

EXAMINING THE ROLE OF P5 ACTIVITIES IN PROMOTING CHARACTER DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

This study investigates the role of P5 (Projek Penguatan Profil Pelajar Pancasila) activities in supporting character development in Group B children at TKIT Syeikh Abdurrauf, Banda Aceh. P5 is a project-based learning approach within the Merdeka Curriculum designed to cultivate Pancasila values in students. This research employed a qualitative descriptive method, with data collected through in-depth interviews and documentation involving the school principal and three Group B teachers across four consecutive semesters (2022–2024), selected through purposive sampling. Data analysis followed Miles and Huberman's model through data reduction, data display, and conclusion drawing, with validity ensured through source and method triangulation. The findings indicate that P5 implementation has facilitated the emergence of six dimensions of the Pancasila Student Profile—faith and piety toward God Almighty, appreciation of global diversity, mutual cooperation, independence, critical thinking, and creativity—with critical thinking being the most prominently observed trait. Positive outcomes were identified across multiple stakeholders: children showed improvements in cooperation, independence, and creativity; the institution gained recognition as a model school; parents demonstrated increased enrollment interest; and teachers enhanced their professional competence in designing contextual learning activities. This study offers practical insights for early childhood education institutions seeking to adopt project-based character education aligned with Pancasila values..

Keywords: P5, character development, early childhood

ABSTRAK

Penelitian ini mengkaji peran kegiatan P5 (Projek Penguatan Profil Pelajar Pancasila) dalam mendukung perkembangan karakter anak Kelompok B di TKIT Syeikh Abdurrauf, Banda Aceh. P5 merupakan pendekatan pembelajaran berbasis proyek dalam Kurikulum Merdeka yang dirancang untuk menanamkan nilai-nilai Pancasila pada peserta didik. Penelitian ini menggunakan metode deskriptif kualitatif dengan data yang dikumpulkan melalui wawancara mendalam dan dokumentasi yang melibatkan kepala sekolah dan tiga guru Kelompok B selama empat semester berturut-turut (2022–2024), yang dipilih melalui purposive

sampling. Analisis data mengikuti model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan, dengan validitas yang dijamin melalui triangulasi sumber dan metode. Temuan menunjukkan bahwa implementasi P5 telah memfasilitasi munculnya enam dimensi Profil Pelajar Pancasila—beriman dan bertakwa kepada Tuhan Yang Maha Esa, menghargai keberagaman global, gotong royong, kemandirian, berpikir kritis, dan kreativitas—dengan berpikir kritis sebagai karakter yang paling menonjol teramati. Dampak positif teridentifikasi pada berbagai pemangku kepentingan: anak-anak menunjukkan peningkatan dalam kerja sama, kemandirian, dan kreativitas; institusi mendapatkan pengakuan sebagai sekolah model; orang tua menunjukkan peningkatan minat mendaftarkan anak; dan guru meningkatkan kompetensi profesional mereka dalam merancang kegiatan pembelajaran kontekstual

Kata Kunci: P5, pengembangan karakter, pendidikan anak usia dini

INTRODUCTION

The Pancasila Student Profile consists of character traits and competencies developed in daily life through school culture and the Pancasila Student Profile Strengthening Project (P5). P5 is one form of implementing the independent curriculum, carried out in two phases: the contextual phase and the conceptual phase. The implementation of P5 is a form of differentiated instruction—a process of aligning students' learning interests with their learning preferences and motivation to achieve optimal results. (Tomlinson, 2017).

The P5 program gives children freedom in the learning process through a flexible learning structure, making them more active in learning activities. This freedom provides children with the space to explore their abilities and interact with their peers and the surrounding environment. Children interact directly with their environment and concrete learning materials by encouraging them to explore outside the classroom or in the great outdoors. P5 aims to create a golden generation for the nation's future through several stages, including understanding project concepts, forming planning teams, conducting joint evaluations and reporting, and evaluating and following up on projects. (Farhana & Cholimah, 2024).

Character education in early childhood serves as a crucial foundation for the development of an individual's personality. Character reflects a person's personality and holds greater significance than moral education because it not only teaches what is right and wrong but also instills good habits in children. (Hasanah & Fajri, 2022; Megawangi, 2016). In Islam, Allah SWT sent the Prophet Muhammad SAW to perfect human character and serve as a role model for His followers. In Surah Al-Qalam, verse 4, it is stated that the Prophet Muhammad's nobility is not temporary but a solid foundation deeply ingrained in his soul. This verse also emphasizes that the core of the entire Islamic message is character transformation. Character education is also an effort to shape the character of every individual in accordance with the prevailing values in society, whether religious, Pancasila, or cultural. (Wibowo, 2015; Muslich, 2014)). Research by Nurjanah and Hapidin (2019) shows that character education that begins at an early age is more effective in shaping a child's future personality.

The implementation of project-based learning in early childhood education has proven effective in fostering various aspects of children's development (Dewi et al., 2018; Widiastuti, 2015; Helm, J. H., & Katz, 2016). Research by Nurhaliza & Agusta, (2025) shows that project-based learning can enhance children's cognitive abilities

through active engagement in exploration and problem-solving processes. Meanwhile, Jayawardana, (2025) asserts that a deep learning approach that integrates project-based activities has proven effective in stimulating the holistic development of young children. A study by Lubis & Kinanti, (2025) also confirms that a project-based approach can improve problem-solving skills and creativity in children aged 5–6 years.

TKIT Syeikh Abdurrauf is one of the pilot schools for the P5 program in Aceh that began implementing the Merdeka Curriculum in 2022. The initial data for this study were obtained through an in-depth interview with a teacher from Group B on the implementation of P5 at TKIT Syeikh Abdurrauf. Based on interviews with these teachers, the implementation of P5 over the past two years has shown a consistent pattern of character development and has had a significant impact on the children. The outcomes of P5 indicate that the children exhibit traits of responsibility, cooperation, independence, collaboration, and discipline. This makes the research unique and compelling because TKIT Syeikh Abdurrauf is one of the first pilot schools to implement the Merdeka Curriculum since 2022; consequently, its development trajectory over the past two years provides robust data for further analysis as a reference for other schools. Research by Muhassanah et al., (2024) also found that pilot schools implementing P5 showed a significant improvement in student character development compared to schools that have not yet implemented it.

Although several studies have examined the implementation of P5, a research gap remains. The study by Farhana and Cholimah (2024) focused primarily on the stages of P5 implementation, whereas Afipah, N., & Imamah, (2023) examined the six dimensions of P5 in general, without an in-depth analysis of specific character traits. Asmah, (2024) investigated the effectiveness of P5 in instilling character values, but did not conduct an in-depth analysis of the positive medium-term (2-year) impact on specific character traits emerging in children in Group B. The studies by Azharuddin & Asari, (2024) and Kharisma et al. (2023) focused primarily on elementary and secondary education. Furthermore, research on the first cohort of pilot schools that have consistently implemented P5 for two years remains limited, particularly in the Aceh region.

Recent studies indicate that implementing P5 requires a deep understanding of how project-based learning can holistically develop children's character. Research by Pribadi et al., (2023) emphasizes the role of teachers in instilling character values through P5, while Latuapo, (2023) analyzes best practices in the independent curriculum through a project-based learning approach. However, there remains a lack of longitudinal research analyzing the medium-term impact of P5 on the development of specific character traits in early childhood. (Rachmawati et al., 2020; Mayasarokh & Rohman, 2013.)

The novelty of this study lies in its analysis of the positive impacts of P5 over the past two years (four semesters) at the first cohort of pilot schools in Aceh, with a focus on the most prominent specific characteristics observed in children in Group B. This study also analyzes the multi-stakeholder impacts (children, institutions, parents, and teachers) of the P5 implementation, providing a comprehensive picture of the program's success (Amelia & Aisyah, 2021; Badriyah et al., 2021; Wardani & Sari, 2023). The contribution of this study is to provide best practices for implementing the P5 curriculum at the early childhood education level, which can

serve as a reference for other educational institutions in implementing the independent curriculum (Syah et al., 2023)

Based on this background and the existing research gap, this study aims to analyze the character traits exhibited in P5 activities and their positive impact on the character development of children in Group B at TKIT Syeikh Abdurrauf over the past two years.

METHODS

This study employs a descriptive qualitative approach (Creswell, 2015; Moleong, 2017). Qualitative research was chosen because it can provide an in-depth understanding of the complex phenomenon of children's character development among P5 students in their natural context (Sugiyono, 2019; Denzin & Lincoln, 2018). This approach allows researchers to explore participants' meanings and experiences in depth through direct interaction (Merriam, S. B., & Tisdell, 2016). The research was conducted at TKIT Syeikh Abdurrauf in Meuraxa District, Ulee Lheue, Banda Aceh City, during the odd semester of the 2024/2025 academic year.

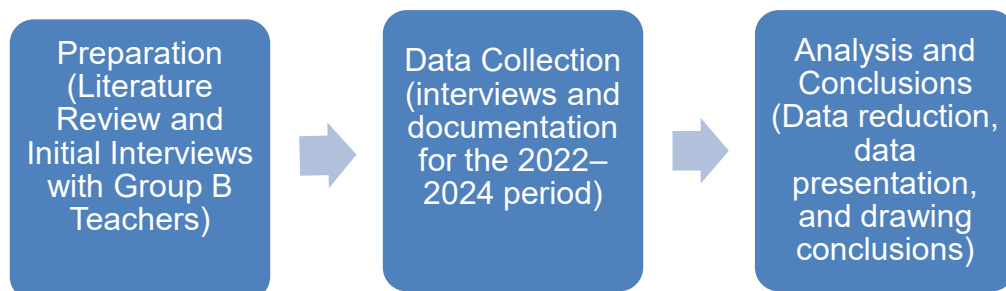


Figure 1. Research Flowchart

As shown in Figure 1 above, this research procedure consists of three main stages. First, the preparation stage, which involved a literature review and initial interviews with teachers in Group B. Second, the data collection stage, which involved in-depth interviews, documentation of the P5 module, P5 assessments, and photographs of activities. Third, the data analysis stage uses the Miles and Huberman model, which includes data reduction, data presentation, and the drawing of final conclusions.

The research subjects were selected using purposive sampling. Purposive sampling involves selecting participants not based on randomness, geographic area, or strata, but rather based on specific criteria aligned with the research objectives (Patilima, 2019); Palinkas et al., 2015). The sample consisted of four individuals: one school principal and three teachers from Group B. It is important to note that these informants served as the primary source of data regarding children's character development; the findings therefore reflect teachers' and the principal's observations and assessments of children's behaviour and learning, rather than direct measurement of children's character. The selection of research subjects was based on the following criteria: (1) having been directly involved in the implementation of P5 for at least two years; (2) possessing a deep understanding of the character development of children in Group B; and (3) being willing to serve as research informants. These criteria were selected to ensure that the informants had sufficient experience and firsthand observational knowledge of children's character

development through P5 implementation at the institution. (Miles, M. B., Huberman, A. M., & Saldaña, 2014; Creswell & Poth, 2018)).

The data collection techniques used were interviews and documentation. An interview is a data collection technique that involves direct interaction between the researcher and the respondent, in which the researcher asks in-depth questions or seeks detailed information about the topic under study. Documentation is the process of collecting and storing information relevant to the research, whether in the form of written documents, images, audio, video, or other data that can be used as evidence or references (Gunawan, 2016). Interviews were conducted with the school principal and teachers from Group B to explore in-depth information regarding the implementation of P5 and its impact on children's character. The interviews were conducted using a semi-structured approach with a validated interview guide to ensure the consistency and relevance of the questions (Emzir, 2018; Kvale, S., & Brinkmann, 2015). An interview is a data collection technique involving direct interaction between the researcher and the respondent, in which the researcher explores questions or gathers in-depth information about the research topic. Documentation is the process of collecting and storing information relevant to the research, whether in the form of written documents, images, audio, video, or other data that can be used as evidence or references. Each interview session lasted 45–60 minutes, was recorded with the informants' consent, and was subsequently transcribed verbatim. Documentation was conducted by analyzing the P5 module, P5 assessments, and photos of activities over the past 2 years (the last 4 semesters), covering the period from the even semester of 2022/2023 to the odd semester of 2024/2025.

To guide the data analysis process for the various P5 activities, the researchers developed an analytical framework matrix linking the four major P5 themes implemented in schools with the key dimensions of the Pancasila student profile. Details of these connections between themes and dimensions are presented in Table 1 below.

Table 1. Matrix of Relationships Between P5 Themes and Dimensions of the Pancasila Student Profile Based on the Merdeka Curriculum Guidelines

No.	P5 Theme	Dimensions of the Pancasila Student Prof Observed
1.	I Love the Earth	Faithful, God-fearing, and of noble character
2.	I Love Indonesia	Global Diversity
3.	Playing and Cooperating	Mutual Assistance
4.	Imagination and Creativity	Independent and Creative

Data analysis was conducted in three stages: data reduction, data presentation, and drawing conclusions, following the Miles and Huberman model. Data reduction involved sorting and organizing the raw data into meaningful information. Interview data were transcribed verbatim and categorized based on emerging themes using thematic analysis (Saldaña, 2016; Braun, V., & Clarke, 2019)). Data presentation was conducted systematically to facilitate understanding using matrices and descriptive narratives. Conclusions were drawn from the study results, with data triangulation used to ensure the validity of the findings (Bungin, 2017; Flick, 2018)

Data validity was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing data from the school principal and three teachers in Group B to ensure consistency of information across different perspectives, while methodological triangulation was conducted by comparing interview results with documentary data to strengthen the validity of the findings. The researcher also conducted member checking to validate the interpretation of the data with the research informants, returning transcripts and preliminary interpretations for verification and clarification. (Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, 2016).

RESULTS AND DISCUSSION

Themes of P5 Activities Over the Past Two Years

Based on interviews with the principal and teachers of Group B, there are four P5 themes that have been implemented over the past two years at TKIT Syekh Abdurrauf, namely: (1) I Love Indonesia, (2) I Care for the Earth, (3) Playing and Cooperating, and (4) Imagination and Creativity. The principal stated that, “Based on the results of interviews with the principal, there are four themes implemented in the P5 program at TKIT Syekh Abdurrauf” (Principal Interview, August 11, 2025).

Each theme is designed to develop three of the six dimensions of the Pancasila Student Profile, so that over the course of a year—with two project implementations—all six dimensions can be covered. This aligns with the principal’s statement that “for example, we divide the projects—one in the first semester and two in the second semester; in the first semester, three profiles or three character traits, and in the second semester, three character traits, so everything is covered” (Principal Interview, August 11, 2025). Designing themes that align with the required conditions and the dimensions used helps shape children’s character by allocating three dimensions per semester, ensuring all six dimensions emerge in the process of character development. This finding aligns with the research by Fitrianingtyas et al., (2023), which states that selecting contextual themes closely related to children’s lives is crucial in project-based learning in early childhood education. Research by Sutrisno and Harjanto (2022) also confirms that learning topics relevant to children’s daily lives can increase their motivation and engagement in learning.

The research by Prameswari et al., (2020) supports these findings by emphasizing that STEAM-based learning with diverse themes can develop the 4C skills (Critical Thinking, Creativity, Communication, Collaboration) in early childhood. This selection of varied themes is also consistent with the principles of project-based learning, which emphasizes relevance and meaningfulness for students (Hasanah et al., 2025; Katz, L. G., & Chard, 2014)). A study by Fatimah & Kusumawati, (2025) indicates that thematic variation in project-based learning can accommodate diverse learning styles and interests among children, thereby enhancing learning effectiveness.

The Implementation of P5 in Shaping Children’s Character

The implementation of P5 at TKIT Syekh Abdurrauf began with a planning phase that involved discussions among the principal, the program coordinator, and the teachers to determine themes and topics aligned with the school’s characteristics. The principal explained that “the implementation of P5 is derived from the Pancasila Student Profile to instill character in children; the Pancasila Student Profile has six dimensions, and three of these dimensions are selected for each project” (Principal

Interview, August 11, 2025). At TKIT Syeikh Abdurrauf, the implementation of P5 is designed as an instrument to strengthen students' character in line with the Pancasila Student Profile. The selection of these three dimensions aims to ensure that monitoring student character development is conducted in a more focused, targeted manner aligned with learning objectives and outcomes.

Children are involved in planning the project topics through discussion, after which the teacher designs teaching modules based on concept maps created with the children. This participatory approach aligns with the principles of child-centered learning, which emphasizes the importance of children's active involvement in the learning process (Vygotsky, 1978; Montessori, 2017)). Research by Dwijantie & Nurishlah, (2025) shows that children's involvement in the learning planning process can increase their sense of ownership and responsibility for their learning.

A teacher from Group B added that "the first step is to determine the theme and topic, then develop the P5 teaching module, followed by selecting which of the six dimensions of Pancasila character education to apply to the students at school. We start by conducting an initial assessment to identify which character traits the students still lack and need to strengthen through P5" (Interview with Teacher B4, August 20, 2025). Based on the interview results above, the P5 implementation procedure is carried out through a structured, student-centered approach. The planning cycle begins with a diagnostic assessment to identify priority character traits requiring reinforcement. The findings from this assessment serve as the foundation for educators in determining appropriate project themes and topics. In its implementation, the school focuses on three of the six dimensions of the Pancasila Student Profile to ensure effective character development. This process culminates in the development of a systematic P5 teaching module, which serves as the primary tool for guiding students' activities to align with the selected character dimensions. This process demonstrates that implementing P5 begins with an initial assessment of students' characteristics to identify which character traits need strengthening, in line with the principles of differentiated instruction (Suprayogi, M. N., Valcke, M., & Godwin, 2021).

The duration of the project ranges from 10 to 14 days, or up to two weeks. Teachers from groups B1 and B2 stated that "The P5 project lasts 12 days for some and 10 days for others, with a minimum of two weeks. All activities involve the children, from gathering materials, visiting the site, to deciding on the theme to be addressed" (Interviews with Teachers B1 and B2, August 20, 2025). In the implementation, the children are the primary participants involved in all activities. Evaluation takes place throughout the activity and at the end of the project, during a project celebration, to reflect on the outcomes achieved. This duration aligns with the research by Munawar et al. (2019), which recommends a 10–14-day timeframe for early childhood education (PAUD) projects to provide adequate opportunities for exploration without diminishing children's interest. A study by Irayana & Iqbal, (2024) also indicates that an appropriate project duration can maintain children's motivation and focus throughout the learning process.

Characters Featured in P5 Activities

The research findings indicate that the six dimensions of the Pancasila Student Profile have been successfully fostered through P5 activities over the past two years. The principal emphasized that "Those six characteristics emerged because, for example, we allocated projects—once in the first semester and twice in

the second semester—covering three profiles or three characteristics in the first semester and three characteristics in the second semester, so all of them were addressed” (Principal Interview, August 11, 2025).

Based on an analysis of Modules 1 and 2—themed around imagination and creativity, and “I Love Indonesia” with the topic “My Kite,” as well as Acehese culture—several character values were identified: faith and piety toward God Almighty, creativity, independence, cooperation, critical thinking, self-confidence, responsibility, and discipline. Both modules demonstrate the emergence of the same character values, even though they are developed through different themes and topics. The characters that appear include:

1. Faint and piety toward God Almighty. This is evident in the instillation of religious values and moral character in every activity. In Modules 1 and 2 of the P5 program, the children recite a prayer before beginning each activity. This practice teaches children religious values by helping them consistently remember the One and Only. The integration of these spiritual values aligns with Adibah & Chasanah, (2023) research on learning at IMTAQ centers for the moral development of young children. Research by Salasiah, (2021) also indicates that instilling religious values from an early age can build a strong moral foundation in children.
2. Global diversity is demonstrated through the introduction of local cultures and local wisdom. In Module 2, themed “I Love Indonesia” with the topic of the Aceh Kasap Umbrella, this serves as one of the ways TKIT Syekh Abdurrauf introduces children to Acehese culture or Acehese heritage—specifically the peusijek ritual and the making of the Aceh Kasap Umbrella—with the aim of fostering a sense of belonging, appreciation, and pride in Acehese local identity. This approach focuses solely on introducing Acehese culture specifically and has not yet expanded to include broader local cultures. This aligns with the research by Ningsih, S., & Sugito, (2021) on the importance of integrating local wisdom into the early childhood education (PAUD) curriculum. A study by Anwar and Salim (2020) revealed that introducing diversity from an early age can foster tolerance and an appreciation for differences.
3. Cooperation is evident in children’s ability to work together, help one another, and collaborate. In Modules 1 and 2, activities were conducted in groups, during which children helped one another—sharing materials and working as a strong team—while carrying out the projects. These findings are supported by research by Wayan et al., (2025), who found that P5 is effective in fostering a spirit of cooperation. Research by Muliawati, S. N., (2023) also confirms that collaborative learning in a project context can improve children’s ability to work together.
4. Independence, demonstrated by a child’s ability to complete tasks without the teacher’s help and to find solutions on their own. In Modules 1 and 2, during the preparation and creation stages, children are trained to carry out tasks step by step, starting from selecting materials, organizing, and completing the project. This provides children with the space to try and build confidence in carrying out a project, fostering their independence. This aligns with the research by Wulandari & Muzakki, (2018), which states that this approach gives children the opportunity to learn independently through self-selected activities, thereby developing their independence and sense of responsibility. Independence is

demonstrated by a child's ability to complete tasks without the teacher's help and to find solutions on their own. In Modules 1 and 2, during the preparation and creation stages, children are trained to carry out tasks step by step, starting from selecting materials, organizing, and completing the project. This provides children with the space to try and build confidence in carrying out a project, fostering their independence. This aligns with the research by Wulandari & Muzakki, (2018), which states that this approach gives children the opportunity to learn independently through self-selected activities, thereby developing their independence and sense of responsibility.

5. Critical thinking is evident in a child's ability to think intelligently when solving problems. In Modules 1 and 2, the approach to fostering critical thinking in children follows a similar pattern, where children are encouraged to observe, ask questions, and experiment, thereby developing their ability to think in terms of cause and effect and to form basic understandings. Research by Abyadh et al., (2022) confirms that project-based learning can improve children's critical thinking skills. Research by Fitriani & Vinayastri, (2022) also indicates that children's critical thinking skills can be developed through exploration and inquiry activities in project-based learning.
6. Creativity is expressed through the children's original works and ideas. In Module One, children select colors, decorate, and design their own kites according to their preferences. In Module Two, children are also involved in making and decorating the paper umbrellas. This process fosters children's imagination and creativity and cultivates a sense of courage in trying new ideas. This creativity develops through free exploration and open-ended problem-solving within the project (Craft, 2016). A study by Irayana & Iqbal, (2024) revealed that project-based learning provides space for children to express their creativity through various media and approaches.

Teachers of Groups B1 and B2 added that "the character traits that emerge in the P5 project include mutual cooperation, imagination, helping one another, teamwork, and these six dimensions can be observed in line with the chosen theme. For example, with the kite-making theme, children learn to work together in assembling the kites, and they think about how to gather the materials; in that process, the children engage in critical thinking" (Interview with Teachers B1 and B2, August 20, 2025).

A concrete example of its application is the fish paste-making project, in which the principal explained that "there is a project on introducing fish paste; the students go through the entire process, from buying the fish to the final product, so they understand every step of the fish paste-making process. and during this process, the children are not assisted by teachers; instead, they complete it on their own, which makes them think more critically" (Principal Interview, August 11, 2025). Authentic projects like this provide meaningful learning experiences that integrate various aspects of child development (Katz & Chard, 2014; Helm, J. H., & Katz, 2016).

On the topic of waste management, the teacher explained that "the children are taken to see the trash bins firsthand, and then they learn whether the waste can be recycled. From there, they learn to sort the waste, take it home, and then recycle it. For example, they turn plastic water bottles into fruit bowls" (Interviews with Teachers B1 and B2, August 20, 2025). This activity fosters children's creativity and environmental awareness, aligning with Education for Sustainable Development

(ESD) as recommended by UNESCO for early childhood education (Siraj-Blatchford et al., 2016; Davis, 2015)).

Based on analysis of the modules and interview data, the implementation of the Pancasila Student Profile (P5) strengthening project at TKIT Syeikh Abdurrauf over the past two years has been highly successful. The transformation of students' character is clearly evident through the internalization of core values, namely, faith and piety toward God the Almighty, global diversity, cooperation, independence, critical thinking, and creativity.

The Positive Impact of P5 Activities on Children's Character Development

This study identified various positive impacts of implementing the P5 program on the character development of Group B children at TKIT Syeikh Abdurrauf. First, in terms of child development, all character traits were successfully cultivated, with critical thinking being the most prominent. This occurred because the design of the P5 project at TKIT Syeikh Abdurrauf provided children with the opportunity to independently seek solutions to the challenges presented. Additionally, the teachers' frequent use of open-ended questions effectively stimulates children to think more deeply and to express their opinions more boldly. The principal stated that "all these profiles have emerged, such as independence—the children are accustomed to not being assisted by teachers and finding solutions to their own problems—critical thinking, and religious and moral values, because the P5 program strengthens character" (Interview with the Principal, August 11, 2025).

The B4 group teacher added that "the traits most commonly seen in the children are cooperation, independence, maintaining cleanliness, empathy, and creativity. "Furthermore, the children are bold in expressing their feelings, sharing their thoughts, and are not afraid to voice their opinions, as they have been encouraged to do so at school" (Interview with Teacher B4, August 20, 2025). This ability to communicate and express opinions is a key indicator of early childhood social-emotional development. ((Rachman et al., 2025; Hurlock, 2016)).

Second, the impact on the institution has been significant. TKIT Syeikh Abdurrauf has become a model school for schools in Banda Aceh and other regions that wish to learn how to implement the independent curriculum and apply P5. Teachers from groups B1 and B2 explained that "there are many positive impacts; many people know that TKIT Syeikh Abdurrauf is a pioneering kindergarten. "We've become a model, and people who come here observe the learning process and the implementation of P5—whether from Banda Aceh or other regions. They see what we're doing, how the children are progressing, and evaluate the results" (Interview with Teachers B1 and B2, August 20, 2025).

The principal added that one of the school's achievements was that "our principal won a book-based video project competition at the national level" (Interview with the Principal, August 11, 2025), which further solidified the school's position as a model for P5 implementation. This external recognition reflects the quality of the P5 implementation, which can serve as an inspiration for other early childhood education institutions.

Third, the impact on parents is evident in the growing interest among parents in enrolling their children at TKIT Syeikh Abdurrauf. Teacher B4 stated that "parents are becoming increasingly enthusiastic about enrolling their children at TKIT Syeikh Abdurrauf. In fact, when an older sibling is already attending here, the younger sibling is also enrolled" (Interview with Teacher B4, August 20, 2025). This parental trust

demonstrates the program's effectiveness and their satisfaction with their children's development (Morrison, 2018).

Fourth, the impact on teachers is evident in their increased creativity in conducting learning activities. A teacher from Group B4 explained that "another impact is that teachers have become more creative in conducting learning activities" (Interview with Teacher B4, August 20, 2025). A study by Junaid & Baharuddin, (2020) also shows that implementing innovative learning can encourage teachers to continue developing their pedagogical competencies.

The findings of this study align with the research by Hamzah et al., (2022), which states that the Pancasila Student Profile, developed to foster students' character development, is more effective than the 2013 curriculum. P5 employs a holistic approach in which character values are internalized through real-life activities in students' daily lives. Research by Afipah, N., & Imamah, (2023) also supports these findings, stating that P5 can help students develop character dimensions in early childhood and serve as a means of producing a generation of Indonesians with strong character.

The successful implementation of P5 at TKIT Syeikh Abdurrauf is due in large part to the commitment of all stakeholders and a well-structured system. The follow-up actions taken, as explained by the principal, are "focused on the positive impacts, such as the learning system where, for example, children find solutions on their own—not just in projects but also in co-curricular activities, so it's not limited to extracurricular activities" (Principal Interview, August 11, 2025). A teacher from Group B4 added that "the follow-up is to continue maintaining the quality that has been achieved and experienced. Currently, with the implementation of the differentiated learning curriculum, there is a possibility that new characteristics will be added that need to be developed in the students at this school" (Interview with Teacher B4, August 20, 2025). No negative impacts were found in the implementation of P5 over the past two years, indicating that the program has been implemented effectively and in accordance with the principles of early childhood education.

Table 2 below summarises the positive impacts identified across the four main stakeholder groups based on interview data and document analysis. This summary is intended to provide a concise overview of how the P5 programme has benefited different parties within the school community, as reported by the research informants.:

Table 2. Summary of Positive Impacts of P5 Implementation Across Stakeholder Groups at TKIT Syeikh Abdurrauf (Based on Interview and Documentary Data, 2022–2024)

Stakeholder	Positive Impacts Identified
Students	The development of independent character, a spirit of cooperation, critical thinking, global diversity, faith and reverence for God Almighty, and creativity fostered through real-world projects.
School	To become a model school and serve as a benchmark for other schools in the implementation of P5
Parents	The growing interest among parents in enrolling their children at TKIT Syeikh Abdurrauf

Teachers	Enhancing professional competence in designing and facilitating P5 learning
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CONCLUSION

Based on the research findings, it can be concluded that the P5 activities conducted over the past two years at TKIT Syekh Abdurrauf have provided a structured context in which six character dimensions of the Pancasila Student Profile were observed to emerge among children in Group B, with critical thinking being the most prominently reported trait according to teachers' observations and documented learning activities. Other traits that were observed to develop include cooperation, independence, creativity, responsibility, and religious values. These conclusions are based on the perspectives of teachers and the school principal as key informants, rather than direct measurement of children's character.

The positive outcomes identified are significant, encompassing the observed development of children's character dimensions, the enhancement of the school's reputation as a model institution, increased parental trust evidenced by high sibling retention rates, and improved professional competence among teachers in designing contextual learning. This study makes an important contribution to the implementation of the Merdeka Curriculum, particularly by illustrating how P5 may serve as an effective framework for reinforcing Pancasila values and supporting character development in early childhood through structured, sustainable project-based learning.

Recommendations for future research include conducting a longitudinal study to examine the long-term impact of P5 on children's character development through the next level of education, a comparative study among various early childhood education institutions regarding the implementation of P5, and an experimental study to measure the effectiveness of P5 compared to conventional teaching approaches in fostering character development in young children.

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