

Analysis of the Teacher's Role in Efforts to Emphasize Pancasila Profile Values in Classroom Culture SMK

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Abstract:

Educators must serve as role models for students by highlighting the ideals of the Pancasila student profile through their examples. Teachers who instruct in the classroom can impart this. Instructors serve as role models for moral behavior, modeling moral principles in their interactions and behaviors. Based on the Pancasila profile ideals, students are therefore more likely to emulate and accept the behavior displayed by their teachers. The purpose of this study is to describe two things: 1) how teachers implement Pancasila profile values to help students develop their character and behavior as a class culture; and 2) how they integrate Pancasila student profile values into the cultural context of vocational school classes. This kind of study is qualitative and descriptive. Participants in this study included two teachers one for the basic PPLG skills program and the other for homeroom as well as class X PPLG students. Two participants' in-person interviews, four hours of subject observation, and documentation were employed as the data-gathering methods. The study's findings demonstrate how X PPLG at SMK N Solo uses classroom culture as a platform for character development. Although there is no physical barrier between the teacher and the pupils in this approach, the teacher still serves as the class leader and an example for the students. The instructor highlights the importance of the Pancasila student profile in the learning process. This attempts to mold kids' honorable and moral character.

Keywords: *Class culture, Effect for Students, Pancasila Student Profile, Teacher's Role.*

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Introduction

The Indonesian educational system frequently overlooks the right brain's capacity for emotions, empathy, and wants in favor of the left brain's (cognitive) capability. Education emphasizes moral learning in addition to intellectual capacity. Teachers play a key role in the educational process as role models for their students, serving as inspiration to them. In addition to imparting knowledge, teachers also absorb and inculcate in their students the fundamental principles of character, such as discipline, responsibility, openness, honesty, humility, and fairness (Kapho et al., 2023).

In addition to their work in the classroom, teachers also put effort into planning, assessing, and growing as educators. The goal is to give kids worthwhile and long-lasting learning opportunities to grow to their full potential in all facets of life. SMK N Solo actively works to offer top-notch educational services to all of its pupils, regardless of their socioeconomic background. Every student has the same rights regarding using physical resources, including computer labs, and how teachers handle their charges to help them develop moral character. These initiatives help ensure that students receive the best possible learning outcomes in addition to reflecting equity.

In the current globalized society, education plays a critical role in shaping the character traits of exceptional pupils. One practical way to enhance students' character development is through character education (Mariatun & Sholeh, 2023). Character is a term used to describe a person's moral and ethically upright conduct, values, attitudes, and personality. In essence, a student's traits might change as the circumstances demand (Chaw, L. Y., & Tang, C. M. 2023). Conversely, skills are also crucial since they may be used to gauge how well pupils mimic certain abilities and competencies, like manipulation, naturalization, precision, and articulation (Nurningtias, 2022). It is impossible to separate a student's development of excellent character from that of their teachers.

According to research by (Shofia Rohmah et al., 2023), qualified teachers can work toward pertinent learning methodologies and the infrastructure support offered by the school. Here, "effort" refers to a teacher's set of methods, approaches, and deeds done to foster the best possible learning environment and assist pupils in realizing their full potential. As part of the endeavor to design engaging and productive learning activities targeted at reaching the anticipated learning objectives, students' character development is taking place (Chan et al., 2019).

Emphasizing Pancasila ideals in kids is a crucial part of character education as it helps them develop their moral character. To reinforce the development of Pancasila ideals, one must be aware of appropriate behavior and cultivate positive thought and behavior patterns. Three interconnected components comprise character education: moral cognition, moral emotions, and morally upright action (Jannah & Fahlevi, 2018). The goal of Pancasila students is to see Indonesian students as lifelong learners with global competency and distinctive behavior grounded in Pancasila principles. according to Minister of Education and Culture Regulation Number 22 of 2020, which addresses the Ministry of Education and Culture's 2020–2024 Strategic Plan. The six primary attributes of the Pancasila student profile are faith, a strong devotion to God Almighty, noble character, global diversity, reciprocal cooperation, independence, critical thinking, and creativity.

It is possible to establish character development based on Pancasila profile ideals by doing little things like incorporating them into lessons about classroom culture. Learning about classroom culture necessitates managing circumstances and settings through student arrangements and helpful classroom amenities (Kurniawati et al., 2022). A declaration of common objectives and expectations for behavior in the classroom between educators and learners is known as a "classroom culture agreement". According to the Ministry of Education and Culture (2017: 28) instructors can plan class agreements for character-value-focused activities that take place before, during, and after class. Agreements promote safety, cooperation, and respect between students and set standards for all of them.

Teachers use the Pancasila student profile in project-based learning, which tries to promote a sense of reciprocal cooperation in classroom learning, based on an earlier study by (Oktavianto et al., 2023). In addition to project-based learning, teachers also emphasize the need for teamwork by having students clean and organize the classroom's supplies. In addition to developing cooperation skills, this is also understood to involve developing confidence, which is connected to students' independence and responsibility in evaluating and weighing the pros and cons of expressing their ideas to reach a consensus (Novawan et al., 2020).

This text aims to highlight the values of the Pancasila profile in classroom culture through teacher analysis, as explained above. Aside from that, the impact of incorporating Pancasila ideals into classroom culture and the role that teachers play in adopting the Pancasila student profile will be covered in this work. It is believed that this literature would help educators or teachers in their endeavors to mold the character of exceptional students.

Research Method

Because this study would generate a theory based on field data and preexisting theories as support, a qualitative research approach was used, (Harahap, 2020). In qualitative research, the subject of study is the subject of objective investigation by researchers. Stated differently, subjectivity refers to the reality that is examined from the perspective of the researcher. Descriptive analysis was used to analyze the data to give a summary of the topics examined based on field observations. The focus of qualitative research lies in the emphasis on the correspondence between what is recorded as data and what occurs in the context under study (Adlini et al., 2022). Participants in this study included students in class In addition, two educators one a homeroom teacher for Class X PPLG and one a basic subject teacher for the skills program were selected as participants. Table 2.2 explains the participants' personal information. Purposive sampling was the method used to choose the subjects. Through observation, documentation, and interviews, research data was gathered. Following that, the study data was examined utilizing data reduction strategies, data visualization, and conclusion-making. The researcher participates in the study as an observer. The methods of gathering data that were employed were observation and interviewing. Data gathering, data condensing, data presenting, and conclusions are all used in data analysis.

2.1. Methodology for Research

In class X PPLG SMK N Solo, data collection was done both during and after the teacher's use of learning activities. Two methods were used in the data collection process: observation and interviews.

2.1.1 Interview

Participants were interviewed face-to-face. Everybody gets thirty minutes, which are captured on camera with a smartphone. A total of 60 minutes were spent on the interview 30 minutes for each of the two participants.

Table 1.1 Participant Interviews

Number.	Participant	Job Title
1.	Participant 1	Homeroom Teacher
2.	Participant 2	Basic Skills Program Teacher

Table 1.2 Interview Questions

Number.	Interview Questions
1.	How do instructors and pupils come to agreements in class?
2.	Is the Pancasila student profile generally used in classrooms?
3.	In what ways do educators highlight the values outlined in the Pancasila student profile?
4.	Are there indicators of classroom management and interactive learning in the classroom that help teachers adjust their techniques to the ability levels of their students?
5.	How can educators help kids develop their moral character and spiritual principles?

2.1.2 Observation

Observation is the second method used to obtain data. 36 participants, specifically class X PPLG students, were observed during the Basic Skills Program session at SMK N Solo. Four hours, or 180 minutes, of classroom instruction, were observed, and the entire process was recorded with a cellphone throughout that time. The observation sheet covers several topics, such as determining student involvement, class culture, and preparation.

Table 2.1 Observation Sheet

Number.	Observed Aspects
1.	Determine each student's readiness before instruction.
2.	Classroom activities carried out by the teacher.
3.	Involvement of students in the learning process in the classroom.

Result and Discussion

Result

The Teachers' Role in Including the Pancasila Student Profile Values

The rules, attitudes, customs, and relationships that take place in a classroom setting are referred to as classroom culture. In addition to fostering an atmosphere that is secure, and welcoming, and encourages the development of positive character traits, teachers have a responsibility to create the groundwork for the development of values like cooperation, responsibility, honesty, and empathy. A system of class culture is used to accomplish this. Class X PPLG SMK N Solo's implementation of class culture offers special qualities that help pupils develop as individuals. Specifically, the Pancasila student profile's values serve as the foundation for the implementation. There are six ways to implement Pancasila student profile ideals in the classroom, which are as follows:

- Belief and dread of the Almighty God

Students in Indonesia who possess noble character are those who understand and embody religious teachings and beliefs, have a personal relationship with Almighty God, and apply these principles to their everyday lives. Religious morals, individual morals, humane morals, environmental morals, and state morals are a few examples of the first characteristic aspects.

- Diversity Worldwide

To promote respect for one another and create a positive, new culture that is unaffected by the nation's noble culture, Indonesian students uphold their noble culture, locality, and identity while remaining open-minded when engaging with people from diverse cultures. Recognizing and valuing culture, having intellectual

communication skills when interacting with others, and reflecting on and taking responsibility for experiences of diversity are some of the characteristics of global diversity elements.

- Reciprocal Assistance

Students in Indonesia are capable of cooperating, that is, willingly joining forces to make tasks go more smoothly, easily, and effortlessly. Sharing, caring, and teamwork are the components of cooperation.

- Independent

Indonesian students are autonomous learners, which means they are in charge of their education and its outcomes. Self-awareness of the current circumstance and self-control are components of the independent aspect. Regarding the autonomous component, educators actively assist students in taking ownership of their information.

- Critical Thinking

Students possess the critical reasoning skill of processing both qualitative and quantitative facts objectively, analyzing and evaluating the link between shared data, and drawing conclusions. Obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on ideas and mental processes, and making conclusions are all components of the critical reasoning element.

- Creative

Students with creativity can adapt and produce something original, significant, practical, and lasting. Coming up with novel concepts and ideas, as well as creating creative works of art and deeds, are some traits of creativity. In the PPLG department at SMK N Solo, we constantly place a high value on creative and innovative learning.

Putting Pancasila Profile Values into Practice as Class Culture

Through a variety of initiatives that continuously motivate students to integrate Pancasila ideals into daily life, SMK N Solo's Pancasila student profile is brought to life. Activities like Character Fridays, P5 Habituation, Respectful Attitudes as an Implementation of the Equality Program, singing the required Indonesia Raya song, and listening to the Pancasila Student Profile song every morning bring the Pancasila student profile at SMK N Solo to life. "Character Fridays" are a significant milestone in the implementation of Pancasila ideals. Every Friday, students are provided with a dedicated area to discuss and contemplate the values of Pancasila and how these values can be manifested in their daily conduct. Forming attitudes that mirror Pancasila ideals is also greatly aided by the P5 Habituation Program (Morning, Clothing, Personal, Cleaning, and Respect), which emphasizes qualities like neatness, discipline, and respect for the environment.

One of the key values ingrained in the execution of equity initiatives in schools is respect. Respect for instructors, fellow students, and the classroom is instilled in them, which fosters an environment that is favorable to learning. Furthermore, singing Indonesia Raya at the beginning of the day is a required exercise that plays a significant role in promoting love for the country and state and enhancing knowledge of nationalist identity.

Students at Solo Vocational School are invited to listen to songs featuring Pancasila student profiles every morning in addition to official exercises. The song serves as both a reminder and a tool for reinforcing the idea that Pancasila ideals are a moral basis that should be followed in day-to-day activities (Firdaus & Dewi, 2021). All of these activities are not only routine; rather, they are an integral part of the endeavor to develop strong character, which is based on the noble values of Pancasila, which serve as the moral cornerstone that directs students at SMK Solo in all of their actions and attitudes.

Discussion

Following data analysis, the following conclusions were drawn:

Based on interviews, The Role of Teachers in Integrating Pancasila Student Profile Values

The following are the findings of interviews with participants who teach in class X PPLG SMK N Solo, namely one homeroom teacher and one basic skills program instructor, using an application based on six (6) Pancasila student profile values:

- Belief and dread of the Almighty God

Applying the first part in class X PPLG SMK N Solo ("the teacher plays a role every morning before starting learning to direct and invite students to pray led by the class leader").

- Diversity Worldwide

According to part one, the role of teachers in implementing global diversity is ("teaching to respect each other and maintaining a respectful attitude towards each other, giving examples of how to respect each other's opinions or ideas without judging, and not committing acts of bullying or unpleasant behavior towards classmate"). Furthermore, it is mentioned that ("With several mutual agreements, teachers and students agree

to establish a good learning atmosphere"). Respect one another first and always treat one another with decency. Without passing judgment, respect one another's thoughts and beliefs. You also promise not to engage in bullying or other unpleasant actions toward your peers. Strive to engage in active learning in class, including discussion forums, by creating a safe space for questions, answers, and contributions without worrying about receiving a poor grade.

- Reciprocal Assistance

When applying mutual cooperative elements in class X PPLG SMK N Solo, specifically ("teachers teach students to try to actively participate in class as well as when making agreements in class, discussion forums, by providing space to ask, answer, and contribute without fear of being evaluated negatively").

- Independent

Instructors help students adjust to the work culture by modeling behaviors including wearing backpacks, staying physically fit for tasks that require prolonged sitting, and staring at computers. In addition, a deadline for turning in work that the teacher assigns is decided upon by agreement between the teacher and the pupils. ("Teachers and students complete the agreement procedure at the onset of each semester, which marks the commencement of the learning process. As learning continues, this is done as a process of responsibility to see if students can hold the commitment and responsibility by the agreement made"). Additionally, to prevent disruptions to learning, classes regulate the use of cell phones and other technological devices. This agreement is being introduced to foster a cooperative, respectful, and learning-focused classroom environment.

- Critical Thinking

The instructor asks the class to consider the information they have learned thus far throughout the lecture. This teaches pupils to take accountability for maintaining their attention while taking in the material. Teachers use technology as a modern integrated learning approach to help students build their critical thinking skills because they believe it will improve students' reasoning and comprehension of learning processes (Salma et al., 2021).

- Creative

In the PPLG department at SMK N Solo, we constantly place a high value on creative and innovative learning. This was demonstrated by observations made in the classroom; the teacher's job was to only outline the content; the pupils were then free to investigate further what they had learned. In this case, learning is done through blended learning, in which students acquire knowledge from a variety of online sources after the teacher gives a quick explanation. The goal of implementing a blended learning paradigm is to facilitate the provision of 21st-century-relevant learning materials by teachers (Safitri et al., 2023). Students receive project assignments with an emphasis on creative and inventive components from the teacher after the course.

Application of Pancasila Values as Observation-Based Class Culture

The following observations were made in SMKN Solo's class X PPLG:

Teachers reinforce the education of these values through a variety of techniques in an attempt to highlight the principles of the Pancasila student profile as a culture in the classroom. A key component of the curriculum is the incorporation of material that reflects Pancasila ideals, along with real-world examples, in-depth conversations, and activities that demonstrate how applicable these values are to daily life (Istianah et al., 2023). Furthermore, the instructor elucidates and demonstrates the significance of reciprocal assistance, integrity, accountability, modesty, and tolerance for distinctions as fundamental elements incorporated in the Pancasila ideals. Furthermore, open dialogues are promoted, which provide students with the chance to consider and comprehend how these principles relate to actual situations.

Instructors themselves serve as role models for students, demonstrating how to live up to Pancasila values in their relationships with both others and pupils. To help students comprehend, internalize, and apply Pancasila values as part of their culture both inside and outside of the classroom, educators have included extracurricular activities, social projects, and rewards for students who consistently apply Pancasila values (Shofia Rohmah et al., 2023).

Instilling Pancasila ideals during learning and acclimating to work culture is one way that teachers attempt to uphold integrity and spiritual values (Jhon, 2021). For instance, as was noted during observations, the instructor modeled cooperation amongst students in every group session and encouraged them to work with peers when they were having trouble comprehending what the teacher was trying to explain. Instructors also help students adjust to the work culture, which includes wearing backpacks and staying physically fit for tasks that require prolonged sitting and staring at a computer screen. The teacher attempts to instill spiritual principles, such as practicing greeting and praying at the beginning and end of class and during meetings.

The educational literature has identified preparedness as a key step that teachers should identify or practice checking on pupils' readiness. As a result, the instructor used a strategy that included communication elements

(4C-Communication) by getting to know the students, giving them chances to contribute knowledge informally, and creating a casual environment for conversation. Additionally, an essential component of this strategy is reflection on the lessons learned from earlier meetings. This promotes awareness of the growth of understanding and ensures that understanding is maintained throughout the learning process by enabling teachers and students to assess, examine, and reflect on what has previously been learned. This method is closely associated with the idea of student-centered learning, which permits students to engage in active learning and self-reflection.

It was discovered that all teachers engaged in teaching and learning activities that included signs of classroom management, emotional support, interactive learning, and teachers' comprehension of each student's unique qualities. Teachers inspire motivated students to design successful learning experiences (Trismayanti, 2019). In addition, educators boost students' motivation by offering multimedia resources for learning that are accessible and convenient to utilize at all times, particularly in the classroom (Iskandar et al., 2023). It has to do with how involved the pupils are in the learning process in the classroom. The teacher instructs students to perform well in group projects, with classmates as tutors in each group. Based on the student's participation in group projects, it was discovered that the class X PPLG students' skills are balanced, meaning that students' talents are similar or not significantly different.

The effects of adopting Pancasila values as a class culture

The positive and encouraging learning atmosphere that is created by incorporating Pancasila values can enhance the quality of education. Pupils who deeply comprehend the Pancasila values are more driven and make valuable contributions to the classroom. Students might gain a sense of pride in becoming Indonesian citizens by comprehending and internalizing Pancasila values. This may aid in the development of a sense of patriotism and national identification. As a result of the teacher's implementation of the Pancasila profile values in the classroom, pupils in class X PPLG at SMK N Solo have the following effects:

- **Cultivate Virtuous Character**
Integrating Pancasila values can aid in developing pupils' moral character. They can acquire values like integrity, fairness, self-control, discipline, accountability, and a strong sense of societal duty.
- **Inculcate National Principles**
Pupils may feel more devoted to and proud of their nation. Students' national identities can be strengthened and they can learn the value of recognizing national variety by learning the Pancasila ideals.
- **Cultivate Morality and Ethics**
The moral and ethical principles included in Pancasila can aid in the development of pupils' integrity and good behavior. They might be more likely to base their daily decisions on moral principles.
- **Cultivate a Democratic Mindset**
Students can learn and respect democratic ideals through the integration of Pancasila democratic values. They might become more engaged in a democratic society and realize how crucial it is to participate in the decision-making process.
- **Ensure a Cooperative Spirit**
Pancasila's emphasis on reciprocal assistance can foster a cooperative and socially conscious mindset. Students may collaborate better in groups and grow to feel more socially responsible.
- **Raising the Standard of Instruction**
Pupils who comprehend Pancasila values well may be more driven and concentrated in their studies. Their academic performance may benefit from this.
- **Enhance Social Abilities**
Students can improve their social abilities, such as teamwork, leadership, and communication, by integrating Pancasila ideals.

Conclusion

To foster a culture of unity throughout the classroom learning process, the instructor highlights the importance of the Pancasila student profile. The statistical analysis that has been reviewed suggests that teachers serve as strong role models for their students. When it comes to teaching content delivery and classroom culture, the teacher's position always matches the principles of the Pancasila student profile. Beginning with the practice of praying before class, leading by example in behavior, showing respect for friends, being responsible, and leading the singing of Indonesia Raya, to serving as a facilitator for class management. This attempts to mold kids' honorable and moral character.

In addition to adopting characters that accurately represent Pancasila students, class X PPLG at SMK N Solo has been successful in incorporating these ideals into daily life and making them part of the school's culture. This achievement is inextricably linked to the provision of sufficient infrastructure to facilitate learning activities that address every facet of student needs. All of these initiatives are in keeping with the national education goal,

which strongly emphasizes helping students develop into excellent citizens. It is acknowledged that each student in class X PPLG SMK N Solo is an individual with a range of reactions when applying Pancasila values. The teacher's participation in this process is crucial since they provide guidance and serve as an example for students. As a result, class X PPLG SMK N Solo successfully established a setting that embodies the spirit and individuality of Pancasila pupils.

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