

## Implementation of the Project to Strengthen the Profile of Pancasila Students in the Independent Curriculum Class XI at Wira Bhakti Gorontalo Integrated High School

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**Abstract.** *This study aims to find out how the Implementation of the Pancasila Student Profile Strengthening Project in the Independent Curriculum Class XI at Wira Bhakti Gorontalo Integrated High School and find out what factors affect the implementation of the Pancasila Student Profile Strengthening Project in the Independent Curriculum Class XI. By using a qualitative research method, a Descriptive approach with a Narrative Inquiry research design. Data collection techniques through interviews, observations and documentation. Data analysis is carried out by means of data reduction, data presentation, and conclusion drawn. The results of the study show that Wira Bhakti Gorontalo Integrated High School has carried out the Pancasila Student Profile Strengthening Project with the theme: Build the Soul and Body, Bhineka Tunggal Ika, Sustainable Lifestyle, Voice of Democracy, and Entrepreneurship. The implementation of the Pancasila Student Profile Strengthening Project has been running effectively and has undergone development. Its implementation has instilled the character of Pancasila. The factors that affect its implementation are supporting factors consisting of student motivation, support of parents/guardians of students, school environment, the existence of facilities and infrastructure, and cooperation with external parties/agencies. The inhibiting factors consist of teacher training related to P5, and the limitation of time and project schedules.*

**Keywords :** *Implementation, Merdeka Curriculum, Project*

### 1. INTRODUCTION

Education and science continue to change. Change is certainly inevitable, so there needs to be curriculum development. Education in Indonesia has always undergone curriculum changes that are in line with the times. Curriculum changes occur not only planned for the future but, occur because of the response to the challenges that are being faced, changes in the Indonesian education curriculum are now an Merdeka curriculum (Sari et al., 2023).

The Merdeka curriculum has the goal of making students have skills and personalities that are in accordance with the student profile. The Pancasila student profile in question is a lifelong student who is competent, has character and behaves in accordance with Pancasila values. The student profile consists of six dimensions, namely: 1) Faith, fear of God Almighty, and have noble character, 2) Independence, 3) Mutual cooperation, 4) Global diversity, 5) Critical reasoning, and 6) Creative (Susilawati et al., 2021).

The profile of Pancasila students in the Merdeka learning curriculum is one of the efforts to be able to lead students to a level of understanding based on the values of Pancasila so that Pancasila remains upright and becomes an ideology that is understood and implemented by students in this era. In the application of the Merdeka curriculum, students are required to create or carry out a project (Safitri et al., 2022).

The project to strengthen the profile of Pancasila students is carried out by adjusting the needs that exist in the community or problems arise in the school environment. The implementation of the project requires students to be able to plan, make decisions, solve problems, conduct investigations according to their experience to be able to carry out real activities, in the Pancasila Student Profile Strengthening Project there are several themes that can be chosen by educational units, namely: 1) Sustainable Lifestyle, 2) Local Definition, 3) Bhineka Tunggal Ika, 4) Build the Soul and Body, 5) Voice of Democracy, 6) Engineering and Technology, 7) Entrepreneurship, 8) Employment (Kurniawan & Wijarnako, 2023).

Carrying out project activities to strengthen the profile of Pancasila students can increase students' confidence in their work, increase their potential, and clarify their interest in a field. The Pancasila Student Profile Strengthening Project Activity is differentiated learning because students can develop their skills to increase interest and make students more active (Rizal et al., 2022).

Wira Bhakti Gorontalo Integrated High School has become one of the schools that can implement an Merdeka curriculum and at Wira Bhakti Gorontalo Integrated High School has implemented a Pancasila student profile, this is based on the decision of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research, and Technology. The project to strengthen the profile of Pancasila students is applied at the Wira Bhakti Gorontalo Integrated High School based on the needs of the issues around it, in other words this program invites students to learn from what is around them. So that learning feels more real and provides a more memorable learning experience for students.

Wira Bhakti Gorontalo Integrated High School in the Merdeka Curriculum in the Implementation of the Pancasila Student Profile Strengthening Project has applied the theme Build the soul and body, Bhineka Tunggal Ika, Sustainable lifestyle, Democratic voice, and Entrepreneurship, In the process of implementation, of course, there are factors that affect the success of the implementation of the Pancasila Student Profile Strengthening Project on the Merdeka Curriculum.

Therefore, in this study, researchers want to examine how the implementation process of the Pancasila Strengthening project and examine what factors influence the implementation of the Pancasila student profile strengthening project in the Merdeka curriculum.

## **2. LITERATURE REVIEW**

### **Pancasila Learner Profile Strengthening Project (P5)**

The project of strengthening the profile of Pancasila students, abbreviated as P5, is a means of instilling character values and abilities that are built in everyday life and contained in students applied at the education unit level. The Pancasila Learner Profile Strengthening Project is one form of realization to form learners to have a Pancasila Learner Profile that involves six main dimensions such as faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Mustari et al., 2023).

The Pancasila Student Profile Strengthening Project aims to support the president's vision and mission to realize an advanced Indonesia that is sovereign, independent, and has a personality through the creation of the Pancasila Student Strengthening Project (Gaol, 2019). The themes of the Pancasila Learner Profile Strengthening Project that have been determined by the Ministry of Education and Culture that can be selected by education units are as follows: 1) Sustainable Lifestyle 2) Local Wisdom 3) Bhineka Tunggal Ika 4) Build the Soul and Body 5) Voice of democracy 6) Engineering and Technology 7) Entrepreneurship 8) Employment (Khoiriyah, 2023).

In the Pancasila student profile, there are six dimensions to be achieved, including: 1) Faithful, devoted to God Almighty, and noble, 2) Independent, 3) Mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creative (Astuti et al., 2023). the project of strengthening the profile of Pancasila students, has several principles, namely holistic, contextual, learner-centered, and exploratory (Safitri et al., 2022).

### **Implementation of the Pancasila Learner Profile Strengthening Project**

The Pancasila Learner Profile Strengthening Project provides opportunities for students to “experience knowledge” as a character strengthening process as well as opportunities to learn from their surrounding environment. In this project activity, students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so

that students can take real action in responding to these issues according to their learning stages and needs. This strengthening project can also inspire students to make contributions and impacts on the surrounding environment (Kurniawaty 2022).

### **Implementation of the Pancasila Student Profile Strengthening Project**

The type of action and real action needed for implementation is the implementation of activities that have been carefully planned. Thus it can be understood that the implementation of implementation must be systematic and bound by mechanisms in order to achieve the desired goals. To achieve the objectives of implementation, of course, requires a concept, as for the implementation of the Pancasila student profile strengthening project, there are several flows that must be considered, including planning for the Pancasila student profile strengthening project, implementing the Pancasila student profile strengthening project, and evaluating the Pancasila student profile strengthening project (Satria, 2022).

## **3. METHODS**

The research method used is the Qualitative Research methodology According to Sugiono (2010:1) defines qualitative research methods as methods used to research the state of natural objects. In these methods, researchers play a role as key instruments, triangulation (combining) data collection techniques, instructive data analysis, and results that emphasize meaning rather than generalization are the hallmarks of qualitative research. The research design used is a Narrative Inquiry research design. According to Creswell (2009), the application of Narrative Inquiry in qualitative research methods aims to present a person's life in a narrative and chronological manner where the researcher explains and describes the situation that occurs. The approach in this study is used to find out in depth about the Implementation of the Pancasila Student Profile Strengthening Project in the Merdeka Curriculum Class XI at Wira Bhakti Gorontalo Integrated High School.

#### 4. RESULTS

Based on the description of the Research Results of the Implementation of the Pancasila Student Profile Strengthening Project in the Merdeka Curriculum Class XI at the Wira Bhakti Gorontalo Integrated High School has been running from 2023-2024. The implementation of the project at the school has been maximized because the implementation of the learning project is carried out in accordance with the existing implementation principles, namely by going through three stages: planning, implementation, and evaluation. As follows:

a. Planning stage

a) Forming a Facilitator Team

At the Wira Bhakti Gorontalo Integrated High School, a team of facilitators has been formed, each member of the facilitator team carries out their respective duties. The project coordinator is responsible for the management of the system required by the facilitator team and the learners.

b) Readiness stage of educational units

The Readiness Stage at Wira Bhakti Gorontalo Integrated High School has reached a developmental stage that shows their readiness to implement project-based learning, At this stage of development it is shown that the school has successfully developed the necessary system to organize project-based learning. In addition, the concept of project-based learning has been understood by most parties in schools. This means that school management, educational staff, and also students have a sufficient understanding of the basic principles of project-based learning and how to apply them in the context of learning in schools.

c) Planning Project Themes, Dimensions and Time Allocation

The project theme chosen at the Wira Bhakti Gorontalo Integrated High School has implemented 5 project themes, namely: the first project theme is Build your soul and body with the topic of learning and playing under the same roof without bullying, the second project theme is bhineka tunggal ika with the topic of flapping your wings and under your culture as a form of diversity, the third project theme is sustainable lifestyle with the topic of a clean environment, The fourth is the voice of democracy with the topic Indonesia in the hands of novice voters, the voice of change and the fifth theme of the entrepreneurship project with the topic of Growing the Spirit of Entrepreneurship.

The dimensions of the selected project are adjusted to the project theme, such as for the theme Wake up the soul and body, the dimensions include: 1) Fear God Almighty and have noble character, 2) Work together, 3) Independence. For the theme of Bhineka singular, the dimensions include: 1) Global diversity 2) Critical reasoning 3) Creative. For the theme of Sustainable Lifestyle, the dimensions include: 1) Fear God Almighty and have noble character 2) Critical reasoning 3) Creative. For the theme of the democratic voice, the dimensions include: 1) Global diversity 2) Critical reasoning. For the theme of entrepreneurship, the dimensions include: 1) Independent 2) Mutual Cooperation 3) Creative.

In planning, the P5 implementation time allocation creates an activity flow using an activity structure that has been agreed upon, including a time allocation of 4 JP (2x45 minutes) and implements it twice a week, namely Thursday and Friday.

d) Compiling the Pancasila Student Profile Strengthening Project Module

The process of compiling project modules at Wira Bhakti Gorontalo Integrated High School has begun to compile project modules to strengthen the profile of Pancasila students themselves, The preparation of modules is carried out collaboratively by the project coordinator and the facilitator team. The process of designing this module is carried out collectively by considering the needs of students as a whole. In designing this module, there are several elements including module profiles, learning objectives, activities carried out, and assessments to be implemented

e) Planning a project reporting outcome strategy

The strategy for reporting project results at Wira Bhakti Gorontalo Integrated High School already has an evaluation tool designed in writing to measure students' abilities.

b. Project Implementation

The project to strengthen the profile of Pancasila students in the Merdeka curriculum of class XI At the Integrated High School Wira Bhakti Gorontalo has implemented five project themes, The description of the project implementation stage is as follows:

First The theme is Build the soul and body with the topic of Learning and Playing under the same Roof without Bullying which creates learning opportunities

for students to form themselves according to the profile of Pancasila students which aims to train physical and mental health. This project involves a series of activities to raise students' awareness about bullying and its prevention. In the implementation of this project, the activity was closed with a drama about bullying attended by parents of students who strengthened the message to stop bullying in the educational environment.

Second The theme of Bhineka Tunggal Ika with the topic of Flapping Your Wings Under Your Culture as a Form of Bhineka. The Bhineka Tunggal Ika Theme Project encourages students to get to know and promote a culture of non-violence, peace, and respectful dialogue about diversity because Bhineka Tunggal Ika is the state motto of the Republic of Indonesia. In terms of meaning, which is different but still the same, this motto describes the condition of the Indonesian state which has a diverse society. As a nation, Indonesia consists of a variety of cultures, religions, tribes, and groups. The activities carried out in this project are visiting several historical sites in Gorontalo The places visited include the Otanaha Fort which is located on the hills of Dembe Village and the Banthayo Poboide traditional house or the traditional house of the Gorontalo community located in Limboto, and in this case students perform dances and regional songs, and carry out painting activities that depict diversity and science with the theme of historical storytelling Gorontalo area as a manifestation of Bhineka Tunggal Ika and this activity is certainly one of the efforts to foster the spirit of the nation's next generation.

Third The theme of Sustainable Lifestyle with the topic Clean Environment, Ingenuity in Managing Plastic Waste This theme increases students' awareness of the importance of protecting the environment and the importance of managing plastic waste, This project involves various activities to increase students' awareness of the environment, starting with socialization by the school. Students are invited to recognize and maintain the living environment, understand the nature and impact of plastic waste, and learn about plastic waste management in schools. As part of the project, they visited a waste treatment site in Talumelito, Telaga Biru District, which has been equipped with waste processing equipment. There, students witnessed the process of processing plastic waste into useful products and had the opportunity to manage their own plastic waste into products such as garbage baskets, flower holders, tissue holders, drink holders, and hats.

Fourth The theme of Voice of Democracy with the topic of Indonesia in the hands of novice voters, the voice of change In accordance with the state of Indonesia, which is a democratic country, it is very important to instill the spirit of democracy in students, Democracy is a form of government in which all citizens have the right to make decisions that can change the lives of the people representatively or directly. In the theme of the democratic voice project, starting with the introduction stage, students are invited to recognize and understand more deeply the importance of the participation of each individual in a group, ranging from small groups to in the context of the wider community. Students are invited to be more sensitive in seeing the gaps and inequalities that occur in their environment, as well as introducing the role of young people in the democratic process. After the introduction stage, it enters the contextualization stage by conducting integrated and independent research, in this case students not only gain knowledge but also build awareness and conduct critical investigations. Furthermore, in the last stage, namely action, at this stage students pour out their real actions by carrying out a simulation of the flow of election implementation in Indonesia.

Fifth The theme of Entrepreneurship with the topic of Growing the Spirit of Entrepreneurs, Based on observations and interviews, the implementation of this project involves various activities designed to develop the entrepreneurial potential and attitude of grade XI students. The activity began with socialization to introduce the concept of entrepreneurship, explore self-potential, and foster an entrepreneurial spirit. Students are then trained and practiced making regional handicrafts, such as karawo embroidery, as well as culinary products such as openwork cakes and various other foods and beverages. As the highlight of the activity, the students' works were exhibited in a bazaar in front of the school cooperative, providing hands-on experience in the world of entrepreneurship while strengthening their skills and entrepreneurial spirit.

c. Evaluation

Every learning must want its learning objectives to be in accordance with the predetermined targets. The existence of the planning stage to the implementation of the activities that have been carried out requires an evaluation as a measuring tool to determine the success of a program or activity. This evaluation activity is intended to find out the obstacles during the implementation so that it can be used as a reference for the follow-up of the next program. Based on the results of observations and

interviews, this evaluation pays attention to changes in students' attitudes and behaviors in the implementation of the project. The evaluation is carried out in the form of direct observation throughout the implementation of the project and reflection on the students after the completion of the implementation for each project which is carried out through discussion meetings from all parties and has designed a report card.

Based on the results of observations and interviews with researchers, the implementation of the Pancasila Student Profile Strengthening Project (P5) at Wira Bhakti Gorontalo Integrated High School is supported by student motivation, parental support, a positive school environment, adequate infrastructure, and cooperation with external parties. These factors encourage students to explore the values of Pancasila and develop the character of Pancasila Students. However, the implementation of P5 faces obstacles, such as lack of teacher training, limited schedules and tight implementation time. Nevertheless, the school continues to strive to overcome this obstacle so that P5 can run more optimally and have a significant impact on student character education.

## 5. DISCUSSION

The implementation of the Pancasila Student Profile Strengthening Project (P5) at Wira Bhakti Gorontalo Integrated High School provides significant insights into the integration of character education within the Merdeka curriculum. The program demonstrates a comprehensive effort to nurture students' values, knowledge, and skills. However, there are several aspects worth exploring further.

### **Alignment with the Merdeka Curriculum**

The project aligns closely with the Merdeka curriculum's emphasis on character education and project-based learning. According to Kemendikbudristek (2022), the Merdeka curriculum is designed to foster holistic education through experiential and contextual learning methods. By incorporating thematic projects such as bullying prevention, cultural diversity, and entrepreneurship, the program not only adheres to the curriculum's principles but also enables students to develop critical 21st-century skills, including collaboration, critical thinking, and creativity.

### **Student Engagement and Real-World Learning**

The use of experiential learning activities, such as drama performances, cultural visits, and entrepreneurial bazaars, enhances student engagement and provides real-world learning experiences. Kolb's experiential learning theory underscores that hands-on activities help students internalize concepts better than traditional classroom methods (Kolb, 1984). For instance, the democracy simulation directly connects classroom learning to real-world practices, enabling students to understand the democratic process actively.

### **Environmental Awareness and Sustainability**

The sustainable lifestyle theme, which included visits to waste treatment sites and hands-on recycling projects, exemplifies education for sustainable development (UNESCO, 2019). Such initiatives raise awareness about environmental issues and empower students to contribute to sustainability efforts. The project reflects global educational trends emphasizing the integration of environmental education into the curriculum to prepare students for future ecological challenges.

### **Challenges in Implementation**

Despite its strengths, the project faces notable challenges. Limited teacher training emerged as a barrier to optimal implementation. Research shows that ongoing professional development is essential for teachers to effectively facilitate project-based learning (Darling-Hammond et al., 2017). Additionally, the tight schedule and limited time allocation restrict the depth of learning and reflection that students can achieve during these projects.

### **Supportive Factors**

The success of P5 is supported by student motivation, parental involvement, and collaboration with external parties. Epstein's framework for family-school-community partnerships highlights that parental engagement significantly enhances students' academic and social development (Epstein, 2001). Similarly, partnerships with local stakeholders, such as cultural and environmental organizations, provide authentic contexts for learning and enrich the educational experience.

### **Recommendations for Improvement**

To overcome the identified challenges, several strategies can be considered. First, providing comprehensive training for teachers on project-based learning methodologies can enhance their ability to design and implement effective projects. Second, extending the time allocation for P5 activities would allow deeper exploration of themes and more thorough evaluations. Lastly, incorporating technology to document and reflect on projects could streamline reporting and foster digital literacy among students (Thomas, 2000).

### **Significance for Character Education**

The P5 program serves as a model for integrating Pancasila values into character education. As noted by Lickona (1991), character education should be embedded in everyday school activities to shape students' moral and civic virtues. The program's focus on dimensions such as independence, mutual cooperation, and global diversity aligns with Lickona's principles and reinforces the development of holistic student profiles.

## **6. CONCLUSION**

Based on the results of the research and discussion that has been presented previously, it can be concluded that the Implementation of the Pancasila Student Profile Strengthening Project in the Merdeka Curriculum Class XI at Wira Bhakti Gorontalo Integrated High School has been implemented and implemented well and effectively even the development of each of these themes can be achieved by looking at each project theme that is implemented such as the theme of building the soul and body, Bhineka Tunggal Ika, sustainable lifestyle, democratic voice, and entrepreneurship theme. The implementation of this planned project has instilled the character of Pancasila that has been determined. namely: 1) Faith, fear of God Almighty, and have noble character, 2) Independence, 3) Mutual cooperation, 4) Global diversity, 5) Critical reasoning, and 6) Creative. The factors that affect its implementation are supporting factors consisting of student motivation, support of parents/guardians of students, school environment, the existence of facilities and infrastructure, and cooperation with external parties/agencies. The inhibiting factors consist of teacher training related to P5, and the limitation of time and project schedules.

## **LIMITATION**

This study has several limitations that may affect the results and conclusions obtained. One of the main limitations is the relatively short research implementation time. With this time limitation, the data collection process can only be carried out in a certain period so that it does not cover the dynamics that may occur outside that period. This potentially reduces the completeness of data related to the implementation of the Pancasila Student Profile Strengthening Project (P5) in the long term, especially in assessing the sustainable impact on student character.

In addition, this study is limited to one school, namely SMA Terpadu Wira Bhakti Gorontalo. It does not cover variations of P5 implementation in other schools that may have different geographical, cultural or resource contexts. Thus, generalization of the research results to other institutions should be done with caution. Further research involving schools with diverse backgrounds will help broaden the understanding of the effectiveness of this program nationally.

Another limitation is the subjectivity in the data collection process, especially through interviews and observations. Although the researcher has used a structured guide, the interpretation of the data is still influenced by the researcher's point of view. This subjectivity can affect the results of the analysis, especially in understanding the impact of the project on students. In addition, limited teacher participation due to busy schedules also affected the completeness of data related to teachers' perspectives on program implementation.

Finally, the evaluation conducted in this study only focused on the short-term impact. Although some positive changes have been observed, the long-term impact on Pancasila values in students' lives cannot be fully evaluated. Further research with a longer duration is needed to understand the extent to which the P5 program can shape students' characters in the long term, as well as how they apply these values in their daily lives.

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