

Date Received : 03 April 2024
Date Revised : 28 August 2024
Date Accepted : 28 August 2024
Date Published : 30 August 2024

IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT THROUGH MULTICULTURAL AND MULTI-RELIGIOUS LOCAL WISDOM MODULE AT SMP NEGERI 20 TANGERANG

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Keywords:

Implementation;
Project; Local
Wisdom; Evaluations;
Junior High School

ABSTRACTS

Background: The theme of local wisdom in learning Islamic Religious Education, it is hoped that students can gain a more holistic understanding of religious values and in line with the values of Pancasila and local wisdom and will help strengthen students' character and national identity as citizens of the One and Only God, Justice, and Civilized in accordance with the values of Pancasila, while still respecting the cultural and religious diversity that exists in Indonesia. **Purpose:** The three goals of this study are to: (A) explain the process of identifying P5's theme; (B) explain how P5 is implemented with regard to the theme of local knowledge; and (C) describe P5's evaluation with regard to this theme. **Method:** This study's methodology employs a qualitative-descriptive approach, looking at procedures, visualizing events, and summarizing events based on information gathered from interviews and observation. By searching for additional data to support the findings and verifying the information the researcher received from the data supplier, triangulation can be used to assess the validity of the data in this study. In this study, data reduction, data visualization, and conclusion-making are used in data analysis. **Result:** The findings of this study are as follows: (A) the Pancasila Student Profile Strengthening Project theme is decided upon in accordance with a school agreement; and (B) all grade VIII students at SMP Negeri 20 Kota Tangerang implemented local wisdom theme projects under the guidance of a team of coordinators or teachers. **Conclusion:** The stages of introduction, contextualization, action, reflection, and follow-up are the first ones that it goes through during implementation. Evaluations are then conducted in order to prepare for the next round of project improvements

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A. INTRODUCTION

In order to stay up with Indonesia's ever-faster times, education is always evolving the curriculum is a crucial tool for guiding students through the learning process and is always being updated to meet updated standards (Safitri et al., 2023). With a focus on student-centered teaching strategies and the Pancasila Student Profile as the primary foundation, the Merdeka Curriculum is available as an improvement on the 2013 Curriculum (Setiawan, 2021). Graduates with this profile are anticipated to be of high character, proficient, and equipped with the necessary skills to instill the noble principles of Pancasila in individuals (Hamzah et al., 2022). These are the kinds of goals that project-based learning is supposed to aid with. Students' critical thinking and problem-solving abilities are sharpened, and they are encouraged to learn actively, creatively, and cooperatively through projects.

Six characteristics make up the profile of Pancasila students: (1) Faith, a fear of God Almighty and noble morals; (2) Mutual Cooperation; (3) Independence; (4) Global Diversity; (5) Critical Reasoning; and (6) Creativity (Ismail et al., 2021). The attributes of faith, fear of God, and noble character, characterized by reverence for all of God's creation and preservation of it in the natural world as well as the local community. Students can collaborate to accomplish shared objectives and engage in cooperative learning activities by using the mutual aid profile. Students' skills are displayed in independent profiles, enabling them to operate independently without assistance from others (Yusutria & Febriana, 2019). Pupils that possess critical thinking profiles are better able to make logical decisions and resolve current issues. Ingenious concepts and items can be produced by creative profiles (Ernawati & Rahmawati, 2022)

In order to produce high-quality students who not only have high cognitive abilities but also compete globally with competencies, characters, and behaviors that are in accordance with Pancasila values, the Pancasila Student Profile has six dimensions that relate to the values of Pancasila (Kemendikbudristek, 2022). Faith, a fear of God and noble character, independence, collaborative effort, critical thinking, creativity, and global variety are a few of these dimensions (Satria et al., 2022). A project is a set of tasks that are completed with the use of extremely inventive and creative thinking in order to meet learning objectives. These tasks involve selecting difficult and sustainable subjects in order to create goods that are consistent with the predetermined theme. Five themes were explored in the primary school project: entrepreneurship, sustainable lifestyle, innovation and technology, local wisdom, Bhineka Tunggal Ika, and building the Republic of Indonesia (Irawati et al., 2022). The driving school project program wants to inspire students to grow and develop their potential based on local wisdom principles, which is why local wisdom is the theme chosen for implementation. The Pancasila Student Profile will be achieved with the aid of this. The social glue is local wisdom. To foster a positive culture and avoid upsetting the country's noble culture, Indonesian students are encouraged to retain their culture, maintain their locality and identity, and have an open mentality when forming relationships with different cultures (Majir, n.d.)

In an attempt to raise the profile of Pancasila students, grade VIII students at SMP Negeri 20 Kota Tangerang are developing an independent mindset and creative spirit through the project's implementation (Rahmawati et al., 2022). The multicultural and multireligious situation in Tangerang City shows the importance of knowing and understanding local wisdom and interfaith tolerance from an early age. However, in the

context of formal education, often the focus of learning is more focused on religious aspects without integrating with the universal values contained in Pancasila and local wisdom which is the cultural identity of the region. The Pancasila Student Profile has not been implemented in schools in an optimal manner, but this has significant implications for the development of students' character. In contrast, if the Pancasila Student Profile is implemented in schools in an optimal manner, the objective of forming students' character in accordance with Pancasila values will be achieved (Kahfi, 2022). In accordance with relevant project implementation guidelines, educators or teachers can create project modules and conduct assessments (Wijayanti et al., 2022).

B. METHOD

Observation, interviews, and documentation studies were used to gather data for this study, which employed qualitative-descriptive methodologies with tools for event analysis, visualization, and summarization. The Strengthening Pancasila Student Profile Project, which focuses on the idea of local wisdom is the focused of this study. Completing the research, numerous subjects are needed, including grade VIII teachers, students at SMP Negeri 20 Kota Tangerang, and principals of schools. Researchers can learn about the actual implementation conditions of the Student Profile Strengthening Project on the theme of local wisdom in the field by conducting interviews. Documentation that is used as a supplement to the data collected in the form of photos, writing, archaeology, and oral histories is required for this project in addition to observations and interviews.

Triangulation is the process of verifying data collected from data suppliers to researchers, as well as searching for supporting data from additional sources, to assess the authenticity of the data utilized in this study. Data reduction, display data, and conclusion drawing are the methods of data analysis used in this study.

C. RESULT AND DISCUSSION

Findings from preliminary observations and interviews with SMP Negeri 20 Kota Tangerang principals, grade VIII instructors, and students. One of Tangerang driving schools, SMP Negeri 20 Kota Tangerang is a chosen institution. This school has included the Independent Curriculum into its teaching methods, and it uses the Pancasila Student Profile as a basis for character education that reinforces Pancasila ideals. The Pancasila Student Profile is one way that the goal of raising the standard of education in Indonesia via character development in line with Pancasila values is expressed. The Pancasila Student Profile consists of six characters: (1) being religious, fearing God Almighty, and possessing high moral standards; (2) cooperating with others; (3) being autonomous; (4) being a worldwide celebrity; (5) using critical thinking skills; and (6) being creative (Irawati et al., 2022). In selecting the theme, educators are expected to go beyond the box so that students working on projects using the Pancasila Student Profile will feel content and at ease during project activities (Rahmawati et al., 2022). Determining this theme takes time, but it's necessary to generate creative ideas and ensure that project activities go as scheduled.

Character is a trait or moral fortitude that an individual possesses with the intention of serving as a guide to set them apart from one another according to their ethics and morals (Utami, 2016). Programs are used in schools to implement character education. P5 through co-curricular activities that give them the freedom to learn

outside of the classroom or in their immediate surroundings, and strengthening the Pancasila Student Profile through intracurricular activities that incorporate topic knowledge taught in the classroom (Inayah, 2021). Project planning is the first step in the project's implementation process (Sufyadi & Anggraena, n.d.) By coordinating the educator unit's and educators' collaborative planning of the implementation time allocation.

1. How to Determine Themes on Pancasila Student Profile Strengthening Project

Based on consensus, the teaching unit chooses the theme to be used. At least two topics must be selected in a single year for the Pancasila Student Profile Strengthening Project at the junior high school level (Ismail et al., 2021). The project's theme is decided upon by discussion held in meetings with the teachers' council and the principal (Santoso, n.d.). The principal expressed the perspective that the theme of the project program was decided upon by the teacher council and the school administration in accordance with an agreement. A comment from the class VIII teacher confirming that the subject is decided depending on the school by considering multiple aspects, such as school assets and looking at the conditions and requirements of pupils, lends credence to this argument.

Due to the prior agreement on theme selection, SMP Negeri 20 Kota Tangerang chose the theme of local wisdom with the focus of creating foods and beverages that are typical of Tangerang City. The rationale for choosing this theme is consistent with research by (Kahfi, 2022), which demonstrates that the activity is prepared for execution based on the outcomes of the agreement reached at the outset of theme selection, project module preparation, and elaboration related to the implementation of the actions to be carried out are ready.

Table 1. P5 Theme, Dimension, and Time Allocation Mapping

		Project
Theme		: Local Wisdom
Topic		: Typical Culinary of Tangerang City
Pancasila Student Profile	Dimensions	1. Global Diversity
		2. Creative.
		3. Critical Thinking
		4. Self-sufficient
Time Allocation		: 120 JP (15 x Meetings)

The table 1 is explained that at SMP Negeri 20 Kota Tangerang, grade VIII students are implementing the Pancasila Student Profile Strengthening Project with the theme of local wisdom. The topic of the project is Typical Culinary of Tangerang City. The project is centred on four dimensions: (1) global diversity; (2) creative thinking; (3) critical thinking; and (4) self-sufficient. It will be discussed in the P5 project.

Table 2. Characteristics of Project-Based Learning

1. The Problems	2. Learners Choose a Project	3. The Ultimate Goal of the Project
<p>1. Students have not yet emerged an attitude of independence.</p> <p>2. Decreased sense of Responsibility.</p> <p>3. Many students are not familiar with the typical cuisine of Tangerang City.</p>	<p>1. Choose to make laksa</p> <p>2. Choose to make dishes from Asinan</p> <p>3. Choose to make ice selendang mayang</p>	<p>The implementation of this project aims to enable students to form independent character, responsibility, and be able to recognize and make typical Indonesian cuisine, especially in Tangerang City.</p>

Table 2 explained, in order to create project-based learning designs, there are a few steps that must be prepared gradually: first, identify problems that have trigger questions derived from contextual problems; next, implement the Pancasila Student Profile; and last, design cooperative projects with students and teachers along with a prearranged planning program. Proceed then to the implementation stage.

2. Implementation of the Pancasila Student Profile Strengthening Project on the Theme of Local Wisdom

One of the programs of the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project at SMP Negeri Kota Tangerang. This curriculum gives educational units, teachers, and students flexibility and freedom so that the learning process can be carried out flexibly as needed (Rahayu et al., 2022). With respect to the school's Vision "Realizing Students with Akhlaqul Karimah, Almighty Godhead, Global Diversity, Achievement, and Environmental Care" and Mission "Realizing school residents who have faith, piety, discipline, noble ethics and courtesy in speech and attitude; Cultivating discipline, tolerance," the process of raising the quality of education that results in character building in accordance with Pancasila values is matured and realized, reciprocity and self-assurance in order to shape students' courteous and moral attitudes; encouraging a love of reading in society by providing literacy programs backed by extensive, high-quality libraries; establishing a welcoming and healthy learning environment that is family-oriented, responsible, safe, and tranquil in the classroom; Establishing an educational setting that fosters the growth of local cultural expression in the context of global diversity, as well as intellectual, social, and emotional development; empowering pupils to think critically and creatively, to be independent, and to have noble rights in order to produce original ideas and abilities that accurately represent the demographics of Pancasila students; encouraging parents and the community to actively participate in diversity initiatives that support competitive students' inventiveness; Establishing a sustainable culture in order to become a National Adiwaiyata school." "Superior, great, champion" is the motto of SMP Negeri Kota Tangerang, nevertheless.

Table 3. Project Activity Flow

Stages	Activities
Identity	<ol style="list-style-type: none"> 1. Teachers socialize P5 material related to the understanding, objectives, and benefits of P5 activities 2. Introducing the theme of local wisdom projects (typical cuisine and drinks of Tangerang City) 3. Introducing project elements and sub elements
Contextualization	<ol style="list-style-type: none"> 1. Looking for materials related to typical Tangerang City cuisine and drinks Introducing some typical dishes and drinks of Tangerang City through cooking practices 2. Initial diagnostic assessment of students in exploring the initial understanding of the topics raised (making typical dishes and drinks of Tangerang City) through questionnaires 3. Students determine the typical cuisine and drinks of Tangerang City that will be practiced
Act	<ol style="list-style-type: none"> 1. Prepare materials and tools that have been determined by students 2. The practice of making typical dishes and drinks in Tangerang City 3. The process of presenting the results of cooking
Reflexes	There is a reflection for teachers and students on the implementation presentation of typical cuisine and drinks of Tangerang City
Follow-up	Based on the results of reflection, students plan follow-up on projects that have been implemented

The table 3 is explained that every student in grade VIII completes project activities centered around the concept of local wisdom, with the help of qualified teachers and specialized teams. Identifying or introducing the project, contextualizing it, taking action, reflecting on it, and following up are some of the stages that the Pancasila Student Profile Strengthening Project goes through during its implementation. P5 implementation can take place at any time; there is no set timeline. In semester 2, SMP Negeri 20 Kota Tangerang taught P5 on the topic of local wisdom to grade VIII students, focusing on creating traditional Tangerang City meals and beverages. The project will be implemented beginning in January and ending in February. P5 is being implemented using a block system, specifically in January and February. The subject of creating traditional Tangerang City meals and beverages came up during the implementation of the local wisdom theme project at SMP Negeri 20 Kota Tangerang. This project activity is implemented in multiple stages. This phase starts with introducing students to project activities and ends with assessments. The researchers employ a checklist, questionnaire, and in-class observation to gather data for the first diagnostic phase. The teacher presents the project theme, the aspects and sub-elements of the project, and socializes the Pancasila Student Profile Strengthening

Project content in relation to the comprehension, goals, and advantages of project activities during the introduction stage.

By bringing up the project topic of creating Tangerang City food, the teacher's contextualization stage provided content pertaining to the selected theme, which is local wisdom. The next task for the pupils is to research their favourite varieties of typical Tangerang City foods and beverages. Students then fill out an observation form with tables listing their favourite foods and beverages that are typical of Tangerang. The teacher uses the information from the observations to choose which meal to inject based on the responses from the children. The teacher selects the dish that will be rehearsed, shows a slide or video of the ingredients, and instructs the class to write down recipes.

Moreover, resources that need to be brought to class as practice materials are explained to the students. One of the guardians of each group goes along with the group during the practice sessions. To commence the exercise, the students first gather the necessary components to cook the agreed-upon dishes or drinks that are typical of Tangerang City. Students prepare different components of the available ingredients and use them to create dishes or drinks that are typical of Tangerang City. Presenting the finished dishes that the students have prepared is the next step. You can also hold exhibits or celebrations where the students can taste the food or drinks that they have prepared. Following the plan's execution, teachers and students will reflect on how the cooking outcomes were presented. A follow-up will be planned based on the completed reflections.

Table 4. Dimensions and Sub Elements of the Pancasila Student Profile

1st Dimension Global Diversity	Know and appreciate culture, deeply explore culture and cultural identity	Explain cultural changes over time and in context, both on a local, regional and national scale. Explain the self-identity formed from the nation's culture.
2nd Dimension Creative	Generate original ideas	Linking the ideas, he has with new information or ideas to generate a combination of new and imaginative ideas to express his thoughts and/or feelings.
	Produce original works and actions	Explore and express his/her thoughts and/or feelings in the form of works and/or actions, and evaluate them by considering their impact on others
	Have flexibility of thinking in finding alternative solutions to problems	Produce alternative solutions by adapting various ideas and feedback to deal with situations and problems

3rd Dimension Critical Thinking	Acquire and process information and ideas	Ask questions for clarification and interpretation of information, and find out the causes and consequences of the information
	Identify, clarify and process information and ideas	Identify, clarify and analyze relevant information and prioritize certain ideas
	Analyze and evaluate reasoning	Identify, clarify and analyze relevant information and finalize certain ideas
	Reflect and evaluate his own thoughts	Identify, clarify and analyze relevant information and finalize certain ideas
4th Dimension self-sufficient	Self-understanding and situations, recognizing qualities and self-interests as well as challenges faced	Make realistic assessments of abilities and interests, as well as self-development priorities based on learning experiences and other activities

The table 4 is explained that at SMP Negeri 20 Kota Tangerang, grade VIII students are implementing the Pancasila Student Profile Strengthening Project with the theme of local wisdom. The project is centred on four dimensions: (1) global diversity; (2) creative thinking; (3) critical thinking; and (4) self-sufficient (Irawati et al., 2022).

Based on the parameters of the Pancasila Student Profile, P5 activities centred around the theme of local wisdom must be created in order to improve character education (Ulandari & Rapita, 2023). The positive growth of attitudes possessed by students at SMP Negeri Kota Tangerang is a result of the project's implementation. The extent of an influence on students varies depending on them personally. Based on the competencies of SMP Negeri 20 Kota Tangerang graduates, the principal disclosed that the aim of the P5 activity, which has as its theme "local wisdom," is to help students change their attitudes and behaviours. Specifically, they want to instil noble character in them by modelling harmonious behaviour, tolerance for diversity, and teamwork. The teacher class reaffirmed the explanation by stating that each student is responsible for whatever improvements or beneficial effects that this P5 activity may have on them. But with the P5 project activities centered around the idea of local wisdom, moms and instructors in homeroom feel that kids can work with their themes to decide who brings what, and then kids can take ownership of the tasks that are completed. When students participate in this project activity, their response is also more animated, and it is evident that they take pleasure in every procedure when it is completed cheerfully (Damayanti et al., 2024).

3. Evaluation of Project Implementation of Strengthening Pancasila Student Profile Through Multicultural and Multi-religious Local Wisdom Module at SMP Negeri 20 Tangerang

The evaluation of the project implementation aimed at strengthening the Pancasila Student Profile through the Multicultural and Multi-religious Local Wisdom Module at SMP Negeri 20 Tangerang reveals several key insights. Firstly, there has been a noticeable enhancement in students' understanding and appreciation of multiculturalism and religious diversity within their community. This is evidenced by their increased engagement in discussions and activities related to tolerance and respect for different cultures and beliefs. Secondly, the integration of local wisdom modules into the curriculum has effectively complemented existing educational frameworks, providing students with practical insights into how Pancasila principles can be applied in their daily lives. Additionally, the project has fostered a more inclusive and harmonious school environment, with students demonstrating greater empathy and acceptance towards their peers from diverse backgrounds. However, challenges such as resource constraints and the need for continuous teacher training have been identified, highlighting areas for improvement in future implementations. Overall, the evaluation underscores the positive impact of incorporating multicultural and multi-religious perspectives into education, contributing to the development of well-rounded and socially conscious citizens. It undoubtedly requires an evaluation with the goal of identifying during project activities definitely cannot be separated from shortcomings, observing every student's development and ability, and finding solutions to shortcomings during project activities as well as for preparation of taste improvement after food modification project activities that will be carried out next (Ulandari & Rapita, 2023). The school coordinates with instructors, facilitators, and students to conduct the evaluation. A self-evaluation can be conducted in a number of ways, including: 1) reflection at the start, middle, and finish; 2) reflection or discussion in two directions; and 3) reflection grounded in experience and observation 4) assessment using checklists (Satria, R & Adiprima, P, n.d.). The three types of assessments used by SMP Negeri 20 Kota Tangerang in its execution are formative, summative, and initial. While P5 (initial assessment) is being implemented, the project is being evaluated from the outset of the conference. Discussions and presentations are used as opportunities for formative assessment. At the very end, when P5 implementation is finished and movies are created and posted to a belajar.id account, there will be a final reflection (summative assessment) of its implementation. A different approach to determining the best course of action to set up the subsequent improvement of project activities is to conduct a thorough and process-focused evaluation (Irawati et al., 2022).

D. CONCLUSION

As an effort to achieve Indonesia's educational vision, which is to create a sovereign, independent and developed society with personality in accordance with the character of the Pancasila student profile, comprehensive support is needed both through intracurricular, extracurricular, co-curricular activities, and the development of the school ecosystem. The Pancasila student profile strengthening project is expected to be able to form a tough, independent, critical, and analytical student

character to face the challenges of changing times, as well as adapt to various environmental conditions but always prioritize faith, piety, noble morals, and global diversity. Based on the results of the research instrument on the Batch 1 Driving School and the results of sample visits to educational units (Driving Schools) in Tangerang City, it shows that the Pancasila student profile strengthening project has been implemented by all phase I driving schools. The implementation obstacles that can be overcome can be a good practice for schools that will carry out the Pancasila student profile strengthening project. The co-curricular project approach is felt to be more flexible and fun in the learning process and the development of students' potential and character. Students are freer to develop their potential, interact with other students and the community outside the classroom partition. However, it is indirectly a means of forming the character of students who believe in and fear God Almighty and have noble character, independence, criticality, creativity, mutual cooperation and global diversity. Some inputs for the implementation of the Pancasila student profile strengthening project include: 1) The involvement of parents/partners/communities in the project is not optimal, it is necessary to synergize and collaborate with parents/partners; 2) The role of supervisors who are not optimal in the series of project stages can be carried out with blended learning; 3) The implementation of P5 is not 100% for this reason, it is necessary to make an analysis of the context of student needs; 4) Dissemination of good practices as sharing sessions of good practices from other driving schools through learning communities; 5) Involving third parties and identifying issues that are close to students; dividing tasks for the manufacture of project modules; 6) Agree together on the form of assessment, procedures, processing of assessment results and preparation of reports on the results of diagnostic assessments, formative assessments and summative assessments by the project facilitation team; 7) Teachers' involvement in planning project report cards; Clear division of project team roles and duties. The education unit can follow up on the points that are its area of authority by strengthening the internal capacity of the project team, involving parents/partners/communities and actively involved in the learning community in its area so that it can obtain the transfer of good practices from other educational units. The Education Office can intervene through the facilitation of training to increase the capacity of the project team both online and offline for school principals and teachers. In addition, the Office is tasked with supervising and analyzing the implementation of the project for its target schools both through the Education Office and supervisors, so that there will be a continuous quality assurance process. Meanwhile, the Education Quality Assurance Center can use the results of this mapping to provide guidance, mentoring, advocacy, supervision as well as monitoring and evaluation of project implementation practices so that it is in accordance with the needs of each educational unit.

Acknowledgments:

"Praise be to God Almighty for His grace and guidance so that this research can be completed properly. This research will not be realized without the support of various parties. The author would like to express his deepest gratitude to the Principal of SMP

Negeri 20 Tangerang City and all staff and teachers who have provided permits and facilities during the research process. Gratitude was also conveyed to all students of SMP Negeri 20 Tangerang City who have been willing to participate in this research. Not to forget, the author also wants to express his gratitude to the experts and supervisors who have provided very valuable suggestions and inputs in the preparation of this research."

Conflicts of Interest:

Research involving Pancasila values, cultural and religious diversity, and implementation in an educational institution such as SMP Negeri 20 Tangerang City has the potential for diverse conflicts of interest. The research is conducted independently and is not influenced by the interests of outside parties. Previous publications relevant to the research topic.

Author contributions:

All authors contributed significantly to all aspects of this research, from research design, data collection, data analysis, to the writing of the final report. We are also involved in discussions and revisions of the manuscript together

Data availability:

The research is conducted transparently and can be verified by other researchers. This research opens up opportunities for collaboration with other researchers who are interested in the same topic.

Disclaimer:

This research aims to explore the implementation of learning modules based on local wisdom in order to strengthen the profile of Pancasila students. The results of this study only apply to the specific context of SMP Negeri 20 Tangerang City and may not be generalized to other schools. The researcher is not responsible for the use of the results of this study outside of the original context.

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