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ANALYSIS OF ECOSYSTEM MANAGEMENT AND PROJECT DESIGN TO STRENGTHEN THE PROFILE OF PANCASILA STUDENTS IN TERMS OF HOLISTIC AND EXPLORATORY LEARNING

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Abstract

The purpose of this study is to describe the ecosystem management and project design to strengthen the profile of Pancasila students. The type of research is descriptive qualitative. The source of data is the project activities of strengthening the profile of Pancasila students. Data collection through: observation, interviews, and documentation studies. The results of the study are the development of ecosystems in groups that get funding support to develop project management teams into project learning management teams, curriculum teams, and performance teams. Learning design development to develop knowledge through demonstration and internalization through methods: stories, parables, exemplary, and habituation. The research conclusion is that the implementation of the project to strengthen the profile of Pancasila students can be carried out well if the involvement of the role of parents of students can be optimized, because they are able to develop the ecosystem and learning design.

Keywords: Pancasila learner profile strengthening project, ecosystem, design

Introduction

The Pancasila student profile strengthening project is a co-curricular program to develop students' character after the Covid-19 Pandemic. Etymologically, the word character comes from Latin, namely character, which means character, character, character, basic psychological traits, personality, and morals. Abdul Majid and Dian Andayani (2014: 12) explain that character is a basic trait, character, or everything that is inherent or exists in every human being. Maksudin (2014: 3) explains that character is a special characteristic inherent in every human being related to

identity (heart power), the result of the essence of inner/spiritual qualities, mindset, behavior (the result of outward attitudes and activities) of human life in socializing with family, community, nation and state.

Some experts state that character is not a derivative or innate result from birth. However, character is formed from the results of interaction activities with the environment. Ketut Sudiarmaka (2021: 30) states that there are interrelated elements of human character formation, namely: emotions, attitudes, beliefs, habits

and will, self-conception. Ketut Sudiarmaka (2021: 30) states that emotion is defined as a form of symptom that processes and moves dynamically in a situation that is felt by humans personally and the symptoms affect consciousness and behavior which becomes a physiological process (control and the process of occurrence of system order to the body). Meanwhile, Goleman (Hermaya, 2018: 378) states that emotions focus on distinctive thoughts and feelings, a state of combination between psychological and biological, a series of ideas and motivations that tend to act.

The implementation of character education in schools needs to pay attention to its characteristics. Kisby (Saputro and Murdiono, 2020) states that character education requires practical experiences that exist and occur in society, so that character education is carried out through habituation rather than reasoning. Azhary (Marsakha, et al, 2021) states that character education accommodated into school policy is an effort to prevent character deviations in the current generation, whose content includes character values, namely: religious, polite, independent, love for the country, and care for the environment.

Character education certainly has an impact that needs to be considered by every teacher. This condition cannot be separated from the holding of character education. Zurqoni, et al (2018) state that there is an impact of holding character education education on students, namely an increase in the domain: religiosity, self-confidence, responsibility, comparative, politeness, and nationalism. The impact of character education implemented in schools for students, from the religiosity domain, the criteria are increasing: discipline in practicing prayer, practicing prayer, acting based on honesty, kindness and sensitivity, encouragement in positive thinking and being a role model in behavior.

Self-confidence domain, the criteria is the increased courage: expressing and conveying opinions, making presentations, criticizing inappropriate school policies, interacting, competing in a healthy manner. Responsibility domain, the criteria is shown by the increase of: discipline in completing tasks, responsiveness and eagerness to involve themselves in school activities, such as: having sincerity in cleaning the school environment and actively participating in non-academic school activities, encouragement to show leadership spirit and being able to coordinate with other schools. The comparative domain of the criteria is shown by increasing: cooperation in completing tasks, reminding each other in practicing good manners, being more open and communicative, easy to get along and mingle in every activity, reducing selfish attitudes, collaboration in sharing activities and peer teaching. The domain of politeness (politeness) criteria is indicated by an increase in: respect for teachers and educational staff, as well as respect for parents and elders. Meanwhile, the nationalism domain criteria are shown by increasing: concern for the environment, liking domestic products, and having the ability to keep the school environment clean and tidy.

Susanti Sufyadi, et al, (2021) explained that the Pancasila learner profile strengthening project has implementation requirements, which include: holistic learning, contextual learning, learner-centered learning, and exploratory learning. Holistic means seeing things as a whole and as a whole, not partially or separately. In the context of designing the Pancasila Learner Profile Strengthening Project, the holistic framework of thinking encourages to examine a theme as a whole and see the connection of various things to understand an issue in depth. The contextual principle relates to efforts to base learning activities on real experiences faced in

everyday life. The learner-centered principle relates to learning schemes that encourage learners to become learning subjects who actively manage their learning process independently. The explorative principle is related to the spirit to open a wide space for the process of inquiry and self-development.

To realize this, schools need to pay attention to the development of their educational ecosystem. Parahita, et al, (2023) explained that the term ecosystem exists in biology subjects which is understood as a system of interactions between living things (biotic) and non-living elements (abiotic) in the environment by having a mutually beneficial relationship. So it can be understood that the school ecosystem is defined as the relationship between elements of education that are integrated in an environment to achieve goals. The environment in this case is elementary schools (SD) in Geger sub-district, Madiun district, East Java. Meanwhile, the biotic elements included in the ecosystem in elementary schools are students, teachers, principals, school supervisors, and school committees. While the abiotic element is finance.

Safitri, et al, (2022) explained that the school ecosystem can be defined as a system consisting of educational actors, where the roles and functions of the actors in the world of education influence each other with a reciprocal relationship, so that there is a transfer of power to maintain the stability of the education system. The statement of Safitri, et al, (2022) confirms that P-5 learning taught by class teachers, it can be assumed that the roles and functions of the elements of the Education ecosystem in the elementary school have not been able to provide learning system stability. Classroom teachers who do not have competence in the activities of the chosen theme in P-5, can be suspected that the implementation of P-5 does not meet the four conditions of implementation.

The failure to build and develop the ecosystem of education in elementary schools affects the design of the implementation of the project to strengthen the profile of Pancasila students. Sahnun and Wibowo (2020) state that the project to strengthen the profile of Pancasila students (P-5) as a form of cross-disciplinary learning to provide space to observe problems that occur in the students' environment and find solutions to problems so as to strengthen the competence of the Pancasila student profile (P-3). Implementing the above understanding, the P-5 design needs to be separated from the previous character development, which is integrated into subjects and extracurricular activities. The P-5 implementation design in the independent curriculum is included in the co-curricular. Danang (Shilviana and Hamami, 2020) explains that co-curricular is a learning activity whose implementation is carried out outside of subject hours in the intracurricular and has the aim of helping students in the deepening and appreciation of these subjects. This statement confirms that primary schools in P-5 activities need to be creative in developing school systems, designing plans for implementing P-5 activities, and how to apply them.

The implementation of P-5 in primary schools in Geger sub-district, Madiun district, from 30 primary schools needs to be analyzed. In this work, the researcher describes the analysis of the implementation of P-5 in terms of holistic learning and exploratory learning. This aims to see the development of the system and the design of activities carried out by schools in realizing the implementation of P-5 in the odd semester of the 2023/2023 academic year.

Research relevant to this research is research from Hamah, et al, (2022) which states that the Merdeka curriculum is most effective in developing the character of its students through the development of the Pancasila Student profile. Learners engage in project-based learning activities as part of their profile development. The focus of this research is on the effectiveness of Merdeka curriculum in developing the character of learners. That is, research focuses on the application of P-5 in character building. Meanwhile, the researcher's research focuses on analyzing ecosystem management and project design to strengthen the profile of Pancasila learners.

Research from Novrian Satria Perdana (2018) with the title implementation of the role of the education ecosystem in strengthening the character education of students. The results of the study are the implementation of character values by: 1) principals, in the form of: socializing school policies on character education, providing examples in implementing character values to students, and so on, 2) teachers, in the form of: teachers as the center of school civilization, giving equal opportunity to students, assessing and reporting learning outcomes fairly and transparently, especially those related to the cultivation of character values, shaping students' personalities, and so on, 3) staff/educational personnel in the form of: dressing neatly, speaking politely, and so on, and 4) parents/community in the form of: as mediators (building networks) with other institutions or communities in the action of instilling character values in schools, actively participating in adiwiyata schools, conducting training at schools by inviting experts, and so on. With the synergy in strengthening character education in schools, it will directly create a conducive atmosphere in the school environment. The focus of this research is the element of the Education ecosystem. While the focus in the researcher's research is ecosystem management seen from the requirements for the implementation of P-5, namely holistic and exploratory learning.

Research from Ulandari and Rapita (2023) with the title Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen the Character of Students. The results of the research are P-5 design consists of forming a team, identifying school readiness, determining the dimensions of the Pancasila Student Profile character that want to be strengthened, determining the theme, planning time, flow, assessment, and making modules; 2) P-5 management includes provocation and contextualization, P-5 action, and celebration of learning outcomes; 3) assessment processing and reporting of P-5 results includes collecting, processing assessment results, and preparing project report cards; 4) evaluation and follow-up of P-5 in the form of strengthening character and continuing good habits with the Mari Beraksi program. Through P-5 action, it can strengthen the character dimensions of the Pancasila Student Profile in students, especially faith, devotion to God Almighty and noble character, mutual cooperation, independence, global diversity, critical and creative reasoning. The focus of this research is on analyzing the results of the implementation of the Pancasila student profile strengthening project. Meanwhile, the researcher's research focuses on analyzing ecosystem management and project design to strengthen the profile of Pancasila students.

Based on the description above, the researcher can formulate the problem formulation, namely: how is the system management and project design of strengthening the profile of Pancasila students in elementary schools in Geger sub-district, Madiun district? While the purpose of this study is to describe the system management and

project design of strengthening the profile of Pancasila students in elementary schools in Geger sub-district, Madiun district.

Research Method

Researchers determine the type of research is descriptive qualitative. Sugiyono (2019: 18) explains that qualitative research is based on the philosophy of Post Positivism, scientific conditions as the basis for conducting research, researchers cannot intervene but act as instruments, and data is analyzed with an interactive model. The explanation above confirms that the research that researchers do can participate in activities but cannot intervene. The research time began in August to December 2023.

The research subjects were the P-5 management team in 30 public primary schools in Geger sub-district, Madiun district. The research focuses on ecosystem management and the design of P-56 activities in terms of implementation, namely: holistic learning and exploration. As for analyzing holistic learning, researchers used the theory from Miller (Indrawati Noor Kamila, 2022) stating that the principles of organizing holistic education, namely: 1) connectedness; 2) openness (inclusion); and (3) balance. Meanwhile, exploratory learning uses the stages of exploration from Octariani and Halimah (2017), namely: the preparation stage, exploration of concept discovery, and exploration of new concept applications. The main data source was the P-5 activity. Data collection techniques were carried out by interview, observation, and documents.

The degree of trust is the activity of describing the results of research on the real picture of the object. Moleong (2019: 48) states that techniques to test the degree of trust can be through: extension of participation, persistence of observation, triangulation, peer checking, adequacy of reference, negative case analysis, member checking. The techniques used to test the degree of trust in this study are observation persistence, peer checking, and triangulation. Data in the form of documents is validated when making observations with matching techniques. Meanwhile, interview data was validated by interview techniques.

The data that has been entered is then analyzed, synthesized, and interpreted to make meaning. The definition of data analysis explained by Afrizal (2015) states that data analysis is a basic data processing activity that is still in the form of actions, narrations, field notes, and written materials that support research, so that it can be interpreted. The stages of analyzing data using Miles and Huberman (Afrizal, 2015) which explains that analyzing qualitative research data stages are data reduction, to find data related to research; presentation of data, processing data so that the data is in accordance with the research formulation, and drawing a conclusion, synthesizing data in order to answer the problem formulation.

Research Results and Discussion

Results

Based on the above research, the research results can be described as follows:

P-5 implementing schools in Madiun district can be grouped into three, namely: groups that receive financial support from parents of students, receive support from resource persons from parents of students, and carry out activities independently. The development of the education system implemented by the three groups is the same in principle. Based on the grouping by paying attention to the connection, the data is obtained as follows:

Table 1. Connectedness in Determining Themes in P-5

Group	Thema	connectedness)
Get financial support	Local wisdom: Dongkrek art	Related to the socio-cultural environment; there are practitioners; internalization process with methods: stories, stories, and habituation; assessment; performance of activity results
Get support from sources	Sustainable living: Hydroponics	Related to the natural environment, there are practitioners, the internalization process with the method of stories and habituation
independent	Entrepreneurship	Related to the social environment, the internalization process of the parable method

Data based on grouping in terms of openness, obtained the following data:

Table 2. Openness in Determining Themes in P-5

Group	Thema	Inclusion
Get financial support	Local wisdom: Dongkrek art	All learners have the same opportunity to become Dongkrek characters and musical accompaniment players
Get support from sources	Sustainable living: Hydroponics	Semua peserta didik memiliki kesempatan yang sama untuk mencoba, merawat, dan memanen hasil
independent	Entrepreneurship	All learners have equal opportunity to produce work, valuing work according to its value.

Data based on grouping in terms of balance is obtained as follows:

Table 3. Balance in determining themes in P5

Group	Thema	Balance
Get financial support	Local wisdom: Dongkrek art	Knowledge of the character of the Dongkrek character, the meaning of the musical accompaniment; and physical skills and equalizing rhythms, aesthetic abilities, spirituality
Get support from sources	Sustainable living: Hydroponics	Knowledge about planting and maintenance; there is a moral message after the crops are harvested.
independent	Entrepreneurship	Knowledge of products; the art of selling is not yet visible; product production skills need improvement; aesthetic ability; there are exhibitions but not marketing

The implementation of P-5 as an illustration of the design implemented by the school can be compiled in the following table:

Table 4. P-5 Implementation Design based on Support Group

Stages of Support	Support Group		
	Fund	Source person	Independent
Preparation Stage	Form a P-5 management team, formulate project modules; Art practitioners, Formulate learning forms, performance targets, formulate diagnostic and summative assessments,	Form P-5 team, formulate project module; hydroponic resource, formulate learning form,	Form a P-5 team, teachers as a source of information for activities, work title targets
Exploration of New Concept Discovery	Building knowledge through stories and storytelling; instilling character values using the story method, parable method, exemplary method, and habituation method; formative assessment.	Building knowledge through planting practice; cultivating dominant characters when starting to grow and approaching harvest through the parable method	Build knowledge of marketable works; instill character when works are visible using the parable method.
New Concept Application Exploration	District level performance and summative assessment,	---	School level showcase (local)

The data above is supported by the results of the P-5 manager's assessment analysis, which the researcher can describe as follows: (1) There are diagnostic, formative, and summative assessments; (2) Diagnostic assessment is aimed at knowing the understanding of the art of Dongkrek; (3) Formative assessment to find out the character values of the Dongkrek character have been understood and realized through the internalization of stories, stories, exemplary, and habituation during learning; (4) Summative assessment to find out the students' soul during the festival.

Data analysis of the project module obtained the following data: (1) The project module made is still very simple; (2) School identity, project module title, project module profile, and P-5 activity objectives are all written; (3) Activity objectives have not been linked to dimension and phase B; (4) Objectives for each lesson are missing; (5) The objectives written are that students can

play Dongkreng art according to their roles, can understand and develop the characters in Dongkreng art, and can understand about local arts as the nation's culture; (6) The P-5 learning schedule is every Saturday at the Padepokan Seni Dongkreng Mejayan; and (7) The activity time is 2 lesson hours every week.

The results of the researcher's observations on Hydroponic activities, obtained the following data: (1) No project modules and diagnostic, formative, and summative assessments were found in the form of documents, but it is planned that there will be a tone for even semester P-5 activities; (2) Teachers ask questions during the planting, maintenance, and pre-harvest processes; (3) Learners expressed satisfaction in Hydroponic activities as shown by understanding the meaning of Hydroponics, the maintenance process, and how to calculate the value of production in a simple way; (4) Character planting by resource persons during maintenance and when approaching harvest. (5) The character values that are the focus of P-5 activities are being aware of continuing to build knowledge, being critical of the environment, being creative in building and creating opportunities, and being independent in seeking needs; and (6) The school cares about the Madiun District Government's policies through the concrete form of realizing its mission.

The results of researcher observations on entrepreneurial activities, obtained the following data: (1) Project modules and assessments have not been prepared; (2) Teachers ask questions during the process of making and finished works; (3) Students express satisfaction in entrepreneurial activities indicated by works similar to those marketed; (4) Character planting by resource persons during maintenance and when the work is realized, because as evidence; (5) The character values that are the focus of P-5 activities are building knowledge by making themselves aware of environmental problems through critical thinking, being creative in ideas for processing into productive goods, and being independent in order to be able to meet their needs; (6) The school cares about the Madiun Regency Government's policies through the concrete form of realizing its mission.

Discussion

The group, with financial support from the parents of the students, was able to optimize the role of each element forming its educational ecosystem. The P-5 management group developed into several management teams. This is evidenced by the P-5 management team, curriculum team, and performance team. The management team formulates the administration of P-5 activities, such as: project modules, formulates learning systems, collaborates with art practitioners, formulates assessments. The curriculum team formulates the P-5 activity hours so that they can match the target hours used, which are 20% to 30% of the total learning hours. Meanwhile, the performance team is tasked with preparing the Madiun district level performance and making a report on the results of the activity to the parents of students.

The group that received support from the P-5 activity resource person, the P-5 management team, did not develop. This is evidenced by the management team focusing on the implementation of Hydroponic activities. While the administration of learning activities was not touched, such as: project modules and assessments; activity reports to parents in Hydroponic results could not be displayed. This is because there is no showcase of the hydroponic products.

Groups that implement P-5 activities independently focus on the implementation of Entrepreneurship activities. The administration of P-5 activities, such as project modules and assessments, is left untouched. This confirms that the P-5 management team has not developed into several teams that handle it specifically. The degree of work carried out is a degree of work that is exhibited during the receipt of report cards.

Based on the description of the discussion above, it can be said that the management of the educational ecosystem is developing. This is supported by a statement from Easton (Khaidarmansyah, et al, 2018) which states that the system development model can be interpreted as a unit formed from several elements. These many elements, components or parts are in a binding and functional relationship with each other. Each is cohesive with each other, so that the totality of the unit is maintained intact in existence. The review is a view in terms of its form.

The design of P-5 activities by taking the theme of local heritage for groups that get funding support from parents of students, has clear stages in the process of developing knowledge and in the internalization of character values. Knowledge development is carried out using the demonstration method, in which practitioners provide theory and are directly practiced. Meanwhile, the cultivation of character values begins with the story method, story method, exemplary method, and habituation method. The Qishah or Story Story method is explained by Siahaan, et al, (2022) that the Qishah or Story Story method has steps, namely: (1) evoking various feelings, such as: love, anger, and sadness, and so on; (2) directing one feeling according to the character's character, such as: angry feelings, lazy feelings, feelings of pity, and so on; (3) reaching the peak, namely the conclusion of the story. The culmination can be done by affirming and giving examples of the character's behavior.

The parable method in internalizing character values was used by all three groups. The parable method (Amsal) is similar to the story method but the Amsal or parable method tells the story of what the teacher wants but is realized in the form of a story. Siahaan, et al, (2022) explained that the parable method has pedagogical objectives including: (1) Bringing the meaning of understanding closer, because what is told is an event that surrounds students to build knowledge. For example, about tolerance, mutual respect, mutual help, and so on; (2) Stimulate impressions and messages related to the meaning implied in the parable, which evokes and fosters various religious feelings; (3) Educate the mind to think logically and use qiyas (syllogisms) that are logical and healthy.

The exemplary method is practiced by practitioners and it is evident that students imitate the socializing style of practitioners. The exemplary method (Uswah) positions the practitioner as a role model. The exemplary method is based on the theory of David D Sears (Ali Anhar Syi'bul Huda, et al, 2023) which explains that the general mechanisms that occur in learning are association (interaction), value transformation and imitation. Of the three types of learning mechanisms above, imitation is the most powerful mechanism in the internalization process. The imitation mechanism carried out by students is to learn social attitudes and behaviors by imitating the attitudes and behaviors of the model (teacher). Thus, the imitation mechanism occurs without a value information process and only through the observation of students towards practitioners.

The habituation method is implemented in P-5 activities in groups that receive funding. This is because during the training process, interaction continues. So it is necessary to instill good habits and achieve the targets that have been set can be realized. The habituation method is the oldest learning method. Ali Anhar Syi'bul Huda, et al, (2023) explained that habituation is something that is deliberately done repeatedly so that something can become a habit. Taking into account the description above, the habituation method can be done if the teacher has experience that is usually done or practiced.

Conclusion

System management in P-5 activities of groups that received financial support was more developed than groups that received resource support and groups that carried out P-5 activities independently. This is because the P-5 management team in the group that received financial support developed into a P-5 learning management team, a curriculum team, and a performance team. Thus, the administration in the group that received financial support was more realized than the other two groups.

The project design for strengthening the profile of Pancasila students for groups that receive funding support, the learning and internalization methods are more varied, namely by using methods: stories, parables, examples, and habituation. Thus, internalization is more humanist when compared to the other two groups.

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