



The Role of Guidance and Counseling Teachers in Implementing the Pancasila Student Profile Strengthening Project (P5) at the Senior High School Level

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ABSTRACT

This study aims to determine the understanding and role of guidance and counseling teachers in the implementation of P5 and the impact of P5 implementation on students. This study focuses on guiding and counseling teachers in the second grade to implement P5. The method used is qualitative research with a case study design. Data collection techniques were conducted through interviews, observations, and documentation studies. The results show that although guidance and counseling teachers at SMAN 2 Majalengka understand P5, they do not play a direct role in its implementation because they are not involved in the P5 team. In conclusion, guidance and counseling teachers cannot directly handle issues related to P5 because they are not involved in the P5 implementation team. The theoretical implications of this study can enrich scientific studies on the role of guidance and counseling teachers in the implementation of P5. This study provides a real picture of guidance and counseling teachers' understanding, role, and involvement in P5. In terms of policy, this study provides input for schools and education policymakers to enhance the strategic role of guidance and counseling teachers in implementing P5.

KATA KUNCI

Guru Bimbingan dan Konseling; Proyek Penguatan Profil Pelajar Pancasila; Sekolah Menengah Atas

ABSTRAK

Tujuan penelitian ini untuk mengetahui pemahaman dan peran guru bimbingan dan konseling dalam implementasi P5 serta dampak dari implementasi P5 terhadap siswa. Fokus penelitian ini adalah pada peran guru bimbingan dan konseling di kelas dua dalam pelaksanaan P5. Metode yang digunakan adalah penelitian kualitatif dengan desain studi kasus. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa meskipun guru bimbingan dan konseling di SMAN 2 Majalengka memiliki pemahaman yang baik tentang P5, mereka tidak berperan langsung dalam pelaksanaannya, karena tidak dilibatkan dalam tim P5. Kesimpulannya, guru bimbingan dan konseling tidak dapat menangani masalah terkait P5 secara langsung karena tidak terlibat dalam tim pelaksana P5. Implikasi penelitian ini secara teoritis dapat memperkaya kajian ilmiah mengenai peran guru BK dalam implementasi P5. Secara praktis, penelitian ini memberikan gambaran nyata mengenai pemahaman, peran, dan keterlibatan guru bimbingan dan konseling dalam P5. Secara kebijakan, penelitian ini memberikan masukan bagi pihak sekolah dan pembuat kebijakan pendidikan untuk meningkatkan peran strategis guru bimbingan dan konseling dalam pelaksanaan P5.

1. INTRODUCTION

Character education is a fundamental pillar in the development of the Indonesian nation (Prayatni et al., 2025). In the context of national development, character education is not limited to instilling moral and ethical values. However, it is also a long-term investment to shape a high-quality and competitive future generation (Fikroh et al., 2025). In response to the need for comprehensive character education, the Merdeka Curriculum introduces the Pancasila Student Profile Strengthening Project (P5) as a strategic initiative. The Pancasila Student Profile Streng-

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thening Project (P5) is a strategic initiative introduced in the Merdeka Curriculum to internalize Pancasila values in students' daily lives. P5 is designed to shape students' characters so that they are academically intelligent and have attitudes and behaviours that reflect Pancasila values, such as cooperation, tolerance, creativity, and justice.

Although SMAN 2 Majalengka has implemented P5 for one academic year, the results are still not optimal. Based on the results of a preliminary study conducted through interviews with the deputy principal for curriculum, the deputy principal for student affairs, guidance and counseling (BK) teachers, and the P5 coordinator, data was obtained showing that in addition to several students who often did not participate in P5, many 11th grade students still violated school rules and behaved in a manner that was not in accordance with the values of Pancasila. However, guidance and counseling teachers are not sufficiently involved in handling these issues.

Guidance and counseling teachers should play a key role in the successful implementation of P5 because they are responsible for supporting students' social, emotional, and academic development, helping them understand and apply Pancasila values in their daily lives (Diana et al., 2024; Fitriyasari & Masyitoh, 2020). In fact, the role of guidance and counseling teachers in P5 is not limited to providing individual counseling, but also includes planning, implementing, and evaluating the P5 program in schools.

Previous research by Purwanto (2024) discussed the importance of character education integrated into the Merdeka Curriculum, focusing on internalizing Pancasila values. This research shows how character education can be developed through a relevant and contextual curriculum. This is very relevant to this study because it provides a theoretical basis for how character education, especially that based on Pancasila, can be implemented in the curriculum, supporting the argument that guidance and counseling teachers have an important role in internalizing these values among students. Research by Kartilah (2022) entitled "The Role of Guidance and Counseling Teachers in the Implementation of the Pancasila Student Profile Strengthening Project at the High School Level" highlights how the implementation of the Pancasila Student Profile Strengthening Project can be applied in guidance and counseling services. The relevance of this research lies in the example of the implementation of the Pancasila Student Profile Strengthening Project regarding the allocation of carefully planned time, collaboration from all members of the educational unit, including guidance and counseling teachers, support from the environment and adequate facilities and infrastructure, and support from the students' parents, collaboration between guidance and counseling teachers and parents in order to achieve optimal character development of students. Firmansyah et al. (2023) discuss how P5 learning can increase students' diversity and local wisdom. This study emphasizes the importance of local context in learning to strengthen students' understanding of Pancasila values. The relevance of this research lies in how P5 can be used to develop student character through the introduction of local values, which can be a focus for guidance and counseling teachers in supporting students to understand and apply Pancasila values. Prasetyo, Sariyani, and Haq (2024) highlight the influence of P5 in improving student character. This study shows that implementing P5 can help students develop attitudes and behaviours that align with Pancasila values. This study is highly relevant because it provides empirical evidence of the positive impact of P5 on student character, which is the primary focus of research on the role of guidance and counseling teachers in supporting the implementation of P5. Lestari, Saylendra, and Nugraha (2023) discuss strategies that can be applied to increase students' moral awareness through P5. This study emphasizes the importance of the right approach in teaching Pancasila values to students. The relevance of this research lies in its insights into strategies that guidance and counseling teachers can use to increase students' moral awareness, which is an important part of character education and P5 implementation. The role of guidance and counseling teachers, based on the guidelines for the Implementation of Guidance and Counseling in the Independent Curriculum Transformation (2022), which is adapted from The Texas Model for Comprehensive School Counseling (2018), is to act as program managers, mentors, assessors, counselors, consultants, and coordinators (Ruiz et al., 2018).

Previous studies have identified the following research focuses related to P5: 1) how character education can be developed through a relevant and contextual curriculum, 2) how to allocate time, collaboration from all members of the educational unit, support from the environment and infrastructure, and support from parents of students in the implementation of the Pancasila Student Profile Strengthening Project with students, 3) how to increase student diversity and local wisdom, 4) the positive impact of P5 on student character, 5) strategies that can be applied to increase student moral awareness through P5. Of the five previous studies, few focus on the role of guidance and counseling teachers in implementing P5.

The advantage of this study is that it focuses on the role of guidance and counseling teachers in implementing P5 in schools. This is very different from previous studies that focused on students. Therefore, this study is important because its focus differs from that of previous studies.

The objectives of this study are: 1) to determine the understanding of guidance and counseling teachers about P5, 2) to determine the role of guidance and counseling teachers in the implementation of P5 at SMAN 2 Majalengka, 3) to determine the implementation of P5 at SMAN 2 Majalengka, and 4) to determine the impact of P5 implementation on student behaviour at SMAN 2 Majalengka. This research contributes theoretically, practically, and in terms of policy. Theoretically, this study adds to the scientific study of the role of guidance and counseling teachers in implementing P5 as part of character education in the Merdeka Curriculum. Practically, it provides a real picture of the understanding, role, and involvement of guidance and counseling teachers in P5 at SMAN 2 Majalengka and its impact on student behaviour, which can be used as a reference in developing future P5 programs. In terms of policy, it provides input for schools and education policymakers in enhancing the strategic role of guidance and counseling teachers in implementing P5 through training or strengthening their role at the school level.

2. METHOD

2.1 Research Design

The research approach used in this study is qualitative. Creswell (2013, p.4) defines qualitative research as exploring and understanding the meaning or significance of a group of people or several individuals. According to Sugiyono (2019), qualitative research is a naturalistic research method because the research is conducted in a natural setting. Meanwhile, according to Satori & Komariah (2009, pp. 25-26), qualitative research is a research method that reveals certain social situations by describing reality accurately, formed by words based on relevant data collection and analysis techniques obtained from natural situations.

The research design used was a case study. A case study is a research method that carefully examines a program, event, activity, process, or group of individuals, and cases are limited by time and activity. A case study is a research method used to understand an event in depth and comprehensively, in the context of real and actual life.

2.2 Research Subjects

The research location was SMAN 2 Majalengka, Jalan Jenderal Ahmad Yani No.2, Kelurahan Majalengka Kulon, Kecamatan/Kabupaten Majalengka, West Java Province. The research period was from April to July 2025.

Qualitative research does not use the terms population or sample, but rather research objects as social situations and informants/participants as research subjects. In qualitative research, there is no term "population" because qualitative research departs from social situations that are specific research objects, in line with Spradley, who states that the population in qualitative research is called a social situation, which has three categories of elements, namely place, actors, and activity. This study's sources were two guidance and counseling teachers from the second grade of SMAN 2 Majalengka. Meanwhile, the informants were two second-grade students, the guidance and counseling teacher coordinator, the P5 coordinator, and the deputy principal for curriculum.

2.3 Data Collection

The data collection techniques used in this study were as follows:

a) In-depth interviews

In-depth interviews were conducted with two sources (guidance and counseling teachers) to explore information about the role of guidance and counseling teachers in implementing P5. These interviews were semi-structured, in which the researcher had a set of questions but also allowed the informants to explain their views and experiences more freely. This was expected to produce richer and more in-depth data. Semi-structured interviews provide the flexibility to explore the interviewees' answers further based on prepared questions, while allowing the researcher to explore new relevant information during the interview process (Bryman, 2016).

b) Observation

Nasution (1998) states that observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observation. Marshall (1995) states, "through observation, the researcher learns about behaviour and the meaning attached to that behaviour." Through observation, researchers learn about behaviour and the meaning of that behaviour. Sanaffiah (1990) classifies observation into participant observation, overt observation, and unstructured observation. Researchers conducted observations in classrooms and school environments, as well as guidance activities, to see the interaction between teachers and students and the application of Pancasila values. This observation was conducted to understand better the classroom dynamics and how guidance and counseling teachers interact with students in the learning context. The data collection instruments used in this study were 1) interview guidelines, 2) observation sheets,

c) Documentation

According to Sudaryono (2019:229), documentation is used to obtain data directly from the research field, including books, regulations, activity reports, photographs, documentary films, and relevant research data. The researcher used documentation media to obtain direct data from the research site in P5 reports, P5 reflection results, and activity photos. The interview process was documented through video and audio recordings

2.4 Data Analysis

In this study, the data obtained from interviews, observations, and documentation will be analysed using qualitative data analysis techniques developed by Miles and Huberman. According to Miles and Huberman (1994), the data analysis consists of three main steps: data reduction, data presentation, and conclusion drawing/verification. To facilitate data analysis, the researcher used NVivo software.

3. RESULTS AND DISCUSSION

3.1 Results

The results of the research data analysis are presented in the following table.

Table 1. Research Data Analysis Results

Theme	Analysis Results
Understanding of Guidance and Counseling Teachers about P5	✓ Guidance and counseling teachers understand P5 as a co-curricular activity to shape students' character and competencies through projects.
The Role of Guidance and Counseling Teachers in Implementing P5	<ul style="list-style-type: none"> ✓ The role as program manager is not performed formally as they are not part of the P5 team. ✓ The role as an assessor is not performed formally. ✓ The role as a mentor is carried out through personal, social, learning, and career guidance actively, although not all students are facilitated and it is not specifically related to P5. They provide psychological support for students, even though they are not directly part of the P5 team. ✓ The role as a counselor is carried out through individual and group counseling for students facing social and emotional barriers. Counseling services are mostly responsive and based on students' needs, not specifically related to P5. They address personal issues affecting students' enthusiasm and discipline in participating in P5. ✓ The role as a consultant is carried out by providing opportunities for students to approach the guidance and counseling teacher, offering consultation services to students, homeroom teachers, and parents, both in-person and online. Consultations happen when students come voluntarily, though not directly related to P5. They offer motivation, character development, help students understand the importance of the project, and address psychological barriers. ✓ The role as a coordinator has not been implemented due to the lack of formal coordination between guidance and counseling teachers and the P5 team. However, informal communication exists. Coordination within the P5 project remains limited and not optimal due to the lack of time allocation in the counseling curriculum structure.
Implementation of the Pancasila Student Profile Strengthening Project (P5)	<ul style="list-style-type: none"> ✓ The Faithful and Devout to God dimension is instilled through religious motivation, such as reminding students to pray, setting an example in worship, supporting positive behaviors like congregational prayers and courtesy, encouraging students to be grateful, honest, and responsible through classical guidance, instilling ethics and good attitudes towards teachers, reminding the importance of respecting and honoring others, and fostering empathy and the ability to make friends with anyone. This is done through classical guidance and discussions about individual roles in groups. ✓ The Independent dimension is instilled through advice, simple reminders, encouraging students not to engage in corruption and to be honest in daily life, setting an example, inspiring through stories of national figures, and instilling love for the

Theme	Analysis Results
Impact of P5 Implementation on Student Behavior	<p>country. Counseling, group discussions, collaboration, and communication in groups are also part of this.</p> <p>✓ The Gotong Royong (Mutual Cooperation) dimension is instilled by motivating students to maintain their roles and contributions in groups, reminding them of the importance of caring for each other and not being selfish, providing real-life examples, such as supporting isolated students, reminding the importance of appreciating differences, encouraging sharing, and valuing others' groups, motivating them to give feedback to each other.</p> <p>✓ The Global Diversity dimension is instilled by expressing culture and presenting ideas in class forums, emphasizing the importance of respecting other cultures and showing tolerance, providing opportunities for students to showcase their culture during harvest exhibitions, and encouraging inclusivity and tolerance.</p> <p>✓ The Critical Thinking dimension is instilled by encouraging students to read and actively search for information, giving tasks and guidance to encourage students to gather information independently, using reflective questions to promote critical thinking, allowing freedom to express thoughts and feelings, and fostering reflective skills facilitated through project evaluations and counseling.</p> <p>✓ The Creative dimension is instilled by suggesting that students generate creative ideas, encouraging students to come up with authentic ideas through evaluations and reflections.</p> <p>✓ Students become more open, creative, collaborative, enjoy the learning process as it is not monotonous, become more confident, care about the environment, respect diversity, show solidarity, and become more responsible.</p>

3.2. Discussion

a) Guidance and counseling teachers' understanding of the Pancasila Student Profile Strengthening Project (P5)

Guidance and counseling teachers at SMAN 2 Majalengka understand the Pancasila Student Profile Strengthening Project (P5) as part of implementing the Merdeka Curriculum, which aims to shape students' character and develop their competencies through project-based activities. Guidance and counseling teachers see P5 as a co-curricular activity designed to strengthen the values of the Pancasila Student Profile in students.

This understanding is in line with the theory put forward by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in the official Merdeka Curriculum document, which states that: "The Pancasila Student Profile Strengthening Project is a contextual, interdisciplinary learning activity based on the needs of the community/school to strengthen efforts to achieve competencies and character in accordance with the Pancasila Student Profile." (Kemendikbudristek, 2022). In this theory, P5 is intended as a means to shape students who have six main dimensions, namely: 1) Faith and devotion to God Almighty, as well as noble character, 2) Global diversity, 3) cooperation, 4) Independence, 5) Critical thinking, and 6) Creativity. (Kemendikbudristek, 2022).

Findings in Purwanto's (2024) research reveal that P5 is a strategy for strengthening character education integrated into the learning process, focusing on the systematic internalisation of Pancasila values in the Merdeka Curriculum. Compared with the results of interviews with guidance and counseling teachers at SMAN 2 Majalengka, it can be concluded that both findings emphasise the importance of character and Pancasila values. However, the approach of guidance and counseling teachers at SMAN 2 Majalengka is more like project-based co-curricular activities. At the same time, Ahmad Purwanto focuses more on internalisation in intracurricular learning.

b) The role of guidance and counseling teachers in the implementation of the Pancasila Student Profile Strengthening Project (P5)

The role of guidance and counseling teachers as P5 program managers is not directly involved in P5 program planning. Instead, it plays an indirect role as monitors in their capacity as homeroom teachers. Nevertheless, guidance and counseling teachers provide consultation services to support student development outside P5 activities. Based on *the Texas Model for Comprehensive School Counseling* framework, the non-involvement of guidance and counseling teachers in P5 planning indicates that their role as program managers has not been optimally implemented. Although they still perform a responsive role through counseling services, their strategic function in program planning, assessment, and evaluation is not running as it should, thereby reducing the potential contribution of guidance and counseling teachers in shaping student character in a more integrated manner through P5.

Guidance and counseling teachers are not directly involved in the P5 assessment process because they are not included in the structure of the P5 implementation team at the school. The role of guidance and counseling teachers is limited to general reflections on student behaviour and development. However, they do not carry out written or formal evaluations in the context of P5. Findings from previous research conducted by Kartilah (2022) confirm that implementing P5 should be part of guidance and counseling services because this project is closely related to character building, Pancasila values, and students' social-emotional development. Based on this research, guidance and counseling teachers can and should be involved in evaluating student character. Thus, even though guidance and counseling teachers do not conduct formal assessments in practice, their role as assessors remains relevant in the context of P5, especially in the formative and holistic assessment of students' character and personal development, which is the primary focus of P5.

Guidance and counseling teachers, as mentors, have indirectly carried out their role as mentors in implementing P5 by providing indirect guidance services through classroom activities and motivating students. These findings do not align with a study conducted by Kartilah (2022), which highlights how implementing P5 can be integrated into guidance and counseling services at the high school level. Kartilah (2022) emphasises that guidance and counseling teachers have a strategic role in strengthening the values of the Pancasila Student Profile through various guidance and counseling services, including classroom services and individual and group counseling.

The primary role of guidance and counseling teachers is to provide situational individual and group counseling services, especially for students experiencing social and emotional barriers (Annisa et al., 2024). The implementation of individual counseling is generally based on reports or referrals from coordinators, so this service is responsive to the identified needs of students (Cohen et al., 2024). The role of guidance and counseling teachers as counselors in providing individual and group consultation services is very much in line with the framework of *The Texas Model for Comprehensive School Counseling* (2018). This model emphasises that one of the main functions of school counselors is to provide direct services to students, including individual and group counseling, to help them overcome personal, social, and emotional barriers that can affect their academic success and personal development (Umar & Salahudin, 2025).

The consultation services provided by guidance and counseling teachers are non-structured and are carried out based on the initiative of students who come directly (Thompson & Trice-Black, 2012). In addition, guidance and counseling teachers also provide consultation services to students, homeroom teachers, and parents directly and through online media, making these services flexible and responsive to the needs of various parties. These findings align with Kartilah's (2022) research, which states that the role of guidance and counseling teachers in implementing P5 focuses more on guidance and counseling services that support the individual character development of students. Kartilah also emphasised that guidance and counseling teachers play an important role as consultants in helping students deal with personal and social problems that can affect the success of P5, even though the involvement of guidance and counseling teachers in the structural planning of the P5 program is still limited. Thus, the consultation services provided by guidance and counseling teachers indirectly support the successful implementation of P5 in high schools. The role of guidance and counseling teachers as coordinators shows no formal coordination between guidance and counseling teachers and the Pancasila Student Profile Strengthening Project (P5) implementation team. Nevertheless, guidance and counseling teachers maintain informal communication with the P5 team to support program implementation.

c) Implementation of P5 at SMAN 2 Majalengka

The dimension of faith and devotion to God Almighty is instilled by providing religious motivation such as reminding students to pray, setting an example in worship, accompanying them in positive behaviors such as praying in congregation and being polite, encouraging students to be grateful, honesty, and responsibility through classical guidance, instilling ethics and good attitudes towards teachers, reminding them of the importance of respecting and honoring others, instilling good attitudes, empathy, and the ability to be friends with anyone. This is done through classical guidance and discussions about the role of individuals in groups.

These findings align with the research results by Prasetyo et al. (2024), which emphasise that the formation of students' religious character can be realised through integrating religious values in guidance and counseling services. The study shows that guidance and counseling teachers strategically guide students to have a strong spiritual attitude through habitual activities, exemplary behaviour, and reinforcing moral values in everyday school life. Thus, the approach taken by guidance and counseling teachers in interviews supports efforts to strengthen the religious dimension in the Pancasila Student Profile, as emphasized in the Merdeka Curriculum (Kurniawan & Sidik, 2025).

The independent dimension is instilled through advice, simple reminders, encouraging students not to engage in corruption and to be honest in their daily lives, setting an example, inspiring through stories of national figures, and instilling love for the country, counseling, group discussions, collaboration, and communication in groups. Lestari et al. (2023) emphasize that increasing students' moral awareness can be done through strategies that foster self-reflection, personal responsibility, independence, and the strengthening of character values, all of which align with the approach taken by guidance and counseling teachers based on the interview results.

The dimension of cooperation is instilled by motivating students to maintain their roles and contributions in the group, reminding them of the importance of caring for one another and not being selfish, providing real examples, such as accompanying isolated students, reminding them of the importance of respecting differences, encouraging them to share and respect other groups, and motivating them to give each other feedback (Aweni et al., 2024).

Findings from research conducted by Lestari et al. (2023) explain that strategies to increase students' moral awareness in P5 can be carried out through strengthening social values such as cooperation, empathy, care, and responsibility, which are consistently instilled in project activities. The involvement of educators in providing moral guidance, creating a space for shared reflection, and setting an example in social life at school is important (Armini, 2024). This is in line with the role of guidance and counseling teachers revealed in interviews, where guidance and counseling teachers: 1) Provide classical guidance on the importance of cooperation and communication in groups, 2) Instill values of caring, empathy, and unselfishness through discussions and moral reminders, 3) Encourage collective awareness through real examples such as accompanying isolated students, 4) Facilitate a space for students to express themselves and learn to appreciate differences and give each other feedback. Thus, the role of guidance and counseling teachers in the implementation of P5, as described in the interview findings, supports the strategies for increasing moral awareness presented by Lestari et al. (2023), namely through an approach of instilling social and moral values in a collaborative, participatory, and reflective context in project activities.

The dimension of global diversity is instilled by expressing culture and conveying ideas in class forums, emphasizing that students respect other cultures and show tolerance, providing opportunities for students to showcase their culture during the harvest of their work, and encouraging inclusiveness and tolerance. Based on these findings, the role of guidance and counseling teachers in instilling respect for cultural diversity aligns with the findings of Firmansyah et al. (2023), which emphasize that P5 learning can increase students' diversity and local wisdom. Guidance and counseling teachers encourage inclusivity, tolerance, and cultural understanding through classical services, reflection, and work harvest activities that allow students to showcase their respective regional cultures (Sabila et al., 2024). This shows that guidance and counseling teachers also integrate the local context into learning Pancasila values.

The dimension of critical thinking is instilled by encouraging students to be literate and actively seek information, giving assignments and guidance so that students seek information independently, using reflective questions to encourage critical thinking, giving freedom to express thoughts and feelings, and instilling the ability to reflect, facilitated through project evaluation and counseling. These findings are in line with the results of previous research by Lestari et al. (2023), which showed that through the P5 project, students' moral awareness can be shaped to include moral values, ethical considerations, empathy, responsibility, and moral decision-making with integrity, with the role of guidance and counseling teachers in fostering reflective-critical thinking, building self-confidence, and encouraging the expression of ideas and moral values through discussion, evaluation, and reflection.

The creative dimension is instilled by providing suggestions for students to generate creative ideas and encouraging them to produce authentic ideas through idea evaluation and reflection. The interviews' findings align with previous research by Lestari et al. (2023), which showed that guidance and counseling teachers encourage student creativity by facilitating their ideas and work. This enables students to explore and implement moral values through real projects. With guidance and counseling, teachers can help students create reflective, responsible, and creative projects (Rahim & Hulukati, 2021).

d) The Impact of P5 Implementation on Student Behaviour

Based on the interview results, it appears that the implementation of the Pancasila Student Profile Strengthening Project (P5) has succeeded in fostering student character traits such as self-confidence, creativity, independence, cooperation, responsibility, concern for the environment, appreciation of diversity, and solidarity. Students have become more open, creative, and collaborative and enjoy a learning process that is not monotonous. However, the optimal impact of P5 is still limited due to the minimal involvement of guidance and counseling

teachers and the absence of some students in the implementation of P5, which can affect their motivation and attendance in class. Nevertheless, guidance and counseling teachers continue to play a role in helping students face difficulties, even though the scope of their support is not yet evenly distributed.

4. RESEARCH IMPLICATIONS

Theoretical implications refer to the contribution of research results to developing theory or scientific literature. The interview results show that guidance and counseling teachers have significant potential in shaping student character through guidance and counseling services that align with the dimensions of the Pancasila Student Profile. This supports the theory that guidance and counseling are integral to character education. Although theory states that guidance and counseling teachers have an important role in character education, in reality, guidance and counseling teachers are not formally involved in the P5 implementation team. These findings form the basis for developing a theory of cross-functional participation in project-based education. The lack of coordination between guidance and counseling teachers and the P5 team indicates a need to develop a systematic collaborative model between guidance and counseling teachers, homeroom teachers, and other subject teachers in the context of P5.

The practical implications relate to directly applying research results in school or educational settings. The findings show that guidance and counseling teachers only play a passive role (monitoring and motivating), even though they have great potential in providing guidance services that can improve the success of P5. Guidance and counseling teachers need to be given space to provide more targeted services, such as career services, individual counseling, and classical counseling, which are relevant to P5 activities. The absence of a joint evaluation forum is an obstacle to comprehensive reflection. Schools need to develop cross-teacher reflection SOPs that involve guidance and counseling teachers. In order to provide optimal support, guidance, and counseling, teachers need to improve their understanding of P5, especially in the context of their strategic role as character builders.

Managerial implications relate to school policy and management in managing P5. School management needs to reevaluate the P5 organizational structure and explicitly define the role of guidance and counseling teachers in the P5 work plan, not only as homeroom teachers. The lack of communication between elements impacts the fragmentation of implementation. A structured and periodic coordination system is needed. Management needs to develop an integrated monitoring system between subject teachers, homeroom teachers, and guidance counselors so that the implementation of P5 is practical and comprehensive.

Methodological implications concern the methods and approaches used in the research and recommendations for further research. In-depth interviews successfully revealed hidden aspects such as the lack of involvement of guidance and counseling teachers, informal roles, and coordination constraints, which are not easily revealed through quantitative surveys. This study is based on a single informant, so generalising the results to all guidance and counseling teachers or other schools is still limited. Further studies are recommended using a collaborative case study approach between guidance and counseling teachers, P5 coordinators, students, and parents to gain a more comprehensive understanding.

5. CONCLUSION

Based on the research results, guidance and counseling teachers at SMAN 2 Majalengka have a good understanding of the Pancasila Student Profile Strengthening Project (P5) as part of the Merdeka Curriculum. P5 aims to shape students' character and competencies based on Pancasila values and is considered a project-based co-curricular activity that provides meaningful learning experiences. Although guidance and counseling teachers understand the essence of P5 in relation to strengthening student character, they are not directly involved in the planning or implementation of this program.

However, despite their good understanding, the involvement of guidance and counseling teachers in implementing P5 is limited. Their role focuses more on their duties as homeroom teachers and student development monitors, without involvement in the P5 team. The guidance and counseling services provided are mostly individual services, such as helping students who experience anxiety, difficulties in group work, or lack confidence. Nevertheless, guidance and counseling teachers still provide classical guidance, motivation, and character building, such as discipline, responsibility, and self-confidence, even though they are not directly involved in the P5 project.

Implementing P5 at SMAN 2 Majalengka in the second grade showed obstacles in coordination between the parties involved, such as teachers, students, and the curriculum department. The involvement of guidance and counseling teachers was still limited, with most involvement from subject teachers. Nevertheless, the implementation of P5 has had a positive impact on students, such as increasing their self-confidence, creativity, social aware-

ness, and environmental awareness. In addition, students have also become more open to accepting cultural differences and more capable of developing ideas and innovations in groups. In the future, efforts are needed to increase the involvement of guidance and counseling teachers in the planning and implementation of P5 in order to provide more integrated and optimal guidance.

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AUTHOR CONTRIBUTION STATEMENT

The author is fully responsible for the entire research process, from problem formulation, literature review, research design, data collection and analysis, interpretation of research results, and preparation of conclusions and recommendations, to writing this scientific article. All of these contributions were made independently without the involvement of other authors.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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