

Analysis of Collaboration Profiles in The Strengthening Project of Pancasila Student Profile in Primary Schools

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Article History

accepted 26/11/2023

approved 26/12/2023

published 26/1/2024

Abstract

This paper aims to discuss an analysis of collaboration profile through strengthening the Pancasila student profile project which is currently being implemented in primary schools. The method used is descriptive qualitative research with data collection is conducted through observation, interviews, and documentation. In primary schools, the Pancasila Student Profile project is holistically connected to character development through a collaborative approach. Collaborative learning strategies in primary schools further strengthen the Pancasila Student Profile project, emphasizing positive relationships, collective responsibility, and the application of Pancasila values in daily learning practices. The interview findings underscore the significance of collaboration in fostering leadership skills aligned with Pancasila values among primary school students. Assigning leadership responsibilities and evaluating their impact on team dynamics contribute to character development, with observations focusing on changes in social interactions, classroom atmosphere, student motivation, and educational outcomes. In conclusion, the study reveals the integral role of collaboration in achieving the goals of the Pancasila Student Profile Strengthening Project.

Keywords: *Pancasila Student Profile Strengthening Project, collaborative learning in primary schools, social skills and student leadership, primary education.*

Abstrak

Tulisan ini bertujuan untuk membahas analisis profil kolaborasi melalui penguatan proyek profil siswa Pancasila yang saat ini dilaksanakan di sekolah dasar. Metode yang digunakan adalah penelitian deskriptif kualitatif dengan pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Di sekolah dasar, proyek Profil Siswa Pancasila terhubung secara holistik dengan pengembangan karakter melalui pendekatan kolaboratif. Strategi pembelajaran kolaboratif di sekolah dasar semakin memperkuat proyek Profil Siswa Pancasila, menekankan hubungan positif, tanggung jawab kolektif, dan penerapan nilai-nilai Pancasila dalam praktik pembelajaran sehari-hari. Temuan wawancara menggarisbawahi pentingnya kolaborasi dalam mengembangkan keterampilan kepemimpinan yang selaras dengan nilai-nilai Pancasila di kalangan siswa sekolah dasar. Menugaskan tanggung jawab kepemimpinan dan mengevaluasi dampaknya terhadap dinamika tim berkontribusi terhadap pengembangan karakter, dengan observasi berfokus pada perubahan interaksi sosial, suasana kelas, motivasi siswa, dan hasil pendidikan. Kesimpulannya, penelitian mengungkap peran integral kolaborasi dalam mencapai tujuan Proyek Penguatan Profil Siswa Pancasila.

Kata kunci: *Proyek Penguatan Profil Siswa Pancasila, pembelajaran kolaboratif di sekolah dasar, keterampilan social dan kepemimpinan siswa, pendidikan dasar.*



INTRODUCTION

Education plays a crucial role in shaping the direction of the nation's development and forming the individual's personality. Under the guidance of education, individuals can progress, achieve success, and prepare themselves to face the demands of the global social and work environment (Daga, 2021). Character education and instilling the values of Pancasila have become an urgent need in developing the identity and morality of Indonesia's younger generation. However, challenges arise in the implementation of the Pancasila Student Profile Strengthening Project in Primary Schools, which require careful attention (Najibuddiin et al., 2022; Sumarsih et al., 2022).

One of the main issues is the lack of understanding and awareness of the urgency of character formation and the strengthening of Pancasila values among students. Many parties, including the community, parents, and even some teachers, may not fully realize the positive impact of character education on shaping the personalities of children (Dipa Aeqin et al., 2023; Najibuddiin et al., 2022). The implementation of the *nawacita* (nine priorities) in a work program capable of shaping competitive learners in the future is outlined through the six Pancasila student profiles as stated in the Ministry of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024. These six profiles are illustrated in Figure 1.



Learning through a project-based approach provides a strong foundation for engaging students in a more comprehensive and contextual learning process. The initial stages begin with gathering ideas and questions from children, which are then aligned with the chosen topic. This process creates space for creativity and student participation in determining the direction of their own learning. Furthermore, these ideas and questions are developed into learning activities, play, and exploration that allow students to actively engage in the learning process. (Nurdyansyah et al., 2022; Utari & Ruslan Afendi, 2022)

In the context of project-based learning, students are encouraged to develop a project, either independently or collaboratively with peers in a group. This process aims to create a product or outcome that reflects students' understanding of the chosen topic. Thus, students not only become recipients of information but also key actors in constructing their own knowledge. Susanti et al., (2023) emphasizes that the topics or themes addressed in project-based learning should be real and relevant to students' personal experiences and environments. Interesting themes with emotional and intellectual potential will provide additional motivation for students to engage

more deeply in the learning process.

To address these challenges, the Pancasila Student Profile Strengthening Project in Primary Schools (SD) was initiated as a strategic effort. Collaboration among stakeholders, including schools, teachers, parents, and possibly involving local social institutions or communities, forms the main foundation for implementing this project (Utari & Afendi, 2022). Given the complexity and multifaceted nature of this project, an analysis of collaboration profiles becomes imperative to understand the dynamics of cooperation and its impact on achieving character education goals.

The collaboration profile analysis involves several important dimensions. Firstly, the active participation and contribution of all stakeholders are crucial in strengthening the positive impact of the project (Susanti et al., 2023). Previous research indicates that the active involvement of teachers, parents, and school stakeholders can enhance the effectiveness of character education programs. Furthermore, coordination and communication among stakeholders are another focus of analysis. The effectiveness of project implementation is greatly influenced by good coordination and communication among stakeholders (Ravyansah & Abdillah, 2021). Resource allocation, both financial and non-financial, is a critical aspect of this analysis. The efficiency of resource use and project sustainability require in-depth evaluation of such allocations (Eriani et al., 2023). Additionally, the adopted teaching methods in the project need to be a focus of analysis. Authentic assessment, for example, can be an effective tool for measuring student development in various dimensions era (Muhajir et al., 2023), research on collaboration profiles in the Pancasila Student Profile Strengthening Project in primary schools is of undeniable urgency. This is a primary concern in facing the increasingly complex social dynamics that demand active student involvement in building character and social skills.

This project becomes even more relevant as it bridges the implementation of Pancasila values, such as mutual cooperation and social justice, in students' daily activities (Handayani et al., 2022; Kanji et al., 2020). With a focus on collaboration in this project, it provides a comprehensive picture of the extent of student involvement, how Pancasila values are reflected in their interactions, and the impact on character and social skills development. Supporting factors and obstacles within the project also come under scrutiny, reflecting the need for in-depth understanding to support the achievement of project goals in the current reality of primary schools. Based on the above description, the author is interested in applying project-based learning in the context of strengthening the Pancasila student profile. Therefore, the aim of this research is to analyze the collaboration profile in the Pancasila student profile strengthening project in primary schools.

METHOD

This research adopts a qualitative method, characterized by its ability to describe, depict, explain, elaborate, and address issues in detail (Sugiyono, 2019). The research subjects consist of the fourth grade students, School Principal and teachers of Mruwak 03 elementary school. The research held on December 2023. Data collection is conducted through observation, interviews, and documentation. Observation takes place during project-based learning, with teachers recording each student's abilities on an observation sheet as a research instrument. This observation sheet includes indicators of understanding regarding the dimensions of the Pancasila student profile. Additionally, interviews with class teachers are conducted to gain a deeper understanding of the approaches and strategies used in project-based learning. Interview activities in this research are carried out after a project-based learning process is completed using a question-and-answer sheet. The data analysis model used in this research is flowing data analysis. The choice of

this model is based on the continuity of data flow during the analysis process, consistent with the qualitative approach used in this research, as suggested by Miles and Huberman (Afrizal, 2015). The data analysis process involves three stages: data reduction, presentation, and drawing conclusions. Data reduction involves simplifying and selecting the most relevant data, while the presentation stage is the process of presenting data that describes the results of the analysis. The final stage is drawing conclusions, where the researcher extracts meaning and interpretation from the analyzed data.

RESULTS AND DISCUSSION

The interpretation of the Pancasila Student Profile holds a crucial role in formulating the vision of the desired learners within the Indonesian education system. This profile goes beyond detailing the Graduate Competence Standards at various educational levels; it also provides profound guidance regarding the cultivation of character aligned with Pancasila values. In its formulation, the competencies within the Pancasila Student Profile encompass two main dimensions: internal and external factors influencing the formation of the learners' identity and quality. In terms of the internal dimension, the Pancasila Student Profile pays special attention to elements related to self-identity, ideology, and the aspirations of the Indonesian nation. This reflects the educational system's effort to ensure that learners not only develop intellectually but are also rooted in the cultural values and history of the nation. The cultivation of character based on the Pancasila ideology becomes a crucial focus in building a moral and ethical foundation for learners. Meanwhile, the external dimension covered by the Pancasila Student Profile involves the context of life and challenges faced by Indonesia in the era of the fourth industrial revolution (Usman et al., 2023). Understanding the external reality and readiness to face rapid changes become integral parts of the expected competencies. This profile reflects an awareness of the importance of producing learners who not only possess academic competence but also relevant adaptation and innovation skills in line with the development of the times. The expected Pancasila Student Profile for Indonesian Learners includes diverse holistic competencies, reflecting the determination to shape democratic, outstanding, and productive citizens amid the dynamics of the 21st century (Faizah et al., 2023). To achieve this goal, six interrelated and mutually reinforcing key dimensions have been formulated, forming an integral unity in the development of each individual. These dimensions include cognitive, spiritual, social, emotional, physical, and productive aspects.

- **Cognitive Dimension:** This dimension emphasizes the development of critical and analytical thinking skills. Learners are expected to have knowledge that is not only extensive but also deep in various fields. The result of this dimension, students are trained to prioritize problem-solving. They are expected to be accustomed to critical thinking when confronted with various challenges. However, sometimes students are hesitant to speak up, with only a few daring to express their opinions.
- **Spiritual Dimension:** The importance of spiritual and religious values is recognized as a moral foundation for learners. Building a high level of moral and ethical awareness is the focus of this dimension. Learners are expected to integrate religious and spiritual values into their daily behavior and make decisions that reflect wisdom and moral integrity. The result of this dimension, regarding the implementation of strengthening students' moral, religious, and ethical values in daily life, it can be reflected in the culture of smiling, greeting, and saying hello every time they interact with others. The habit of saying prayers to start and end each activity, such as studying, eating, and drinking during break time, as well as the practice of worshipping together, is also

encouraged.

- **Social Dimension:** The ability to communicate effectively and collaborate in groups is a major aspect of the social dimension. Learners are expected to form good interpersonal relationships, have social sensitivity, and empathy towards the needs and feelings of others. The ability to contribute to social and community environments is an integral part of this profile. The result of this dimension, students' communication and collaboration skills are evident in their success in establishing harmonious relationships with other students. Simple examples emerge, such as the formation of class patrol groups, where both teachers and students play equal roles in determining the group assignments. In this context, it is often impressive when students remind each other about the patrol schedules, demonstrating real instances of empathy and positive responses among students. Social sensitivity also emerges in students who are conscious of their participation in class patrols.
- **Emotional Dimension:** The importance of managing emotions well in facing various situations and pressures is emphasized in the emotional dimension. Learners are expected to have emotional stability to overcome life challenges with a positive and wise attitude. Awareness of one's own and others' emotions forms the foundation for creating a conducive learning environment. The result of this dimension, a conducive environment is a key factor in the success of the learning process because the transfer of knowledge can be effectively delivered by teachers and well-received by students. However, it is not uncommon for students, especially in elementary school, to exhibit lively and noisy behavior, even running around in the classroom, leading to teachers' explanations being ignored. This becomes a problem when students are unable to control their emotions wisely. Therefore, this dimension becomes apparent when students, such as class leaders, take on the role of assisting the teacher in managing the class. For example, they may remind their peers to pay more attention to the teacher's explanation so that others are not disturbed by their actions.
- **Physical Dimension:** Physical health and a healthy lifestyle are the primary focus in the physical dimension. Learners are expected to maintain their physical health through a balanced diet, regular exercise, and other healthy living behaviors. Optimal physical health supports good cognitive and emotional performance. The result of this dimension, students are accustomed to bringing healthy and nutritious packed meals from home, along with carrying drinking water in bottles. At school, water is also provided in gallon containers. If the water supply is depleted, students will take turns fetching water from the water gallon according to the class patrol schedule groups.
- **Productive Dimension:** This dimension emphasizes the development of skills and creativity to create added value in various fields. Learners are expected to be able to produce works or make positive contributions to society, both through academic aspects and the development of personal talents and interests. Individual productivity drives growth and progress in a global context. The result of this dimension, both individually and as a group, students are capable of recycling and creating works of art from unused objects in their environment. These objects often include plastic waste transformed into handicrafts to beautify the classroom. Students also compete creatively, enhancing cohesion within their groups as they strive to produce the best work to compete with other classes.

Through the simultaneous development of these holistic dimensions, it is hoped that Indonesian learners can actively participate in sustainable global development and become resilient individuals in facing various challenges of the present and future.

Social Skills and Student Leadership

In the context of primary school, the connection between the Pancasila Student Profile strengthening project and character development involves a holistic approach that encourages active participation in group dynamics. This project not only assigns tasks or roles in group activities but also recognizes that active participation is a crucial initial step in developing deeper responsibility, cooperation, and self-confidence among students. The importance of creating space for active participation is reflected through various methods, including group projects, extracurricular activities, and learning situations that support collaboration. Teachers, as learning architects, play a central role in designing and implementing these principles to be integrated comprehensively into students' learning experiences. Through group projects, students not only understand the concept of responsibility for individual tasks but also how this responsibility interacts and synergizes with collective responsibilities in achieving common goals. Such projects create a space for the development of essential social skills, such as cooperation, communication, and conflict resolution (Handayani et al., 2022). Extracurricular activities, such as clubs or student organizations, provide additional opportunities outside the classroom for active participation, building relationships, and developing deep social skills. This not only creates alternative learning spaces but also enriches students' social experiences beyond the academic scope. Learning situations that stimulate collaboration create a space where students can feel the strength of the team and learn from various perspectives. Involvement in group decision-making provides opportunities to sharpen communication, negotiation, and conflict resolution skills, all of which are crucial for building healthy social relationships. By opening up space for active participation, primary schools create a field for holistic character development. Students not only learn about responsibility towards themselves but also how this responsibility is interwoven within a framework of cooperation. This aspect is crucial because students learn to support each other, respect differences, and collectively celebrate success, laying a strong foundation for the desired strengthening of the Pancasila Student Profile (Muhajir et al., 2023).

Collaboration to Foster Classroom Engagement

In the context of the Pancasila Student Profile Strengthening Project in Primary School, discussions regarding actions aligned with group expectations and goals in the primary school environment find a close connection with the objectives of the project. These actions not only shape a positive atmosphere in the classroom but also serve as an essential foundation for achieving a resilient and empowered Pancasila student profile. The Pancasila Student Profile Strengthening Project aims to create Indonesian students who are democratic, outstanding, and productive in the 21st century. Therefore, the positive atmosphere built through actions aligned with group expectations and goals has a positive impact on achieving the project's objectives. When students engage in activities that build camaraderie, empathy, and collective responsibility, they directly involve themselves in the reinforcement of Pancasila values (Ravyansah & Abdillah, 2021). The implementation of learning programs that consider the sustainability of positive social interactions within the classroom is a tangible reflection of efforts to create an environment that supports character development and social abilities. Group projects, cooperative activities, and learning situations that foster collaboration become integral parts of the Pancasila Student Profile Strengthening Project. Through these activities, students not only develop social skills but also practice Pancasila values, such as mutual cooperation, consensus deliberation, and social justice. Observation and reflection on individual and group actions, as highlighted in the discussion, are crucial in this project's context. Teachers, as learning facilitators, can provide constructive feedback on positive behaviors that support Pancasila values (Susanti et al., 2023).

Thus, the aspect of character development and social skills in a positive atmosphere not only responds to group expectations and goals but also makes a concrete contribution to achieving the desired Pancasila student profile.

Harmonizing Actions through Collaborative Learning in Primary School

The implementation of collaborative learning in primary school has a close connection with collaboration in the Pancasila Student Profile Strengthening Project in Primary School. Collaborative learning strategies, such as group discussions, group projects, and assignments involving the entire class, not only shape social skills and understanding of cooperative concepts but also create a learning environment that supports the development of desired characters in the project. For instance, group discussions provide opportunities for students to speak and listen to each other, creating an inclusive climate in the classroom aligned with Pancasila values. In group projects, team dynamics encourage students to collaborate, overcome challenges together, and celebrate shared successes, providing a tangible representation of the mutual cooperation concept advocated by Pancasila. Collaborative learning also creates a positive, supportive, and warm classroom atmosphere. Students become more enthusiastic and engaged in the learning process, feeling accepted and appreciated by their classmates. The friendly interaction between teachers and students in a collaborative classroom atmosphere is also in line with Pancasila values emphasizing the importance of positive relationships between leaders and community members. The importance of positive norms built through assignments involving contributions from all group members also aligns with the concept of collective responsibility in the Pancasila Student Profile Strengthening Project. A collaborative learning environment creates a strong foundation for character and social skill development, depicting the classroom as a space where Pancasila values are not only taught but also implemented in everyday learning practices. Thus, collaborative learning not only enhances the quality of education academically but also makes a positive contribution to the understanding and application of Pancasila values in students' daily lives (Dipa Aeinig et al., 2023; Nurdyansyah et al., 2022).

Implementation of collaborative leadership in the primary school environment

This interview directly addresses the importance of cooperation in the Pancasila Student Profile Strengthening Project in Primary Schools. The project aims to create students with strong leadership skills, in line with the values of Pancasila, to participate in sustainable global development and face various challenges. Concrete steps in assigning leadership responsibilities to students, such as managing teams, making collective decisions, and planning steps towards common goals, align with the vision of the Pancasila student profile strengthening project. Student involvement in leadership tasks through collaborative projects provides them with an opportunity to implement Pancasila values in real actions, such as mutual cooperation and consensus-building. Evaluation of this implementation not only includes measuring the level of student participation and contribution in leadership tasks but also involves monitoring its impact on team dynamics. This relates to efforts to realize resilient and productive Pancasila students in the face of various challenges, in line with the project's goals (Artita Dewi* et al., 2023; Maipita et al., 2021). The focus on the concept of leadership that empowers group members as the center of the learning process has a fitting impact on student character development. Evaluation of this aspect involves observing interactions among students, how they support each other, and the extent to which the fourth concept is reflected in real actions. This aligns with efforts to create students who have positive expectations of others to achieve group goals in their surroundings. It is also essential to analyze the implications for school culture, where these steps can create an inclusive environment that supports individual success as a result of teamwork. Measurement

may involve observing changes in social interactions, the level of student motivation, and the classroom atmosphere reflecting togetherness and trust. This supports the vision of the Pancasila student profile strengthening project, emphasizing active participation in sustainable global development. Finally, the impact on educational outcomes needs to be assessed, and the implementation of collaborative leadership can create students who are not only academically excellent but also have mature social skills. The analysis involves evaluating students' academic achievements, measuring collaborative skills, and monitoring character development (Najibuddiin et al., 2022). This is related to the expected Pancasila student profile, aiming to create democratic, excellent, and productive citizens in the 21st century. As a result, the effective implementation of collaborative leadership in primary schools supports and integrates with the goals of the Pancasila student profile strengthening project.

CONCLUSION

The findings derived from the interview analysis underscore the pivotal role of collaborative leadership in the Pancasila Student Profile Strengthening Project in Primary Schools. The project's concrete steps, emphasizing shared decision-making, teamwork, and goal-oriented planning, are aligned with its overarching vision. The implementation of leadership tasks offers students a practical avenue to embody Pancasila values, fostering traits such as mutual cooperation and consensus-building. The evaluation of this implementation extends beyond measuring student participation and contributions to encompass monitoring the impact on team dynamics. This evaluation aligns seamlessly with the project's mission to cultivate resilient and productive Pancasila students prepared to confront diverse challenges. Furthermore, the focus on empowering group members in the learning process directly influences character development. Observations of student interactions and their ability to support one another provide insight into the tangible manifestation of the Pancasila values within the school environment. The implications for school culture are significant, as these initiatives contribute to the creation of an inclusive atmosphere that nurtures individual success through collaborative efforts. This is reflected in changes in social interactions, heightened student motivation, and a classroom atmosphere characterized by unity and trust. Lastly, the impact on educational outcomes is noteworthy, with collaborative leadership fostering students who excel not only academically but also possess mature social skills. The analysis encompasses academic achievements, collaborative skills, and character development, aligning with the envisioned Pancasila student profile that aspires to produce democratic, excellent, and productive citizens in the 21st century. The effective integration of collaborative leadership in primary schools emerges as a cornerstone in achieving the comprehensive goals set forth by the Pancasila Student Profile Strengthening Project.

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