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EFFORTS TO IMPROVE STUDENTS' INTEREST IN LEARNING MATHEMATICS THROUGH THE INTEGRATION OF THE PANCASILA STUDENT PROFILE PROJECT (P5) AT SMP NEGERI 21 KOTA BEKASI

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ABSTRACTS

This study aims to describe the implementation of the integration of the Pancasila Student Profile Project (P5) in mathematics learning and its impact on students' learning interest. Using a qualitative approach with a case study design, the research was conducted at SMP Negeri 21 Kota Bekasi. The research subjects consisted of the mathematics teacher, the principal, and students, selected purposively. Data collection techniques included interviews, participatory observation, and document analysis. The results showed that the integration of the P5 project had a positive impact on increasing students' interest in learning mathematics. Students became more active, enthusiastic, and felt that the learning process was more meaningful as the material was connected to real-life contexts. The teacher acted as a facilitator in designing collaborative and contextual learning. Supporting factors in implementation included principal support, teacher involvement, and positive student responses. Meanwhile, the challenges faced included limited time allocation, varying levels of teacher readiness, and limited facilities and infrastructure. Overall, the integration of P5 aligns with the objectives of the Merdeka Curriculum, which emphasizes character building and 21st-century competencies.

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A. INTRODUCTION

Mathematics is often perceived as a difficult and boring subject by junior high school students. Low interest in learning mathematics is a common problem that affects learning outcomes. One innovative approach to address this challenge is the integration of the *Pancasila Student Profile Project* (P5) into mathematics instruction. P5 is designed to develop students' character and competencies through contextual, thematic, and cross-disciplinary activities (Kurniawan & Wijarnako, 2023).

Mathematics plays a vital role in developing logical, analytical, systematic, and critical thinking skills (Irwan Maulana, 2023). However, in practice, it is frequently seen as abstract, intimidating, and disengaging by many students—especially at the junior high school level—leading to low learning motivation and unsatisfactory academic performance. This phenomenon is not only observed nationally but is also present in various educational institutions, including SMP Negeri 21 Kota Bekasi. Initial observations and informal interviews with mathematics teachers at this school reveal that many students show a lack of interest in mathematics learning. They tend to be passive, show little enthusiasm for solving problems, and find it difficult to relate mathematical concepts to real-life contexts. One solution to this issue is the implementation of the P5 program. Traditionally, Indonesia's education system has focused more on the cognitive domain (knowledge), often neglecting the affective (attitudes) and psychomotor (skills) aspects (Alliya Imani Zahra et al., 2024).

This situation demands innovation in learning approaches that not only emphasize cognition but also pay attention to students' affective development, especially in fostering learning interest (Chairunnisa Sagala et al., 2023). An effective approach to address this issue is the implementation of P5, as mandated in the *Merdeka Curriculum* (Siti Nurwita Sekar Suci et al., 2024). P5 is an integral part of the *Merdeka Curriculum* aimed at developing Indonesian students who are faithful, global-minded, independent, critical thinkers, collaborative, and creative. Through real-world project-based learning, students are encouraged to engage in contextual, collaborative, and reflective learning. Integrating P5 values into mathematics can make learning more meaningful and engaging. Moreover, P5 projects have been shown to foster entrepreneurial motivation among students (Kurniawan & Wijarnako, 2023).

In this context, mathematics teachers are expected to design project-based learning that not only conveys abstract concepts but also provides real-life learning experiences. For instance, projects such as calculating healthy meal budgets, creating environmental survey graphs, or simulating small businesses using mathematical concepts like capital, profit, and percentages can stimulate curiosity, improve engagement, and enhance the overall meaning of learning mathematics (Alliya Imani Zahra et al., 2024; Datunsolang et al., 2025). As an early adopter of the *Merdeka Curriculum*, SMP Negeri 21 Kota Bekasi holds great potential for developing P5-integrated mathematics learning. With strong school management support, innovative teachers, and an open-minded learning environment, this school provides a relevant setting to explore how P5 can enhance students' motivation to learn mathematics (Fathurrahman et al., 2024).

The *Merdeka Curriculum* was designed to reform and recover Indonesia's education system toward a more meaningful and student-centered learning model. Its implementation—particularly the P5 component—offers valuable insights for evaluation and continuous improvement (Palangda et al., 2023). As a co-curricular

initiative, the P5 program reinforces and deepens classroom material, aligns with graduation competency standards, and instills Pancasila values. Teachers serve as facilitators who guide students' exploration within the structured learning framework (Amanda et al., 2024). Ultimately, P5 aims to strengthen students' competencies and character through meaningful projects that embody the Pancasila student profile. However, implementing project-based learning requires adequate preparation and long-term commitment to be successful (Siti Nurwita Sekar Suci et al., 2024).

In today's globalized and technologically advanced world, the role of character education is increasingly crucial to balance technological progress and human development (Rediyono, 2024). The Pancasila Student Profile initiative emphasizes character building and life skills development through school culture, including intracurricular, extracurricular, and project-based activities. This aligns with the need for moral and character education in the Indonesian school system, especially in the face of growing ethical and behavioral challenges among students (Wini Widarini & Suterji, 2023).

In the context of mathematics instruction at SMP Negeri 21 Kota Bekasi, it was found that no P5 modules related to math topics were available, students were not motivated to learn independently, and many lacked conceptual understanding. Therefore, a structured design process is needed to create an initial module prototype. This is followed by the development phase, where the module undergoes validation and testing for practicality and effectiveness, based on student responses, observations, and learning outcomes. The final stage is dissemination, where summative evaluation ensures that the module improves learning outcomes and is ready for broader use (Datunsolang et al., 2025). Based on the above background, this study is important to systematically explore how P5 integration in mathematics learning can improve junior high school students' learning interest, especially at SMP Negeri 21 Kota Bekasi. The research is also expected to contribute practically to the development of contextual, humanistic, and curriculum-aligned mathematics learning models.

B. METHOD

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the implementation of the integration of the Pancasila Student Profile Project (P5) in mathematics learning at SMP Negeri 21 Kota Bekasi. This approach was chosen because it allows the researcher to explore the processes, dynamics, and contextual experiences of the subjects involved. The research subjects included the mathematics teacher, the principal, and students who were directly involved in the implementation of the project. They were selected purposively based on their direct experience and active participation in the activities. Data were collected through semi-structured interviews, participatory observation, and document analysis. Interviews were conducted to explore views and experiences related to project-based learning processes. Observations were used to examine students' engagement and the teacher's role during project implementation. Meanwhile, documents such as lesson plans (RPP), project modules, and students' work were analyzed to support the findings from the field. The data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. To ensure data validity, source and method

triangulation were applied, along with member checks to confirm that the interpretations aligned with the informants' actual experiences.

C. RESULT AND DISCUSSION

The research findings indicate that the integration of the Pancasila Student Profile (P5) project in mathematics learning was carried out through five stages: (1) selection of project themes; (2) lesson planning; (3) project implementation; (4) reflection and presentation; and (5) learning evaluation. The implemented projects included calculating healthy food budgets, measuring school waste, and conducting simple business simulations. Students demonstrated an increase in learning interest through active participation, enthusiasm, curiosity, and a more positive attitude toward mathematics.

The efforts to enhance students' interest in learning mathematics were structured in the following stages: (1) identifying the themes and dimensions of the Pancasila Student Profile; (2) integrated lesson planning; (3) in-class project implementation; (4) reflection and presentation; (5) evaluation and follow-up; and (6) impact on students' learning motivation in mathematics.

Identifying Themes and Pancasila Student Profile Dimensions

SMP Negeri 21 Kota Bekasi initiated several steps to increase students' interest in learning mathematics through theme identification aligned with the P5 dimensions. The initial step in integrating the P5 project into mathematics learning was choosing themes relevant to both real-life context and P5 dimensions. Selected themes included Sustainable Living, Entrepreneurship, and the Voice of Democracy, as these are relatable to mathematics topics such as statistics, ratio and proportion, probability, financial literacy, and measurement.

Integrated Lesson Planning

After identifying the project themes and P5 dimensions, the school—through a collaboration between the vice principal for curriculum, mathematics teachers, and the P5 team—designed lesson plans linking core mathematics competencies with project activities. The planning process involved setting dual learning objectives that address both cognitive (mathematical) and character (P5) goals, designing activities such as creating surveys, compiling graphs, calculating waste volume, and determining business profits, and developing authentic assessments that evaluate both the process and product of students' project work.

Classroom Project Implementation

In practice, students worked in small groups to complete real-life, context-based projects. These included calculating household water usage (volume & flow), conducting price surveys on healthy foods and graphing the data, and compiling simple business reports (capital, profit, percentage). The teacher acted as a facilitator in a collaborative, active, and problem-based learning environment.

Reflection and Presentation

Reflection played a critical role in project-based learning at SMP Negeri 21 Kota Bekasi. It helped students understand what they had learned, the challenges they faced, and the values and skills they developed. Reflection occurred individually and in groups, using methods such as reflective journals, open class discussions, Google Forms, or digital platforms like Padlet or Mentimeter. Presentations served both as academic accountability and a platform to strengthen students' communication and collaboration

skills. Presentations included written and visual reports with charts, graphs, and mathematical analysis using tools such as PowerPoint, videos, or physical prototypes. Where applicable, hands-on demonstrations were also conducted. Assessments covered mathematical competencies, P5 character values, and used detailed rubrics.

Evaluation and Follow-Up

A comprehensive and continuous evaluation was conducted to measure the project's effectiveness, the extent to which learning objectives were met, and perceptions of both teachers and students regarding P5 integration. Evaluation involved: (1) observing student engagement; (2) assessing the attainment of mathematical learning goals; (3) measuring the effectiveness of P5 integration. Tools included observation logs, student reflection forms, questionnaires, and interviews. Evaluation methods also included formative and summative assessments, authentic assessments, and portfolio reviews. These aimed to measure students' conceptual understanding, application of mathematics in real-life contexts, reasoning, and ability to present data logically. Follow-up actions based on these evaluations were taken to improve future projects, adjust teaching approaches, document findings, and disseminate successful practices.

Impact on Mathematics Learning Interest

The integration of P5 projects had a significant impact on students' motivation to learn mathematics. Students became more actively engaged as they were involved in projects relevant to their everyday lives. Activities such as measuring, calculating, graphing, and presenting results promoted emotional and intellectual involvement. The projects sparked greater curiosity and enthusiasm. Contextualized tasks made students see mathematics not just as formulas but as tools for solving real-life problems. Their attitudes shifted from fear to interest and enjoyment, as collaborative learning allowed them to explore rather than merely memorize. The projects also fostered greater independence and responsibility, with students taking ownership of their learning in both individual and group contexts. Overall, mathematics learning became more meaningful and beneficial.

Supporting and Inhibiting Factors

Several factors influenced the effectiveness of P5 integration in mathematics instruction. Supporting factors included: (1) a school policy aligned with the Merdeka Curriculum; (2) committed teachers and P5 team members; (3) student readiness for active and contextual learning; and (4) supporting infrastructure. SMP Negeri 21 Kota Bekasi actively implemented the Merdeka Curriculum and encouraged P5 integration even in subjects like mathematics. Teacher collaboration and innovation, as well as parental involvement in context-based projects, also enhanced success.

However, some inhibiting factors were identified: (1) limited class time; (2) uneven teacher understanding of P5; (3) wide variation in student abilities; (4) lack of teacher training on integrating P5 in mathematics; and (5) limited access to technology. Projects often required more time than regular lessons. Some teachers viewed P5 as an additional burden. Student abilities varied widely, making it challenging to design universally engaging projects. Furthermore, not all students had access to necessary tools such as laptops or calculators, especially those from underprivileged backgrounds.

Integration of the Pancasila Student Profile Strengthening Project (P5) as an Innovation in Mathematics Learning

Mathematics learning is often perceived as difficult, abstract, and boring by most students. This issue is quite serious, considering the vital role mathematics plays in the 21st century (Sani et al., 2025). Therefore, efforts to integrate real-life-based projects through the Pancasila Student Profile Strengthening Project (P5) represent a relevant and innovative approach (Amanda et al., 2024). Based on observations and interviews, this approach has proven effective in changing students' perspectives toward mathematics. Projects designed in the context of daily life—such as simple financial calculations, school environment surveys, and the creation of healthy food consumption graphs—make mathematics more tangible and functional.

This aligns with Thomas (2000) as cited in Alpata & Zainuri (2024), who stated that project-based learning allows students to apply academic concepts in real-world contexts, increasing their motivation to learn. The implementation of such projects also fosters collaborative, creative, and problem-solving-focused learning. Prior to integration, it is essential to identify themes relevant to the learning objectives. This identification ensures that the intended educational goals can be achieved effectively (Ani Qudsiatul Maula et al., 2024).

Significant Increase in Students' Learning Interest

The study results indicate that the integration of P5 into mathematics learning significantly improves students' interest in learning. Based on observation, interview, and documentation data, there is a notable increase in student engagement both cognitively and affectively. The increase is evident across three key indicators: attention, enjoyment, and active involvement (Aiman et al., 2022). First, students' attention to mathematics lessons increased significantly. They demonstrated greater focus during the learning process, particularly because the material was directly linked to real-life issues they face. When students perceive mathematics as relevant to their everyday lives, they become more interested and motivated to understand the concepts.

Second, the integration of P5 creates a more enjoyable learning atmosphere. Enjoyment arises from a contextual, collaborative, and creative approach. Students are no longer confined to abstract problem-solving but are challenged to think critically and formulate real solutions through project work. This fosters positive emotions towards math, which was previously seen as difficult and boring. Third, students' active involvement in learning is highly noticeable. They are no longer mere recipients of information but become active participants in designing, executing, and presenting their project results. Group work, class discussions, and final presentations offer students ample opportunities to express ideas and build self-confidence.

Moreover, increased interest in learning is closely tied to the reinforcement of Pancasila Student Profile values. Students learn to: (1) work in teams (mutual cooperation); (2) express ideas critically and logically (critical thinking); (3) provide creative solutions (creativity); (4) take responsibility for tasks (independence); and (5) appreciate diverse opinions (global citizenship and noble character). Thus, P5 is not only a medium for teaching meaningful mathematics concepts but also a platform for internalizing character values in line with the Merdeka Curriculum (Ambawani et al., 2024). This reflects the national education goals of fostering both academic excellence and 21st-century competencies and character development.

The Role of Teachers and Collaborative Planning

The success of P5 integration relies heavily on the active role and readiness of teachers in designing and delivering holistic learning (Habsy et al., 2024). Research at SMP Negeri 21 Kota Bekasi shows that mathematics teachers demonstrate strong competence in embedding P5 dimensions—especially critical thinking, independence, and creativity—into project-based learning activities. Lesson planning was done by aligning basic mathematics competencies with character values in the Pancasila Student Profile (Irwan Maulana, 2023). Teachers succeeded in connecting abstract mathematical concepts with real-life contexts relevant to students' experiences, thereby providing opportunities to develop both cognitive skills and character traits as mandated by the Merdeka Curriculum.

Additionally, the successful implementation is supported by collaboration between subject teachers and the school's P5 facilitator team. This collaboration spans planning, implementation, and evaluation phases of the projects (Firmansyah et al., 2024). Teachers work not in isolation but as part of interdisciplinary teams to determine project themes, P5 indicators, and assessments encompassing both academic and character aspects. However, observations and interviews revealed that a key challenge lies in the uneven readiness of teachers. Some still struggle to connect subject content with project-based activities that incorporate character development. This underscores the need for a pedagogical paradigm shift—from an output-oriented approach to a process-oriented one that emphasizes holistic student development.

This finding aligns with the Ministry of Education and Culture's guidelines (Kemendikbudristek, 2022), which emphasize that P5 project-based learning should focus not only on outcomes but also on student engagement, values developed during the project, and reflective learning. Therefore, ongoing professional development and intensive mentoring are essential for teachers, especially in: (1) designing curriculum- and character-based projects; (2) mapping P5 dimensions and sub-elements into learning indicators; and (3) conducting authentic assessments that evaluate cognitive, affective, and value dimensions (Pawero et al., 2022). Strengthening the teacher's role as both facilitator and character mentor is crucial to achieving effective P5 integration.

Supporting and Inhibiting Factors

The implementation of P5 projects in mathematics learning at SMP Negeri 21 Kota Bekasi is influenced by several enabling and limiting factors. Principal support plays a crucial role in fostering a positive climate for educational change (Falah et al., 2023). Principals not only provide policy space but also encourage teachers to try new learning approaches, offering flexibility in scheduling, resources, and moral support (Asmadi et al., 2023).

Another important factor is the teacher's enthusiasm and care in developing integrated project activities. Mathematics teachers actively incorporated P5 dimensions such as critical thinking, independence, and creativity. Collaboration between subject teachers and P5 facilitators strengthened both planning and implementation. Students responded positively. They found math more interesting and engaging because of the real-world, student-centered approach. The projects helped students understand mathematical concepts while enhancing communication, teamwork, and self-reflection (Tanggur, 2022).

However, challenges remain. A key barrier is limited instructional time. Projects require more time than traditional lessons, and teachers often struggle to meet curriculum goals within standard timeframes. Variations in teacher readiness also pose challenges, as not all teachers are equipped to link academic content with character-based project approaches. Furthermore, limited resources—especially access to technology—hinder project execution.

Nevertheless, these obstacles can be addressed through strategic planning and adaptive approaches (Diyan Yusri, 2021). Inter-teacher collaboration is vital for sharing insights and bridging skill gaps. With a collaborative and flexible mindset, P5 projects can be successfully implemented even in resource-constrained environments. Schools must continue supporting teachers through training and mentoring to ensure that P5 becomes embedded as a sustainable learning culture.

Relevance to Educational Goals and the Merdeka Curriculum

This study confirms that integrating P5 projects into mathematics learning is closely aligned with the goals of the Merdeka Curriculum. The curriculum aims not only to improve academic outcomes but also to develop character-rich, adaptive students prepared for modern challenges (Handayani & Safitri, 2023). Mathematics, once viewed as rigid and abstract, becomes more engaging and meaningful when connected to students' real-life experiences. Through P5, students are actively involved in their learning—not merely as recipients of knowledge, but as problem-solvers, explorers, and collaborators. This encourages critical and creative thinking while building responsibility and collaboration. The teacher's role also transforms. In P5 implementation, teachers shift from being the sole source of knowledge to facilitators who guide and nurture meaningful, contextual, and humanistic learning (Rediyono, 2024). This transformation aligns with the student-centered philosophy of the Merdeka Curriculum.

Ultimately, this approach supports Indonesia's broader educational vision: to produce well-rounded learners—not only cognitively skilled but also character-driven, socially conscious, and capable of contributing positively to society. In today's world, collaboration, integrity, and critical thinking are as vital as numeracy and reasoning (Chanifah et al., 2021). Hence, integrating P5 into mathematics learning is not only relevant but also strategic in realizing the long-term goals of national education. It is a concrete step toward transforming schools into growth spaces that nurture not just high achievers, but holistic individuals ready to build the nation's future.

D. CONCLUSION

Based on the findings, it can be concluded that integrating the Pancasila Student Profile Strengthening Project (P5) into mathematics learning has a significant positive impact on increasing students' learning interest, strengthening character, and enhancing the relevance of learning to real life. Students show higher engagement—both cognitively and affectively—when learning is delivered through contextual and collaborative projects. Learning interest rises as students feel happier, more curious, and more focused when mathematical content is tied to real-world scenarios. The teacher's role is crucial to the success of P5 project implementation. Teachers who can plan and implement project-based learning collaboratively create an active and meaningful learning environment. Principal support, teacher collaboration, and student enthusiasm are key enabling factors, while time constraints, unequal teacher readiness,

and limited resources are challenges that must be addressed with adaptive strategies. Overall, the implementation of P5 in mathematics learning aligns with the Merdeka Curriculum's emphasis on character development and 21st-century competencies. Learning becomes more student-centered, teachers act as facilitators, and Pancasila values are naturally embedded in the learning process. Thus, this approach not only enhances academic understanding but also shapes learners to be independent, critical thinkers who are ready to contribute to society.

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