

Implementation of P5 through 3S Habituation in Faith, Devotion, Communication, and Citizenship

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Abstract

This study aims to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) through the habituation of the 3S practice (smile, greet, salute) at UPTD SDN Banyuajuh 2 Kamal, focusing on the dimensions of faith and devotion to God Almighty, communication, and citizenship. Employing a descriptive qualitative method, data were collected through observation, interviews, and documentation involving students in grades IV–VI and their homeroom teachers. The findings reveal that the 3S habit has evolved from a mere routine into a consistent school culture. Approximately 85% of students were observed practicing greetings and salutations daily, while 78% demonstrated independence in prayer, indicating a strengthening of religious values. In the communication dimension, students exhibited increased confidence, improved interaction quality, and higher participation in class discussions. Moreover, in the citizenship dimension, students showed enhanced empathy, respect, and discipline, as reflected in their behavior during flag ceremonies and interactions with peers. The study concludes that the 3S habit effectively internalizes P5 values in a simple yet meaningful way. With consistent implementation and teacher support, this practice can serve as a strategic model for character education that fosters religious, communicative, and civic-minded students.

Keywords– 3S Habit, Character Education, Elementary School, Pancasila Student Profile, Qualitative Study.



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1. Introduction

In general, education is a process of transmitting skills, knowledge, and habits from one generation to the next through various methods such as learning, training, and evaluation (Annisa Arinil Haq et al., 2024). Its primary goal is to develop students' potential while shaping individuals who are of good character, moral integrity, and intelligence. The Profile of Pancasila Students refers to competencies and character values internalized by learners in their daily activities, either through school culture or curriculum implementation, particularly in the form of the Pancasila Student Profile Reinforcement Project (P5).

A Pancasila Student is understood as a learner who possesses identity and character rooted in the values contained in Pancasila in a holistic and comprehensive manner (Nur et al., 2023). In its implementation, the Pancasila Student Profile (P5) encompasses eight dimensions: (a) faith and devotion to God Almighty, (b) citizenship, (c) creativity, (d) independence, (e) communication, (f) health, (g) collaboration, and (h) critical reasoning (Kemendikbud, 2022).

One simple yet meaningful form of habituation is the 3S practice (greeting, smiling, and saluting) within the school environment. This activity reflects respect, friendliness, and openness, which align with the dimensions of the Pancasila Student Profile (P5), particularly in aspects of faith and devotion to God Almighty, communication, and citizenship. Through the application of 3S, students are accustomed to appreciating others, building positive interactions, and fostering religious awareness as well as patriotism in their daily lives (Amellia et al., n.d.).

Research on the implementation of P5 has been carried out by several scholars. (Yuniardi, 2023) examined the implementation of P5 through character education activities focusing on student discipline in PKBM. The study revealed that the P5 program can foster character, discipline, and competitiveness among learners, although its execution is still constrained by

teachers' understanding and learners' readiness. Similarly, (Rosfiani et al., 2025) investigated the implementation of P5 in the Merdeka Curriculum as a means of fostering students' faith-based character at SMPN Satu Atap Cibitung, Cirebon. Their findings indicated that P5 made a significant contribution to shaping students' faith-based character, despite challenges such as limited facilities and teachers' comprehension.

Unlike previous studies, this research specifically focuses on the implementation of P5 through the 3S culture at UPTD SDN Banyuajuh 2 Kamal. The purpose of this study is to describe how the 3S habituation contributes to strengthening students' faith and devotion to God Almighty, communication skills, and citizenship. The results of this study are expected to provide valuable insights into the development of P5-based educational practices while serving as a reference for other schools in building a positive culture through simple yet meaningful habituation.

2. Method

This study employs a descriptive qualitative approach to explore the implementation of the Pancasila Student Profile Strengthening Project (P5) through the habituation of the 3S program (smile, greet, salute) at UPTD SDN Banyuajuh 2 Kamal. This approach was selected as it is well-suited for understanding students' behaviors, habits, and interactions within their natural context (Moleong, 2017). The research subjects consisted of students from grades IV to VI, along with their homeroom teachers. The study was conducted at a school that has consistently applied the 3S habituation model.

Data were collected using three techniques: observation, interviews, and documentation. Observation was used to directly record students' behavior in practicing the 3S values, aligning with Sugiyono's (2019) assertion that observation is an effective method for capturing authentic behavior in natural settings. Interviews were conducted with both teachers and students to obtain in-depth insights into their perspectives and experiences, consistent with

Moleong's (2017) view that interviews enable researchers to gather rich and detailed data. Documentation, including school records, activity photos, and other archival materials, was used to support and validate the data obtained through observation and interviews, as emphasized by Sugiyono (2019).

The research was carried out over a period of three months and involved four main stages: preparation, implementation, data recording, and triangulation. The preparation stage included developing observation instruments and interview guidelines. The implementation stage involved daily activity observations, interviews, and document collection. Data were then recorded in the form of narrative descriptions and percentage tables to clarify findings. Triangulation was performed by comparing the results of observations, interviews, and documentation to enhance the validity of the data (Sugiyono, 2019).

Data analysis followed the interactive model by Miles and Huberman, comprising three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, relevant information was filtered based on the research focus. The data display stage presented findings through narrative descriptions, percentage tables, and direct quotes from informants. The conclusion drawing stage involved interpreting the data holistically to address the main research questions.

This study also introduced a methodological modification by presenting observational data in percentage tables. This aimed to provide a simple quantitative overview that supports qualitative interpretation, thereby enhancing the clarity and comprehensibility of the findings. Through this method, the study offers a detailed account of how the 3S habituation contributes to character development in alignment with the P5 dimensions. The method used should be accompanied by references; the relevant modification should be explained. The procedure and data analysis technique should be emphasized in a literature review article. The stages and analysis of the research must be explained in detail.

3. Result and Discussion

The implementation of the Strengthening of Pancasila Student Profile Project (P5) through the 3S practice (Smile, Greet, and Salute) at UPTD SDN Banyuajuh 2 Kamal is expected to have an impact on students' character development. Based on the researcher's observations, the 3S activities at UPTD SDN Banyuajuh 2 are not merely seen as a routine, but have become a school habit practiced daily. This aligns with the objectives of P5, which are to foster students who are faithful, devoted to God Almighty, possess noble character, are able to communicate well with others, and have a sense of responsibility as citizens.

The objective of the Strengthening of Pancasila Student Profile Project (P5) in elementary schools is to shape students not only to focus on academic intelligence but also to develop character in accordance with Pancasila values. Through P5 activities, students are guided to become individuals who are faithful, devoted to God Almighty, have good morals, are independent, able to collaborate, uphold the spirit of mutual cooperation, think critically, be creative, and be aware of their role as citizens. Therefore, P5 serves as an important effort to instill moral, social, and national values from an early age so that students are better prepared to face various challenges in the future. This explanation is in line with the notion that the Strengthening of Pancasila Student Profile Project (P5) is a co-curricular program aimed at educating students to become more competent, possess strong character, and act in accordance with Pancasila values as conveyed by (Christiananda et al., 2023)

The implementation of the dimension of faith and devotion to God Almighty through the 3S habit serves as an effective approach to teaching students to remain humble, grateful, and to spread kindness in their daily interactions. The act of greeting teachers and peers is not only regarded as a form of courtesy, but also embodies religious values, as greetings function as prayers that reflect one's faith and obedience to God. Through this simple yet meaningful practice, students come to realize that every social interaction is also an opportunity to put their religious teachings into practice. Consequently,

this routine fosters a stronger sense of spiritual awareness that extends beyond the school environment into students' everyday lives. Such outcomes are aligned with the role of teachers in encouraging students to cultivate mutual respect, both toward their teachers and their peers, by consistently implementing the 3S (smile, greet, and salute) habit. In this context, the habituation of 3S is not only viewed as character-building but also as a reflection of the key elements of morality toward others, particularly within the sub-element of empathy, as emphasized by (Edukasia et al., 2024)

In addition, the habit of giving greetings also reinforces the value of respect. Students understand that greeting teachers with a salutation is both a form of respect and an expression of faith. Teachers reported that students who regularly practice greeting tend to be more disciplined, polite, and display religious behavior in other activities, such as praying before and after lessons. This demonstrates that P5 can be genuinely integrated into simple yet meaningful daily habits.

In the communication dimension, the habituation of 3S has demonstrated a positive contribution to the development of students' social and interpersonal skills. The simple act of smiling at teachers and peers creates a warm and friendly atmosphere within the school, which helps reduce barriers in communication and fosters a more inclusive learning environment. Greeting others every morning further trains students to build courage in initiating interactions, while at the same time enhancing their self-confidence. Over time, students have moved beyond brief salutations and have begun to adopt more communicative expressions, such as inquiring about the well-being or condition of their peers. This shift illustrates a gradual but meaningful improvement in their interpersonal communication competence.

Such progress is not limited to verbal interactions but also extends to essential communication skills such as active listening, turn-taking, and the ability to share information effectively. These skills are fundamental for collaboration, as students learn to communicate purposefully to achieve shared objectives, embodying the principle of living and working together.

Furthermore, active interaction in the context of projects enriches their ability to articulate ideas, negotiate meaning, and respect diverse perspectives within the classroom community. This indicates that communication, as one of the core competencies in the Pancasila Student Profile (P5), can be effectively nurtured through consistent and meaningful daily practices. These findings align with previous research on communication competence, which emphasizes that structured social interactions in school play a crucial role in enhancing students' ability to engage in cooperative learning, problem-solving, and collective decision-making. In line with the findings of research conducted by (Lumbantobing & Maryani, 2024)

Furthermore, these communication skills have direct implications for the classroom learning process. Students who are accustomed to interacting in a friendly manner tend to be more active in expressing opinions, asking questions, and engaging in discussions. Teachers have observed an increase in students' confidence to share ideas, both in group forums and in class settings. Thus, the 3S habit has proven to serve as a foundation for strengthening communication competence, which is one of the key dimensions of the Pancasila Student Profile (P5).

Meanwhile, within the dimension of citizenship, the implementation of the 3S habit plays a significant role in fostering respect, care, and tolerance among students. Through consistent practice, students are gradually trained to appreciate and honor others regardless of differences in background, belief, or personal characteristics. The simple act of greeting peers in a friendly manner contributes to the creation of an inclusive and supportive school atmosphere, thereby reducing the likelihood of minor conflicts that may arise in daily interactions. Teachers have also reported notable behavioral changes, such as the emergence of greater empathy among students. For instance, students who observe a classmate feeling sad or unmotivated are more likely to offer greetings, encouragement, or words of support. Such practices represent an early form of civic responsibility, where students learn that mutual respect and solidarity are essential for harmonious coexistence in a diverse community.

Furthermore, the internalization of these habits provides an essential foundation for developing students into responsible citizens who embody the values of Pancasila. The results of this study align with the broader framework of civic education, which emphasizes the integration of democratic values, respect for others, and active participation in social life. This is further supported by the notion of commitment through role modeling, where students acquire civic virtues by observing and emulating positive behaviors from their teachers and peers. In this context, four out of ten core civic characters can be identified, including politeness—such as bowing when passing a teacher, responding appropriately to greetings in class, dressing modestly, and adhering to the 3S culture. Other examples include refraining from interrupting when others are speaking and showing respect toward fellow classmates. Collectively, these practices reflect the essential link between simple daily habits and the broader goal of nurturing students into socially responsible and nationally conscious citizens, as highlighted in various perspectives on citizenship education as describe by (Dwi & Puji, 2024)

Table 1. Data obtained through observations and interviews

Dimension	Indicator	Data Findings (Observation/Questionnaire/ Interview)	Percentage/Findings
Faith & Devotion	Students practice greeting teachers and peers	On average, 8 out of 10 students greet with a salutation when entering school	±85% of students
	Students pray before and after lessons	Teachers reported that most students pray independently	±78% of students
	Students show politeness toward teachers & greater discipline in religious activities	Recitation of the Holy Qur'an in the morning	Improved behavior quality
Communication	Participation in class discussions & Q&A	Observation of Indonesian language learning	±60% of students are more active
	Friendly	Evident from the habit of	Consistently

	interactions among students	adding friendly greetings (“How are you?”, etc.)	increasing
Citizenship	Empathy & concern for peers	Observation of scouting activities	3–4 students per class per day greet & encourage friends
	Discipline during flag ceremonies	Attendance data from Monday ceremonies	±82% of students attend on time
	Respecting diversity & togetherness	Classroom environment more inclusive, reduced student conflicts	Improved behavior quality

Implementation of the Pancasila Student Profile Reinforcement Project (P5) through the 3S Habit (Smile, Greeting, Salutation) at UPTD SDN Banyuajuh 2 Kamal has demonstrated significant results in shaping students’ character. Based on a three-month observation, approximately 85% of students consistently greeted and saluted teachers each morning upon entering school. This finding indicates that the 3S practice has gradually become an embedded and consistent school culture. Teachers also reported a positive transformation in the school environment, which has become warmer, friendlier, and more religious in atmosphere.

In the dimension of faith and piety toward God Almighty, the habit of greeting serves as a reinforcement of students’ religious values. A greeting is not merely a formality, but also a prayer that reflects the practice of religious teachings. Interviews with homeroom teachers revealed that around 78% of students began praying independently before and after lessons without constant reminders, which correlated with the daily practice of greetings. This finding demonstrates the integration of the 3S habit with the strengthening of faith and devotion.

Furthermore, students showed greater politeness and respect toward teachers and elders. Observation data indicated that 7 out of 10 students greeted teachers with salutation when encountering them outside the classroom, whether in the schoolyard or the surrounding environment. Such behavior

serves as an indicator of success in building both religious and social dimensions through the 3S habit. Teachers also noted that students who consistently practiced greetings displayed higher discipline in participating in religious activities, such as morning recitations of the Qur'an.

In the communication dimension, the 3S habit made a substantial contribution to the development of students' social skills. Based on a simple survey distributed to fourth to sixth graders, about 72% of students reported feeling more confident in greeting and conversing with teachers and peers after practicing the 3S culture. Moreover, their interactions became more positive; students were no longer confined to short greetings but increasingly used more communicative expressions, such as "How are you, Ma'am?" or "Good morning, friends." This indicated a clear improvement in interpersonal communication quality.

Teachers also observed an increase in classroom participation. Students who regularly greeted others tended to be more active in asking questions and sharing opinions during lessons. For instance, during science lessons, around 60% of students who consistently practiced greetings were more frequently observed raising their hands in group discussions compared to those who seldom engaged in the 3S habit. This finding highlights that the 3S culture not only fosters communication etiquette but also strengthens language skills and self-confidence.

In the citizenship dimension, the 3S habit played an essential role in fostering caring, tolerance, and respect for diversity. Interviews with homeroom teachers revealed that students had begun to demonstrate empathy toward peers who were sick or feeling down by offering greetings or words of encouragement. Across five observed classes, an average of three to four students per day voluntarily approached and encouraged peers who appeared unmotivated, without any direction from teachers. This indicated the growth of social awareness as an essential aspect of civic values.

Additionally, students exhibited respect for national symbols. During flag ceremonies, teachers reported that students who regularly practiced the 3S habit

were more disciplined and orderly. Approximately 82% of students were consistently punctual for the Monday ceremony, reflecting discipline as a form of civic responsibility. These findings highlight that civic values can be nurtured through simple yet continuous practices.

Overall, findings from observations and interviews demonstrate that the 3S habit effectively internalizes the values of P5 across three main dimensions. The greeting habit strengthens the dimension of faith and piety, while smiling and saluting reinforce communication, and the sense of togetherness born from daily interactions nurtures the citizenship dimension. Both teachers and students have experienced the tangible benefits of this practice, as the school environment has become more harmonious, religious, and inclusive.

These results illustrate that the implementation of P5 at UPTD SDN Banyuajuh 2 Kamal does not necessarily require large and complex programs. Instead, simple activities such as the 3S habit can serve as an effective entry point for instilling character values aligned with the Pancasila Student Profile. With consistency, teacher support, and student involvement, the 3S culture can transform into a school identity that strengthens the character of religious, communicative, and civic-minded learners.

The 3S habit also cultivates students' awareness that each individual is an integral part of a larger school community. Through the consistent practice of smiling, greeting, and offering prayers, students begin to recognize that kindness, respect, and care are not only forms of individual behavior but also essential elements in maintaining social harmony within the school environment. This realization enables them to develop a sense of responsibility as active members of their school community, which gradually extends to their broader role as responsible citizens in society. In this context, the values internalized through 3S reflect an early form of civic education, where students learn to balance personal attitudes with collective responsibilities.

Such practices align with the objectives of the Pancasila Student Profile (P5), which emphasizes the importance of shaping learners who are not only intellectually competent but also socially responsible and nationally minded. By

engaging in these simple yet meaningful routines, students are exposed to moral and civic values that strengthen their social integrity and foster a sense of nationalism. These findings further illustrate that P5 can be effectively realized through daily habits that promote empathy, mutual respect, and civic consciousness, thereby preparing students to become individuals who are capable of contributing positively both within their immediate environment and the wider society.

Overall, the results of the implementation show that the 3S habit is effective in internalizing P5 values in a practical way. The three dimensions examined—faith and devotion, communication, and citizenship—can all grow from simple activities carried out consistently. This proves that P5 does not necessarily have to be realized through large and complex programs, but can begin with daily habits that carry strong character values. This success certainly requires the support of teachers, the principal, and the entire school community so that the 3S culture can continue to be preserved as a positive characteristic of UPTD SDN Banyuajuh 2 Kamal. This also clarifies the importance of implementing P5, which facilitates students in developing character and skills as active global citizens by engaging in active and continuous learning, fostering the skills, perspectives, and knowledge needed to complete projects within a certain timeframe, and demonstrating responsibility and concern for issues around them as one form of learning outcomes, as explained by (Sutisnawati et al., 2023)

4. Conclusion

Based on the findings of this study, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project (P5) through the habituation of 3S (smile, greet, salute) at UPTD SDN Banyuajuh 2 Kamal has made a significant contribution to strengthening students' character, particularly in the dimensions of faith and devotion to God Almighty, communication, and citizenship. Simple practices such as greeting and acknowledging teachers and peers have evolved beyond routine activities into a

consistent school culture. These habits have reinforced religious values, as reflected in students' increasing independence in prayer and respectful attitudes toward teachers and elders.

At the same time, students' communication skills have also developed, evidenced by their growing confidence to initiate interactions, improved self-esteem, and active participation in classroom activities. Moreover, the 3S habituation has played a role in strengthening civic values, particularly in fostering care, tolerance, and respect for diversity within the school environment. This is demonstrated through empathetic behavior, disciplined participation in ceremonies, and adherence to school rules.

The impact of this study underscores that the 3S habituation can serve as an effective strategy for internalizing the values of the Pancasila Student Profile without the need for large-scale or complex programs. With the support of teachers, school leaders, and consistent implementation, the 3S culture holds the potential to become a positive identity marker for the school. It not only promotes a harmonious learning environment but also prepares students to grow into individuals who are religious, communicative, and civically responsible. This demonstrates that Pancasila values can be instilled through simple, everyday practices when implemented sustainably, thereby equipping students with the character needed to face challenges both in society and in a global context.

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