



Strengthening the Pancasila Student Profile in the Implementation of Freedom to Learn in Elementary Schools

Arifin^{1*}, Sitti Roskina Mas², Ibrahim Bafadal³, Marlin Gaib⁴ 

^{1,3}Manajemen Pendidikan, Universitas Negeri Malang, Malang, Indonesia

^{2,4}Manajemen Pendidikan, Universitas Negeri Gorontalo, Gorontalo, Indonesia

ARTICLE INFO

Article history:

Received June 15, 2023

Accepted December 10, 2023

Available online April 25, 2024

Kata Kunci:

Profil Pelajar Pancasila, Merdeka Belajar, Sekolah Dasar

Keywords:

Profile of Pancasila Student, Independent Learning, Elementary School



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

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Saat ini, generasi penerus bangsa masih memiliki kemampuan berpikir kritis yang rendah, kurang kreatif, dan kurang berkarakter. Penelitian ini bertujuan untuk mendeskripsikan program penguatan karakter profil pelajar pancasila, strategi pelaksanaan penguatan karakter berkebinekaan global dan bernalar kritis, serta dampak pelaksanaan penguatan karakter berkebinekaan global dan bernalar kritis. Penelitian ini termasuk dalam jenis penelitian kualitatif dengan rancangan studi kasus. Subjek dalam penelitian ini yaitu kepala sekolah, wakil kepala sekolah, guru dan siswa. Metode pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Sementara, metode analisis data dilakukan menggunakan analisis tema dengan komponen kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan program penguatan karakter profil pelajar pancasila berkebinekaan global yaitu kegiatan keagamaan, pameran serta membiasakan peserta didik untuk peduli terhadap lingkungan. Program penguatan karakter bernalar kritis yaitu pelaksanaan pembelajaran yang didasarkan pada asesmen diagnostik, pelatihan, dan sosialisasi. Strategi pelaksanaan penguatan karakter berkebinekaan global yaitu sosialisasi terkait pelajar pancasila, serta memberi contoh keteladanan dan kedisiplinan secara nyata. Strategi dalam mengembangkan kemampuan bernalar kritis kerja sama dari berbagai pihak, pengadaan bimtek management kelas, pengadaan kegiatan ekstrakurikuler, dan melakukan model pembelajaran problem posing. Terdapat berbagai dampak positif dalam pelaksanaan penguatan karakter berkebinekaan global dan bernalar kritis. Informasi terbaru pada penelitian ini dapat berimplikasi pada pengadaan program atau strategi sebagai penguatan profil pelajar Pancasila.

ABSTRACT

Currently, the nation's next generation still has low critical thinking skills, is less creative, and lacks character. This research aims to describe the character strengthening program for Pancasila student profiles, strategies for implementing strengthening character with global diversity and critical reasoning, as well as the impact of implementing strengthening character with global diversity and critical reasoning. This research is included in the type of qualitative research with a case study design. The subjects in this research were the principal, deputy principal, teachers and students. Data collection techniques are carried out through interviews, observation and documentation. The data analysis method was carried out using theme analysis with components of data condensation, data presentation and drawing conclusions. The results of the research show that the program strengthens the character profile of Pancasila students with global diversity, namely religious activities, exhibitions and getting students to care about the environment. The critical reasoning character strengthening program is the implementation of learning based on diagnostic assessment, training and socialization. The implementation strategy for strengthening global diversity of character is socialization regarding Pancasila students, as well as providing real examples of example and discipline. Strategies for developing critical reasoning skills in collaboration with various parties, providing class management guidance and guidance, providing extracurricular activities, and implementing problem posing learning models. There are various positive impacts in implementing character strengthening with global diversity and critical reasoning. The latest information in this research could have implications for providing programs or strategies to strengthen the profile of Pancasila students.

1. INTRODUCTION

Education in Indonesia has gone through various development processes, including curriculum development. Curriculum changes in Indonesia began before independence and were changed several times. The curriculum is all the learning processes carried out, both inside and outside the school, which that are carried out by students and are under the responsibility of educators or teachers and the school (Prihantini & Rustini, 2020; Arifin, 2017). The development of curriculum improvements will be said to be effective if the results of the development are in accordance with demands and needs, relevance, flexibility, continuity, practicality, and effectiveness. Therefore, curriculum development should have a strong foundation and principles to support the achievement of educational goals (Indarta et al, 2022; Rahmadayanti & Hartoyo, 2022). The newest curriculum and currently being implemented in several schools as driving schools is the Merdeka Curriculum. The independent curriculum is a curriculum that is implemented and based on developing the profile of students so that they have the spirit and values contained in the Pancasila principles in their lives. The independent curriculum still prioritizes character education through the Pancasila student profile (Rosmana et al, 2022; Safitri et al., 2022). Character education is very important and must be implemented, because it forms national character, which is one of the goals of education in Indonesia, namely the formation of an intelligent and characterful generation. The aim of National Education is to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The values formulated in the national education goals will become the basis for developing national character values through education in schools. The importance of developing learning materials related to national character values that are made explicit and linked to the context of everyday life (Santika, 2020; Widiastiti & Sumantri, 2020). Learning character values should not only be given on cognitive principles, but should touch on internalization and real practice that students gain in everyday life both at school, at home and in the community (Muis et al., 2023; Widiastiti & Sumantri, 2020).

In the era of the industrial revolution 4.0 of the 21st century, education is required to create the next generation who are able to have the ability to think critically, creatively and with character to be able to live life in global competition well (Nuzulaeni & Susanto, 2022; Utami & Dessty, 2021; Zakaria et al., 2021). However, this has not been balanced with an appropriate education system, so currently there are still many problems such as bullying and violence in the world of education. Even cheating also occurs in the world of education. This problem is a shared responsibility, so attention is needed from the government in a spirit of awareness about the importance of education. Character education has actually been implemented for a long time, namely with the National Movement for National Character Education in 2010. In 2016, character education was continued with Strengthening Character Education (PPK) (Atika et al., 2019; Ismail et al., 2021). Character education is nothing new, but in its implementation efforts, educators and educational units are still not implementing character education optimally. Nevertheless, character education continues to be pursued to this day, character education continues to be implemented, strengthened and continues to be developed, including in the independent curriculum through the Pancasila student profile (Safitri et al., 2022; Susilo & Sihite, 2022). The Pancasila student profile aims to answer the big question of which students have the profile (competency) that the Indonesian education system wants to create (Maruti et al., 2023; Rusnaini et al., 2021). The Minister of Education, Culture, Research and Technology of the Republic of Indonesia stated that strengthening the character education of students will be manifested by the Ministry of Education and Culture through various strategies centered on efforts to create Pancasila students (Mery et al., 2022; Ismail et al., 2021). The Pancasila student profile is the expected graduate profile with the aim of showing the character and competencies that students are expected to achieve. Apart from that, the Pancasila student profile also strengthens students with the noble values of Pancasila. There are six elements in the Pancasila student profile, namely having noble character, global diversity, independence, working together, critical reasoning and creativity.

These six elements are seen as a unity that supports each other and is continuous with each other (Wahyudi & Miftahusyai'an, 2023; Dafitri et al., 2022). Profile Pancasila students listed in the independent curriculum are useful for developing students' character and abilities in carrying out learning activities. Philosophically, character formation through character education is needed and needs to be given to students in order to achieve the nation's educational goals. Strengthening the profile of Pancasila students has begun to be implemented in driving schools, namely at the elementary, middle and high school levels, which is carried out through intracurricular and extracurricular learning, school culture and work culture (Safitri et al., 2022; Maulida & Tampati, 2023). Based on this background description, the researcher is interested in conducting research at one of the schools that has implemented independent learning with a project to strengthen the profile of Pancasila students, namely at SDN No. 27 South City, Gorontalo City. This

school is one of the elementary schools that has implemented independent learning in the first generation as a driving school that has a Pancasila student profile program. The principal said that there are two characters that are more dominant out of the six characters, namely the character of global diversity and critical reasoning. Therefore, the researcher chose two characters that will be discussed in this research, namely characters with global diversity and critical reasoning. The aim of this research is to describe the character strengthening program for Pancasila student profiles, strategies for implementing strengthening character with global diversity and critical reasoning, and the impact of implementing strengthening character with global diversity and critical reasoning. The latest information in this research can be used as a parameter in developing programs or strategies to strengthen the profile of Pancasila students.

2. METHOD

This research aims to find out an in-depth picture of strengthening the profile of Pancasila students in the context of independent learning at SDN No. 27 in the in the South City of Gorontalo. This research is a type of qualitative research with a case study design. The subjects of this research were the principal, deputy principal, teachers, and students. The data collection method was carried out using several techniques, namely, (1) Interviews were carried out directly and semi-structured because the researcher wanted to find problems in a more open and in-depth manner with the parties being interviewed. The tool used during the interview was a mobile phone. The informants who will be interviewed are the principal, deputy principal, and teachers. (2) Observation, carried out by researchers by observing, listening, and participating in some of the activities carried out by research subjects and informants. Researchers record activities and also note down important things found during observations in a field notebook. (3) Documentation, carried out to obtain the expected data and information related to the research focus. The tool used when taking documentation is a mobile phone.

Data analysis in this research uses theme analysis, using interactive model data analysis components such as: (1) Data condensation refers to the process of selecting, simplifying, abstracting, and transforming data that approaches all parts of written field notes, interview transcripts, documents, and other empirical materials related to the research focus problem. Furthermore, (2) Data presentation is carried out by arranging the data systematically with sentences arranged according to the focus of the problem; and (3) Drawing conclusions is carried out by giving meaning to the data that has been collected relating to research and making suggestions at the end of this part of the research. To obtain maximum research results, researchers checked the validity of the data, namely by extending observations, increasing persistence, triangulating, using reference materials, and conducting member checks. The stages in this research include: (1) pre-field, including research preparation stages; (2) implementation, including the ongoing research process; and (3) the reporting stage, which includes guidance with the supervisor.

3. RESULT AND DISCUSSION

Result

Student profile character strengthening program Pancasila that can be applied in elementary schools as regulated in the provisions on freedom of learning is that it can apply at least two of the six dimensions. The schools in this study only chose two dimensions, including a global diversity character strengthening program and a critical reasoning character strengthening program. These two dimensions were chosen based on the needs and specificities of Gorontalo's local culture, which need to be strengthened in students in order to strengthen the basic values of Pancasila. The global diversity character strengthening program implemented is more focused on non-academic fields, such as maintaining ancestral culture in Gorontalo, known by the slogan Serambi Madinah.

These activities take the form of celebrating the Prophet's birthday, Duha prayers, Pancasila student profile performances, getting into the habit of throwing rubbish in its place, and always socializing with everyone. This shows that the programs and habits carried out are intended to instill and create awareness of diversity in themselves, especially in students. Apart from that, this program is also able to foster an attitude of mutual respect between each other, respect for other people's perspectives, the ability to be tolerant in religion and culture, and the emergence of a caring attitude towards the environment.

Critical reasoning and character strengthening programs occur more often in the learning process. Students are given the freedom to learn according to their interests and talents. The implementation of learning is based on diagnostic assessments, so teachers already know what learning is like in the classroom. Students are trained to solve problems by being given assignments. This trains children's independence so that they get used to thinking and can make decisions. Apart from that, in an effort to

overcome bullying cases, teachers always provide socialization regarding bullying to students and provide sanctions to perpetrators of bullying

Strategies for realizing the implementation of existing programs require the involvement of many parties, including parents. Apart from schools and teachers, the role of parents is also needed in implementing the strengthening of global diversity of character so that socialization is carried out regarding the project to strengthen the profile of Pancasila students. Not only that, students must also play a role as objects in implementing the program being implemented. In accordance with the vision and mission of the school, all parties must be involved in everything that happens at the school. And teachers must provide real examples of example and discipline to students through actions, not just words. Moreover, there are many foreign cultures emerging that have an impact on students. This should be a concern for schools, parents, and the community.

For this reason, programmes were created to strengthen the character of global diversity with strategies carried out to maintain ancestral culture and continue to respect other cultures. Strategies for implementing critical reasoning and character strengthening certainly require support from various parties, especially parents and teachers. The activities that can be carried out are forming a project facilitator team to strengthen the profile of Pancasila students, providing extracurricular activities, providing management class technical guidance for teachers, and training students in solving problems. This can be done in classroom learning by implementing problem posing learning or when given assignments in a comfortable and conducive classroom.

The impact of implementing measures to strengthen the character of global diversity in students is that it can make them more familiar with and appreciate the various cultures that exist in Indonesia. Apart from that, students can also understand the existence of diversity, be tolerant of each other, and create an attitude of concern for the environment. One effort that can be realized in facing the strong current of western culture is by continuing to preserve ancestral culture, especially for young people and Indonesian students. Global diversity is a feeling of respect for diversity. The impact of strengthening critical reasoning character on students is that it can improve student achievement and increase student creativity, such as in artistic work assignments. Apart from that, other impacts that can be received are encouraging students' curiosity, especially in learning topics carried out in the classroom, increasing problem-solving abilities, and encouraging students to be more independent in doing things or in solving problems, especially in the assignments given.

Discussion

The global diversity character strengthening program implemented at SDN No. 27 Gorontalo City, namely preserving ancestral culture such as celebrating the birthday of the Prophet Muhammad SAW which is held every year, religious activities such as holding Duha prayers in rotation in each class and held in congregation every Friday, holding exhibitions of Pancasila student profiles related to global diversity of character, as well as the habit of throwing away trash in place. This program and habituation is planned to foster an attitude of love for culture, customs and cultural diversity in Indonesia, mutual respect for differences and respect for other people's perspectives, as well as an attitude of caring for the environment.

The Pancasila student profile is the embodiment of Indonesian students as students who have global competence and behave in accordance with Pancasila values. One part of the Pancasila student profile is the character of global diversity. In this case, students who have a Pancasila student profile with global diversity have the enthusiasm to maintain noble culture, locality and identity and remain open-minded in interacting with other cultures. This is in line with previous research which revealed that global diversity can maintain noble culture, thereby fostering a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with the nation's noble culture (Udin & Nawawi, 2023; Jamaludin et al., 2022). This is also in line with the opinion that global diversity encourages Indonesian students to be nationalistic, maintain their noble culture, locality and identity on the one hand, and on the other hand be open-minded and interact with other cultures globally (Kiska et al., 2023; Irawati et al., 2022).

Based on the presentation of research findings and theoretical studies above, it can be concluded that implementing programs to strengthen character with global diversity is a form of effort made to grow the character of Indonesian students. This is in accordance with the values of Pancasila, namely that students must be able to maintain their noble culture, locality and identity, and remain open in interacting with other people, thereby fostering a sense of mutual respect and the emergence of a caring attitude towards the environment among students. Therefore, the existence of noble culture and its locality is very important to maintain. Implementation program for strengthening critical reasoning character at SDN No. 27 South City of Gorontalo, which occurs more in the learning process, namely students are given the freedom to learn according to their interests and talents. The implementation of learning is based on diagnostic assessments, so that teachers already know what learning is like in the classroom. When students

discuss a problem in their learning phase, they will try to think about doing or solving each task that will be given by the teacher. Then, the school also implemented a stop bullying program. Critical reasoning skills are defined as the cognitive process of carrying out specific and systematic analysis of problems, accuracy in distinguishing problems, and identifying information to plan problem-solving strategies.

The critical reasoning character strengthening program is carried out so that students have literacy, numeracy skills, and utilize information technology so that students are able to identify and solve problems (Ernawati & Rahmawati, 2022; Azizah et al., 2018). In the independent curriculum, there is the term diagnostic assessment which is carried out in the learning process. Assessment as a teaching controller is an assessment carried out specifically to identify students' competencies, strengths and weaknesses so that learning can be designed based on students' competencies and conditions. Apart from that, the stop bullying program can provide students with an understanding that bullying is a negative behavior that results in a person feeling uncomfortable/hurt and usually occurs repeatedly which is characterized by an imbalance of power between the perpetrator and the victim. Bullying behavior cannot be separated from the desire to have power and also become someone who is feared in the school environment.

Based on the results of research findings and empirical theory, it can be concluded that the implementation program for strengthening critical reasoning character is carried out in the learning process. This is based on diagnostic assessments, namely assessments carried out to evaluate students' strengths, weaknesses, knowledge and skills before starting learning so that teachers already know what learning will be like in the classroom. Then, students are also given assignments to improve learning outcomes and practice solving problems or assignments by creating new ideas and finding new techniques. This can train children's independence, so that children get used to thinking and can make decisions. Students are also required not to carry out discriminatory or bullying actions that could impact the students' own character. The strategy used in implementing global diversity character strengthening at SDN No. 27 South City of Gorontalo, namely by conducting outreach with parents regarding the Pancasila student project, of course in this case the role of parents is needed. Apart from schools and teachers, the role of parents is also needed in implementing global diversity character strengthening. Not only that, students must also play a role as objects of implementing the program, in accordance with the school's vision and mission that all parties must be involved in everything that happens at school. Parents must also participate in strengthening their children's character. This is in line with the results of previous research that parents play a role in the development of children's character because parents will provide influence and support beneficial (Rachman & Verawati, 2022; Lengkana et al., 2020). Each parent has a different parenting pattern, with different parenting patterns will form different characters in each child (Narayani et al., 2021; Putri & Rustika, 2019; Santosa et al., 2018).

Apart from that, a strategy that can be implemented by schools is to provide examples and discipline to students. Apart from that, the strategy used is to provide a real example of example and discipline, as stated that discipline is a state of order. Students who are involved in a learning process obey the rules that have been set with self-awareness without any coercion, both written and unwritten rules in changing behavior. Meanwhile, exemplary behavior is a habit in the form of behavior, personality, and daily speech, such as dressing neatly, speaking well, reading diligently, praising other people's successes, and arriving on time.

Based on the presentation of the findings and theoretical studies, it can be concluded that the strategy for implementing global diversity character strengthening is to involve the parents of the students. Apart from schools and teachers, the role of parents is also needed in implementing global diversity character strengthening. Not only that, students must also play a role as objects of implementing the program, in accordance with the school's vision and mission that all parties must be involved in everything that happens at school. The strategy used in implementing the strengthening of critical reasoning character is to collaborate with various parties with members as a team of facilitators for the Pancasila student strengthening project. The school also tries to provide superior human resources by providing management class technical guidance for teachers, providing extracurricular activities, and conducting problem posing lessons. Cooperation is a joint effort or activity carried out by both parties in order to achieve a common goal. The school's strategy or effort in providing extracurricular activities and extracurricular activities are activities carried out outside school hours which function to accommodate and develop students' potential, interests and talents (Tanjung et al., 2022; Zulkipli et al., 2020). Extracurricular activities are expected to help students to grow independently, in this case they can direct and develop the interests, talents and potential of students who will ultimately excel in their education (Abidin et al., 2023; Vandayant et al., 2019). Apart from that, the strategy or effort implemented by the school in the teaching and learning process is good classroom management. Classes must be managed optimally, so class management is one of the important skills that teachers must master. Class management is an effort carried out by the person

responsible for teaching and learning activities with the aim of achieving optimal conditions so that teaching and learning activities can be carried out as expected (Sumar, 2020; Warsono, 2016).

Furthermore, the strategy for implementing problem posing learning is carried out to develop critical thinking skills in students. Students are required to ask questions as a stage in solving a problem. Apart from that, this model is also applied to train problem solving abilities. This learning model has been implemented by several teachers in schools. The problem posing model is a learning model that requires students to compose their own questions or break down a problem into simpler questions so that it refers to solving the problem (Rambe et al., 2020; Thobroni, 2016).

Based on the presentation of the findings and theoretical studies, it can be concluded that the strategy for implementing critical reasoning character strengthening is cooperation from various parties. Apart from that, the strategy is also carried out by school efforts in providing extracurricular activities and training students in solving problems, for example in classroom learning when given assignments or in programs with comfortable and conducive classrooms. Apart from that, the problem posing learning model requires students to ask questions as a stage in solving a problem. This can train students' critical reasoning skills, especially in solving problems in everyday life. One of the impacts of the global diversity character strengthening program at SDN No. 27 Gorontalo City means students can get to know and appreciate culture in Indonesia. Apart from that, another impact is that good relationships can be established between friends, teachers and parents, and students can also understand the existence of diversity and be tolerant of each other. These findings show that tolerance is an attitude of mutual respect, through understanding with the aim of peace, in essence tolerance and an attitude of respect. Tolerance is said to be an essential factor in creating peace. This tolerance has various types, including religious tolerance, political tolerance and cultural tolerance (Romadhon & Subakti, 2022; Rohmah & Umaya, 2019). One of the impacts of the global diversity character strengthening program is that students can recognize and appreciate various cultures in Indonesia and understand diversity and be tolerant. Global diversity is a feeling of respect for diversity and tolerance for differences.

The impact of strengthening critical reasoning character on students at SDN No. 27 South City of Gorontalo, namely that it can increase achievement, create curiosity in students, especially regarding learning topics and the surrounding environment, increase children's creativity, for example in artistic work assignments, train problem solving abilities in students, and training independence especially in scout extracurricular activities. These findings are in accordance with the characteristics of someone who has critical reasoning abilities, namely being able to solve a problem with a specific goal, being able to analyze and generalize ideas based on existing facts, and being able to draw conclusions and solve problems systematically with correct arguments. If someone is only able to solve problems without knowing why the concept is applied, then he cannot be said to have critical thinking skills (Rahardhian, 2022; Prayogi & Widodo, 2017). Critical thinking as a form of thinking ability must be possessed by everyone, including students. Reasoning critically is able to raise vital questions and problems and formulate them clearly and precisely. This is what makes critical thinking skills very necessary for every student to be able to face problems, especially mathematical problems. One effort that can shape students' critical thinking abilities is optimizing interactive learning activities. Students must be seen as thinkers and teachers act as facilitators (Widiana, 2022; Pradana et al., 2020).

Based on the explanation of the findings and theoretical studies above, it can be concluded that the impact of implementing strengthening the critical reasoning character of students is increasing student achievement, increasing student creativity such as in artistic work assignments, can encourage students' curiosity, especially in the learning topics carried out in class, can improve problem-solving abilities, and encourage students to be more independent in doing things or in solving problems, especially in the assignments given. Global diversity and critical reasoning are part of the Pancasila student profile. The results of this research can provide the latest information regarding programs and strategies for strengthening character with global diversity and critical reasoning. Apart from that, the research results also provide information about the impact of these programs and strategies. The limitation of this research is that it only focuses on one elementary school. Further research can expand the research location to find out various programs, strategies and their impact on character improvement global diversity and critical reasoning.

4. CONCLUSION

Strengthening the character profile of Pancasila students at SDN No. 27 Gorontalo City has been done through various programs that are carried out regularly. Apart from that, there are also strategies for implementing character strengthening with global diversity and critical reasoning. The impact of implementing character strengthening with global diversity and critical reasoning at SDN No. 27 Gorontalo

City means students can get to know and appreciate culture in Indonesia. Apart from that, there are still many positive impacts resulting from implementing programs and strategies in schools. Through the latest information in this research, it is hoped that the school can add programs, especially in implementing character strengthening with global diversity and critical reasoning. In this way, students can be more enthusiastic about participating in programs related to global diversity and critical reasoning.

5. REFERENCES

- Abidin, A. Z., Fajrie, N., & Khamdun, K. (2023). Motivasi Guru dalam Prestasi Lomba Cipta Syair (Puisi) Siswa SD 1 Bakalan Krapyak Kudus. *WASIS: Jurnal Ilmiah Pendidikan*, 4(1), 25–30. <http://orcid.org/0000-0002-1825-0097>.
- Arifin, S. (2017). Peran Guru Pendidikan Jasmani Dalam Pembentukan Pendidikan Karakter Peserta Didik. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 16(1), 78–92. <https://doi.org/10.20527/multilateral.v16i1.3666>.
- Atika, N. T., Wakhuyudin, H., & Fajriyah, K. (2019). Pelaksanaan Penguatan Pendidikan Karakter Membentuk Karakter Cinta Tanah Air. *Mimbar Ilmu*, 24(1), 105–113. <https://doi.org/10.23887/mi.v24i1.17467>.
- Azizah, M., Sulianto, J., & Cintang, N. (2018). Analisis Keterampilan Berpikir Kritis Siswa Sekolah Dasar Pada Pembelajaran Matematika Kurikulum 2013. *Jurnal Penelitian Pendidikan*, 35(1), 61–70. <https://doi.org/10.15294/jpp.v35i1.13529>.
- Dafitri, R. S., Hasrul, Rafni, A., & Bakhtiar, Y. (2022). Implementasi Program Merdeka Belajar Melalui Profil Pelajar Pancasila di SMKN 1 Sijunjung. *Journal of Education, Cultural and Politics*, 2(2), 175–184. <https://jecco.pjj.unp.ac.id/index.php/jecco/article/download/65/29>.
- Ernawati, Y., & Rahmawati, Fi. P. (2022). Analisis Profil Pelajar Pancasila Elemen Bernalar Kritis dalam Modul Belajar Siswa Literasi dan Numerasi Jenjang Sekolah Dasar. *Basicedu*, 6(4), 6132–6144. <https://doi.org/10.31004/basicedu.v6i4.3181>.
- Indarta, Y., Jalinus, N., Waskito, W., Riyanda, A. D. S. A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(2), 3011–3024. <https://doi.org/10.31004/edukatif.v4i2.2589>.
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>.
- Ismail, S., Suhana, S., & Zakiah, Q. Y. (2021). Analisis Kebijakan Penguatan Pendidikan Karakter Dalam Mewujudkan Pelajar Pancasila Di Sekolah. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 76–84. <https://doi.org/10.38035/jmpis.v2i1.388>.
- Jamaludin, J., S. S. N. A. S. A., Amus, S., & Hasdin, H. (2022). Penerapan Nilai Profil Pelajar Pancasila Melalui Kegiatan Kampus Mengajar di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(3), 698–709. <https://doi.org/10.31949/jcp.v8i3.2553>.
- Kiska, N. D., Putri, C. R., Joydiana, M., Oktarizka, D. A., Maharani, S., & Destrinelli, D. (2023). Peran Profil Pelajar Pancasila untuk Membentuk Karakter Peserta Didik Sekolah Dasar. *Journal on Education*, 5(2), 4179–4188. <https://doi.org/10.31004/joe.v5i2.1116>.
- Lengkana, A. S., Suherman, A., Saptani, E., & Nugrah, R. G. (2020). Dukungan Sosial Orang Tua dan Self-Esteem (Penelitian Terhadap Tim Kabupaten Sumedang di Ajang O2SN Jawa Barat). *JOSSAE (Journal of Sport Science and Education)*, 5(1), 1–11. <https://doi.org/https://doi.org/10.26740/jossae.v5n1.p1-11>.
- Maruti, E. S., Malawi, I., Hanif, M., Budyartati, S., Huda, N., Kusuma, W., & Khoironi, M. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar. *Abdimas Mandalika*, 2(2), 85–90. <https://doi.org/10.31764/am.v2i2.13098>.
- Maulida, U., & Tampati, R. (2023). Gaya Hidup Berkelanjutan Melalui Proyek Penguatan Profil Pelajar Pancasila. *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 6(1), 14–21. <https://doi.org/10.51476/dirasah.v6i1.453>.
- Mery, M., Martono, M., Halidjah, S., & Hartoyo, A. (2022). Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(5), 7840–7849. <https://doi.org/10.31004/basicedu.v6i5.3617>.
- Muis, A., Napitu, U., & Saragih, H. (2023). Pembelajaran Pelajaran Sejarah Menjadi Bermakna Dengan Pendekatan Kontektual. *Journal on Education*, 5(4), 13484–13497. <https://doi.org/10.31004/joe.v5i4.2356>.
- Narayani, K. D., Jayanta, I. N. L., & Mahadewi, L. P. P. (2021). Pola Asuh Orang Tua dan Disiplin Belajar Daring Terhadap Hasil Belajar di Masa New Normal. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 393–401.

- Retrieved from <https://ejournal.undiksha.ac.id/index.php/JP2/index>.
- Nuzulaeni, I., & Susanto, R. (2022). Dampak Kompetensi Pedagogik terhadap Kemampuan Berpikir Kritis Pada Siswa Kelas V SD. *Jurnal Pedagogi Dan Pembelajaran*, 5(1), 20–26. <https://doi.org/https://doi.org/10.23887/jp2.v5i1.42481>.
- Pradana, D., Nur, M., & Suprpto, N. (2020). Improving Critical Thinking Skill of Junior High School Students through Science Process Skills Based Learning. *Jurnal Penelitian Pendidikan IPA*, 6(2), 166–172. <https://doi.org/10.29303/jppipa.v6i2.428>.
- Prayogi, A., & Widodo, A. T. (2017). Kemampuan Berpikir Kritis Ditinjau dari Karakter Tanggung Jawab pada Model Brain Based Learning. *Unnes Journal of Mathematics Education Research*, 6(1), 89–95. Retrieved from <https://journal.unnes.ac.id/sju/ujmer/article/view/18420>.
- Prihantini, P., & Rustini, T. (2020). *Dasar Teori dan Penerapannya Pada Satuan Pendidikan Jenjang Dikdasmen*. Pustaka Amma Alamia.
- Putri, N. L. P. N. I. ., & Rustika, I. M. (2019). Peran Pola Asuh Otoritatif dan Internal Locus of Control Terhadap Kecerdasan Emosional Remaja Madya di SMA Negeri 1 Tabanan. *Jurnal Psikologi Udayana*, 6(1), 1–56. <https://doi.org/10.24843/jpu.2019.v06.i01.p06>.
- Rachman, A., & Verawati, I. (2022). Pentingnya Dukungan Orang Tua Dalam Penguatan Literasi Berbasis Pembiasaan Bagi Siswa Sekolah Dasar. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 8(1), 67–76. <https://doi.org/10.33084/tunas.v8i1.3181>.
- Rahardhian, A. (2022). Critical Thinking Skill Study from a Philosophical Point of View. *Jurnal Filsafat Indonesia*, 5(2), 87–94. <https://doi.org/10.23887/jfi.v5i2.42092>.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>.
- Rambe, N., Ardiana, N., & Harahap, M. S. (2020). Peningkatan Kemampuan Penalaran Matematis Siswa Melalui Penggunaan Problem Posing di SMP Swasta Tapian Nauli. *JURNAL MathEdu (Mathematic Education Journal)*, 3(2), 69–74. Retrieved from <https://www.journal.ipts.ac.id/index.php/MathEdu/article/view/1764%0A>.
- Rohmah, S. L., & Umayra, N. M. (2019). Analisis Muatan Toleransi Dalam Tradisi Masyarakat Jawa Pada Cerpen Berjudul “Jago Kluruk” Karya Bambang Sulanjari Dan HR Utami. *Jurnal Penelitian Bahasa, Sastra, Dan Pengajarannya*. Retrieved from <http://conference.upgris.ac.id/index.php/snl/article/view/813>.
- Romadhon, S., & Subakti, T. (2022). Toleransi dan Politik Identitas: Studi tentang Perilaku Politik Kebangsaan di Indonesia. *As-Shahifah: Journal of Constitutional Law and Governance*, 2(2), 91–115. <https://doi.org/10.19105/asshahifah.v2i2.7475>.
- Rosmana, P. S., Iskandar, S., Fauziah, H., Azzifah, N., & Khamelia, W. (2022). Kebebasan Dalam Kurikulum Prototype. *As-Sabiqun*, 4(2), 115–131. Retrieved from <https://ejournal.stitpn.ac.id/index.php/assabiqun>.
- 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. <https://doi.org/https://doi.org/10.22146/jkn.67613>
- Safitri, A., Wulandari, D., & Herlambang, Y. T. (2022). Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia. *Basicedu*, 6(4), 7076–7086. <https://doi.org/10.31004/basicedu.v6i4.3274>.
- Santika, I. W. E. (2020). Pendidikan Karakter Pada Pembelajaran Daring. *Indonesian Values and Character Education Journal*, 3(1), 8–19. <https://doi.org/10.23887/ivcej.v3i1.27830>.
- Santosa, A. I., Rafli, Z., & Lustyantje, N. (2018). Pengaruh Pola Asuh Orang Tua dan Sikap Bahasa terhadap Kemampuan Membaca Pemahaman The Influence of Parenting Style and Language Attitude toward the Reading Comprehension Achievement. *Jurnal Pendidikan Bahasa Dan Sastra*, 18(1). <https://doi.org/10.17509/bs.jpbsp.v18i1.12147>.
- Sumar, W. T. (2020). Pengelolaan Kelas dalam Meningkatkan Motivasi Belajar Siswa. *Jambura Journal of Educational Management*, 1(1), 49–59. <https://doi.org/10.37411/jjem.v1i1.105>.
- Susilo, J., & Sihite, M. (2022). Analisis Implementasi Kurikulum Merdeka Belajar dalam Mengembangkan Karakter Pancasila Di SMPN 5 Satu Atap Kerajaan Pardomuan. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 3(3), 266–276. <https://doi.org/10.30596/jppp.v3i3.13216>.
- Tanjung, A. T., Nugraha, U., & Putra, A. J. (2022). Persepsi Siswa dalam Mengikuti Kegiatan Ekstrakurikuler Drumband di SMP N 11 Muaro Jambi. *Jurnal Cerdas Sifa Pendidikan*, 11(2), 109–118. <https://doi.org/10.22437/csp.v11i2.19711>.
- Thobroni, M. (2016). *Belajar dan Pembelajaran: Teori dan Praktik*. Ar-Ruzz Media.
- Udin, J., & Nawawi, E. (2023). Penghayatan Nilai Pancasila Dalam Menguatkan Karakter Dan Identitas Manusia Indonesia Di SMA Negeri 2 Palembang. *Jurnal Pengabdian West Science*, 2(2), 150–161.

- <https://doi.org/10.58812/jpws.v2i02.206..>
- Utami, R. T., & Desstya, A. (2021). Analisis Cakupan Literasi Sains dalam Buku Siswa Kelas V Tema 4 Karya Ari Subekti di Sekolah Dasar. *Basicedu*, 5(6), 5001–5013. <https://doi.org/10.31004/basicedu.v5i6.1556..>
- Vandayanti, A., Rasiman, R., & Untari, M. F. A. (2019). Implementasi Ekstrakurikuler Seni Tari ditinjau dari Peserta Didik dan Orangtua. *Jurnal Pedagogi Dan Pembelajaran*, 2(2), 176–185. <https://doi.org/10.23887/jp2.v2i2.17906>.
- Wahyudi, A. A., & Miftahusyai'an, M. (2023). Implementasi Profil Pelajar Pancasila Di Mtsn 1 Kota Malang. *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 2(1), 34–46. Retrieved from <https://urj.uin-malang.ac.id/index.php/dsjpips/article/view/2117>.
- Warsono, S. (2016). Pengelolaan Kelas dalam Meningkatkan Belajar Siswa. *Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 10(5). Retrieved from <https://ejournal.unib.ac.id/manajerpendidikan/article/view/1298/1093>.
- Widiana, I. W. (2022). Model Pembelajaran Value Clarification Technique dan Pengaruhnya Terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 5(2), 179–188. <https://doi.org/10.23887/jp2.v5i2.48841>.
- Widiastiti, N. L. A., & Sumantri, M. (2020). Model Quantum Teaching Berbasis Pendidikan Karakter Terhadap Motivasi Belajar IPA. *Jurnal Pedagogi Dan Pembelajaran*, 3(2), 303–314. <https://doi.org/10.23887/jp2.v3i2.26628>.
- Zakaria, P., Nurwan, N., & Silalahi, F. D. (2021). Deskripsi Kemampuan Berpikir Kritis Siswa Melalui Pembelajaran Daring pada Materi Segi Empat. *Euler: Jurnal Ilmiah Matematika, Sains Dan Teknologi*, 9(1), 32–39. <https://doi.org/10.34312/euler.v9i1.10539>.
- Zulkipli, Z., Hidayat, H., Ibrahim, I., & Praja, A. (2020). Perencanaan Ekstrakurikuler Kerohanian Islam (Rohis) Di Madrasah Aliyah Al-Fatah Palembang. *Fitrah: Journal of Islamic Education*, 1(1), 19–35. <https://doi.org/10.53802/fitrah.v1i1.2>.