

# Project Based Learning (PjBL) Model in the Pancasila Learning Profile of Fourth Grade Elementary School Students

Ni Luh Made Mita Oktaviani<sup>1\*</sup>, I Made Citra Wibawa<sup>2</sup>, Putu Nanci Riastini<sup>3</sup> 

<sup>1,2,3</sup> Education Department, Ganesha Education University, Singaraja, Indonesia

## ARTICLE INFO

### Article history:

Received July 01, 2023

Accepted October 06, 2023

Available online October 25, 2023

### Kata Kunci:

PjBL, Profil Pembelajaran Pancasila, Sekolah Dasar

### Keywords:

PjBL, Pancasila Learning Profile, Elementary School



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

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Sebagian besar siswa belum dapat berkolaborasi bersama teman dan guru. Selain itu masih banyak siswa yang tidak bersungguh-sungguh serta siswa tidak dapat menghargai teman yang berbeda agama. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran Project Based Learning (PjBL) terhadap profil pelajar Pancasila siswa kelas IV SD. Penelitian ini merupakan penelitian quasi experiment dengan desain nonequivalent posttest only control group design. Populasi penelitian ini adalah 149 siswa kelas IV SD. Metode pengumpulan data menggunakan angket dan tes uraian. Data hasil penelitian dianalisis dengan teknik analisis statistik deskriptif dan teknik analisis statistik inferensial (uji-t). Hasil analisis data diperoleh bahwa rata-rata skor posttest pada angket kelompok eksperimen 67,44 yang berada pada kategori sangat tinggi, dan rata-rata skor posttest pada angket kelompok kontrol 46,04 yang berada pada kategori sedang. Sedangkan rata-rata posttest pada tes uraian kelompok eksperimen 76,2 yang berada pada kategori sangat tinggi, sedangkan rata-rata skor posttest pada tes uraian kelompok kontrol 52,31 yang berada pada kategori sedang. Hasil analisis uji-t menunjukkan bahwa terdapat pengaruh yang signifikan model pembelajaran Project Based Learning (PjBL) terhadap profil pelajar Pancasila siswa kelas IV SD. Disimpulkan bahwa model pembelajaran Project Based Learning (PjBL) dapat meningkatkan profil pelajar Pancasila siswa kelas IV SD.

## ABSTRACT

Most students have not been able to collaborate with friends and teachers. Apart from that, there are still many students who are not severe, and students cannot respect friends of different religions. This research aims to analyze the influence of the Project Based Learning (PjBL) learning model on the Pancasila student profile of fourth-grade elementary school students. This research is quasi-experimental with a nonequivalent posttest-only control group design. The population of this study was 149 fourth-grade elementary school students. Data collection methods use questionnaires and description tests. The research data were analyzed using descriptive and inferential statistical techniques (t-test). The results of data analysis showed that the average posttest score on the experimental group questionnaire was 67.44, which was in the very high category, and the average posttest score on the control group questionnaire was 46.04, which was in the medium class. Meanwhile, the average posttest score on the experimental group's description test was 76.2, which was in the very high category, while the average posttest score on the control group's description test was 52.31, which was in the medium class. The t-test analysis results show a significant influence of the Project Based Learning (PjBL) learning model on the Pancasila student profile of fourth-grade elementary school students. It was concluded that the Project Based Learning (PjBL) learning model could improve the shape of Pancasila students in fourth-grade elementary school students.

## 1. INTRODUCTION

The Pancasila student profile acts as the main reference that leads to education policies, including being a reference for educators in building the character and competence of students. Pancasila values are expected to be used as a guideline for life, as well as in learning and character building (Santoso et al., 2023; Silvia et al., 2023; Suherlan, 2019). The profile of Pancasila students consists of six dimensions, namely: 1) faith, fear of God Almighty, and noble character; 2) independent; 3) mutual cooperation; 4) global celebrity; 5) critical reasoning; and 6) creative thinking (Aisyah & Nawawi, 2023; Yunita Anggraeny

et al., 2023). The six dimensions of the Pancasila student profile need to be seen as a whole so that each individual can become a lifelong learner who is competent, characteristic, and behaves according to Pancasila values.

The profile of Pancasila students is very important for elementary school students because they live in an era of globalization and there has been an increasing decline in student character. Students still lack a sense of politeness, curses are often thrown at friends and teachers, students always want to win by themselves, and students still lack honesty values (Hutapea & Simanjuntak, 2017; Nasobandi, 2022; Shinta & Ain, 2021). The Indonesian nation is currently experiencing seven moral crises, namely, justice, responsibility, not thinking ahead, honesty, discipline, togetherness, and caring. The current problem in the field of education is the problem of moral decline (Agustina et al., 2022; Chairiyah, 2017; Yulianti et al., 2023). This indicates that there are still many children who do not have a Pancasila soul in them, which is important to be instilled as early as possible.

The profile of Pancasila students has not been realized and is still lacking, because the profile of Pancasila students is still unfamiliar to educators (Akhmadi, 2023; Hidayah, 2021; Widyantini et al., 2023). The achievement of the Pancasila student profile in learning is less than optimal because there are several obstacles that cause the absence of an image given by educators to students (Kahfi, 2022; Utami et al., 2023). Obstacles that make the profile of Pancasila students less optimal because of learning strategies that lack variety from educators, limited time for teaching and learning activities, little substance of lessons, students have very minimal interest in subjects, and students are still passive in learning. Factors that hinder the achievement of the Pancasila student profile are the lack of understanding and knowledge of the cultivation of Pancasila values and underestimating Pancasila values which can cause a decrease in moral values in students, so that the profile of Pancasila students is still low (Irawati et al., 2022; Rusnaini et al., 2021; Widayastuti, 2022).

Based on the results of observations and interviews conducted, the following facts were found. As many as 50% of students have not been able to collaborate with friends and teachers. As many as 25% of students in the implementation of prayer before starting learning there are still many students who do not mean it and students cannot respect friends of different religions. More than 50% of students cannot do their own assignments, which makes students copy their friends' work. As many as 50% of students lack interaction between teachers and students which makes students not participate in contributing ideas in the implementation of learning. This problem shows the lack of ownership of Pancasila student profiles in students. To overcome this, teachers must use learning models that make students learn to shape their character. One way to support character development according to the Pancasila student profile is to implement project-based learning (Rudiawan & Asmaroini, 2022; Wasimin, 2022). The project-based learning (PjBL) model can be useful in students' daily lives (Pasaribu & Simatupang, 2020; Uktolseja & Wibawa, 2022). Students also follow it happily so that students more easily understand learning, even the six elements of the Pancasila student profile can be formed.

PjBL is learner-centered learning. According to Sulaeman, the PjBL learning model is one of the learning models in the project-based learning process, where student activities are given tasks by developing themes / topics in learning by carrying out real project activities (Priatna & Setyarini, 2019; Sari et al., 2019). PjBL can help students: 1) acquire new knowledge and skills in learning; 2) improve project problem-solving skills; 3) be more active in solving complex project problems with tangible product results in the form of goods or services; 4) develop and improve skills in managing resources/materials/tools to complete tasks/projects; and 5) improving collaboration (Lukitaningsih, 2018; Satriani, 2018). The PjBL learning model assisted by the edutainment method can improve student cooperation and learning outcomes. This also has a positive impact on improving social studies learning outcomes of grade IV students. The PjBL learning model can accelerate the achievement of the Pancasila student profile in the mobilizing school program, as evidenced by the achievement of dimensions in each theme taken in PjBL (Aslach et al., 2020; Wasimin, 2022). By using the PjBL learning model in the learning process, they can solve given problems, can make decisions, think critically and think creatively. The PjBL learning model provides teachers to be able to manage classroom learning by involving students involved in collaborating with their peers by creating a project (Nisfa et al., 2022; Widyaningrum, 2023).

In the context of using the PjBL model, students are encouraged to explore their knowledge with their group members and students can collaborate (Aulia et al., 2022; Gianistika, 2022). Collaboration is very important so that learning becomes more meaningful and instills character values contained in the Pancasila student profile (Novitasari & Suhartono, 2021; Rizal et al., 2022). The PjBL learning model has many advantages in its implementation, namely that it can improve the profile of Pancasila students in students. The advantages are that students can respect each other, work together, be independent, the learning delivered can be well received, create a pleasant classroom atmosphere and make students and teachers enjoy the learning process. To realize the profile of Pancasila students, it can be through the

subjects of Natural and Social Sciences (IPAS) because IPAS is a suitable subject using the PjBL learning model. This research aims to analyze the influence of the Project Based Learning (PjBL) learning model on the Pancasila student profile of fourth grade elementary school students.

## 2. METHOD

This research is a quasi-experimental by knowing the independent variable, namely the PjBL learning model and the dependent variable, namely the Pancasila student profile. The pseudo-experimental design used was Nonequivalent Posttest Only Control Group Design. The choice of this design was because they only wanted to know the differences in the profile of Pancasila students between the experimental group and the control group. This research was conducted in grade IV elementary school. The research was conducted in the time span of even semesters. Learning is carried out for 6 meetings and 1 posttest. The population of this study was the entire grade IV elementary school consisting of eight schools, namely with a total population of 149 students. The sampling technique in this study used a random sampling technique.

The data known in this study is the Pancasila student profile. In this study to measure the profile of Pancasila students is to use test methods in the form of description tests and questionnaires. The test method is used to measure the dimension of critical reasoning and the dimension of creative thinking, while the questionnaire method is used to measure the dimension of faith and fear of God and noble character, the dimension of global celebrity, the dimension of mutual cooperation and the dimension of independence. The data collected were taken from posttests of experimental and control group students after treatment.

This study used descriptive statistical analysis techniques and inferential statistical analysis. Descriptive statistical analysis is used to determine the high and low profile of Pancasila students in the dimension of mutual cooperation and independence in students, who are taught with the PjBL learning model and students who are not taught with the PjBL learning model. Inferential statistical analysis is a way of processing data carried out by applying inferential formulas to test a research hypothesis proposed by research, and conclusions are drawn based on the results of testing the hypothesis (Agung, 2014).

## 3. RESULT AND DISCUSSION

### Result

The data collected in this study is data on the profile of Pancasila students in grade IV elementary school students. The data obtained are in the form of questionnaire data on the dimensions of faith and fear of God Almighty and have noble character, global celebrity, mutual assistance, and independence and tests on the description of the dimensions of critical reasoning and creative thinking on the profile of Pancasila students, then analyzed in accordance with previously established analytical techniques. Details regarding the data can be explained as follows. Based on the data from the posttest questionnaire of the experimental group and the control group that has been carried out, the value of the Pancasila student profile (the dimension of faith and fear of God Almighty and noble character, global celebrity, mutual assistance, and independence) was obtained in the experimental group and control group. Summary of Descriptive Statistical Data for Pancasila Student Profiles (Dimensions of Faith and Fear) Almighty God and Nobility of Character, Global Diversity, Mutual Cooperation, and Independence) Experimental and Control Groups is presented in Table 1.

**Table 1.** Summary of Descriptive Statistical Data Pancasila Student Profile

Statistical Data Descriptive	Experiment Group	Control Group
Mean	67.44	46.04
Standard Deviation	4.194	4.152
Varians	17.59	17.238
Median	68	45.5
Modus	70	43
Minimum Score	60	40
Maximum core	74	56

Based on the descriptive analysis above, the experimental group obtained a maximum score of 74 and a minimum score of 60. The average (mean) obtained is 67.44 which is classified as a very high criterion. Furthermore, in the control group, the maximum score was obtained which was 56 and the

minimum score was 40. The average (mean) obtained is 46.04 which is classified as medium criteria. Furthermore, based on the data from the posttest description test results of the experimental group and the control group that had been carried out, the Pancasila student profile scores (dimensions of critical reasoning and creative thinking) were obtained in the experimental group and the control group. Summary of Descriptive Statistical Data of Pancasila Student Profile (Dimensions of Critical Reasoning and Creative Thinking) in the Experimental and Control Group showed in [Table 2](#).

**Table 2. Summary of Descriptive Statistical Data of Pancasila Student Profile**

Statistical Data Descriptive	Experiment Group	Control Group
Mean	76,2	52,31
Standard Deviation	11,113	8,39
Varians	123,5	70,46
Median	80	55
Modus	80	55
Minimum Score	60	40
Maximum core	95	65

Based on the descriptive analysis above, the experimental group obtained a maximum score of 95 and a minimum score of 60. The average (mean) obtained is 76.2 which is classified as a very high criterion. Furthermore, in the control group, the maximum score was obtained which was 65 and the minimum score was 40. The average (mean) obtained is 52.31 which is classified as a medium criterion.

Based on the data analysis that has been carried out, it was found that there were differences between the group of students who were taught using the PjBL learning model and students who were not taught with the PjBL learning model. This review is based on the results of the t-test and the average score of the questionnaire and the student profile description test of Pancasila students. It is known that the results of the t-test on the questionnaire are  $t_{hit} = 18.311$  and  $t_{tab} = 2.00958$  with a significance level of 5%. The result of the calculation shows that  $t_{hit} > t_{tab}$ , so  $H_0$  is rejected and  $H_1$  is accepted. The results of the t-test in the description test are  $t_{hit} = 8.686$  and  $t_{tab} = 2.00958$  with a significance level of 5%. The result of the calculation shows that  $t_{hit} > t_{tab}$ , so  $H_0$  is rejected and  $H_1$  is accepted. Thus, it can be concluded that there is a significant influence of the project based learning (PjBL) learning model on the profile of Pancasila students in grade IV elementary school. Based on the results of the study, it shows that there is an influence of the PjBL learning model on the profile of Pancasila students.

## Discussion

Based on the results of the study, it can be seen that there are differences in Pancasila student profile scores between groups learned with the PjBL learning model and groups learned with conventional learning models. This difference occurs due to several things done in this study. First, groups of students who participated in learning using the PjBL model were faced with a problem in everyday life that must be solved by students. Real problems make students think critically in creating a product that is used for the solution of the problem. Students seem persistent to complete their projects with their own creativity according to the problems presented. Thus, students can achieve several dimensions of the Pancasila student profile because of the development of their creative thinking, critical thinking and mutual cooperation attitude when solving problems. Other research stated that problem solving can develop students' critical thinking skills through the process of solving the problems discussed ([Kemala & Rohman, 2021](#); [Nainggolan & Turrnip, 2017](#); [Rosa & Pujiati, 2017](#)). Learning with PjBL provides students with problems, so students must solve problems with a product, so that students achieve student attitudes, knowledge competencies, skills, and independence ([Febriyanti et al., 2017](#); [Sinta et al., 2022](#); [Wasimin, 2022](#)).

Second, learning uses the PjBL model whose learning is designed through groups in making projects, training students to work together in groups in order to complete the LKPD given and projects made. Through group learning students can discuss with their friends, exchange ideas in expressing their opinions ([Pratiwi et al., 2018](#); [Rifai et al., 2019](#)). In addition, in the process of discussion and making products, students do not seem to distinguish friends who are different from their regions or friends who are different religions. This interaction makes students respect each other's opinions given for the completion of the project to be completed on time and control students' emotions in the discussion process. This students can achieve several dimensions of the Pancasila student profile, namely believing and fearing God Almighty and having noble morals, working together, global celebrity, independence, and critical thinking ([Aisyah & Nawawi, 2023](#); [Setiyaningsih & Wiryanto, 2022](#)). This is supported by the advantages of group discussion and learning, namely, 1) increasing students' understanding that problems

can be solved in various ways, 2) being able to express opinions constructively so as to obtain good decisions together, respecting other opinions, being tolerant, and developing critical thinking to express students' ideas (Faan et al., 2021; Kurniawan et al., 2020). Each member of the group has the same rights and obligations to express opinions and solve problems for the completion of tasks.

Third, the stages of the PjBL learning model that train students to work systematically. Students are trained to make a product to solve problems. In addition, students are also required to have discussion skills, critical thinking, and student creativity in the problem-solving process (Maisyarah & Lena, 2018; Pratiwi et al., 2018; Rifai et al., 2019). The PjBL learning model can also train students' confidence and adjust to the circumstances faced. Thus, students can achieve several dimensions of the Pancasila student profile, namely mutual cooperation, independence, global celebrity, creative thinking and critical reasoning. Other research found that the PjBL learning model requires students to develop skills, such as collaborating and reflecting (Isman et al., 2022; Mega Elvianasti et al., 2022). In addition, PjBL helps students to improve social attitudes in respecting the opinions of others, students also become more confident in speaking and expressing opinions in the learning process (Fikri et al., 2021; Mamahit et al., 2020). The PjBL learning model can improve problem-solving skills and encourage students to practice students' communication skills.

Fourth, PjBL is a form of learning that supports self-regulated learning. Students are trained to be actively involved directly in the learning process. Students are required to dig up information on their own, apply the knowledge they already have and relate it to real situations. These activities can stimulate students to build more meaningful understanding, and improve students' ability to organize and control their own learning (Kurniawan et al., 2018; Yahya & Irfan, 2018). When students engage in self-regulated learning, they have autonomy in organizing their learning, see progress in themselves, and tend to be more intrinsically motivated. In the learning process students will learn to become independent, self-regulate and take responsibility for their learning. Thus, students can achieve an independent dimension on the Pancasila student profile. Self-regulated learning can make students have characteristics that aim to expand knowledge, maintain their motivation, build awareness about their emotions, and prepare strategies to manage these emotions (Hooshyar et al., 2020; Sugiharti et al., 2020). Self-regulated learning can make students have the ability to organize, guide themselves, and can adjust especially in the face of difficult tasks.

The results of this study have limitations, namely the collection of Pancasila student profile data on the dimensions of faith and fear of God Almighty and noble character, global celebrity, mutual cooperation, and independence using the questionnaire method, which sometimes does not show the opinions of actual respondents, due to differences in thoughts, assumptions and understandings of each respondent, including honesty factors in filling out questionnaires. Another limitation is that this study only focused on two elementary schools that were the experimental group and the control group. Based on these results, education must certainly be able to invite students to solve problems through a project that is able to make students have attitudes and knowledge based on the dimensions of the Pancasila student profile. Teachers need to prepare real problems, appropriate learning management and appropriate reinforcement. That way education can increase the ownership of students' Pancasila student profiles well.

#### 4. CONCLUSION

The results of data analysis show that there is a significant influence of the use of the PjBL learning model on the Pancasila profile of fourth grade elementary school students. It was concluded that the Project Based Learning (PjBL) learning model could improve the profile of Pancasila for fourth grade elementary school students. PjBL can support independent learning and train students to work systematically. This can increase students' understanding of the student's Pancasila profile.

#### 5. REFERENCES

- Agung, A. A. G. (2014). *Metodologi Penelitian Pendidikan*. Aditya Media Publish.
- Agustina, O., Arafat, Y., & Tanzimah, T. (2022). Pengaruh Penerapan Model Pembelajaran Problem Based Learning (PBL) Terhadap Hasil Belajar Siswa Materi Sumber Daya Alam Kelas IV di SD Negeri 193 Palembang. *ANTHOR: Education and Learning Journal*, 1(4), 218-224. <https://doi.org/10.31004/anthor.v1i4.37>.
- Aisyah, N. F., & Nawawi, E. (2023). Analisis Implementasi Profil Pelajar Pancasila di SMA Negeri 2 Palembang. *Journal on Education*, 05(02), 3340-3344. <https://doi.org/10.31004/joe.v5i2.1006>.

- Akhmadi, A. (2023). Pengembangan Profil Pelajar Pancasila Rahmatan Lil "Alamin Melalui Layanan Bimbingan Dan Konseling Di Madrasah Aliyah. *Jurnal Perspektif*, 15(2), 121-130. <https://doi.org/10.53746/perspektif.v15i2.79>.
- Aslach, Z., J., & Sari, Y. (2020). Pengaruh Kreativitas Siswa Dalam Model Pembelajaran Problem Based Learning Terhadap Prestasi Belajar Siswa Kelas Iv Sdn Kalisari 01. *Jurnal Ilmiah Pendidikan Dasar*, 7(1), 30. <https://doi.org/10.30659/pendas.7.1.30-43>.
- Aulia, D., Darmansyah, D., & Fitria, Y. (2022). Pengaruh Model Project Based Learning (Pjbl) Terhadap Kemampuan Membaca Pemahaman Siswa Kelas Iv Sd. *Elementary School Journal PGSD FIP Unimed*, 12(3), 276. <https://doi.org/10.24114/esjpgsd.v12i3.40181>.
- Chairiyah. (2017). Implementasi Pendidikan Karakter melalui Nilai-nilai Kearifan Lokal di SD Taman Siswa Jetis Yogyakarta. *Jurnal Pendidikan Ke-SD-an*, 4, 208-215.
- Faan, E. M., Yulianto, A., & Asrul, A. (2021). Pengaruh Model Discovery Learning terhadap Keaktifan Siswa dalam Pembelajaran IPA Kelas IV SD YPK Persiapan Mirafan. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(1), 69-75. <https://doi.org/10.36232/jurnalpendidikandasar.v3i1.832>.
- Febriyanti, A. L., Harsiyati, T., & Dermawan, T. (2017). Pengembangan Instrumen Asesmen Menulis Kreatif Cerita Fantasi Untuk Siswa Kelas VII SMP. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2(10). <https://doi.org/10.17977/jptpp.v2i10.10105>.
- Fikri, A. A., Nurona, A., Saadah, L., Nailufa, L. E., & Ismah, V. (2021). Keterampilan Guru Dalam Membimbing Diskusi Pada Pembelajaran Abad 21. *Journal of Education and Teaching*, 2(1), 1- 7. <https://doi.org/10.31629/jg.v2i1.119>.
- Gianistika. (2022). Project-Based Learning Approach and Its Impact for the Pancasila Student Profile Strengthening. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 6(2), 261-272. <https://doi.org/10.29240/jsmp.v6i2.5042>.
- Hidayah, Y. (2021). Strengthening the development of Qur'anic schools and student profiles about Pancasila during the pandemic. *Journal of Community Service and Empowerment*, 2(1). <https://doi.org/10.22219/jcse.v2i1.15712>.
- Hooshyar, D., Pedaste, M., Saks, K., Leijen, Ä., Bardone, E., & Wang, M. (2020). Open learner models in supporting self-regulated learning in higher education: A systematic literature review. *Computers & Education*, 154, 103878. <https://doi.org/10.1016/j.compedu.2020.103878>.
- Hutapea, J., & Simanjuntak, M. P. (2017). Pengaruh Model Pembelajaran Project Based Learning (Pjbl) Terhadap Hasil Belajar Siswa SMA. *INPAFI (Inovasi Pembelajaran Fisika*, 5(1), 38-46. <https://doi.org/10.24114/inpafi.v5i1.6597>.
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Jurnal Edumaspu*, 6(1), 1224-1238. <https://doi.org/10.33487/edumaspu.v6i1.3622>.
- Isman, M., Sitepu, T., & Rita. (2022). Pengaruh Model Project-based Learning (PjBL) dengan Media Gambar terhadap Kemampuan Menulis Puisi Kelas X SMA. *Jurnal Penelitian, Pendidikan dan Pengajaran: JPPP*, 3(3), 225-234. <https://doi.org/10.30596/jppp.v3i3.13234>.
- Kahfi, A. (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah. *DIRASAH: Jurnal Pemikiran dan Pendidikan Dasar Islam*, 5(2), 138-151. <https://doi.org/10.51476/dirasah.v5i2.402>.
- Kemala, A., & Rohman, A. (2021). Penilaian Perkembangan Anak Selama Belajar dari Rumah di Era Pandemic Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 1044-1053. <https://doi.org/10.31004/obsesi.v6i2.1129>.
- Kurniawan, Elmunsya, & Muladi. (2018). Perbandingan Penerapan Model Pembelajaran Project Based Learning (PJBL) dan Think Pair Share (TPS) Berbantuan Modul Ajar Terhadap Kemandirian dan Hasil Belajar Rancang Bangun. *Jaringan JP (Jurnal Pendidikan)*, 3(2). <https://doi.org/10.26740/jp.v3n2.p80-85>.
- Kurniawan, F. Y., Siahaan, S. M., & Hartono, H. (2020). Pengembangan multimedia interaktif berbasis adventure game pada materi prinsip animasi. *Jurnal Inovasi Teknologi Pendidikan*, 6(2), 183-195. <https://doi.org/10.21831/jitp.v6i2.28488>.
- Lukitaningsih, B. (2018). Penerapan Project Based Learning pada Bioteknologi untuk Meningkatkan Karakter dan Prestasi Belajar Biologi Peserta Didik SMP. *Jurnal Pembelajaran Sains*, 2(1), 32-. <https://doi.org/10.17977/um033v2i1p32-36>.
- Maisyarah, & Lena, M. S. (2018). Pengaruh Model Project Based Learning (PJBL) terhadap Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(1). <https://doi.org/10.31004/basicedu.v5i1.684>.
- Mamahit, J. A., Aloysius, D. C., & Suwono, H. (2020). Efektivitas Model Project-Based Learning Terintegrasi STEM (PjBL-STEM) terhadap Keterampilan Berpikir Kreatif Siswa Kelas X. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(9). <https://doi.org/10.17977/jptpp.v5i9.14034>.

- Mega Elvianasti, Festiyed, Yerimadesi, Eka Kartikawati, & Zulherman. (2022). Research Trends in PjBL (Project-Based Learning) at Indonesian Journal of Biology Education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(2), 105–119. <https://doi.org/10.25217/ji.v7i2.2464>.
- Nainggolan, V., & Turrip, B. M. (2017). Pengaruh Model Project Based Learning (Pjbl) Terhadap Hasil Belajar Siswa Pada Materi Pokok Listrik Arus Searah Kelas Xii Semester I Sma Swasta Ypt Teladan Medan T.P 2016/2017. *INPAFI (Inovasi Pembelajaran Fisika)*, 5(1), 2017–2020. <https://doi.org/10.24114/inpafi.v5i1.6590>.
- Nasobandi, A. (2022). Pengaruh Model Pembelajaran Project Based Learning Terhadap Kemampuan Berfikir Kreatif. *Intelektium*, 3(2), 155–167. <https://doi.org/10.37010/int.v3i2.1071>.
- Nisfa, N. L., Latiana, L., Pranoto, Y. K. S., & Diana, D. (2022). Pengaruh Pendekatan Pembelajaran Project Based Learning (PjBL) Terhadap Kemampuan Sosial dan Emosi Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 5982–5995. <https://doi.org/10.31004/obsesi.v6i6.3032>.
- Novitasari, I., & Suhartono. (2021). Pengaruh Model Pembelajaran Project Based Learning (PBL), Model Konvensional Dan Perhatian Orang Tua Terhadap Hasil Belajar Peserta Didik Kelas Iv Sdn Tandus Kidul I/110 Surabaya. *Jurnal Pendidikan Dasar*, 12(1), 103–109.
- Pasaribu, P. A. P., & Simatupang, H. (2020). Pengaruh model pembelajaran project based learning (PjBL) terhadap hasil dan aktivitas belajar siswa pada materi pencemaran lingkungan di kelas x mia sman 6 binjai tp 2018-2019. *Jurnal Pembelajaran Dan Matematika Sigma (Jpms)*, 6(1), 10–17. <https://doi.org/10.36987/jpms.v6i1.1655>.
- Pratiwi, I. A., Ardianti, S. D., & Kanzunudin, M. (2018). Peningkatan Kemampuan Kerjasama Melalui Model Project Based Learning (PjBL) Berbantuan Metode Edutainment Pada Mata Pelajaran Ilmu Pengetahuan Sosial. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 8(2). <https://doi.org/10.24176/re.v8i2.2357>.
- Priatna, A., & Setyarini, G. (2019). Pengaruh Model Pembelajaran Role Playing Terhadap Keterampilan Berbicara Siswa Kelas IV SD Pada Pembelajaran Bahasa Indonesia. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 71–76. <https://doi.org/10.23969/jp.v4i2.2139>.
- Rifai, S. S., Uswatun, D. A., & Nurasih, I. (2019). Model project based learning (PjBL) untuk meningkatkan sikap tanggung jawab ilmiah peserta didik di kelas tinggi. *JIPVA (Jurnal Pendidikan IPA Veteran)*, 3(2), 127. <https://doi.org/10.31331/jipva.v3i2.874>.
- Rizal, Y., Deovany, M., & Andini, A. S. (2022). Kepercayaan Diri Siswa Pada Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila. *SOSIAL HORIZON: Jurnal Pendidikan Sosial*, 9(1), 46–57. <https://doi.org/10.31571/sosial.v9i1.3699>.
- Rosa, N. M., & Pujiati, A. (2017). Pengaruh model pembelajaran berbasis masalah terhadap kemampuan berpikir. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(3). <https://doi.org/10.30998/formatif.v6i3.990>.
- Rudiawan, R., & Asmaroini, A. P. (2022). Peran Guru Pendidikan Pancasila dan Kewarganegaraan dalam Penguatan Profil Pelajar Pancasila di Sekolah. *Edupedia*, 6(1). <https://doi.org/10.24269/ed.v6i1.1332>.
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi Profil Pelajar Pancasila dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, 27(2), 230–249. <https://doi.org/10.22146/jkn.67613>.
- Santoso, G., Damayanti, A., Murod, M., & Imawati, S. (2023). Implementasi Kurikulum Merdeka melalui Literasi Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Pendidikan Transformatif (Jupetra)*, 02(01), 84–90. <https://doi.org/10.9000/jupetra.v2i1.127>.
- Sari, S. P., Manzilatusifa, U., & Handoko, S. (2019). Penerapan Model Project Based Learning (PjBL) Untuk Meningkatkan Kemampuan Berfikir Kreatif Peserta Didik. *Jurnal Pendidikan Dan Pembelajaran Ekonomi Akuntans*, 5(2).
- Satriani, N. N. (2018). Pengaruh Model Pembelajaran Talking Chips Berbasis Lesson Study Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sd. *Journal for Lesson and Learning Studies*, 1(1), 1–10. <https://doi.org/10.23887/jlls.v1i1.14617>.
- Setyaningsih, S., & Wiryanto, W. (2022). Peran Guru Sebagai Aplikator Profil Pelajar Pancasila Dalam Kurikulum Merdeka Belajar. *Jurnal Ilmiah Mandala Education*, 8(4), 3041–3052. <https://doi.org/10.58258/jime.v8i4.4095>.
- Shinta, M., & Ain, S. Q. (2021). Strategi Sekolah Dalam Membentuk Karakter Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 4045–4052. <https://doi.org/10.31004/basicedu.v5i5.1507>.
- Silvia, A. D., Roshayanti, F., & M, N. A. N. (2023). Pengaruh Model Pembelajaran Problem Based Learning Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sd Negeri Gayamsari 02. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 4362–4370. <https://doi.org/10.36989/didaktik.v9i2.1106>.

- Sinta, M., Sakdiah, H., Novita, N., Ginting, F. W., & Syafrizal. (2022). Penerapan Model Pembelajaran Project Based Learning (PjBL) untuk meningkatkan kemampuan berpikir kreatif siswa pada materi hukum gravitasi newton di MAS Jabal Nur. *Jurnal pendidikan fisika dan fisika terapan*, 3(3), 24–28. <https://doi.org/10.22373/p-jpft.v3i3.14546>.
- Sugiharti, S., Joharman, J., & Suhartono, S. (2020). Pengaruh Model Pembelajaran Problem Based Learning dan Ekspositori terhadap Kemampuan Berpikir Kritis dalam Pembelajaran IPS tentang Keragaman Budaya pada Siswa Kelas IV SD Negeri se-Kecamatan Kutowinangun. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 8(3). <https://doi.org/10.20961/jkc.v8i3.43711>.
- Suherlan, E. (2019). Pengaruh Perbandingan Antara Model Pembelajaran Direct Instruction Dengan Model Project Based Learning Terhadap Hasil Belajar Backhand Pada Siswa Kelas Iv Sd Negeri Cipaku Kecamatan Sukaraja. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 3(5), 1137. <https://doi.org/10.33578/pjr.v3i5.7871>.
- Uktolseja, N. F., & Wibawa, S. (2022). Penanaman Nilai-Nilai Profil Pelajar Pancasila Melalui Pembelajaran Wawasan Nusantara di Sekolah Dasar. *ULIL ALBAB: Jurnal Ilmiah ...*, 1(6), 1744–1749.
- Utami, A., Rukiyati, & Prabowo, M. (2023). Internalisasi Filsafat Pancasila Melalui Profil Pelajar Pancasila Pada Kurikulum Merdeka. *Jurnal Paris Langkis*, 3(2), 119–128. <https://doi.org/10.37304/paris.v3i2.8310>.
- Wasimin, W. (2022). Project Based Learning As A Media For Accelerating The Achievement Of Profil Pelajar Pancasila In The Program Sekolah Penggerak. *International Journal of Social Science*, 1(6), 1001–1008. <https://doi.org/10.53625/ijss.v1i6.1924>.
- Widyaningrum, S. (2023). Pengaruh Model Project Based Learning Terhadap Keaktifan Siswa Kelas Vi Sd Pada Materi Magnet. *SENTRI: Jurnal Riset Ilmiah*, 2(2), 402–406. <https://doi.org/10.55681/sentri.v2i2.519>.
- Widyantini, G. A. P. Y., Suastra, I. W., & Arnyana, I. B. P. (2023). Pengaruh Model Project Based Learning Berorientasi Penguatan Profil Pelajar Pancasila terhadap Kemampuan Berpikir Kreatif dan Motivasi Berprestasi Siswa SMA. *Jurnal Pendidikan Mipa*, 13(1), 243–248. <https://doi.org/10.37630/jpm.v13i1.873>.
- Widyastuti, A. (2022). Implementasi Proyek Penguatan Profil Pelajar Pancasila dalam Kurikulum Merdeka PAUD. *Referen*, 1(2), 189–203. <https://doi.org/10.22236/referen.v1i2.10504>.
- Yahya, S. A., & Irfan, D. (2018). Pengaruh Penerapan Model Pembelajaran PjBL Terhadap Hasil Belajar Mata Pelajaran TKBGT Siswa Kelas X Teknik Mekatronika SMK Negeri 1 Sumatera Barat. *Voteknika: Jurnal Vokasional Teknik Elektronika Dan Informatika*, 6(2), 61–74. <https://doi.org/10.24036/voteteknika.v6i2.102198>.
- Yulianti, N., Raharja, E. P., & Nidiasari, Y. (2023). Pengaruh Model Pembelajaran PjBL (Project Based Learning) Dengan Pendekatan Saintifik Berbasis Local Wisdom Papua Terhadap Hasil Belajar IPA Pada Materi Pesawat Sederhana Siswa Kelas VIII SMP Muhammadiyah 2 Mariyai. *Jurnal Pendidikan*, 11(1), 153–160. <https://doi.org/10.36232/pendidikan.v11i1.3061>.
- Yunita Anggraeny, V., Alfiah Sulalatin, S., & Rahmantika Hadi, F. (2023). Pendidikan Pancasila Melalui Projek Penguatan Profil Pelajar Pancasila (P5) Dengan Metode Project Based Learning (Pjbl) Dalam Aktivitas Siswa Di Sdn 1 Bedingin. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 5701–5716. <https://doi.org/10.23969/jp.v8i1.8942>.