

# Strengthening students' innovative character through the P5 project learning program of the independent curriculum

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## Abstract

Strengthening innovative character is an important demand in 21st century education in line with the development of technology and social dynamics. The Independent Curriculum through the Pancasila Student Profile Strengthening Project (P5) is designed as project-based learning that places students as active subjects in the learning process. This study aims to examine the role of the implementation of P5 in strengthening the innovative character of students based on the results of previous research. The research method uses a literature study by examining ten national scientific articles published in the last three years. The data was analyzed systematically using *content analysis* techniques. The results of the study show that the implementation of P5 contributes positively to strengthening students' innovative character, especially in the aspects of creativity, independence, critical thinking skills, and the courage to put forward ideas. However, the strengthening of innovation oriented towards the creation of new solutions has not developed optimally due to the limitations of teachers' pedagogical competence, poorly structured project planning, and administrative implementation tendencies. Therefore, P5 optimization requires more systematic project learning planning and teacher capacity building.

## 1. Introduction

In the contemporary educational landscape, innovation has emerged as a pivotal aspect, transcending the status of a mere supplement. It has become an indispensable component for students who are poised to navigate a globally unstable environment. In Indonesia, policies such as the Strengthening of Character Education issued by the Ministry of Education and Culture Number 20 of 2018 are important steps in the right direction. However, these policies are not a guarantee to be implemented due to obstacles in terms of structure and culture. The utilization of platforms that facilitate interactive and collaborative learning enables the production of creative works, the identification of innovative solutions, and the efficient adaptation to dynamic environments (Hayati, 2023).

The Independent Learning Curriculum, as defined by the National Education Standards Agency (BSNP), is a pedagogical approach that prioritizes the cultivation of students' talents and interests. In this curriculum structure, students have the autonomy to select the subjects they wish to pursue, aligning with their talents and interests (Fauziah et al., 2024). Consequently, curriculum development must be executed with a high degree of flexibility to ensure adaptability to evolving societal demands and changes (Juwita et al., 2024). The Pancasila Student Profile has been developed as a response to the necessity of competencies in the 21st century that prioritize autonomy and ingenuity. The implementation of P5 has established various internal and external factors related to collaboration between state ideologies and the challenges arising from the Industrial Revolution 4.0 (Mujiwati et al., 2022).

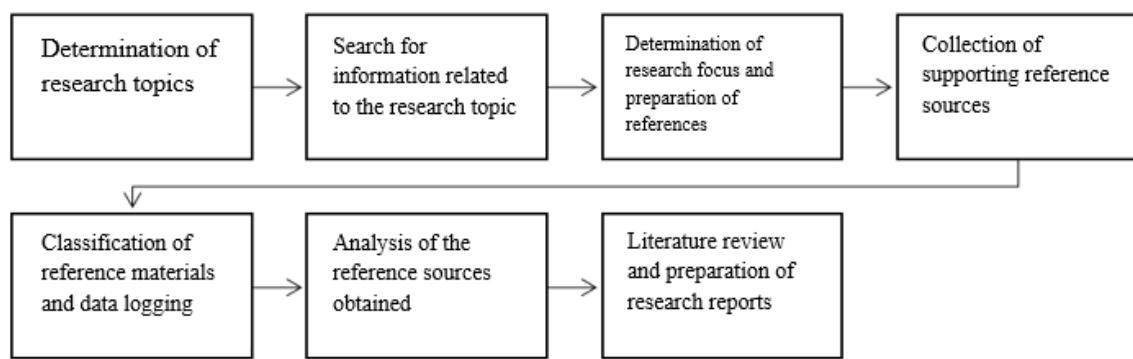
In the 21st century, education must cultivate students' capacity for critical, creative, and innovative thinking, as well as adaptability to the evolving landscape of science and technology. The rapid social changes that are taking place encourage education to produce a generation that is not only academically intelligent, but also has a strong character and is able to offer solutions to various problems. A notable deficiency in extant research pertains to the absence of collaboration between large-scale policies and their implementation in the field of technology adjustment. P5 demonstrates the efficacy of contextual learning in enhancing students' innovative character and creative power (Hanifah et al., 2025). However, the pedagogical limitations of teachers in designing projects, coupled

with the administrative challenges faced by schools in adapting to the flexibility of the Independent Curriculum, often serve as obstacles (Huda et al., 2025).

Despite the numerous studies and policies that have demonstrated the efficacy of fortifying innovative character through the P5 Independent Curriculum, it is imperative to acknowledge the various impediments that must be addressed during its implementation. This research offers an opportunity to address these gaps by combining all the findings in a solution framework. By systematically assessing its effectiveness and impact, the P5 Independent Curriculum can generate more extensive data sets and conduct more profound analyses to inform future development (Ij & Setiyadi, 2024).

## 2. Method

The method used in this article is a literature study. The literature study method is concerned with the study of literature from various references related to relevant scientific literature. According to (Maghfira et al., 2022), there is a research procedure in the literature study shown in Figure 1 below.



**Figure 1. Research Stage of Literature Study**

Based on Figure 1, the literature research procedure can be described through the following stages:

- Determination of research topics, the initial stage of research begins by determining the topic so that the object of study being researched is clear.
- Search for information related to the research topic, gathering relevant information to support and focus the research.
- Determining the focus of the research and the preparation of references, the researcher determines the focus of the study more specifically.
- Collecting supporting reference sources, collecting supporting library sources from books, journals, researcher reports, and online sources.
- Classification of reference materials and data recording, the references that have been collected are grouped according to the focus of the research
- Analysis of the reference sources obtained, at this stage the researcher examines the literature material in depth to obtain data and information in accordance with the research focus
- Literature review and preparation of research reports, review the results of analysis and prepare research writing critically.

The research instruments used in this study are in the form of research activities in identifying and selecting data sources from scientific journals, research articles, online pages, and other sources of information relevant to the topic of strengthening students' innovative character through the implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent

Curriculum. The data collection process is carried out through tracing of sources accessed online, then continued with an analysis of the content of the data for an in-depth assessment. The data sources in this study consist of a number of scientific journals that discuss the implementation of P5, character education, and the development of students' innovative characters, with a maximum publication year limit of the last three years.

The data analysis technique used in this study is content analysis. Content analysis is carried out by reviewing, grouping, and synthesizing findings from various scientific articles that have been selected according to the research focus. The analysis process is carried out through the stages of in-depth reading, identifying concepts related to the innovative character of students and the implementation of the P5 Project, grouping the main findings, and drawing conclusions based on patterns found from all library sources.

### 3. Results and Discussion

#### 3.1. Results

The research results in Table 1 obtained from a number of scientific articles that were selected to be studied. In this section, the researcher describes the research findings to answer the focus of the study that has been previously determined, based on data collected from various sources.

**Table 1. Research Results**

No.	Name	Source	Title	Method	Result
1.	Hanifah <i>et al.</i>	Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI), Volume 5, Number 2, 2025	Proyek Profil Pelajar Pancasila dalam Kurikulum Merdeka: Sebuah Studi Kepustakaan tentang Penguanan Karakter di Sekolah Dasar	Literature Studies	The results of the study show that the learning of Project P5 has the potential to strengthen students' innovative character through project-based learning that emphasizes creativity, independence, and problem-solving. However, the implementation of P5 still tends to be symbolic so that the strengthening of innovative characters is not optimal.
2.	Nurhasanah & Ahmad	Pendas: Jurnal Ilmiah Pendidikan Dasar, Volume 10 Number 03, 2025	Pengaruh Kegiatan Proyek Penguanan Profil Pelajar Pancasila (P5) Pada Kurikulum Merdeka Terhadap Perkembangan Karakter Peserta Didik Kelas V SD Kecamatan Semarang Barat	Quantitative Descriptive	The results showed that P5 had a significant effect on the character that was included in the "very good" category in 200 elementary school students in West Semarang District. The average result of the student's character score was 101.72, higher than the theoretical score of 72 with a significance value of 0.000 (<0.05).
3.	Huda <i>et al.</i>	Jurnal Pengabdian Masyarakat dan Riset Pendidikan (JERKIN), Volume 3, Number 4, April-June 2025	Pengaruh Proyek Penguanan Profil Pelajar Pancasila (P5) dalam Penerapan Karakter dan Kreativitas Peserta Didik SMAS Adabiah 2 Padang	Quantitative Descriptive	The results showed that P5 had a significant effect on the character and creativity of students. Categorized as (1) Indicators of empathy and social concern (88%), (2) Indicators of responsibility (85%), (3) Aspects of creativity, expression of ideas and use of technology by (87.5%), (4) Innovative skills being the lowest indicator of creativity (85%).
4.	Mavela & Satria	JUPEIS: Jurnal Pendidikan dan Ilmu Sosial, Vol. 2, No. 3, July 2023	Nilai Karakter Kreatif Peserta Didik Dalam P5 Pada Peserta Didik Kelas IV Tema Kewirausahaan SDN 2 Pandean	Qualitative Descriptive	The implementation of the Pancasila Student Profile Strengthening Project at SDN 2 Pandean shows that there is a strengthening of the creative character of students. This is reflected in the ability of students to find and process inspiration so that they are able to produce diverse new ideas, modify works into different forms, and display

No.	Name	Source	Title	Method	Result
5.	Soebardi	Jurnal Psikologi Ulayat, Edisi 1/Desember 2012, page. 57-74	Perilaku Inovatif	Quantitative Approach	original thoughts. In addition, students also show high curiosity, flexible collaborative attitudes, and independence in the learning process.
6.	Septiany <i>et al.</i>	Jurnal pemikiran dan pengembangan sekolah dasar, Volume 12, Number 2, 2024	Pengembangan Proyek Penguatan Profil Pelajar Pancasila (P5) sebagai Upaya Penguatan Karakter Siswa Sekolah Dasar: Implementasi dan Tantangan	Studi Literature	The results show that the implementation of P5 in elementary schools has radically succeeded in transforming the role of students into learning subjects with innovative characters. However, this success was hampered by the teacher competency gap who still had a high dependence on government modules and a lack of support for school culture.
7.	Purtina <i>et al.</i>	Jurnal Pendidikan Transformatif (JPT), Volume 19, Number 2, 2024	Inovasi Pendidikan Melalui P5: Menguatkan Karakter Siswa dalam Kurikulum Merdeka	Qualitative Descriptive	The results show that P5 is effectively able to foster students' independence and critical power through innovative problem-based learning schemes. However, this study also underlines that this effectiveness is highly dependent on the pedagogical competence of teachers in designing projects.
8.	Diski <i>et al.</i>	Jurnal Basicedu Volume 9, Number 6, 2025	Pengembangan Proyek Penguatan Profil Pelajar Pancasila (P5) sebagai Upaya Penguatan Karakter Siswa SD: Tinjauan Pustaka Sistematis	Systematic Literature Review (SLR)	The results showed that the implementation of P5 in elementary schools was carried out through various creative and innovative approaches, this led to success in character formation determined by the quality of teacher intervention. But it also has challenges including teachers' understanding that is not fully optimal about project-based learning.
9.	Lestari <i>et al.</i>	Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan), Volume 5, Number 3, 2024	Menumbuhkan Kreativitas tanpa Batas: Strategi Inovatif Sekolah dalam Mengembangkan Karakter Kreatif Siswa	Literature Study	The results showed that the brainstorming technique was very effective in stimulating students' innovative thinking skills, students were encouraged to generate many ideas and condensed into innovative solutions. The importance of appreciation for failure as part of the creative learning process, because creativity should not stand alone but must be integrated into every learning activity.
10.	Solichah & Marno	Risalah: Jurnal Pendidikan dan Studi Islam, Volume 10, Number 2, 2024	Manajemen Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) dalam Penguatan Karakter Siswa	Qualitative Descriptive	The results show that the data in the formation of the project facilitator team responsible for designing modules for students' innovative characters has a choice of themes that are adapted to the student's development phase, there is a clear division of

No.	Name	Source	Title	Method	Result
					schedules and tasks, this proves that the success of P5 is not only a matter of student creativity, but also a matter of how mature planning and organizing at the school level is.

### 3.2. Discussion

The implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum is an effort to transform learning that places students as active subjects in the learning process. A synthesis of the ten articles studied shows that P5 learning contributes to strengthening students' innovative character through project-based learning that is contextual, collaborative, and oriented towards real problem-solving (Hanifah et al., 2025; Ij & Setiyadi, 2024; Septiany et al., 2024). Project-based learning allows students to explore ideas, make decisions, and reflect on the learning process, so that innovative characters are not only conceptually understood, but shaped through hands-on learning experiences.

The results of the study from quantitative descriptive research show that P5 has an influence on the character and creativity of students as shown through the achievement of measurable indicators. The findings showed that the indicators of empathy and social concern reached 88%, responsibility 85%, and aspects of creativity, expression of ideas, and the use of technology were 87.5%. However, innovative skills show relatively lower achievements, at 85%, compared to other indicators (Huda et al., 2025). These findings indicate that P5 learning has been effective in fostering student participation and creativity, but strengthening innovation oriented towards the creation of new solutions still requires reinforcement in the design of learning projects.

The results of the study with a qualitative descriptive approach show that students' innovative character develops significantly through direct involvement in project activities that are relevant to students' lives. P5 activities based on entrepreneurship and the use of the surrounding environment encourage students to generate new ideas, modify their work, and show independence in the learning process (Faradilla et al., 2024; Mavela & Satria, 2023). Such experiential learning allows students to gradually internalize innovative values through the process of trying, evaluating, and improving their work.

However, several studies also show that the implementation of P5 in education units is not fully optimal. The implementation of P5 in some schools still tends to be administrative and focuses on completing assignments, so that the space for exploring ideas and reflection of students is limited (Anisah & Rohman, 2025; Hanifah et al., 2025). The limitation of teachers' pedagogical competence in designing project-based learning that is integrated with innovative character indicators is one of the main factors that affect the effectiveness of the implementation of P5.

The results of the literature study confirm that the success of P5 in strengthening students' innovative character is highly dependent on the quality of planning and consistency of its implementation. Project learning that is designed in a systematic, contextual, and reflective manner tends to be more effective in fostering students' creativity, independence, and critical thinking skills. On the other hand, project learning that is routine and minimally challenging has the potential to reduce P5 to a formal activity without a significant impact on the development of student innovation (Ij & Setiyadi, 2024; Septiany et al., 2024).

In addition to planning factors, the involvement of the learning environment and the support of educational units also play an important role in strengthening students' innovative character. P5 learning that involves collaboration between students, teachers, and the surrounding environment is able to encourage students' courage in expressing ideas, improve their ability to work together, and foster an innovative mindset in solving problems (Diski et al., 2025; Solichah & Marno, 2024).

Overall, the results of the study show that the P5 Project has significant potential as a means of strengthening students' innovative character in the Independent Curriculum. However, this potential has not been fully actualized optimally in all education units. Therefore, it is necessary to strengthen

teachers' pedagogical competence, more targeted project learning planning, and sustainable institutional support so that P5 learning can function optimally as a learning strategy that encourages the formation of students' innovative characters in a meaningful and sustainable manner (Hanifah et al., 2025; Huda et al., 2025).

#### **4. Conclusion**

Based on the results of a study of a number of studies, it can be concluded that the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum has an important role in building and strengthening students' innovative character. Through project-based learning that is contextual, collaborative, and oriented towards solving real problems, students are encouraged to develop creativity, independence, courage in conveying ideas, and the ability to reflect on their learning experiences. The results of the study show that the implementation of P5 is effective in fostering the values of empathy, social concern, responsibility, and creativity of students. Nonetheless, innovative skills oriented towards the creation of new solutions still show relatively lower achievement than other character indicators. This condition indicates that the implementation of P5 is not fully optimal in encouraging deep and sustainable innovation.

The success of the implementation of P5 is greatly influenced by the quality of learning planning, the pedagogical competence of teachers, and the support of the environment and educational units. The implementation of P5 which still tends to be administrative and has minimal space for exploring ideas has the potential to reduce the essence of project learning as a vehicle to strengthen students' innovative character. Therefore, continuous efforts are needed to improve teachers' competence in designing challenging and reflective project-based learning, accompanied by consistent institutional support. More targeted planning and implementation are expected to be able to optimize the function of P5 as an effective learning strategy in shaping students' innovative character in a meaningful and sustainable manner.

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