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Implementation of Merdeka Curriculum: P5 Theme Build the Soul and Body Using Project-Based Learning

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Abstract

This research aims to analyze the implementation of the Merdeka Curriculum in the context of the Pancasila Student Profile Strengthening Project (P5) with the theme "Build the Soul and Body." The main focus of this research is to explore how applying this theme in the curriculum can affect students' character-building and competency development. This research also explores the effectiveness of applying the Project Based Learning (PjBL) model in implementing the P5 project. Using the PjBL model allows students to develop creativity and independence because they can process ideas and carry out various project activities independently. The research method used was qualitative with a descriptive approach. Data was collected through observation, interviews, discussions, and direct field research. The data were analyzed using a qualitative descriptive approach, which is expected to provide valuable insights for curriculum development that is more relevant to future educational needs and contribute to the understanding of strengthening the learner profile of Pancasila through a project-based learning approach. The implementation results show that learners can understand the importance of maintaining mental and physical health and develop 21st-century skills, such as critical thinking, creativity, communication, and collaboration. These findings suggest that integrating PjBL in the Merdeka Curriculum can be an effective strategy for building learner competencies following the values of the Pancasila Learner Profile.

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Introduction

Education is a systematic process to transfer knowledge, skills and values to learners. Education has a very important role in shaping the character of society and helping individuals understand the surrounding environment. According to Law No. 20/2003, education is an effort that is planned and carried out consciously to create a conducive learning atmosphere and learning process that allows students to develop their potential. (Indonesia, 2003). It aims to give them religious and spiritual strength, self-control, pleasing personality, intelligence, noble character, and skills needed for themselves, society, nation, and state. Education also functions as a process to achieve balance and perfection in individual and community development. Education focuses more

on forming individual or community awareness and personality than transferring knowledge and skills. Through such education, a nation or state can pass on religious values, culture, thoughts, and skills to the next generation to be ready to face a better future for the nation and state (Malik et al., 2022).

Indonesia's national education system has undergone several changes to its curriculum. The curriculum is a field that directly affects the course of the educational process and also the results of the educational process in the National Education System Law No.20 of 2003, article 1 paragraph 19 states that "The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organizing learning activities to achieve specific educational goals. In 2024, the Merdeka curriculum officially became a national program. This curriculum is a form of convergence of various societal aspirations and potentials. One of the main characteristics of the curriculum is that students strive to develop soft skills and attributes according to the Pancasila Learner Project Profile (Melati et al., 2024). Pancasila learners are learners whose personality is entirely based on the philosophy of Pancasila. Students are naturally required to create or complete projects when implementing the Merdeka curriculum. Through these activities, students can develop their potential and skills so that they are expected to have the competence of faith, piety to God Almighty, and noble character. They are also expected to have global diversity, a spirit of cooperation, independence, critical and creativity. The Pancasila Learner Profile describes Indonesian students as lifelong learners who have global competence and behave following the values of Pancasila (Aulia et al., 2023). The Pancasila learner profile has six competencies that are formulated as key dimensions of the Pancasila learner profile consisting of six dimensions, namely: 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity. (Kemendikbudristek, 2022).

One learning model suitable for implementing the Merdeka curriculum, especially P5, is Project Based Learning. Project-based learning is one of the learning models recommended for use in the Merdeka curriculum in order to strengthen the profile of Pancasila students (Firdaus & Makhful, 2023). The Problem-Based Learning (PBL) learning model is a challenging method for students because it involves them in an investigation to find solutions to problems that are relevant to life (Darsono et al., 2020).

Students are trained independently to rely on knowledge from the teacher and develop critical thinking skills, problem-solving, cooperation, and independence. This PBL learning model is also a learning model that begins with discovering problems in the environment aimed at collecting and integrating new knowledge developed independently by students (Lusia Emiliana et al., 2023). The purpose of applying the Project Based Learning model is to gain knowledge and skills in learning, make students more active in solving complex problems, develop and improve students' skills in managing materials or tools to complete tasks and improve students' collaboration (Angelia Putriana, 2022).

There are at least several previous studies relevant to the topic raised by researchers, including the First Research by (Aulia et al., 2023) entitled "Implementation of Pancasila Student Profile Values in the Merdeka Curriculum in Elementary Schools." This research discusses how the values contained in the Pancasila Student Profile are internalized in learning activities in schools, as well as how the Merdeka Curriculum becomes the foundation for forming student character that is in harmony with the values of Pancasila. This study provides an important conceptual foundation that character strengthening is at the core of the Merdeka Curriculum; however, in the study, the

learning approach used has not been focused on the Project Based Learning (PjBL) model and has not specifically highlighted the implementation of the P5 theme "Build the Soul and Body." This research will emphasize using PjBL as a method of implementing themes. In addition, this study also discusses how the project designed can develop the dimension of the Pancasila Student Profile in students in a more applicative manner.

Second, research conducted by (Firdaus & Makhful, 2023) with the title "Strengthening Character Education through Al-Islam and Kemuhmadiyah based on Merdeka Curriculum" discusses the importance of character education in the Merdeka Curriculum, which is instilled through subjects based on Islamic values and Muhammadiyah teachings. The research is relevant to this research because both strengthen students' character as part of the Pancasila Student Profile. However, Firdaus and Makhful's Research emphasizes the approach of religious values and structured learning. At the same time, this study will examine the implementation of learning through the P5 theme "Build the Soul and Body" with the Project Based Learning (PjBL) model. This research complements and expands a project-based approach that is more applicative, active, and oriented towards the development of social skills, collaboration, and independence of students at the high school level.

Third, research conducted by (Zulkarnaen et al., 2023) entitled *"The Benefits of Project Based Learning Models for Early Childhood Education and Its Implementation in the Merdeka Curriculum"* focuses on the development of creativity and basic skills of early childhood education children through the application of a project-based approach. This research shows that from an early age, the PjBL approach can naturally foster children's enthusiasm for learning and independence within the Merdeka Curriculum framework. As with using the Project Based Learning model, Zulkarnaen's Research is different in the context of its application. This research will delve deeper into applying PjBL in the P5 program with the special theme "Build the Soul and Body" at the high school level. *"The Benefits of Project-Based Learning Models for Early Childhood Education and Its Implementation in the Merdeka Curriculum"* focuses on developing creativity and basic skills of early childhood education children through a project-based approach. This research shows that from an early age, the PjBL approach can naturally foster children's enthusiasm for learning and independence within the Merdeka Curriculum framework. As with using the Project Based Learning model, Zulkarnaen's Research is different in the context of its application. This research will delve deeper into applying PjBL in the P5 program with the special theme "Build the Soul and Body" at the high school level.

Fourth, research conducted by (Chonitsa et al., 2023) entitled "Teachers' Strategies for Implementing the Pancasila Student Profile in the Merdeka Learning Curriculum at SMPN 2 Pekalongan." examines how teachers' strategies in internalizing the values of the Pancasila Student Profile into the daily learning process in junior high school education units. The main focus of this research is how teachers design, implement, and evaluate learning that contains Pancasila values through the Merdeka Curriculum approach. Chonitsa et al.'s research focuses more on teacher strategies in general, without examining specifically the learning model used or the specific themes of the Pancasila Student Profile Strengthening Project (P5). Meanwhile, this study specifically examines the implementation of the theme "Build the Soul and Body" in the P5 program using the Project Based Learning (PjBL) model at the high school level. This research also offers novelty in focusing on the PjBL approach as an active and collaborative learning method that can instill Pancasila values in a more contextual and meaningful way through real projects.

Fifth, research conducted by (Arna purtina and Fathul Azan, 2016) with the title "Educational Innovation Through P5: Strengthening Student Character in the Merdeka Curriculum" discusses the importance of the Pancasila Student Profile Strengthening Project (P5) as part of innovation in the Merdeka Curriculum. The main focus of the research is how the P5 program can be a strategic tool in shaping students' character through activities that foster the value of cooperation, independence, and responsibility. This research is very relevant to the research conducted by the researcher because both place P5 as an important instrument in strengthening students' character in the Merdeka Curriculum era. The novelty of this research lies in deepening the implementation of thematic projects and using PjBL as an active method to instill Pancasila values directly and applicatively through real activities.

Sixth, research conducted by (Dwi Alfina & Hasanah, 2024) with the title "Analysis of the Implementation of the Merdeka Curriculum in the Learning Process of Information and Communication Technology-Based P5 Activities at SMK Negeri 2 Buduran" discusses how the activities of the Pancasila Student Profile Strengthening Project (P5) are integrated with the use of Information and Communication Technology (ICT) in the learning process at the Vocational High School (SMK) level. The main focus of this research is the use of digital technology in supporting project-based learning, as well as the role of teachers in designing P5 activities relevant to the needs of students in the digital era. The research has strong relevance because it highlights the implementation of the P5 program in the Merdeka Curriculum and discusses strengthening students' character through a contextual learning approach. However, the researcher specifically applied the Project Based Learning (PjBL) learning model on the theme "Build the Soul and Body" more deeply in exploring the stages of project implementation, starting from planning project implementation to evaluation and reflection by involving the active role of teachers as facilitators.

Seventh, the research conducted by (Ningsih et al., 2023) with the title "Project Planning for Strengthening the Profile of Pancasila Students as the Implementation of the Merdeka Curriculum" discusses explicitly how educational units carry out the planning process for P5 activities as part of the implementation of the Merdeka Curriculum. The research focuses on the early stages of the implementation of P5, such as preparing schedules, selecting themes, forming a facilitator team, and adjusting activities to the characteristics of students. This research is very important as a conceptual and technical foundation for overseeing the success of the P5 program. Meanwhile, the researcher here not only reviews the planning but analyzes the entire stages of the implementation of P5 activities, focusing on the specific theme of "Build the Soul and Body," as well as the use of the active learning model Project Based Learning (PjBL), as well as examining how the P5 activities are carried out from start to finish: planning, implementation, titles, evaluations, and reflections.

Eighth, research conducted by (Putri et al., 2023) with the title "Building Character Education Based on the Merdeka Curriculum Towards the Era of Society 5.0" discusses how the Merdeka Curriculum is an important foundation in shaping the character of students who are ready to face the challenges of the times, especially in the context of the digital revolution and technological advances (Society 5.0). This research focuses on integrating character values in an adaptive, creative, and future-oriented learning system. This research has strong relevance to your research because it refers to the main goal of the Merdeka Curriculum, which is the formation of a Pancasila Student Profile that is characterful, creative, and ready to contribute to society. However, researchers are more specific and applicative. This study directly examines the implementation of P5 activities with the special theme "Build the Soul and Body" using the Project Based Learning (PjBL) model, and not only examines character values conceptually but also how these characters are formed through

real projects involving collaboration, independence, and physical-mental activities of students in the school environment.

Ninth, research by (Maulisa, Rahmawati & Zainuri, 2024) entitled "Learning Methods of Islamic Religious Education in the Merdeka Curriculum" examines various approaches and strategies used in teaching Islamic Religious Education (PAI) in accordance with the principles of the Merdeka Curriculum. The main focus is on how the learning method can instill religious values in a more contextual, participatory, and encouraging the formation of students' character. This research is relevant because both examine the implementation of the Merdeka Curriculum as a new framework in Indonesian education, and both highlight the formation of student character as the primary goal. In this context, the values in Islamic Religious Education, such as faith, morals, responsibility, and cooperation, have a close relationship with the dimension of the Pancasila Student Profile, which is also the target of the P5 program. The researcher explored the implementation of the Pancasila Student Profile Strengthening Project (P5) through the specific theme "Build the Soul and Body," using the Project Based Learning (PjBL) learning model, which highlights the application of real project-based active learning methods, which allows students to develop physical, mental, spiritual, and social potential in a broader and integrated context across subjects.

Based on the above background, the author is interested in researching the process of how to plan, implement, and evaluate the implementation of the Project Based Learning model in the Pancasila Student Profile Strengthening Project (P5) with the theme Build Your Soul and Body as part of the implementation of the Merdeka Curriculum. The purpose of this research is to analyze the planning for the implementation of the Project Based Learning (PjBL) model in P5, identify the implementation of the Project Based Learning model in developing the dimensions of the Pancasila Student Profile, especially in the aspects of independence, cooperation, global diversity, critical reasoning, and student creativity, Evaluate the role of teachers as facilitators in the implementation of PjBL in the P5 theme and the challenges faced in the implementation process. So, from this research, it is hoped that it can add scientific treasures to the curriculum and innovative learning models that support strengthening students' character. This research is also expected to positively contribute to education practitioners, especially in designing and implementing practical and contextual project-based learning in accordance with the spirit of the Merdeka Curriculum.

The Pancasila Student Profile Strengthening Project (P5) with the theme Build the Soul and Body at Senior High Schools (SMA) Muhammadiyah 1 Banjarnegara is directed at the implementation of the Pancasila profile which is systematically designed by considering the goals and benefits that are expected to be achieved in the Pancasila Student Profile Strengthening Project (P5) for students in grade XI (Eleven) at SMA Muhammadiyah 1 Banjarnegara. The Pancasila Student Profile Strengthening Project (P5) with the theme Build the Soul and Body in the Merdeka curriculum is very appropriate to realize the strengthening of the Pancasila student profile because students and educators are given a wide and meaningful space to see directly (contextually) the reality of people's lives which is the object of educational study in schools.

The final project activity is expected to arouse enthusiasm and create a young generation with noble morals, able to create an attitude of obedience to the rules and good manners, create a healthy and strong soul and body, and create a safe and comfortable environment for students. Based on the information obtained, the researcher is interested in conducting research entitled "The Implementation of the Merdeka Curriculum Reviewed from the Pancasila Student Profile Strengthening Project (P5) with the theme Build the Soul and Body Using the Project Based

Learning model. Researchers consider This research important because implementing the Merdeka curriculum related to implementing P5 using the project-based learning model at SMA Muhammadiyah 1 Banjarnegara is still new.

Method

This study uses a qualitative research method with a descriptive approach to understand the application of the Pancasila Student Profile Strengthening Project (P5) activities in the Merdeka curriculum in SMA. According to Cresswell (Charismana et al., 2022), qualitative research is an approach that focuses on understanding social phenomena and problems related to humans. The qualitative method was chosen in this study to obtain a deeper, objective, and detailed understanding of strengthening the profile of Pancasila students through the Project-Based Learning (PjBL) model for students at SMA Muhammadiyah 1 Banjarnegara.

The subject of this research includes grade XI students in Senior High School, namely SMA Muhammadiyah 1 Banjarnegara, which is new in implementing the P5 program with the theme "Build the Soul and Body." In addition to students, the research subjects include teachers directly involved in implementing the P5 program and the Deputy Principal for the curriculum. The sample determination technique used in this study is purposive sampling, which is based on specific considerations or criteria set by the researcher. These criteria include direct involvement in the implementation of the P5 program and an understanding of the goals and implementation process of the program. Thus, the main informant in this study was chosen deliberately because it was considered to be able to provide relevant and in-depth information related to the implementation of P5. The data collection methods used by the researcher include observation, interviews with the Deputy Head of Curriculum, documentation, and direct field research. The information collected consisted of discussions, observations, and documentation of P5 activities. The data collection activity was conducted at SMA Muhammadiyah 1 Banjarnegara for two weeks. The presence of researchers in this activity consisted of four active fifth-semester students from the Faculty of Islamic Religion, University of Muhammadiyah Purwokerto. In addition, the main informants are The Deputy Head of Curriculum, and one of the teachers who assisted directly in implementing P5 activities were also the main data sources in this study. The presentation of data is carried out by combining all the information collected systematically so that researchers can easily analyze and understand the data obtained. After the data is collected, it is analyzed using the qualitative data analysis theory from Miles and Huberman, which includes three main stages: data reduction, data presentation, and drawing conclusions or verification.

Result and Discussion

Result

Along with the times, education in Indonesia has undergone significant changes in the curriculum, including implementing the Merdeka Curriculum. This change impacts the learning system that emphasizes strengthening students' character and competence, one of which is through the Pancasila Student Profile Strengthening Project (P5) program. This program is designed to foster the six main dimensions of the Pancasila Student Profile, including independence, cooperation, global diversity, critical reasoning, and creativity.

Table 1. Implementation and Output of the P5 Program with the Theme "Build the Soul and Body"

Implementation	Output
Build the Soul and Body	Faith, Fear of God Almighty, and Noble Blessings.
	A Mutual Aid
	Self Sufficient

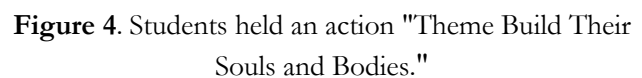
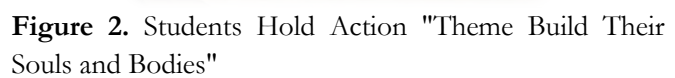
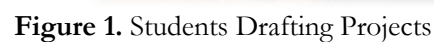
Based on the results of an interview with the Vice Principal for curriculum at SMA Muhammadiyah 1 Banjarnegara, it is known that the school has implemented one of the P5 themes, namely "Build the Soul and Body." This theme is considered relevant to shaping students' character so that they become physically and mentally strong individuals who fight.

P5 Program Planning Theme: Build Your Soul and Body

Based on the results of interviews with the Deputy Head of Curriculum and direct observations in the field, the planning of the P5 program at SMA Muhammadiyah 1 Banjarnegara was carried out collaboratively between the curriculum team and the implementing teachers. The planning process begins by determining a theme that suits the needs of students, namely "Build Your Soul and Body," which focuses on strengthening character, mental health, and the spirit of nationality. In the planning, teachers design project-based learning activities that actively involve students and are centered on developing the values of the Pancasila Student Profile Pancasila. Some of the important components that are arranged in planning include the determination of learning objectives and expected outcomes, Preparation of project activity flow in stages, Determination of assessment indicators, Scheduling of activities during a specific period, and Determination of appropriate learning media and resources.

Implementation of the Theme Build the Soul and Body

The P5 activity was carried out in Class XI with students conducting creative gymnastics exercises and preparing screenplays for mental, physical, and ethical healthy films with the theme "Build the soul and body." Under the guidance of a pamong teacher, students are free to express their creativity. This activity aims to improve the profile of Pancasila students, especially in terms of realizing a young generation with noble character and mental and physical health. In addition, the resulting project shows how students can understand the importance of obeying rules and also manners for students through the films made. In accordance with the spirit and realizing the young generation who have noble character and are mentally and physically healthy. The resource person stated that the theme was chosen to foster a sense of *independence*. Encourage individuals to take responsibility for their growth, both mentally and physically. *Responsibility* To make individuals aware of the importance of maintaining the health and well-being of themselves and the environment. *Care*: Fostering concern for others and the surrounding environment. *Creativity*: Unlocking one's potential to continue learning and developing oneself. Through this project, students are invited to carry out different activities starting from the stages of observation, definition, initiation, choosing, to reflection. The values in the Theme of Build the Soul and Body are Independence, Faith, and Mutual Cooperation. Students become more creative in exploring



Evaluate the role of teachers as facilitators and the challenges faced in the implementation process.

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attitude, cooperation, creativity assessment rubric, and evaluative discussion between teachers and curriculum teams.

The challenges based on the results of an interview with one of the accompanying teachers with the initials "Y" revealed several challenges faced when carrying out the activities of the Pancasila Profile Strengthening Project (P5). Namely the existence of several less active students, the lack of teachers' understanding of the P5 project, and inadequate allocation of resources such as time, funds, and school infrastructure. According to one of the students who participated in the P5 project, there was a challenge in the form of a lack of student understanding of the P5 project itself caused by implementing a new project for the school and students.

From some of the challenges a teacher has conveyed, several solutions exist to overcome them. Among the solutions are the spirit of cooperation to collaborate from educators accompanied by support from all school staff, training to provide an understanding of P5, and cooperation with certain parties, so that it runs efficiently and directed. In addition, teachers also have a very important role in facing these challenges because those who run the P5 program are certainly to provide more interactive learning for students. Teachers play the role of facilitators able to provide students with facilities to complete projects based on their interests guide and help students when they face difficulties or obstacles with project assignments. Teachers also play a role in providing various types of knowledge information related to projects.

Discussion

Implementation of the Merdeka Curriculum: P5 Theme Build the Soul and Body

The Merdeka Curriculum is a curriculum with a learning structure that is divided into two main activities. First, intracurricular learning focuses on achieving learning targets that students in each subject must achieve. Second, the project aims to strengthen the profile of Pancasila students by referring to the graduate competency standards that every student must possess. Through the implementation of the Merdeka Curriculum, which includes various changes, it is hoped that it can help overcome various challenges, including improving students' literacy and numeracy skills (Hamdi et al., 2024).

The Merdeka Curriculum has three main concepts. First, this curriculum focuses on essential materials, namely literacy and numeracy so that students can understand the lessons more deeply and easily. In addition, students have more time to explore their interests and talents. Second, the Merdeka Curriculum provides teachers freedom or flexibility in learning. Teachers can implement differentiated learning according to the characteristics of each student. Third, this curriculum carries a project-based approach to develop soft skills and character that align with the Pancasila Student Profile (Ali & Mulasi, 2023).

In the implementation of the Merdeka Curriculum, students are expected to be able to create or implement a project. This project activity positively impacts, especially in training skills and encouraging innovation development in various fields. The project referred to in the Merdeka Curriculum is the activity "Pancasila Student Profile Strengthening Project (P5)". Currently, strengthening the Pancasila Student Profile project has begun to be implemented in various educational units through the Driving School program, both at the elementary, junior high, and high school levels (Rachmawati et al., 2022). One is at SMA Muhammadiyah 1 Banjarnegaran which applies the theme "Build the Soul and Body" in educational and student development activities. This theme is in line with the government's efforts to form a Pancasila Student Profile, which emphasizes the importance of developing students' character and competencies holistically.

SMA Muhammadiyah 1 Banjarnegara set the theme "Build the Soul and Body" for one semester as part of implementing the Pancasila Student Profile Strengthening Project (P5). The program is divided into three phases, namely Phase A, Phase B, and Phase C, where each phase has a specific focus on different dimensions, elements, and sub-elements. This approach aims to ensure that each student can develop skills and character in accordance with the values of the Pancasila Student Profile as a whole (Melati et al., 2024).

Implementing the Merdeka curriculum was carried out at SMA Muhammadiyah 1 Banjarnegara, which involved the role of the principal, Deputy Curriculum Officer, teachers, students, and other education personnel. The P5 activity focused on implementing the Pancasila Student Profile Strengthening Project (P5) with the theme Build the Soul and Body. Based on the results of the interview, the observation of the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme Build the Body and Soul, namely by designing the Pancasila Student Profile Strengthening Project (P5) in this case, there are several activities Among others:

1. Forming a team of facilitators for the project with the theme of Build the Soul and Body
2. Divide the accompanying teachers
3. Dividing Student Groups
4. Division of Roles and Responsibilities in Project Management
5. Determine the dimensions and themes of the project,
6. Designing project time allocation,
7. Compiling a P5 project module with the theme Build the Soul and Body,
8. Determine the learning objectives,
9. Develop topics, activity designs, and project assessments.

The implementation of P5 at SMA Muhammadiyah 1 Banjarnegara in Phase E is designed to be carried out for 72 hours of lessons, which are divided into several stages:

1. Introduction Level.
Recognizing and building students' awareness of mental, physical, and ethical health issues. The activity consisted of Introduction: P5 socialization with the theme Build the Soul and Body, Issue Exploration, Initial Reflection, Critical Discussion: The importance of mental and physical health and good manners for adolescents or the younger generation. Tahapan Kontekstualisasi.
2. Contextualization Stage.
Contextualizing the intricacies of mental, physical, and ethical health. Activities consist of Collection, Organizing, and Presenting Data, Discussion and Presentation on the Importance of Mental and Physical Health and Manners for Adolescents or the Young Generation.
3. Action Stage.
Together, they realize the lessons they can learn through real action. The activity consisted of Real Action (Performing Creative Gymnastics, Drama Performances or Short Film Screenings with the theme of Mental, Physical, and Ethical Health).
4. Reflection and Follow-up Stage.
Completing the process with various works, evaluations, and reflections and Formulating strategic steps. Activities consist of Formative Assessments, practice activities, and/or carrying out general election simulations). Summative Assessment activities display the results of training and/or general election simulations. Summative Assessment of

Evaluation of the Solutions Offered. Let's Take Action While Reflecting Our Voices The Future of the Nation: Simulation of General Elections.

After all stages are implemented, students will get a report from this P5 activity on the P5 special report card at the school year's end. The Project Evaluation uses the Project Implementation Evaluation Rubric, Report Evaluation, Portfolio, and Report and Outcome Presentation Evaluation. Through this project, students are expected to develop specifically the three dimensions of the Pancasila Student Profile: Faith and

Fear of God Almighty, Mutual Cooperation, and Independence. Thus, this project not only improves students' academic abilities but also forms the character and skills needed to make them superior individuals and highly competitive in the future (Kemendikbudristek, 2022).

In addition to the activities and stages in the Pancasila Student Profile Strengthening Project (P5), the following will discuss the implementation of the Merdeka curriculum discuss the process of implementing P5 in high school.

First, the results of this study discuss how the process of implementing P5 in SMA Muhammadiyah 1 Banjarnegara because each school is certainly different in its application, including SMA, which the researcher researched this P5 program with various project activities whose dimensions refer to the aspects of faith, cooperation, and independence, such as making creative gymnastics and making films that contain elements of Islam, anti-racism, and the importance of mental and physical health for the younger generation. In addition, the implementation has gone well according to the expected process, based on the results of interviews with resource persons, the implementation of P5 in this school has been carried out at a meeting led by the coordinator from the Curriculum Waka so that a decision was issued to direct the implementation of P5 as many as 72 hours of lessons, this certainly adjusts to the needs of students and existing resources so that students have a more free space for students to learn independently according to their respective rhythms.

Second, Students generally respond positively to P5, especially regarding social skills development and creativity. However, some students struggle to manage time and workload". SMA Muhammadiyah 1 Banjarnegara has implemented the theme "Build the Soul and Body" in class XI. In this theme, the teacher gives a program to students to produce works in the form of creative gymnastics and short films related to the theme. This research focuses on building soul and body, one of the themes in the Pancasila student profile strengthening project. According to Research (Yaldi, 2023). The theme is building the soul and body to direct students to build awareness and skills to maintain physical and mental health for themselves and those around them. Students research and discuss problems related to self-welfare bullying and try to find a solution. They also examine issues related to physical and mental health and well-being, including drug issues, pornography, and reproductive health. Third, implementing P5-themed Build your Soul and Body using the Project-based learning (PjBL) model. The results of an interview with the Curriculum Waka of SMA Muhammadiyah 1 Banjarnegara stated that the Pancasila Student Profile Strengthening Project was carried out using the project-based learning (PjBL) learning model. The implementation of the Pancasila Student Profile Strengthening Project (P5) was carried out with a flexible approach, both in terms of material and implementation time. This project includes three themes that must be implemented during one school year in grade XI: Global Diversity, Local Wisdom, and Build Your Soul and Body. (Lena et al., n.d.). Applying the PjBL learning model can create a more lively and fun learning atmosphere, making students more motivated and sensitive to the environment. This is due to their active involvement in the learning process that involves

real situations, as well as producing products or works that are not only in the form of memorization of theory but also in the reception of information.

Fourth, Challenges and Solutions in the implementation of the P5 program. Based on the results of interviews with resource persons, the challenges in implementing the P5 program are the presence of several students who are less active, lack of teachers' understanding of the P5 project, and inadequate allocation of resources such as time, funds, and school infrastructure. According to one of the students who participated in the P5 project, there were challenges in the form of students' lack of understanding of the P5 project itself, caused by the implementation of a new project for the school and the students: Limited budget, lack of facilities and infrastructure, and implementation of each theme (Amelia et al., 2024). So, it is unsurprising that many schools do not implement it because of limitations regarding implementing the P5 program in the Merdeka curriculum. However, this high school can overcome these challenges by finding several solutions in the spirit of cooperation to collaboration from educators accompanied by support from all school staff, training to provide an understanding of P5, and cooperation with certain parties so that it runs efficiently and in a directed manner. In addition, teachers also have a very important role in facing these challenges because those who run the P5 program are certainly to provide more interactive learning for students. Teachers act as facilitators to provide facilities for students to complete projects based on their interests guide and help students When they face difficulties or obstacles with project assignments. Teachers also provide a variety of knowledge and information related to the project (Haluti et al., 2023).

Fifth, this study discusses the results or impacts of implementing P5 using PBL in SMA. Based on the results of the interview, the impact of the implementation of P5 provides flexibility for students to learn in a more formal environment, with an adjusted learning structure to be more flexible, especially with the PJBL Approach, students are more Merdeka, responsible and able to cooperate reasonably.

Sixth, project activities allow students to explore, evaluate, interpret, synthesize, and process information to produce various learning outcomes. The implementation process of the Pancasila Student Profile Strengthening Project (P5) with the theme Build their Soul and Body started on September 2, 2024. The implementation of this project consists of five stages, namely the introduction stage, the contextualization stage, the planning stage, the action stage, and the reflection stage.

Implementation of the Pancasila Student Profile Strengthening Project (P5) using Project Based Learning (PjBL)

Project Based Learning (PjBL) is a learning method that allows teachers to manage learning activities in the classroom by involving students in project work. Through this approach, students' creativity and motivation can increase. Project work is considered a form of open-ended contextual activity-based learning and part of a learning process that emphasizes collaborative problem-solving over some time (Kreativitas, 2019). (Ranty et al., n.d.) The project-based learning model can improve students' cooperation skills and learning outcomes. The Project Based Learning learning model can improve students' ability to solve complex problems and make students more active in developing and practicing communication skills and triggering synergy to strengthen mutual understanding of learning objectives (Sari & Angreni, 2018).

Implementation of the Pancasila Student Profile Strengthening Project (P5) using the Project Based Learning (PjBL) model in the implementation of the Merdeka Curriculum at SMA

Muhammadiyah 1 Banjarnegara. The steps to implement Project-Based Learning (PjBL) which are applied in the implementation of P5 learning with the theme "Build the Soul and Body" in accordance with the Project Based Learning (PjBL) method, namely:

1. Determining Learning Objectives

Determine learning objectives based on cognitive, affective, and psychomotor aspects. In the cognitive aspect, it can be done through understanding the concepts of physical and mental health and developing skills in solving a problem. Effectively, learning objectives can be carried out by applying an attitude of caring for oneself and others. Meanwhile, the psychomotor aspect can be done through healthy physical activity and effective communication.

2. Choose a Relevant Project

Choosing a relevant project can be done through healthy living campaign activities in schools, developing websites to improve adolescent mental health, and making anti-racism short films in academic and non-academic life.

3. Planning the Learning Process

- a. Introduction Stage: Teachers can introduce the project and learning objectives.
- b. Planning Stage: In this stage, students can form groups and do a reset.
- c. Implementation Stage: Students begin to discuss actions and implement projects according to the plan that has been made.
- d. Evaluation Stage: In this stage, students conduct self-evaluation through the results of the project that has been made.

4. Facilitating Learning

Teacher as a companion/facilitator: In facilitating this learning, the teacher provides guidance and support to the students and facilitates discussion and collaboration from the process to producing a project.

5. Integrating Life Aspects

Integrating aspects of life can be done using technology by utilizing various digital applications that support learning.

6. Developing Pancasila Student Profiles

- a. Project self-support: Train students to be responsible for the learning process and project results.
- b. Working together: Students collaborate in p5 groups to produce a planned project.
- c. Critical thinking: Students can generate innovative and creative ideas through critical thinking.

Conclusion

The Pancasila Student Profile Strengthening Project (P5) with the theme "Build the Soul and Body" at SMA Muhammadiyah 1 Banjarnegara uses the Project Based Learning (PjBL) approach, which consists of several stages, namely planning, implementation, and evaluation. Teachers and curriculum teams carry out the planning process collaboratively, focusing on preparing relevant and contextual projects for students. The implementation of activities actively engages students through various projects that support the development of their character and competence, with teachers acting as facilitators. The program is evaluated not only on the final results but also on the learning process and student involvement. This shows that the PjBL learning model effectively supports strengthening the values of the Pancasila Student Profile. The PjBL

approach has been proven to foster critical thinking skills, creativity, independence, the ability to work together, and social care in students. In addition, the project activities were able to foster students' awareness of the importance of mental and physical health, which aligns with the theme of *Build the Soul and Body*. Overall, implementing P5 with the PjBL approach contributes positively to strengthening the six dimensions of the Pancasila Student Profile, especially in independence, cooperation, global diversity, creativity, and critical reasoning. This program is also a means of forming the character of Indonesian students who have noble character independence and are ready to become agents of change in their social environment.

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