

Evaluating the Impact of the Pancasila Student Profile Project on Developing Student Competencies

Yustina¹, Resma Wahyuni^{2*}, Suhara³, Darmawati⁴, Putri Adita Wulandari⁵, Rio Rasdian Saputra⁶

¹ Universitas Riau, Pekanbaru, Indonesia; yustina@lecturer.unri.ac.id

² Universitas Riau, Pekanbaru, Indonesia; resmawahyuni@lecturer.unri.ac.id

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; suhara.aris@gmail.com

⁴ Universitas Riau, Pekanbaru, Indonesia; darmawati@lecturer.unri.ac.id

⁵ Universitas Riau, Pekanbaru, Indonesia; putriadita@lecturer.unri.ac.id

⁶ Sekolah Tinggi Agama Islam Al-Kifayah Riau, Indonesia; rasdianrio8@gmail.com

ARTICLE INFO

Keywords:

Sekolah Penggerak;
P5 implementation;
4C skill

Article history:

Received 2024-02-10

Revised 2024-09-17

Accepted 2024-09-27

ABSTRACT

This study explores the role of education in enhancing essential competencies aligned with contemporary demands, focusing on the Strengthening Pancasila Student Profile (P5) project within Indonesia's independent curriculum. The research aims to analyze the implementation of the P5 initiative in *Sekolah Penggerak* in Siak Regency and its effect on students' 4C skills (collaboration, communication, critical thinking, and creativity). Employing a descriptive research design with both quantitative and qualitative approaches, data was gathered through questionnaires and interviews, then analyzed statistically. Random sampling was used to select participants. The findings indicate that teachers in Siak Regency's *Sekolah Penggerak* perform well, with an average score of 3.73. The P5 implementation by students is rated very highly, averaging 4.32. In terms of 4C skills, students demonstrate excellent collaboration (4.51) and communication (4.29) abilities, while their critical thinking (4.15) and creativity (4.14) are classified as good. A correlation test reveals a positive relationship between P5 implementation and the development of 4C skills.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Resma Wahyuni

Universitas Riau, Pekanbaru, Indonesia; resmawahyuni@lecturer.unri.ac.id

1. INTRODUCTION

The Independent Curriculum prepares students to have 21st century skills to be able to compete and be smart in facing future challenges. One form of activity that focuses on developing student competencies in the independent curriculum is the Pancasila Student Profile Strengthening Project (P5) as a co-curricular activity (Sari, 2023; Susanti et al., 2023). The project is an activity that focuses on real problems in the surrounding environment and applies problem-solving skills with the implementation of various fields of science. P5 is a cross-disciplinary project that is contextual and based on the needs or problems of the community within the educational unit. This project is expected to be a forum for students to provide creative and innovative ideas in developing projects that are carried out in groups. Through this process, it is hoped that characters who are intelligent, superior, competent, and behave in accordance with the values of Pancasila (Rachmawati et al., 2022).

The competency profile of Pancasila students emphasizes both internal factors related to the national ideology and external factors concerning challenges of the 21st century. Profile Pancasila comprises six dimensions of characteristics: 1) having faith, being devoted to God Almighty, and having noble character; 2) Global diversity; 3) Working together; 4) critical reasoning; 5) creative; and 6) independent. Through these dimensions, students are expected to engage in sustainable and resilient global development while addressing various challenges (Akademik Badan Standar et al., 2022).

The implementation of the Pancasila Student Profile (P5) has been shown to positively influence the development of students' character in alignment with the values outlined in Pancasila (Maruti et al., 2023). P5 fosters qualities such as mutual cooperation, global diversity, and creativity (Dwiyani, 2023; Ulandari, 2023). According to research by Anton and Trisoni (2022), there is a positive integration between the 4C skills—Critical Thinking, Collaboration, Communication, and Creativity—and the implementation of the P5 project, which helps produce well-rounded students equipped to meet the challenges of the 21st century. Additional studies suggest that the Pancasila Student Profile project enhances students' mastery of character, literacy, skills, and technology, due in part to cross-disciplinary teaching approaches (Nafaridah et al., n.d.). When fully optimized in schools, the implementation of the Pancasila Student Profile contributes significantly to shaping students' character in line with Pancasila values (Kahfi, 2020).

The Pancasila Student Profile (P5) has been implemented across various *Sekolah Penggerak* in Indonesia, encompassing elementary, middle, and high school levels. The implementation of P5 has been shown to enhance students' environmental awareness and independence (Muktamar et al., 2024). Research by Lestari et al. (2023) indicates that P5 has led to improvements in students' discipline, independence, and responsibility compared to previous levels. Sultan and Tirtayasa (2022) classify the overall implementation of P5 as successful, though some instances have been less effective (Damayanti & Ghozali, 2023). Challenges in P5 implementation arise from various sources, including the Education Department, schools, teachers, and students. Asiati (2022) found that supervisors from the Education Department have not fully optimized their role in guiding *Sekolah Penggerak*. Additionally, some students have not fully engaged with the P5 project due to limited access to information. Maharani and Arinda (2023) identified further barriers, such as the diverse characters of students, the novelty of the P5 curriculum, and a shortage of facilitators (accompanying teachers) who are crucial to its success.

Teachers have difficulty determining the project assignments that will be given to students. This is due to limited knowledge and information as well as the infrastructure available in schools. Apart from that, difficulties also come from students because not all students actively contribute to making projects. If this is allowed to happen, the critical thinking, creative thinking, collaboration and communication skills that students really need in facing the challenges of the 21st century will not be achieved.

The differences in implementation in various research results and the various obstacles faced in implementing P5 make researchers interested in studying in depth the implementation of P5 in driving schools in Riau Province. In this case, it is represented by the district which has the largest number of driving schools, numbering 60. This research focuses on the implementation of P5 and its obstacles, as well as the influence of implementing P5 on students' critical thinking, creative thinking, collaboration and communication skills.

2. METHODS

This research is descriptive research with a quantitative and qualitative approach. The population in this study were all *Sekolah Penggerak* at the public and private high school levels in Siak Regency. Based on data from the Ministry of Education and Culture's PSP website, the number of *Sekolah Penggerak* at the high school level in Siak Regency is nine schools consisting of SMAN 1 Mempura, SMAN Sungai Apit, SMAN 2 Kandis, SMAN 2 Sungai Apit, SMAN 2 Lubuk Dalam, SMAN 6 Tualang, SMA Science Tahfizh Islamic Center, SMAN 1 Minas and SMAS LKMD Kandis.

This research was conducted on teachers who accompany P5 activities and students at *Sekolah Penggerak* using purposive sampling techniques. There were several reasons for selecting the sample, namely that the selected teachers and students were in driving schools, had implemented a project to

strengthen the profile of Pancasila students, and were willing to be research respondents. The number of teacher samples was 35 teachers and 101 students.

Quantitative data was obtained from distributing teacher and student questionnaires. This questionnaire has been validated by two validators which includes content and construct validation. The validation results show that the instrument is declared valid. Next, a reliability analysis was carried out with a Cronbach's Alpha value of 0.91 for the teacher questionnaire and 0.98 for the student questionnaire. The Cronbach's Alpha value of the instrument is > 0.60 so it is declared very reliable.

Teacher and student questionnaires are loaded in Google Form. Next, the Google Form link was distributed to teachers in all *Sekolah Penggerak*. The questionnaire distributed consisted of three main aspects, namely teacher readiness, stakeholder support, and implementation of P5 which were then translated into 25 statement items using five Likert scales. The student questionnaire consists of aspects of P5 implementation and 4C skills which are described into 30 statement items. Qualitative data was obtained from open questions included in the questionnaire and through the interview stage. Interviews were carried out with the Principal and P5 Facilitator Teacher at the driving school.

Data analysis begins with data reduction as needed, data grouping, and calculations using Microsoft excel and SPSS version 26 applications for windows programs. The analysis of the questionnaire results was carried out quantitatively using descriptive statistical analysis. The results of the analysis are then grouped into five starting criteria modified from (Purwanto, 2009) contained in Table 1. Then the results of the analysis will be presented in the form of tables, images, and graphs.

Table 1. Assessment Categorization

Mark	Category
4,20-5,00	Very good
3,40-4,19	Good
2,60-3,39	Pretty good
1,80-2,59	Not good
1,00-1,79	Very Not Good

The correlation test on student questionnaires begins with a normality test using the one sample Kolmogorov-Smirnov test. The results obtained were an N value of $0.2 > 0.05$ so that the data was normally distributed (Sufren, 2013). Next, a Pearson correlation test was carried out to determine the strength of the relationship between the two variables to determine the effect of P5 implementation on students' 4C skills. If the Pearson r value is close to 1, it means that the relationship between the two variables is very strong (Sugiharti, 2021).

3. FINDINGS AND DISCUSSION

The results obtained from distributing questionnaires and interviews were that 100% of *Sekolah Penggerak* in Siak Regency had implemented P5 activities well.

3.1 Implementation of P5 by Teachers and Students

The P5 is an interdisciplinary initiative that is contextual and grounded in the needs or issues of the community within the educational units environment. This project was carried out as a means to explore the potential and abilities of students in educational units (Asiati & Hasanah, 2022). It is believed that P5 will be the best way to encourage students to become lifelong learners of good character, competent and behave according to Pancasila values. A guided and measurable system will help teachers implement projects to strengthen Pancasila students (Rachmawati et al., 2022)

There are six dimensions to the Project for strengthening the profile of Pancasila students, namely Faith, devotion to God Almighty and noble character, Global Diversity, Mutual Cooperation, Creativity, Critical Reasoning, and Independence. The themes contained in the implementation of P5

are contextual and based on local wisdom. Some of the themes that can be chosen are a) sustainable lifestyle, b) local wisdom, c) unity in diversity, d) entrepreneurship, e) technological engineering, f) the voice of democracy, g) building the body and soul, and h) employment (Luthfia et al., 2024).

The principles applied in P5 include holistic, contextual, learner-centered and exploratory approaches. Holistic refers to viewing things as a complete, integrated whole rather than in isolated parts. The goal is to base relevant learning activities on real-life experiences. Student-Centered, focuses on a learning scheme that encourages students to learn subjects that actively shape their learning process by choosing and offering profile project topics according to their interests. Exploratory, related to fostering an open environment for self-development and inquiry, both structured and independent. These principles are expected to support the project's role in enhancing and reinforcing the abilities students have developed through intracurricular learning (Safitri, 2022).

There are several benefits that students will gain from the P5, including 1) providing students with the opportunity and time to develop competencies and enhance their character and Pancasila student profile; 2) designing the learning process for the profile project with a clear end goal in mind; 3) fostering competence as educators who are open to collaborating with teachers from other subjects to enrich learning outcomes (Badan Standar, Kurikulum, 2022).

Implementation of P5 in Siak Regency by teachers is categorized as Good with a mean score of 3.73 and the implementation of P5 by students is categorized as Very Good with a mean score of 4.32.

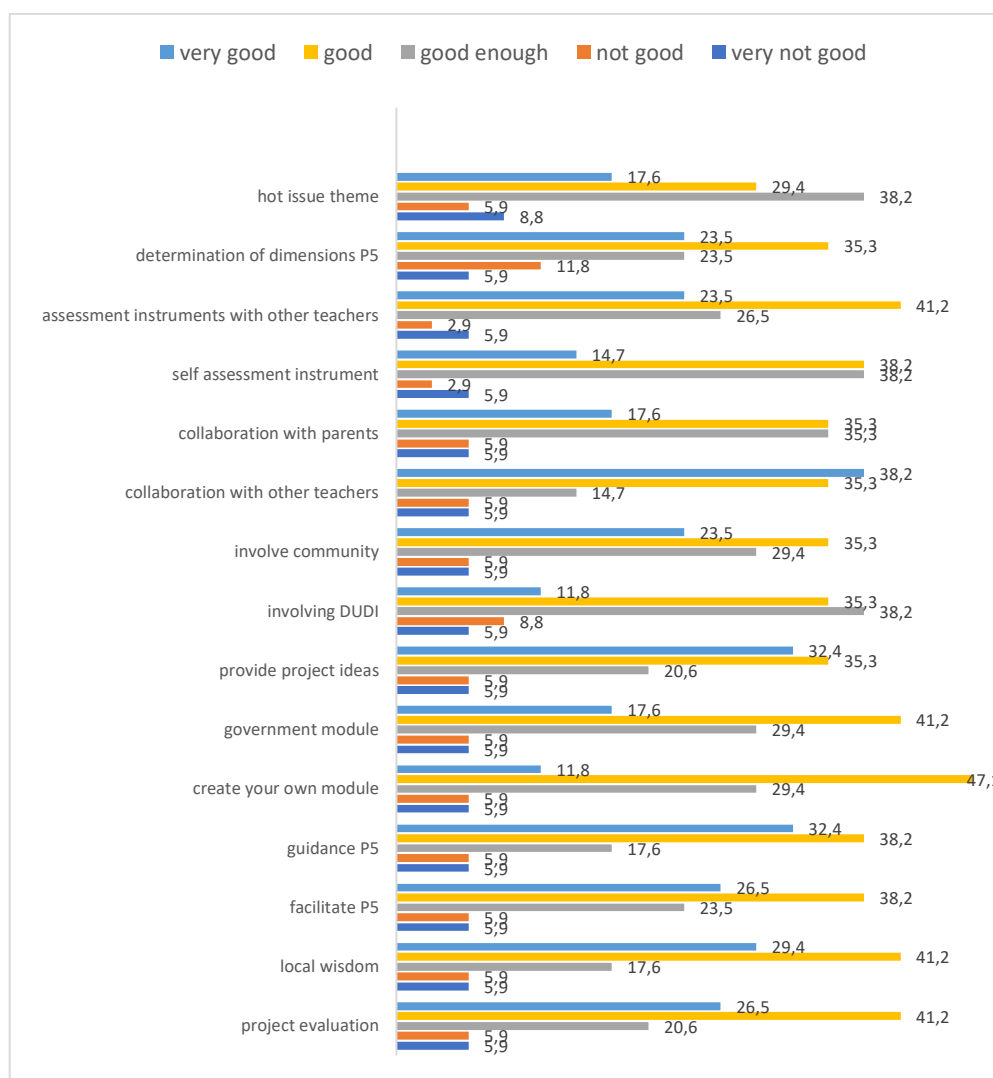


Figure 1. Implementation of P5 by Teachers

The implementation of P5 in Siak district schools is quite diverse. There are schools that use a block system, namely assigning one day a week per phase for implementing P5, and other schools allocate special time, namely a full week for P5 activities. This is in line with the P5 guidelines set by the Ministry of Education and Culture where schools are given the freedom to decide on time allocation from the three systems provided, namely 1) one day of the week in which P5 is implemented, 2) allocated 1-2 lesson hours at the end of the lesson day, and 3) subjects at specific times summarizes progress (Educational Standards, Curriculum and Assessment Agency, 2022).

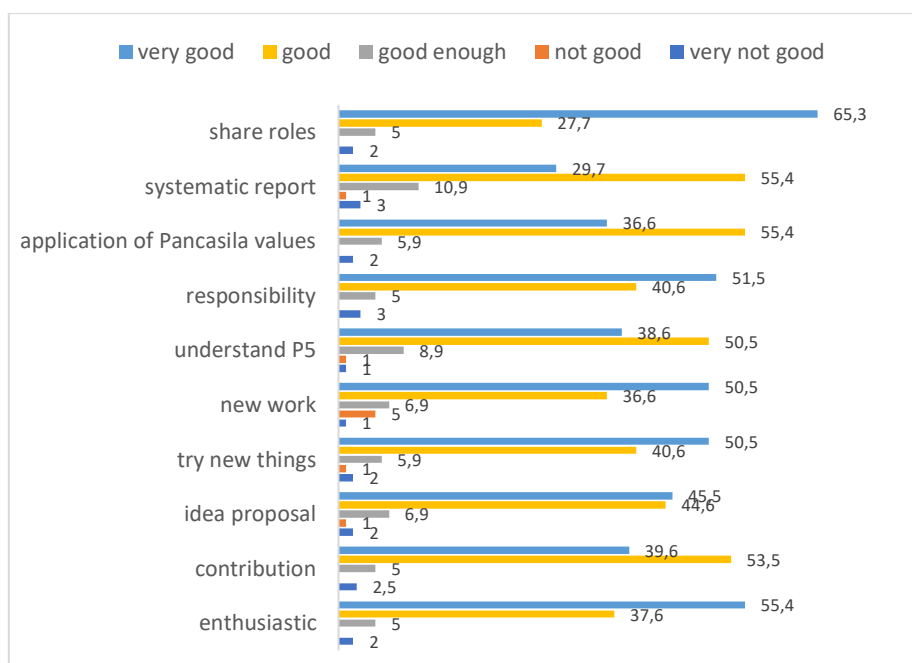


Figure 2. Implementation of P5 by Students

The data shows that overall, P5 activities, which consisted of the planning, implementation, and evaluation stages, went well. The planning stage includes understanding P5, selecting themes based on local wisdom and compiling modules that combine the use of modules created by teachers themselves and modules provided by the government. The implementation stage by teachers includes facilities, guidance and involvement of various parties (other teachers, DUDI and the community) to support project activities. Implementation by students also includes the application of Pancasila values, responsibility, various roles, contributions, and enthusiasm. The evaluation stage by the teacher consists of preparing assessments, evaluating and following up on project activities that have been implemented. The evaluation stage by students can be seen from the systematic preparation of reports and the results of P5's work.

The themes raised in P5 activities are also based on local wisdom. This was revealed from interviews where, especially in Siak Regency, where local wisdom is Malay culture, project activities also integrate Malay culture. One day a week the school has the theme "Malay Language Day". There is even a school whose project results are a typical Siak altar.

P5 activities that integrate local wisdom have a positive impact on students, namely the emergence of awareness, values and cultural character (Hariawan & Tsamara, 2023). Apart from that, the theme of local wisdom is needed so that culture in various regions is preserved through P5 activities and is not eroded by developments over time.



Figure 3. Product Manufacturing Process

P5 activities are based on local wisdom, namely utilizing the characteristics of Siak Regency which has many palm oil trees to produce entrepreneurial products. Apart from that, students also use used plastic materials to make products that have marketable value. Students have created a variety of products, including compost, rattan plates made from palm trees, dish soap, neon lights, charcoal briquettes, and curtains from recycled plastic.



Figure 4. Rattan Plate from Palm Trees



Figure 5. Briquettes and Dish Washing Soap Products

Various studies reveal P5 activities with the theme of local wisdom. Research (Sulistiyaningrum et al., 2023) revealed that there were Mind Mapping activities about Wayang and Wayang Performances for students at the elementary school level. Research (Sam et al., 2023) conducted research at the East Manggarai Regency Elementary School. The P5 local wisdom project includes activities for planting horticultural plants, sejata festivals (art and traditional snacks), reviving Vera culture, performing types of dances, planting peanuts and vegetables in the school garden, as well as weaving caping hats and bamboo baskets.

Apart from the theme of local wisdom, other schools also chose activities with the main theme of Entrepreneurship for Phase E and the theme of Sustainable Lifestyle for Phase F. The type of entrepreneurial activity chosen was making compost fertilizer and plates from palm tree sticks which can later be sold. The entrepreneurship theme is highly recommended to be chosen for P5 because it can provide very meaningful experiences, increase the ability to produce products with selling value for students, and increase students' entrepreneurial spirit (Yuliastuti et al., 2022).

Qualitative data revealed that the implementation of P5 in *Sekolah Penggerak* also encountered several obstacles. The first obstacle comes from students, namely that they are difficult to manage. Students who are difficult to manage are also influenced by the teacher's lack of ability in classroom management and providing material related to P5 in a monotonous way. So students are less interested in taking part in P5 activities seriously (Sriyono et al., 2023). The second obstacle comes from school infrastructure which is still less than optimal and does not yet support all project activities. So not all projects can be implemented at school. However, overall the implementation of P5 by teachers and students has been good.

3.2 Correlation of P5 implementation with student skills

The correlation test used to analyze the strength of the relationship between the two variables is the Pearson correlation test. If the Pearson r value is close to 1, it means that the relationship between the two variables is very strong. Results of correlation analysis between P5 implementation and students' 4C skills using the non-parametric Pearson correlation test. The results of the correlation test show that there is a positive relationship between the implementation of P5 and students' 4C skills.

Table 2. Correlation of P5 Implementation with 4C Skills

4c Skills	Correlation value	Signification
Critical thinking	0,794	0,01
Collaboration	0,779	0,01
Communication	0,796	0,01
Creativity	0,757	0,01

If the implementation of P5 by teachers and students is good, then students' 4C skills will also increase. It is proven from the results of quantitative research that the implementation of P5 by teachers and students influences the high value of 4C skills in students. These results are in line with various studies which state that implementing P5 can improve critical thinking skills ((Hidayati, 2023; ,, (Sarah, 2023), collaboration (Susanti et al., 2023), and creativity of students (Ferdiansyah & Honest, 2023; Dharmawan & Irawan, 2022)

3.3 4C Skills of Students

The 4C skills of students have quite diverse values. The research results show that through the implementation of P5, students' critical thinking skills have an average score of 4.15, which is in the good category.

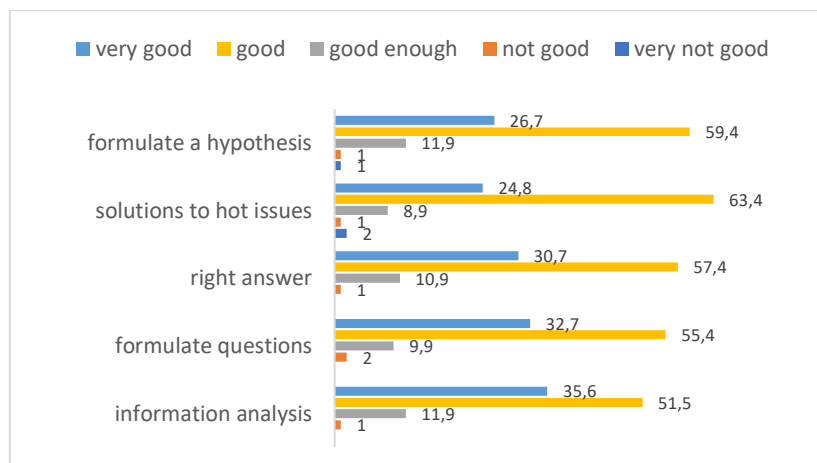


Figure 6. Critical Thinking Skills

Most students have excellent collaboration skills. Students collaborate with each other in groups to work on projects and produce innovative products at school. Based on the data, the five statements overall are categorized as very good with a mean value of 4.51. So it can be stated that student collaboration skills increase through the implementation of P5.

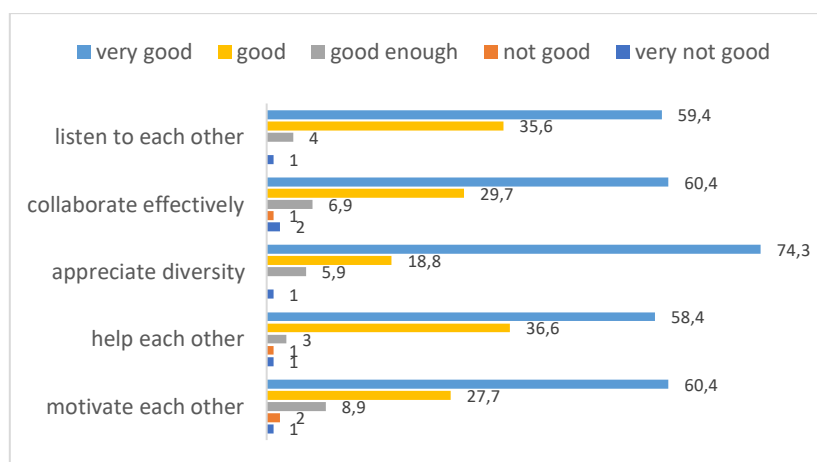


Figure 7. Collaboration Skills

Students' communication skills are also categorized as very good with an average score of 4.29. Data details are in Figure 5.

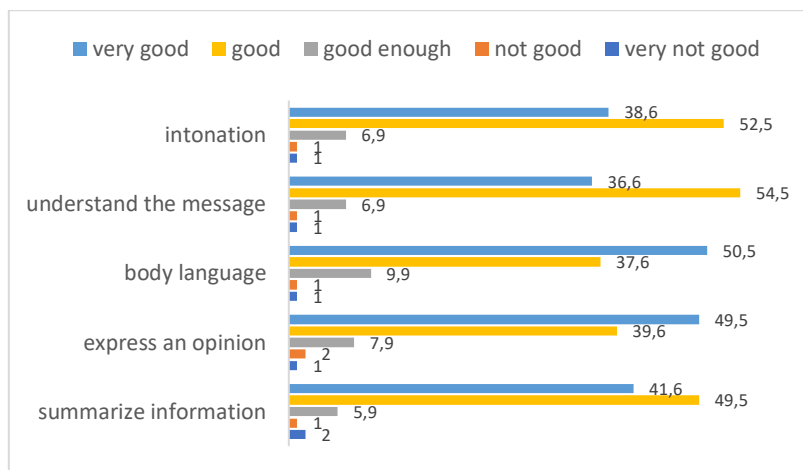


Figure 8. Communication Skills

Students' creative skills received an average score of 4.14, the lowest compared to other skills. Overall, it is in the good category. The low level of students' creative skills is because the P5 project is something new for them, so that when making projects, most students only make projects according to the teacher's directions. Students have not developed many new ideas in creating innovative P5 products.

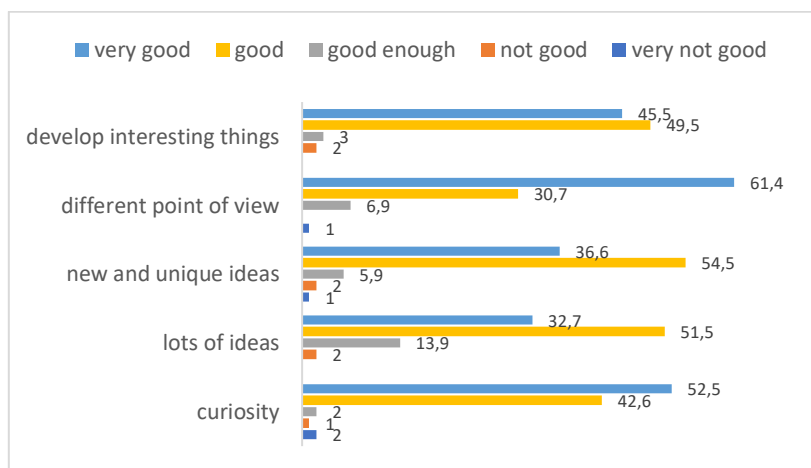


Figure 9. Creative Skills

Students' collaboration and communication skills are classified as very good. This is because in implementing the P5 project students work in groups. Meanwhile, creative skills have the lowest value compared to other skills. This align with the results of interviews with teachers which stated that students' low creativity is one of the obstacles in implementing P5 in schools. Lack of creativity because P5 activities are new for students (Wahidah et al., 2023). By implementing projects regularly, hopefully this can improve students' creativity skills. Project-based implementation of P5 can improve students' creative skills. This is because students are challenged to think outside the box, find innovative solutions, and express new ideas in creating innovative products. Students can also produce modified products from existing ones. This implementation has been proven to increase students' creativity by 60% (Tarisa et al., 2024). Students' creativity in implementing P5 can be seen from their work such as innovative food products, naming unique entrepreneurial products, and creating innovative batik (Luthfia et al., 2024). Teachers as mentors can help students by providing motivation and guidance in increasing their creativity.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of the Pancasila Student Profile (P5) in Sekolah Penggerak in Siak district is classified as Good. This implementation has had a positive impact on enhancing students' 4C skills, with collaboration and communication categorized as very good, and critical and creative thinking skills classified as good. However, the study is limited by its reliance on questionnaires and a small number of interviews, which may not fully capture the depth of P5 implementation. Future research should include direct observations in schools to provide a more comprehensive analysis of how P5 is being implemented and its effects on students' skills development.

Acknowledgments: The research team would like to thank the Faculty of Teacher Training and Education (FKIP) at the University of Riau for funding this activity through FKIP PNBPF funding. We also thank the teachers and students at the driving school in Siak Regency, Riau Province. The support provided by various parties was very helpful in carrying out this activity very well.

REFERENCES

- Akademik Badan Standar, K., Asesmen Pendidikan Kementerian Pendidikan, dan, & Teknologi Republik Indonesia Edisi, dan. (2022). *Kurikulum untuk Pemulihan Pembelajaran*.
- Anton, & Trisoni, R. (2022). Kontribusi Keterampilan 4c Terhadap Proyek Penguatan Profil Pelajar Pancasila pada Kurikulum Merdeka Afiliation: Corresponding email. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 2(3), 528–535. <https://doi.org/10.47709/educendikia.v2i3.1895>
- Asiati, S., & Hasanah, U. (2022). IMPLEMENTASI PROJEK PENGUATAN PROFIL PELAJAR PANCASILA DI SEKOLAH PENGGERAK. *Jurnal Lingkar Mutu Pendidikan*, 19(2), 61–72. <https://doi.org/10.54124/jlmp.v19i2.78>
- Badan Standar, Kurikulum, dan A. P. (2022). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Dharmawan, D., & Irawan, D. (n.d.). *THE IMPLEMENTATION OF THE REINFORCEMENT PROJECT OF PANCASILA LEARNER PROFILE AT ELEMENTARY SCHOOL*.
- Doni Ferdiansyah, & Honest Umami Kaltsum. (2023). Teacher's Strategy in Growing Student Creativity through the Pancasila Student Profile Strengthening Project. *Jurnal Ilmiah Sekolah Dasar*, 7(1), 46–54. <https://doi.org/10.23887/jisd.v7i1.55198>
- Dwiyani, N. A. A. S. W. (2023). implementasi P5 sebagai penguatan karakter. *Jurnal Artefak*, 10(2), 159–170.
- Hariawan, R., & Tsamara, N. (n.d.). *IMPLEMENTASI PROGRAM KEARIFAN LOKAL UNTUK PENGUATAN PROFIL PELAJAR PANCASILA DI SMKN 3 MATARAM*. <https://e-journal.undikma.ac.id/index.php/visionary>
- Hidayati, A. N., & Wahyuni, A. (2023). Implementation of the project-based learning (PjBL) model in sharpening students' critical thinking as an effort to strengthen the profile of Pancasila students. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 9(1), 424. <https://doi.org/10.29210/1202322929>
- Intan Maharani, A., & Arinda Putri, P. (2023). Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya. 1(2), 176–187. <https://doi.org/10.59024/atmosfer.v1i2.153>
- Kahfi, A. (2020). *IMPLEMENTASI PROFIL PELAJAR PANCASILA DAN IMPLIKASINYA TERHADAP KARAKTER SISWA DI SEKOLAH IMPLEMENTATION OF PANCASILA STUDENT PROFILE AND IMPLICATIONS FOR STUDENT CHARACTER AT SCHOOL*.
- Keguruan, J. P., Sulistiyaningrum, T., & Fathurrahman, D. M. (2023). *Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Kurikulum Merdeka di SD Nasima Kota Semarang*.
- Lestari, N. P., Khosiyono, B. H. C., Cahyani, B. H., & Nisa, A. F. (2023). Analisis Penerapan P5 Untuk Pembentukan Karakter Mandiri Pada Siswa Sd. Pendas : Jurnal Ilmiah Pendidikan Dasar, 08(03), 4091–4097.

- Luthfia, R. A., Dewi, D. A., Furnamasari, Y. F., Indonesia, P., Cibiru, K. D., & Barat, J. (2024). Implementasi Projek Penguatan Profil Pelajar Pancasila pada Tema Kewirausahaan dalam Meningkatkan Kreativitas Siswa (Penelitian Mixed method terhadap Siswa Kelas IV SD Negeri Jamali). *PENDAHULUAN Jurnal Pendidikan Tambusai*, 8, 6943–6952.
- Maruti, E. S., Malawi, I., Hanif, M., Budyartati, S., Huda, N., Kusuma, W., & Khoironi, M. (2023). *Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar*. 2(2), 85–90. <https://doi.org/10.31764/justek.vXiY.ZZZ>
- Muktamar, A., Yusri, H., Reski Amalia, B., Esse, I., & Ramadhani, S. (2024). Transformasi Pendidikan: Menyelami Penerapan Proyek P5 untuk Membentuk Karakter Siswa. *Journal of International Multidisciplinary Research*, 2(2), 5. <https://journal.banjaresepacific.com/index.php/jimr>
- Nafaridah, T., Maulidia, L., Fraick Nicky Gillian Ratumbusang, M., Maya Kesumasari, E., Lambung Mangkurat Jl Brig Jend Hasan Basri, U., & Banjarmasin, K. (n.d.). *Analisis Kegiatan P5 sebagai Penerapan Pembelajaran Berdiferensiasi pada Kurikulum Merdeka Era Digital di SMA Negeri 2 Banjarmasin The Analysis of P5 Activities as the Application of Differentiated Learning in the Free Curriculum of the Digital Era at SMA Negeri 2 Banjarmasin*.
- Non Tarisa, L., Ravelia, S. C., Putri, S., Raviqi, A., Dewi, A., & Erlangga, I. (2024). Peningkatan Kreativitas Siswa SD Melalui Proyek Kerajinan Tangan Pada Aktivitas P5 Kurikulum Merdeka. *Journal of Elementary School Education*, 4(1).
- Purwanto, M., & Mp. (2009). *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*.
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasih, I. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di *Sekolah Penggerak* Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>
- Safitri, Andriani, Dwi Wulandari, Y. T. H. (2022). Projek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia. *Jurnal Basicedu*, 6(4), 7076–7086. <https://doi.org/10.31004/basicedu.v6i4.3274>
- Sam, A., Tarsan, V., Leonangung Edu, A., Pgsd, P., Santu, U., Ruteng, P., Yani, J. A., Projek, K. K., Profil, P., Pancasila, P., Penggerak, S., & Dasar, S. (2023). IMPLEMENTASI PROJEK PENGUATAN PROFIL PELAJAR PANCASILA DI SEKOLAH DASAR. *Jurnal Literasi Pendidikan Dasar*, 4(1), 65–72. <https://doi.org/10.36928/jlpd.v4i1.2103>
- Sarah, S., & Gani Jamora Nasution, A. (n.d.). *Fostering Pancasila Student Profile through Learning Civics at Mis Weigh Opponents*. 8(2), 890–903.
- Sari, F. I. D. S. D. A. (2023). *Analisis Perbedaan Kurikulum 2013 Dan Kurikulum Merdeka* (Vol. 5).
- Sriyono, A. D. A., Rusijono, R., & Karwanto, K. (2023). Student Response to Teachers in the Implementation of Pancasila Student Profile Strengthening Project. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(2), 722–733. <https://doi.org/10.51276/edu.v4i2.343>
- Sufren, Y. N. (2013). *Mahir Menggunakan SPSS secara Otodidak - Sufren, Yonathan Natanael* - Google Books. Elex Media Komputindo. https://books.google.co.id/books/about/Mahir_Menggunakan_SPSS_secara_Otodidak.html?id=h4ZKDwAAQBAJ&redir_esc=y
- Sugiharti, L. (2021). *Statistik multivariat untuk ekonomi dan bisnis: menggunakan software SPSS*. Airlangga University Press. <https://scholar.unair.ac.id/en/publications/statistik-multivariat-untuk-ekonomi-dan-bisnis-menggunakan-softwa>
- Sultan, U., & Tirtayasa, A. (2022). *Implementasi kurikulum merdeka ditinjau dari pembelajaran matematika dan pelaksanaan P5 (studi di SMA Negeri 12 Kabupaten Tangerang) 1 Awaliyah Septiani, 2 Novaliyosi, 3 Hepsi Nindiasari* (Vol. 13, Issue 3).
- Susanti, A., Darmansyah, A., Tyas, D. N., Hidayat, R., Syahputri, D. O., Wulandari, S., & Rahmasari, A. (2023). The Implementation of Project for Strengthening the Profile of Pancasila Students in the Independent Curriculum for Elementary School Students. *IJECA (International Journal of Education and Curriculum Application)*, 6(2), 113. <https://doi.org/10.31764/ijeca.v6i2.15474>

- Susanti, M., Rahmadona, T., & Fitria, Y. (2023). Studi Literatur: Perbedaan Penilaian Kurikulum 2013 dengan Kurikulum Merdeka. *Jurnal Basicedu*, 7(1), 339–350. <https://doi.org/10.31004/basicedu.v7i1.4444>
- Ulandari, S., & Rapita, D. D. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Menguatkan Karakter Peserta Didik. *Jurnal Moral Kemasyarakatan*, 8(2), 116–132. <https://doi.org/10.21067/jmk.v8i2.8309>
- Wahidah, N., Zubair, M., Fauzan, A., & Alqodri, B. (2023). Implementasi Profil Pelajar Pancasila di SMP Negeri 1 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 696–703. <https://doi.org/10.29303/jipp.v8i1b.1287>
- Yuliasuti, S., Ansori, I., & Fathurrahman, M. (n.d.). *Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas 4 SD Labschool UNNES Kota Semarang*. <http://journal.unnes.ac.id/nju/index.php/LIK>