and a writing tool. Then, the form of observation used in this research is direct observation. The observation instruments used in this research are observation guides, recording tools, and writing tools. Furthermore, the documentation used in this research is to provide precise written and implied data to complete the data. The documentation instruments used in this research are files and documenters in the research location.

A triangulation test was used to prove that this research is scientific and that the qualitative data is valid. Triangulation is concerned with the data correction instrument taken from various sources, techniques, and times, making it possible to obtain information comprehensively.[19] Cross-checking data sources are done as a source triangulation test. This activity means the researcher checks the data from several sources using different techniques. Moreover, the researcher does a time triangulation test by collecting data at various times and in different situations. Furthermore, data analysis in this research uses the Miles and Huberman model: condensation, presentation, drawing conclusions, and verifying data.[20]

Furthermore, this research tries to analyze the implementation of P5 at school. The researcher wants to know if the program is running well, what activities have been done, and what policies and practices exist. This research uses Rosado's theory to analyze the implementation of P5. Policy, program, and training are three indicators to analyze in implementing P5.

P5 Implementation Policy in Elementary School in Bengkulu City

The result shows that three elementary schools, the research subjects, implemented P5 to conquer character decadence in this disruptive era. These three schools have implemented P5 since June 22, 2022. Implementing P5 in these schools

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[17] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012); L. J. Moleong, *Metode Penelitian Kualitatif [Qualitative Research Methods]* (Bandung: Remaja Rosdakarya, 2019).

[18] Mathew B. Miles and A. Micheal Huberman, *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publications, 1994).

[19] M. Burhan Bungin, *Penelitian Kualitatif; Komunikasi, Ekonomi, Kebijakan Publik Dan Ilmu Sosial Lainnya* (Jakarta: Kencana Prenada Media Group, 2007).

[20] Mathew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (United States, US: Sage Publications, 2014).

is inseparable from the policy of the Ministry of Education and Culture (Kemendikbud).

Next, the headmaster of these elementary schools coordinates and obtains information from the Department of Education and Culture of Bengkulu City regarding the implementation policy of P5 in overcoming character decadency in the disruption era. The principal and teams are willing to complete the administration to fulfill the requirements so that P5 can be implemented in their schools to conquer character decadency in the disruption era. Then, the principal register their school as *Sekolah Penggerak*, and the teachers follow the test to become *Guru Penggerak.* After passing the test, the school will facilitate, as a school, the *Merdeka* curriculum and P5.

Next, the result shows that implementing the *Merdeka* curriculum and P5 will overcome character decadence in the disruption era delivered in the socialization activity at school. This socialization event aimed to demonstrate *the Merdeka* curriculum and P5 to the school's stakeholders, such as parents, teachers, and society. The socialization result indicated that all stakeholders and civitas academics in the school agreed to implement the P5 program. After the socialization agenda had been agreed upon, the P5 school policy was implemented. The policy is based on the decision of the Ministry of Education and Culture (Kemendikbud) number 262/M/2022.

The result shows that the pre-making of the P5 implementation policy involves all of the stakeholders, in this case, parents and principal, while making policy involves teachers and stakeholders. The targets of implementing P5 in overcoming character decadency in the disruption era are all the stakeholders: students, parents, and society. Policy recipients are enthusiastic about the school's decision to implement the P5 project to overcome character decadence in the disruption era. This mindset is formed because the stakeholders understand that school policy is a form of government support to overcome character decadency in the disruption era.

Moreover, the result shows that implementing the P5 project involves extracurricular activities such as market day, cultural exhibition, and cooperation. Market day and cultural exhibition activities include students, parents, and residents around the school. Meanwhile, cooperation activities involve students and parents. These activities implemented by these schools are similar to the Ministry of Education and Culture's (Kemendikbud) policy of P5 implementation.

Furthermore, the results of more profound research show that school policies are more specific in implementing the dimensions of the P5 in overcoming character decadence in the disruption era, as stated in the Ministry of Education and Culture. The market day program is implemented to foster student creativity, critical reasoning, and independence. Cultural exhibitions are held to promote the

dimensions of global diversity. Meanwhile, the cooperation dimension is implemented by cleaning, tidying, and taking inventory of classrooms. Meanwhile, in the dimension of faith and devotion to God Almighty, the principal and teachers agreed to start learning activities by praying together and participating in the teaching program.

P5 Implementation Program in Elementary School in Bengkulu City

The P5 activities in elementary school are very diverse regarding the chosen theme and the goals the teacher wants to achieve. For example, in the P5 Entrepreneurship theme, students can be given projects in the form of processing plastic waste into works of art with economic value and holding market day activities. On the theme of Bhinneka Tunggal Ika, an example of an activity that can be done is inviting students to watch an educational film about cooperation, harmony, tolerance, and diversity. Students can be asked to discuss issues or problems regarding diversity. Apart from that, many P5 activities can still be implemented in elementary schools, and every school can be creative in making various creative, engaging, and full of Pancasila values, which are helpful for the life and development of the times.

The P5 is implemented flexibly in an informal and interactive situation regarding activities, content, and implementation time. The implementation, objectives, content, and activities of P5 are designed separately or outside of school extracurricular activities. Designing and implementing P5 activities can include society or the outside world, such as work or parents. The objective of the P5 is to achieve profile competency for Pancasila students. Through this P5 activity, it is hoped that it will be able to produce students at every level of skilled education and behavior by following the values of Pancasila, giving inspiration for students to help the surrounding environment, providing space and time to students to improve skills and strengthen character according to the student's profile Pancasila, and developing abilities as educators who are open to working together with others to improve learning outcomes.

The school has set the implementation program for P5. The first program is socialization. The school created a socialization forum to discuss the P5. The forum also helps control the program and ensure its success in running. This forum consists of class teachers and student guardians discussing the P5 activities to overcome character decadence in the era of disruption.

The results of subsequent research show that the socialization program through class forums is carried out every time there is P5 in overcoming character decadence in the era of disruption. The socialization program for the P5 to overcome character decadence in the era of disruption through class forums has been carried out three

times. The socialization program for the P5, carried out through class forums to overcome character decadence in the era of disruption, includes several things, namely, market day activities, cultural exhibitions, and cooperation. The socialization program for the P5, which aims to overcome character decadence in the era of disruption through class forums, was held in each classroom.

Furthermore, the results of more in-depth research show that each class teacher is tasked with socializing the activities of the P5 to overcome character decadence in the era of disruption, which includes market day activities, cultural exhibitions, and cooperation through the class forum. Meanwhile, the participants in the socialization program are students and their guardians. Participants were very enthusiastic about the program presented in the socialization. The results of this socialization program are excellent, as can be seen from the maximum efforts in implementing the P5 activities to overcome character decadence in the era of disruption. Apart from that, the implementation of the socialization of the Project for Strengthening the Profile of Pancasila Students (P5) in overcoming character decadence in the era of disruption made all school members very satisfied with the results.

P5 Implementation Practice in Elementary School in Bengkulu City

The research results show that the principal and deputy principal carried out planning before carrying out the activities of the P5 to overcome character decadence in the era of disruption. This form of planning involves coordination and collaboration between the principal, deputy principal, and teachers at the school. The activities of P5 in overcoming decadence of character in the era of disruption were carried out after teaching material regarding the P5 had been discussed in the classroom.

The results of further research show that monitoring and evaluation (money) were carried out on implementing the P5 activities to overcome character decadence in the era of disruption. Monitoring and evaluation were carried out by supervisors from the Bengkulu City Education and Culture Office to see to what extent the implementation of the P5 activities in overcoming character decadence in the era of disruption was carried out as expected. As a result of monitoring and evaluation carried out by supervisors, follow-up actions are then carried out in the form of improvements and enhancements to aspects that are felt to be lacking. Monitoring and evaluation activities carried out by supervisors have been carried out five times since the school implemented the P5 activities to overcome character decadence in the era of disruption.

The results of more in-depth research show that there are obstacles to implementing the P5 activities to overcome character decadence in the era of disruption. Even though there are obstacles, the principal can minimize them. Efforts made by the principal to mitigate these constraints and barriers include the principal

communicating, coordinating, and collaborating with various parties involved in implementing the P5 activities to overcome character decadence in the era of disruption, such as the deputy principal, teachers, students, student guardians, the community, and stakeholders. The principal also reviews every activity of the P5 to overcome character decadence in the era of disruption so that obstacles and barriers do not arise again.

Other research results show that there are supporting factors for implementing the P5 activities to overcome character decadence in the era of disruption. This supporting factor is the existence and role played by each teacher in the school. The principal understands that each teacher plays a role as a communicator for the P5 activities in overcoming character decadence in an era of disruption between students and their guardians to the community and stakeholders. For this reason, the role of teachers must be optimized again through workshops and seminars. The principal and teachers at each school hope that the central government, through the Bengkulu City Education and Culture Office, will be able to provide adequate facilities to implement the P5 activities to overcome character decadence in the era of disruption.

P5 Project in Overcoming Characters Decadency in Elementary School in Bengkulu City

The research results show that there is a school policy to implement the P5 in overcoming character decadence in the era of disruption. These results also strengthen the findings from previous research, which were explained in the introduction. Apart from that, these results also support the realization of the strategic plan of the Ministry of Education and Culture (Kemendikbud) for 2020-2024, which makes the Pancasila Student Profile one of the visions and missions of the Ministry of Education and Culture (Kemdikbud) to improve character education. Kahfi stated the reasons behind the implementation of the Pancasila Student Profile, namely the rapid progress of technology, socio-cultural shifts, changes in the living environment, and differences in the future world of work in the field of education at every level and cultural field.[21]

The implementation of the P5 at the research location cannot be separated from the decision issued by the Ministry of Education and Culture (Kemendikbud) Number 262/M/2022 concerning amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/ M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery.

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[21] Ashabul Kahfi, "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah [Implementation of the Pancasila Student Profile and Its Implications for Student Character in Schools]," *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam* 5 (2) (2022): 138-151., https://doi.org/https://doi.org/10.51476/dirasah.v5i2.402.

Implementation of the P5 project refers to the six dimensions that have been determined by the Ministry of Education and Culture (Kemendikbud), namely: (1) global diversity; (2) working together; (3) creative; (4) critical thinking; (5) independent; and (6) faithful, devoted to God Almighty, and having noble character.

Implementing the P5 is required to align with school culture. Intracurricular and extracurricular activities must include various achievements that form student competence and character. The meaning of school culture is the circumstances surrounding the school, guidelines, communication, interaction, and multiple regulations set by the school. Intracurricular learning takes place in a room (class), unlike extracurricular learning outside the classroom to hone student potential and abilities. Having P5 activities will benefit students by allowing them to gain opportunities for learning and knowledge so that character strengthening can be realized. In addition, this project inspired students to try to contribute to the environment.

The results of subsequent research show that schools carry out programs through outreach to implement the P5 to overcome character decadence in the era of disruption. Wulandari[22] stated that the implementation of every policy that has been established must be supported and accompanied by various programs. Darda[23] further stated that various programs must be implemented through discussions or seminars to support policies related to implementing the P5 to overcome character decadence in the era of disruption. Hanifah explained further the programs that could be carried out to successfully implement policies related to the P5 in overcoming character decadence in the era of disruption. The program includes providing training, forming teams, and coaching for each teacher.

The results of the research show that the practices carried out by schools to implement the P5 helped overcome character decadence in the era of disruption. The practice of the P5 in overcoming character decadence in the era of disruption at the research location was carried out through market day activities, cultural exhibitions, and cooperation. Suharyoto[24] stated that market day is an entrepreneurial activity where students are taught how to market products within their small circle, such as friends, teachers, or others. This activity is usually carried out like a bazaar or market held at school. The steps include: 1) Informing parents about the market day activities

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[22] Ranti Wulandari, "Implementasi Kebijakan Gerakan Literasi Sekolah Di Sekolah Dasar Islam Terpadu Lukman Al Haim Internasional," *Jurnal Kebijakan Pendidikan UNY* 6, no. 3 (2017): 319－30, https://doi.org/https://doi.org/10.21831/sakp.v6i3.9256.

[23] Abu Darda, "Integrasi Ilmu Dan Agama: Perkembangan Konseptual Di Indonesia," *At-Ta'dib* 10, no. 1 (2015): 40, https://doi.org/https://doi.org/10.21111/at-tadib.v10i1.323.

[24] Leonita Siwiyanti Suharyoto, "Menanamkan Nilai Kewirausahaan Melalui Kegiatan Market Day," *Golden Age: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2017): 15－17, https://doi.org/10.29313/ga.v1i1.2861.

that will be carried out; 2) Preparing the work students have created; and 3) Discussing with parents what products will be sold during the market day activities.

This step is essential to determine the success of project implementation. The teacher schedules the market day held at school.[25] The schedule is necessary to ensure the project stages are carried out well and on time. By making a schedule, all student activities, from preparation and implementation to project evaluation, are recorded and scheduled according to expectations. Thus, this activity leads to mental changes.[26]

Anjarwani[27], Axelsson et al.[28], and Supomo and Nurhayati[29] state that this activity not only teaches students transaction procedures but also entrepreneurial values that can be applied: 1) Self-confidence: attitudes and behavior to be able to understand and believe in all the potential they have so that it can be used to adapt to the environment; 2) Creativity: thinking and doing something to create new things or new ways that are different from something that already exists; 3) Hard work: work done seriously.

This work is carried out tirelessly or stops before achieving the desired target: d) Honesty: an honest attitude stating that it is not right to lie or say things that are contrary to what happened (facts); e) Discipline: a sense of devotion and adherence to stated values and responsibilities. In other words, discipline is obeying rules or submitting to supervision and control; f) Collaboration: work carried out by two or more people to achieve goals or targets that have been previously planned and mutually agreed upon; g) Curiosity: attitudes and actions that always try to know in depth and breadth what is learned, seen, and heard; h) Communicative: actions that show enjoyment of talking, socializing, and collaborating with other people.

The implementation of this project creates a new perspective on the education system in Indonesia today, where separate time allows teachers to innovate and plan projects according to the dimensions and characteristics of the students selected. The Project for Strengthening the Profile of Pancasila Students is one of the innovations in the Independent Curriculum, which aims to realize the Pancasila student profile

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[25] Nur Hidayah and Cita Eri Ayuningtyas, *Market Day Dan Karakter Kewirausahaan/Entrepreneurship* (Yogyakarta: K-Media, 2022).

[26] Eci Sriwahyuni et al., "Implementation of the Entrepreneurship Program in Preparing Students Become Entrepreneurs," *Journal of Social Work and Science Education* 4, no. 1 (2023): 27−43.

[27] Ratih Anjarwani, "Building an Entrepreneurial Spirit in Early Childhood with Traditional Market Games," in *Seminar Nasional Pgsd 2016*, 2016.

[28] K. Axelsson, S. Hᴧgglund, and A Sandberg, "Entrepreneurial Learning in Education Preschool as a Take-Off for the Entrepreneurial Self," *Journal of Education and Training* 2, no. 2 (2015): 40, https://doi.org/https://doi.org/10.5296/jet.v2i2.7350.

[29] R. Supomo and E. Nurhayati, *Manajemen Sumber Daya Manusia* (Bandung: Yrama Widya, 2018).

by providing authentic experiences to students. The Pancasila student profile seeks to answer important questions about which students have which profiles are intended to be created by the education system in Indonesia. Thus, Profile Pancasila students include competencies that emphasize the implementation of competency standards for graduates at each level of education unit related to character development following the morals contained in Pancasila. Implementing this P5 activity will help students be more creative and accustomed to generating new ideas. Students imitate or accept the teacher's instructions and become highly critical-thinking individuals who can provide ideas.

The P5 has many benefits from its implementation: schools become more open to participation from the local community, and teachers enable students to develop their potential based on the Pancasila student profile. The benefits for students themselves in this P5 are being able to cultivate character, become active individuals, develop skills, attitudes, and knowledge, which of course become an assessment of learning outcomes. Students are also guided to have the ability to solve problems through this P5 activity, and of course become individuals who are more responsible and appreciate the process more.

Conclusion

Based on the research results of the P5 to overcome character decadence in the era of disruption, the implementation is running well, starting with policies, programs, and practices. The policy regarding the P5 to overcome character decadence in the era of disruption was well received by each school so that it could be socialized and implemented as appropriate. Meanwhile, the practices of the Pancasila Student Profile Strengthening Project for overcoming character decadence in the era of disruption have been successfully implemented by every school. Even though there are obstacles and constraints in its implementation, the principal can minimize these obstacles and barriers. The principal and teachers at the research site hope that the school will be able to implement the Strengthening the Pancasila Student Profile Project to overcome character decadence in the era of disruption optimally so that it is more beneficial to the broader community.

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