



Implementation of the Pancasila Student Profile Strengthening Project (P5) in Enhancing Student Character

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Article Info	Abstract
Article History Received: 2024-09-07 Revised: 2024-10-27 Published: 2024-11-25 Keywords: <i>Character Education; Democracy; Pancasila; P5; Student Participation.</i>	This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme "Voice of Democracy" at MAN 2 Trenggalek. A qualitative approach was employed through interviews and group discussions with students, a teacher of Akidah Akhlaq, and guidance counselor (BK). The research stages include planning, implementation, and evaluation of the project. The findings indicate an improvement in students' understanding of democratic values and the development of tolerant and responsible character traits. Students reported feeling more motivated to actively participate in discussions and activities, creating an inclusive learning environment. The discussion highlights the importance of integrating Pancasila values into character education and the challenges faced in teaching ethics of expression. This research provides recommendations to strengthen collaboration among schools, parents, and the community in supporting character education based on democratic values.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-09-07 Direvisi: 2024-10-27 Dipublikasi: 2024-11-15 Kata kunci: <i>Pendidikan Karakter; Demokrasi; Pancasila; P5; Partisipasi Siswa.</i>	Penelitian ini bertujuan untuk menganalisis implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) dengan tema "Suara Demokrasi" di MAN 2 Trenggalek. Metode yang digunakan adalah pendekatan kualitatif melalui wawancara dan diskusi kelompok dengan siswa, guru mata pelajaran Akidah Akhlak, dan guru Bimbingan Konseling (BK). Tahapan penelitian mencakup perencanaan, pelaksanaan, dan evaluasi proyek. Hasil penelitian menunjukkan adanya peningkatan pemahaman siswa tentang nilai-nilai demokrasi dan karakter yang toleran serta bertanggung jawab. Siswa merasa lebih termotivasi untuk berpartisipasi aktif dalam diskusi dan kegiatan, yang menciptakan lingkungan belajar yang inklusif. Pembahasan ini menekankan pentingnya integrasi nilai-nilai Pancasila dalam pendidikan karakter dan tantangan yang dihadapi dalam pengajaran etika berpendapat. Penelitian ini memberikan rekomendasi untuk memperkuat kolaborasi antara sekolah, orang tua, dan masyarakat dalam mendukung pendidikan karakter yang berbasis pada nilai-nilai demokrasi.

I. INTRODUCTION

Education is essential in forming a person's character and personality. More than just a means of transferring knowledge, education also serves as the foundation for building moral values, ethics, and behavior. According to Ginting (2016), education should not only focus on cognitive aspects but also encompass the affective and psychomotor development of students. In this context, character education becomes an integral part of efforts to cultivate a younger generation that embodies noble values and exhibits good behavior in everyday life.

In Indonesia, there is an increasing focus on character education, especially with the introduction of the Pancasila Student Profile policy. Rachmawati et al. (2022) explain that the Pancasila Student Profile is designed to represent the characteristics of Indonesian students expected to internalize Pancasila values in their

lives. This profile includes six main dimensions: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Shofia Rohmah et al., 2023). The implementation of the Pancasila Student Profile aims to build a superior and competitive nation characterized by innovation in the 21st century (Hamzah et al., 2022) ensuring that students possess not only academic competence but also strong, integrity-based character.

However, the implementation of the Pancasila Student Profile in schools, including MAN 2 Trenggalek, faces various challenges. One major challenge is integrating Pancasila values into the daily lives of students. This requires a comprehensive and integrated approach that spans various aspects of education, both in and out of the curriculum. Character education should not only be taught in the classroom but

also instilled through intramural, co-curricular, and extracurricular activities (Laghung, R., 2023). According to Dalyono & Lestariningsih (2017), strengthening character education must be comprehensive and not solely focused on academic aspects, but also on the values and positive attitudes that will shape students' character in the future (Mustoip, S., 2023).

Amidst the developments in globalization and technological advancements promising progress in education (Haq, M. D., 2023), the challenges of character education have become increasingly complex. The youth are now exposed to various influences from their surroundings, social media, and popular culture, which often contradict Pancasila values. Therefore, there is a need for character education strategies that are adaptive and responsive to the dynamics of the times. Character education must also foster critical and creative thinking skills (Al Asadullah & Nurhalin, 2021), enabling the younger generation to effectively confront the challenges they face.

In this context, MAN 2 Trenggalek has proactively implemented the Pancasila Student Profile Strengthening Project. This project is designed to enhance students' character through a series of programs involving classroom learning, extracurricular activities, and other character-building initiatives. The approaches used include project-based learning, value education through religious activities, and the integration of Pancasila values across various subjects. According to Rochmawan, A. E., the combination of religious values with Pancasila can cultivate harmonious and integrity-driven student character. With this approach, it is hoped that students will more easily internalize the values promoted by the Pancasila Student Profile and apply them in their daily lives.

However, the success of implementing the Pancasila Student Profile Strengthening Project at MAN 2 Trenggalek does not come without challenges. External environmental factors, such as social media influence, can impact students' character development (Wening, S., 2012) and (Sitompul, 2024). Additionally, limitations in facilities and infrastructure, along with teachers' capabilities to apply character-based teaching methods, pose significant challenges that need to be addressed. Therefore, innovative strategies are necessary to ensure the project operates effectively and significantly impacts enhancing student character.

To address these challenges, MAN 2 Trenggalek has undertaken various efforts,

including conducting training for teachers to enhance their understanding of character education. Furthermore, the school involves parents and the surrounding community in the character education process, hoping to create an environment that supports the holistic development of student character. Collaboration between schools, families, and the community is expected to strengthen efforts in shaping the younger generation's character in alignment with Pancasila values (Akhyar et al., 2024) and (Startyaningsih et al., 2024).

This research aims to explore and analyze the implementation of the Pancasila Student Profile Strengthening Project at MAN 2 Trenggalek and its impact on enhancing student character. The focus of this research is to understand the strategies employed in the project's implementation, the challenges faced, and the solutions applied to overcome these challenges. Thus, it is hoped that this research can contribute significantly to the development of better education policies and serve as a reference for other educational institutions in implementing similar policies.

In facing existing challenges, MAN 2 Trenggalek is committed to continuously improving the quality of character education through this project's implementation. With a comprehensive approach that involves various parties, this project is expected to create a conducive learning environment for the development of student character. Consequently, character education based on Pancasila values can be effectively and sustainably implemented, preparing the younger generation to face future challenges with strong and integrity-based character.

II. METHOD

This research employs a qualitative approach with interviews as the primary method for data collection. The qualitative approach is utilized to gain an in-depth understanding of phenomena through descriptive, interpretive, and contextual data analysis (Rifa'i, Y., 2023). Interviews were conducted with students, a teacher of Akidah Akhlaq, and a guidance counselor (BK) to delve deeper into the understanding and implementation of the Pancasila Student Profile Strengthening Project (P5) at MAN 2 Trenggalek. This approach was chosen to obtain a more comprehensive perspective on the program's impact on students' character and attitudes within the context of Pancasila values.

In practice, the interviews were conducted in a semi-structured manner, allowing the researcher to pose open-ended and in-depth questions to the respondents. Respondents were selected purposefully, considering specific criteria such as their roles at the school and their experiences related to the P5 project. The data obtained from the interviews will be analyzed thematically, identifying patterns and categories that emerge from the respondents' answers.

III. RESULT AND DISCUSSION

The results of interviews conducted with a student, an Akidah Akhlak teacher, and a Guidance Counselor (BK) provide profound insights into the implementation of the Pancasila Student Profile Strengthening Project (P5) centered on the topic "Voice of Democracy" at MAN 2 Trenggalek. The data collected encompasses aspects such as student understanding, the integration of democratic values in learning, character development, and the challenges faced. This discussion highlights the key findings from each respondent, accompanied by a comprehensive analysis of their impact on character education and democratic learning.

A. Implementation of the Pancasila Student Profile Strengthening Project (P5) with the Topic "Voice of Democracy" at MAN 2 Trenggalek.

The implementation of the Pancasila Student Profile Strengthening Project (P5) on the topic "Voice of Democracy" at MAN 2 Trenggalek aims to enhance students' understanding of democratic principles and national values. Through a project-based approach, this initiative is designed to provide direct experiences in applying democratic concepts within the school environment. Interview results indicate a positive impact of this program on shaping democratic, tolerant, and nationally aware student character.

According to Ibnu Krisdinato, S.Pd.I, the Akidah teacher, *"I fully support the implementation of the Pancasila Student Profile Strengthening Project, especially the topic 'Voice of Democracy.' This topic is highly relevant in raising students' awareness of the importance of democracy in daily life. From an ethical standpoint, democracy teaches students to respect each other, act justly, and listen to differing opinions. This project provides a platform for students to develop these characters through discussions, class elections, election simulations, and debates that*

emphasize the significance of respecting differences and fostering togetherness." (Interview dated September 23, 2024)

Conversely, Anif Hidayatulloh's insights highlight the benefits of the P5 "Voice of Democracy" program in enhancing students' social-emotional skills. By engaging directly in activities like debates and discussions, students are encouraged to develop empathy and openness—qualities essential for cultivating a democratic character. This also demonstrates that experience-based counseling approaches can reinforce the internalization of democratic values. Below is a summary of the interview conducted with the informant: *"I see that the implementation of the Pancasila Student Profile Strengthening Project, especially with the topic 'Voice of Democracy,' is very positive for students. This program enables them not only to understand the concept of democracy but also to apply it within the school environment. From a counseling perspective, this activity helps students better understand themselves, their rights and responsibilities as individuals, and how to respect the rights of others in a democratic atmosphere. This is very beneficial in enhancing students' character, particularly in empathy, openness, and social responsibility."* (Interview dated September 23, 2024).

Based on the interview with Ahmad Nuva Ariyanto, an eleventh-grade MIPA student, the P5 topic "Voice of Democracy" is seen as an effort to introduce democratic principles into daily life. Ahmad mentioned that this program emphasizes understanding rights and responsibilities as citizens, as well as the importance of participation in decision-making. Through activities like election simulations and debates, students are invited to actively participate and voice their opinions.

"The activities I participated in included school election simulations, where we learned how the voting process works. Additionally, we had class discussions on human rights concepts and how every vote is valued in a democracy. We also held debates, providing us with opportunities to express our opinions freely while still respecting differing views. Through these activities, I learned how crucial it is for each individual to be actively involved in the democratic process." (Interview dated September 23, 2024)

An analysis of Ahmad's responses indicates an increased awareness among students regarding the concept of democracy that transcends political aspects and emphasizes the appreciation of freedom of expression and collaboration in decision-making. This understanding aligns with the objectives of P5, which aims to reinforce national values and active participation as components of the Pancasila student profile. Practical activities involving students directly, such as election simulations, have proven effective in instilling democratic values, demonstrating that experience-based learning significantly impacts the internalization of these principles.

B. Integration of Democratic Values in Akidah Akhlak Learning.

The integration of democratic values into Akidah Akhlak learning is essential for shaping ethical and responsible student character. According to student interviews, *"I think, the implementation of democratic values at school through P5 is very cool. We are encouraged to understand that democracy is not just about electing leaders but also about respecting differences, collaborating, and voicing opinions responsibly. The school provides us with space to speak and participate in decisions related to school life. This makes us more involved in school activities and feel that our voices are genuinely valued."* (Interview dated September 23, 2024)

The results of the interview with Ibnu Krisdianto, S.Pd.I, the Akidah Akhlak teacher, indicate that democratic principles are explicitly integrated into learning through an approach that emphasizes alignment between Pancasila values and Islamic teachings. The teacher relates the concept of deliberation in Pancasila to the principle of etiquette in Islam, which underscores the importance of politeness and fairness in expressing opinions. He explained:

"In my lesson, Akidah Akhlak, I consistently stress that the values of Pancasila, particularly democracy, align with Islamic teachings. For example, the principle of deliberation in Pancasila is also part of Islamic ethics. When discussing good morals, I often relate it to how a Muslim should behave in a democratic context, maintaining etiquette when expressing opinions, respecting others, and acting justly. This way, students can understand that democracy is not merely a political system but

also a manifestation of good ethics." (Interview dated September 23, 2024)

From these interviews, it can be analyzed that the integration of democratic values in Akidah Akhlak learning has a significantly positive impact on students' character development. This process not only educates students about the theory of democracy but also encourages them to apply these principles in their daily lives, both socially and religiously. By linking Pancasila values with Islamic teachings, students are taught to appreciate differences, collaborate, and actively participate in the school environment. This creates an inclusive learning atmosphere that supports the development of ethical attitudes, responsibility, and greater involvement in decision-making processes. As a result, students not only gain a better understanding of democracy as a political system but also internalize good moral values in their everyday behavior.

C. Changes in Student Character

Both students and teachers report positive changes in student character following their involvement in the P5 "Voice of Democracy" program. Ahmad Nuva noted improvements in confidence and awareness of responsibilities as citizens, while the Akidah Akhlak teacher and the BK teacher observed that students exhibited more openness, tolerance, and wisdom in handling differing opinions. According to Ibnu Krisdianto, S.Pd.I, regarding changes in student character:

"I see positive changes in students' character. They are more open in expressing opinions, yet maintain a respectful attitude. Students are also becoming more aware of their role in the school environment and are more willing to take on leadership and collaborative roles in activities. Additionally, I see an increase in tolerance, where students are better able to accept differing opinions without conflict. This indicates that democratic principles are starting to be internalized within them." (Interview dated September 23, 2024)

From the perspective of the Guidance Counselor (BK), the changes observed are also significant. He elaborates: *"I see many positive changes. Students are more courageous in expressing their opinions and more sensitive to their friends' feelings. They also begin to demonstrate wiser attitudes in addressing differences, not only in terms of opinions but*

also in respecting others' backgrounds and perspectives. Furthermore, I see that students are becoming more responsible in making decisions, especially in group activities or school projects. This shows that democratic values are starting to be embedded in their daily lives." (Interview dated September 23, 2024)

From the students' perspective, Ahmad Nuva stated: *"I feel more confident expressing my opinions in public and more aware of how to respect differing views, even if they differ from my own. Additionally, I am becoming more aware of my rights and responsibilities as a student and future citizen. For example, I more frequently discuss social and political issues with my friends and feel more responsible for participating in activities involving decision-making."* (Interview dated September 23, 2024)

Based on interviews with students, the Akidah Akhlak teacher, and the Guidance Counselor (BK), it can be analyzed that participation in the P5 "Voice of Democracy" has significantly impacted students' character development. Students demonstrate increased confidence, a greater ability to appreciate differences, and heightened social responsibility. They not only learn about democratic principles theoretically but also internalize them through constructive social interactions. This proves that project-based learning approaches are effective not only in enhancing academic understanding but also in shaping a more tolerant and responsible character. Therefore, this program can be considered a strategic step in preparing students to be active and ethical citizens in a democratic society.

D. Challenges in Implementing "Voice of Democracy"

The main challenges in implementing P5, as conveyed by students, the Akidah Akhlak teacher, and the Guidance Counselor (BK), lie in the dynamics of student participation, the need for comprehensive training for teachers, and the preparation of relevant learning materials. Ahmad Nuva expressed, *"I think the challenges we face in implementing this program include some students who are still reluctant to participate fully in discussions or activities. Sometimes, they seem passive, which hinders the overall goals of P5."* (Interview dated September 23, 2024)

The Akidah Akhlak teacher added, *"We also need to enhance our own understanding of implementing this program. Sometimes, teachers require training to effectively facilitate discussions that stimulate critical thinking and respect for differences. Adequate training is crucial for ensuring that every teacher can convey the importance of democracy effectively."* (Interview dated September 23, 2024)

From the perspective of the Guidance Counselor (BK), additional challenges include the need for learning resources that support the implementation of the P5 program. He noted, *"Resources for creating interactive learning materials that are engaging for students are often limited. If the materials used in learning are not appropriate or engaging, this could lead to students losing interest in participating in activities related to the P5 program."* (Interview dated September 23, 2024)

The analysis of these interviews reveals several challenges that require attention to improve the effectiveness of the P5 "Voice of Democracy" program. By identifying these obstacles, schools can take proactive measures to develop solutions, including enhancing teacher training and providing adequate learning resources, to ensure that democratic principles are internalized among students.

Pancasila Student Profile, in line with the directions of the Vision and Mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (Kebudayaan, K. P., 2020), describes Indonesian students as lifelong learners with global competencies who behave according to the principles of Pancasila. This profile highlights six main characteristics: faith and devotion to God Almighty, noble character, global diversity, the spirit of mutual cooperation, independence, critical thinking skills, and creativity.

The implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme "Voice of Democracy" at MAN 2 Trenggalek has shown positive results. This project is designed to raise student awareness of the importance of democratic values in daily life. Through various activities, students are not only taught theory but are also given

the opportunity to practice directly in discussions and active participation. Research findings indicate that students feel more engaged and motivated to understand and apply democratic values.

One of the main findings of this study is the increase in students' understanding of the concept of democracy. Through group discussions and presentations, students demonstrate the ability to explain and discuss social issues relevant to their context. This shows that the learning methods used in P5 are effective in building students' knowledge and skills (Muktamar et al., 2024). The knowledge acquired is not limited to the classroom but is also extended to their everyday lives (Dewi et al., 2023). Additionally, P5 provides opportunities for teachers and students to innovate and create in their learning (Purtina et al., 2024).

The discussions held during the project also provide a platform for students to express their opinions. The courage of students to voice their views in discussions reflects an increase in self-confidence and communication skills (Nurwidya et al., 2023) and (Berlian & Rozakiyah, 2024). Furthermore, students learn to listen to and appreciate the perspectives of others, which is an essential skill in the context of democracy. This process helps create an inclusive and supportive learning environment where every voice is valued.

In the context of education, this project emphasizes the importance of integrating democratic values into the curriculum. Character-oriented education needs to involve students in decision-making processes and constructive discussions. This will not only enrich students' learning experiences but also prepare them to be active and responsible citizens. The P5 project at MAN 2 Trenggalek demonstrates that an approach based on active participation can lead to deeper learning.

The findings of this study also indicate that parental and community involvement in this project significantly affects its successful implementation. Support from parents provides additional motivation for students to actively participate in activities (Rochmawan et al., 2024). Moreover, collaboration with the surrounding community gives students a broader perspective on the application of democratic values beyond the school

environment. This proves that democratic education must involve all parties, including families and communities.

However, challenges were faced in the implementation of this project. Some students felt awkward speaking in public or participating in discussions. Therefore, it is essential for educators to create a supportive environment that facilitates student engagement. The application of varied teaching methods, such as role-playing and simulations, can be a solution to overcome fears and increase student participation.

This study emphasizes the need for a comprehensive approach to education that integrates democratic values. The implementation of the P5 project at MAN 2 Trenggalek has successfully had a positive impact on students' understanding and participation in the context of democracy. Therefore, it is important for other schools to consider implementing similar programs to cultivate a generation that understands their rights and responsibilities as active citizens participating in society.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of the Pancasila Student Profile Strengthening Project (P5) with the topic "Voice of Democracy" at MAN 2 Trenggalek has positively contributed to shaping students' democratic, tolerant, and responsible character. The integration of Pancasila values with religious education and counseling guidance demonstrates that project-based character education and practical experiences can effectively instill national values. The existing challenges highlight the need for a more comprehensive approach in teaching the ethics of expressing opinions and responding to differences, by strengthening the integration between democratic values and religious teachings. This program has the potential for further development by involving more community elements and current issues to enrich students' learning experiences and deepen their understanding of democracy in a broader context.

B. Suggestion

To enhance the effectiveness of the P5 project at MAN 2 Trenggalek, it is recommended that the school continue to develop innovative and varied teaching

methods, including the use of simulations and role-playing, which can help students become more confident in participating. Furthermore, closer collaboration among schools, parents, and the community needs to be strengthened to create a supportive learning environment. Schools are also advised to conduct regular training for teachers to improve their understanding of character education and democratic values. With these steps, it is hoped that character education based on Pancasila values can be implemented sustainably and provide a greater positive impact for the younger generation.

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