Implementation of the Pancasila Student Profile Strengthening Project in Instilling Independent Character

Septiyani Septiyani[1]*, Suyatno Suyatno[2], and Achadi Budi Santosa[3]
[1]Universitas Ahmad Dahlan Yogyakarta, and Indonesia
[2]Universitas Ahmad Dahlan, Yogyakarta, and Indonesia
[3]Universitas Ahmad Dahlan, Yogyakarta, and Indonesia.
*2308046051@webmail.uad.ac.id

ARTICLE INFO

ABSTRACT

This research aims to analyze the stages of project learning to strengthen the profile of Pancasila students. The research method used is qualitative using a case study approach. The results of this study with the P5 will make it easier for students to be more able to instill independent characters that contain Pancasila values to become a better person. Through this P5 activity, students have shown good things with the value of Pancasila so that students can recognize themselves well and improve their quality. The implementation of P5 is a good strategy to instill independent character in students. With a fairly mature design and implementation. P5 can help learners to become independent individuals in accordance with the Pancasila learner profile.

1. INTRODUCTION

Independence is one of the characters that really needs to be developed in students from an early age to support them to become responsible individuals and be able to manage their lives independently. According to (Sulastri et al. 2022) education must be in students, namely character education, a process of improving the quality of education and ethics. while according to (Lestari et al. 2023) the application of P5 is able to have a positive impact and shape the character of children, especially the character of independence. In education, independent character reflects the ability of students to take their own initiative without depending on others. The formation of independent character in students is important because it not only affects academic success but also prepares them to face challenges in the future. Where they must be able to think critically, be responsible for their actions and be able to take their own decisions.

Independent decision. Instilling an independent attitude is the obligation of all parties, both schools, teachers and parents (Rachmat 2018).

Learners with high independence tend to be better able to manage their time well, find solutions without having to use others and prioritize their tasks. In addition, independence allows learners to build strong self-confidence because they are accustomed to relying on their own abilities in solving various challenges. However, there are still some students who show a decrease in the character values of students. In instilling character education to students for teachers requires its own challenges (Sulastri et al. 2022). Character education is very important and must be implemented, because it is to shape the character of the nation which is one of the goals of a national education (Puspita and Purnomo 2023). Education that realizes students with graduates with character, a person with character is an individual who has good values in him and is able to apply them in everyday life.

The Merdeka Curriculum is a policy that emphasizes independence in learning. Where the Merdeka curriculum can support students in developing independent, critical thinking, skillful and innovative abilities. Whereas the Merdeka Curriculum is learner-centered and makes the development of other components such as content standards, processes, learning outcomes and assessments centered on the Pancasila learner profile. According to (Piesesa and Camellia 2023). the Pancasila learner profile is an approach to developing the character and skills of learners through various elements of school culture, intracurricular learning, projects to strengthen the Pancasila learner profile and extracurricular activities.

In the Merdeka Curriculum itself, there is a project to strengthen the Pancasila learner profile, which aims to provide supporting advice for embedding the character of Pancasila values in students at the elementary level. The essence of the project activities is to strengthen the profile of students with strong and lifelong character. One of the implementations of the Merdeka curriculum is to build the character and values of Pancasila in students. The Merdeka curriculum is based on 5 pillars of education, namely creativity, critical thinking, communication skills, collaboration and instilling character. The main pillar in the Merdeka curriculum is instilling character, which includes the formation of normal values, ethics and positive behavior in the lives of students (Annisa Intan Maharani, Istiharoh Istiharoh, and Pramasheila Arinda Putri 2023). It can be done in various ways and activities that introduce the value of Pancasila in life.

The existence of the Merdeka curriculum that has been determined in student learning will have a goal, one of which is to form a Pancasila student profile which is an overview of Indonesian students. In realizing the 6 (six) Pancasila Student Profile, it must be integrated into learning activities and this is indicated by the existence of components

Pancasila learner profile in the Teaching module, Kemendikbud Ristek also regulates the existence of supporting activities called P5 activities that make Pancasila values. In the curriculum, the project to strengthen the profile of Pancasila learners makes the learning program.

The Pancasila learner profile strengthening project is an important element in the Merdeka curriculum to shape student character based on the noble values of Pancasila. According to (Yuliastuti, Ansori, and FAthurrahman 2022), it shows that the implementation of P5 can increase the collaboration spirit of students. However, time constraints are an obstacle in implementing meaningful activities. The Pancasila profile strengthening project is a program in the Merdeka Curriculum. The project to strengthen the Pancasila learner profile aims to produce students who have the ability and find solutions to problems in the surrounding environment (Hamzah et al. 2022). The learning objective of the Pancasila Student Profile strengthening project is to foster character in students in project-based learning in accordance with the Pancasila student profile. With the project of strengthening the Pancasila student profile. Learners contribute to the surrounding environment, become lifelong learners, who have competent, moral intelligence of learners and form characters in accordance with the values of the Pancasila learner profile. The Pancasila learner profile strengthening project is designed from intracurricular and focuses on the process, namely learners when carrying out the process of observing experience, collecting data and managing, executing, evaluating and reflecting. The implementation of P5 must be designed with sufficient time to see the process of developing the character of students. Meanwhile, according to (Akhihatul Imania and suprayitno 2024) found that the implementation of p5 through planning, implementation and evaluation can form independent and creative characters in students.

Efforts to achieve the goal of the Pancasila learner profile, one important aspect is collaboration between all parties involved in the interests of education, both formal institutions and the community (Nuril Lubaba and Alfiansyah 2022). Learners in Indonesia are expected to get an education where formal education institutions play a key role in introducing and implementing the Pancasila learner profile. An example of a school that implements the Merdeka Curriculum by focusing on the Pancasila learner profile is SDN 4 Sungai Lilin. In choosing the theme, SDN 4 Sungai Lilin chose a sustainable lifestyle and chose the dimensions of faith in God Almighty, noble character, independence and mutual cooperation. Creating learners who are able to become independent is the goal of implementing the Pancasila learner profile strengthening project. Related to the explanation that has been presented, the researcher intends to conduct research analyzing the stages and obstacles in the Implementation of the Pancasila Student Profile Strengthening Project to instill independent character in elementary schools.

2. METHODS

This research uses a type of qualitative research using the case study method. Qualitative data analysis with the process of reviewing, interpreting irregular datum and organizing data for an interesting and good study so that it can solve existing problems in constructing new theories (Mahmuda 2021). This study aims to describe the stages and obstacles in the Pancasila Student Profile Strengthening Project in instilling independent character in elementary schools. The research subjects consisted of the principal and fourth grade teacher of SDN 4 Sungai Lilin, the implementation time of this research was April 6-7, 2025 which took place at SDN 4 Sungai Lilin. Related to the data collection method carried out by researchers is to use interviews and observations of research subjects related and relevant in this study. Researchers when conducting interviews with principals and grade IV teachers to obtain information relevant to this study. Before conducting research, researchers prepare interview and observation guides. When the questions that will be asked to the sources are related to the stages of implementing the P5 program in Instilling Independent Character among Pancasila students, the obstacles that will be faced during implementation and the results seen during implementation. In addition, researchers also observed the school environment during the learning process. The data collected was then analyzed using data triangulation to obtain the validity of the research data. Triangulating the sources obtained against the needs and categories that have been determined. Furthermore, through technical triangulation, researchers examine the data obtained using various techniques. According to (Santosa 2022) details the data analysis procedures of the Miles and Hubermen model including the data collection process of data reduction, data presentation and data verification which will be described in the scheme below.
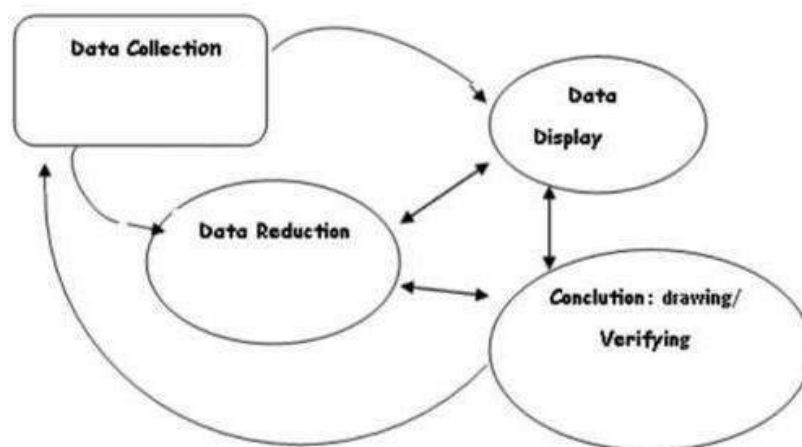

Figure 1. Miles and Hubermen Case Study Approach

Through this research, the researcher hopes that the results obtained can provide new information to readers regarding the stages and obstacles in the implementation of the project to strengthen the Pancasila student profile in instilling independent character in elementary schools for readers.

3. RESULTS AND DISCUSSION

The results showed that related to the implementation of the project to strengthen the profile of Pancasila students in instilling independent character. Below is the data from the research that has been done.
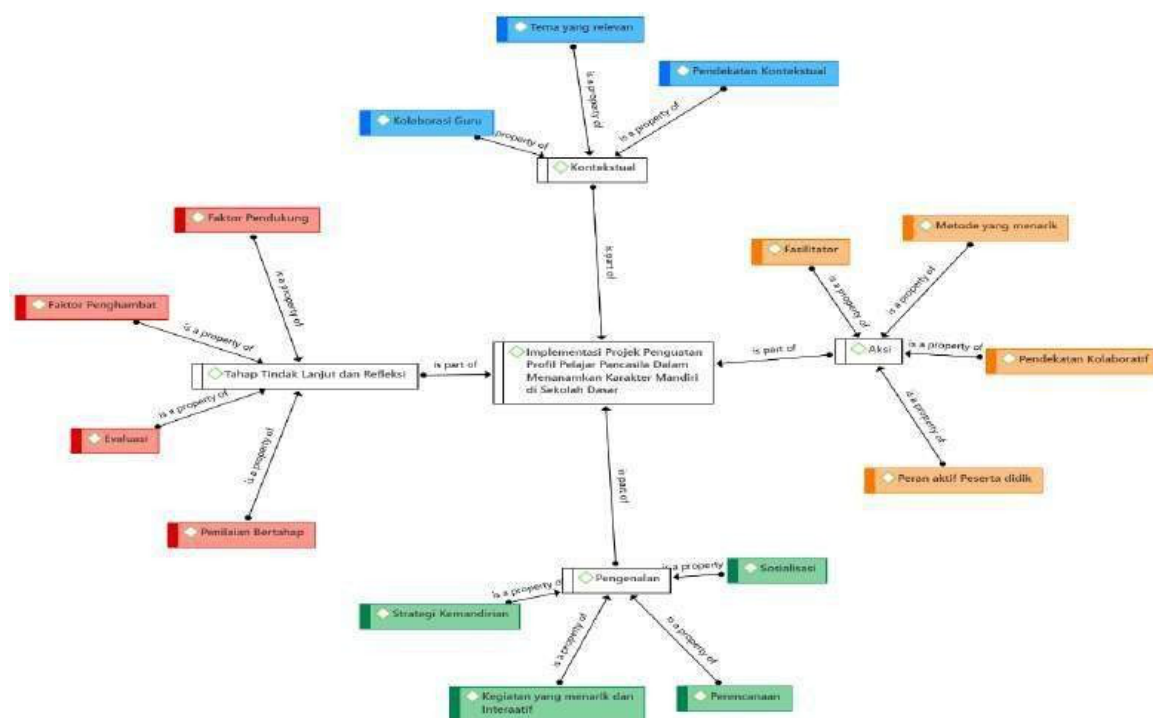

Figure 1. Atlas.ti Version 8 Assisted Research Data

The results showed that the implementation of the Pancasila Student Profile Strengthening Project in instilling independent character will be carried out through four main stages, namely: 1) Introduction, 2) Contextual, 3) Action and 4) Follow-up and Reflection Stage.

3.1 Planning process in the implementation of the project to strengthen the profile of Pancasila pursuers in instilling independent character (Introduction)

In the implementation of the project to strengthen the profile of Pancasila students, there is an introduction stage where at this stage introduces and builds students' awareness of the theme being studied. The results of the interview with the principal reinforced the observations made by the researcher to Mrs. N1 as the principal said that:

"In our school, my teachers and I started to introduce the Pancasila Student Profile Strengthening Project to students through various fun and interactive activities. First, we conduct socialization for all students using visual media such as presentations and videos so that they understand more about the values of Pancasila. In addition, we also incorporate this project into daily learning activities using a strategy of independence, both in the classroom and outside the classroom, so that students can experience first-hand the application of Pancasila values in a real context. We also encourage learners to be actively involved through collaborative projects, group discussions, and hands-on activities that reflect the six dimensions of the Pancasila Learner Profile, namely Believing and Fearing God Almighty, Global Diversity, Gotong Royong, Independence, Critical Reasoning, and Creativity.In this way, learners not only memorize concepts, but also feel and apply the values of Pancasila in everyday life. We are confident that this comprehensive and participatory approach will build the character and attitude of students in accordance with the objectives of the Pancasila Learner Profile Strengthening Project."

Based on the interview, it can be seen that the school in introducing the Project on strengthening the profile of Pancasila students starts with interesting and interactive activities. The school also introduces P5 by means of socialization using visual media such as presentations and videos to help students understand the values of Pancasila. This project is also integrated into daily learning activities in the classroom and outside the classroom so that students can experience the application of Pancasila values directly. The results of the interview corroborate the results of observations of how the school introduces the project of strengthening the profile of Pancasila students, there are efforts used by teachers to introduce the project of strengthening the profile of Pancasila students, this was conveyed by Mrs. N2, the teacher of class IV A said that

"The first thing to do is planning first before introducing the project theme of strengthening the Pancasila learner profile to students, I start by explaining the importance of Pancasila in everyday life through stories and real examples. Then, I invite them to discuss the values of Pancasila and how it can be applied in their behavior. Next, I introduce the project by explaining the objectives and activities to be carried out, as well as engaging them in interactive activities to make learning more interesting. At the end, I encourage students to reflect on the learning and how to apply the values in their lives."

Based on the interview above, it can be seen that Mrs. N2 plans in advance and introduces P5 by applying a more interactive approach, using stories and real examples to explain the importance of Pancasila, inviting students to discuss and provide space for personal reflection on the application of Pancasila values in their lives.

At the implementation stage of the project to strengthen the Pancasila student profile (P5) in instilling independent character in elementary schools, there is an introduction stage to the P5 program that schools introduce through a gradual interactive approach by utilizing visual media in the classroom. Teachers are active in introducing the values of Pancasila in an interesting way, such as through real examples. This introduction is in line with research conducted by (Limin

and Kundiman 2023), who said that visual video-based learning methods were able to increase students' attention and active participation, especially in understanding abstract concepts such as Pancasila values. In addition, parents' participation in the implementation of P5 is an important element that supports the success of this program, as found by (Rachmawati et al. 2022) that collaboration between schools and parents can improve the implementation of character education in the school environment and at home. Based on the explanation and the results of observations and interviews, it can be concluded that SDN 4 Sungai Lilin introduces P5 through audio-visual media, such as videos, presentations and socialization in class. Teachers have an important role in introducing the P5 in an interesting way through stories and real examples that have proven effective in increasing students' attention and active participation.

3.2 The planning process in the implementation of the project of strengthening the profile of Pancasila Students in instilling independent character. (Contextual).

Furthermore, the principle in this context invites teachers and students to utilize the surrounding environment with the reality of life as learning material.

"At SD Negeri 4 Sungai Lilin, we try to link the learning themes in the Pancasila Learner Profile Strengthening Project with real problems in the surrounding environment through a contextual approach. Every theme that we raise in this project is always connected to issues that are relevant and close to the lives of students. For example, if the project theme is about the environment, we invite students to look at environmental problems around the school, such as waste management or greening.Then, students are invited to develop solutions that can be applied on a small scale, for example through recycling movements or tree planting.We also involve students in observations and interviews with community leaders, so that they can understand more about the challenges and needs of the surrounding environment. So, learning is not only theoretical, but also practical and relevant to real life. This approach allows students to develop critical and creative thinking skills, as well as foster a sense of social responsibility and mutual cooperation, which are part of the Learner Profile. Through these projects, we strive to form learners who care about the surrounding environment and are able to make a real contribution, even if it is small, to the improvement of problems around them."

Based on the interview above, it can be concluded that the school links P5 learning with real problems in the environment with a contextual approach. So that it can foster students' confidence and increase critical thinking. In its implementation, the teacher plays an important role in running the program because the teacher is the party who is directly visible to students and knows the limits of the ability of the students.

The contextual stage in the implementation of the Pancasila P5 student profile strengthening project in instilling independent character in students at SDN 4 Sungai Lilin found that at the contextual stage in P5 learning which links material with real problems in the environment.

around, having proven effective in instilling learners' self-confidence as well as improving critical thinking skills. Teachers play an important role in the implementation of this program, as they understand the needs and limits of learners. This is in line with the theory put forward by (Muhartini, Amril Mansur 2022). Which says that contextual learning makes learners connect knowledge with real situations so as to increase learning motivation. Based on the explanation and the results of observations and interviews, it can be concluded that SDN 4 Sungai Lilin in instilling the independent character of students by linking learning to real problems in the surrounding environment, the teacher has a role in this program as a facilitator, based on the explanation and observation of the ability limits of students.

3.3 Implementation Process in the Implementation of the Pancasila Student Profile Strengthening Project in instilling independent characters in the learning process (Action).

Furthermore, namely Action at this stage the school uses a collaborative and participatory approach where the school invites students to channel the ideas possessed by students in an activity or project that involves real action. The results of the interview with N1 as the school said that:

> "We encourage learners to be active in the action related to the theme they are studying through a collaborative and participatory approach.The first step we take is to give learners a deep understanding of the importance of direct involvement in every project they do, by emphasizing that the action is an important part of learning, not just theory.We also provide a space for learners to voice their ideas. For example, in projects related to the environment, we invite learners to design their own activities such as a school hygiene campaign, setting up a waste bank, or managing the school garden. By giving learners the opportunity to lead and organize these activities, they learn to take initiative and cooperate with their friends. In addition, the teacher acts as a facilitator who supports and guides learners at every stage of project implementation. We also often invite learners in class discussions to discuss the progress of the project, evaluate the results, and share experiences, so they feel they have a responsibility for the success of the project. Through this approach, learners not only learn to understand the learning theme, but also how to implement real solutions and take responsibility for the results they achieve. This also helps build self-confidence and independence, two important things that are in line with the values of the Pancasila Learner Profile."

Based on the interview, it can be seen that the school's strategy in encouraging learners to be active in real action is through a collaborative approach that involves direct involvement in learning projects. This approach provides an understanding of the importance of learner participation and provides space for them to come up with creative ideas. The results of the interview reinforce the observations made by researchers in an interview with N2 as the fourth grade teacher revealed that:

"I encourage students to actively participate in real action by giving them the opportunity to discuss and work together in finding problems around them that are in accordance with the values of Pancasila. After that, I ask them to design solutions or actions that can be done, such as cleaning programs or social activities. I provide guidance, but still let them make their own decisions. This way, they learn to be responsible and live the values of Pancasila such as gotong royong, justice, and caring."

Based on the interview above, it is known that the teacher's approach in the P5 program does not only emphasize product results, but rather the development of learners' attitudes. Teachers emphasize the importance of concrete actions such as cleaning or social activities, which teach learners to be responsible and internalize the values of mutual cooperation, justice, and care.

The action stage in the Pancasila learner profile strengthening project is the stage where learners apply the knowledge they have learned through real action, at this stage learners work individually and in groups to produce products or solutions relevant to the P5 theme supported by the teacher to achieve learning objectives (Pravitasari, Mahfud, and Supianto 2023). SDN 4 Sungai Lilin found that teachers encourage learner involvement in real action as part of the implementation of the Pancasila learner profile strengthening project which emphasizes the importance of applying Pancasila values through activities. At this stage, learners not only understand the theory, but also integrate Pancasila values by designing and implementing projects such as hygiene campaigns or social programs. This is in line with research conducted (Kamaruddin et al. 2023) said that project-based learning provides opportunities for students to play an active role in activities that are relevant to their lives. In addition (Yolanda and Lovisia 2023) said that involvement in real action can improve collaboration, caring and responsibility skills which are part of Pancasila-based character building. By providing space for learners to collaborate in real action activities, teachers not only teach theory but strengthen the values of Pancasila that in this stage learners are encouraged to design and implement relevant P5, such as success or social programs with teacher support. This allows learners to become independent without the help of others and take responsibility for their tasks.

3.4 Evaluate and follow up on the implementation of the project to strengthen the Pancasila Student Profile in instilling independent character. (Follow-up and Reflection).

This approach encourages students to learn independently and play an active role in finding solutions that are relevant to their context, as well as living and implementing the values of Pancasila in everyday life. And finally the follow-up and reflection stage of the Pancasila learner profile strengthening project is a renewal in their curriculum which is a new thing in the previous curriculum change.

By implementing p5, educators are expected to accompany the learning process of students to be able to grow capacity and build character as outlined in the Pancasila Student profile. In its implementation, the academic and personality of students. Observations made by researchers related to school contributions in the academic and personality development of students. The results of the interview with N1 as the principal revealed that:

> "Determine kasmi ensure that the Pancasila Learner Profile Strengthening Project supports the academic and personal development of students through an integrated approach between formal learning and character development. Each project is designed in accordance with curriculum competencies, so learning is not only theoretical but also applicable. In addition, this project emphasizes cooperation, citizenship, and social responsibility. Which supports the development of soft skills. We also conduct continuous evaluation to ensure the project really contributes to the academic achievement and character building of students in accordance with the values of the Pancasila learner profile."

Based on the results of the interview above, it is known that the school is very supportive in applying P5 to students. Where schools design according to curriculum competencies, so that schools do not only focus on theory but also use interesting media applications. The school also conducts continuous evaluation to ensure the implementation of P5 in accordance with the academic achievement and formation of students. In the implementation of P5 activities, there is a reflection carried out by the school in P5 activities which the results of the interview with N1 on the reflection carried out by the school revealed that:

> "As Principal, we engage learners in a process of reflection on the projects they have undertaken with several approaches that encourage them to evaluate and understand their learning experience."

Based on the results of the interview with N1, it is known that the implementation of P5 is systematically designed to support the development of learners' self-awareness both in terms of academics and character, the approaches used such as reflection discussions and providing feedback between learners, not only help learners evaluate their learning experiences but also strengthen critical thinking skills, communication, caring, and Pancasila values.

The application of P5 also contributes to strengthening independent character at the basic education level (Juraidah and Hartoyo 2022) in fostering students' learning independence through P5 activities by emphasizing the importance of structured planning, implementation and evaluation to achieve independent character goals. In addition, researchers by (Ulandari and Rapita

In the implementation of the project to strengthen the Pancasila learner profile, the role of teachers in involving students in the follow-up or reflection process on the projects they have done has proven to be important in developing the character and academic achievement of students. The school fully supports the implementation of this program by designing reflections that aim to increase learners' awareness not only in academic terms, but also in character aspects. Providing feedback among learners helps them to evaluate their learning experience and strengthen critical thinking, communication and caring skills. Based on the explanation and the results of observations and interviews, it can be concluded that the implementation of the Pancasila Student Profile Strengthening project at SDN 4 Sungai Lilin emphasizes the role of the teacher in involving students in the follow-up process of various projects that have been carried out. This follow-up does not only aim to improve academic understanding but to shape the character of students.

3.4 The inhibiting and supporting factors of the Pancasila student profile strengthening project in instilling independent character in elementary schools.

The implementation of the Pancasila learner profile strengthening project in instilling independent character in students at SDN 4 Sungai Lilin shows a variety of significant supporting factors. The successful implementation of P5 in instilling the independent character of students through this program is greatly influenced by the support of the school environment and collaboration, because this can make P5 learning activities at school run well and smoothly without obstacles. In addition, the enthusiasm and enthusiasm of students is also an important supporting factor that affects the success of the P5 program. As revealed in the research (Asiati and Hasanah 2022) the enthusiasm and enthusiasm of students in learning activities appear directly to understand and integrate the values of Pancasila, and realize the importance of protecting the environment. In addition, collaboration from all school stakeholders is very instrumental. Collaboration between teachers and parents is very important in education (Niharotussadiah, Darmiyanti, and Riana 2021). Meanwhile, according to (Natsir et al. 2018) collaboration also affects the quality of education as long as parents and teachers can collaborate and be responsible. And according to (Sabardila et al. 2020) schools and teachers have an important role in shaping the character of students. Support from principals, teachers, students and parents who have the same goal makes the implementation of the Pancasila learner profile strengthening project easier.

The inhibiting factors in the implementation of the Pancasila learner profile strengthening project in developing the independent character of students at SDN 4 Sungai Lilin include several, one of the main obstacles is the lack of motivation in learning students in the Pancasila learner profile strengthening project is influenced by the lack of relevance of the theme to the interests and lives of students, learning methods that watch, and interactive approaches. Learners have different characteristics and interests. According to (Rachmayanti and Gufron 2019) the influence of the environment, the behavior of teachers and students themselves is one of the inhibiting factors in character education, the school solution in overcoming it is by holding training or workshops related to P5 activities, besides that it can establish effective communication among teachers.

4. CONCLUSION

The implementation of the Pancasila learner profile strengthening project in instilling the independent character of class IV students of SDN 4 Sungai Lilin is carried out through four main stages, namely, the introduction, contextual, action and follow-up stages, at the introduction stage the teacher plans and uses audio-visual and creative media, this has proven effective in increasing the attention and participation of students. The contextual stage links learning with real problems that exist in the surrounding environment in a way that successfully fosters self-confidence, independence and critical thinking skills of students. The action stage provides opportunities for students to apply the values of Pancasila through real action actions that are relevant to everyday life, while the follow-up stage strengthens academic understanding while forming independent character of students. Supporting factors include the support of a conducive school environment, enthusiasm and enthusiasm of students, and collaboration between teachers and employees, then for the obstacle factors at SDN 4 Sungai Lilin are the lack of relevance of themes to the interests of students, watching learning methods and approaches that are less interactive, low self-confidence, dependence on others and lack of support from the family environment and society so that it becomes an obstacle in developing the independence of students.

5. ACKNOWLEDGEMENTS

6. REFERENCES

Akhihatul Imania, and suprayitno. 2024. "Analysis of the Implementation of the Pancasila Student Profile Strengthening Project (P5) Entrepreneurship Theme on the Independent Curriculum for Class Iv at Darussalam Kedungrejo Bojonegoro Islamic School." *Jpgsd* 12khihatu: 14-28.

Amanda, Zahwa Restu, and Reno Fernandes. 2024. "Implementation of the Pancasila Student Profile (P5) Strengthening Project on Sustainable Lifestyle Theme at SMAN 3 Padang Panjang." *Naradidik: Journal of Education and Pedagogy* 3(2):168-80. doi: 10.24036/nara.v3i2.186.

Annisa Intan Maharani, Istiharoh Istiharoh, and Pramasheila Arinda Putri. 2023. "The P5 Program as an Implementation of the Independent Curriculum: Obstacles and Efforts." *Atmosphere: Journal of Education, Language, Literature, Arts, Culture, and Social Humanities* 1(2):176-87. doi: 10.59024/atmosfer.v1i2.153.

Asiati, Seni, and Uswatun Hasanah. 2022. "Implementation of the Pancasila Learner Profile Strengthening Project at the Movement School." *Jurnal Lingkar Mutu Pendidikan* 19(2):61-72. doi: 10.54124/jlmp.v19i2.78.

Hamzah, Mohamad Rifqi, Yuniar Mujiwati, Intan Mazidha Khamdi, M. Ibnu Usman, and M. Zainal Abidin. 2022. "Pancasila Student Profile Project as Strengthening Character Education in Learners." *Jurnal Jendela Pendidikan* 2(04):553-59. doi: 10.57008/jjp.v2i04.309.

Juraidah, Juraidah, and Agung Hartoyo. 2022. "The Role of Teachers in Developing Learning Independence and Critical Thinking Skills of Elementary School Students through the Pancasila Student Profile Strengthening Project." *Journal Of Basic Education Perkhasa: Journal of Basic Education Research* 8(2):105-18. doi: 10.31932/jpdp.v8i2.1719.

Kamaruddin, Ilham, Ertati Suarni, Saparuddin Rambe, Bayu Purba Sakti, Reza Saeful Rachman, and Pahar Kurniadi. 2023. "Application of Learning Models in: A Literature Review." *Journal of Education and Teaching Review* 6(4):2742-47.

Lestari, Nowo Puji, Banun Havivah Cahyo Khosiyono, Berliana Heru Cahyani, and Ana Fitrotun Nisa. 2023. "Analysis of P5 Implementation for Independent Character Building in Elementary School Students." *Pendas: Scientific Journal of Basic Education* 08(03):4091-97.

Limin, Steve, and Ryan Sean Kundiman. 2023. "The Role of Audio Visual Based Learning Media in Supporting Student Learning Interest in Music History Courses." *Psalmoz: A Journal of Creative and Study of Church Music* 4(1):16-26.

Muhartini, Amril Mansur, Abu Bakar. 2022. "Problem Based Learning." *Incrementapedia: Journal of Early Childhood Education* 4(2):27-36. doi: 10.36456/incrementapedia.vol4.no2.a6563.

Natsir, Nanat Fatah, Ade Aisyah, Hasbiyallah Hasbiyallah, and Mahlil Nurul Ihsan. 2018. "Quality of Education: Teacher and Parent Cooperation." *MUDARRISUNA Journal: Media for Islamic Education Studies* 8(2):311. doi: 10.22373/jm.v8i2.3315.

Niharotussadiah, Niharotussadiah, Astuti Darmiyanti, and Nancy Riana. 2021. "Collaboration of Parents and Teachers in Accompanying 5-6 Year Old Children in Memorizing the Qur'an Online." *JCE (Journal of Childhood Education)* 5(1):224. doi: 10.30736/jce.v5i1.551.

Nuril Lubaba, Meilin, and Iqnatia Alfiansyah. 2022. "Analysis of the Implementation of the Pancasila Learner Profile in Character Building of Learners in Elementary Schools." *EDUSAINTEK: Journal of Education, Science and Technology* 9(3):687-706. doi: 10.47668/edusaintek.v9i3.576.

Piesesa, Mey Sella Lara, and Camellia Camellia. 2023. "Project Design for Strengthening the Pancasila Student Profile to Instill Independent, Creative and Gotong-Royong Character Values." *Jurnal Moral Kemasyarakatan* 8(1):74-83. doi: 10.21067/jmk.v8i1.8260.

Pravitasari, P. D., H. Mahfud, and Supianto. 2023. "Implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN Tunggulsari II Surakarta." *Kemenristekdikti.Go.Id* (449):1-6.

Puspita, Dian, and Heru Purnomo. 2023. "Implementation of Merdeka Curriculum in Class IV of State Elementary School17 Cape Pandan." *Journal Gentala Education Elementary* 8(2):187-95. doi: 10.22437/gentala.v8i2.27012.

Rachmat, Irfan Fauzi. 2018. "Journal Jendela Bunda Vol 6 No 1 March-August 2018." *The Influence of Parent and Child Attachment on Early Childhood Digital Technology Use* 6(1):14- 29.

Rachmawati, Nugraheni, Arita Marini, Maratun Nafiah, and Iis Nurasiah. 2022. "Project on Strengthening the Profile of Pancasila Students in the Implementation of Prototype Curriculum in Elementary School Level Movement Schools." *Basicedu Journal* 6(3):3613-25. doi: 10.31004/basicedu.v6i3.2714.

Rachmayanti, Sofia Intan, and Moh Gufron. 2019. "Analysis of Inhibiting Factors in the Cultivation of Discipline Character Education in Students at SDN 02 Serut." *Inspiration: Journal of Social Sciences* 16(2):124-31.

Sabardila, Atiqa, Anggi Desatria Budiargo, Galih Wiratmoko, Juan Artha Himawan, Aprilia Triutami, Ayu Intansari, Desti Setiyowati, Dizy Hana Tri Cahyani, Ratnawati Handayani, and Suistri Suistri. 2020. "Character Building for Environmental Care through Greening Activities for

Students of MIM Derasan Sempu, Boyolali." *Buletin KKN Pendidikan* 1(2):35-41. doi: 10.23917/bkkndik.v1i2.10763.

Santosa, Achadi Budi. 2022. "Principal's Leadership Strategy in the Development of Teacher Professionalism." *JAMP: Journal of Education Administration and Management* 5(1):1-7. doi: 10.17977/um027v5i12022p1.

Sulastri, Sulastri, Syahril Syahril, Nelfia Adi, and Ermita Ermita. 2022. "Strengthening Character Education Through the Pancasila Student Profile for Teachers in Elementary Schools." *JRTI (Journal of Indonesian Action Research)* 7(3):583. doi: 10.29210/30032075000.

Ulandari, Sukma, and Desinta Dwi Rapita. 2023. "Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen the Character of Learners." *Jurnal Moral Kemasyarakatan* 8(2):116-32. doi: 10.21067/jmk.v8i2.8309.

Yolanda, Yaspin, and Endang Lovisia. 2023. "Lesson Study of Physics Textbook Curriculum Review Course to Improve Student Collaboration Skills Using Independent Flow." *Magneton: Unwira Journal of Physics Learning Innovation* 1(2):67-78. doi: 10.30822/magneton.v1i2.2355.

Yuliastuti, Sri, Isa Ansori, and Moh. FAthurrahman. 2022. "Implementation of the Project on Strengthening the Pancasila Student Profile (P5) Entrepreneurship Theme for Grade 4 SD Labschool UNNES Semarang City." *Educational Science Sheet Http://Journal.Unnes.Ac.Id/Nju/Index.Php/LIK* 51(2):76-87.