

The Learning Ecosystem of the Pancasila Student Profile Strengthening Project (P5): A Holistic Approach to Enhancing Moral Character within the Merdeka Curriculum

M. Arif Nanang Qosim^{a,1*}, Chalimatus Sa'diyah^{a,2}, Muhammad Faiz Mujib^{a,3}, Hannah^{a,4}

^a Universitas Islam Malang, Indonesia

^b Universitas Islam Negeri Salatiga, Indonesia

¹ Nanangq311091@gmail.com*

* Corresponding author

Article History

Received: 21 July 2025;

Revised: ; 9 June 2026;

Accepted: 21 June 2026

Keywords:

Pancasila student profile strengthening project (P5); social-moral character; merdeka curriculum; educational collaboration.

ABSTRACT

The implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum still faces challenges, including limited teacher understanding, weak stakeholder synergy, and a learning ecosystem that has yet to optimally support students' social-moral character development. This study aims to conduct a holistic analysis of the P5 learning ecosystem and identify collaborative strategies to support the internalization of Pancasila values. The method used is a literature review examining relevant scientific literature and policy documents on P5, the Merdeka Curriculum, and character education. Findings show that the effectiveness of P5 depends on synergy among teachers as moral role models, students as agents of change, a supportive school culture, family involvement, and community collaboration. Social-moral character strengthening proves more effective when learning is linked to contextual experience and the habituation of values in daily life. Thus, P5's success requires a collaborative and sustainable educational ecosystem to shape students with character aligned with Pancasila values.

ABSTRAK

Kata-kata kunci:
Ekosistem pembelajaran;
Projek Penguatan Profil
Pelajar Pancasila;
karakter sosial-moral;
Kurikulum Merdeka;
kolaborasi pendidikan.

Ekosistem Pembelajaran Projek Penguatan Profil Pelajar Pancasila (P5): Pendekatan Holistik dalam Penguatan Karakter Moral pada Kurikulum Merdeka. Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) dalam Kurikulum Merdeka masih menghadapi tantangan, seperti keterbatasan pemahaman guru, lemahnya sinergi antarpemangku kepentingan, serta belum optimalnya ekosistem pembelajaran dalam mendukung penguatan karakter sosial-moral peserta didik. Penelitian ini bertujuan menganalisis konsep ekosistem pembelajaran P5 secara holistik dan mengidentifikasi strategi kolaboratif yang mendukung internalisasi nilai-nilai Pancasila. Metode yang digunakan adalah studi pustaka dengan mengkaji berbagai literatur ilmiah dan dokumen kebijakan yang relevan dengan P5, Kurikulum Merdeka, dan pendidikan karakter. Hasil kajian menunjukkan bahwa efektivitas P5 ditentukan oleh sinergi antara guru sebagai teladan moral, peserta didik sebagai agen perubahan, budaya sekolah yang mendukung, keterlibatan keluarga, serta kolaborasi dengan komunitas. Penguatan karakter sosial-moral juga berlangsung lebih efektif ketika pembelajaran dikaitkan dengan pengalaman kontekstual dan pembiasaan nilai dalam kehidupan sehari-hari. Dengan demikian, keberhasilan P5 memerlukan ekosistem pendidikan yang kolaboratif dan berkelanjutan untuk membentuk peserta didik berkarakter sesuai nilai-nilai Pancasila.

Copyright © 2026 (Arif Nanang Qosim et al.). All Right Reserved

How to Cite : Qosim, M. A.N., Sa'diyah, C., Mujib, M. F., Hannah. (2026) The Learning Ecosystem of the Pancasila Student Profile Strengthening Project (P5): A Holistic Approach to Enhancing Moral Character within the Merdeka Curriculum. *Jurnal Moral Kemasyarakatan*, 11 (1), 125 -132. <https://doi.org/10.21067/jmk.v11i1.12659>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/). Allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose. The journal hold the copyright.

Introduction

Education plays a strategic role in building national intelligence and shaping character, morality, and social values (Sartika et al., 2024). Challenges such as moral degradation, digital disruption, and information overload make value education more urgent. Education must go beyond academic knowledge and skills. It must produce students who possess moral integrity, social responsibility, and the ability to live alongside others in a diverse society (Taja et al., 2021). In response to these challenges, the Indonesian government introduced the Pancasila Student Profile Strengthening Project (P5) through the Merdeka Curriculum as a strategy to build student character (Irawan et al., 2024). P5 internalizes Pancasila values through contextual, transdisciplinary, and student-centered project-based learning. The Pancasila Student Profile describes Indonesian learners as lifelong learners with global competence who act according to six core dimensions: faith and piety toward God Almighty with noble character; global diversity; cooperation; independence; critical reasoning; and creativity (Hamzah et al., 2022). These six dimensions show that P5 focuses not only on cognitive development but also on character formation and social behavior that reflects Indonesian national identity.

Multiple studies confirm that P5 has strong potential to develop students' competence and character. The entrepreneurship theme in P5, for example, integrates all six Pancasila Student Profile dimensions (Aulia et al., 2023). Other studies show that P5 contributes to strengthening the character dimensions of faith, piety, noble character, cooperation, and student creativity (Farhana & Cholimah, 2024). As a project-based co-curricular activity, P5 offers flexibility in content, activities, and timing, enabling more meaningful learning experiences (Safitri et al., 2022). The Merdeka Curriculum also gives teachers more room to design learning objectives and teaching modules that target student competence (Faridahtul Jannah et al., 2022).

At the same time, studies also show that P5 implementation still faces significant challenges. Teachers hold misconceptions about P5 execution, including the mistaken belief that P5 must integrate with intracurricular learning and a limited understanding of how to design project modules (Aulia et al., 2023). The success of P5 does not depend only on teacher competence. It also depends on a learning ecosystem that involves schools, families, and communities. A learning ecosystem refers to a network of individuals, institutions, and resources that interact to support student learning (Abdul Fattah Nasution et al., 2023). Further research shows that P5 implementation has a positive yet relatively weak correlation with student independence (Putri Andini Nasution et al., 2024).

Previous studies focused mainly on P5 implementation in pioneer schools (Rachmawati et al., 2022), project design and development (Budiono et al., 2023), and its impact on student character (Farhana & Cholimah, 2024). Some research has also addressed the improvement of teacher competence in planning P5 activities (Budiono et al., 2023). However, these studies tended to position P5 as a school-based learning

program. They did not comprehensively examine how the P5 learning ecosystem is built through stakeholder synergy. The holistic, contextual, student-centered, and exploratory principles of P5 require active family and community involvement as an integral part of students' social and moral character development (Hamzah et al., 2022).

This article presents a new contribution by examining the P5 learning ecosystem from a social-moral community perspective. Unlike previous research that focused on P5 implementation at the school level or general character strengthening, this article examines the synergy among schools, families, and communities as a learning ecosystem that collectively shapes students' social and moral character. It also proposes a collaborative framework to optimize stakeholder involvement in P5 implementation, thereby strengthening the social and moral dimensions of the Pancasila Student Profile.

Based on this background, this article pursues three objectives. First, it analyzes the P5 learning ecosystem within the Merdeka Curriculum from a social-moral community perspective. Second, it identifies key components that support the Pancasila Student Profile. Third, it formulates collaborative strategies among schools, families, and communities to build student character holistically.

Method

This study uses a library research approach to analyze the concept and implementation of the P5 learning ecosystem in a social-moral context within the Merdeka Curriculum. The library research method allows researchers to collect, analyze, and synthesize relevant literature to build a comprehensive understanding of the research topic (Hamzah et al., 2022).

The data sources consist of secondary literature, including scientific journals, research articles, books, and policy documents related to the Merdeka Curriculum, P5, and students' social-moral character development. The selection criteria for literature sources include: (1) relevance to the P5 learning ecosystem and character development, (2) source credibility and publication quality, and (3) publication timeliness relative to the development of the Merdeka Curriculum.

Data collection involved searching the literature in academic databases and other credible sources. The data analysis used content analysis to identify key themes, patterns, and relationships among concepts in the literature. The analysis process included: (1) identifying key components of the P5 learning ecosystem, (2) analyzing stakeholder synergy in strengthening social-moral character, and (3) evaluating challenges and implementation strategies for P5 (Ulandari & Rapita, 2023).

Research validity was ensured through source triangulation, using diverse references from different researchers and perspectives to confirm the accuracy and depth of the analysis. The synthesis of the literature analysis was then organized systematically to formulate a holistic concept of the P5 learning ecosystem and its implementation strategies in the context of strengthening students' social-moral character.

Results and Discussion

The P5 Learning Ecosystem as a Foundation for Social-Moral Character Development

A synthesis of the literature shows that the success of P5 depends not only on the quality of classroom learning but also on a supportive, comprehensive learning ecosystem. A learning ecosystem is a network of actors, institutions, and resources that interact to shape students' learning experiences. In the context of P5, this ecosystem includes teachers, students, schools, families, communities, and education policy support (Gusti et al., 2025).

The literature consistently shows that P5 adopts a holistic approach oriented toward the development of student character and competence. Hamzah et al. (2022) emphasize that P5 is designed to internalize Pancasila values through project-based learning. Safitri et al. (2022) view P5 as a new orientation for character education in Indonesia. Farhana and Cholimah (2024) further demonstrate that P5 contributes to strengthening students' religious character, cooperation, and creativity. However, Aulia et al. (2023) identify persistent teacher misconceptions and module limitations in the execution of P5, revealing a gap between policy design and field practice (Hasni et al., 2024). This difference in findings indicates that P5 effectiveness depends not only on curriculum design but also on the readiness of human resources and educational ecosystem support.

In this ecosystem, teachers hold a strategic position as both facilitators and moral role models (Sianipar & Irawati, 2022). Teachers do not simply manage learning. They guide ethical reflection, build a culture of dialogue, and model behavior consistent with the values of Pancasila. The findings show that social-moral character development is more effective when students receive direct role modeling rather than only normative instruction. As a result, the moral and professional qualities of teachers are key to successful P5 implementation.

The school environment also serves as a social space where Pancasila values are practiced in real life (Nugraha et al., 2024). The literature shows that an inclusive, democratic, and collaborative school culture promotes the development of cooperation, tolerance, responsibility, and respect for diversity. The school therefore functions not only as a site of knowledge transfer but also as a sustained space for moral habituation.

Synergy of School, Family, and Community in Character Formation

One major finding from the literature is the importance of stakeholder synergy in building students' social-moral character (Mahdini et al., 2026). Previous research consistently shows that character education is more effective when there is value continuity among school, family, and community. These three environments form a complementary educational ecosystem that reinforces the process of value internalization.

The literature identifies consistent support for family and community involvement in character education. Mery et al. (2022) confirm that collaboration among educational actors strengthens P5 outcomes, while Ulandari and Rapita (2023) highlight the importance of school-parent communication in maintaining consistency of value habituation. Rahmadayanti and Hartoyo (2022) further show that using the surrounding environment as a contextual

learning resource enriches student experiences. Some studies, however, also indicate that family and community involvement remains suboptimal because of differences in capacity and social support across schools. This finding suggests that P5 effectiveness varies according to the level of collaboration and environmental readiness at each educational unit.

The family is the first and primary environment for children's character development (Fauzi, 2022). Parent involvement through active school communication, academic accompaniment, and daily moral habituation at home strengthens the impact of P5. When values taught at school align with family practices, students experience consistent moral development. This consistency strengthens and makes character formation more lasting.

Community involvement expands students' learning space into real-life contexts. Using local environments, community figures, small and medium enterprises, social institutions, and community organizations provides authentic experiences. These experiences prompt students to identify social problems and develop solutions based on Pancasila values. Through this process, students develop empathy, social responsibility, teamwork, and environmental awareness.

These findings show a clear link between contextual learning and moral character formation. When learning experiences are closely connected to real social life, students are more likely to internalize moral values more deeply. P5 therefore bridges school-based learning and broader community social life.

Implementation Challenges and Their Implications for Moral Character Development

Despite its strong potential, P5 implementation still faces multiple challenges. The literature identifies a consistent pattern of problems: limited teachers' understanding of P5 principles, misconceptions about integration with intracurricular learning, inadequate infrastructure, and insufficient support from the educational ecosystem (Amelia et al., 2024). These challenges show that P5 success depends not only on curriculum design but also on the readiness of human resources and the supporting environment.

The literature consistently supports teacher capacity building and school culture development as key factors in P5 success. Budiono et al. (2023) emphasize the importance of continuous professional development for teachers in designing and managing P5 projects. Rahmadayanti and Hartoyo (2022) highlight the importance of a school environment that supports collaborative and contextual learning. Aulia et al. (2023), however, show that P5 implementation still faces gaps between policy and practice due to limited resources and teacher understanding. These contrasting findings indicate that P5 success depends heavily on the readiness of educational institutions to build an adaptive and sustainable learning ecosystem.

The implications of this study show that strengthening character through P5 requires a systemic approach. Schools, families, and communities must act as strategic partners in education. Schools need to strengthen teacher capacity and build a school culture grounded in Pancasila values. Families must ensure consistent habituation to values at home. Communities must provide authentic learning spaces for students. These findings confirm

that P5 is not simply a curricular program. It is a character education movement grounded in an ecosystem that prepares students to become responsible citizens who are also adaptive to global challenges. Because this study draws from a literature review, the dynamics of P5 implementation across different social and cultural contexts remain empirically underexplored. Further field research across diverse school settings is needed.

Conclusion

This study addresses how the P5 learning ecosystem supports the development of students' social-moral character within the Merdeka Curriculum. The findings show that P5 success depends not only on project execution but primarily on synergy among teachers, students, schools, families, and communities as a unified educational ecosystem. Teachers serve as moral role models. Schools build a culture that reflects Pancasila values. Families strengthen character habituation at home. Communities provide contextual learning experiences. When all components work in alignment, students develop cooperation, responsibility, social care, independence, and moral integrity in daily life. These findings confirm that character formation cannot rest on schools alone. It requires active involvement from all educational environments to produce a generation with strong character and global competitiveness.

Future research should empirically test the P5 learning ecosystem model across different school levels and contexts. This will clarify the interaction dynamics among teachers, families, schools, and communities in strengthening students' social and moral character. Future studies can also explore factors such as school culture, principal leadership, teachers' digital literacy, and parent involvement as variables affecting the effectiveness of P5 implementation. Longitudinal research is also needed to examine the sustained impact of P5 on students' social behavior, including social care, tolerance, and civic participation. This will provide a clearer picture of how Pancasila values become internalized in community life.

References

- Nasution, A.F., & Harahap, J. P. (2023). Konsep Dan Implementasi Kurikulum Merdeka. *COMPETITIVE: Journal of Education*, 2(3), 201–211. <https://doi.org/10.58355/competitive.v2i3.37>
- Amelia, L. & Putri, S. K. (2024). Problematika Implementasi Proyek P5 di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 8(2018), 1469–1475. <https://doi.org/https://doi.org/10.31004/jptam.v8i1.12595>
- Aulia, D. & Rusdinal. (2023). Analisis Kebijakan Kurikulum Merdeka Melalui Implementasi Proyek Penguatan Profil Pelajar Pancasila di Sekolah Dasar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 11(1), 122–133. <https://doi.org/10.22219/jp2sd.v11i1.25923>
- Budiono, A. N. & Ginting, R. (2023). Pelatihan Mendesain Proyek Penguatan Profil Pelajar Pancasila (P5) bagi Komite Pembelajaran dalam Kurikulum Merdeka. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 5(1), 410. <https://doi.org/10.20527/btjpm.v5i1.7672>

- Farhana, G., & Cholimah, N. (2024). Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Peningkatan Karakter Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(1), 137–148. <https://doi.org/10.31004/obsesi.v8i1.5370>
- Jannah, F. & Az Zahra, P. F. (2022). Problematika Penerapan Kurikulum Merdeka Belajar 2022. *Al Yazidiy Jurnal Sosial Humaniora Dan Pendidikan*, 4(2), 55–65. <https://doi.org/10.55606/ay.v4i2.36>
- Fauzi, A. (2022). Implementasi Kurikulum Merdeka Di Sekolah Penggerak. *Pahlawan: Jurnal Pendidikan-Sosial-Budaya*, 18(2), 18–22. <https://doi.org/10.57216/pah.v18i2.480>
- Gusti, T. & Riyana, C. (2025). Project-Based Learning Terintegrasi Profil Pelajar Pancasila: Implementasi Nilai Karakter Bernalar Kritis. *Jurnal Moral Kemasyarakatan*, 10(1), 87–96. <https://doi.org/https://doi.org/10.21067/jmk.v9i1.11020>
- Hamzah, M. R. & Abidin, M. Z. (2022). Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik. *Jurnal Jendela Pendidikan*, 2(04), 553–559. <https://doi.org/10.57008/jjp.v2i04.309>
- Hasni, U. & Taufika, R. (2024). Profil Pelajar Pancasila pada Anak Usia Dini sebagai Wujud Pendidikan Karakter. *Jurnal Moral Kemasyarakatan*, 9(1), 61–72. <https://doi.org/https://doi.org/10.21067/jmk.v9i1.10227> Profil
- Irawan, H. & Pradana, A. (2024). Inovasi pendidikan karakter dalam kurikulum 2013 dan kurikulum merdeka. *SAP (Susunan Artikel Pendidikan)*, 9(1), 84–93.
- Mahdini & Hamidah. (2026). Sinergi Pendidikan, Budaya, Dan Lingkungan Sosial Dalam Pembentukan Karakter Peserta Didik Di Era Globalisasi. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 12(01), 78–90.
- Mery, M. & Hartoyo, A. (2022). Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila. *Journal Basicedu*, 6(5), 7840–7849. <https://doi.org/10.31004/basicedu.v6i5.3617>
- Nugraha, Y. & Repelita, T. (2024). Pembentukan Karakter Generasi Z Melalui Lembaga Pusat Karakter Sebagai Implementasi Profil Pelajar Pancasila Yogi. *Jurnal Moral Kemasyarakatan*, 9(1), 73–81. <https://doi.org/https://doi.org/10.21067/jmk.v9i1.10231>
- Putri Andini Nasution ... Yovita, Y. (2024). Penilaian dan Evaluasi Modul P5 Tema Gaya Hidup Berkelanjutan pada Materi Keseimbangan Ekosistem. *Jurnal Pendidikan Mipa*, 14(1), 1–8. <https://doi.org/10.37630/jpm.v14i1.1385>
- Rachmawati, N. & Nurasiah, I. (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Journal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Journal Basicedu*, 6(4), 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>
- Safitri, A. Herlambang, Y. T. (2022). Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia. *Journal Basicedu*, 6(4), 7076–7086. <https://doi.org/10.31004/basicedu.v6i4.3274>
- Sartika, R. & Budimansyah, D. (2024). Strengthening Students' Responsible Character through Civic Education Learning: An Action Research in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 23(3), 428–447. <https://doi.org/https://doi.org/10.26803/ijlter.23.3.21>
-

- Sianipar, H. M., & Irawati, W. (2022). Peran Guru Sebagai Teladan Dalam Upaya Pembentukan Karakter Siswa Berdasarkan Kajian Filsafat Aksiologi Kristen. *Didaché: Journal of Christian Education*, 3(1), 58–72. <https://doi.org/10.46445/djce.v3i1.483>
- Taja, N. & Supriyadi, T. (2021). Character Education in the Pandemic Era : A Religious Ethical Learning Model through Islamic Education. *International Journal of Learning, Teaching and Educational Research*, 20(11), 132–153. <https://doi.org/10.26803/ijlter.20.11.8>
- Ulandari, S., & Rapita, D. D. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Memperkuat Karakter Peserta Didik. *Jurnal Moral Kemasyarakatan*, 8(2), 116–132. <https://doi.org/10.21067/jmk.v8i2.8309>