

Efforts to Implement the Project to Strengthen the Profile of Pancasila Students as Student's Character

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Abstract: This research aims to analyse the implementation of the Profile Strengthening Project Pancasila Students (P5) as an effort to strengthen the character of students includes design; management; processing assessments and reporting results; evaluate and act carry on. Study This use method qualitative descriptive in School State Policy City of Palembang year 2023. Technique data collection in the form of interviews, observation and documentation. Data analysed with interactive techniques including data collection, data condensation, presentation data, and conclusions/verification. The research results show that 1) design P5 consists from form team, identify readiness school, determine dimensions character Profile Student Pancasila Which want to strengthened, determine theme, plan time, channel, assessment, And make module; 2) management P5 includes provocation and contextualization, P5 action, and celebration of learning outcomes; 3) Processing assessment and reporting P5 results includes collecting and processing results assessment and preparation of project reports; 4) evaluation and follow-up P5 in the form of strengthening character and continuing good habits with the Mari program In action. Through P5 actions, we can strengthen the character dimensions of the Pancasila Student Profile to students, especially those who are faithful, devoted to God Almighty and have noble character, work together, be independent, have global diversity, think critically and creative.

Keywords: Character Education, Independent Curriculum, Pancasila Students

A. Introduction

Education own role Which very crucial for evolved and respond demands in producing human beings' industry and world of work oriented for learning needs at school and students' social life in the future (Tan, et al, 2017). Education implemented through curriculum. Curriculum here it is Which acts as the heart of education (Roihanah, et al, 2022). In 2019, changes occurred curriculum becomes the Emergency Curriculum. Curriculum changes due to backwardness learning on competence nor character as well as gap learning interregional (Hasanah, 2022). The

trial results of the emergency curriculum showed that 31.5% of schools want use curriculum emergency and *learning loss* become more A little (Minister of Education and Culture Research and Technology, 2022). Curriculum Emergency Then adapted, perfected and became the forerunner to the birth of the Independent Curriculum. Until finally in accordance with the Regulations Minister Education, Culture, Research and Technology No. 56 Year 2022 use it in a way official Independent Curriculum on school level base and intermediate.

The independent curriculum is a curriculum that aims to develop character through the concept of the Pancasila Student Profile. The Pancasila Student Profile Character was formulated from objective education national Indonesia (Kahfi, 2022). Profile Student Pancasila own 6 dimensions character that is believer, God-fearing to Lord Which Only One as well as moral glorious, working together, global diversity, critical reasoning, creativity and independence (Inayah, 2021). The Pancasila Student Profile is realized through learning at school including learning face-to-face (intracurricular), project-based extracurricular and co-curricular (Ismail, et al., 2020). Intracurricular learning covers 70-80% of class and learning hours co-curricular cover 20-30% from O'clock lesson (Wulandari, 2022). Difference Which Fundamental to the independent curriculum is the existence of project-based co-curricular learning for strengthening character Profile Student Pancasila and *soft skills*. Learning the named Projects Strengthening Profile Student Pancasila or can be called P5.

Related to the Pancasila Student Profile That Alone, Ministry Education and Culture (Kemendikbud) through the Center Character Strengthening (Puspeka) (2020) continues endeavour for print successor nation which is in accordance with the Pancasila Student Profile. Minister of Education and Culture Nadiem Anwar Makarim has set six indicator profile Student Pancasila. The six indicators are: moral glorious, independent, reason critical, creative, work together work together and diversity global. Sixth indicator This No free from the Indonesian Education Roadmap 2020-2035, caused by changes technology, social, and environment currently happen in a way global (Kearney, 2020).

Success strengthening education character This Of course must There is cooperation Which Good between government, school, person old even public. Wrong One component in world education is very influential This character formation is nothing but Teacher as educator at a time teacher as well as Suri role model directly interact with students. Teachers not only guiding his students to excel in the cognitive aspect alone but the most important thing main and important is guide student- the student become man Which moral glorious. Teaching is not just transferring knowledge, technology and skills, but teaching also transfers life. The most immediate implication are all teachers, don't look at each other the

lessons taught, have responsibility responsible for building students' morals and character (Zamroni, 2009).

The aim of this study for analyse implementation P5 as effort strengthening the character of students, especially at State Elementary School Palembang which includes 1) P5 design 2) P5 management 3) assessment and reporting processing P5 results 4) evaluation and follow-up P5. The results of this research can be used as an evaluation and comparison between implementation in field with map road P5 Which has designed by Ministry of Education and Culture, Research and Technology. Apart from that, this research seeks to provide an overview, references and inspiration to schools other related implementation P5 as Wrong One Efforts to strengthen character participant educate. Objective other is given recommendation Goodto school and holder interest related to implementation P5.

B. Methods

This research uses descriptive qualitative methods. Qualitative research methods Descriptive was chosen because it describes real phenomena in the field in depth under natural conditions. This research is based on human instruments which were carried out manually direct and hidden. This research was located at State Elementary School Alang-Alang Lebar District, Palembang City. The data source in this research was obtained through informant, incident, And document. Technique collection data Which used form interviews, observation and documentation. Interviews were conducted with the deputy principal curriculum field, P5 coordinator team, P5 facilitator team, and class V students. Observation done with observation in a way direct to incident design, management, assessment and reporting results as well as evaluation and follow carry on implementation P5. Documentation is carried out by collecting documents in the form of photos and videos of implementation P5, P5 module, assessment rubric and P5 activity journal.

Research instruments used in study this covers guidelines interview, sheet observation and guidelines documentation. Testing the validity of the data was carried out by extending participation and triangulation source and triangulation technique. Data which has collected then analysed use technique interactive Miles, Huberman and Saldana. Technique analysis the chosen Because third channel shaped interaction Which can happen in a way simultaneously and keep going continuously until data complete. Analysis data started from do election, focusing, simplification data in accordance with focus study (data condensation), do presentation data and conclusion drawing/verification.

C. Results and Discussion

P5 is part of efforts to realize character education in school. P5 implementation guidelines have been provided by the Ministry of Education, Culture, Research and Technology and Platform Freedom to Teach. Teachers independently learn, utilize and modify devices teach Which has available for customized with condition and readiness school (Atmaka, 2022). Implementation P5 in School State Policy Palembang City covers design P5, management P5, processing assessment and report results P5, as well as evaluation and follow carry on.

Design implementation P5 is stage planning Which done before implementation of P5. The P5 design at State Elementary School Palembang consists of eight stages. First, the formation of the P5 team is carried out by the principal and deputy head school. Matter This in accordance with role head school as shaper team P5 at a timedo supervision to the way implementation P5 (Asiati & Hasanah, 2022). Activity P5 No part from eye lesson but project big school so that all Teacher own responsibility in implementing P5. The number of P5 teams at State Elementary School Palembang is 8 people with a total of 140 students. Determining the number of teams based on the number of students, the number of themes chosen and the educator's teaching hours Which Not yet fulfilled. Consideration the in accordance with guide P5 related criteria determination Teacher P5.

The process of forming the P5 team at State Elementary School Palembang was carried out with joint meetings and *Focus Group Discussion*. The P5 team is a teacher who plays a role as coordinator and facilitator P5. Coordinator P5 on duty for coordinate, planning together with facilitator, move and supervise the way P5 implementation. P5 Coordinators are selected based on their competency and training carried out, mastery of P5, have concepts and ideas, have a view to the future about P5, as well as being able to mobilize students and facilitators. Selection of coordinator the in accordance with criteria that coordinator P5 is Teacher Which owned experience in managing projects, developing project-based learning as well have leadership abilities (Satria et al., 2022). The P5 Facilitator at State Elementary School Palembang is tasked with facilitating students directly to carry out actions or manage the implementation of P5. Apart from that, he is also responsible for designing project together with coordinator. Matter This in line with role facilitator P5 as project designers together with coordinators, companions, consultants, resource persons and moderator (Juraidah & Hartoyo, 2022).

Second, identify readiness to implement P5. This process aims to map at what stage can schools implement P5. P5 implementation readiness shared into 3 stages, namely the initial stage, developing stage and advanced stage (Rachmawati et al., 2022). Based on identification readiness implementation P5, School State Foundation Palembang is at a developing stage. Implementation readiness is said to be at stage

develop Because in accordance with criteria that is school has used to carry out learning based project. More from 50% Teacher Once carry out learning project based. Students also understand project-based learning. Besides that, school Also own partner who are involved in activity project (Nisa', 2022).

Third, selecting the character dimensions of the Pancasila Student Profile. This stage is necessary Because achievement end implementation P5 ie form character participant educate in accordance Profile Pancasila Students (Shalikha, 2022). Basically, there are 6 dimensions of Student Profile character Pancasila covers 1) believer, God-fearing to Lord Which Maha One as well as moral glorious; 2) work together cooperation; 3) independent; 4) diversity global; 5) reason critical; 6) creative (Hamza et al., 2022). However, School Intermediate Vocational Scholar Nation choose 4 dimensions character Which developed that is believer, God-fearing to Lord as well as having noble character, working together, being creative and reasoning critically. This is appropriate with guidance P5 that the number of dimensions of the Pancasila student profile developed in A project should not have too many, it is recommended that 2-4 dimensions be achieved project profile is clear and directed (Satria et al., 2022). Selection of character dimensions at school the foundation of Negeri Palembang is based on the school's slogan, namely Competent Smart and polite. Competence is in line with creative dimensions and working together. Smart in line with the dimension of critical reasoning. Politeness is in line with the dimension of faith, devotion to God God is Almighty and has noble character. Considerations in selecting these dimensions are appropriate with theory, which is based on the school's vision and mission, students' needs, abilities students, or habits that you want to instil in students (Rachmawati et al., 2022).

Fourth, election theme P5 Which become bridge for strengthen characterlearners. P5 themes according to the guidelines include Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Awaken the Body and Soul, Engineering and Technology, Voice of Democracy, Entrepreneurship and specifically Vocational High Schools there is a Work theme. School State Foundation Palembang chose the Sustainable Lifestyle theme with the topic My Environment and the title Turning Waste into Gold for P5 in odd semesters. Theme Wisdom Local for P5 in semester even. Theme Style Life Sustainable Chosen Because School State Policy Palembang has problem related cleanliness and management rubbish. Election theme customized with Character dimensions of the Pancasila Student Profile to be achieved. This is in line with theory that the selection of themes must be based on the dimensions to be developed (Yanzi et al., 2022). Apart from that, determining the theme can also start from the problems that occur in the area school, agenda, objective school or desire participant educate (Widyastuti, 2022). Theme Style Sustainable living is expected to form good habits and character care about the environment. Then the Local Wisdom theme was chosen because welcome peak birthday school.

Fifth, planning the allocation of lesson hours (JP) and time for P5 action. Hour allocation lesson implementation P5 in School Intermediate Vocational Scholar Nation customized based on theme. Theme Style Life Sustainable equivalent with 96 JP. Theme Voice Democracy is equivalent to 48 JP. The Local Wisdom theme is equivalent to 144 JP. Total hour allocation lessons for one year are 288 JP which is in accordance with the total JP that should be for level School Intermediate Vocational (Knight et al., 2022). Determination time for action P5 based on the guide can use daily blocks, weekly blocks and monthly blocks. BlockDaily means choosing several lesson hours in one day to be used for P5 activities. A weekly block means choosing one full day of the week to use P5 activities. A monthly block means selecting a few weeks of the month for activities P5 (Safitri et al., 2022). State Elementary School Palembang chose a weekly block that is, on Friday the equivalent of 8 JP is used in full for P5 activities. Allocation calculation time is adjusted with condition school.

Sixth, designing the flow of P5 activities. The flow of activities is a mandatory stage carried out by facilitators and students in P5 management activities. P5 activity flow can use various models, for example (1) introduction, contextualization, action, reflection and follow-up; (2) observing, defining, initiating, selecting, reflecting; (3) problem identification, stimulus, implementation and evaluation (Widyastuti, 2022). The flow can be customized with need and agreement together team. School Intermediate Vocational Scholar Nation use model channel (1) Which covers introduction, contextualization, action, reflection and follow-up. P5 flow of State Elementary School Palembang specifically shown in table 1 following.

Table 1. Channel Implementation P5

Introduction	Contextualization	Action	Reflection	Act carry on
6 stages Provocation: waste and period front earth	4 stages Collection, Organizingand Presentation Data	6 stages Real Action Waste Becomes Gold: Program exploration waste management	2 stages Reflection (2 Hours)	2 stages Actcarry on (2 (Hours)
Bulk opinion	<i>Crosscheck:</i> Waste in my school	Real Action Waste Becomes Gold: My role And My solution	Assessment Summative Evaluation Solution	Let In Action: Manage Waste in School
Introduction thought process design (<i>design thinking</i>)	Organizing Data by Independent	Real Action Waste Becomes Gold: Determine Characteristics Action Which Good		
Reflection beginning	Formative Assessment Presentation: Waste	Real Action Waste BecomesGold: Make Work		

in My school

Visit to TPA/ Community Care Waste/Industry	Formative Assessment Exhibition simulation/preparation (poster/video/product) Action Real Waste become Gold
Critical Discussion Problem Waste	Exhibition (poster/video/product) Action Real Waste become Gold

Source: Team P5 State Elementary School Palembang, 2022

Based on the table above, the introduction stage consists of provocations about waste and period front earth, bulk opinion, material *design thinking*, reflection beginning, visit to Landfill End And discussion critical problem waste. Stage contextualization covers collection and organizing data about results observation visit to partner, *crosscheck*, organizing data, assessment formative And presentation. Stage action form production of waste into gold, formative assessment and exhibition of work results. Reflection in the form of evaluation solution Which offered and assessment summative. Stage follow carry on form action managing waste at school. These stages are the result of further modifications details from the flow model P5 Which has chosen.

Seventh, planning assessment. Assessment is effort for measure competence Which owned participant educate when and after do activity P5 (Rachmawati et al., 2022). The assessment used by State Elementary School Palembang is: formative and summative. Assessment formative done on every activity. Object assessment form development of student character dimensions. Summative assessment is carried out at the end of the project. Assessment objects include character dimensions achieved by students based on indicators, document assignment and product end. Indicator Which used Public Elementary School Palembang includes not yet developing, starting to develop, developing according to expectations and very develop. Indicator Not yet develop if participant educate Still need guidance in developing abilities. Indicators are starting to develop if students begin to develop abilities but are still not stable. Indicator ~~develop~~ according to expectations if students have developed abilities up to is in a steady state. Indicators really develop if students developability beyond expectations. The assessment tool used is a rubric. Indicators and the assessment tool are adapted to integration and achievement goals Profile character Pancasila students on participant educate, and condition participant educate as subject main P5 (Widyastuti, 2022).

Eighth, making the P5 module. Making the P5 module for State Elementary School Palembang was carried out by modifying the available modules. Modules created by the team P5 on every theme. Method modifies module done in accordance with guidelines Which covers identify, modify and align module (Knight et al., 2022). Preparation for making the module starts from mapping the conditions and needs of students as well as stages readiness school. As for in a way Specific covers module can see on picture1 following.

Project Guide for Strengthening the Profile of Pancasila Students For Public Elementary School Teachers Palembang				
<h2 style="margin: 0;">"Waste to Gold"</h2>				
Drafting Team: Dewi, Maya, Suci, Yuni, Nur, Ahmad, Budi, Wawan, Jaka				
Theme : Sustainable Lifestyle Dimensions: Faith, Devotion to God and Noble Character, Mutual Cooperation, Critical Reasoning Time Allocation : 64 JP (8 Weeks) Number of Stages : 20 Stages Project Implementation Time : Every Thursday, 8 JP				
Project Achievement Goals and targets: The project "Waste becomes Gold" with the theme "Sustainable Lifestyle creates learning opportunities for students to shape themselves according to the Pancasila Student Profile. Aims to form students who have the awareness to live an environmentally friendly and sustainable lifestyle. This project with an active and student-centered learning method is expected to be a tool that offers a meeting point of collaboration and identifies related parties to solve waste problems around them.				
Introduction	Contextualization	Action	Reflection	Follow-up
6 (phase)	4 (phase)	6 (phase)	2 (phase)	2 (phase)
Waste and the future of the earth	Data collection, organization and presentation	Real action: waste to gold	Reflection (2jp)	Follow-up (2jp)
Brainstorming	Check : Waste in my school	Real action: My role and my solution	Assesment Sumatif	Let's take action: managing waste in schools
Desain thinking	Self-organization of data	Real action: Determining the characteristics of good action		
Early reflection	Assesment formatif Presentation	Real Action: Create a masterpiece		
Visit to waste care community		Formative Assessment simulation/ exhibition preparation		
Critical discussion of waste issues		Exhibition (posters, videos, products) real action waste into gold		

Figure 1. Cover Module P5

Based on picture on, module consists from title module, Name school, team compiler, theme P5, dimensions Which want to achieved, allocation time, amount stages, time implementation, objective and target achievement project, channel activity P5, stages details activity P5, material Which support and planning assessment. Matter This in accordance with substance Which must There is on module P5 covers identity, dimensions profile student Pancasila Which want to achieved, target students, brief description of the project, objectives, flow of P5 activities, supporting materials as well assessment (Rizal et al., 2022).

Management is process action or implementation P5. Management done based on the plans that have been made (Yanzi et al., 2022). Basically, management of P5 consists from 3 stage started from start activity, optimizing implementation project

and closing the series of project activities. Management of P5 at Public Elementary School Palembang also begins with initiating project activities, optimizing project implementation and close Suite project activities. However, in a way more detail, start activities project done with introduction and contextualization. Optimizing implementation project done with action. Close Suite activity project done with celebration results Study. On basically, celebration results Study can be done in form exhibition, presentation, action real as well as campaign. Celebration results Study project customized with condition and facility schoolso that can take place in a way rousing nor simple (Knight et al., 2022).

Processing assessments and reporting results is an activity to convert scores into the value that students have after carrying out P5 activities. Assessment processing and reporting results P5 consists from three stage that is collect, process results assessment and preparation of project reports (Satria et al., 2022). Based on P5 guidelines, collection of P5 activities can be in the form of journals and portfolios. Meanwhile, the collection of P5 activities at State Elementary School 241 Palembang is more varied, including videos, photos and simple daily journals and portfolio.

Processing the assessment results is carried out when the P5 project is completed. Process The results of the assessment are carried out thoroughly using various strategies and various instruments. Processing of assessment results at State Elementary School Palembang is carried out individually comprehensive by combining formative and summative assessment values. Formative assessment taken from activities at each meeting by looking at the development of character dimensions that students have. Meanwhile, the summative assessment is taken at the end of the project with measure character improvement on participant educate based on dimensions and element.

Instrument assessment Which used State Elementary School Palembang in the form of a rubric containing dimensions 1) Faith, devotion to God Almighty covers morals to natural And morals to fellow man; 2) Work together work together covers make planning together And responsible answer to work project together; 3) Creative covers creative in put forward ideas/ideas, action real change waste become gold, ability innovate; 4) Reason critical covers ability communicating opinions, the ability to criticize, and the ability to create solutions. Rubik's filled with mark range 1-4 on every element. Evaluation every element Then in total become mark end And And taken the average. Results average Then customized with indicator Which covers 1 equivalent with Not yet develop, 2 equivalent with start develop, 3 is equivalent to developing as expected and 4 is equivalent to very developed. This matter in accordance with guide that processing assessment can done with write achievement participant educate use number in accordance with indicator (Knight et al., 2022). Resultsassessment reported in the form of report card P5.

The P5 report card is prepared by determining the report format. Report format available depends on policy school with notes must nature informative about development participant educate as well as No bother educator in do it (Knight et al., 2022). P5 evaluation is an activity to identify deficiencies during learning, see the development of students' abilities, find solutions for improvement as well preparation for learning P5 furthermore. Evaluation done by participant educate, facilitator coordinator, and school. Evaluation can be done using various methods such as 1) reflection beginning, middle, end; 2) two-way reflection and discussion; 3) reflection through observation and experience; 4) reflection using a rubric (Satria et al., 2022). State Elementary School 241 Palembang uses an evaluation method in the form of initial, periodic and final reflection. Reflection The beginning is carried out after implementing P5 at the beginning of the meeting. Periodic reflection is carried out every finished learning P5. The final reflection is carried out after the P5 implementation series is complete. Evaluation is carried out thoroughly, focusing on the process and finding the best solution for repair on the project furthermore.

Act carry on is activity sustainable after theme project finished implemented. Act carry on can done with intertwine cooperation in a way sustainability with partners, inviting the school environment to continue good actions and practices, integrate project profile Which There is, invite environment unit education think about project impacts and benefits (Satria et al., 2022). Refers to various forms of action efforts carry on; State Elementary School Palembang uses effort invite environment The school continues the actions and good practices carried out with the Let's Take Action program. Habit Which formed and dimensions character Which developed will Keep going maintained and improved. Product *Eco bricks* Which made will next on A habit. Poster results project will be affixed as massive. Poster as form from campaign (Roihanah, et al., 2022).

P5 is not just project-based learning that has an output in the form of a product. P5's main mission is to strengthen the character of the Pancasila Student Profile in students through project activities. The dimensions that have been chosen to be realized must be visible to the self-students although it is not significant. This is in line with the objectives that the project provides students are able to display the expected profile (Jufri, 2022). Implementation of P5 in State Elementary School Palembang produced the impact it should have, namely strengthening dimensions Profile Student Pancasila. Dimensions believe And God-fearing to Lord Which Almighty One can be seen from students' concern for the environment, friends and teachers. Element morals towards nature are realized by maintaining cleanliness. Elements of morals towards others Humans are formed through greetings, smiling greetings and mutual respect for teachers nor Friend. Work together seen from togetherness participant educate for carry out P5 together. Reason critical seen when participant educate observation, identify problem and make solution. Creative seen from diversity participant educate in implement P5 (recycling waste).

D. Conclusion

P5 must be implemented as part of efforts to strengthen participant character educate. Implementation P5 in School State Policy Palembang as effort strengthening the character of students including design, management, assessment processing and reporting results, as well as evaluation and follow-up. The P5 design consists of forming a team consisting of coordinators and facilitators, identifies which schools are ready stage develop, determine dimensions character Profile Student Pancasila Which want to developed, determine theme that is Style Life Sustainable, plan time with weekly blocks, planning flow, planning assessments and creating modules. Management P5 done with start use strategy provocation and contextualization, optimizing with P5 actions and closing P5 activities with celebration The learning outcomes are in the form of an exhibition entitled *Exhibition Fest*. Each stage in management done more detail. Through action P5 can bring up dimensions character of the Pancasila Student Profile in students. Processing assessments and reporting results P5 consists from collect, process results assessment and preparation report card project. Evaluation And follow carry on P5 form strengthening character Profile Student Pancasila in accordance with dimensions Which chosen that is believer, God-fearing to Lord Which Only One as well as moral glorious, work together cooperation, independent, diversity global, reason critical and creative as well as continue habitor action the good one with Let's Take Action program.

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