

**IMPLEMENTASI PROJEK PENGUATAN PROFIL PELAJAR
PANCASILA (P5) PADA TEMA GAYA HIDUP BERKELANJUTAN
DALAM MENINGKATKAN KARAKTER GOTONG ROYONG SISWA
PADA FASE F SMAN 1 SINGARAJA**

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ABSTRAK

Penelitian ini menganalisis implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) dengan tema "Gaya Hidup Berkelanjutan" dalam meningkatkan karakter gotong royong siswa fase F di SMAN 1 Singaraja. Pendekatan kualitatif deskriptif digunakan dengan subjek penelitian meliputi wakil kepala sekolah bidang kurikulum, koordinator, fasilitator, dan siswa kelas XI. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi P5 dilakukan melalui perencanaan, pelaksanaan, dan evaluasi yang melibatkan pembentukan kelompok serta pembelajaran berbasis proyek. Faktor pendukung termasuk sumber daya manusia berkualitas dan dukungan stakeholders, sementara hambatan meliputi keterbatasan waktu dan kendala teknis. Implementasi P5 berhasil meningkatkan karakter gotong royong siswa, tercermin dari peningkatan kemampuan kolaborasi, kepedulian lingkungan, dan partisipasi dalam kegiatan sosial. Rekomendasi diberikan untuk penguatan evaluasi berkelanjutan dan optimalisasi pelatihan guru guna mendukung keberlanjutan program.

Kata Kunci: Profil Pelajar Pancasila, Gaya Hidup Berkelanjutan, Gotong Royong, Kurikulum Merdeka

**IMPLEMENTATION OF THE PROJECT TO STRENGTHEN THE
PANCASILA STUDENT PROFILE (P5) ON THE THEME OF
SUSTAINABLE LIFESTYLES IN IMPROVING STUDENTS' MUTUAL
COOPERATION CHARACTER IN PHASE F SMAN 1 SINGARAJA**

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ABSTRACT

This research analyzes the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme "Sustainable Lifestyle" in enhancing the mutual cooperation character of phase F students at SMAN 1 Singaraja. A descriptive qualitative approach was employed with research subjects including the vice principal for curriculum, coordinators, facilitators, and grade XI students. Data collection methods included interviews, observations, and documentation, analyzed through data reduction, presentation, and conclusion drawing. Findings reveal that P5 implementation involved planning, execution, and evaluation phases incorporating group activities and project-based learning. Supporting factors included quality human resources and stakeholder support, while challenges encompassed time constraints and technical issues. P5 successfully enhanced students' mutual cooperation, reflected in improved collaboration, environmental awareness, and community participation. Recommendations emphasize strengthening continuous evaluation and optimizing teacher training to ensure program sustainability.

Keywords: *Pancasila Student Profile, Sustainable Lifestyle, Mutual Cooperation, Independent Curriculum*