

ABSTRAK

Tesis dengan judul “Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) untuk Membentuk Karakter Peserta Didik Kelas V (Studi Multisitus di SD Islam Al-Hakim dan SD Negeri 2 Boyolangu Tulungagung)” ini ditulis oleh Santanu Mufti Ratna Wulansari, NIM. 1880505230007, dengan pembimbing Dr. Muhamad Zaini, M.A., dan Dr. Eni Setyowati, S.Pd., M.M.

Kata Kunci: Implementasi P5, Profil Pelajar Pancasila, Karakter Peserta Didik

Pendidikan karakter yang berlandaskan nilai-nilai Pancasila menjadi urgensi dalam menyiapkan generasi bangsa yang berintegritas, kreatif, mandiri, gotong royong, serta memiliki kemampuan berpikir kritis. Penerapan proyek ini dilakukan melalui kegiatan pembelajaran berbasis proyek yang memungkinkan peserta didik mengalami dan menginternalisasi nilai-nilai tersebut dalam kehidupan sehari-hari.

Tujuan penelitian ini adalah: (1) menganalisis desain Proyek Penguatan Profil Pelajar Pancasila (P5) untuk membentuk karakter peserta didik di SD Islam Al-Hakim dan SD Negeri 2 Boyolangu Tulungagung; (2) menganalisis penerapan Proyek Penguatan Profil Pelajar Pancasila (P5) untuk membentuk karakter peserta didik di SD Islam Al-Hakim dan SD Negeri 2 Boyolangu Tulungagung; dan (3) menganalisis dampak Proyek Penguatan Profil Pelajar Pancasila (P5) terhadap pembentukan karakter peserta didik di SD Islam Al-Hakim dan SD Negeri 2 Boyolangu Tulungagung.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus, sedangkan rancangan penelitiannya adalah studi multisitus. Studi kasus bertujuan untuk menggali secara mendalam implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di dua sekolah dasar yang memiliki latar belakang berbeda namun berada dalam konteks wilayah yang sama. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Analisis data dilakukan melalui tahapan kondensasi data, penyajian data, dan penarikan kesimpulan, dimulai dari analisis kasus tunggal hingga lintas kasus. Keabsahan data diuji melalui teknik kredibilitas, transferabilitas, dependabilitas, dan konfirmabilitas.

Hasil penelitian ini menunjukkan bahwa: (1) Desain proyek P5 dirancang secara sistematis oleh kepala sekolah dan guru dengan pendekatan *experiential learning* dan *learning by doing*, melalui tahapan perencanaan, pelaksanaan, dan evaluasi berkala; (2) Penerapannya terintegrasi dalam kegiatan intrakurikuler, kokurikuler, dan ekstrakurikuler yang memberi ruang partisipasi aktif siswa melalui proyek, diskusi, dan pembiasaan nilai-nilai karakter; dan (3) Dampak pelaksanaan P5 terlihat dari peningkatan kerja sama, kreativitas, empati, tanggung jawab sosial, serta penguatan identitas kebangsaan siswa. Evaluasi menggunakan model Donald Kirkpatrick menunjukkan kontribusi nyata P5 dalam membentuk karakter peserta didik secara holistik.

ABSTRACT

This thesis, titled "Implementation of the Project to Strengthen the Pancasila Student Profile (P5) in Shaping Student Character: A Multisite Study at SD Islam Al-Hakim and SD Negeri 2 Boyolangu Tulungagung," is authored by Santanu Mufti Ratna Wulansari (NIM. 1880505230007) under the supervision of Dr. Muhamad Zaini, M.A., and Dr. Eni Setyowati, S.Pd., M.M.

Keywords: P5 Implementation, Pancasila Student Profile, Student Character

Character education grounded in Pancasila values is a critical imperative for cultivating a generation of citizens distinguished by integrity, creativity, self-reliance, collaborative spirit, and a capacity for critical thinking. This initiative is operationalized through a project-based learning pedagogy, which facilitates the experiential internalization of these values into students' daily lives.

This study pursues three principal objectives: (1) to conduct a critical analysis of the Project for the Reinforcement of the Pancasila Student Profile (P5) design for character development at Al-Hakim Islamic Elementary School and Boyolangu 2 Public Elementary School in Tulungagung; (2) to examine the implementation fidelity and practical application of the P5 project for shaping student character at these two institutions; and (3) to evaluate the impact of the P5 project on the holistic character formation of students at the aforementioned schools.

Employing a qualitative research paradigm, this investigation is structured as a case study research design with a multisite methodology. The case study approach was selected to provide an in-depth exploration of the P5 project's implementation across two distinct elementary schools situated within the same geographical context. Data were systematically collected through a combination of in-depth interviews, participatory observation, and comprehensive documentation. The analytical framework involved a staged process of data condensation, data display, and conclusion drawing, progressing from single-case analysis to cross-case synthesis. The credibility, transferability, dependability, and confirmability of the data were rigorously assessed to ensure research rigor.

The findings of this study reveal several key insights: (1) The P5 project's design is meticulously engineered by school leadership and educators, integrating experiential learning and learning by doing approaches through a structured sequence of planning, execution, and continuous evaluation; (2) The project's implementation is seamlessly integrated across intracurricular, co-curricular, and extracurricular domains, providing a platform for active student agency through project-based activities, collaborative discourse, and the habituation of core character values; and (3) The discernible impact of the P5 initiative is evidenced by enhancements in student cooperative behavior, creativity, empathy, social responsibility, and the strengthening of their national identity. An evaluation utilizing the Donald

Kirkpatrick model corroborates the substantial contribution of P5 to the holistic character development of students.