



## Implementation of the Pancasila Student Profile Strengthening Project (P5) in Elementary School

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**Abstract:** The learning process at SD Negeri Kebon Baru 1 has implemented an independent curriculum and Pancasila student profile. In realizing the Pancasila student profile, SD Negeri Kebon Baru 1 carried out the Strengthening of the Pancasila Student Profile Project (P5). In learning, the teacher explains the material with a predetermined theme. To produce a project, teachers and students can create products that match the theme that has been chosen. With the learning activities of Strengthening the Pancasila Student Profile Project (P5), it is hoped that it can develop creativity in accordance with the elements in the Strengthening of the Pancasila Student Profile Project (P5) dimension, one of which is in the creative dimension. This study aims to find out and describe how the implementation of the project to strengthen the profile of Pancasila students in SD Negeri Kebon Baru 1 Cirebon City. This research uses qualitative methods with a descriptive approach, collecting data through observations, interviews, and documentation. The subjects of this study were homeroom teachers and some grade 4 students. The data analysis technique used in this study is a qualitative descriptive method that is by looking for, collect, and organize systematically. The results of this study show that the implementation of the Pancasila student profile (P5) strengthening the project in SD Negeri Kebon Baru 1 Cirebon City is very good because in P5 activities teachers have been very well prepared and planned activities. Teachers provide opportunities for students to develop students' creativity to produce a project. The theme taken in the P5 activity at SD Negeri Kebon Baru 1 is "Build Your Soul and Body", carried out every Saturday in grades 1 and 4. Related to the theme taken, the holding of habituation, namely P5 gymnastics before P5 learning activities in class. The stages that must be prepared so that even semester P5 activities can run smoothly are through three stages, such as the planning stage, the opening or inauguration of P5 activities, and the implementation stage

**Keyword :** Character, Pancasila, Education, Learners.

**Article info:** Submitted : 2023-06-16 | Accepted : 2023-08-28 | Published : 2023-08-31

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How to Cite :

### Introduction

Education is one of the rights that must be obtained by humans. Education is very closely related to human life, both now and in the future. Education is expected to increase self-confidence, self-development, skills, independence, creativity and acquire knowledge. Education is an important factor that determines the quality of a person. Good education will bring individuals to be able to adapt to the environment and technological developments. One that supports the progress of the world of education is through the applied curriculum. Curriculum changes that often occur in

Indonesia show that the implementation of the curriculum is adapted to developments that occur in the community environment and the needs of students and parents (Barlian, UC, Solekah, S., Rahayu, nd).

Improving the quality of education in Indonesia has always been carried out by the government in order to achieve the educational goals mandated by Law No. 20 of 2003 concerning the National Education System. Indonesia has gone through various processes of educational development, one of which is curriculum development. The curriculum in Indonesia has been developed since before independence and has changed from time to time. The curriculum itself is the soul of the course of education. Through the curriculum it is hoped that educational success will be created. Curriculum changes are unavoidable due to the fact that true education in Indonesia has not yet been found, socio-cultural influences, systems, politics, economics, and science and technology. To achieve success in education apart from a good curriculum, all components in education must be intertwined with one another (Lubaba & Alfiansyah, 2022). After the Covid-19 pandemic, the government tested a new curriculum, namely the independent learning curriculum in several schools. In 2022 various elementary schools in various regions will begin implementing the independent learning curriculum in grades 1 and 4. Various programs continue to be realized by the government in order to achieve the expected educational goals, such as improving the orientation of independent learning education, independent curriculum, and strengthening the profile of Pancasila students.

In the context of efforts to prepare students to be able to develop their abilities, it is necessary to implement projects to strengthen Pancasila student profiles in line with recommendations from the Ministry of Education and Culture. In the project to strengthen the Pancasila student profile, various phenomena that exist in the real environment will be presented in order to stimulate the ability to find solutions to solve existing problems (Lieung & Rahayu, 2022). Based on the Ministry of Education and Culture No.56/M/2022, the project to strengthen the profile of Pancasila students is a co-curricular activity based on a project designed to strengthen efforts to achieve competence and character in accordance with the profile of Pancasila students which is based on Graduate Competency Standards. Implementation of the project to strengthen the Pancasila student profile is carried out flexibly in terms of content, activities, and time of implementation. The project to strengthen the profile of Pancasila students is designed separately from intracurricular activities. Objectives, content, and project learning activities do not have to be related to intracurricular objectives and subject matter. Education units can involve the community and the world of work to design and organize projects to strengthen the profile of Pancasila students (Satria et al., 2022 ; Yuliastuti, 2022 ; Damayanti & Al Ghozali, 2023).

The Pancasila student profile is designed to answer one big question, namely students with what kind of profile (competence) the Indonesian education system

wants to produce. In this context, the profile of Pancasila students has a competency formulation that complements the focus on achieving Graduate Competency Standards at every level of the education unit in terms of cultivating character that is in accordance with Pancasila values. Strengthening the Pancasila Student Profile Project (P5) is expected to be an optimal means of encouraging students to become lifelong learners who are competent, characterized, and behave in accordance with Pancasila values (Satria et al., 2022 ; Ariyanto & Huda, 2022).

Strengthening character education through Pancasila student profiles for teachers in elementary schools is very important because children are currently living in the digitalization era and even if we look at the conditions on the ground there has been an increasing decline in students' character values. For a teacher to instill character education in students is something that will provide its own challenges. Teachers must really understand that character education is a key factor for achieving success in education in Indonesia in the future (Sulastri et al., 2022).

Character education is not limited to teaching what is right and what is wrong, but rather instilling good habits in students, so that students better understand, feel and want to implement them. Character education is an effort to instill values or self-character to shape each individual's personality to be better and of higher quality. The purpose of carrying out character education in schools is to develop the potential of students based on Pancasila values. Character education is an important point in the independence curriculum, because so far there are still students who only learn to prioritize cognitive aspects by putting aside honesty (Septiani et al., 2022).

The Pancasila Student Profile Strengthening Project (P5) as a means of achieving a Pancasila student profile, provides opportunities for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. Character is the fundamental thing that distinguishes humans from animals. Efforts to strengthen character education have long been carried out by the government through the National Character Education Movement in 2010 which was then continued with the Strengthening Character Education (PPK) program in 2016. Character is an identity for each individual which is formed from attitudes, mindset, values of decency through interactions between people and the environment. Character can also influence the perspective, thinking and acting of each individual (Maruti et al., 2023).

Indonesian students are expected to have the competence to become democratic citizens and become superior and productive human beings in the 21st Century. Therefore, Indonesian students are expected to be able to participate in global development that is sustainable and resilient in facing various challenges (Satria et al., 2022). In the Pancasila profile project activities, students have the opportunity to study important themes such as Sustainable Lifestyles, Local Wisdom, Bhinneka Tunggal Ika, Build Mind and Body, Engineering and Technology and Entrepreneurship. So that

students can take real action in answering these issues with the stages of learning and their needs. The application of project-based learning is a fundamental choice in the independent learning curriculum which is believed to support the recovery of student character learning through the Pancasila student profile (Lubaba & Alfiansyah, 2022).

In the journal (Olivia yana, prasena ariyanto, 2022) explains that the independent curriculum has several characteristics that are used, namely project-based learning to develop soft skills and character according to the profile of Pancasila students, focus on essential material so that there is time for in-depth learning for basic competencies between literacy and numeracy, as well as the flexibility of the teacher to carry out differentiated learning according to the ability of students.

The independent curriculum is a curriculum that is based on developing student profiles so that they have the soul and values contained in the Pancasila precepts in their lives (Lubaba & Alfiansyah, 2022). One of the schools that uses the independent learning curriculum is SD Negeri Kebon Baru 1. The learning contained in the independent learning curriculum seeks to build character through the Pancasila student profile. SD Negeri Kebon Baru 1 is an elementary level school on JL. Veteran No. 28 in Cirebon City was founded in 1912. At Kebon Baru 1 Public Elementary School, the independent learning curriculum has been implemented in phases A and B or grade 1 and grade 4. In the independent learning curriculum, each subject has been separated, not combined into one like K13. In the independent learning curriculum there are additional subjects, namely English and science and social studies subjects combined into one subject, namely natural sciences. Project activities to Strengthen Pancasila Student Profiles (P5) at SD Negeri Kebon Baru 1 are carried out every Saturday. Habituation in the Pancasila Student Profile Strengthening Project (P5), namely joint P5 exercises carried out in grades 1 and 4. The purpose of using the independent learning curriculum at SD Negeri Kebon Baru 1 is to strengthen the character of students. In the independent curriculum there is P5 (Project for Strengthening Pancasila Student Profiles) which has six dimensions, namely faith and piety to God Almighty, global diversity, mutual cooperation, creativity, critical reasoning, and independence. The independent learning curriculum is a curriculum that focuses on character education for students.

Several previous studies have conducted research on the Project to Strengthen Pancasila Student Profiles (P5) as carried out by Santoso et al (2023) that at the JOGLO 10 Pagi Elementary School it has been implemented and carried out with the habits made by the school. From these activities, students can form according to the six dimensions contained in the Pancasila Student Profile Strengthening Project (P5). Furthermore, the results of research conducted by Maruti (2023) show that after the assistance is carried out, there is an increase in the quality of the implementation of P5 in schools that have implemented the independent curriculum. Then the results of research from Ulandari & Rapita (2023) state that through the action of P5 can

strengthen the character dimensions of the Pancasila Student Profile in students, especially those who believe, fear God Almighty and have noble character, work together, be independent, have global diversity, reason critically and creatively. . However, none of the three previous studies have focused on making students active in the affective, cognitive, and psychomotor aspects.

Based on the background that has been described, the researcher is interested in conducting research on "Implementation of the Project to Strengthen Pancasila Student Profiles (P5) at Kebon Baru 1 Public Elementary School, Cirebon City". This study aims to describe the activities of the Pancasila Student Profile Strengthening (P5) Project carried out by Kebon Baru 1 Public Elementary School, Cirebon City, what obstacles are encountered in the implementation process, as well as the solutions made in anticipating existing obstacles .

## Methodology

This study uses a qualitative approach, which aims to obtain data that can describe the application of Pancasila student profiles in the formation of student character. According to Sujarweni (2014), qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other methods of quantitative (measurement) (Manurung et al., 2020).

The method used in this research is descriptive qualitative. In essence, qualitative descriptive research is a method of examining the status of a group of people, an object with the aim of making descriptive, systematic, factual and accurate descriptions of the facts or phenomena being investigated. This method is also carried out using data from research objects which are then analyzed so that conclusions and suggestions can be made (Manurung et al., 2020).

This research was conducted at SD Negeri Kebon Baru 1 located on Jl. Veteran No 28, Kebon Baru Village, Kejaksan District, Cirebon City, West Java Province. The subjects of this study were grade 4 students. The data collection techniques used in this study were observation, interviews and documentation. In this study, the research instrument was the researcher as the main instrument, interview guidelines and observation guidelines. At the observation stage the researcher is directly involved with the daily activities of the object being observed. Observations are carried out directly both inside and outside the classroom. At the interview stage it was carried out to the homeroom teacher and several grade 4 students.

## Result and Discussion

The Project to Strengthen Pancasila Student Profiles which was carried out at SD Negeri Kebon Baru 1 Cirebon City in the even semester of the 2022/2023 academic year with the theme Awaken Mind and Body. Based on the results of observations and interviews conducted by researchers at Kebon Baru 1 Public Elementary School,

Cirebo City, strengthening the profile of Pancasila students became a particular focus on grade 4 students with 2 strategies, namely learning with projects (P5) and habituation. In the process of the independent learning curriculum at Kebon Baru 1 Public Elementary School, Cirebon City, it is not adapted to classes but to phases, where there are two phases, namely phase A and phase B. Phase A is used for grade 1 and phase B is used for grade 4. Before using the curriculum merdeka learn Kebon Baru 1 Public Elementary School, Cirebon City, has implemented the K13 curriculum. Kebon Baru 1 Public Elementary School chose to implement an independent learning curriculum, namely to strengthen the character of students. The characters strengthened from P5 activities are faith and piety to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The subjects applied in the use of the independent curriculum for phase A class 1 are Indonesian, mathematics, Civics, arts and culture, English, PJOK and regional languages (Sundanese and Cirebonese). And for phase B the subjects are Science Science, Indonesian, mathematics, PJOK, art and culture, English, and regional languages (Sundanese and Cirebonese).

Character education at Kebon Baru 1 Public Elementary School, Cirebon City, had previously been implemented through some habituation but was still not fully successful. For this reason, the school principal and the teacher board of Kebon Baru 1 Public Elementary School, Cirebon City apply the independent learning curriculum as strengthening the character of students in accordance with the profile of Pancasila students. This P5 activity is carried out by educators to encourage student participation in developing curiosity and providing challenges in stages.

The Pancasila Student Profile provides space for all members of the education unit community to be able to practice and practice the Pancasila student profile. The benefits of the Pancasila Student Profile Strengthening Project include:

1. Benefits for educational units
  - a. Making the education unit an open ecosystem for community participation and involvement.
  - b. Become an educational unit as a learning organization that contributes to the environment and the surrounding community.
2. Benefits for educators
  - a. Provide space and time for students to develop competencies and strengthen the character and profile of Pancasila students.
  - b. Plan the learning process of the project with a clear end goal.
  - c. Develop competence as educators who are open to collaborating with educators from other subjects to enrich learning outcomes.
3. Benefits for students
  - a. Strengthen character and develop competence as an active world citizen.
  - b. Participate in planning active and sustainable learning.

- c. Develop the skills, attitudes and knowledge needed to work on projects within a certain period of time.
- d. Practice problem-solving skills in a variety of learning situations.
- e. Showing responsibility and concern for the issues around them, as a form of learning outcomes.
- f. Appreciate the learning process and be proud of the results that have been optimally pursued (Satria et al., 2022) .

In the Pancasila student profile there are several themes for the elementary school level, namely sustainable lifestyles, local wisdom, Bhinneka Tunggal Ika, build body and soul, engineering and technology, and entrepreneurship.

1. A sustainable lifestyle means that students are able to understand the impact of human activities, both short and long term, on the survival of life in the world and the surrounding environment. Students also build awareness to act and behave environmentally friendly, learn about potential crises that occur in the environment and develop preparedness that occurs in the surrounding environment as well.
2. Local wisdom is that students build curiosity and inquiry abilities through cultural exploration and local wisdom of the surrounding community or area.
3. Bhinneka Tunggal Ika means that students know and promote a culture of peace and non-violence, learn to build respectful dialogue about diversity and the values they adhere to.
4. Wake up body and soul, students build awareness and skills to maintain physical and mental health, both for themselves and others. Students conduct research and discuss issues related to self-welfare, bullying, and try to find a solution. They also examine issues related to physical and mental health and well-being.
5. Engineering and technology are students training critical, creative, innovative thinking skills, as well as the ability to empathize to build engineering products that facilitate their own activities and those around them.
6. Entrepreneurship is a student identifying economic potential at the local level and the problems that exist in developing this potential, as well as its relation to environmental, social and community welfare aspects.

The theme used in the Implementation of the Independent Curriculum (IKM) at Kebon Baru 1 Public Elementary School, Cirebon City, is using the theme wake up the body and soul. The purpose of adopting this theme is as a means for students to further develop their creativity, innovation and character in accordance with Pancasila values.

The profile of Pancasila students is in accordance with the vision and mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research, Technology) as stated in the Regulation of the Minister of Education and Culture

Number 22 of 2020 concerning the Ministry and Culture Strategic Plan for 2020-2024, that "Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila, with six main characteristics, namely faith, piety to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative" (Lubaba & Alfiansyah, 2022) . These six characters are characteristics that students must have, while at the same time showing that the profile of Pancasila students does not only focus on the realm of cognitive abilities, but also on attitudes and behavior that are in accordance with national character.

Kebon Baru 1 Public Elementary School, Cirebon City implements P5 activities with the theme entitled "Wake Up Your Mind and Body" where the theme is applied to grades 1 and 4. In P5 activities implementing scout extracurricular activities which every Saturday after completing learning activities students carry out activities scout. Activities that are routinely carried out on Saturday morning are doing P5 exercise activities. As for P5 activities, the teacher provides opportunities for students to carry out activities in making projects according to the creativity of students. In introducing culture around the Kebon Baru 1 Public Elementary School, Cirebon City, carrying out activities to get to know culture in the form of introducing marine culture that is owned by the Cirebon area, students are directed to how to preserve culture, protect the marine environment, and protect marine ecosystems. The stages for carrying out P5 activities at SD Negeri Kebon Baru 1.

#### 1. Planning Stage

In this stage the teachers of grades 1 and 4 design various activities that students will do before carrying out P5 activities. Beginning with collecting various information related to project assignments that will be carried out by students. After compiling the P5 learning module, the teacher arranges the activities to be carried out for one semester and details the financing to be used for the P5 activities. The homeroom teacher for grade 4 holds a meeting with parents of students to provide information regarding P5 activities every week and discuss financing. Homeroom teacher and parents of students coordinate the division of labor so that each student is active in P5 activities such as preparing healthy meals with their classmates , making creations from materials that are no longer used, and EPWK activities.

## 2. Opening Stage



**Figure 1. Opening of Activity P5**

At this stage, all students and teachers of Kebon Baru 1 Public Elementary School carried out the P5 exercise which was led by the homeroom teacher for class 1 and the homeroom teacher for class 4. Because Kebon Baru 1 Public Elementary School took the theme "Wake Up Your Mind and Body", the P5 exercise was held first. before starting the learning activity. After carrying out the P5 gymnastic activities, students in grades 1 and 4 ate the lunch provided by their parents. In the healthy breakfast activity, students bring provisions consisting of a menu of 4 healthy 5 perfect foods so that students can maintain a healthy life. At this stage, the grade 1 and 4 teachers prepared balloons to inaugurate the P5 activity together with the Kebon Baru 1 Public Elementary School principal. After students ate the lunches that had been prepared by their parents, students made creations from materials that were no longer used. to make creative masks. After making the creative masks, grade 1 and grade 4 students were gathered in the field and the teachers gathered in the field to inaugurate the P5 activities in the even semester by releasing gas balloons together with the principal of SD Negeri Kebon Baru 1.

## 3. Implementation Stage



**Figure 2. P5 Gymnastic Activities**

The implementation of the P5 activities carried out by Kebon Baru 1 Public Elementary School carries the theme "Wake Up Your Mind and Body" every Saturday. In the first week students make piggy bank creations as creative as possible, then students are given education regarding the importance of saving.



**Figure 3. P5 activities at Kejawanan Beach**

In the second week the students made pictures related to the five senses after listening to the learning videos that had been provided by the teacher as well as possible. In the third week, all grade 1 to grade 6 students made a visit to Kejawanan Beach, the purpose of the visit to Kejawanan Beach was to train students' cohesiveness through several games. The round-down of P5 activities at Kejawanan Beach is as follows:

- a. Students gather at 07.30, after the gathering the students pray together so that the P5 activities run smoothly without any obstacles.
- b. Depart for Kejawanan Beach at 08.00 by public transportation that has been prepared by the school.
- c. Arriving at Kejawanan Beach at 08.15, students line up according to their class. After gathering everything, just entered the Kejawanan Beach area.
- d. After entering the Kejawanan Beach area, students get ready to do the P5 exercise together.
- e. After that, students played several games to practice cohesiveness such as rubber relay using straws, playing snakes, and others.
- f. After playing several games, students are given time to rest which can be used for breakfast or swimming.
- g. At 11.00 all students get ready to return to school using public transportation that has been prepared by the school.

In the fourth week of P5 activities carried out by class 4, namely training lines. At the beginning of learning the teacher has given theory to students, then students apply the theory that has been given. Grade 4 students are gathered in the hall of SDN Kebon Baru 1, divided into two rows, namely the female row and the male

row. The teacher appoints a representative from each row to lead his friends. If there is an inappropriate movement, the teacher will give the correct example. Evaluation for the 4th week of P5 activities, namely students are still confused about determining the right and left directions so that they need to be given habituation so that they are better in the future.

In the fifth week, students bring one type of food that is included in the 4 healthy 5 perfect diet, then they are grouped together and each student brings a plate. Each student arranges each food that has been brought to a plate that has been brought neatly. Then the teacher assesses the creation of students composing food. After being assessed, students eat their food together.

## Conclusion

Based on the results of research discussing the implementation of the Pancasila Student Profile Strengthening Project (P5) at Kebon Baru 1 Public Elementary School as a whole it is good, because the implementation of P5 activities with the theme "Wake Up Their Mind and Body" makes students active in affective aspects, cognitive aspects, and emotional aspects. psychomotor. The specific conclusions are: 1) at the planning stage, the class 1 and 4 teachers are mature in preparing teaching modules and activity plans to be carried out for one semester. The parents of the students were briefed by the teacher at the student-parent meeting to discuss projects to be carried out by their children and discussions regarding the financing that would be issued for P5 activities for one semester; 2) at the opening stage the P5 activity was held on Saturday. This activity was symbolic to officiate the P5 activities at Kebon Baru 1 Public Elementary School, all students gathered in the field to do the P5 exercise led by the class 1 and class 4 teachers. After that, students in grades 1 and grade 4 listened to the principal's remarks P5 activities during the even semester. At the end of the event, there was a release of gas balloons into the sky together with all teachers, principals, and grade 1 and 4 students; 3), at the implementation stage there are various kinds of projects carried out by students. In the first week, students make piggy banks from items that are no longer used creatively and the teacher educates the importance of saving. In the fourth stage, students make pictures about the five senses that humans have by listening to the learning videos that have been prepared by the teacher so that students practice critical reasoning. In the third week, students carry out P5 activities at Kejawanan Beach to train cohesiveness so that the character of mutual cooperation emerges in students. In the fourth week, students practiced marching which was demonstrated by the teachers then each male and female representative led their friends to practice marching in the hall of SD Negeri Kebon Baru 1.

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