

# Strengthening the Pancasila Student Profile Project to Develop Student Innovation and Creativity

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## ABSTRAK

Education in Indonesia is faced with the challenge of developing 21st-century skills in students, such as creativity, innovation, and collaboration, which are needed to face rapid global changes. To that end, the Pancasila Student Profile Program (P5) was introduced as one of the educational approaches that focuses on strengthening students' character and skills. This study aims to explore and analyze the role of P5 in strengthening the development of students' innovation and creativity in Indonesian schools. The main focus of the study is to understand how P5 contributes to the formation of students' critical thinking, creativity, and collaboration skills in facing future challenges, while still being based on Pancasila values. This study uses a descriptive qualitative approach with a case study method, involving in-depth interviews with teachers, students, and principals, as well as direct observation in the classroom. The collected data were analyzed using a thematic analysis approach to identify patterns related to the development of students' character and skills through the implementation of P5. The results of the study indicate that P5 not only strengthens students' innovation and creativity abilities, but also improves their collaboration and critical thinking skills, which are very important in facing global challenges. The significance of this research lies in its contribution to understanding how Pancasila value-based education can develop 21st century skills in Indonesia.

## INTRODUCTION

Education plays a very strategic role in developing the potential of students, especially in terms of creativity development. Creativity is not just the ability to generate new ideas, but it is also one of the main pillars in character building and the ability to innovate (Hidayat et al., 2023). In the rapidly growing globalization era, the ability to innovate has become increasingly important, as innovation not only drives individual progress but also significantly contributes to the social and economic advancement of a nation (Hapsari & Salim, 2023). A country that can create a creative and innovative generation is certainly more prepared to face global challenges and more competitive on the international stage (Rokani & Zamroni, 2024). However, the process of shaping creative and innovative individuals is not easy (Herianingtyas et al., 2023). It requires time, the right approach, and support from the entire education system. One of the biggest challenges in education is how to facilitate the development of students' creativity, especially in areas that still face limitations in terms of infrastructure and quality of learning (Pauziah et al., 2024). The Proyek Penguatan Profil Pelajar Pancasila (P5) project, as one of the means to achieve the Pancasila student profile, provides students with the opportunity to experience knowledge as a process of strengthening character and at the same time an opportunity to learn from their surrounding environment (Putri et al., 2023). Through this project, students can learn about various important issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democracy, allowing them to take real actions in responding to these issues according to their learning stages and needs (Rahma & Amrullah, 2024).

The Pancasila student profile consists of six character dimensions: being faithful and devoted to God Almighty and having noble morals, mutual cooperation, embracing global diversity, critical thinking, creativity, and independence (Hidayah & Wadiyo, 2024). These dimensions are realized through school learning, including face-to-face learning (intracurricular), extracurricular activities, and project-based co-curricular activities. This project-based learning is known as the *Proyek Penguatan Profil Pelajar Pancasila* (P5) (Juwita et al., 2024). Among these six dimensions, the primary focus of this study is creativity. One fundamental aspect of the creative dimension is the introduction and appreciation of the surrounding nature (Zulaiha & Agustini, 2024). The environmental aspect in the creative dimension is related to the ability to generate original ideas, produce innovative works and actions, as well as having the flexibility in thinking to find alternative solutions to problems (Syam et al., 2024).

In the context of project-based learning, students are encouraged to construct knowledge through collaboration in projects designed to strengthen the achievement of P5 learning (Primadita & Handayani, 2024). The P5 learning is flexible and not bound by either the intracurricular or extracurricular curriculum. At SD 61 Karara, Kota Bima, efforts to enhance students' creativity and innovation still face various challenges. Although several policies and programs have been implemented to improve the quality of education, many students still struggle to develop their creative ideas. Some factors influencing the low level of creativity include the lack of adequate educational facilities, conventional teaching methods, and a lack of understanding regarding the importance of fostering creative thinking skills from an early age. Additionally, students are often trapped in a mindset that focuses on memorizing the subject matter, without being given the opportunity to think critically or develop new ideas (Iyan et al., 2023).

However, creativity can develop more optimally if students are provided with space to explore, make mistakes, and learn from their own experiences (Wahyono, 2024). One approach with great potential to address this issue is the P5 learning model. The P5 learning model emphasizes the comprehensive and holistic development of students' character and competencies (Salsabila et al., 2024). P5 integrates the values of Pancasila in every learning activity, so that not only knowledge and technical skills are the focus but also the development of attitudes, behaviors, and creativity of students. The P5 approach prioritizes the development of good character, adaptability, and the ability to think critically and creatively (Tejawiani et al., 2023).

Through the implementation of the P5 model, students are given more space to think creatively, innovate, and develop their ideas in various learning contexts. P5 encourages students not only to memorize material but also to understand and apply knowledge in real life in a more creative and innovative way (Khairunnisa et al., 2024). Creativity often emerges through self-reflection, exploration of new ideas, and interaction with an environment that supports the process. Thus, P5 seeks to create a learning climate that is conducive to the development of creativity and innovation. The implementation of the P5 learning model at SD 61 Karara is expected to create an atmosphere that is more open to innovation and the development of students' creative ideas (Nurfalida et al., 2025). With a more flexible approach based on character and creativity development, students are expected to find it easier to identify and explore their potential. They will have the freedom to express new ideas that can provide solutions to various problems they face in their daily lives (Nurbani et al., 2024). This study aims to deeply analyze the application of the P5 learning model in enhancing student creativity at SD 61 Karara, Kota Bima. This research will explore various dimensions of the P5 model's implementation, such as how far P5 can create a learning climate that supports creativity development, and how students respond to the learning process that emphasizes the development of creative and innovative ideas.

## METHOD

This study uses a descriptive qualitative approach to describe the phenomena that occur in the implementation of project-based learning at SDN 61 Karara, Bima City (Siroj et al., 2024). The aim of this research is to describe how the Pancasila Student Profile Strengthening (P5) program can develop students' creativity, innovation, and character. The subjects of this study are 30 students from grades IV and V who participated in the P5 program. The students were selected based on their willingness to participate in the research activities, with the exception of students with physical or mental barriers that hindered their participation. The research design does not involve variable manipulation, but instead observes the natural conditions in the classroom and how students interact in project-based learning (Hayoko, 2020). This study uses observation, interviews, and documentation as data collection techniques. Observations were conducted over two full weeks to record student interactions, the collaboration process, and the application of creativity and innovation in projects such as art, calligraphy, and waste recycling.

Additionally, interviews were conducted with teachers, students, and some parents to gain deeper insights into the impact of the P5 program on the development of students' character and creativity. Interviews with teachers aimed to explore their perceptions of the program's implementation, while interviews with students were conducted to understand their experiences in participating in art and environmental-based projects. All interviews were recorded for further analysis. (Safarudin et al., 2023) Documentation was also collected, including student work and activity photos, to provide visual evidence supporting the research findings.

Data collection was carried out using structured observation guidelines to record important aspects of the learning activities and semi-structured interview guidelines that allowed the researcher to explore emerging topics more flexibly (Hasan et al., 2025). After data collection, qualitative analysis was performed using open coding techniques to identify key themes related to students' creativity, innovation, and character. (Safarudin et al., 2023) The coded data was then analyzed using a thematic approach to describe the dynamics of project-based learning at SDN 61 Karara. Data validity was ensured through data source triangulation, by collecting data from various different sources such as teachers, students, and activity documentation. Additionally, member checking was also applied to ensure the accuracy of data interpretation by consulting with informants about the preliminary research findings. Thus, this study aims to provide an in-depth description of how project-based learning in the P5 program can contribute to the development of students' creativity, innovation, and character at SDN 61 Karara.

## RESULT AND DISCUSSION

### *Result*

Education plays a very important role in shaping an individual's potential, especially in terms of creativity and innovation. Along with the rapid advancement of the times and the ever-developing changes in the world, the challenges faced by the global community are becoming increasingly complex and diverse. The ability to think creatively and innovate has become a highly sought-after skill, not only to solve current problems but also to prepare the younger generation for the challenges ahead. Education is not just about mastering knowledge, but also about equipping students with critical thinking, creativity, and problem-solving skills that can contribute positively to the development of society and civilization. In Indonesia, to address this need, various educational programs are continuously being developed to produce a generation that is not only excellent academically but also possesses skills relevant to the demands of the times.

One of the efforts being made is through the Strengthening of Pancasila Student Profile (P5), a program designed not only to reinforce the values of Pancasila in students but also to

develop the 21st-century skills that are greatly needed, such as creativity, critical thinking, and collaboration skills. P5 views education as a holistic process that focuses not only on academic achievements but also on character building, social skills, and awareness of the importance of active participation in society. Activities like these not only improve students' skills but also instill social values and a sense of responsibility toward society and the environment. This is highly relevant to the global challenges the world faces today, such as climate change, environmental crises, and social inequality.

Pancasila-based education is expected to cultivate students who are not only academically intelligent but also possess strong character. The noble values of Pancasila, such as mutual cooperation, social justice, and a sense of responsibility towards the nation and state, serve as the main guidelines in shaping individuals who are capable of thinking creatively and innovatively, as well as caring for the common good. Learning focused on these values helps create a generation that is more sensitive to social and environmental issues and is ready to play a role in solving existing problems. An effective implementation example of this P5 model can be found at SDN 61 Karara in the city of Bima. This school has integrated project-based learning with the values of Pancasila, where students not only develop their creativity through art and recycling projects but also learn to work together in teams to achieve common goals. Such activities not only make learning more enjoyable and meaningful but also teach students about the importance of collaboration, social responsibility, and environmental awareness. In addition, the implementation of P5 at SDN 61 Karara also demonstrates how Pancasila-based learning can develop students' social and emotional skills.

Through activities involving collaboration and social interaction, students learn how to communicate effectively, appreciate others' opinions, and resolve differences positively. These are valuable skills in daily life, both in school, at home, and in society at large. Through this approach, it is expected that students will not only grow into academically intelligent individuals but also possess strong, creative, and innovative character, as well as high social awareness. In this way, they will be ready to face increasingly complex global challenges and actively contribute to advancing society and the nation. Education based on Pancasila values and 21st-century skills will produce a generation that is not only capable of thinking creatively and innovatively but also committed to creating positive changes beneficial to the world. Through project-based learning, students are invited to directly engage in activities that challenge and stimulate their creativity. This equips them with practical skills that are very useful in daily life and in the future. At SDN 61 Karara, the implementation of the P5 learning model has been successfully carried out.

The school focuses on developing students' creativity through collaborative activities involving art and environmental awareness. Activities such as group cooperation, calligraphy art, and recycling projects are concrete examples of how students can hone their creativity while also learning about the importance of social and environmental concern. By involving students in projects such as calligraphy, they not only gain enjoyable learning experiences but also experience firsthand the benefits of working together in teams to achieve shared goals. In addition to providing academic knowledge, the application of Pancasila values in every learning activity at SDN 61 Karara aims to form students with a strong character. Values such as mutual cooperation, social justice, and responsibility for the environment are taught in an integrated manner within daily learning activities. The art and recycling projects carried out at this school also make a significant contribution to raising environmental awareness among students. They not only learn about the importance of protecting nature but are also trained to find practical solutions that can reduce the negative impact on the environment. With a project-based approach that incorporates Pancasila values, students are expected to become not only creative and innovative but also individuals who care for the environment and are ready to face the increasingly complex global challenges. Through project-based learning like this, students



are not only taught to think critically and creatively but also given the opportunity to develop social, leadership, and environmental concern skills. Thus, education integrated with Pancasila values not only prepares them to achieve high academic achievements but also shapes them into resilient, creative individuals who care about the advancement of society and the world as a whole.

Table 1. P5 student activities

Activity	Description	Impact on Creativity
Cooperation	Students are invited to work in groups to solve real problems related to social and environmental issues. They share ideas, discuss, and find solutions together.	Improve critical thinking, collaboration, and problem-solving skills. Encourage students to think innovatively in solving problems.
Calligraphy	Calligraphy art activities that invite students to express creativity through artistic writing. This activity integrates Indonesian cultural values and aesthetics.	Developing creativity in the arts. Students learn to express creative ideas and improve fine motor skills.
Waste Recycling	Students are given the task of processing used goods into useful products. This activity aims to increase environmental awareness and encourage creativity in waste management.	Enhance understanding of sustainability and environmental responsibility. Encourage students to develop creative solutions in waste management.

Discussion

The implementation of the Proyek Penguatan Profil Pelajar Pancasila (P5) at SDN 61 Karara, Kota Bima, has made remarkable strides in enhancing students' creativity and innovation through three key activities: teamwork, calligraphy, and recycling. These activities were thoughtfully designed to cultivate creativity in different forms and support the broader objectives of the P5 model, which aims to nurture not only academic competencies but also critical thinking, creativity, and collaborative problem-solving skills in students (Khalifatun et al., 2024). One of the significant outcomes of this study is the marked improvement in students' teamwork abilities. By working together on projects addressing real-world social and environmental challenges, students not only strengthened their interpersonal skills but also developed a deeper understanding of the importance of collaboration in fostering innovative solutions (Arnita & Setiawan, 2025). The collaborative nature of these activities aligns perfectly with the core objective of the P5 model, which underscores the value of teamwork and critical thinking in the learning process (Suryaningsih & Rahma, 2024). The findings from this study echo those in existing literature that emphasize the importance of collaborative learning environments in enhancing creative thinking and problem-solving. Students, through their collective efforts, have learned to appreciate how working together can lead to more creative and effective solutions (Alwi et al., 2024).

Secondly, the calligraphy activity highlighted the power of art as a medium for stimulating creativity. By engaging in artistic writing, students were not only able to express their ideas in a creative form but also connect with cultural traditions, particularly the

appreciation of Indonesian cultural heritage (Vanissaputri et al., 2025). The calligraphy project demonstrated how creativity is not only a process of creating something new but can also be a bridge to understanding and valuing cultural identities (Marsidin, 2022). This aspect of the P5 model is pivotal in promoting creativity while simultaneously fostering a sense of national identity and cultural pride (Fitriyanti & Irawati, 2025). The findings suggest that when students engage in artistic tasks, their creativity is enhanced not only through the physical act of creation but also by connecting with the cultural and aesthetic values inherent in their society. This affirms previous research indicating the positive impact of arts-based activities on cognitive development and creative expression, particularly in fostering an emotional and cultural connection to one's community (ANJELINA, 2024).

Lastly, the recycling project offered students an opportunity to apply their creativity to real-world environmental issues. By repurposing waste materials into functional products, students were prompted to think critically about sustainability and find innovative solutions to ecological problems (Pinasti et al., 2025). This project is particularly significant in the context of modern education, as it highlights the importance of integrating environmental consciousness into creative learning activities. The findings show that engaging in environmental education through creative tasks enhances students' awareness of ecological challenges while also encouraging them to think innovatively in ways that can contribute to sustainable living (RIYANTO, 2025). These results are in line with research that stresses the importance of sustainability education in fostering creative problem-solving skills, further emphasizing the role of creative projects in equipping students with the tools to address global challenges (Ilmiah & Marzuki, 2023).

The results of this study are consistent with other research on the positive outcomes of project-based learning and creative activities in enhancing students' problem-solving skills and creativity. However, this research underscores the unique contribution of the P5 model, which not only integrates creative learning processes but also weaves in values-based education that highlights collaboration, cultural identity, and environmental consciousness (Rodiyah et al., 2024). The combination of these elements provides a more comprehensive and holistic approach to fostering creativity in students, an approach that has not been as thoroughly explored in other studies.

The integration of teamwork, cultural expression, and sustainability into the learning process offers students diverse opportunities to think creatively, collaborate, and apply their ideas in ways that are meaningful and impactful (Latifah et al., 2025). In terms of practical implications, the findings suggest that the P5 model is an effective framework for enhancing students' creative capacities (Rodiyah et al., 2024). The emphasis on teamwork, cultural expression, and environmental awareness equips students with a multifaceted skill set that prepares them for both academic success and the complex challenges of the modern world (Purwanti & Indriani, 2024). This approach to creativity development does not merely focus on theoretical knowledge but also on the application of that knowledge in real-world contexts, making it a valuable tool for preparing students for future opportunities and responsibilities (Septiany et al., 2024). By providing students with the space to innovate, collaborate, and think critically, the P5 model offers a robust educational framework that fosters the skills necessary for personal growth, social responsibility, and sustainable development.

## CONCLUSION

This study aimed to explore the impact of *Projek Penguatan Profil Pelajar Pancasila* (P5) on enhancing creativity and innovation among students at SDN 61 Karara, Kota Bima. The findings provide strong evidence that the P5 model significantly contributes to fostering creativity in students through three key activities: teamwork, calligraphy, and recycling. These activities not only engage students in collaborative and creative problem-solving but also help integrate critical cultural and environmental awareness, which are essential for shaping well-

rounded, innovative individuals. The study highlights the importance of incorporating values-based education, collaboration, and hands-on projects into the curriculum. By doing so, students are given opportunities to think critically, work effectively in teams, and apply their creative skills to real-world challenges. This approach goes beyond traditional methods of education that often focus solely on rote learning, positioning the P5 model as an effective means of preparing students for both academic success and the broader challenges of society. In advancing the field of education, this research underscores the significant role of project-based learning and creativity-enhancing activities in cultivating essential skills such as problem-solving, collaboration, and innovation. The successful implementation of the P5 model at SDN 61 Karara demonstrates its potential as a scalable and impactful approach for schools seeking to develop the creative capacities of their students. The implications of this study suggest that the P5 model can be expanded to other schools across Indonesia, offering a framework for education that integrates creativity, character development, and community engagement. Future research could explore the long-term impact of the P5 model on students' academic achievements and personal growth, particularly in relation to their ability to innovate in various fields. In conclusion, this study provides scientific justification for the integration of creativity-focused models like P5 in schools to develop the next generation of creative and innovative thinkers. The results suggest that the P5 model has the potential to not only enhance student creativity but also contribute to the broader goal of fostering responsible and engaged citizens who can address global challenges. Further research and the extension of P5 practices into other educational contexts will deepen our understanding of its full impact and practical applications.

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