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Implementation of the Pancasila Student Profile Strengthening Project in Improving Students' Understanding of Democracy in Junior High School

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Abstract

Education has a strategic role in developing students' potential, both cognitively, skills, and attitudes, one of which is realized through the implementation of the Independent Curriculum with the Pancasila Student Profile Strengthening Project (P5). This study intends to: (1) find out the implementation of P5 in improving students' understanding of democracy at SMP Negeri 11 Samarinda, (2) identify supporting and inhibiting factors for the implementation of P5 related to democracy education, and (3) formulate solutions to overcome obstacles that arise. Qualitative descriptive research is the approach implemented in this study, where data is collected by implementing semi-structured interview techniques, field observation, and documentation. The research informants consisted of PPKn teachers, P5 coaching teachers, and students who were active in project activities. The results of the study show that the implementation of P5 with the theme "Voice of Democracy" with the election of the Student Council President has succeeded in increasing students' understanding of democratic values such as freedom of opinion, social responsibility, and consensus deliberation. Student participation reached 90%, supported by the enthusiasm of students, the active role of teachers, and the support of schools and parents. The obstacles identified include the lack of understanding of some students related to the project objectives and limited implementation time. To overcome these obstacles, schools carry out strategies to strengthen students' understanding from the beginning of the school year, continuous coaching, and improve communication between schools and parents. These findings confirm the importance of P5 as a contextual learning vehicle to foster democratic character in students.

Keywords: Pancasila Student Profile Strengthening Project, P5, democracy, character education, election of Student Council Chair.

Introduction

Democracy is defined as a system of government that provides equal rights and opportunities for every citizen to be involved in decision-making that has an impact on their lives (Nasution et al., 2023). This concept is not only about political mechanisms, but also about fundamental values such as freedom, equality, and participation. In Indonesia, democracy has grown rapidly since the 1998 Reformasi era, which was marked by fairer elections, freedom of the press, and recognition of human rights. However, a number of challenges still hinder the realization of equitable and sustainable democracy, including social and political inequality and threats that erode civil liberties, as discussed in the study "The Dynamics and Challenges of Pancasila Democracy in the Context of the Indonesian Constitutional System" by (Paramesti & Pratama, 2025). This article highlights that in the digital era, the dissemination of unclear or uncertain information, polarization of opinions, and the lack of political literacy are significant challenges to the quality of democracy. To overcome these challenges, education has a crucial

role as the foundation for cultivating democratic values. Challenges in the practice of political democracy cannot be overcome solely through government mechanisms, but require the active contribution of the education sector as an initial forum in internalizing democratic values. In this context, schools serve as an ideal representation of society to instill the principles of freedom of opinion, tolerance, and active participation from an early age. This is in line with the theory of democratic education proposed by experts. John Dewey on his work *Democracy and Education* (1916) argued that education is a social process that prepares individuals to participate actively in a democratic society. According to Dewey, schools should function as miniature societies that allow learners to learn through hands-on experience.

Moreover Paulo Freire through the liberation education approach (*liberating education*) emphasizes that education should be political and liberating. Freire proposed a dialogical model, in which teachers and learners interact equally to solve problems and develop critical awareness (*critical consciousness*). These two theories affirm that the cultivation of democratic values in education must be practice-oriented, not just theoretical, to form a character that dares to speak up, respects differences, and is responsible. Relevant to this view, the Ministry of Education and Culture has encouraged the creation of a democratic learning environment in schools. This environment is characterized by open spaces that encourage students to interact, express opinions, and engage in the thought process (Satria et al., 2022). This kind of dialogical culture is sought to be an integral part of the entire learning process.

The cultivation of democratic values is strongly emphasized in PPKn subjects as well as in the Pancasila Student Profile Strengthening Project (P5). PPKn plays a role as the main foundation in shaping the character of democratic citizens, who not only know and understand their rights and obligations, but can also apply Pancasila values to daily life. P5, especially through the theme "Voice of Democracy," is an effective medium in instilling democratic values and strengthening the culture of deliberation and active involvement of students in decision-making in the school area (Lestari & Nurlizawati, 2023). Through P5, students are involved in democratic practices such as the election of student council presidents, which aim to form democratic awareness and ethics from an early age. This is reflected in the study (Ndruru et al., 2024), which states that P5 mentoring strengthens students' understanding of democratic concepts and practices through the experience of electing student council presidents. Thus, education becomes a vital instrument that bridges democracy at the national level with real practices at the micro level, thus forming a generation that is ready to realize a more equitable Indonesian democracy.

Education is a continuous process that intends to develop all individual potentials as a whole, including cognitive, skill, and attitude aspects. This process is not limited to formal activities in the classroom, but also includes learning through daily life experiences that are intended to shape individual character and personality. Through education, individuals gain knowledge, train critical thinking skills, and internalize social and cultural values that apply in society. Basically, students can be prepared by education so that they can make a positive contribution to society and adapt to the dynamics of global change. This is in line with the mandate of Article 31 of the 1945 Constitution which affirms that every citizen has the right to education.

Furthermore, Law No. 20 of 2003 related to the National Education System, especially Article 3 explains that the purpose of national education is to help students to develop their potential optimally so that they become human beings who fear and believe in God Almighty, have noble, capable, creative, independent, and physically and spiritually healthy values. On the other hand, it is a responsible and democratic citizen. Related to this, each individual has an equal right to access quality education.

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As one of the many learning strategies based on the noble ideals of Pancasila, the Ministry of Education and Culture launched the Independent Curriculum with the Pancasila Student Profile Strengthening Project (P5) to achieve the goal. The curriculum, which refers to Law No. 20 of 2003, intends to produce students who not only have high intellectual ability, but also have moral qualities, religious beliefs, and the ability to play an active role in a democratic society. This is in line with the main values in P5, namely the formation of noble character and concern for others.

Government Regulation No. 32 of 2013 related to National Education Standards also regulates content standards and learning processes that prioritize strengthening the character of students. On the other hand, Permendikbud Number 22 of 2020 and Permendikbud Number 23 of 2022 related to the Independent Curriculum provide a student-centered learning framework, as well as encourage the use of a project-based approach. In this context, teachers have the flexibility to compile and deliver teaching materials in a contextual manner in line with the needs of students.

P5 is one of the many concrete forms of the implementation of the Independent Curriculum, where students are directed to carry out thematic projects aimed at improving their skills and understanding of national values. Learning in the form of projects allows students to learn actively, collaboratively, and relevant to real situations, which is oriented towards the formation of Pancasila student profiles. In line with what is presented by the (Adelia & Rosyid, 2024) P5 supports the achievement of six main dimensions of Pancasila students, one of which is faith and piety in God Almighty and noble character. (Eka Putri Dyahningtyas et al., 2023) added that the implementation of P5 intends to foster the enthusiasm of students in completing projects based on those values, as well as developing social skills and character during the learning process.

The implementation of P5 is also expected to be integrated into the daily learning process, in line with what is stated by the (Melati et al., 2024) that this program can be a means of strengthening character education through applicative activities. Thus, students are trained to become individuals who have social concerns, love the environment, and are ready to contribute and participate in building the nation in accordance with the values of Pancasila.

In the context of strengthening democratic values, P5 provides space for students to develop the ability to collaborate, discuss, and make decisions collectively. Students are trained to appreciate the diversity of views and opinions through activities that are directly related to social problems in the surrounding environment. This is important as a provision for students to understand the meaning of democracy substantively and apply it in daily life.

(Nurjanah & Saadah, 2022) shows that the implementation of P5 with a democratic approach can increase students' awareness of social responsibility and encourage them to contribute more actively to their communities. Similar research by (A. N. Sari et al., 2024) explained that the participation of students in democratic activities in schools has a positive impact on reducing individualistic attitudes and increasing solidarity. However, there are still challenges in its implementation, such as the lack of understanding of true democratic values by students. Related to this, a continuous coaching strategy is needed so that students can actively participate in each stage of democratic activities in schools.

One of the many concrete examples of the implementation of P5 with the theme "Voice of Democracy" was held at SMP Negeri 11 Samarinda. This activity intends to foster students' awareness of democratic values through the election of student council presidents. In this activity, students not only play the role of voters, but also be involved in the stages of planning, campaigning, and the implementation of voting. The entire series of activities is designed so that students gain direct experience in implementing the principles of democracy in the school

area. This is in line with what was expressed (Lomi, M.D., 2024) explained that the active participation of students in the election of student council presidents reflects the implementation of democratic values in the school environment, which can improve their understanding of democracy and shape leadership character.

The objectives of the researcher in carrying out this research include 1) To find out the Implementation of the Pancasila Student Profile Strengthening Project (P5) in improving students' understanding of democracy at SMP Negeri 11 Samarinda. 2) To find out the supporting and inhibiting factors in the implementation of P5 related to democracy education at SMPN 11 Samarinda. 3) To find out solutions to overcome obstacles in the implementation of P5 related to democracy education at SMPN 11 Samarinda.

Method

Qualitative descriptive research is an approach implemented in this study with the intention of being able to describe the extent to which students' understanding of democratic principles and practices in SMP Negeri 11 Samarinda can be improved through the implementation of the Pancasila Student Profile Strengthening Project (P5). This approach is considered the most appropriate because it can capture the meanings, experiences, and social dynamics that arise in the context of the implementation of the program. This is relevant to the opinion (Elsa Lestari et al., 2024), Through using a qualitative descriptive approach, the researcher was able to explore in depth the social interactions that took place during the implementation of the P5 project, such as the forms of collaboration between students, differences of views that arise, and the process of negotiating values that are part of the learning dynamics. Moreover (Ambarwati et al., 2022) adding that this method "focuses on the collection of non-numerical data through reading and note-taking techniques to understand the text structure of the method section on Sinta-indexed journal articles", which is relevant to ensure consistency and depth of description in educational research.

The research will be conducted in April 2025, coinciding with the implementation of the P5 project themed "Voice of Democracy" at the school. The research location was chosen deliberately because it is the place where P5 activities that are relevant to the research focus take place.

The selection of informants is carried out purposively, namely based on considerations of direct involvement and the relevance of the role in P5 activities. This is in line with the opinion (Septia, 2024), Explaining that the purposive sampling technique is used in qualitative research because it allows researchers to select informants who have real involvement as well as an important role in the event or activity being studied. The informants consisted of a PPKn subject teacher who is also a student council supervisor, two students who are active in project activities, and one P5 supervisor teacher who is responsible for the implementation of the project at school. They were chosen because they were considered to be able to provide in-depth and relevant information related to the research theme.

Data were collected by implementing semi-structured interview techniques, field observation, and documentation. The interview intends to explore the experiences, views, and obstacles faced by the informants while participating in and carrying out P5 activities. Observations were carried out to capture real situations, interactions between students, and the dynamics of activities in the field. Documentation in the form of photos of activities, school reports, and project materials is used as supporting data in the analysis process.

The main instrument in data collection is an interview guide designed to explore several important aspects, such as the involvement of students in the project, the implementation of

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democratic values, the obstacles faced during implementation, and the strategy for their completion. For example, the interview grid includes questions related to the students' experiences during the project, their role in the democratic process in schools, and the efforts made by teachers in fostering and guiding activities.

The collected data was analyzed using a thematic approach. This process begins with carefully reading the entire interview transcript, coding important data, grouping the themes that emerge, and interpreting the findings based on the existing social and cultural context.

To ensure the validity of the data, the researcher implemented triangulation techniques, both in terms of sources and methods. Validation is carried out by comparing data from interviews, observations, and documentation, as well as confirming provisional results to informants through *member checking techniques* to ensure the accuracy of information.

In its implementation, research ethical principles, such as maintaining the confidentiality of respondents' identities, requesting voluntary participation consent, and using data responsibly for academic interests, have been complied with by this study.

The tools used include a voice recording device to document the results of the interview, a field notebook to record important findings during observation, and supporting documents from schools related to P5 project activities.

Result

Implementation of the Pancasila Student Profile Strengthening Project (P5) in improving the understanding of pesrta didika democracy at SMP Negeri 11 Samarinda

The implementation of P5 with the theme *of Voice of Democracy* at SMPN 11 Samarinda was realized through the election of the Student Council President. This activity is designed systematically through a series of stages:

1. Candidate Screening: This stage involves identifying learners who meet the administrative and ethical requirements to become candidates.
2. Open Debate: Student Council President candidates are given a forum to convey their vision and mission, as well as answer critical questions posed by other students.
3. Technical Preparation for the Election: The election committee, consisting of student council supervisors and student representatives, prepares the necessary technical needs, such as the provision of ballots, voting booths, and ballot boxes.
4. Voting: This process is carried out by involving all students as active voters. This mechanism is designed to represent the implementation of the principles of direct, public, free, confidential, honest, fair in a miniature scale in the school environment.

The participation of students in this election was recorded very high. Based on the data collected, the number of students in grades VII to IX is 360 people. Of that number, 324 students participated in voting, on the other hand, 36 students were not present on election day.

Table 1. Number of Students Participating in the Student Council President Election

Yes	Information	Number of Students	Percentage
1	Total students in grades VII–IX	360	100%
2	Students who vote	324	90%
3	Students are absent	36	10%

The high level of student participation in the election of the Student Council President is a strong indicator that the P5 approach through direct experience in the democratic process can

increase practical political literacy and build awareness of responsible citizens from an early age. This success is not only limited to the procedural aspect of the election, but also reflects the school's ability to produce a learning environment conducive to the development of Pancasila's character, especially in the dimension of mutual cooperation and critical reasoning through the process of debate and collective decision-making.

These findings underscore the great potential of the implementation of P5 as a platform for holistic character education. The active participation of students in all stages of the election shows that they are not only objects of learning, but also subjects who are active in shaping the democratic ecosystem in the school environment. This is in line with the P5 goal to produce a young generation with strong character, a spirit of Pancasila, and ready to become agents of positive change in society. These results can be used as a model for other schools in implementing P5 with a similar theme, especially in the context of leadership formation and civic participation.

Supporting and inhibiting factors in the implementation of P5 related to democracy education at SMP Negeri 11 Samarinda

The successful implementation of the P5 theme of Democracy is strongly supported by a strong multidimensional support architecture. Structural support from principals as policymakers and resource providers is a crucial foundation, which ensures the legitimacy and sustainability of the program. The transformational leadership of school principals has proven to be able to create an inclusive and progressive school climate, encouraging innovation in democratic learning. No less important is the active role of coaching teachers who not only act as facilitators, but also as role models and mentors in the democratic education process. Teachers' pedagogical readiness to integrate Pancasila values into learning practices is vital.

In addition, the active participation and moral support of the parents of the students also gave social legitimacy to this program, emphasizing that character education is a shared responsibility between the school and the family. This creates consistency of messages and practices in different children's settings. From the students' side, their intrinsic enthusiasm for activities relevant to their daily lives, such as the election of the Student Council President, is the main catalyst. This interest is driven by the design of activities that are engaging, interactive, and appropriate to the psychological characteristics of adolescents who love challenge, collaboration, and opportunities for expression. The aspect of the readiness of the organizing committee, which includes teachers and students, to design and implement all stages of activities in a systematic, transparent, and accountable manner, is also an inseparable supporting pillar. This reflects the ability of the school's internal organization to manage large-scale projects involving many parties. The synergy between leadership support, teacher capabilities, parental involvement, and student motivation forms an optimal environment for the internalization of Pancasila democratic values in a practical and experiential manner.

Despite showing significant achievements in terms of participation, the implementation of the P5 theme of Democracy also faces a number of obstacles that require in-depth analysis. One of the fundamental challenges is the variation in the level of students' understanding of the essence and philosophical goals of the P5 Project. Even though they are physically involved, the depth of internalization of democratic values, the urgency of character education, and its relation to the Pancasila Student Profile, has not been completely evenly distributed. This can lead to superficial participation at multiple stages of activities that require deep reflection or proactive initiative.

The phenomenon of a tendency of apathy or passivity in a small number of students towards formal school activities was also identified. Although the selection of the Student Council has a strong appeal, certain procedural or formality aspects can sometimes dampen the

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enthusiasm of some individuals who may prefer a more informal or exploratory approach to learning. This highlights the need to diversify the P5 delivery method in order to reach a wide range of learning styles and preferences of students.

In addition, the limited time allocation of P5 implementation in a dense curriculum structure is a structural obstacle. The relatively short duration limits the space for the committee and learners to explore topics in greater depth, hold broader critical discussions, or develop derivative projects that can significantly enrich the learning experience. These limitations can also hinder the process of deep reflection that is essential for the internalization of values. These barriers demand innovation in learning strategies and time management to ensure P5 not only achieves quantitative but also qualitative targets in character building.

Solutions to overcome obstacles in the implementation of P5 related to democracy education at SMP Negeri 11 Samarinda

As a proactive response to the identified obstacles, SMP Negeri 11 Samarinda has implemented a number of strategic steps that demonstrate the school's commitment to P5 optimization. Increasing students' understanding of the P5 Project since the beginning of the school year is a top priority. This is realized through an attractively designed project introduction session, using interactive methods such as role-playing, simulations, or case studies relevant to the life of adolescents, so as to arouse curiosity and urgency.

The role of teachers in fostering democratic values is also strengthened through open and participatory classroom dialogue, as well as the integration of democratic values into learning materials in various subjects. Teachers are also active in providing participatory responsibilities to students in various school activities, fostering a sense of ownership and accountability. To overcome apathy and increase individual participation, personal assistance is provided through the active role of homeroom teachers and supervisors. This individualized approach allows for the identification of the root cause of apathy and the provision of tailored support, including counseling sessions or role assignments that are more tailored to your interests.

Finally, the school strategically strengthens collaboration with students' parents through regular communication forums. This forum is not only a means of information, but also a platform for dialogue to balance the values given at school with the practices implemented at home. Parental involvement in discussions about the goals of P5 and how democratic values can be practiced in children's daily lives, creates a cohesive and supportive educational ecosystem. These strategies reflect the school's holistic approach to addressing challenges, turning obstacles into opportunities for sustainable strengthening of the P5 program.

Discussion

The implementation of P5 is a key strategy to encourage character formation and strengthening national values in the Independent Curriculum. One of the themes raised, namely "The Voice of Democracy", provides an opportunity for students to digest and appreciate democratic values contextually through direct experience in the school environment. At SMP Negeri 11 Samarinda, the implementation of P5 is not only carried out as a formal program, but is aimed at increasing students' understanding of democracy through activities that involve active participation, social responsibility, and awareness of rights and obligations as school citizens.

The election of the Student Council President is used as a vehicle for learning democracy that integrates values such as freedom of opinion, justice, and deliberation in the real lives of students. Thus, the implementation of P5 in this school needs to be studied further to see the

extent to which the process and dynamics of its implementation contribute to increasing students' understanding of democracy. The following discussion will outline the implementation of the activity, its supporting and inhibiting factors, and strategic efforts made to optimize the goals of democracy education within the framework of the P5 Project.

Implementation of the Pancasila Student Profile Strengthening Project (P5) in improving students' understanding of Democracy

The implementation of P5 at SMPN 11 Samarinda, especially through the theme "Voice of Democracy" which was manifested in the election of the Student Council President, is a concrete example of the implementation of democratic values in the school environment. This approach is not only ceremonial, but contains significant educational dimensions in instilling democratic principles in students, such as the importance of deliberation, freedom of expression, and responsibility in choosing leaders with integrity.

The direct relationship between the implementation of P5 and the theory of democratic education is very clear. This is in line with the view (Darmawan & Syahrin, 2024), which emphasized that the implementation of P5 with the theme "Voice of Democracy", one of which is through the election of the Student Council President, contributes positively to developing students' confidence, critical thinking skills, and innovative power. This activity provides a real space for students to actualize democratic values in school life directly and meaningfully. Democracy, in this context, is positioned as a basic value that must be embodied in real action, not just as a mere theoretical concept. As emphasized by (Agustina & Nurlizawati, 2023), democratic values will be understood by students applicatively in school life, not only as a theoretical concept, with the implementation of P5. This shows that first-hand experience in the democratic process is effective in creating optimal understanding.

The role of educators is central in implementing this project. Teachers not only have a role as the delivery of teaching materials, but also as role models who provide the noble values of democracy through learning and social interaction. (Eka Putri Dyahningtyas et al., 2023), stated that teachers are expected to create an inclusive, open, and conducive learning space, so as to allow the process of internalizing democratic values naturally in the daily lives of students. The mechanism for selecting the President of the Student Council, which is designed systematically, starting from the stage of selecting qualified candidates, followed by an open debate that provides space for each candidate to convey his vision and mission and answer critical questions from other students, is very important. This stage specifically trains critical thinking, public speaking, and communicating ideas logically. After the debate process, the election committee consisting of student council supervisors and students compiled the technical needs of the election, and voting was carried out by involving all students as active voters. This process clearly shows the implementation of the principle of luberjurdil in mini-elections in schools.

Student Participation Levels and Indicators of Success in Democracy Education

The findings regarding student participation in the election of the Student Council Chairman are very high, showing enthusiasm and positive awareness of democracy at SMP Negeri 11 Samarinda. This level of active participation is inseparable from the coordinating role of teachers and schools in encouraging the participation of all classes. Although a small percentage of students did not participate in activities due to absenteeism, this dominant participation rate indicated the effectiveness of the program.

This level of participation is in line with the opinion (Adelia & Rosyid, 2024), which states that the level of participation in the electoral process in the educational environment is an indicator of the success of democratic education. The higher the participation, the greater the opportunity for the formation of students' political understanding and awareness. Further (Falaq

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et al., 2022), emphasized that the participation of students in the election of the student council president reflects the real implementation of civic education that focuses on the formation of students' character. Through this involvement, students not only gain an understanding of their rights and obligations as citizens, but also have the opportunity to foster a sense of social responsibility and hone critical thinking skills in a democratic framework. This shows that practical experience in P5 has succeeded in fostering democratic competence that is more than just cognitive knowledge.

Supporting and inhibiting factors in the implementation of P5 related to democracy education at SMP Negeri 11 Samarinda

The success of the implementation of P5 at SMPN 11 Samarinda can be attributed to a number of supporting factors that are interrelated and strengthening. The findings regarding the positive response from the students, who showed enthusiasm and high appreciation because they felt the program was relevant to their character development, were the main pillars. This is consistent with the view (A. P. Sari et al., 2023) who stated that the success of the implementation of P5 is highly dependent on the active involvement and full support of all elements of education, especially teachers, principals, and parents of students. When this synergy between stakeholders is not built properly, the P5 implementation process has the potential to experience serious obstacles. Further (Liya Lisnawati et al., 2023) explained that the high participation and enthusiasm of students to participate in P5 activities are key factors in supporting the successful implementation of the program. When students show active and enthusiastic involvement, they tend to be easier to internalize and implement the noble values of Pancasila in various aspects of daily life.

In addition, this program successfully provides a space for students to develop creativity and the ability to work together with peers. This positive response reflects the success of the P5 program and its potential for sustainability in schoolsThe school provided significant support to the implementation of the P5 Program, considering it as a relevant initiative and of strategic value to be developed. This program is seen as an alternative to constructive educational activities, especially in answering various social challenges encountered by adolescents, such as the increased risk of deviant behavior and lack of involvement in character building activities. In this context, P5 is considered an effective forum to provide a positive and educational alternative for learners to channel their energy in a more beneficial direction. This is in line with the guidelines from the Ministry of Education and Culture (2024), which explains that P5 activities are carried out with the intention that learning can be designed to be closer to real life, so that it must be carried out in accordance with the real-life context by reviewing the availability of resources for educational units and students.

The role of parents is also very significant in supporting this program. Parents provide moral support and motivation, in the hope that their children can engage in activities that are not only fun, but also have a positive impact on their personality development and future. This is in line with the guidelines from the Ministry of Education and Culture (2024), which emphasizes the importance of collaboration between schools and parents in the implementation of P5 so that the learning goals of each project theme can be achieved. Furthermore, active involvement in P5 is a very important capital to realize a more holistic and quality education, in line with the views of the (Pengembangan, 2024) which emphasizes the importance of providing meaningful learning experiences for adolescents to support their social and emotional development.

Inhibiting Factors: Challenges of Adolescent Understanding, Motivation, and Psychosocial Aspects

Despite strong support, this study also identified inhibiting factors that contributed to the low level of involvement of some students in P5 activities. One of the main obstacles is the lack of a deep understanding of the purpose, objectives, and form of implementation of the program. This lack of knowledge has an impact on the low awareness of students of the importance of their active role in P5 activities. This is consistent with the opinion (Faradilla et al., 2023) which revealed that the meaning and purpose of the implementation of P5 are still not understood in depth by a number of students, which has an impact on their low level of involvement. This lack of understanding is one of the factors causing the low active participation of students, and research by (Hadisti & Herianto, 2025) also noted that the limited understanding of students is often the main obstacle in the implementation of P5.

On the other hand, there is also an indifferent attitude of some students who feel uninterested or indifferent to this activity. This phenomenon is reinforced by (Lisnawati & Caturiasari, 2023) who added that some students show an indifferent attitude towards formal activities, thus potentially hindering the effectiveness of the implementation of the P5 program in the school environment.

Another phenomenon that also affects low participation is the mindset of some students who feel that they are mature enough and prefer to focus on things that they consider more relevant to their lives, such as preparing for the world of work or developing social relationships with the surrounding environment. As a result, their interest in activities that intend to build character, such as P5, becomes greatly reduced. It highlights the psychosocial challenges of managing the interests and priorities of adolescents who are in the quest for identity and independence, where direct relevance to their personal goals is often the determinant of engagement.

Solutions to overcome obstacles in the implementation of P5 related to democracy education at SMP Negeri 11 Samarinda

To overcome the low level of student participation and reduce the potential for deviant behavior among adolescents, SMP Negeri 11 Samarinda has adopted a more comprehensive and integrated approach. This approach not only focuses on aspects of cognitive understanding, but also includes personal mentoring and character development that is carried out continuously and intensively. The Importance of a Holistic Approach in Adolescent Character Development The implementation of this solution is very important considering that students at the junior high school level are in a very vulnerable phase of psychological development, both emotionally and socially. At this age, adolescents are in the process of finding their own identity and are very easily influenced by various external factors, especially the social environment they face on a daily basis. This view is in line with the results of research that adopts the perspective of adolescent psychosocial and social-cognitive development, which emphasizes the importance of environmental support as well as active involvement in character formation from an early age (Rusuli, 2022).

In this situation, many students do not have enough ability to clearly distinguish between positive behavior and one that can risk harming themselves or others. Related to this, the presence of guidance that is carried out consistently and with empathy is very urgent, so that students can better understand the meaning and moral values contained in each activity they do, including in the implementation of P5. If at this stage of education in junior high school, students do not get the right direction, then the tendency of negative behavior that is formed can continue to carry over to a higher level of education, for example at the high school (SMA) level, and can even continue into adulthood. According to (Utami et al., 2020) adolescence is a challenging phase of psychosocial development, in which self-identity begins to be formed and

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is greatly influenced by the social environment. Without proper guidance, adolescents can experience role confusion that has an impact on their overall character development.

In an effort to overcome obstacles, a very strategic position is occupied by teachers. Teachers not only function as teachers of academic materials, but also as companions and role models in the process of shaping students' character. This is in line with the findings of the (Restyowati et al., 2024), which states that students can develop their character in line with the values of Pancasila while contributing from the teacher's role as a facilitator in project-based learning. Related to this, active and creative involvement of teachers from the beginning of the school year is important so that students understand the essence and mechanism of project implementation comprehensively.

In addition to the role of teachers, collaboration with parents is strengthened through communication forums designed to harmonize the values imparted at school as well as at home. This collaboration is expected to create a mutually supportive education ecosystem. The teacher's duties go beyond the cognitive aspect and include affective and moral dimensions. (Utami & Harmanto, 2022) stated that strengthening the character of responsibility for students in PPKn learning is carried out through a number of approaches, such as providing motivation, habituating positive behavior, and monitoring character development. This approach refers to the concept of character education which includes elements of moral knowledge, moral feelings, and moral actions, all of which are related to each other. To form consistent behavior, the three elements must be practiced continuously and integrated into students' daily activities.

This is in line with the theory according to (Hastiani et al., 2023) which emphasizes that the implementation of P5 will run more optimally if there is harmonious collaboration between schools, teachers, students, and parents. One of the strategies that can be implemented in building collaboration is through communication forums, which function to unite views between character development in the school environment and habituation of values at home, so as to create a consistent and mutually reinforcing educational atmosphere. These solutions as a whole demonstrate the school's commitment to creating a learning environment that supports the development of students' character in a holistic and sustainable manner.

The implications of this finding are quite significant. The practice of democratically running the election of the Student Council President not only equips students with critical thinking skills and communication skills, but also helps them understand their rights and obligations as part of the community. More broadly, the success of the implementation of P5 in schools shows that contextually democratic education can be an effective instrument in strengthening the character of students in the era of the Independent Curriculum. With the active involvement of schools, teachers, students, and parents, the implementation of this project has the potential to create a school culture that is more inclusive, participatory, and oriented towards national values.

However, this research also has a number of limitations. One of the most striking limitations is the lack of understanding of some students regarding the aims and objectives of P5, which has an impact on their low level of involvement in this activity. On the other hand, typical psychosocial factors such as the tendency to seek self-identity and the strong influence of the peer environment are also challenges in maintaining the consistency of student participation and commitment. Another limitation lies in the scope of research that focuses on only one school, so generalization of these findings to the context of other schools must be done with caution.

Based on these limitations, the scope of the study is expected to be expanded by future research by including more schools from various social and geographical backgrounds in order to obtain a more comprehensive picture of the implementation of P5 in Indonesia. On the other

hand, follow-up research could focus on developing more specific interventions to address barriers to student participation, such as mentoring programs designed to strengthen their understanding of the meaning of democracy and the importance of active engagement. There is also a need for a more in-depth study on the role of families and surrounding communities in supporting the successful implementation of P5, so that more effective collaborative strategies can be formulated to strengthen the impact of this program in the future.

Conclusion

This research shows that the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme "Voice of Democracy" at SMPN 11 Samarinda, which is realized through the election of the Student Council President, has become a strategic forum in providing understanding of democracy to students. This process does not only stop at the theoretical level, but provides a direct opportunity for students to experience democratic values such as freedom of opinion, deliberation, and social responsibility in the school environment. One of the key findings was the high level of student participation, which clearly reflected the enthusiasm and growing awareness of democracy among them.

The success of the implementation of P5 is supported by various positive factors. This includes the high enthusiasm of learners and their appreciation of the relevance of the programme, the availability of space for creativity and collaboration, as well as strong support from the school (principal & teachers) as well as parents. However, the study also identified a number of obstacles: a lack of in-depth understanding of the substantive meaning of P5, the emergence of apathy towards formal school activities in a small number of individuals, and limited implementation time that limits project optimization.

In response to the identified obstacles, the school has implemented an integrated strategic solution. This includes increasing the socialization of P5 since the beginning of the school year, intensifying the role of teachers as facilitators and character builders through classroom dialogue and personal mentoring, and strengthening collaboration with parents through communication forums. This strategy is crucial given the psychosocial development phase of vulnerable junior high school adolescents and the need for consistent guidance.

The implication of these findings is that P5 can be an effective instrument to strengthen the character and democratic competence of students contextually. To strengthen the findings and overcome the limitations of the research (focus on one school, lack of long-term quantitative measurement), it is recommended that further research conduct a comparative study between schools or longitudinal analysis to obtain a more comprehensive picture of the effectiveness of P5 in shaping the profile of Pancasila students. In addition, education practitioners and policymakers are expected to continue to strengthen the socialization and internalization of P5 values in a sustainable manner, develop a variety of more adaptive learning methods, allocate more adequate time for project implementation, and maintain and strengthen multi-stakeholder collaboration (schools, teachers, parents, and communities) as the key to P5 sustainability.

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