

## IMPLEMENTATION OF THE STRENGTHENING PANCASILA STUDENT PROFILE PROJECT IN THE ISLAMIC RELIGIOUS EDUCATION AND CHARACTER (PAI-BP) SUBJECT AT SMA 2 PLUS PANYABUNGAN

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### Abstract

This study discusses the implementation of the Strengthening Pancasila Student Profile Project (P5) integrated with Islamic Religious Education and Character (PAI-BP) at SMA 2 Plus Panyabungan. The research focused on examining how PAI-BP functions not only as a supporting subject but as the theological and moral foundation that provides the “why” behind the behavioral “what” promoted through P5, particularly in addressing the issue of bullying. This study employed a qualitative approach with data collected through observation, interviews, and documentation. The findings revealed that PAI-BP teachers developed contextual teaching modules using the theme “Build Their Soul and Body,” linking Islamic values to contemporary social issues such as bullying. While P5 facilitates students’ active participation through project-based activities, PAI-BP internalizes values such as akhlaq al-karimah, empathy, and social responsibility as spiritual motivations underlying these actions. The novelty of this research lies in positioning Islamic values as a moral and theological driver that animates P5 implementation, rather than merely complementing it. Nevertheless, the findings also indicate that the integration process has not yet reached optimal implementation due to policy, scheduling, and teacher training challenges.

**Keywords:** Learning, PAI-BP, P5 Project



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## INTRODUCTION

Education is a fundamental transformation process, aligned with the essence of human life, where the accumulation and standards of understanding, ideas for change, and the continuous process of knowledge transfer play a strategic role in shaping a resilient personality (Sujana et al., 2025). Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter 1 Article 1 Paragraph 1, it is stated that students whose abilities are recognized can optimize their various potentials, including intellectual capacity, character formation, and competencies that benefit themselves, society, the nation, and the state (Waluyaningtyas et al., 2025). In the context of implementing the Merdeka Curriculum, the Strengthening Pancasila Student Profile Project (P5) initiative emerges as an innovative component within the Merdeka Curriculum structure, aiming to provide significant and relevant context-based learning opportunities for students. This project is stipulated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, which emphasizes the formation of the Pancasila student profile through project-based learning (Solehuddin et al., 2024). The Pancasila Student Profile is designed to develop students' personalities through the fundamental values inherited by the nation's founders in the Pancasila ideology (Rifki et al., 2024). This program has successfully nurtured students based on six formulated core dimensions, including: faith and piety to the One and Only God with noble character, diversity with a global perspective, collaborative spirit (gotong royong), independence, critical thinking skills, and creativity.

Previous research indicates that the implementation of P5 has a positive impact on student character found that P5 provides a new nuance in Indonesian education by giving educators the freedom to innovate in project-based learning identified the stages of P5 implementation, including feel (introduction), contextual, do (action), and share as the evaluation stage revealed strategies of differentiated learning, project learning, and effective habits in strengthening student character (Dardiri et al., 2025). However, these studies have not deeply explored how P5 is integrated with the Islamic Religious Education and Character (PAI-BP) subject, particularly in addressing contemporary social issues such as bullying (Nur et al., 2025). In fact, PAI-BP has a strategic role in shaping student character through Islamic values such as compassion, empathy, and the prohibition of harming others.

SMA 2 Plus Panyabungan has implemented the Merdeka Curriculum since the 2022/2023 academic year, integrating the Strengthening Pancasila Student Profile Project (P5) with Islamic Religious Education and Character (PAI-BP). While P5 emphasizes students' behavioral engagement in addressing contemporary social issues such as bullying, PAI-BP provides the theological and moral foundation that explains why such behaviors are necessary (Vioreza et al., 2023). In this integration, Pancasila values particularly just and civilized humanity are translated into concrete student actions through P5 activities, whereas Islamic values function as the moral compass that shapes students' intentions and attitudes (Rachman et al., 2024). Concepts such as akhlaq al-karimah, ukhuwah, and the prophetic teaching that a true Muslim is one from whose tongue and hands others are safe serve as the spiritual motivation behind anti-bullying initiatives (Oktaviani et al., 2024). Consequently, PAI-BP does not merely complement P5 but acts as the moral and spiritual "battery" that animates students' participation in P5 projects, transforming anti-bullying efforts from external compliance into internalized ethical responsibility (Subaidi, 2020). This school adopts the theme "Build Their Soul and Body" focusing on the issue of bullying, which is integrated with Pancasila and Islamic values. The objectives of this research are: (1) to describe the implementation of the Strengthening Pancasila Student Profile project in the PAI-BP subject at SMA 2 Plus

Panyabungan and how P5 represents the behavioral and project-based dimension, while PAI-BP provides the theological and moral foundation behind the students' action, (2) to identify supporting and inhibiting factors in the project implementation, and (3) to describe the impact of the project implementation on student character (Suhardi et al., 2020). It is hoped that this research will provide theoretical and practical impacts on the development of P5-based PAI-BP learning and serve as a reference for other schools in integrating Islamic values with contemporary social issues.

## RESEARCH METHOD

### *Research Design*

This research uses a descriptive qualitative approach to understand the phenomenon of implementing the Strengthening Pancasila Student Profile Project in the PAI-BP subject in depth and holistically (Trisiana & Utami, 2022). The qualitative approach was chosen because this research intends to understand the phenomenon of what is experienced by the research subjects, such as behavior, perceptions, motivations, and actions, comprehensively.

This study was conducted at SMA 2 Plus Panyabungan, Mandailing Natal Regency, North Sumatra, located on Jalan Prof. Andi Hakim Nasution, Pidoli Lombang Village, Panyabungan District. The research took place during the period from December 2023 to July 2024, covering the stages of initial observation, proposal preparation, proposal seminar, field data collection, data analysis, and final report preparation.

### *Research Target/Subject*

Research respondents were determined using a purposive sampling technique, considering data accessibility related to the implementation of the Strengthening Pancasila Student Profile Project (P5) within the PAI-BP subject at SMA 2 Plus Panyabungan. The school implements P5 across three grade levels, namely Grades X, XI, and XII. Research subjects consisted of (1) the Vice Principal for Curriculum Affairs, (2) three PAI-BP teachers teaching at Grades X, XI, and XII, and (3) six students actively participating in P5 activities, with two students selected from each grade level to ensure balanced representation across the school structure.

### *Research Procedure*

The research procedure was carried out through several stages: first, initial observation to identify the phenomenon of bullying and the school's readiness in implementing P5 (Umar et al., 2024). Second, data was collected through interviews with informants using structured interview guidelines (Darwanto et al., 2024). Third, participatory observation of the learning process and P5 activities (Wasehudin et al., 2024). Fourth, documentation of learning tools, teaching modules, and student project products (Abd, 2024). Fifth, analyzing data and compiling the research report.

### *Instruments, and Data Collection Techniques*

The instruments used include: (1) semi-structured interview guidelines covering aspects of understanding the P5 concept, planning, implementation, evaluation, and project impact, (2) observation sheets to observe the learning process and interactions in P5 activities, and (3) documentation sheets to record learning tools, teaching modules, and student products (Fernandes et al., 2025). Data collection techniques were through triangulation: in-depth interviews to explore the perceptions and experiences of research subjects, participatory observation to directly observe the learning process, and documentation to collect written and visual data related to P5 implementation.

### **Data Analysis Technique**

The data analysis technique adopted the Miles and Huberman model, divided into four phases: (1) data collection, i.e., collecting raw data from the field, (2) data reduction, i.e., the process of selecting, simplifying, and focusing on key matters according to the research focus, (3) data display, i.e., the method of presenting narratives, tables, (charts) to facilitate understanding, and (4) conclusion drawing/verification, i.e., drawing conclusions based on research findings (Prasetyarini et al., 2025). Data validity was ensured through source triangulation by comparing information from various informants, technique triangulation by using various data collection methods, and time triangulation by collecting data at different times and situations to ensure data consistency.

## **RESULTS AND DISCUSSION**

The implementation of P5 at SMA 2 Plus Panyabungan was carried out through systematic and structured stages (Fauziah et al., 2023). Based on the research results, the implementation of P5 involved three main stages: planning, implementation, and evaluation.

The planning stage began with ensuring the school's readiness in implementing the Merdeka Curriculum (Taneo & Madu, 2023). The Vice Principal for Curriculum stated that the school carried out several preparations, including teachers' understanding of the Merdeka Curriculum, preparation of project activity designs, and selection of themes relevant to the students' situation (Yafie et al., 2024). The theme "Build Their Soul and Body" with the project focus "Bullying" was chosen because it is relevant to the school's conditions and supports strengthening student character. This finding aligns with the theory of (Wardan, 2020), who states that teachers are responsible for developing students' potential holistically, including understanding the social context at school. Selecting contextual themes is key to successful meaningful learning (Johnson, 2002).

PAI-BP teachers collaboratively developed teaching modules with the facilitator team. The modules were designed following the Phase E flow with a Project-Based Learning (PjBL) approach, guided by the dimensions of the Pancasila Student Profile, especially strengthening the values of gotong royong (collaboration) and independence (Tapung, 2025). The module contains a series of learning activities in five stages: introduction, contextualization, action, reflection, and follow-up. Research by (Febriana, D., 2020) supports this finding, stating that teaching modules play an important role in developing students' 21st-century skills and helping teachers design engaging and meaningful learning. The applied PBL approach was effective in improving students' critical thinking and collaboration skills. The project time allocation lasted for three months, from Monday to Saturday starting at 07:30 WIB. The strategy applied was integrating project activities into PAI-BP lesson hours and utilizing cross-subject collaboration. This ensured that project activities did not interfere with other intracurricular learning.

Teacher capacity building was conducted through workshops discussing the concept of the Merdeka Curriculum and technical project implementation (Salim et al., 2024). The school utilized internal facilitators who had attended district-level training to conduct sharing knowledge with other teachers (Wardan, 2020). This approach reflects the principle of collaboration in the Merdeka Curriculum. The project dimensions and elements were determined based on identifying the character needs of students and actual problems in the school environment. The selected dimensions included: faith and piety to the One and Only God and noble character, cooperation, independence, and global diversity (Rubiah et al., 2024). The selection of these dimensions was adjusted to the "Bullying" theme that was the project's focus.

The project implementation was carried out through four main stages: feel (introduction), imagine (contextual), do (action), and share (sharing).

The introduction stage in the implementation of P5 at SMA 2 Plus Panyabungan showed a comprehensive approach in building students' initial awareness of the "bullying" phenomenon. Interview results with the Vice Principal for Curriculum indicated that the school strategically involved external institutions such as the Indonesian National Police (Polri) and the Indonesian National Armed Forces (TNI) to provide a broader perspective on the impact of "bullying" from legal and security viewpoints. This approach reflects the school's effort to show students that "bullying" is not merely an internal school problem but has broader legal and social implications.

Interview results with PAI-BP teachers revealed an intentional pedagogical strategy that moved beyond one-way instruction toward reflective and dialogical learning. Rather than merely delivering information, teachers invited students to actively observe their social environment and critically reflect on everyday experiences related to bullying, including verbal harassment and harmful behavior on social media. This approach aligns with experiential learning principles proposed by Kolb (1984) (Ryan, R. M., & Deci, 2020) where learning begins from concrete experiences and is strengthened through reflection. Within this process, Islamic values were consistently integrated to provide moral meaning to students' experiences. Teachers emphasized the prophetic teaching that a true Muslim is one from whose tongue and hands others are safe, framing bullying not only as a social violation but as a religious prohibition. This pedagogical strategy helped shift students' motivation from external compliance with school rules toward the internalization of ethical responsibility grounded in faith, allowing students to perceive anti-bullying behavior as an expression of religious obedience rather than merely institutional discipline.

Interview results with students showed the effectiveness of this introduction stage. A grade XI student stated: "Initially I thought 'bullying' was only a problem at school, sir, but it turns out it's also a religious issue as explained in this project. It is not allowed in Islam to insult or mock others." This statement indicates that the introduction stage successfully built dual awareness: social awareness about the impact of "bullying" and religious awareness about the religious prohibition against actions that hurt others. However, the researcher's observation also found some challenges in the introduction stage. Not all students showed the same enthusiasm. Some students appeared passive and less involved in discussions. This indicates the need for differentiation strategies to accommodate the diversity of learning styles and levels of student awareness.

The contextualization stage is the heart of the character learning process in P5. In this stage, students not only understand the concept of "bullying" cognitively but are also asked to conduct deep introspection into their own behavior. The strategies applied by PAI-BP teachers in this stage reflect a deep understanding of the value internalization process. Based on observation results, PAI-BP teachers used a highly personal approach in guiding students to fill out questionnaires and worksheets. Before students started filling them out, the teacher asked them to perform muhasabah (self-introspection) first. The teacher invited students to contemplate questions such as: "Have I ever hurt others with words or actions?", "Have I ever been a silent witness when I saw a friend being bullied?", "How would I feel if I were in the victim's position?"

This muhasabah approach is very relevant to the principles of Islamic education, which emphasize the importance of tarbiyah nafs (soul education) before tarbiyah aql (mind education). As Al-Ghazali stated in Ihya Ulumuddin, character transformation can only occur when a person is able to conduct honest introspection of their soul's condition. Interview

results with PAI-BP teachers showed diverse strategies in facilitating this reflection process. One teacher stated: "Usually I connect them with Islamic stories to make them feel closer and understand. For example, when there is a part of the worksheet discussing whether they have been perpetrators or victims, I recall the story of Prophet Yusuf who was wronged by his brothers or the story of the Prophet Muhammad's patience when insulted." The use of Islamic stories as "scaffolding" in the reflection process shows high pedagogical creativity. These stories function as a "mirror" allowing students to see their own behavior from a different perspective.

This aligns with the narrative therapy theory proposed by White and Epston (1990), where stories are used as tools to help individuals understand and change their life narratives. What is interesting about this stage is the use of group discussions as a learning strategy. Students were asked to share their experiences and reflections in small groups. Observation results showed that group discussions created a safe space where students felt more comfortable sharing personal experiences. Some students who were initially reluctant to speak in large forums became more open in small group discussions. However, interview results with students also revealed challenges in this stage. Some students found it difficult to be honest with themselves, especially when having to admit that they had been perpetrators of "bullying". One student stated: "When working on that worksheet, I remembered several incidents that I might have considered normal before, sir, but it turns out they fall into the 'bullying' category. So I thought, maybe I've hurt people without realizing it." This statement indicates that the contextualization stage successfully triggered critical awareness of one's own behavior. However, it also shows the need for more intensive psychological assistance to help students manage feelings of guilt or shame that may arise from this reflection process.

The action stage is the peak of the learning process in P5. In this stage, students are required to translate their understanding and awareness into concrete actions. The choice of sociodrama as a learning method shows a good understanding of the characteristics of high school students who are in the stage of identity development and need space for expression. Based on observation and documentation results, the drama creation process involved various complex stages: scriptwriting, role division, rehearsal, prop making, and performance. Each stage provided opportunities for students to develop creativity skills in scriptwriting, collaboration in role division, perseverance in rehearsal, and courage in performance.

Interview results with PAI-BP teachers revealed that this action stage was not merely an artistic activity but was designed as a deep character learning process. In the scriptwriting process, the teacher ensured that each group integrated Islamic values into their stories. The teacher provided guidance that the script must include at least one relevant verse or hadith related to the "bullying" theme, and the solutions offered in the story must be based on Islamic principles such as musyawarah (deliberation), tasamuh (tolerance), and islah (reconciliation). What is interesting about this stage is the role division within groups, reflecting the principle of gotong royong. Each student received a role according to their potential: some became scriptwriters, directors, actors, prop designers, videographers, and editors. This role division not only accommodated the diversity of student talents but also taught the importance of collaboration and mutual respect for each other's roles.

Observation results of the rehearsal process showed interesting dynamics. Initially, many groups experienced internal conflicts related to role division or differences in vision about how the drama should be performed. However, with facilitation from the PAI-BP teachers, these conflicts could be managed into learning about constructive problem-solving. One teacher stated: "Conflicts arising in the drama creation process are actually valuable learning opportunities. We don't immediately resolve the conflict but guide them to find solutions themselves through deliberation." This approach aligns with the principles of

“problem-based learning,” which emphasizes the importance of providing space for students to solve problems independently. In the context of character education, the experience of managing conflict and seeking solutions together provides much more meaningful learning than merely theoretical knowledge about gotong royong.

The drama performance results showed high creativity from the students. Based on the collected documentation, the themes raised in the dramas were very diverse: “cyberbullying” on social media, verbal “bullying” in the classroom, physical “bullying” in the canteen, and even “bullying” conducted by seniors against juniors. This diversity of themes indicates that students were able to identify various forms of “bullying” occurring around them. More importantly, each drama not only depicted the problem but also offered solutions. The solutions offered were generally based on Islamic values: perpetrators who become aware and apologize, victims who forgive, and the school community providing support. This shows that students were able to integrate the Islamic values they had learned into the context of solving social problems. However, interview results with some students also revealed challenges in the action stage. Some students felt pressured by the burden of tasks that had to be completed within a limited time. One student stated: “After participating in the activities, sir, sometimes I feel physically and mentally tired, so I’m less enthusiastic about doing tasks from PAI-BP.” This statement indicates the need for improvement in time management and student workload.

The sharing stage is the culminating stage where students present their work results and reflect on the entire learning process. Based on observation results, this stage was implemented in the form of an anti-bullying drama festival attended by all students of grades X, XI, and XII, teachers, and parent representatives. Documentation results showed that the drama performances created an emotional atmosphere. Many audience members were moved by the depiction of the impact of “bullying” on victims. Some students even cried when witnessing scenes where bullying victims experienced depression and loss of self-confidence. This emotional response indicates that the drama successfully built empathy among the audience. What is interesting about this stage is the discussion conducted after each performance. PAI-BP teachers facilitated the discussion by asking reflective questions: “What message did this group want to convey?”, “Which character did you relate to the most?”, “What would you do if you faced a similar situation?” This discussion provided an opportunity for the audience to reflect on what they had seen and relate it to their personal experiences.

Interview results with student audience members showed a significant impact. One student stated: “I became more aware, sir, that jokes I considered normal could actually hurt others. After watching the drama earlier, I promised to be more careful with my words.” This statement indicates that the sharing stage was beneficial not only for participants directly involved in creating the drama but also for the audience. In addition to the school performance, the best drama videos were also uploaded to the school’s social media as part of a broader anti-bullying campaign. Documentation results showed that these videos received positive responses from the wider community, with many likes, shares, and positive comments. This shows that the “anti-bullying” message resonated not only within the school environment but also in the broader community. However, observation results also found some limitations in the sharing stage. The time allocated for discussion after performances was sometimes inadequate due to the number of groups that had to perform. This caused some important issues emerging in the dramas not to be explored in depth. Improvement in this aspect is needed to maximize the learning potential of the sharing stage.

This evaluation was not only of the final product but also of the process and changes in student attitudes. PAI-BP teachers used various evaluation instruments, including behavior observation, reflection journals, and portfolio assessment. Evaluation also included assessment of affective and psychomotor aspects, not just cognitive. The Vice Principal for Curriculum

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stated: "Raising the anti-bullying issue in P5 is considered very relevant and strategic, especially when linked to the PAI-BP subject. Bullying is one of the problems that occurs quite frequently among students, both directly and indirectly, and needs serious attention from all school elements." Evaluation results showed that this project has begun to foster students' awareness of religious values and character traits such as empathy and social care. However, challenges were still found in terms of awareness that was not yet uniform across all students and the need for more intensive mentoring.

The research identified several main supporting factors in the implementation of P5 in the PAI-BP subject: PAI-BP teachers acted not only as instructors but also as mentors instilling Pancasila values in every learning activity. The school provided the necessary policy support and resources for the project's success. Students showed active participation in carrying out the bullying project. They were involved in making posters, campaign videos, and short anti-bullying themed drama performances. These activities demonstrated their initiative and ability to express moral values creatively.

The involvement of parents in supporting their children to participate in P5 activities contributed importantly to shaping student character. This support not only provided emotional motivation but also strengthened the connection between education at school and moral fostering in the family environment. The availability of learning media, school facilities such as LCD projectors, speakers, auditorium, and relevant supporting materials played a significant role in supporting the success of P5 implementation. Learning media such as educational videos provided more concrete learning experiences for students. These findings align with character education theory, which emphasizes the importance of a supportive educational ecosystem involving schools, families, and the community in shaping student character.

Although there were various supporting factors, the research also identified several inhibiting factors: The tight schedule of subjects caused the project implementation not to be carried out optimally. PAI-BP teachers had to balance the delivery of essential material with the implementation of project activities (Maslikatin et al., 2024). One teacher stated: "We are required to participate in designing and implementing the P5 project, a major challenge arises in dividing time between fulfilling the PAI-BP curriculum demands and project implementation." This finding aligns with Time Management theory proposed by (Macan, 2020), which states that effective time management is very important in optimizing learning goal achievement. Many teachers faced difficulties in terms of documenting project activities, reporting, and tracking project-based learning outcomes. One teacher stated: "The many administrative demands consume a lot of teachers' time and energy, so the focus on designing the P5 project plan becomes disrupted." The Workload and Teacher Burnout theory proposed by (Kyriacou, 2021) supports this finding, stating that excessive administrative burdens can cause mental and physical fatigue in teachers, ultimately affecting teaching quality.

Some students showed enthusiasm in following the series of project activities, but this was not always accompanied by a deep understanding of the project's goals and values. For some students, the project was still viewed merely as an academic burden. Social Motivation theory by Ryan and Deci (2020) states that intrinsic motivation is very important in shaping student character and behavior. They suggest that students will be more able to internalize moral values if given the opportunity to engage actively in meaningful and relevant learning processes connected to their lives.

The research identified various impacts of implementing P5 in the PAI-BP subject on student character: Students showed increased awareness of the importance of maintaining attitude and respecting others. One student stated: "Initially I felt this project was just a regular

task, but the further it went, I just realized that our attitude towards friends really matters. So I feel I'm starting to learn to maintain my attitude."

The project activities successfully fostered students' empathy towards bullying victims. Interview results showed that students began to understand the impact of bullying not only physically but also mentally and spiritually (Obaid et al., 2024). The project encouraged students to cooperate in teams, communicate effectively, and solve problems together. This was reflected in the drama creation process, which involved various roles and responsibilities. The integration of Islamic values such as the prohibition of harming others, the importance of ukhuwah (brotherhood), and empathy in every stage of the activity helped students understand that religious teachings are relevant to their daily lives.

These findings align with research by (Farahdilah, 2024), which states that the integration of P5 can strengthen students' spiritual, social, and moral values. Research by (Aryanti, 2023) also shows that the implementation of P5 in PAI-BP learning can increase students' learning enthusiasm. However, these positive impacts have not occurred uniformly and require improvement in several aspects. The Vice Principal stated: "The implementation of this project still faces a number of challenges that affect the learning process, especially in the PAI-BP subject. One of the impacts felt is the disruption of the regular learning schedule continuity due to project activities that consume the time and energy of both teachers and students." Research results also showed that some students had difficulty managing time between the project and regular learning. One student stated: "Sometimes this P5 project requires more time, while tasks from PAI-BP also require focus."

These findings indicate that although P5 has a positive impact on character formation, its implementation still requires comprehensive improvement in terms of school policy, time management, teacher training, and sustainable student character building.

The results of this research show that the implementation of P5 in the PAI-BP subject at SMA 2 Plus Panyabungan has run systematically through structured planning, implementation, and evaluation stages (Rusmana et al., 2024). The integration of the "Bullying" theme with Islamic values through a sociodrama approach proved effective in fostering students' moral awareness and empathy. The novelty of this research lies in the integrative approach that combines contemporary social issues (bullying) with Islamic values through the P5 framework. Unlike previous studies that tended to separate religious learning from handling social problems, this research shows that Islamic religious education can be an effective platform for addressing social problems faced by students (Sugirman et al., 2024). The sociodrama approach used also provides a new dimension in PAI-BP learning, which has so far tended to be theoretical.

This research enriches the literature on the implementation of the Merdeka Curriculum, specifically P5 in the context of PAI-BP learning. These findings support contextual learning theory (Johnson, 2002) and character education theory (Lickona in Humaidah, 2023), which emphasize the importance of linking learning with the real-life context of students. The results of this research can be a reference for PAI-BP teachers and other schools in designing and implementing effective P5. The model of integrating social themes with Islamic values developed at SMA 2 Plus Panyabungan can be adapted according to the context and needs of each school.

## CONCLUSION

Based on the research results on the implementation of P5 with the theme "build their body and soul" and the sub-theme of bullying in the PAI-BP subject at SMA 2 Plus

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Panyabungan, it can be concluded: First, the implementation of P5 has run systematically and has had a positive influence on the formation of student character. In the planning stage, the school prepared the project well through strengthening understanding of the Merdeka Curriculum, teacher training, and preparation of contextual and relevant teaching modules aligned with the chosen theme. Second, supporting and inhibiting factors in the implementation of P5. The main supporting factors include teacher involvement in effectively integrating Pancasila and Islamic values into learning, student enthusiasm and zeal in participating in project activities, support from parents, and adequate facilities. However, on the other hand, there are inhibiting factors affecting project optimization, including limited learning time, technical and administrative constraints, and uneven levels of student awareness about the meaning and purpose of the project. Third, the impact of P5 implementation. The project implementation successfully increased student awareness about the importance of maintaining attitude and respecting others, as well as understanding the physical, mental, and spiritual impacts of bullying. The integration of PAI-BP material with current social issues made learning more contextual and relevant. However, project implementation still faces several obstacles, including teacher difficulties in designing applicable and contextual activity flows, high administrative burdens, and time limitations causing an imbalance between the project and regular learning.

## AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

## CONFLICTS OF INTEREST

The authors declare no conflict of interest

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