

SUSTAINABLE LIFESTYLE P5: A STRATEGY FOR STRENGTHENING STUDENTS' SOCIAL-EMOTIONAL AND LANGUAGE SKILLS

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ABSTRACT

This study explores the impact of the Proyek Penguatan Profil Pelajar Pancasila (P5) with the theme "Sustainable Lifestyle" on enhancing elementary students' social-emotional and language skills. Conducted at SD Negeri Ungaran 01 using a qualitative descriptive approach, data were collected through observation, interviews, and documentation. Prior to the project, students demonstrated low levels of emotional regulation and language proficiency. After the implementation of P5, improvements were evident. Students showed better emotional control, increased cooperation, and empathy. Language abilities also improved, as students became more confident in expressing ideas through speaking, reading, and writing. They engaged more actively in discussions and collaborative tasks. The contextual and project-based learning model in P5 was found to support students' holistic development. The findings suggest that the P5 program, through its emphasis on meaningful, real-life themes and cooperative learning, can effectively strengthen both social-emotional and language competencies in alignment with the values of Pancasila

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INTRODUCTIONS

Quality education is a critical prerequisite for developing superior and competitive human resources. This aligns with the mandate of Law No. 20 of 2003 Article 5 Paragraph (1), which states that every citizen has the right to quality education. Education not only emphasizes academic aspects but also integrates character building to produce intelligent, moral, and civilized generations (Suwartini, 2017). The Vision of Indonesia 2045 underscores the importance of developing human resources who master science and technology while possessing strong character to face global challenges. To support this vision, the Ministry of Education, Culture, Research, and Technology

(Kemendikbudristek) initiated the "Merdeka Belajar" (Freedom to Learn) policy, inspired by Ki Hadjar Dewantara's philosophy of education as a means to liberate individuals.

The implementation of the *Merdeka Curriculum* introduced a breakthrough through the *Project for Strengthening the Profile of Pancasila Students* (*Projek Penguatan Profil Pelajar Pancasila* or P5). P5 is an interdisciplinary, project-based learning initiative aimed at strengthening students' character and competencies as active and virtuous global citizens (Rahayu et al., 2022). This approach positions students as active subjects in contextual, exploratory learning centered on the development of Pancasila values (Tunas & Pangkey, 2024; Ernawati & Pratiwi, 2022).

An individual's success is determined not only by academic abilities (*hard skills*), but also by social and emotional skills (*soft skills*), which form a crucial foundation for societal life (Suwartini, 2019). Character education plays a vital role in shaping students who can manage emotions, behave adaptively in social contexts, and possess language skills as a medium for effective communication (Doll, 2019; Hurlock, 2018).

Emotional maturity, as explained by Hurlock (2018), refers to a stable condition in responding to situations proportionally and non-impulsively. This ability influences attitudes and decision-making in social life. **Social** maturity, according to Doll (2019), is characterized by an individual's capacity to socialize healthily, act independently, and contribute to group life. Meanwhile, language ability reflects students' skill in conveying thoughts both verbally and non-verbally with precision (Tambunan, 2018; Walija, 2018).

In the learning process, these three skills are essential indicators of student development. The *Merdeka Curriculum* through P5, especially with the theme "Sustainable Lifestyle," enables students to learn through real-life experiences, collaborate, and reflect on sustainable life values (Juliani & Bastian, 2021). This learning model also promotes environmental awareness, social empathy, and the use of language in everyday contexts.

Social-emotional maturity is a significant indicator of student development, reflecting the ability to manage emotions and build adaptive social relationships. According to Goleman (2017), social-emotional maturity is the ability to understand others and respond appropriately in various social situations. It is characterized by the physical and psychological maturity that develops toward optimal capability (Kartono, 2018). Doll (2019) asserts that social-emotional maturity can be recognized by an individual's ability to care for themselves and actively participate in social activities that demonstrate independence. The aspects of social-emotional maturity include the ability to help oneself, self-regulation, communication, and social interaction (Hurlock, 2018; Habibi, 2020). Such independence is acquired through early socialization processes, which serve as a crucial foundation for children in facing life's challenges (Lie, 2018; Mu'tadin, 2020). Santrock (2017) notes that gross and fine motor development also supports social-emotional maturity, marked by the ability to engage in independent physical activities and participate in social life. Children who actively engage in group play and social activities show better emotional and social development (Papalia et al., 2019). Factors influencing social-emotional maturity include intellectual and biological maturity, family and environmental conditions, culture, and individual physical conditions (Hurlock, 2018; Santrock, 2017). The collective culture of Indonesia also plays a role in fostering mutual cooperation and social awareness from an early age (Mulyani et al., 2020).

Language skills are one of the essential pillars in developing students' communication abilities. Language encompasses the understanding and expression of thoughts, emotions, and ideas through verbal and non-verbal symbols (Walija, 2018; Tambunan, 2018). Tarigan (2019) classifies language skills into four main components: listening, speaking, reading, and writing. These four aspects are interconnected and necessary for effective communication. Listening skills, according to Tarigan (2019), involve not only hearing linguistic sounds but also understanding their meanings. In educational contexts, listening skills can be developed through both interactive and non-interactive situations. Meanwhile, speaking skills help students articulate ideas and feelings orally. Reading and writing skills are part of fundamental literacy abilities that form the basis of *Merdeka Curriculum*-based learning. Developing strong language skills can help students build a deeper understanding of their surroundings and enhance reasoning and critical thinking abilities (Santrock, 2017).

The *Merdeka Curriculum* is an educational policy that emphasizes flexibility and student-centered learning based on their needs. This curriculum places students as active learning subjects, developed according to their interests, talents, and the contextual conditions of schools (Tunas & Pangkey, 2024). This approach aligns with the principle of differentiated instruction, which emphasizes that each student has a unique learning style. One of the main components of the *Merdeka Curriculum* is the *Project for Strengthening the Profile of Pancasila Students* (P5). P5 is a project-based learning activity aimed at reinforcing students' character and competencies in line with Pancasila values. P5 is implemented contextually, collaboratively, and integratively through specific themes such as *Sustainable Lifestyle* (Suryadien et al., 2022). The Profile of Pancasila Students is designed as a framework for shaping Indonesian learners who are faithful and pious, globally minded, collaborative, independent, critical thinkers, and creative (Kemendikbudristek, 2022). These values are reinforced through school culture activities, intra-curricular and extracurricular learning, as well as thematic projects (Juliani & Bastian, 2021). Henik (2024) emphasizes that the implementation of the Pancasila Student Profile must be supported by the active role of educators as facilitators and role models for students. This project provides students with opportunities to explore their environment, contribute to solving real-world problems, and develop collaboration and communication skills. Through this approach, P5 not only strengthens character but also simultaneously cultivates students' social-emotional and language skills (Ferdinandus et al., 2025).

METHOD

This research is a field-based qualitative study employing a descriptive-analytical approach. Qualitative research aims to understand the meaning of events, processes, and social interactions within specific contexts in depth (Arifin, 2019). The descriptive approach is used to systematically portray facts regarding the implementation of the *Project for Strengthening the Profile of Pancasila Students* (P5) and its influence on students' social-emotional and language skills at SD Negeri Ungaran 01.

The research was conducted at SD Negeri Ungaran 01, located in Ungaran Barat District, Semarang Regency. The selection of this site was based on preliminary observations indicating that the school had actively implemented the P5 program, particularly the *Sustainable Lifestyle* theme. The study took place over a six-month period, from November 2024 to April 2025, covering three main phases: data collection, data analysis, and the preparation of the research report.

Data were collected using three primary techniques: documentation, observation, and interviews. (1) Documentation: Data were gathered from documents containing the results of students' attitude assessments conducted by homeroom teachers. These documents were used to initially map students' social-emotional and language skills. (2) Observation: Direct classroom observation was carried out in class 4A. The observation focused on student interactions, emotional expressions, and language abilities. (3) Interview: Interviews were conducted with the class 4A homeroom teacher to confirm and clarify the observation results and to gain insights into the instructional strategies employed. Interviews are considered an effective method for obtaining in-depth information in qualitative studies (Juliani & Bastian, 2021).

The primary instruments used in this study were observation sheets and interview guides. These instruments were developed based on indicators relevant to social-emotional and language skills, which were formulated by referring to the dimensions of the *Profile of Pancasila Students* (Ernawati & Pratiwi, 2022). The observation sheet consists of two sections: (1) Social-Emotional Skills: including emotional expression, social interaction, politeness, self-control, empathy, and collaboration. (2) Language Skills: covering the ability to express opinions, understand instructions, vocabulary mastery, and confidence in writing and speaking (Tambunan, 2018). The measurement scale uses four categories: *Not Yet Developed* (BB), *Beginning to Develop* (MB), *Developing as Expected* (BSH), and *Developing Very Well* (BSB). Additionally, the interview guide was used for source triangulation, with indicators

including students' initial conditions, possessed skills, and the impact of P5 following the implementation of action cycles.

Data validity was tested using both source and technique triangulation by comparing the results of observations, documentation, and interviews with the homeroom teacher. Triangulation aims to enhance the credibility of the research findings (Suryadien et al., 2022). Validation was conducted periodically to ensure that the data accurately reflected the actual conditions within the classroom.

Data analysis in this study refers to the model of Miles, Huberman, and Saldana (in Arifin, 2019), which consists of three main stages: (1) Data Condensation: the process of selecting, focusing, and simplifying data from field notes. (2) Data Display: organizing data in the form of tables and diagrams to facilitate the analysis of students' social-emotional and language skills. (3) Drawing Conclusions: the results of the analysis were followed by triangulation with the homeroom teacher to ensure data accuracy and validity.

RESULT AND DISCUSSION

Result

This research was conducted in class 4A of SDN Ungaran 01, which consists of 32 students. Based on preliminary observations carried out by the researcher prior to the implementation of P5 learning, it was found that students' social-emotional and language skills were relatively low. This observation was conducted during Indonesian language lessons, specifically on the topic of Descriptive Texts.

Improvement of Students' Social-Emotional Skills Before and After P5 Implementation

Before the implementation of the *Project for Strengthening the Profile of Pancasila Students* (P5), initial observations in class 4A of SD Negeri Ungaran 01 revealed that students' social-emotional skills were still at a low level. The majority of students experienced difficulties in adjusting to the dynamics of learning, such as collaborating in groups, regulating their emotions, and showing mutual respect among peers. For example, 17 students were unable to participate in learning activities calmly, 25 students were unable to make decisions within group settings, and 25 students were unable to solve problems during lessons.

The implementation of P5 under the theme *Sustainable Lifestyle* was carried out through a project-based learning approach collaboratively designed with the homeroom teacher. The core activities included hoax news analysis, group discussions, and the creation of posters containing digital literacy messages and critical thinking attitudes. Following the implementation of P5, observations indicated a significant improvement in various aspects of students' social-emotional skills. For instance, the number of students who were able to express their emotions increased from 10 to 20 students in the *Developing Very Well* category, and students who could participate in learning calmly increased from 4 to 9 students in the same category. The improvement in students' social-emotional skills is presented in Table 1 below:

Tabel 1. Percentage Increase in Students' Social-Emotional Skills

No	Indicator	Initial Condition (Indonesian Language Learning)				P5 Learning: Sustainable Lifestyle Theme			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Able to participate calmly in learning	53,1%	31,2%	3,1%	12,5%	15,6%	37,5%	18,7%	28,1%
2	Able to control oneself during learning	40,6%	31,2%	12,5%	15,6%	6,2%	46,8%	25%	21,8%
3	Demonstrates manners and politeness in class	25%	25%	34,3%	15,6%	3,1%	15,6%	46,8%	34,3%

No	Indicator	Initial Condition (Indonesian Language Learning)				P5 Learning: Sustainable Lifestyle Theme			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
4	Able to interact well with peers	15,6%	18,7%	43,7%	21,8%	3,1%	25%	40,6%	31,2%
5	Able to accept peer opinions	46,8%	21,8%	15,6%	15,6%	25%	43,7%	12,5%	18,7%
6	Able to work in groups	21,8%	28,1%	37,5%	12,5%	0%	15,6%	50%	34,3%
7	Able to make decisions in groups	78,1%	6,2%	3,1%	12,5%	15,6%	28,1%	25%	31,2%
8	Able to identify and respond to peers' emotions	76%	25%	3,1%	12,5%	6,2%	34,3%	28,1%	31,2%
9	Able to express emotions during learning	6,2%	3,1%	59,3%	31,2%	0%	6,2%	31,2%	62,5%
10	Able to solve problems during learning	78,1%	6,2%	3,1%	12,5%	6,2%	31,2%	37,5%	25%

Source: Research Observation Results

The improvement in students' social-emotional skills was further supported by interviews with the class 4A homeroom teacher. The teacher explained that prior to the implementation of P5, students tended to be individualistic, were easily provoked emotionally, and were not accustomed to expressing opinions openly. The teacher also mentioned that during group activities, only a few students actively participated in discussions, while others were passive or simply followed without contributing ideas.

Following the implementation of P5, the teacher observed clear positive changes. Students became more accustomed to expressing opinions, listening to one another, and demonstrating empathy toward peers during group discussions. The teacher noted that some previously quiet students became more active and confident when presenting the results of group discussions. This improvement was also reflected in the attitude assessment documents, which showed a shift in scores toward the *Developing as Expected* and *Developing Very Well* categories. Indicators such as "group cooperation" and "ability to respond to peer opinions" showed improved scores from the *Beginning to Develop* category (MB) to BSH or BSB.

Additionally, documentation in the form of teacher journal entries indicated behavioral changes in peer interactions. The teacher recorded that students began using expressions like "please" and "thank you" spontaneously and showed empathy when classmates had difficulty completing group tasks. Even some students who frequently engaged in conflict previously became more cooperative and willing to apologize after misunderstandings.

Overall, the findings from observations, interviews, and documentation confirmed that the implementation of P5 had a positive impact on enhancing the social-emotional skills of 4A students. The structured, context-based, and collaborative project learning model proved effective in helping students better understand themselves and others, manage their emotions, and build healthy social relationships in the classroom environment.

Improvement of Students' Language Skills Before and After P5 Implementation

The language skills of class 4A students prior to the implementation of the *Project for Strengthening the Profile of Pancasila Students* (P5) showed that most students were not yet able to use spoken and written language effectively during learning. Initial observations during the Indonesian language learning process revealed low performance in listening, expressing opinions, reading comprehension, and writing. Fourteen students were unable to receive information from the teacher properly, 19 students were not yet able to express opinions using appropriate language, and 18 students struggled with reading comprehension.

The early-stage Indonesian language lessons focused on *Travel Report Texts*. The teacher explained the material and asked students to write about their personal experiences in text form. During implementation, many students were observed having difficulty composing sentences, lacking confidence in reading aloud their writing, and being unable to fully understand texts.

After the implementation of P5 with the theme *Sustainable Lifestyle*, there was a significant improvement in students' language skills. Learning activities focused on projects such as analyzing information, group discussions, expressing opinions, and creating posters. These activities encouraged students to use spoken and written language more actively and meaningfully. The results of this improvement are presented in Table 2 below:

Tabel 2. Percentage Increase in Students' Language Skills

No	Indicator	Initial Condition (Indonesian Language Learning)				P5 Learning: Sustainable Lifestyle Theme			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Able to listen carefully to the teacher's explanation	31,2%	25%	15,6%	28,1%	12,5%	28,1%	25%	34,3%
2	Able to receive information well from the teacher	43,7%	18,7%	25%	12,5%	9,3%	15,6%	31,2%	28,1%
3	Able to follow the teacher's instructions accurately	25%	28,1%	34,3%	12,5%	15,6%	15,6%	28,1%	40,6%
4	Able to express opinions in appropriate language	59,3%	12,5%	12,5%	15,6%	25%	18,7%	15,6%	40,6%
5	Able to interact with peers using proper language	0%	6,2%	62,5%	31,2%	0%	0%	15,6%	84,3%
6	Able to communicate politely with teachers	6,2%	21,8%	50%	37,5%	0%	6,2%	46,8%	56,2%
7	Able to comprehend texts assigned by the teacher	56,2%	9,3%	25%	9,3%	15,6%	21,8%	31,2%	31,2%
8	Able to explain what has been read correctly	46,8%	12,5%	15,6%	25%	12,5%	12,5%	31,2%	37,5%
9	Able to write down opinions clearly and accurately	37,5%	15,6%	25%	21,8%	18,7%	25%	25%	31,2%
10	Able to complete assignments correctly	40,6%	15,6%	15,6%	28,1%	0%	25%	31,2%	56,2%

Source: Research Observation Results

The improvement in students' language skills after P5 implementation was also supported by interview data from the class 4A homeroom teacher. The teacher stated that before the project-based activities, many students struggled to construct coherent sentences when expressing opinions or explaining reading content. Some students were passive during class discussions and lacked confidence when speaking in front of peers. Additionally, writing assignments frequently contained fundamental errors in sentence structure, vocabulary usage, and spelling.

However, after implementing project-based learning, the teacher observed positive changes in student participation, particularly in speaking and writing. Students became more enthusiastic about group discussions, more frequently offered their opinions, and showed increased curiosity in understanding the subject matter. The teacher also noted that when asked to present group discussion outcomes, most students could articulate their ideas clearly and with appropriate language. Several students even demonstrated improved vocabulary and reading comprehension.

Support for these findings was also evident in students' work documentation. Portfolio submissions from the digital literacy poster project reflected improvements in language structure, message content, and vocabulary accuracy. Teacher notes indicated that writing assignments, which had previously consisted of only one or two simple sentences, had evolved into well-structured and meaningful descriptive paragraphs. Moreover, teacher assessment sheets showed that speaking and writing aspects improved from the *Beginning to Develop* (MB) category to *Developing as Expected* (BSH) or even *Developing Very Well* (BSB) for some students.

Overall, the results of observations, interviews, and documentation demonstrate that the implementation of P5 not only reinforced character values but also had a significant impact on improving students' language skills. The learning process, which involved authentic, collaborative, and contextual activities, encouraged students to be more active, confident, and capable of using language effectively—both spoken and written—within their daily school environment.

Discussion

The study conducted in class 4A of SD Negeri Ungaran 01 demonstrated a significant improvement in students' social-emotional and language skills following the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) under the theme *Sustainable Lifestyle*. This was evident from the shift in percentage from the *Not Yet Developing* and *Beginning to Develop* categories to the *Developing as Expected* and *Developing Very Well* categories across nearly all observed skill indicators.

Improvement in Social-Emotional Skills

Students' language skills, encompassing four key aspects—listening, speaking, reading, and writing—also improved after the implementation of P5. Previously, many students struggled to articulate ideas orally, comprehend reading materials, and write down thoughts in a coherent manner. In conventional learning, students mostly received information passively and had limited opportunities for active expression.

However, after the implementation of the P5 project, students were challenged to analyze information, engage in discussions, and present their work through posters and presentations. These activities stimulated students' speaking confidence, enriched vocabulary, and improved sentence structure in written communication. Tambunan (2018) argues that speaking and writing skills can be enhanced through contextual and collaborative learning approaches.

Interview results with the teacher indicated that students became more confident in expressing opinions in class and more meticulous in sentence construction after the project. The teacher also observed that previously passive students were now actively involved in discussions and even responded to peers' opinions. Students' work also demonstrated significant development in writing structure, vocabulary use, and content accuracy.

The P5 learning activities simultaneously improved students' reading and writing skills. Tunas and Pangkey (2024) emphasized that the *Merdeka Curriculum*, through P5, offers space for students to develop functional and critical literacy. By integrating text analysis tasks and written idea generation within project activities, students gained more meaningful learning experiences.

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Character Development through Contextual Learning

Overall, the implementation of the P5 theme *Sustainable Lifestyle* had a positive impact not only on academic aspects such as language but also on students' character development. This is in line with the character education mission of the *Merdeka Curriculum*, which aims to foster independent learners who are collaborative and critical thinkers (Rahayu et al., 2022). Suwartini (2019) also emphasizes the importance of integrating character values in all learning processes as a foundation for developing competitive human resources.

With a student-centered approach, teachers act as facilitators who create supportive learning environments that encourage active student engagement in constructing knowledge and life skills. This study proves that when teachers design learning activities based on students' contexts and characteristics, the development of social-emotional competence and language skills can occur simultaneously.

CONCLUSION

The research conducted in class 4A of SD Negeri Ungaran 01 shows that the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) with the theme *Sustainable Lifestyle* has a positive impact on improving students' social-emotional and language skills. This improvement is evident from the comparative results of observations before and after P5 implementation, indicating a significant shift from the *Not Yet Developing* and *Beginning to Develop* categories to the *Developing as Expected* and *Developing Very Well* categories.

In terms of social-emotional skills, students demonstrated growth in their ability to learn calmly, control emotions, interact with peers, accept opinions, work collaboratively, and solve problems. After the implementation of P5, the classroom atmosphere became more conducive; students participated more actively in group discussions and were better able to manage their emotions positively.

Meanwhile, students' language skills also showed considerable improvement. Students became more capable of listening attentively to teachers' explanations, articulating opinions verbally with proper language, reading and analyzing information critically, and writing ideas coherently and logically. These outcomes were evident in the improvement of student tasks, both in written work and group presentations, as well as in teachers' notes throughout the learning process.

The success of P5 implementation in enhancing both skill areas cannot be separated from the learning design based on student needs and characteristics, the use of collaborative methods, and the reinforcement of values relevant to daily life. Learning activities that are active, contextual, and enjoyable encouraged students to be fully engaged in the learning process.

In conclusion, project-based learning through the P5 theme *Sustainable Lifestyle* is effective in enhancing elementary school students' social-emotional and language skills. These findings indicate that a well-designed project-based learning approach can serve as an alternative educational strategy that is meaningful, holistic, and positively contributes to the comprehensive development of students.

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