

IMPLEMENTATION OF THE PROJECT FOR STRENGTHENING THE PANCASILA STUDENT PROFILE (P5) IN PREVENTING BULLYING AT MIN 2 LOMBOK BARAT

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ABSTRACTS	ARTICLE INFO
This study aimed to describe the implementation of the Project for Strengthening the Pancasila Student Profile (P5) in supporting bullying prevention at MIN 2 West Lombok during the 2023/2024 academic year. The study employed a descriptive qualitative approach. The data sources included the principal, teachers, and students. Data were collected through observation, interviews, and documentation and analyzed through data condensation, data display, and conclusion drawing. Data validity was established through source and technique triangulation. The findings indicate that P5 implementation consisted of three main stages: planning, implementation, and evaluation. The planning stage included establishing a facilitator team, identifying school readiness, determining project dimensions, themes, and time allocation, developing project modules, and preparing reporting strategies. The implementation stage involved introduction, contextualization, real action, reflection, and follow-up activities. Evaluation focused on students' participation and behavior throughout the project rather than solely on the final products. P5 activities supported the development of behaviors related to mutual respect, cooperation, responsibility, and positive social interaction, which are relevant to bullying prevention. Supporting factors included human resources, school facilities, the surrounding environment, and support from internal and external stakeholders. The main challenges involved selecting appropriate project topics for first-grade students, preparing materials and equipment, monitoring students during activities, and managing time allocation. Overall, P5 implementation supported the school's efforts to strengthen students' character and promote a school environment conducive to bullying prevention.	Article History: Received: August 11th 2026 Revised: August 22nd 2026 Published: August 2026 Keywords: Pancasila Student Profile, P5, Bullying Prevention, Character Education, Kurikulum Merdeka

INTRODUCTION

Education plays an important role in developing students' academic competencies as well as their character and social behavior. In Indonesia, curriculum development has continuously responded to changes in social conditions, educational needs, and national development. One of the recent educational policies is the *Kurikulum Merdeka*, which was introduced as part of efforts to improve the quality and flexibility of learning. The curriculum

provides opportunities for teachers to select learning resources and activities according to students' needs, interests, and learning contexts.

One important component of the *Kurikulum Merdeka* is the Project for Strengthening the Pancasila Student Profile (Projek Penguatan Profil Pelajar Pancasila/P5). The project is designed to strengthen students' character and competencies through project-based learning activities connected to real-life contexts. The Pancasila Student Profile consists of six dimensions: faith in God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning, and creativity. These dimensions are interconnected and are expected to develop students into individuals who are academically competent and possess strong character.

The implementation of P5 is particularly relevant to the development of students' social behavior. Schools are not only responsible for delivering academic content but also for creating a safe, inclusive, and supportive learning environment. One of the challenges faced by schools is bullying. Bullying may occur in various forms, including verbal, physical, relational, and other forms of social aggression. Among elementary-school-age students, bullying can emerge through behaviors such as teasing, mocking, pushing, disturbing friends, or making fun of family members.

Bullying should not be considered a minor problem because it may negatively influence students' psychological well-being, social relationships, and learning experiences. Therefore, preventive efforts need to be integrated into school activities and character education. Previous studies have discussed bullying prevention through socialization activities and the implementation of Pancasila education. Ardani and Salamor (2023), for example, examined efforts to prevent bullying among elementary school children through socialization activities, while Fathinah et al. (2023) investigated the implementation of Pancasila education in preventing verbal bullying in school environments. However, these studies did not specifically examine the implementation of P5 as an approach to preventing bullying behavior.

MIN 2 West Lombok is one of the madrasahs that has begun implementing P5 as part of the *Kurikulum Merdeka*. Based on an initial interview with the vice principal for curriculum affairs in January 2024, the school had started implementing a project with the theme of sustainable living. The project was intended to instill Pancasila values and develop students' character. However, the implementation was still at an early stage, and not all planned projects had been implemented.

Initial observations conducted at the school also indicated that P5 activities had been introduced as part of efforts to strengthen students' character and prevent negative behavior. Nevertheless, bullying-like behaviors could still be observed among students. These behaviors included mocking a friend's parents, pushing one another, and tickling friends excessively while playing. These findings demonstrate the importance of examining how P5 is implemented and how its activities contribute to the prevention of bullying behavior.

The novelty of this study lies in its focus on the implementation of P5 as a character-strengthening mechanism related to bullying prevention at the elementary madrasah level. Rather than examining bullying prevention solely through counseling or socialization programs, this study explores how project-based activities within P5 can foster values such as mutual cooperation, responsibility, respect, independence, and care for others.

Therefore, this study aimed to describe the implementation of the Project for Strengthening the Pancasila Student Profile in preventing bullying behavior at MIN 2 West Lombok during the 2023/2024 academic year. It also examined the supporting and inhibiting factors affecting the implementation of the project.

RESEARCH METHOD

This study employed a descriptive qualitative approach to describe and understand the implementation of the Project for Strengthening the Pancasila Student Profile (**P5**) in supporting bullying prevention within its natural educational setting. The qualitative design was selected because the study focused on the processes of planning, implementing, and evaluating P5, as well as identifying supporting factors, challenges, and students' behaviors related to mutual respect, cooperation, responsibility, and positive social interaction. The study was conducted at MIN 2 West Lombok, located on Jl. Tgh. Arif, Kebun Lauk Sesela, Gunungsari District, West Lombok Regency, West Nusa Tenggara, Indonesia. The school was purposively selected because it had implemented P5 as part of the *Kurikulum Merdeka* and had conducted project activities relevant to character development and bullying prevention. The participants were selected purposively based on their direct involvement and knowledge of P5 implementation and included the principal, vice principal for curriculum affairs, teachers involved in P5, and selected students participating in the project activities. The researcher served as the primary instrument for data collection and interpretation and maintained an observational role during the project activities to minimize interference with the natural learning process.

Data were obtained from primary and secondary sources. Primary data were collected through observation and semi-structured interviews with participants, while secondary data were obtained from project modules, lesson and activity plans, project guidelines, photographs, student activity records, and other relevant school documents. Observation was conducted directly during P5 activities to examine the planning and implementation of the project and to document students' participation, cooperation, interaction, respect for others, responsibility, and behaviors relevant to bullying prevention. Semi-structured interviews were conducted individually with the principal, vice principal for curriculum affairs, and teachers involved in P5 to obtain information about project planning, implementation procedures, evaluation, supporting factors, challenges, and perceived changes in student behavior. Interviews were guided by predetermined questions but allowed the researcher to ask follow-up questions to obtain more detailed information. Documentation was used to complement and verify information obtained through observations and interviews. The collected data were analyzed using an interactive qualitative analysis process consisting of data condensation, data display, and conclusion drawing. During data condensation, the researcher selected, organized, coded, categorized, and summarized information relevant to the research objectives.

The data were then displayed in descriptive and thematic form to identify patterns concerning P5 planning, implementation, evaluation, supporting factors, obstacles, and its contribution to bullying-prevention efforts. Conclusions were subsequently drawn by interpreting recurring patterns and relationships among the findings and were continuously verified against the available data. Data credibility was strengthened through source and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal, vice principal, teachers, and students, while technique triangulation involved comparing findings from observations, interviews, and documentation. The researcher also maintained an audit trail of the data collection and analysis process and conducted repeated observations and comparisons of the collected evidence to increase the credibility of the findings. The study focused on P5 implementation and its contribution to bullying-prevention efforts rather than statistically measuring the causal effect of P5 on bullying incidents; therefore, the findings were interpreted within the specific educational context of MIN 2 West Lombok and were not generalized beyond the research setting.

RESEARCH FINDING AND DISCUSSION

1. Planning of the P5 Project

The findings show that the implementation of P5 at MIN 2 West Lombok began with a planning process. The school established facilitator teams at each grade level consisting of classroom teachers and supporting teachers. The establishment of facilitator teams was important because P5 requires collaboration among teachers in designing and implementing project activities.

The school's readiness for implementing P5 was categorized as developing. Some teachers had already understood the basic principles of project-based learning, although they still needed additional references and experience in developing project activities.

During the second semester of the 2023/2024 academic year, the school selected the theme of Sustainable Living. The theme was considered relevant to the students' environment and provided opportunities for students to participate in activities connected with their daily lives. The project was scheduled mainly on Saturdays, with an allocation of approximately seven hours per week.

The planning process also included the preparation of project guidelines or modules. These guidelines contained information about the project theme, objectives, materials, equipment, procedures, and activities to be undertaken by students. The teachers also planned the assessment and reporting process.

The planning process indicates that P5 at MIN 2 West Lombok was not implemented as an additional conventional subject but as a structured project designed to provide students with direct learning experiences. Through the project, students were encouraged to cooperate, communicate, take responsibility, and participate actively in solving problems.

These characteristics are relevant to bullying prevention because bullying is often related to students' interactions and social relationships. Activities that encourage cooperation and mutual respect may provide opportunities for students to develop more positive ways of interacting with their peers.

2. Implementation of the P5 Project

The implementation of P5 at MIN 2 West Lombok consisted of several phases: introduction, contextualization, real action, and reflection and follow-up.

a. Introduction Phase

In the introduction phase, teachers introduced the project theme and explained the objectives and activities that students would undertake. Students were provided with an understanding of the problems and situations related to the project theme. At this stage, teachers played an important role in establishing a learning atmosphere that encouraged students to participate actively. Teachers also provided guidance regarding appropriate behavior, cooperation, and responsibility during project activities.

b. Contextual Phase

The contextual phase connected the project activities with students' real-life environment. Students were encouraged to observe and understand problems in their surroundings. This approach allowed students to learn not only through explanations from teachers but also through direct experiences. The contextual nature of the project is important for character development because students can observe the consequences of their behavior and understand the importance of maintaining relationships with others. In relation to bullying prevention, students can be encouraged to recognize behaviors that may hurt, disturb, or discriminate against their peers.

c. Real-Action Phase

The real-action phase involved students directly in project activities. Students participated in activities requiring cooperation, responsibility, creativity, and interaction with their peers. The findings indicate that the activities provided opportunities for students to practice mutual cooperation and develop positive social relationships. Students were encouraged to work together and complete project tasks rather than compete individually. This stage is closely related to the dimensions of the Pancasila Student Profile, particularly mutual cooperation, independence, creativity, critical reasoning, and noble character. The development of these dimensions can contribute to the creation of positive student behavior and a school culture that discourages bullying.

d. Reflection and Follow-Up Phase

The final stage involved reflection on the activities that had been completed. Teachers encouraged students to reflect on their experiences, difficulties, cooperation, and lessons learned during the project. Reflection is important because students need opportunities to recognize their own behavior and understand how their actions affect others. In the context of bullying prevention, reflection can help students distinguish between positive interactions and behaviors that may hurt or disturb their peers. The reflection stage also provided opportunities for teachers to identify students who required further guidance and to plan follow-up activities.

3. Evaluation of the P5 Project

Evaluation at MIN 2 West Lombok was primarily conducted through observation of students during the project process. The assessment was not focused solely on the final product but also considered students' participation and behavior throughout the learning process.

This process-oriented evaluation is relevant to the objectives of P5 because the project is designed to develop students' character and competencies. A student's final product does not necessarily reflect the development of cooperation, responsibility, independence, or respect. Therefore, observing students throughout the project provides teachers with more opportunities to identify their social and behavioral development. However, the research findings also indicate that teachers experienced difficulties in monitoring all students. The number of students and the complexity of project activities sometimes made it difficult for teachers to observe every student's behavior comprehensively.

4. Supporting Factors

The implementation of P5 at MIN 2 West Lombok was supported by several factors.

a. Human Resources

One of the main supporting factors was the availability of teachers and school personnel who supported the implementation of P5. The teachers had adequate qualifications and showed willingness to learn about the implementation of the new curriculum. Teacher collaboration was important because project-based learning requires teachers to work together in designing activities, preparing materials, guiding students, and evaluating the learning process.

b. Natural and School Resources

The school also had an environment that could support project activities. The availability of school grounds and open spaces provided opportunities for students to carry out activities related to the sustainable-living theme. The availability of facilities and infrastructure also contributed to the implementation of the project.

c. Internal and External Support

The implementation of P5 received support from various parties within and outside the school. Support from school leaders, teachers, parents, and other stakeholders helped provide the resources needed for project activities. The findings are consistent with previous research indicating that successful implementation of P5 requires active participation from teachers and schools, optimization of local potential, and continuous improvement of teachers' competencies in implementing the *Kurikulum Merdeka*.

5. Inhibiting Factors

Although P5 was implemented with support from various parties, several obstacles were identified.

a. Difficulty in Selecting Appropriate Project Topics

Teachers experienced difficulties in determining project topics that were appropriate for first-grade students. Since students at this level have different levels of cognitive, emotional, and social development, project activities need to be adapted to their abilities and characteristics.

b. Preparation of Materials and Equipment

Another obstacle was the preparation of materials and equipment. Some students did not bring the required materials according to the teacher's instructions. This situation affected the continuity of project activities because some students were unable to participate fully.

c. Limited Observation of Students

Teachers also experienced difficulties in observing all students during project activities. Because the number of students was relatively large and activities took place simultaneously, not every student's behavior could be monitored equally. This condition is particularly important in the context of bullying prevention. Bullying can occur through subtle interactions that may not always be visible to teachers. Therefore, effective monitoring and collaboration among teachers are necessary to identify and respond to potentially harmful behaviors.

d. Time Allocation

The allocation of time was another challenge. Some project activities required more time than originally planned. The stages of introduction, contextualization, action, and reflection could not always be completed within the predetermined schedule. The findings show that flexibility in time allocation is important in implementing project-based learning. Projects involving young learners may require additional time because students need more guidance and assistance during the activities.

6. P5 and Bullying Prevention

The findings indicate that P5 has potential as an approach to preventing bullying through character development and positive social interaction. The project provides students with opportunities to practice values that are inconsistent with bullying, such as mutual respect, cooperation, responsibility, empathy, independence, and caring for others. The six dimensions of the Pancasila Student Profile provide a broad framework for character development. The dimensions of noble character and mutual cooperation are particularly relevant to bullying prevention. Students who are accustomed to cooperating with peers, respecting differences, and taking responsibility for their actions may be better prepared to establish healthy peer relationships.

However, the findings should not be interpreted as evidence that P5 alone eliminates bullying behavior. The observation conducted at MIN 2 West Lombok showed that bullying-like behaviors, including mocking parents, pushing, and disturbing friends during play, could still occur. Therefore, P5 should be integrated with other preventive strategies, such as teacher supervision, classroom management, counseling, communication with parents, and explicit education about bullying. In this sense, P5 can function as a preventive and character-building framework rather than as a single intervention for bullying. Its effectiveness depends on the consistency of implementation, teacher involvement, student participation, school support, and the continuity of character education.

CONCLUSION

The implementation of the Project for Strengthening the Pancasila Student Profile (P5) at MIN 2 West Lombok during the 2023/2024 academic year was conducted through planning, implementation, and evaluation stages, with the Sustainable Living theme implemented in the second semester. The activities provided students with opportunities to develop cooperation, responsibility, independence, creativity, critical thinking, and respect for others, which are relevant to supporting bullying-prevention efforts. Evaluation focused on students' participation and behavior throughout the project activities. The implementation was supported by school personnel, facilities, environmental resources, and stakeholder support, while challenges included selecting appropriate topics, preparing materials, supervising students, and managing time. Overall, P5 supported character development and the school's efforts to promote positive peer interaction and bullying prevention. However, its implementation should be continuous and integrated with other school-based strategies to create a safe and respectful learning environment.

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