

# Strengthening Pancasila Student Profiles in the Dimension of Global Diversity Through a Multicultural Education Approach

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## Abstract

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### Keywords:

Multicultural Education, Pancasila Student Profile, Global Diversity, Independent Curriculum, Tolerance

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The persistence of intolerance and discrimination in schools remains a serious challenge to creating an inclusive and harmonious learning environment. Although Indonesia upholds the value of *Bhinneka Tunggal Ika*, cases of social intolerance continue to occur, showing that tolerance and respect for diversity have not been fully internalized in education. Therefore, multicultural education plays a crucial role in strengthening the global diversity dimension within the Pancasila Student Profile (P5) under the Merdeka Curriculum. This study aims to analyze the role of multicultural education in the Pancasila Student Profile Reinforcement Project (P5) in developing students' tolerance, empathy, and openness toward cultural diversity. The research was conducted at SMK Negeri 1 Salatiga using a qualitative case study approach. Data were collected through observation, in-depth interviews, and documentation, then analyzed using Miles and Huberman's interactive model. The findings show that integrating multicultural education into P5 effectively shapes students' respect for differences, cross-cultural awareness, and collaborative communication skills. Moreover, it supports the formation of an inclusive school culture aligned with Pancasila values. The study implies that strengthening multicultural-based character education through curriculum development and teacher training is essential for nurturing globally minded, tolerant, and socially responsible students in the era of globalization.

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## Abstrak

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Fenomena intoleransi dan diskriminasi yang masih terjadi di sekolah menjadi tantangan serius dalam mewujudkan lingkungan belajar yang inklusif dan harmonis. Meskipun Indonesia menjunjung tinggi nilai *Bhinneka Tunggal Ika*, kasus intoleransi sosial masih terjadi, menunjukkan bahwa nilai toleransi dan penghargaan terhadap keberagaman belum sepenuhnya terinternalisasi dalam pendidikan. Oleh karena itu, pendidikan multikultural berperan penting dalam memperkuat dimensi *Berkebinekaan Global* pada Profil Pelajar Pancasila (P5) dalam Kurikulum Merdeka. Penelitian ini bertujuan untuk menganalisis peran pendidikan multikultural dalam Proyek Penguatan Profil Pelajar Pancasila (P5) dalam menumbuhkan sikap toleransi, empati, dan keterbukaan terhadap keragaman budaya peserta didik. Penelitian dilakukan di SMK Negeri 1 Salatiga dengan pendekatan kualitatif jenis studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa integrasi pendidikan multikultural dalam pelaksanaan P5 efektif membentuk karakter siswa yang menghargai perbedaan, memiliki kesadaran lintas budaya, serta meningkatkan kemampuan kolaborasi dan komunikasi. Selain itu, integrasi ini mendukung terbentuknya budaya sekolah inklusif yang selaras dengan nilai-nilai Pancasila. Penelitian ini berimplikasi pada pentingnya penguatan pendidikan karakter berbasis multikultural melalui pengembangan kurikulum dan pelatihan guru untuk membentuk siswa yang berwawasan global dan bertanggung jawab sosial.

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## INTRODUCTION

The phenomenon of intolerance and discrimination is still a serious challenge in Indonesia. Although Indonesia is known for its motto "Bhinneka Tunggal Ika" which emphasizes the spirit of unity in diversity, the reality on the ground shows that cases of intolerance still occur frequently in various regions. One example occurs in Salatiga, which is a city with a reputation as an area with a high level of tolerance. According to a report by the Indonesian Movement for All (PIS) on September 4, 2024, the Healthy Walk activity organized by the Indonesian Bethel Church (GBI) Karangalit in the context of the church's birthday celebration had experienced pressure from a number of residents, which resulted in the temporary cancellation of the event. Information about this cancellation was spread through the upload of the Salatiga Liberal Network (JSL) Facebook account on September 3, 2024, which included an official statement dated September 2, 2024. This event shows the dynamics of intolerance at the local level, even in cities that have been known to have a high level of tolerance such as Salatiga. This phenomenon shows that the value of tolerance has not been fully internalized in social life, even in areas that are considered pluralist such as Salatiga. (PIS, 2024)

The issue of intolerance not only arises in the wider community, but also spreads to the educational environment. Lesmana & Syafiq (2022) explained that intolerance stems from a fanatical attitude towards personal beliefs that reject differences, thus creating obstacles in creating an inclusive learning climate. A survey conducted by the Setara Institute (2023) showed that 70.2% of high school students were tolerant, while 24.2% were passive intolerant, 5% were actively intolerant, and 0.6% were very susceptible to exposure to intolerance. This data confirms that the cultivation of diversity and mutual respect needs to be pursued more systematically through education. Meanwhile, on the positive side, tolerance includes openness, mutual respect, and providing support and assistance, such as the spirit of mutual cooperation which involves cooperation both between groups and within the same community (Huda & Sari, 2020). One of the government's strategic steps in responding to these challenges is the implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum. The Global Diversity Dimension in P5 is directed to cultivate students who are adaptive, inclusive, and have strong national character (Ministry of Education and Culture, Research and Technology, 2022).

Various previous studies have highlighted the importance of multicultural education as an effort to strengthen attitudes of tolerance and togetherness in the context of education. Abadi et al. (2024) emphasized the importance of multicultural-based guidance and counseling services to foster mutual respect among students. Fitriani et al. (2024) developed a learning model with the Culturally Responsive Teaching and Problem-Based Learning approaches to integrate multicultural values in schools. Meanwhile, Minsih et al. (2024) show that extracurricular activities such as traditional dance can be an effective medium in instilling the value of tolerance and appreciation for culture. However, these studies still focus on the conceptual and normative levels, not many have examined the real practice of integrating multicultural values in the context of applicable learning, especially through the implementation of the P5 project in vocational education units. In this way, mutual respect can grow while strengthening a positive noble culture. In addition, awareness of global diversity contributes to creating an inclusive school atmosphere and supports the development of each individual (Fristy & Munawiroh, 2023; Rahayu *et al.*, 2023; Mooduto & Otaya, 2023). This is in line with research showing that teachers' strategies in the implementation of P5 have had a major impact on learning effectiveness, where students actively cooperate and solve problems

creatively. also stated that the process of implementing P5 in Senior High Schools (SMA) Lubaba & Alfiansyah (2022) Sulistyani & Mulyono (2024) has been carried out effectively. Themes such as "Entrepreneurship" and "Bhinneka Tunggal Ika" increase student participation, although there are still challenges such as limited time, funds, and teacher mentoring. Therefore, this research is here to fill this gap by examining the practice of integrating multicultural education in empirically strengthening the dimension of Global Diversity in the vocational school environment.

This research aims to analyze how the multicultural education approach is applied in the Pancasila Student Profile Strengthening Project (P5) at SMK Negeri 1 Salatiga to strengthen the dimension of Global Diversity. The main focus of the research is to examine the managerial process which includes the planning, organization, implementation, and supervision of multicultural values-based P5 programs in schools. The main challenge is to make Pancasila a real guideline for life in the midst of global and digital currents. In its application, students are encouraged to complete projects that help them develop their abilities and talents in various fields in line with the basic values of Pancasila. This approach is expected to show educational practices that not only emphasize cognitive aspects, but also shape the character of students to have empathy, tolerance, and social responsibility according to Pancasila values. (Haz et al., 2025) (Melati et al., 2024; Sulistyani & Mulyono, 2024)

Argumentatively, this research is based on the assumption that integrated multicultural education in the implementation of P5 can be an effective means to strengthen the character of students with a Pancasila spirit with a global perspective. Through this learning process, students are encouraged to take concrete steps that suit their daily experiences and situations. Thus, the response given is not only in the form of theories, but also actions that can be directly applied in daily life. Through contextual, reflective, and collaborative project-based learning, learners not only understand the concept of diversity as a theory, but also practice it in real-life in schools and society. Thus, this research is expected to make a theoretical contribution to the development of multicultural education studies in Indonesia as well as a practical contribution in the formulation of P5 implementation strategies as a medium for the formation of national character that is adaptive to social changes and global challenges. (Aditomo, 2022)

## RESEARCH METHODS

This study uses a qualitative approach with a case study method to explore in depth the application of multicultural education in strengthening the Pancasila Student Profile, especially in the global diversity dimension. This research was carried out at SMK Negeri 1 Salatiga, which has the characteristics of a diversity of students from various religious, cultural, and social backgrounds. The school has also implemented character building program based on multicultural principles through intracurricular and extracurricular activities.

Data was collected through observation techniques, in-depth interviews, and documentation studies. Direct observation is focused on learning activities, interaction between students, and various school activities that reflect the values of tolerance, diversity, and diversity. Semi-structured interviews were conducted with the vice principal for curriculum, Islamic Religious Education (PAI) teachers, and a number of students, in order to deepen their understanding of their experiences related to the application of multicultural education and Pancasila values. Documentation techniques are used to collect supporting data such as school program documents, activity archives, and relevant teaching materials.

Data analysis follows the interactive model of Miles and Huberman (1984) which involves three main stages, namely: data simplification, data presentation, and conclusion drawing and verification. Data simplification aims to select the information that is most relevant to the focus of the research. After that, the data is presented in the form of a descriptive narrative, tables, and matrices. In the final stage, a thorough interpretation of the data and verification are carried out to ensure the validity and reliability of the findings.

## RESULT

The results of observations and interviews show that SMK Negeri 1 Salatiga has taken concrete steps in strengthening the Pancasila Student Profile, especially in the aspect of global diversity through multicultural education. The flexibility of the Independent Curriculum allows schools to design learning processes that are tailored to local conditions and the demands of the world of work, as well as the characteristics of students. Through the development of the Education Unit Operational Curriculum (KOSP) which is prepared based on the analysis of school characteristics and community needs, schools are able to present an inclusive curriculum approach, so that learning becomes more relevant and meaningful. This entire process describes the implementation of the four management functions which include planning, organizing, implementing, and supervising.

Based on the results of an interview with the Vice Principal for Curriculum (WKS), he stated:

*"We strive to make the P5 project not only a formality activity, but also a space for student reflection on diversity and tolerance. Every project must contain the value of togetherness and respect for differences."* (Interview, August 2025)

This statement was strengthened by the results of interviews and documentation on the Education Unit Operational Plan (KOSP) which contains the integration of multicultural values in school programs. This process reflects the implementation of four management functions: planning, organizing, executing, and supervising.

### Planning

The P5 planning at SMK N 1 Salatiga is carried out systematically and refers to the development guidelines for student profile strengthening projects that reflect the values of Pancasila. The stages carried out include Independent Curriculum training, the formation of a P5 facilitator team, identification of relevant issues and contexts, the selection of P5 themes and dimensions, project planning, socialization to students, project implementation, as well as reflection and follow-up.

The planning of P5 activities at SMK N 1 Salatiga is carried out through teacher training and the formation of a facilitator team. Based on an interview with one of the P5 teachers in the field of Arts and Culture, the following information was obtained:

*"We participated in the Independent Curriculum training facilitated by the Education Office. After that, the school formed a P5 facilitator team to design projects that suit the student's character, such as the theme of cultural diversity and mutual cooperation."* (Teacher 1, interview, August 2025).

Documentation in the form of photos of teacher training activities and minutes of the facilitator team meeting supported the results of the interview. Schools also allocate a budget in the 2024 RAPBS to fund P5 activities. Identification of issues is carried out based on observations of heterogeneous student conditions and school environments. Furthermore, one of the teachers said:

*"Our students come from different regions and religions. We want the P5 project to be a forum for them to get to know each other's cultures."* (Teacher 2, interview, August 2025)

SMK N 1 Salatiga held special training for teachers to integrate multicultural values in learning and P5 projects through *workshops* on diversity and inclusion, case studies and group discussions, and inviting expert speakers. This step aims to enable teachers to understand the concept of the curriculum and to integrate multicultural values into learning and the P5 project is designed by paying attention to the different learning styles of students, adapting to diverse learning characteristics and preferences.

After the training, the principal through a mutual agreement formed a team of facilitators who were tasked with preparing the design of P5, in this case in the form of a project with the theme of cultural, ethnic, and religious diversity, in accordance with the heterogeneous backgrounds of students. This project aims to develop an attitude of tolerance and mutual respect between students. In addition, schools also allocate special funds in the School Revenue and Expenditure Budget Plan (RAPBS) to support the implementation of the Pancasila Student Profile strengthening program.

The identification of issues and contexts in this planning is carried out by recognizing and understanding the real conditions of students, schools, and the environment so as to produce a contextual P5 concept. Furthermore, SMK N 1 Salatiga in choosing themes that are relevant to local issues of Salatiga and also regional potential, for example about local wisdom in product processing or cultural arts.

In its implementation, students are directed to recognize and appreciate the identity of themselves and groups that are part of the nation's identity, interact and communicate effectively with cross-cultural differences, develop respect for differences of opinion, views, and cultural practices and increase empathy so that they are able to feel and understand the experiences of others. This step was made to support the achievement of the goals of the Pancasila Student Profile, which is to form a generation that has noble morals, independence, the spirit of mutual cooperation, awareness of global diversity, critical thinking skills, and creativity.

### **Organizing**

The organization of SMK N 1 Salatiga reflects the implementation of strategic management functions in supporting the strengthening of the Pancasila Student Profile through the multicultural education process. This organization includes the preparation of the work structure, the determination of the roles of teachers and education personnel, the formation of an implementation team, and the arrangement of coordination and communication flows.

Based on information obtained from interviews with teachers at SMK Negeri 1 Salatiga, the division of work groups and tasks does not have a separate special place. Information about the division of work groups and tasks is usually conveyed through announcements on school information boards, school websites (online PPBD archives), or through other communication media. The information obtained includes teaching duties, supervision of the implementation of school cultural habituation, and coordination in the Pancasila Student Profile strengthening project.

In its implementation, teachers play a role in integrating strategies to support multicultural education through facilitating open discussions that build a conducive and friendly environment so that students feel free to convey their ideas and personal experiences related to diversity. In addition, teachers are also an example in respecting differences and showing an inclusive attitude. Other strategies applied are case studies and role play using scenarios involving conflict or differences of views to train empathy

and problem-solving. Teachers also provide students with the opportunity to communicate with people from different backgrounds as well as understand their views.

The results of interviews with teachers and education staff showed that the division of tasks and the structure of the P5 team was carried out in a participatory manner. There are no separate spaces, but coordination is done flexibly through internal communication groups and school bulletin boards. Teachers play an active role as facilitators and models of tolerant behavior in the classroom. In field observations, researchers noted that teachers often hold open discussions to review diversity issues and respect each other's opinions among students. One of the students stated:

*"During the P5 discussion, we were free to tell stories about each other's cultures. Friends from outside Java can also show their habits, so we respect each other."* (Student A, interview, August 2025)

Activities such as role play and case studies are used to foster empathy and cross-cultural social skills. Photo documentation shows the activities of groups of students from various backgrounds working together to create a poster with the theme "Tolerance in My School".

### **Implementation**

Previous research on strengthening aspects of global diversity in the Pancasila Student Profile through a multicultural education approach generally still dwells on the conceptual and normative realms. Research conducted Abadi *et al.* (2024) emphasizing the importance of multicultural-based guidance and counseling services in fostering a respectful attitude of growing differences among students. Meanwhile, Fitriani *et al.* (2024) Develop a learning model that blends the *Culturally Responsive Teaching* with *Problem Based Learning* as an effort to integrate multicultural values in the school environment. In addition, research by São Paulo *et al.* (2024) revealed that extracurricular activities, such as regional traditional dance, can be an effective means to instill an attitude of tolerance and respect for cultural diversity in schools. However, the majority of these studies have not concretely explored the practice of integrating multicultural values in learning activities that are applicable and oriented towards the development of students' character as a whole. As the results of an interview with one of the teachers at SMK N 1 Salatiga, the art teacher said in an interview:

*"Through activities such as Karnivora Skan1sa, students learn to appreciate local culture while learning to appear confident. They understand that diversity is beautiful."* (Art Teacher, interview, August 2025)



**Figure 1.** Karnivora Skan1sa (Regional vocational art work of SMK N 1 Salatiga)

The implementation of the management function in strengthening the Pancasila Student Profile in the school is reflected in various programs and activities that support the global diversity dimension. The school runs *collaborative Project Based Learning* (PJBL), arts and cultural extracurriculars, as well as activities to commemorate religious and national holidays that involve students in reflecting on diversity. In addition, there is cooperation with local communities that present community leaders or indigenous communities to share cultural experiences and knowledge.

Examples of P5 activities at SMK Negeri 1 Salatiga that are directly related to the values of tolerance, diversity, or cross-cultural cooperation are:

Project 1 | Bang Jidar Seksi (Build Soul and Body with Creative Gymnastics) Provides insight to students on the importance of building strong characters mentally, spiritually and physically to provide a balance of life achievements in the development of science and technology.

Project 2 | JEMARI RAPI (Clearly Independent Creative to Achieve Dreams) The P5 activity aims to form students who are clear in their goals, independent in action, creative in their work, and dare to achieve their dreams. Through inspirational activities such as workshops, discussions, and collaborative projects, students are invited to develop their potential to have a positive impact on the environment.

Project 3 | KARNIVORA SKAN1SA: Regional Vocational Artwork of SMK N 1 Salatiga

This activity has the basis of courage to show physical, mental, creativity and intelligent strategy like carnivorous creatures that have hunting skills. Seize opportunities for learning by demonstrating scientific creativity and strong character that adheres to the adaptation of dynamic and colorful local cultures

Project 4 | Mie Samling Enyak (Sorting Environmental Waste for a Comfortable Ecosystem with Character) Provides insight to students about awareness of protecting the environment and empowering household waste to maintain the survival of living ecosystems as a form of gratitude to God the creator.

Project 5 | SIRAGAN KARAK (Honest, Diligent Respected with Character)  
Activities that aim to form students who have high integrity (honesty), consistent learning spirit (diligence), be role models in their environment (respected), and have strong personalities (character). Through educational and inspirational activities, students are invited to develop positive values to become a superior generation.

### **Supervision**

The SMK Negeri 1 Salatiga school actively ensures that all students, including those from minority backgrounds, feel valued, safe, and equally involved in P5 activities. This supervision is realized through an inclusive learning environment that is free from *bullying* and discrimination, teachers are involved in monitoring students' daily lives in the classroom and encourage the active participation of all students in the planning and implementation of projects. Students are given space to voice their ideas and concerns, while group divisions are carried out in a heterogeneous manner to create interaction between students from different backgrounds and abilities. In addition, teachers also use a personal approach by paying special attention to each student who lacks confidence or experiences social barriers, supported by the existence of school counselors as a psychosocial service.

In the implementation of P5, schools implement participatory supervision. Based on the results of the interview with the school counselor:

*"We not only assess the results of the project, but also the attitudes and behavior changes of students during the process. Each teacher recorded observations of tolerance and cooperation between students."* (Counselor, interview, August 2025)

Documentation evidence in the form of student reflection journals shows real changes. One student wrote:

*"At first, I didn't really care about friends of different religions, but after participating in P5, I came to understand that we all have the same values: mutual respect."* (Student journal, school documents, 2025)

The assessment used is formative and summative with rubric P5 from the Ministry of Education and Culture, Research and Technology. The school also forms a peer review team to assess students' collaboration and social concerns. The challenges faced include differences in students' understanding of the concept of diversity and limited parental involvement. However, teachers continue to take a personal approach so that all students, especially those from minority backgrounds, feel accepted and safe.

The success of P5 activities at SMK Negeri 1 Salatiga is not measured solely through academic scores, but through summative and formative assessments that focus on the development of the dimensions of the Pancasila Student Profile. The assessment is carried out comprehensively using various indicators, such as teachers' observations of students' attitudes and behaviors during the project, self-assessment and peer-to-peer assessments that encourage reflection on each other's participation and contributions, and learning journals or portfolios that document the process, work results, and personal reflections of students. In addition, success is also measured through the quality of presentations and project products, which show how well students are able to communicate the values learned. All of these assessments refer to the P5 rubric that has been set out in the P5 Assessment Guide from the Ministry of Education and Culture, Research and Technology.

However, the implementation of P5 cannot be separated from challenges, especially in the context of student diversity. One of the main obstacles is bringing together different initial expectations and understandings among students regarding the

concept of diversity. Sometimes, a more in-depth approach is needed to overcome the stereotypical barriers or prejudices that still exist. The school also continues to strive to ensure the active and inclusive participation of all students, including those from minority backgrounds, so as not to feel marginalized and to remain equal in project activities.

After the implementation of the Independent Curriculum and the implementation of P5, the school recorded significant changes in learning outcomes and student competency achievements, especially in the aspects of character and soft skills. Students show improvements in collaboration and communication skills, where they become more skilled at working together and communicating ideas effectively. The ability to think critically and creatively also develops along with their involvement in solving real problems raised in the project. In addition, an independent attitude and sense of responsibility are increasingly evident from students' initiative in proactively completing tasks. The most notable improvement is seen in the understanding and appreciation of diversity, which is reflected in a stronger attitude of tolerance and empathy. Although the academic aspect remains an important part of education, the school's main focus is to shape student characteristics that reflect the values of the Pancasila Student Profile.

## DISCUSSION

Strengthening the Pancasila Student Profile through multicultural education at SMK Negeri 1 Salatiga is carried out by integrating the four functions of education management synergistically together. This supports the guidelines set out in the Minister of Education and Culture, Research and Technology Regulation No. 56 of 2022 concerning the Independent Curriculum. Structured planning allows schools to design programs that are contextual and tailored to the needs of students. Effective organization clarifies the roles and responsibilities of all parties, so that the implementation of activities runs smoothly and participatory. Additionally, ongoing supervision helps ensure the learning process remains relevant and positively impactful. This entire process reflects the implementation of the four management functions (Masitoh *et al.*, 2024). These management functions are integrated in supporting the achievement of educational goals that respect diversity and encourage tolerance in the school environment.

The Merdeka curriculum is flexible and contextual, so that schools can develop programs according to the needs of students and the environment. SMK N 1 Salatiga applies this principle by choosing project themes that are relevant to local issues and regional potential. Systematic planning through teacher training and the formation of a facilitator team is the key to the successful implementation of P5 in accordance with the curriculum guidelines with a flexible and relevant learning approach (Izzah & Magfiroh, 2025; Rofiudin, Ishaq, & Mukaffan, 2025).

Through the application of multicultural education in P5, students at SMK Negeri 1 Salatiga experience a real strengthening in understanding and appreciating global diversity. Multicultural education is a strategic approach in forming students who have a tolerant, empathetic, and open attitude to cultural diversity. Evidence from research conducted by (Arifin, Sutarna, Aryani, Prayitno, & Waston, 2023; Sutisnawati, Maksum, & Marini, 2023; Syarif, Abdullah, & Herlambang, 2024) It also reinforces this statement that the involvement of teachers and principals who actively integrate the theme of diversity into P5 is able to shape students' inclusive attitudes. In the context of SMK N 1 Salatiga, activities such as cross-cultural discussions, introduction to local

identity, and cooperation between students with diverse backgrounds play a key role in the formation of a global character.

Azizah states that education policies that support teacher training and the provision of inclusive resources play an important role in successful implementation, as well as encourage the creation of equitable education and increase student motivation (Azizah, Yusrina, Nugraini, & Zulfa, 2025; Taqiyah, Hermanto, Ishartiwi, & Pujaningsih, 2025; Yunitasari, Lasmawan, Arnyana, & Ardana, 2025). The steps taken by SMK N 1 Salatiga through teacher training and the formation of a facilitator team are the right thing to do in strengthening the capacity of educators in facing diversity and managing adaptive learning according to student characteristics.

The implementation of an independent curriculum that gives schools the flexibility to develop programs based on local contexts provides a great opportunity to internalize Pancasila values, especially in the form of contextual learning experiences. Research (Faizal, Aqil, Aras, & Surahman, 2025; Karatu & Abolaji, 2025; Suryaningsih, Maksum, & Marini, 2023; Vathatuljanah, Firmansyah, Muchdar, Gagaramusu, & Pratama, 2025) shows that the strategy *content integration, equity pedagogy, and empowering school culture* able to support continuous multicultural learning. At SMK N 1 Salatiga, teachers accompany students to understand differences as wealth, not threats.

*Project Based Learning* (PJBL) which is carried out at SMK N 1 Salatiga can foster an attitude of tolerance and empathy among students from various cultural backgrounds. The same opinion is also expressed by PJBL that PJBL is effective in increasing students' creativity and learning achievement in the subject of Arts, Culture and Crafts. This approach also contributes to the development of social interaction skills and students' confidence levels when expressing ideas in the classroom. In addition, the implementation of P5 at SMK N 1 Salatiga provides space and opportunities for students to form characters that are in line with the principles of Pancasila. also revealed that the implementation of P5 at SMK Muhammadiyah 01 Pandaan shows an increase in the attitude of mutual cooperation, creativity, and global diversity of students with projects designed according to the needs and character of the surrounding environment (Komariah & Nihayah, 2023; Masturin, 2022; Sahri & Hali, 2023).

Melindawati *et al.* (2024) highlighted that the integration of multicultural education in subjects such as science and social studies not only develops students' knowledge of academic materials, but also plays a role in forming an attitude of tolerance and fostering the spirit of mutual cooperation. This is also reflected in the implementation of the P5 project at SMK N 1 Salatiga which combines cognitive and affective aspects in learning activities. Projects such as "Carnivora SKAN1SA" and "Mie Samling Enyak" successfully encourage students to learn while reflecting on the values of diversity and social care. In addition, integrating local wisdom in character education not only improves students' academic competence, but also effectively fosters positive student behavior and has high socio-cultural awareness (Greene, Nystrom, Engell, Darley, & Cohen, 2004; Salamah, Mujiono, & Muslihun, 2025).

The P5 program faces a number of challenges, one of which is the difference in understanding of diversity values among students. Often, the concept of diversity is understood differently by students, so the active role of teachers is needed in facilitating deeper understanding (Srinio, Muslihun, & Usman, 2025). In addition, parental involvement in supporting the strengthening of multicultural values in schools is still relatively low, as also found by Meter Range *et al.* (2025) in their studies of elementary schools.

Interactions in groups of students with diverse ethnic and religious backgrounds require careful social management. Virijai *et al.* (2024) reveals that diverse social and cultural expectations within a group can lead to conflict, if not anticipated with collaborative strategies and effective communication (Maemonah, Hernawati, Basori, & Sijabat, 2024; Sutisna & Khori, 2024). In this context, teachers need to provide intensive assistance so that every student feels respected and has the same opportunity to express themselves.

Thus, the results of this field confirm that integrated multicultural education in P5 not only plays a role in improving students' understanding of differences, but also forms characters rooted in Pancasila values. Strengthening the Global Diversity dimension through contextual activities in vocational schools is concrete evidence that the implementation of the Independent Curriculum can be effective if managed with a collaborative, reflective, and character-oriented managerial approach.

## CONCLUSION

This study found that SMK Negeri 1 Salatiga succeeded in strengthening the Pancasila Student Profile, especially in the Global Diversity dimension, through the implementation of multicultural education that is systematically integrated in the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum. The implementation of the P5 project which is oriented towards collaboration, empathy, and respect for differences has had a significant impact on the formation of students' character. The results of the assessment and reflection showed a marked improvement in tolerance attitudes, social skills, and ability to interact across cultures. This proves that multicultural education is not just a conceptual discourse, but can be implemented practically to create an inclusive and harmonious learning environment.

This study reinforces previous findings regarding the effectiveness of multicultural education in shaping student character, while broadening perspectives by showing how the concept can be integratively in the context of the Independent Curriculum in vocational schools. The study also introduces an educational management approach based on four functions (planning, organizing, implementing, and supervision) as an effective framework for implementing multicultural values in schools. Thus, this research makes a new contribution to the development of character education models that are relevant to the socio-cultural context of Indonesia as well as adaptive to the challenges of globalization.

This research is still limited to one case study location and the number of informants is relatively small, so the results cannot be generalized for all educational units. In addition, data variations such as students' social background, gender, and cultural experiences have not been explored in depth. Therefore, further research is recommended to expand the scope by involving more schools from different regions and levels of education. Follow-up studies also need to review the involvement of parents and communities in strengthening multicultural values so that the implementation of P5 can run more comprehensively and sustainably. Thus, the multicultural education integrated in the P5 project not only serves to complement the curriculum, but also becomes the main foundation in forming a generation of Pancasila students who are characterful, tolerant, and able to live in harmony in the midst of the diversity of the global community.

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