

The Effectiveness of Implementing P5 to Develop Independent Character Education for Children at Aisyiyah Gesi Kindergarten

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Abstract

The purpose of this study was to determine the effectiveness of the Pancasila Student Profile Strengthening Project (P5) in increasing the independence of Aisyiyah Gesi Kindergarten children. This study used a pre-experimental design method with one group pretest-posttest type. Data collection techniques were tests and documentation. The research subjects were 15 Aisyiyah Gesi Kindergarten students. The data analysis technique used was the SPSS version 22 program. The results of this study concluded that the level of children's independence abilities before being given treatment (pretest) was 10.2 while after treatment the average child's independence was 18.8. The results of the hypothesis test (t-test) showed a significance value (sig. The sig value is 2 where the significant value (p-Value) <0.05 means that the P5 Project has a real influence on children's independence. Thus, it can be concluded that Ha is accepted and Ho is rejected, which means there is an influence on the effectiveness of the Pancasila Student Profile Strengthening Project (P5) in increasing the independence of Aisyiyah Gesi Kindergarten children.

Keywords: Independence, P5, Kindergarten Children

Introduction Section

The Pancasila Student Profile Strengthening Project, abbreviated as P5, is a collaborative learning project across disciplines (across developmental aspects for the PAUD level). The Pancasila student profile strengthening project aims to bring learning closer to real life, therefore its implementation must be contextual by taking into account the availability of educational unit and student resources (Ministry of Education and Culture 2024). Based on the above definition, P5 is a learning process that provides direct experience in accordance with the characteristics of the surrounding environment so that children have global competencies and behave in a way that reflects Pancasila values in everyday life.

The Pancasila student profile encompasses several aspects, including faith, devotion to God Almighty, noble character, independence, critical thinking, creativity, mutual cooperation, and global diversity. The Pancasila Student Profile Strengthening Project (P5) aims to produce students with global competencies and character aligned with Pancasila values. P5 provides a platform for students to learn, observe, and seek solutions to problems in their environment (Hamzah et al., 2022). In its implementation, P5 involves students in project activities based on their experiences and knowledge, and improves their understanding and skills in internalizing Pancasila values (Ananda & Matnuh, 2023).

The P5 project is taught in all themes in PAUD, encouraging students to contribute to the environment, become lifelong learners, competent, intelligent, and have character according to the Pancasila Student Profile (Ulandari & Rapita, 2023). This P5 project includes learning through play. Playing here aims to optimize all aspects of child growth and development from fun play activities, children will explore the surrounding objects they find through fun games. (Astuti et al., 2025) The P5 project provides opportunities to strengthen children's independent character education in schools, equip students to become intelligent and characterful future generations, and place character education as the main education that provides good examples and role models (Nisa, 2022). Critical thinking skills in early childhood education can be developed through six aspects of development areas. Creative children have the ability to think critically, are curious, interested in activities/tasks that are perceived as challenges, dare to take risks, and have the ability to connect different ideas. Critical thinking can encourage curiosity, creativity, and problem-solving skills in children. (Wardani, at.al, 2023)

Early childhood has a unique nature because at that age children have a special development pattern according to the level of growth and development (Mansur, 2005). By utilizing the unique nature where early childhood is very easy to imitate and absorb what is obtained from the surrounding environment, a good environment will have a good influence on children, likewise conversely a bad environment will have a bad influence on children (Ormrod, 2008). In order to form the personality of students based on Pancasila there are various ways in forming the character of Pancasila in an Educational Institution. The Pancasila Profile or what can be called P5 is a project to strengthen the profile of Pancasila students which aims to strengthen the character and competence of students. According to Sumahamijaya (2003), independence is the ability to perform daily activities or tasks according to one's developmental stage and capacity. Independence comes from the word "mandiri" which means being able to stand alone, not relying on others, but using one's own strength. Independence is defined as something or a state of being able to stand alone without relying on others. When a child's independence is created, the child will have self-confidence, the child is able to make decisions, have initiative in activities, have a sense of responsibility, and is able to organize himself so that the child can overcome all existing problems.

Independent children don't develop spontaneously but require guidance, one way being through activities that support their development. Independence in children requires attention, guidance, and appropriate stimulation so that it can develop optimally. A child's education is not solely measured in academics but also in their independence. Children who are not independent tend to lack self-confidence and are unable to complete their life tasks effectively. As a result, their academic performance can be worrying. These children are constantly dependent on others; for example, from preparing for school, doing homework, to learning patterns (Siliwangi, n.d.).

A child can be considered independent if they meet several criteria. In their activities, the child demonstrates self-confidence, decision-making skills, initiative, responsibility, problem-solving skills, and self-management. Implementing P5 in kindergarten can develop children's independence skills. Learning independence can be defined as a child's ability to learn without relying on others. Children who are independent in learning are able to take initiative, manage their own time and learning resources, and complete tasks responsibly. (Angkatan & Situbondo, 2024)

Based on the initial data obtained after conducting observations, researchers found that there were 15 children in group B at Aisyiyah Gesi Kindergarten who had low independence, seen by children who did not have self-confidence such as not daring to try something new, being independent in their learning activities, and not having

interactions with friends. Researchers also found facts about children's ability to make decisions that were still low, such as when choosing simple activities. Researchers also found facts in terms of children's initiative, responsibility, ability to solve problems, and children's self-regulation abilities. Of the 15 children, they were still very dependent on teachers. Teachers still used children's worksheets which caused children to be less interested in these activities.

The results of the initial observations found were that when carrying out activities to fold hats using used paper such as newspapers, children did not have the confidence to fold the used paper, children were still confused in making decisions when folding the paper, children did not have the initiative to try it themselves, children tended not to have responsibility in using the paper, children were still confused in determining choices in the folds so that the researcher concluded that children's independence was low because they should have reached the indicators of independence for kindergarten children, namely self-confidence, decision-making ability, initiative, responsibility, problem-solving ability, and children's self-regulation ability.

S Wahyuningsih's research findings indicate that field observations indicate that indicators of early childhood independence include: physical development, self-confidence, responsibility, discipline, sociability, willingness to share, and emotional control. These indicators are applied to the concept of "among" (Siti Wahyuningsih, 2019). This research aligns with the current study, which aims to increase children's independence.

According to Darmawan and Winataputra (2020), the independent curriculum strives to strengthen student independence and facilitate student-centered learning by emphasizing empowerment and subsequent skill development. The Pancasila student profile embodies Indonesian students as lifelong learners who possess global competence and behave in accordance with Pancasila values (Widyastuti, 2022). Based on these observations, the researchers aimed to examine the effectiveness of the Pancasila Student Profile Strengthening Project (P5) in increasing the independence of Aisyiyah Gesi Kindergarten children.

Method Section

The methodology of this research is Quantitative Research. Quantitative research is a research based on the philosophy of positivism, namely valid science, science built from empiricism, observed, measured, using mathematical logic and making generalizations on average (Made Wrtha, 2006), while Moleong (2007) said that quantitative research is making objective descriptions of limited phenomena and determining whether the phenomenon can be controlled through several interventions. This study uses a pre-experimental design with a one group pretest-posttest method. In the learning process, children are given initial treatment by drawing and coloring, then with the final treatment in the form of providing a Pancasila Student Strengthening Project, namely utilizing used newspapers to make hats. Thus, the results of the treatment can be known more precisely, because it can be compared with the situation before the treatment (Sugiyono, 2019: 114). The design of this research can be described as follows:



O1 X O2

Gambar Desain Penelitian One Group Pretest-Posttest

Sumber: Sugiyono (2019: 115)

Keterangan:

O1 : Nilai Pretest (sebelum diberi perlakuan)

X : Treatment (perlakuan) Model Polya

O2 : Nilai Posttest (setelah diberi perlakuan)

The population in this study was 15 group B students at Aisyiyah Gesi Kindergarten. The study used a saturated sampling technique, where all sample members were members of the entire population. The criteria for this study were group B students with low levels of independence.

This study also used test and documentation data collection techniques. The test consisted of hands-on practice in the Pancasila Student Profile Strengthening Project (P5), which involved making hats from used newspapers. Documentation was conducted by collecting photographs of the children's work relevant to the study, providing evidence that the planned activities were carried out.



The research instrument used was an observation sheet. Observations were conducted by observing and recording children's activities during the learning process. The following outlines the instrument:

Tabel. 1 Kisi kisi Instrumen Kemandirian

Indikator	Sub indikator
Kepercayaan diri	Anak mampu untuk melakukan melipat kertas koran
Kemampuan mengambil Keputusan	Anak mampu untuk memutuskan lipatan kertas koran
Inisiatif	Anak mampu untuk mengambil tindakan tanpa

	diperintah ketika mempraktikkan kegiatan.
Tanggung jawab	Anak mampu untuk menyelesaikan/bertanggung jawab menyelesaikan lipatan membentuk topi.
Mengatasi masalah	Anak mampu untuk mengatasi masalah ketika melipat kertas koran
Mengatur diri	Anak mampu untuk mengatur diri dalam menfokuskan lipatan

The analysis techniques used to find the mean, determine the standard deviation (s), perform normality tests, and test the hypothesis (t-test) were SPSS version 2. The basis for conducting the normality test is that if the significance value (Sig) is >0.05 , the researcher's data is normally distributed. If the significance value (Sig) is <0.05 , the researcher's data is not normally distributed.

The analysis was conducted based on the assessment results using the previous independence instrument. To measure the success of the Pancasila Student Profile Strengthening Project (P5), a t-test for the sample hypothesis was used.

Ho: there is no influence of independence P5

Ha: there is an influence of independence P5

Pengambilan keputusan dalam uji t sampel berhubungan pada nilai hasil output SPSS v 22. Jika nilai $\text{sig} < 0,05$, maka Ho ditolak dan Ha diterima, jika nilai $\text{sig} > 0,05$ maka ho diterima dan Ha ditolak.

Results And Discussion

Results

This study was conducted on a group of children. The pretest consisted of drawing and coloring activities, which are common activities at the school, followed by a final treatment, P5, which involved making hats from used newspapers. Based on the data in this study, the maximum, minimum, mean, and standard deviation are as follows:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	sebelum perlakuan	10.2000	15	.77460	.20000
1	setelah perlakuan	18.8000	15	1.85934	.48008

Based on the results of the paired samples statistics test above, it can be explained that the average value before treatment was 10.2, while after treatment the average child independence was 18.8. The standard deviation before treatment was 0.77, while after treatment it was 1.85. The standard error coefficient for child independence before treatment was 0.20 and after treatment was 0.48.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair	sebelum perlakuan &	15	.526	.044
1	setelah perlakuan			

The results of the paired samples correlation showed 0.526, indicating a significant correlation between before

and after treatment, meaning that children with high scores before treatment tended to also have high scores, and vice versa. Changes occurred as a result of the treatment. The significance value (p-value) of $0.044 < 0.05$ indicates that this correlation is statistically significant, indicating a significant relationship between before and after treatment.

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper		
Pair 1	sebelum perlakuan - setelah perlakuan	-8.60000	1.59463	.41173	-9.48308	-7.71692	-20.887	14	.000

Based on the table above, it can be explained that there is an average difference in values before and after which is -8.6, where the - sign is the value after treatment is higher than before treatment where there is an increase in score of 8.6. There is a fairly consistent difference in scores among students, namely 1.59. There is a mean error size of 0.411. The increase in the average score after treatment differs between 7.72 and 9.48 because all intervals are below 0 or negative, this confirms that the value after treatment is higher. The calculated t value of -20.88 shows a very strong difference between before and after treatment. The sig value of 2 where the significant value (p-Value) < 0.05 means that the P5 Project has a real influence on children's independence.

Discussion

The independent curriculum aims to develop the values of the Pancasila Student Profile and provide institutions with greater freedom to determine the learning methods most appropriate to the child's circumstances. The Pancasila Student Strengthening Project is a step towards character development. Implementing P5 requires the application of an integrated concept to select an appropriate theme. A theme must be engaging, and children must have a desire to explore. The chosen theme must foster students' independence. In this study, the theme used was "Sustainable Lifestyle," which included activities to manage used goods, such as unused newspapers. This aligns with the objectives of the Independent Curriculum, which aims to inspire students to contribute to their environment (Maruti et al., 2023).

The implementation of learning in this curriculum includes three stages, namely: the first stage, the teacher inspires students to develop ideas by discussing and watching YouTube together how to make hats. The second stage is the development stage where students are invited to see used materials used to make hats and then the teacher guides students in the hat-making process. The third stage is the concluding stage where children are encouraged to present or tell stories about the work that has been made. From these activities, it shows that the project to strengthen the Pancasila student profile focuses more on the interests and talents of early childhood,

thus motivating them to be positive and creative (Fitroh et al., 2023). This is also in accordance with this approach, which gives children the freedom to explore and solve problems according to their choices, which can encourage increased independence and creativity (Nursarofah, 2002).

The results of the pretest conducted by the researchers before the Pancasila Student Profile Strengthening Project treatment showed an average score of 10.2, while after the treatment the average score was 18.8. Based on these average scores, it can be seen that the independence of Aisyiyah Gesi Kindergarten children after being treated with the Pancasila Student Profile Strengthening Project, which involved making hats from newspaper, increased compared to before the treatment.

The Pancasila Student Profile Strengthening Project can have an impact on the independence of Aisyiyah Gesi Kindergarten children. Based on the final test, namely the hypothesis test, the sig. (2-tailed) value was 0.000 <0.05, so H_a was accepted and H_o was rejected. Therefore, it can be concluded that the Pancasila Student Profile Strengthening Project is effective in developing the independence of Aisyiyah Gesi Kindergarten children.

Based on the results of the research above, it can be concluded that the Implementation of Strengthening the Pancasila Student Profile (P5) has a positive influence on the independence of kindergarten children. This research is in line with Novan Ardy Wiyani's research which concluded that with an independent soul, independence will grow and develop in children. With their independence, children are able to become individuals who are able to control themselves, are responsible and can be trusted. (Wiyani, 2023). There is also a similar study, namely the research of Isma and Kawan Kawan, which states that the Pancasila Student Profile Strengthening Project focuses on strengthening six important character dimensions, namely Faith and Piety, Independence, Mutual Cooperation, Global Diversity, Critical Thinking, and Creativity. (Nadia & Muthohar, 2025)

Conclusion

The results of the research conducted by the researchers in the pretest before the Pancasila Student Profile Strengthening Project treatment yielded an average score of 10.2, while after the treatment the average score increased to 18.8. Based on these average scores, it can be seen that the independence of Aisyiyah Gesi Kindergarten children after being treated with the Pancasila Student Profile Strengthening Project, which involved making hats from newspaper, increased compared to before the treatment.

The Pancasila Student Profile Strengthening Project can influence the independence of Aisyiyah Gesi Kindergarten children. Based on the final test, namely the hypothesis test, the sig. (2-tailed) value was 0.000 <0.05, thus H_a was accepted and H_o was rejected. Therefore, it can be concluded that the Pancasila Student Profile Strengthening Project is effective in developing the independence of Aisyiyah Gesi Kindergarten children.

Based on the results of the research that has been conducted, it can be concluded that the Pancasila Student Profile Strengthening Project (P5) has significant effectiveness in developing children's independence at Aisyiyah Gesi Kindergarten.

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