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IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT (P5) IN EARLY CHILDHOOD EDUCATION

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Abstract
Early childhood education focuses on character or personality development for children. The existence of the independent curriculum, namely P5, is a new program in the world of education. Project-based learning applies a number of project activities in preschool teaching not only to help improve knowledge and scientific fields, but these activities are more in-depth to prepare children to face various challenges in the future. This study uses qualitative research with descriptive methods. Data collection techniques using Interviews, Observations, and Documentation. Data analysis through Data Reduction, Data Presentation, and drawing conclusions. The data validity method uses Source Triangulation and Technique and Time Triangulation. Research results: 1) Planning the Pancasila Student Profile Strengthening Project in PAUD through several steps: forming a facilitator team, identifying the level of readiness of educational units, determining dimensions, themes and time allocation, compiling project modules. 2) Implementation of the Pancasila student profile strengthening project in PAUD, namely preparing learning resources, introduction, project work, practice and reflection. 3) Evaluation of the Pancasila student profile strengthening project in PAUD, namely evaluating the process during the implementation of the project.
Keywords: Implementation, Pancasila Student Profile Strengthening Project, P5

INTRODUCTION

As an effort to realize the quality of education and the goals of quality education, national education in Indonesia implements various aspects of development in forming increased abilities and the formation of dignified character in students. (Sumarsih et al., 2022) . The development aspects in the world of education are based on the demands of the global era which requires humans to improve human resources in facing global challenges and obstacles (Ahid, 2006). Therefore, to face the challenges and obstacles, Indonesian society needs a basic foundation from an early age through early childhood education, which can develop self-quality.

Preschool education also plays an important role in the era of globalization. Indeed, in early childhood education, children are prepared to be able to face various global challenges in the future (Primayana, 2019) . Then, at this stage of education, aspects of child development in the form of religious, socio-emotional, physical-motor, cognitive, and linguistic values will also be developed to prepare children to reach higher levels of education.

Education provided during early childhood is basically an effort to provide comprehensive development facilities to children (Nufus, 2016). Primayana (2019) argues that the learning process in PAUD is not just a process of increasing knowledge and scientific fields. Development is not only cognitive or academic, but also focuses on character or personality development in children (Primayana, 2019) . Based on the reality, most learning models in the world of education in Indonesia, especially preschool education, tend to prioritize academic values. These academic

values include a greater emphasis on developing children's reading, writing, and arithmetic skills. Most people and even some stakeholders in the field of education still do not understand the nature of the early childhood education process.

Based on the problems related to educational inequality in children of that age, the government implemented a solution to change the education system in Indonesia. The government has made many changes in the field of education so that the learning process for children is balanced between the development of knowledge and the formation of personality values in children. Many changes have occurred in the world of education, the school curriculum is real evidence of the transformation of national education.

In addition, children can develop their potential based on their interests and talents (Marisa, 2021) . Therefore, the presence of the independent learning program is considered a process of revitalizing education in Indonesia. Based on the learning concept carried out in the independent curriculum, students will get an increase in quality in the field of skills. Not only having skills, students also have creative and innovative abilities in various fields, have good ethics and positive social skills (Prameswari, 2020).

The concept of the independent curriculum is also very relevant to the implementation of early childhood education. (Retnaningsih & Khairiyah, 2022) stated that the implementation of the independent curriculum in the world of early childhood education prioritizes children's academic development without reducing or limiting their right to play. Following the view also discusses the learning concept designed by the independent curriculum, which positively carries the concept of developing the potential of all children according to their world, getting to know games (Prameswari, 2020) .

On the other hand, with the existence of one of the independent curricula, namely the Pancasila Student Profile Strengthening Project (P5), the personality of students is strengthened again through a number of project activities (Retnaningsih & Khairiyah, 2022) . This improvement project is highlighted through the theme of the Pancasila Student Profile Improvement Project implemented by the Ministry of Education and Culture. Implementing a number of project activities in preschool teaching not only helps improve knowledge and capacity related to scientific fields. However, these activities are more in-depth, preparing children to face various challenges in the future.

Based on the overall explanation above, involving expectations about preschool education and the presence of independent research programs and projects in one of the programs. The structure aims to strengthen the profile of Pancasila students, this study will look deeper into how both of these things. This study will conduct a study in the form of analysis, especially how the implementation of the Pancasila Student Profile Strengthening Project (P5).

Thus, based on the explanation above, this study examines in more depth the implementation of the Pancasila Student Profile Strengthening Project. Implementing the independent curriculum and character development in accordance with the Pancasila student profile, namely the PAUD Terpadu Alam Berbasis Karakter “Sayang Ibu” Banjarmasin. The PAUD Terpadu Alam Berbasis Karakter “Sayang Ibu”is one of the educational institutions that has uniqueness in Banjarmasin, namely in its learning system using an integrated concept between character-based learning and learning to

develop children's academic and social abilities, many parents trust their school children in that place starting from their older siblings to their younger siblings, this school also has a guarantee of quality graduates with character and is the only school where learning is carried out in the wild and open, making it easier for children to move, explore in learning. The school environment that allows students with other educational unit residents to get used to and get used to, build and develop daily activities that reflect the embodiment of values/characters that have been applied in the school.

Curriculum development in the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu"refers to the national education goals by considering regional characteristics, characteristics and conditions of educational units, and the needs of students. To realize this, an Operational Curriculum Development Team was formed consisting of foundation management, teachers, principals and school committees. Creating learning tools This program that will be implemented is to create learning tools that will be used by teachers to maximize the learning process. The tools are in the form of teaching modules, lesson implementation plans (RPP), and learning media. With this program, it is hoped that teachers can maximize the learning process and can adjust conditions and still be able to carry out learning even with limited conditions and children can understand well and foster interest in learning in children.

Similar Research on the Pancasila Student Profile Strengthening Project: A New Orientation of Education in Improving the Character of Indonesian Students. Once conducted by (Safitri et al., 2022), the existence of the Pancasila Student Profile Strengthening Project in the independent curriculum is considered a new direction in the world of education. Indeed, the results of the analysis show that the Pancasila student profile strengthening project in the independent curriculum is a hope in the world of education to develop the values of student personality treatment in Indonesia.

In addition, similar research on the Implementation of the Pancasila Student Profile Strengthening Project Against Six Character Dimensions in PAUD It has been conducted by (Afipah & Imamah, 2023) shows that the implementation of P5 in Sejahtera Kindergarten has been carried out on the themes 'I love the earth' and 'my imagination'. Each theme that is implemented goes through the initial, development and conclusion stages. In general, the planning, implementation and conclusion of the project went smoothly and had a positive impact on the six dimensions of the Pancasila student profile character. Thus, the Pancasila student profile strengthening project can accustom students to having early childhood characters and can be one solution in producing a generation of Indonesians with character. Therefore, this study aims to describe the implementation of the Pancasila student profile strengthening project in PAUD

METHOD

The implementation of this research used a qualitative methodology with a descriptive approach, because the researcher attempted to describe, explain, and answer questions about the phenomena or events that the researcher attempted to describe (Sugiyono, nd) about the implementation of the Pancasila student profile strengthening project. The subjects of this study were the principal, class teachers of group A and B of the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin, to find out information about School Profile Data, planning,

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implementation, evaluation of P5 activities on the Implementation of the Pancasila student profile strengthening project in the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin in groups A and B.

The data collection techniques were observation, interviews, and documentation. Interviews were conducted in depth and documentation was obtained from recordings, photos, videos, field notes, and institutional documents.

Data collection tools in the form of observation sheets, researchers themselves, and interview instructions. data reduction, data presentation, and drawing conclusions. Validity of the data used Credibility,Transferability, dependability, komfirmability.

The data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions.

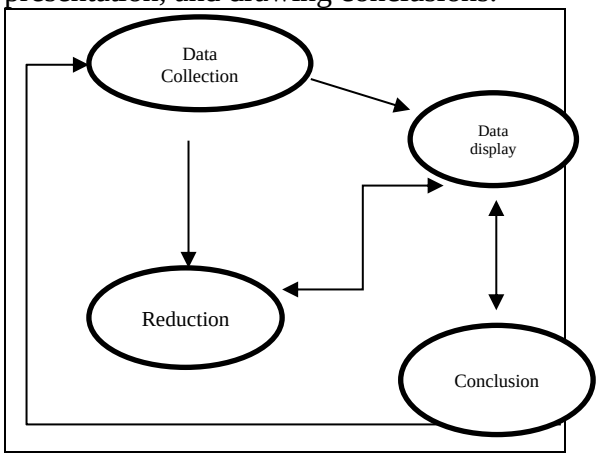

Figure 1. Data Design and Analysis according to Miles and Huberman (Sugiyono, 2022)

RESULTS AND DISCUSSION

Researchers conducted research at the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin using observation, interview, and documentation techniques, so the following data will be presented.

Implementation of Pancasila Student Profile Strengthening Project Planning

Implementation planning of the project to strengthen the profile of Pancasila students in the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin Consists of 5 stages, namely 1) Forming a project facilitator team to strengthen the Pancasila student profile, 2) Identifying the level of readiness of educational units, 3) Designing dimensions, themes, and time allocation for the Pancasila student profile strengthening project, 4) Compiling project modules, and 5) Designing a strategy for reporting project results. In this planning stage, several important things were obtained, including the implementation of the Pancasila student profile strengthening project carried out in 2 themes according to the conditions of the school and the child. The themes taken in the 2023/2024 academic year are I Love Indonesia and We Are All Brothers. This can be strengthened through direct interviews as follows.

The theme was chosen by the principal:

> "To determine the theme, we first look at the characteristics of the child, the theme in one year we raise two themes per semester, one theme, if last semester we took the theme I Love Indonesia, now we are raising the theme we are all brothers, the time to work on it is one month."

This is in line with the explanation of the Class Teacher for Group B as follows.

> "In 1 year, the project is minimized to have two projects or two themes, so we do a big project at least 1 in one semester, well before we start the project, we introduce the children first through video, then the project theme I love Indonesia, the banana project and for now we are raising the theme we are all brothers. It is hoped that our students, our stars can continue to improve their abilities in P5, so our hope is that P5 is an activity that makes children remember until they grow up later"

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After the theme is determined, the teacher will continue by determining the project learning flow or creating project activity stages, this flow can develop to adjust the ideas that arise. Time allocation is included in the learning flow by taking 1 month in 12 project activity meetings for one project theme. Planning continues by creating a teaching module equipped with activity objectives, character dimensions to be achieved and project learning stages.

Implementation of the Pancasila Student Profile Strengthening Project

In the implementation stage, PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin divides activities into two semesters. The odd semester is used to implement the project for the theme "I Love Indonesia" with the sub-theme Banana. While the even semester is used to implement the project theme "We Are All Brothers" with the sub-theme Sharing with those in need. The implementation of the project on the theme "I Love Indonesia" with the sub-theme Banana aims to introduce students to traditional food or local culture, and students' search for creative solutions. For each stage of carrying out the project, it is done by inviting students to watch videos from YouTube according to the theme of the project to be carried out. In the process, the teacher invites students to discuss according to the video they watch. The next activity is students are invited to the nearest traditional food making place. The teacher stimulates students to dare to express their opinions or ask questions about traditional food. The conclusions from the documentation can be strengthened by the results of interviews with the principal who said that:

> " To determine the theme, we first look at the characteristics of the children, what are their needs, why did we raise the theme of chicken because seeing the chicken children's provisions, it means that children must be explored so that they know what this chicken is like, the types of chicken, what can chicken be processed into, so that they can see, right, they know what provisions they call Rocket chicken, even though it is fried chicken given flour, and some like nuggets, so that children know and get information on making nuggets, how to make flour chicken, how to make soto banjar, well that raises local culture, traditional Banjar food, the same as the banana project. There are projects to make banana pais, banana bread, banana kolak, well that also raises local culture and traditional food so we raise a theme that is close to children but children don't know that, to develop their knowledge about that, that's why those projects are raised, usually the activity to start a project is watching a video, we show the video from YouTube. After watching the video they are invited to discuss. Ask each other questions about the contents of the video, after that the child is invited to a place according to the theme we have chosen, for example to the nearest traditional food place or soto stall."

The implementation is the theme "We Are All Brothers" sub-theme with the sub-theme Sharing to those in need. The goal is to invite students to learn to empathize with others, students can identify and process information about the meaning of sharing, students can get used to sharing with people around them. In this theme, students are inspired by a series of activities that can stimulate curiosity, enrich experiences, strengthen creativity and strengthen student communication. The initial stage of the project is carried out by inviting students to watch videos, then the teacher invites children to collect used clothes that are still suitable for use, the next activity is making and decorating a place for used clothes, the middle stage of the project students are invited to the Sunday morning market to observe traders selling used clothes, continued with bazaar activities where students will sell to invited

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guests as they see at the Sunday morning market, from the results of the bazaar sales the teacher will invite group B students to buy basic necessities so that they can be distributed to those in need. This opinion is further strengthened by the results of interviews with class B teachers.

> "For the project stages, we are all brothers and sisters, the plan is to have 12 meetings in one month, for group B and A projects it is slightly different, for B, the first stage is the project to watch a video about the diversity of ethnic groups, social and culture in Indonesia, after watching it we sharpen the children's memories while watching the video. Then the second stage is also the same as watching a video but the video is different, namely a short story about a poor family and a Nussa Rara video about giving alms. The tools we need are laptops and LCDs, tables, chairs, play money, hats, markers such as ticket sellers, cashiers, and ticket recipients, seat numbers, cashier writing and others, so the project stages are like watching a mini cinema in Paud Alam, well there the children are divided into tasks, some are buyers and sellers of tickets, some are receiving cinema tickets, then some are cashiers, and the officers are from group B, the buyers are from group B and from group A, KB. Then the third stage is watching an animation of used clothes. Next, the fourth stage is to tell the children and parents to collect used clothes that are still wearable that the children have, to tell the parents two days before and remind them again one day before so we always remind the parents, so that the parents can prepare in advance and tell the children the day before. The fifth stage is to make a place to store used clothes that are still wearable according to the type of clothes from used cardboard, now for the cardboard we prepare it with the cardboard decorations such as origami, glue, and markers. The next stage is our visit to the Sunday market in the morning, the aim is to observe traders who sell used clothes. Next, the seventh stage is we do a reflection during the visit to the morning market and the children classify used clothes that are still wearable according to their type. The eighth stage is to watch the types of clothes and plan the implementation of the clothing bazaar. The ninth stage is preparation for the implementation of the clothing bazaar at school. The tenth stage is conducting a used clothing bazaar activity that is still suitable for use, then the eleventh stage is inviting children to buy basic necessities from the sale of used clothing bazaars to be distributed to people in need, and the last stage is giving basic necessities from the sale of used clothing bazaars to people in need. Well, those are the stages of the group B project."

Meanwhile, from the interview results, one of the class A teachers said that:

> "So for the implementation of Group A, we are more to introduce because Group A is an impact of Group B, the stages of project implementation in Group A are almost the same as Group B but there are some differences, for example, if for Group B it is a visit to the Sunday market while for Group A we watch a video from Group B's visit to the Sunday Market, then for Group B the plan is to buy basic necessities from the proceeds of the sale of used clothing bazaar while in Group A they watch a video of buying basic necessities. So, the project in Group A is more to introduce"

In this implementation step, the teacher prepares materials and tools, gives students provocative questions to explore problems in the environment around the students related to the theme of the project being carried out, provides an explanation of the theme, works on the project, monitors students and reflects. During learning, students are given the opportunity to be confident, creative, independent, and share with others.

The differences and similarities between the implementation of the project in groups A and B are in the way the material is delivered, where group A uses more laptop and LCD media, and uses the lecture method, namely a brief explanation from the teacher. While group B uses TV

media, through the lecture method with a brief explanation from the teacher, and goes directly to the field.

Implementation of the Evaluation of the Pancasila Student Profile Strengthening Project

At the evaluation stage, the teacher carries out the evaluation process through observation during the learning activities. This evaluation is not based on the results of the work alone but the process of strengthening the Pancasila student profile, in general, is: 1) determining a suitable project topic to be applied so that children have the motivation and are able to carry it out, if each child has the motivation to carry out learning activities, then the child can be enthusiastic to follow all series of learning activities (Aslamiah, 2023) . 2) time allocation, the duration of the project implementation is different from the predetermined schedule. Meanwhile, the solutions found by the facilitator teams from these obstacles include : 1) Consulting with parents, 2) looking for references and adjusting to the theme, and also seeing the conditions around the child. In addition, from the evaluation of the process, it is also known that the impact of the implementation or implementation of the Pancasila student profile strengthening project includes : 1) The impact of the implementation of the Pancasila student profile strengthening project is not only felt by teachers or students, but also by parents. In our project we are all siblings, parents also help collect their clothes, 2) students are more orderly during project learning, 3) Forms students' creativity.

DISCUSSION

Implementation of Pancasila Student Profile Strengthening Project Planning

The formation of a project facilitator team consisting of class teachers who work together with other teachers to identify the level of readiness of this educational unit is in accordance with the development guidelines for strengthening the profile of Pancasila students issued by the Ministry of Education, Culture, Research, and Technology which explains that the project profile facilitator team consists of a number of educators who play a role in planning, implementing, and evaluating the profile project. The number of facilitator teams can be adjusted to the conditions and needs of the educational unit. The head of the educational unit together with the facilitator team reflects and determines the level of readiness of the educational unit.

The formation of this team is also strengthened by the theory put forward by Salsabila and Novitawati. The learning process must require planning in order to realize or be expected to run smoothly and achieve the results we want (Salsabila & Novitawati, 2021). With the presence of teachers in fostering and motivating children in the learning process, teachers become facilitators to make learning meaningful, effective, and enjoyable (Amelia & Cinantya, 2024) .

Professional teachers can apply various or varied methods, strategies, and innovative and creative learning techniques (Ramadina & Cinantya, 2022) A professional teacher must be able to reflect himself as a professional who demonstrates abstract thinking skills and commitment to his profession (A. Suriansyah et al., 2015) . Where the selected facilitator team is the class teacher, and collaborates with other teachers. In line with (Rohmawati, 2015) Learning effectiveness is a measure of a school's success in providing education, so it is very necessary to have learning efforts that can arouse children's interest and willingness in learning activities to develop all their potential. Children are said to be learning when there is activity, namely with

physical movement, use of children's senses, and physical or mind involved in the learning process (Rezkya & Faqihatuddiniyah, 2024) .

The activity of formulating dimensions, themes and time allocation of the project where in the findings it is known that the theme taken in the odd semester is used to carry out the project for the theme "I Love Indonesia" with the sub-theme of Bananas. While the even semester is used to carry out the project on the theme "We Are All Brothers" with the sub-theme of Sharing with those in need. The implementation of the project on the theme "I Love Indonesia" with the sub-theme of Bananas aims to introduce students to traditional food or local culture, and the search for creative solutions for students. For each stage of carrying out the project, it is done by inviting students to watch videos from YouTube according to the theme of the project to be carried out. In the process, the teacher invites students to discuss according to the videos they watch. The next activity is that students are invited to the nearest traditional food making place. The teacher stimulates students to dare to express their opinions or ask questions about traditional food.

Learning can be said to be successful and of high quality if all children are actively involved physically, mentally, and socially in the learning process (Gustiansyah et al., 2020) . Teachers have an important role in the success of children's learning at school because they can help children achieve their life goals well (Iryanti, 2023).

The results of education that change can be seen from the personalities of education service users (students) (Purwanti, R., Suriansyah, A., Bachri, A. A., 2025)

Teacher mus have work commitment, becauce work commitment is an exchange correlation between individuals and the work organization, binding individuals to the organization in exchange for salary and other rewards (Purwanti, Suriansyah, et al., 2024). Teacher professionalism is upheld by expertise, commitment, and skills (Hayati et al., 2024; Purwanti, Aslamiah, et al., 2024; Purwanti, Suriansyah, et al., 2024)

Teacher as leader in learning refers to the ability to influence, motivate, and mobilize others to achieve certain goals, Leadership is part of management and also an important aspect, understand complex dynamics and design leadership strategies (Halimatussa'diyah et al., 2024; Purwanti, Aslamiah, et al., 2024). Educators in early childhood education must build on a child's potential to address future creative problems (Irma, Asniwati, Ratna Purwanti, 2023; Sitti Sarah, Darmiyati, 2023). Early age is a good time to be given stimulation (Norsafitri, A., & Purwanti, 2024). Teachers are a critical component of learning success (Adriyani, Darmiyati, 2024; Ramadhani, Tasya Amelia, Purwanti, 2024).

The role of teachers in creating a pleasant learning environment for children can influence the formation of an effective and efficient learning atmosphere for children's learning (S. Salsabila & Purwanti, 2023) . Children are positioned as learning subjects until they can gain knowledge and experience (Permatasari, 2022) Therefore , an innovative learning strategy is needed to provide children with the opportunity to be independent compared to a learning strategy that is centered on the teacher (Hasanah, 2018) . In line with what was conveyed by (Shafira & Sakerani, 2023) , the increase in child development is due to the use of child-centered learning by teachers during the teaching process.

The next step in planning is to compile a project module, this is in accordance with the project guide that educators are free to create, choose, and modify existing project

modules according to the context, characteristics, and needs of students. In this case, the facilitator team of the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin has created its own module according to the needs which is then made into a project guide which in some cases contains several components containing themes, topics, materials and tools needed and steps.

From the findings above, it is in accordance with the theory presented by (Suriansyah & Maimunah, 2019) that early childhood education is carried out according to the child's development level and characteristics so that the education process is informal and responsive to individual differences in children and through activities that take place in a playful atmosphere. The success of children's learning depends on the teacher's efforts in providing direction or guidance and assistance to the learning process (Aslamiah et al., 2022) . Because teachers deal directly with children, teachers also determine a learning model and learning media that can influence the learning process (Sabila & Wahyudi, 2023) .

The last in the planning stage is to prepare an evaluation tool or prepare a strategy for reporting project results. Regarding the evaluation tool, Made Wena also stated that the evaluation tool must be designed completely, each type of work needs to be made an evaluation tool, thus the evaluation tool can be used to measure the overall work ability of students.

From the discussion above regarding the planning stage of the project to strengthen the profile of Pancasila students in the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin, there are several stages or steps that are in accordance with and less in accordance with the theory. Formation of a facilitator team, identifying the level of readiness of educational units, determining the theme, objectives and time allocation of the project, making a project guide that has been adjusted to the needs are in accordance with the theory and guide. However, the absence of a clearly formulated strategy or evaluation tool has caused a discrepancy in the findings and theories presented. This discrepancy arises because the facilitator team does not clearly detail the objectives to be achieved, namely what dimensions of the Pancasila student profile are to be achieved and does not clearly detail what evaluation tools and types of work will be used to measure the abilities of their students.

Implementation of the Pancasila Student Profile Strengthening Project

Implementation is an activity carried out after planning is made. Based on the researcher's findings through interviews, documentation and observations of the implementation of the Pancasila student profile strengthening project at the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin with the theme We Are All Brothers and Sisters with the sub-theme Sharing with those in need shows the syntax for the implementation of the Pancasila student profile strengthening project as follows:

a. Prepare learning resources that include the tools and materials needed to create a project.
b. Delivery of material related to the theme, topics and activities to be carried out.
c. Working on a project
d. Conduct reflection and share project results

From the findings above, it has begun to be in accordance with the theory presented by Made Wena as follows: There are several activities that must be carried out at the project implementation stage, including 1) Preparing the necessary

learning resources, 2) Explaining project tasks and working drawings, 3) grouping students, 4) working on the project. In line with (Anggreani, 2024) which states that increasing children's activity is not far from and is related to the selection of appropriate learning techniques by educators to make children more dynamic in educational experiences, for example choosing models and media that are suitable for learning. This is in line with the journal (Norhikmah & Rini, 2022), namely by using a model offered by a teacher to be able to increase children's activity, so that teachers can help children improve their ability in problem solving, funds can increase children's motivation, and can also provide a learning experience that can involve children.

From the findings and theories above, it can be concluded that the implementation of the Pancasila student profile strengthening project at the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin for the 2023/2024 academic year strengthens Made Wena's theory of preparing learning resources by informing and instructing students regarding the materials and tools needed to implement the project the day before. Explaining material related to the theme, topic and steps for implementing the project. The delivery of material in Groups A and B uses themed videos and asks provocative questions that build student awareness.

Implementation of the Evaluation of the Pancasila Student Profile Strengthening Project

Based on the researcher's findings through interviews with Rahmi, Nurul, and Munir, it shows that the three of them in the evaluation of the implementation of the Pancasila student profile strengthening project only used one type of evaluation, namely process evaluation. There is no evaluation tool designed because this project learning is still new, the teacher also realizes that this is homework that must be done immediately. As for the process evaluation carried out, it includes attitudes, student activity, group cooperation during the learning process.

Activities carried out by teachers regarding reflection on learning activities that have been carried out through evaluation of success or failure in achieving the desired or expected learning objectives, so that they are used as material for improvement to find errors in the previous learning process, in order to improve each activity in the implementation steps of learning carried out by a teacher (Samiyah & Anggraeni, 2021) .

Based on the findings of researchers and the theories that have been presented, it can be seen that the findings in the project evaluation are not in accordance with the theories that have been presented, although the process evaluation has also been carried out through observations during learning activities, there needs to be a form of evaluation that is clearly structured so that it can facilitate teachers in the assessment and can also be used as accurate data for consideration of future program follow-up. However, this process evaluation does not mean it is completely wrong. Process evaluation is an evaluation that is intended to see the implementation process, both regarding the smoothness of the process, compliance with the plan, inhibiting factors that arise in the implementation process, and the like.

In general, research has determined that the implementation of the project to strengthen the profile of Pancasila students (P5) in the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin has the potential to increase innovative learning processes in instilling character values and following current learning trends with learning that is enjoyable, satisfying and can

be implemented by children in everyday life.

Thus, the results obtained in the implementation of the Pancasila student profile strengthening project have a positive and very significant, effective and enjoyable impact. Thus, the implementation of the Pancasila student profile strengthening project (P5) in the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin, has experienced significant changes, so that the study agreed not to be continued because it meets the indicators of the level of achievement of child development,

CONCLUSION

Based on the research, the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin has implemented a project to strengthen the profile of Pancasila students (P5). The stages that the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin went through in planning were forming a project facilitator team to strengthen the profile of Pancasila students, identifying the level of readiness of educational units, designing dimensions, themes, and time allocation for the project to strengthen the profile of Pancasila students, compiling project modules, and designing strategies for reporting project results. The instillation of the project to strengthen the profile of Pancasila students in early childhood was carried out with project activities in the form of watching videos that were in accordance with the theme, then continued with discussions, continued with direct field activities or practice, and closed by carrying out the peak activity of the theme. The chosen theme is "I Love Indonesia and We Are All Brothers. The core of the implementation of the theme I love Indonesia is to introduce local culture, while the theme we are all brothers is to identify and process information about the meaning of sharing. with the project to strengthen the profile of Pancasila students, it has a very good impact and is not only felt by teachers or students, but also by parents of students. It can be concluded that the implementation of the project to strengthen the profile of Pancasila students has been carried out at the PAUD Terpadu Alam Berbasis Karakter "Sayang Ibu" Banjarmasin

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