

Evaluation of the Implementation of the Pancasila Student Profile in Mathematics Instruction to Enhance the Creative Thinking Skills of Elementary School Students

Nurwalidainismawati¹, Nurlailatun Ramdani²

STKIP Harapan Bima, Indonesia

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Abstract

This study aimed to evaluate the implementation of the Pancasila Student Profile in mathematics learning and to examine its contribution to the development of elementary school students' creative thinking skills. The study employed a qualitative evaluative approach using the Context, Input, Process, Product (CIPP) evaluation model. The participants consisted of 20 fifth-grade students at SDN Inpres Doridungga, with the classroom teacher and the principal serving as supporting informants. The research was conducted through four evaluation stages: context, input, process, and product. Data were collected through classroom observations, semi-structured interviews, and a mathematical creative thinking skills test, and were analyzed using the Miles and Huberman interactive data analysis model. The findings revealed that the implementation of the Pancasila Student Profile was generally well executed across the context, input, and process dimensions. However, several challenges remained, including teachers' limited understanding of the creative dimension, difficulties in designing open-ended mathematical tasks, and students' varying levels of learning independence. Product evaluation indicated that fluency achieved the highest score (94%), followed by originality (89%), elaboration (80%), flexibility (68%), and combination (60%). These findings suggest that the implementation of the Pancasila Student Profile positively contributes to enhancing students' mathematical creative thinking skills. Therefore, strengthening teachers' competencies in designing creativity-oriented learning activities and authentic assessment is essential to optimize and sustain the effective implementation of the Pancasila Student Profile

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Corresponding Author:

Nurwalidainismawati

STKIP Harapan Bima, Indonesia

Email: Nurwalidainismawati26@gmail.com

1. INTRODUCTION

The evolution of 21st-century education requires primary schools to focus not only on knowledge acquisition but also on developing students' higher-order thinking skills and character. Within the framework of the Independent Curriculum, the government introduced the Pancasila Student Profile as a competency and character framework that students are expected to embody through six key dimensions: faith and piety toward the One Almighty God and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Rasworo & Ramadan, 2024). Among these six dimensions, the creativity dimension is highly relevant to mathematics education, as it requires students to generate diverse ideas, strategies, and solutions when solving problems (Nurwalidainismawati et al., 2021). Ideally, mathematics instruction in primary schools should serve as a vehicle for fostering creative thinking skills through activities involving exploration, reasoning, problem-solving, and independent concept discovery. In reality,

however, the implementation of the Pancasila Student Profile in instruction faces various obstacles regarding planning, execution, and evaluation. Berlian notes that the implementation of the creativity dimension of the Pancasila Student Profile in primary schools has not yet been optimally integrated into learning activities, resulting in students' creativity indicators failing to reach their full potential (Berlian Wandiri, 2019). Furthermore, Rasworo and Ramadan state that the execution of the Project to Strengthen the Pancasila Student Profile (P5) still faces challenges in integrating the profile's values into meaningful learning activities (Rasworo & Ramadan, 2024). Evaluation results by Faridah reveal that limited facilities, teacher readiness, and evaluation mechanisms are factors influencing the successful implementation of the Pancasila Student Profile in primary schools (Faridah et al., 2022). These conditions indicate that evaluating the implementation of the Pancasila Student Profile within mathematics instruction is crucial for ensuring the achievement of national educational goals while simultaneously developing the creative thinking skills of primary school students.

Several studies have examined the implementation of P5, the strengthening of student character, and the development of critical reasoning dimensions and creativity through various innovative learning models. Research by (Afiani & Putra, 2017), utilizing the CIPP evaluation model to assess the implementation of the Pancasila Student Profile, found that the context, input, process, and product aspects contributed differently to the program's success. Findings by (Bona & Jewarut, 2021) indicate that the P5 program positively impacts students' critical thinking skills through project-based learning activities. Furthermore, research by (Waridah et al., 2024) specifically highlights the implementation of the critical reasoning dimension in mathematics instruction, revealing that students are better able to process information and clarify mathematical ideas when lessons are designed in alignment with the characteristics of the Independent Curriculum. Most existing studies focus primarily on the implementation of the Project to Strengthen the Pancasila Student Profile as a co-curricular activity and on general student character development. In contrast, this study does not merely examine the implementation of the Pancasila Student Profile or creative thinking skills in isolation; rather, it evaluates the interplay between the two within the context of primary school mathematics instruction. By applying an educational evaluation perspective analyzing the context, input, process, and product aspects of the Pancasila Student Profile implementation this study aims to provide a more comprehensive overview.

Research highlights the critical role of creativity as an asset for problem-solving, innovation, and adapting to rapid changes in both social life and technological advancements. Concurrently, through the Independent Curriculum, the government has established the Pancasila Student Profile as the guiding framework for shaping the character and competencies of Indonesian students. Therefore, empirical evidence is needed regarding the effectiveness of implementing the Pancasila Student Profile in fostering creative thinking skills particularly within mathematics education, a subject that holds significant potential for cultivating students' higher-order thinking abilities.

Based on the foregoing, the aim of this study is to evaluate the implementation of the Pancasila Student Profile in mathematics instruction, analyze the extent to which the dimensions of the Pancasila Student Profile related to creativity are achieved, and describe its contribution to the development of creative thinking skills among elementary school students. The findings are expected to serve as a reference for teachers, schools, and policymakers in developing mathematics instruction that is more effective, innovative, and aligned with the goals of the Independent Curriculum.

2. RESEARCH METHODS

This study employs a qualitative evaluative approach aimed at evaluating the implementation of the Pancasila Student Profile in mathematics instruction to foster creative thinking skills among elementary school students. The evaluation model utilized is the CIPP (Context, Input, Process, Product) model developed by Daniel L. Stufflebeam, as it enables a comprehensive evaluation of the program's context, inputs, processes, and outcomes. The research subjects consisted of 20 fifth-grade students at SDN Inpres Doridungga during the even semester of the 2025/2026 academic year, while supporting informants included the fifth-grade teacher and the school principal, both of whom were directly involved in implementing the Pancasila Student Profile within mathematics lessons.

Data collection techniques included observation, semi-structured interviews, and a test of mathematical creative thinking skills. Observations were conducted during the learning process using an observation sheet designed based on CIPP components and the Pancasila Student Profile indicators. Interviews were held with the school principal, the fifth-grade teacher, and students selected via purposive sampling to represent high, medium, and low ability categories. Meanwhile, the mathematical creative thinking skills test was administered to all students to assess their creative thinking abilities in solving mathematical problems. Data validity was ensured through source, technique, and time triangulation. Source triangulation involved comparing data obtained from students, the teacher, and the principal. Technique triangulation entailed comparing the results of observations, interviews, and tests. Time triangulation was achieved by collecting data across several different learning sessions. Additionally, the researcher employed member checking with informants to verify the alignment of interpretations with the information provided and conducted peer debriefing with colleagues to enhance the objectivity of the analysis.

The research data were analyzed using the Miles and Huberman model, which comprises data collection, data display, and conclusion drawing. During the data collection phase, all results from observations, interviews, documentation, and tests were transcribed, coded, classified, and selected in alignment with the focus of the CIPP evaluation. Data display was conducted using matrices, tables, descriptive narratives, and maps of inter-category relationships to facilitate the interpretation of research findings. Subsequently, the conclusion-drawing phase involved comparing results across the context, input, process, and product aspects to obtain a comprehensive overview of the implementation success of the Pancasila Student Profile in mathematics instruction. The analysis results were then interpreted based on indicators of the Pancasila Student Profile implementation success and indicators of students' mathematical creative thinking skills, yielding recommendations that can serve as a basis for improving mathematics instruction in primary schools.

3. RESULTS AND DISCUSSION

3.1. Research Results

The research results indicate that the implementation of the Pancasila Student Profile (P5) in mathematics learning at SDN Inpres Doridungga has been quite successful. This finding supports the concept of the Independent Curriculum, which places the Pancasila Student Profile as the primary learning orientation. The analysis of the evaluation of the implementation of the Pancasila Student Profile (P5) in mathematics learning to improve critical thinking skills.

3.1.1 Context Evaluation

The results of the context evaluation of the P5 implementation indicate that SDN Inpres Doridungga has made efforts to implement the Pancasila Student Profile as part of the Independent Curriculum. Interviews with the principal and

fifth-grade teachers indicated that the school has integrated the dimensions of the Pancasila Student Profile into mathematics learning materials. The results of the context evaluation analysis are as follows:

Table 1. Results of the Context Aspect Evaluation

Indicator	Findings
Understanding of P5 policy	Good
Integration in teaching modules	Good
Understanding of creative dimensions	Sufficient
School support	Very Good
Alignment with the Independent Curriculum	Good

Table 1 shows the results of the evaluation of the implementation of P5 in schools. Teachers understand that mathematics learning aims not only to develop numeracy skills but also to foster character and 21st-century skills. However, teachers' understanding of the creative dimension contained in P5 is not yet fully uniform, resulting in suboptimal implementation in learning activities.

3.1.2 Input Evaluation

The analysis of the input aspect found that the school has adequate resources. Teachers have participated in Independent Curriculum Implementation training and have learning tools that support the strengthening of the Pancasila Student Profile. The results of the input aspect evaluation are shown in the following table:

Table 2. Input Aspect Evaluation Results

Components	Category
Teacher Competence	Good
Learning Tools	Good
Learning Media	Good
Facilities and Infrastructure	Good
Ability to Design Creative Questions	Sufficient
Student Readiness	Sufficient

Table 2 above shows that the success of the implementation of the Pancasila Student Profile is not only influenced by the availability of learning tools, but also the teacher's competence in designing learning experiences that can stimulate student creativity.

3.1.3 Process Evaluation

The results of the process evaluation analysis indicate that teachers at the school have implemented various activities that reflect the dimensions of the Pancasila Student Profile, such as group discussions, contextual problem-solving through questions, presentations of work and group results, reflection on learning activities, and participation in simple project-based learning. The activities carried out in the classroom can be seen in the image below.

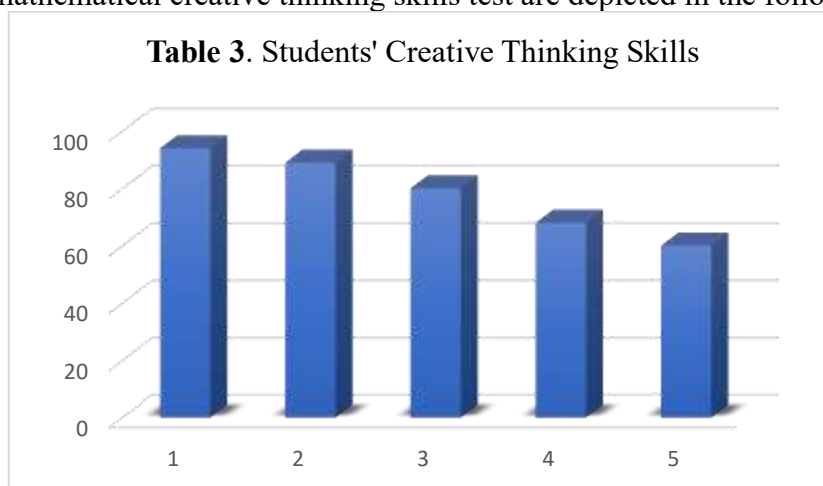


Figure 1. Classroom Learning Process

The image above depicts a classroom learning activity. Of the total number of students, approximately 78% achieved the creative thinking skills dimension of the Pancasila student profile. Student interviews revealed that contextual problem-solving through story problems demonstrated that each student had the opportunity to find more than one solution to the given problem or assignment.

3.1.4 Product Evaluation

The results of the product evaluation analysis conducted through the mathematical creative thinking skills test are depicted in the following diagram:



Description:

1. Fluency (fluency) 94%
2. Originality (originality) 89%
3. Elaboration (development) 80%

4. Flexibility (flexibility) 68%

5. Combination (combination) 60%

The findings above indicate that of the five indicators of creative thinking skills, the fluency aspect is in the excellent category with the highest score of 94%. This indicates that students are able to generate multiple answers or alternative solutions to problems. Meanwhile, the combination indicator is in the fair category with a percentage of 60%.

3.2. Discussion

The results of this study indicate that the implementation of the Pancasila Student Profile in mathematics learning has been quite successful across all CIPP evaluation components. Contextually, the school has strong policies and support for implementing the Pancasila Student Profile through the Independent Curriculum. However, teachers' understanding of the creative dimension still needs strengthening so that the learning implementation can truly develop students' mathematical creativity. This finding aligns with research (Gusti et al., 2025), which stated that the implementation of the Pancasila Student Profile can increase student engagement in learning while encouraging creativity in completing academic assignments.

Regarding the input aspect, evaluations of teacher competency, learning tools, media, and facilities and infrastructure were all categorized as good. However, teachers' ability to design open-ended problems still needs improvement, as this type of problem plays a crucial role in developing student creativity. Furthermore, students' readiness for independent learning was still categorized as adequate, so teachers still need to provide guidance during the learning process. This aligns with research conducted by (Jauhar & Hafid, 2025; Mainah & Author, 2025; Ulya et al., 2025), which showed that the P5 program positively impacted students' thinking skills through project-based learning activities. This suggests that students are better able to process information and clarify mathematical ideas when learning is designed according to the characteristics of the Independent Curriculum. Furthermore, not all students have strong learning independence, so teachers still need to provide fairly intensive guidance (Amini et al., 2026; Nurwalidainismawati & Fauzi, 2023).

In terms of process, learning has implemented various activities oriented towards strengthening the Pancasila Student Profile, such as group discussions, contextual problem-solving, presentations of work results, learning reflections, and simple projects. The implementation rate for the creative thinking skills dimension reached 78%, indicating that most learning activities provided opportunities for students to develop creative thinking skills. This aligns with research (Sherly & Adi, 2024), which stated that the creative and critical reasoning dimensions of the Pancasila Student Profile can develop through innovatively designed and student-centered learning. Furthermore, (Aini et al., 2024; Amini et al., 2026) stated that the use of innovative learning approaches can significantly improve students' creative thinking skills. Therefore, the success of P5 implementation needs to be evaluated continuously to optimally achieve the goals of character and competency development.

In terms of product, the implementation of the Pancasila Student Profile has had a positive impact on students' creative thinking skills. The fluency indicator achieved the highest percentage (94%), indicating that students are able to generate various alternative solutions to mathematical problems. Meanwhile, the combination indicator achieved the lowest percentage (60%), indicating that students still have difficulty combining various concepts or strategies to produce new solutions. Observations show that students who actively engage in discussions have higher levels of originality, elaboration, and flexibility than students who are passive. This finding suggests that

students still tend to follow the solution patterns provided by the teacher and are not yet accustomed to producing unique solutions. This is in line with research conducted by (Anditiasari et al., 2021; Kurniawati, 2018; Samura, 2019), which shows that when students are given the opportunity to discuss, express ideas, and explore various alternative solutions, their creative thinking skills develop better compared to learning that is only oriented towards procedures.

4. CONCLUSION

The research findings demonstrate that the implementation of the Pancasila Student Profile in mathematics learning positively contributes to the development of elementary school students' creative thinking skills. Overall, the implementation of the Pancasila Student Profile has had a positive impact on the development of students' creative thinking skills. However, improvements are still needed in aspects of the learning process, particularly in providing assignments that encourage the authenticity of students' ideas. Therefore, teachers need to receive training in designing creativity-based mathematics problems, develop assessments that measure creativity authentically, develop problem- and project-based learning more frequently, and integrate the creative dimension more explicitly into mathematics teaching modules. Therefore, the implementation of the Pancasila Student Profile can be an effective strategy for developing elementary school students' mathematical creative thinking skills within the framework of the Independent Curriculum.

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