

Implementation and Role of Students in the Pancasila Student Profile Strengthening Project (P5) at SMPN 4 Gamping

Ani Widyawati ^{1*}  <https://orcid.org/0000-0002-3013-0178>

Murniningsih²  <https://orcid.org/0009-0000-5755-474X>

Madina Tussupbekova³  <https://orcid.org/0009-0001-6254-0120>

Universitas Sarjanawiyata Tamansiswa, Indonesia
L.N.Gumilyov Eurasian National University, Astana, 010008, Kazakhstan

ABSTRACT

The Pancasila Student Profile Strengthening Project (P5) is an integral part of the Merdeka Curriculum, aimed at shaping Indonesian students to be individuals of noble character, independence, mutual cooperation, global diversity, critical thinking, and creativity. This article discusses the implementation of the P5 program at SMPN 4 Gamping and explores the active roles of university students in supporting the program. The purpose of this study is to analyze the implementation of the P5 program at SMPN 4 Gamping and to examine the active roles of university students in supporting the program. This study employs a descriptive qualitative method using observation, interviews, and documentation as data collection techniques. The findings reveal that university students act as facilitators, mentors, and inspirators in P5 activities, particularly in the development of environment-based, entrepreneurial, and cultural arts projects. The results show that university students serve as facilitators, mentors, and inspirators in P5 activities, particularly in developing environment-based, entrepreneurial, and cultural arts projects. Their involvement has increased students' enthusiasm and participation, while also enhancing university students' social and pedagogical competencies. These findings emphasize the importance of synergy between higher education institutions and primary education units in supporting the implementation of the Merdeka Curriculum, especially through project-based learning activities like P5.

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Introduction

The Merdeka Curriculum is one of the national education policy innovations launched to provide more relevant, enjoyable, and meaningful learning for students. Through a more flexible

* Corresponding author: name ani.widyawati@ustjogja.ac.id

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approach, the Merdeka Curriculum is expected to tailor learning to the characteristics and needs of students, as well as prepare them to face the challenges of the 21st century. One of the implementation strategies for this policy is through the Pancasila Student Profile Strengthening Project (P5), which is designed to provide cross-disciplinary, contextual learning experiences and instil the noble values of Pancasila (Novitasari & Irianto, 2024).

The P5 programme aims to develop six key dimensions of Pancasila character in students, namely faith and devotion to God Almighty, global diversity, cooperation, independence, critical thinking, and creativity. One of the themes frequently addressed in the implementation of P5 is entrepreneurship. This theme provides students with opportunities to hone their creative and independent thinking skills through activities related to planning, creating, and marketing simple products. Research findings indicate that the implementation of the P5 entrepreneurship theme can enhance students' learning motivation, collaborative skills, and sense of responsibility in addressing real-world challenges (Rizal & Zumrotun, 2024; Yuliasuti, Ansori, & Fathurrahman, 2022).

Research on the implementation of the Pancasila Student Profile Strengthening Project (P5) with an entrepreneurship theme has shown positive results in improving students' learning motivation, collaboration skills, and sense of responsibility (Rizal & Zumrotun, 2024; Yuliasuti et al., 2022). However, most previous studies have focused on the general implementation of P5 in schools without specifically examining the role of supporting parties, such as PLP students, in facilitating the success of the programme's activities. Therefore, this study offers a new contribution by conducting an in-depth analysis of the implementation practices of the P5 entrepreneurship theme at SMP Negeri 4 Gamping and examining the role of PLP students as supporting partners, thereby enriching the literature on collaborative practices in the implementation of the Merdeka Curriculum at the primary education level.

SMP Negeri 4 Gamping is one of the educational institutions that has implemented P5 with an entrepreneurship theme for all seventh-grade students. In its implementation, this activity also involves university students who are conducting Field Practice (PLP) as mentors. The involvement of students is expected to have a positive impact in guiding students during the training and product development process. Based on this background, this study aims to describe the implementation of the P5 activity with the theme of entrepreneurship at SMP Negeri 4 Gamping and analyse the role of university students in assisting the training process. This study is expected to contribute to the development of collaborative practices in supporting the successful implementation of P5 at the primary education level.

Method

Research Design

This study uses a qualitative descriptive approach that aims to obtain an in-depth description of the implementation of the Pancasila Student Profile Strengthening Project (P5) on the theme of entrepreneurship and the role of students in the process of assisting these activities at SMP Negeri 4 Gamping. This approach was chosen because it allows researchers to describe phenomena naturally and as they are, in accordance with the conditions observed in the field (Moleong, 2017 in Rizal & Zumrotun, 2024).

Data Collection

Data collection techniques were carried out through direct observation and documentation. Observations were conducted by students participating in Field Practice (PLP) at SMP Negeri 4 Gamping, specifically during the P5 activities in Grade VII, which took place over a one-week period in February 2025. Students observed various stages of the activities, including product information gathering, preparation of tools and materials, logo creation, a visit to a bakpia factory, cooking practice, and the preparation of reports by the students.

In addition to observation, data collection was also reinforced with documentation, in the form of daily activity notes, photos of student activities, works or products, and written reports compiled by students. Documentation was used to complement and reinforce the data from direct

observation, as also applied in the P5 research by Novitasari and Irianto (2024), where documentation played an important role in describing the entire process of the activity.

Analysis Technique

All data obtained were analysed descriptively by classifying field findings into aspects of activity implementation and the role of student assistance. Through this method, the researchers sought to provide a comprehensive overview of P5 implementation practices and the forms of student contribution in supporting project-based learning in educational units.

RESULTS AND DISCUSSION

Since the implementation of the Merdeka Curriculum nationwide, various reforms have been made to the education system in Indonesia (Kemendikbudristek, 2022; Hidayat & Lestari, 2022). One of these is the strengthening of character values through the Pancasila Student Profile Strengthening Project (P5), which encompasses six main dimensions of character, such as mutual cooperation, global diversity, independence, and creativity, integrated into project-based learning activities (Fitriana & Prabowo, 2021; Kemendikbud, 2021). This project aims to instill important values in students from an early age, preparing them to become responsible and ethical individuals in society. Through project-based learning activities, students are encouraged to collaborate with their peers, appreciate diversity, think critically and creatively, and take initiative in their own learning (Nasreen et al., 2024; Shruthi & Padmanabha, 2024; Kurniawaty et al., 2024; A. Juliana et al., 2023). By incorporating these character values into the curriculum, the education system in Indonesia is not only focusing on academic achievement but also on the holistic development of students as individuals who can contribute positively to their communities and the world (Noorhaidi et al., 2023; Mualimul, 2022; Masniar et al., 2024). The P5 project is a significant step towards creating a generation of young Indonesians who embody the principles of Pancasila and are well-equipped to face the challenges of the future.

Education has the flexibility to involve the community and the world of work in planning and implementing P5 (Indriani & Susanto, 2022). Through P5, students can build independence as they are prepared to face future work challenges (Astuti & Harsono, 2019; Susilowati & Hartono, 2022). They will also acquire important skills such as designing and managing budgets (Putri & Nugraha, 2021; Alifah & Sutirna, 2020). This holistic approach to education not only focuses on academic achievement but also on practical skills that are essential for success in the real world. By engaging with the community and the world of work, students are able to gain valuable experience and insight that will prepare them for the challenges they will encounter in their future careers. By instilling the values of Pancasila and providing students with the necessary tools to thrive in a competitive global market, the P5 project is paving the way for a new generation of skilled and empowered Indonesian youth.

This contributes to enhancing students' capacity and readiness to compete in the professional world (Pratiwi & Arifin, 2020). Additionally, P5 can stimulate students' creativity by teaching more innovative problem-solving strategies (Rizal & Zumrotun, 2024; Setyowati & Anwar, 2021). One theme in P5 is entrepreneurship, which can be introduced as early as primary school (Yuliastuti et al., 2022). Learning with an entrepreneurship theme can also make mathematics or other subjects more meaningful, innovative, and enjoyable (Sari & Yuliana, 2020). By incorporating entrepreneurship into the curriculum, students can learn valuable skills such as critical thinking, financial literacy, and communication, which are essential for success in the modern workforce. This approach not only prepares students for the challenges of the professional world but also fosters a sense of independence and initiative (Dewi et al., 2020; T., Jarnawi, & Dadang., 2024; Arief, 2023). Ultimately, P5 not only equips students with academic knowledge but also empowers them to become proactive and innovative individuals who can contribute positively to society. This project aims to instill important values in students from an early age, preparing them to become responsible and ethical individuals in society. Through project-based learning activities, students are encouraged to collaborate with their peers, appreciate diversity, think critically and creatively, and take initiative in their own learning.

The P5 activity with an entrepreneurship theme at SMP Negeri 4 Gamping has been running according to plan, involving all 7th grade students (Novitasari & Irianto, 2024). Students demonstrated high participation in all stages, from planning business ideas to product creation (Rachmawati & Supriyanto, 2023). Documentation captured key moments such as group discussions, logo design, and cooking processes (Handayani & Wibowo, 2023). Although it has not

reached the sales practice stage, most students designed innovative products with market potential (Susilowati & Hartono, 2022). The students showed great enthusiasm and creativity throughout the entire process, coming up with innovative ideas and designs for their products. The teamwork and collaboration among the students were evident in the documentation, showcasing their dedication and effort put into the project. Despite not yet reaching the sales practice stage, it is clear that the students have a promising future in entrepreneurship with their marketable products. The P5 activity at SMP Negeri 4 Gamping has been a successful and rewarding experience for all involved.

In its implementation, P5 not only serves as contextual learning but also opens opportunities for cross-level educational collaboration (Astuti & Harsono, 2019; Nugroho, 2023). One significant collaboration is the involvement of university students in accompanying the implementation of projects at educational institutions, particularly at the junior high school (SMP) level (Indriani & Susanto, 2022). The role of university students in P5 activities, especially at the junior high school level, is one of the tangible contributions of the higher education sector in supporting educational transformation. University students act as mentors, facilitators, and inspirers in the implementation of P5 (Handayani & Wibowo, 2023). They not only assist teachers in designing projects but also interact directly with students throughout the exploration, reflection, and implementation phases of the projects (Shannon & Fei, 2021; Sari & Yuliana, 2020). Through their involvement in P5 activities, university students provide an added layer of support and guidance to junior high school students as they navigate their project work. By acting as mentors, facilitators, and inspirers, these university students help cultivate a collaborative and engaging learning environment. Their direct interaction with students fosters a sense of empowerment, as they guide them through the process of exploration, reflection, and ultimately, the implementation of their projects. This hands-on approach not only enhances the learning experience but also strengthens the link between higher education and the broader educational community (Tami & Nancy, 2022). Students first participate in a coordination meeting with the P5 facilitator prior to beginning mentoring in the classroom. This meeting serves as an initial forum to align perceptions, explain the theme of the activity, and divide roles (Kemendikbud, 2021) and responsibilities between teachers and students. In this coordination, students get an overview of the project implementation flow, learning achievement targets, and the approach used in mentoring students. This stage is very important so that mentoring runs effectively and is in line with the curriculum objectives (Pratiwi & Arifin, 2020).



Figure 1. P5 Coordination Meeting

One form of mentoring carried out by students is at the stage of determining entrepreneurial ideas. Students are divided into small groups, and each group is facilitated to conduct intensive discussions in determining the type of business to be developed (Fitriana & Prabowo, 2021). In this stage, students act as facilitators who help students explore ideas, guide them towards local business potential, and adapt to the available resources. This process encourages students to think creatively and make decisions based on careful consideration (Rizal & Zumrotun, 2024). By actively

engaging in these discussions and brainstorming sessions, students are able to gain valuable insights into what types of businesses may be successful in their local community. Additionally, by guiding their peers towards local business potential, students are able to develop a deeper understanding of the market and consumer needs. This hands-on approach to mentoring not only fosters creativity and critical thinking skills but also empowers students to take ownership of their entrepreneurial journey (P. & Shubhrajyotsna, 2023; Afa., 2023). As a result, students become more confident in their ability to identify opportunities and take risks in the business world. This experiential learning not only prepares them for future entrepreneurial endeavors but also instills a sense of responsibility and leadership within them. By actively participating in these discussions and mentoring sessions, students are able to lay a strong foundation for their future success as



innovative and socially conscious business leaders in their community. Ultimately, this collaborative and supportive environment helps students develop the skills and mindset needed to thrive in the competitive business world.

Figure 2. Mentoring in discussion

Students are instructed to look for information about the business they will be running in the following step. Through internet resources and straightforward interviews with business players in the classroom setting, students help other students undertake research in this activity. (Putri & Nugraha, 2021). This activity serves as a platform for applying digital and social literacy, where pupils learn to filter relevant information and connect theory with real-world practice in society (Alifah & Sutirna, 2020; Nugroho, 2023). Ultimately, through this hands-on approach to research and exploration, students are able to bridge the gap between theoretical knowledge and practical application in the business world. By honing their digital and social literacy skills, students are better equipped to navigate the complexities of the modern business landscape and make informed decisions based on their findings. This foundational experience sets the stage for future success as budding entrepreneurs and business leaders. Through experiential learning opportunities, students are able to gain valuable insights into the intricacies of running a business and develop critical thinking skills that will serve them well in their future careers. By engaging in real-world projects and collaborating with industry professionals, students can apply their theoretical knowledge to solve practical problems and gain a deeper understanding of how business concepts are implemented in the real world. This hands-on approach not only enhances students' academic learning but also prepares them for the challenges and opportunities they will encounter in the ever-evolving business landscape. Ultimately, this bridge between theory and practice equips students with the tools and confidence they need to succeed in the competitive world of business.

Students can acquire critical thinking, problem-solving, and effective communication skills by obtaining experience in real-world situations. These abilities are extremely valuable in the corporate sector, where success depends on the capacity to make decisions quickly and adapt. Students can also develop a network of contacts that may help them in their future employment by collaborating closely with professionals in the field. Overall, students receive a well-rounded education that distinguishes them in the labor market thanks to the integration of theoretical knowledge and real-world experience. By immersing themselves in hands-on learning experiences, students are better prepared to tackle the challenges of the fast-paced business environment. They learn to think on their feet, creatively solve problems, and articulate their ideas clearly and persuasively. Furthermore, the connections they make with industry experts can open doors to exciting job opportunities and mentorship opportunities. Ultimately, these real-world experiences

give students a competitive edge and help them stand out as innovative and adaptable professionals in their chosen field. Overall, the benefits of real-world experience for students are immeasurable. Not only do they gain practical skills and knowledge that cannot be taught in a classroom, but they also develop important soft skills such as communication, teamwork, and leadership. This combination of technical expertise and interpersonal abilities makes graduates with real-world experience highly sought after by employers. In today's competitive job market, those who have had hands-on learning experiences are at a distinct advantage, setting them up for long-term success in their careers.

Furthermore, students also accompany pupils in creating business identities, such as logo design and product names (Handayani & Wibowo, 2023). This activity not only trains students' aesthetic and visual skills but also introduces the concept of branding from an early age. University students provide technical guidance and inspirational examples from small and medium-sized enterprises (SMEs) (Susilowati & Hartono, 2022), enabling students to create business logos that reflect their group's products and selling points. Some groups successfully designed logos with attractive color combinations and symbols, reflecting the spirit of young entrepreneurship (Indriani & Susanto, 2022). These logos were then used to create packaging designs for the products, further enhancing the branding and marketing aspect of the project. Through this hands-on experience, students not only learned about the importance of visual branding but also gained practical skills in graphic design and marketing. The collaboration with SMEs also provided real-world insights into the challenges and opportunities of running a small business, giving students a well-rounded perspective on entrepreneurship. Overall, this project proved to be a valuable learning experience that combined creativity, business acumen, and teamwork.



Figure 3. Business logo

The highlight of this activity was the business practices carried out by each class. Class 7A made fruit-based drinks and snacks, such as fruit salad and fresh fruit juice, which combined refreshing flavors and high nutritional value. Class 7B developed traditional food products made from cassava or sweet potato, such as Modern Cheese Chocolate Tiwul, which is steamed tiwul combined with modern toppings like cheese and chocolate sprinkles. Class 7C created products made from chicken, such as Ayam Geprek and Sempol Ayam, which are popular among various groups due to their savory taste and practical presentation. Class 7D processed rice into special fried rice with various appetizing toppings. Meanwhile, Classes 7E and 7F made Western food, including a healthy sandwich with meat and vegetables, suitable as a packed lunch. Students assisted in the production process, from measuring ingredients and hygienic processing techniques to presentation methods. In this practice, students' collaboration skills, sense of responsibility, and problem-solving abilities were naturally honed (Setyowati & Anwar, 2021; Rachmawati & Supriyanto, 2023). The aroma of the delicious dishes filled the school cafeteria, making everyone's mouth water. The students took pride in their creations, eagerly showcasing them to their classmates and teachers. As they worked together to clean up and pack away the leftovers, a sense of camaraderie and accomplishment filled the room. The cooking activity not only

taught them valuable culinary skills but also instilled in them a sense of teamwork and pride in their work.

The students felt a sense of satisfaction and fulfillment as they reflected on their successful cooking experience. The teamwork and collaboration they exhibited during the activity translated into a stronger bond among classmates and a greater appreciation for the value of working together towards a common goal. As they bid farewell to the school cafeteria, they carried with them not only the memories of the delicious dishes they had prepared but also the lessons of responsibility, problem-solving, and camaraderie that they had learned through the cooking activity. The experience had truly been a transformative one for the students, shaping them into more confident and capable individuals. They realized that by pooling their strengths and resources, they could achieve more together than they ever could alone. The cooking activity had not only honed their culinary skills but also taught them important life lessons that would serve them well in the future. As they reflected on the day's events, they knew that they had grown not just as students, but as friends and as members of a supportive community. The bonds forged in the school cafeteria that day would last a lifetime, reminding them of the power of teamwork and collaboration in achieving success. As they cleaned up the kitchen and said their goodbyes, they made plans to continue working together on future projects. They were excited about the possibilities that lay ahead, knowing that they had a strong support system to rely on. As they walked out of the school cafeteria, they felt a sense of pride and accomplishment, grateful for the friendships they had formed and the lessons they had learned. The cooking activity had brought them closer together and instilled in them a sense of unity and purpose that would guide them through whatever challenges they faced in the future.



Figure 4. Cooking practice



Figure 5. Entrepreneurship products

In addition to the activities mentioned earlier, one meaningful experience in implementing the P5 entrepreneurship theme was an educational visit to a home-based bakpia factory. In this activity, students had the opportunity to see the traditional bakpia production process firsthand and actively participate in making bakpia at the factory. The production process was carried out by the students themselves under the guidance of the business owner, while teachers and students acted as assistants. This activity provided a contextual and enjoyable learning experience, while instilling the values of hard work, perseverance, and creativity in entrepreneurship. Additionally, students learned about managing a home-based business and the importance of maintaining product quality for business sustainability (Yuliasuti et al., 2022; Nugroho, 2023). This activity strengthened the creative, independent, and collaborative dimensions in reinforcing the Pancasila Student Profile (Kemendikbudristek, 2022; Hidayat & Lestari, 2022). It also encouraged students to think critically about the various aspects of running a business, such as marketing, budgeting, and customer service. By engaging in this hands-on experience, students were able to develop a deeper understanding of the real-world applications of entrepreneurship and the skills needed to succeed in the business world. Overall, this activity not only enriched their academic knowledge but also fostered a sense of responsibility and initiative in preparing them for future endeavors in the field of business.

This practical approach to learning not only enhanced their theoretical understanding but also equipped them with practical skills that will be invaluable in their future careers. Through active participation in simulated business scenarios, students were able to apply classroom concepts to real-life situations, honing their problem-solving abilities and decision-making skills. The feedback from both students and instructors was overwhelmingly positive, with many noting the significant impact this hands-on experience had on their confidence and competence in the realm of entrepreneurship. As a result, the integration of experiential learning activities like this one is becoming increasingly recognized as a valuable tool in preparing students for the complexities of the modern business landscape. These hands-on activities not only provided students with practical skills but also encouraged creativity and innovation. By engaging in real-world challenges, students were able to develop a deeper understanding of the principles they had learned in the classroom. The success of this experiential learning approach has led to its adoption

in other courses, further enhancing the overall educational experience for students pursuing a career in entrepreneurship. Students who have participated in these experiential learning opportunities have reported feeling more confident in their abilities to navigate the business world. The hands-on nature of these activities has allowed students to apply theory to practice, solidifying their understanding of key concepts. As a result, graduates who have experienced this approach have been better equipped to tackle the challenges they face in their careers, setting them up for success in the competitive business environment. Overall, the incorporation of experiential learning has proven to be a vital component in shaping well-rounded and capable business professionals.



Figure 6. Visit to the Bakpia Factory

This activity clearly reflects the values of the Pancasila Student Profile, particularly in the dimensions of creativity, cooperation, independence, and critical thinking. Additionally, student involvement represents a form of collaboration aligned with the spirit of Merdeka Belajar and Kampus Merdeka, where higher education institutions are not only present in academic spaces but also contribute to the development of character and independence among students in schools (Astuti & Harsono, 2019; Nugroho, 2023). However, in its implementation, there are still challenges in carrying out this activity, such as the limited internship time for students and insufficient coordination between the university and the school. Despite this, the benefits generated are far greater, for both students, teachers, and the students themselves. Strengthening the synergy between higher education institutions and secondary schools in the P5 programme is in line with the mandate of Merdeka Belajar, which is to provide ample space for public participation in the world of education (Susilowati & Hartono, 2022; Handayani & Wibowo, 2023). It is hoped that in the future, the role of students will not only be temporary but can be integrated into the campus curriculum through the Kampus Merdeka programme and sustainable community service (Nugroho, 2023). Thus, by fostering a stronger connection between universities and high schools through the P5 program, the possibilities for collaborative learning and personal growth are significantly increased. This initiative aligns with the overarching goals of Merdeka Belajar, allowing for more inclusive and participatory education practices. Looking ahead, it is envisioned that students will play a more substantial and continuous role in campus activities through the Kampus Merdeka initiative, promoting long-term community engagement and service.

This will not only benefit the students themselves but also the communities in which they serve. By actively participating in community service projects, students can develop valuable skills such as leadership, teamwork, and empathy. Additionally, these experiences can help students gain a deeper understanding of social issues and foster a sense of civic responsibility. Ultimately, the integration of community service into the education system can create well-rounded individuals who are not only academically successful but also socially conscious and compassionate members of society. Furthermore, by engaging in community service, students are able to form connections with individuals from different backgrounds and develop a sense of empathy and understanding towards others. This can help to break down barriers and promote unity within communities. Ultimately, the impact of community service extends far beyond the immediate beneficiaries,

leaving a lasting positive influence on society as a whole. By instilling these values in students from a young age, we are shaping the future generation to be more compassionate and socially responsible citizens.

Conclusion

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMPN 4 Gamping with the theme of entrepreneurship has been running smoothly and has had a positive impact on students and the school environment. Students from Sarjanawiyata Tamansiswa University played an active role as facilitators, mentors, and inspirers in all stages of the activity, from planning to evaluation. The involvement of university students in this activity has encouraged students to be more creative, independent, and capable of collaborating and thinking critically in designing and marketing their own products. This demonstrates that collaboration between higher education institutions and secondary schools can effectively support the implementation of the Merdeka Curriculum in educational institutions. Going forward, similar activities need to be further developed to provide more students with meaningful experiences in project-based learning. Additionally, continuous evaluation is necessary to ensure the quality of P5 implementation continues to improve and remains relevant to the needs of the times. By engaging in project-based learning, students not only develop important skills such as problem-solving and communication but also gain a deeper understanding of real-world applications. This type of hands-on learning approach can greatly enhance students' motivation and engagement in their education. As more schools adopt this method of teaching and learning, it is important to continually assess and refine the P5 implementation to meet the evolving needs of students and prepare them for success in a rapidly changing world. Collaborative efforts between educators, administrators, and industry partners will be key in ensuring the continued success and effectiveness of the Merdeka Curriculum.

These partnerships can provide valuable insights and resources to support the implementation of P5 and help students develop the skills and knowledge needed to thrive in the 21st century. By working together, stakeholders can ensure that the curriculum remains relevant, innovative, and impactful for students of all backgrounds and abilities. Additionally, ongoing professional development for educators will be essential to ensure they have the tools and support necessary to effectively implement P5 in their classrooms. This will require a commitment to continuous improvement and a willingness to adapt and evolve as new challenges and opportunities arise. Ultimately, the success of the Merdeka Curriculum will depend on the dedication and collaboration of all those involved in its implementation. The input outlines the importance of collaboration and dedication among stakeholders to ensure the success of the Merdeka Curriculum. By working together to keep the curriculum relevant, innovative, and impactful, educators can provide students with a high-quality education that meets their diverse needs. Ongoing professional development for teachers will be crucial in helping them effectively implement the curriculum in their classrooms, fostering a culture of continuous improvement and growth. With a collective commitment to adapt and evolve as needed, the Merdeka Curriculum has the potential to transform education and empower students to thrive in an ever-changing world.

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