

Developing Disciplined Character by Implementing the Pancasila Student Profile at SDN 2 Kertanegara, Purbalingga

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ABSTRACT

This research examines the importance of character education as a key pillar in shaping students' personalities, particularly at the elementary school level, where there is still a gap between the values of the Pancasila Student Profile and disciplinary practices in the field. The purpose of this study is to describe the implementation of the Pancasila Student Profile values in shaping the disciplined character of fifth-grade students at SDN 2 Kertanegara, Purbalingga. The method used was descriptive qualitative with a phenomenological approach, and data were collected through observation, interviews, and documentation studies. The research results show that the Pancasila Student Profile Strengthening Project, themed "Sustainable Lifestyle," (such as catfish and kale cultivation), effectively fosters discipline, although levels of discipline vary among students. These hands-on, hands-on activities foster responsibility and punctuality. In conclusion, the development of discipline is influenced by teacher role models, parental involvement, and consistent support from the school environment.

Keywords: *Pancasila Student Profile, Disciplined Character, Elementary School*

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Article 1, paragraph 1, Law No. 20 of 2003). While Article 3 of the same law defines that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Character education is an active effort to form habits so that children's character will be formed from an early age, so that they can make good and wise decisions and can practice them in everyday life (Ismail 2021). The values contained in Pancasila are very important to be conveyed to students and implemented in daily activities. These values include behavior related to God Almighty, human behavior related to oneself, fellow human beings, the environment, and the state, so that they cannot be separated or replaced by anything (Rinda at. al, 2024).

Elementary school, as the initial stage in education, plays an important role in forming the basic character of students. However, implementing the values of the Pancasila Student Profile in schools often faces various challenges, especially in developing disciplinary character. Some of the challenges and obstacles that influence discipline are academic success, personality formation, and students' ability to comply with regulations. Discipline can be developed optimally through a project-based learning approach, such as the Pancasila Student Profile Strengthening Project (5), which incorporates Pancasila values into students' daily

activities (Juraidah at. al., 2022). P5 is not only a practice-based learning method, but also an effective means of forming students' disciplined character through real experiences and responsibilities given in each project activity. P5 aims to produce students who have Pancasila values, including divinity, global diversity, mutual cooperation, independence, critical thinking and creativity (Meo at. al., 2023).

The challenge in building a disciplined character is still often seen at the elementary school level, especially in grade 5 students. Factors such as support from the family, understanding possessed by teachers, and the condition of the school environment have a significant influence on the formation of students' disciplined character. Implementation of the values of the Pancasila Student Profile can be done through various school culture-based programs, but its effectiveness depends on the consistency of its implementation. (Ratnawati, 2023). The importance of involving all parties, including teachers and parents, to encourage student discipline through extracurricular activities such as Scouting (Riska Ayu Andini at. al., (2024).

Discipline is a person's attitude to obey the rules or regulations that apply in an organization or institution with personal awareness, in order to form and produce behavior that is in line with the values and norms that have been set. The implementation of discipline character education that can be applied in schools includes activities such as smiling, greeting, and saying hello every morning, literacy activities for 15 minutes before the start of lessons, and checking the neatness of each student's school uniform. Thus, it is hoped that students can internalize the values of character education in everyday life, both in the school environment and outside of school. Character education habits such as discipline will create quality individuals and help form, instill, facilitate, and develop positive values in children, so that they grow into superior and dignified individuals. Discipline as the Key to Educational Success This book highlights the importance of discipline in building quality school. Discipline is not only applied to students but also to teachers and education staff. One example of implementing discipline is through the habit of arriving on time and instilling the value of order in school life (Wakhudin 2018).

The implementation of character education through the Pancasila Student Profile as part of the Independent Curriculum has generally been effective, with the application of the Pancasila Student Profile values integrated into subjects and strengthening project themes, including local wisdom, the world of work, and entrepreneurship. The school environment needs to be improved in a better direction to achieve optimization. Both individuals and groups in schools, as well as all parties involved in education, will benefit from the development of a positive school environment. The Pancasila Student Profile Strengthening Program in the Independent Curriculum has a positive influence in building the character of Indonesia's young generation (Purnawanto, 2023: 133).

Character education is an important element in the education system that aims to shape the personality of students with good moral and ethical values. In Indonesia, character education is expected to be a solution to overcome the problem of moral crisis faced by students, especially at the elementary school level. One important aspect of character education is discipline, which includes the ability to obey rules, manage time, and be responsible for actions taken. Disciplined character has a significant influence on the success of students in the learning process and social interaction. The implementation of disciplinary character education can be done through various activities in schools, such as enforcing clear rules, consistent supervision, and habituating disciplined behavior in everyday life. In this context, schools play a role as an environment that supports the development of disciplined character through a positive school culture. The Pancasila student profile has been formulated with the aim of fulfilling the goals of education in Indonesia. Intania et al., (2023:632). The Pancasila Student Profile is a cross-disciplinary learning process in observing and thinking about solutions to problems in the surrounding environment (Purnawanto, 2023: 108).

The implementation of the Pancasila Student Profile values at SDN 2 Kertanegara needs to be studied further, considering that this school has great potential to develop character education programs rooted in local culture. Discipline is one of the characters that supports

the success of students in the future, but this is often hampered by a learning approach that does not always prioritize the character of discipline. Identified that students' lack of understanding of the importance of discipline is often a major obstacle (Maulana, 2023).

The Pancasila Student Profile includes positive traits that students should have. The role of teachers is very important in this regard, because they are role models that students can emulate. Teachers need to have adequate competence and meet various requirements, such as physical, mental, psychological, moral, and intellectual aspects, which must be mastered and developed. Integration of the Pancasila Student Profile can be done in several ways, such as providing advice, showing a high level of tolerance, avoiding indiscipline, and fostering a sense of nationalism in society. These aspects will support students in integrating the character of the Pancasila Student Profile that will be implemented by teacher. The profile of Pancasila students is a challenge for individuals who are not only oriented towards the knowledge aspect, but also have an identity as Indonesian citizens with noble moral values. (Julianto & Umami, 2023: 208).

The Pancasila student profile strengthening project is a collaborative learning process across disciplines in observing, exploring, and/or formulating solutions to real issues or problems that are relevant to students. The implementation of the Pancasila student profile strengthening project is carried out flexibly, in terms of content, activities and implementation time (Satria et al. 2024). There are six main dimensions in the Pancasila Student Profile, namely (1) faith, devotion to God Almighty, and noble morals, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical thinking, and (6) creativity. (Meo et al. 2023). In the context of this research, the character of discipline is closely related to several main dimensions of the Pancasila Student Profile, especially in the aspects of independence, mutual cooperation, and critical reasoning.

Principles of the Pancasila Student Profile, The Holistic Principle refers to an approach that views everything as a whole, not just from a partial or separate perspective. Holistic thinking encourages the analysis of themes as a whole and understanding the interrelationships between elements to gain deeper insight into a problem in the context of designing a project to strengthen the Pancasila Student Profile. With this approach, each project related to the profile theme functions as a learning tool that unites various perspectives and answers local issues that occur in their respective regions. By basing the project on real experiences and problem solutions, it is hoped that students will gain meaningful learning experiences, while actively developing their insights and skills (Maryani and Sayekti 2023)

The principle of student-centered learning is related to learning patterns that make students active players in the educational process. Students are given space to determine and propose project topics according to their interests. The role of educators as the main material providers is minimized and more directed as facilitators who provide exploration opportunities for students, adjusted to their respective conditions and potentials. It is hoped that through this principle, students can hone their initiative, improve their ability to make decisions, and solve problems (Wulansari 2023).

Exploration Principle, this relates to providing ample space for students to develop themselves and explore knowledge. This approach is not completely structured, but it is also not completely free. The Pancasila Student Profile Strengthening Project is not limited by a formal curriculum framework related to a particular subject. Thus, there is flexibility in the material studied, the time allocated, and the learning objectives to be achieved. However, educators can still design project activities systematically to facilitate planning and implementation. This exploration principle is expected to support the Pancasila Student Profile Strengthening Project in enriching and completing the competencies obtained through formal learning. The main principles in the Pancasila student profile strengthening project include holistic, contextual, student-centered, and exploratory (Purnawanto, 2022: 76). The Pancasila student profile is basically an effort to instill the character of students in everyday life which is carried out through school culture, both in the form of intracurricular, extracurricular and projects (Setyowati et al., 2022: 2).

The Strengthening Profile of the Implementation of the Pancasila Student Project is implemented flexibly. The objectives, contents, and learning activities in this project do not have to be tied to targets or intracurricular materials. Educational institutions can collaborate with local and global communities to design and implement this project. Implementation of activities, time for the Pancasila Student Profile Strengthening Project is designed independently, separate from intracurricular activities. (Hamzah et al., 2022). Implementation of the Pancasila Student Profile is an important part of efforts to build character education in schools (Ulandari & Rapita, 2023: 199).

The implementation of the Pancasila Student Profile in shaping the character of student discipline still faces a number of challenges. Differences in students' cultural backgrounds, limited resources at school, and less varied teaching methods often become obstacles in the optimal implementation of these values. Therefore, it is important to investigate how the implementation of the Pancasila Student Profile can effectively help develop student discipline at the elementary school level. In this context, the proposed research is crucial to provide a deeper understanding of how elementary schools, such as SDN 2 Kertanegara, implement Pancasila values in shaping student character.

Previous research has revealed successes and challenges in implementing the Pancasila Student Profile. The importance of integrating character education into the elementary school curriculum (Hartoyo, 2022). Meanwhile, innovation in learning programs is needed to address internal school constraints (Riska Ayu Andini, 2024).

Evaluation of the effectiveness of strategies implemented by schools in this process will provide a more comprehensive picture of the dynamics of character education at the elementary level. By deepening the insights gained from previous research, it is hoped that this research can provide a significant contribution to efforts to improve character education at the elementary education level, as well as provide a strong empirical basis for educational policies that focus on the formation of quality future generations.

Primary School 2 Kertanegara, Purbalingga is one of the schools that has implemented p5 in the dimension of sustainable lifestyle in its application, this school carries out catfish and water spinach cultivation activities, which not only aim to instill students' understanding of environmental sustainability, but also become a means of developing disciplined character.

This activity is designed so that students can practice the theories they have learned in class through real experiences. In its implementation, students are trained to have high discipline in caring for fish and plants through structured activities, such as: determining a routine fish feeding schedule, changing pond water according to schedule to maintain the cleanliness of the cultivation environment, recording the growth of kale as part of the observation-based learning process.

Based on the above phenomenon, the implementation of P5 through catfish and kale cultivation activities at SDN 2 Kertanegara shows great potential in forming students' disciplined character. However, several obstacles are still found, such as the lack of awareness of students regarding the importance of discipline, minimal involvement in carrying out tasks consistently, and learning methods that need to be more varied to increase student involvement.

Catfish farming managed by students is widely carried out in various regions in Indonesia. In SMA Alquran Wahdah Islamiyah and MTs Al-Wahdah Kendari for example, catfish farming is used as a means to train students' independence and skills. The school provides training in the form of crafts and entrepreneurship (Abidin et al. 2021: 191). Planting water spinach is also often used as an activity for students to train entrepreneurship, even to analyze science literacy skills. Students of SDN Cipopokol, Caringin District, Bogor Regency, for example, use water spinach as a learning medium to develop students' understanding of concepts from an early age. Water spinach is considered a simple plant and relevant to the surrounding environment (Sari, Prasetyo, and Yektyastuti 2023).

METHOD

This study uses a qualitative-descriptive approach with a phenomenological method. Because, qualitative research is very suitable to be applied to social problems that are still unclear to reveal hidden meanings through understanding the social interactions that occur (Wardani, 2021). Phenomenology is relevant because the researcher observed how Pancasila values are internalized by students in the context of elementary education at SDN 2 Kertanegara, Purbalingga District, Purbalingga Regency. The phenomenological approach is effective for exploring individuals' direct experiences and understanding the meanings they form towards a phenomenon (Rachman et al., 2024).

This study involved several informants who play important roles in the educational process at the school. The main informants included the principal, a fifth-grade teacher, and five students, categorized as two high-discipline students, two low-discipline students, and one moderate-discipline student, out of a total of 32 fifth-grade students at Kertanegara 2 Elementary School, Purbalingga. Data collection techniques were carried out in an integrated manner to dig up in-depth information about the implementation of the Pancasila Student Profile in developing the character of discipline of grade 5 students at SD Negeri 2 Kertanegara. The main techniques applied include observation of P5 activities, interviews with the principal, teachers and grade 5 students of SD Negeri 2 Kertanegara, and documentation studies.

Data analysis was conducted using the Miles and Huberman model, with the following stages: (1) Data condensation. The data condensation process includes selection, focus, simplification, and transformation of data obtained from field notes. The focus is directed at the research objectives, so that information that is irrelevant or does not show a clear pattern can be filtered. (2) Data presentation (Data Display). Data presentation aims to facilitate understanding of the phenomenon being studied, data is presented in the form of narrative text to provide a more structured picture with triangulation of sources and techniques to validate findings. (3) Drawing conclusions. The conclusions obtained from qualitative research are in the form of new discoveries that were previously unknown. These discoveries can be in the form of descriptions or images of objects that were previously unclear to become clearer.

FINDINGS AND DUSCUSSION

This research was conducted at SD Negeri 2 Kartanegara, Purbalingga. SD Negeri 2 Kertanegara, Purbalingga. This school is one of the schools that has implemented the Pancasila Student Profile Strengthening Project (P5) in the dimension of sustainable lifestyle. Its implementation shows a positive culture related to the implementation of the Pancasila Student Profile, especially in the dimension of discipline in schools. What is popular about this school is that the school carries out catfish cultivation and planting kale. The goal is not only to get results, but also to train students in discipline. This activity is also a form of implementing the Pancasila Student Profile Strengthening Project in daily activities.

P5 activities through catfish and kale cultivation at SDN 2 Kertanegara have succeeded in creating fun learning while instilling the values of discipline and responsibility. The Pancasila Student Profile Strengthening Project (P5) activity with the theme of sustainability not only teaches catfish cultivation and planting kale, but also reflects the real implementation of discipline, cooperation, and responsibility. Most students obey the rules, as seen from the way they maintain the cleanliness of the pond and cultivation tools, and follow the activity procedures in an orderly manner. Even so, there are some who still need to be reminded periodically, especially in terms of punctuality. SDN 2 Kertanegara, Purbalingga, when students in neat uniforms gather around the catfish pond and plant kale.

Their enthusiasm was clearly visible during the catfish feeding. Cheerfully, they took turns taking pellets and sprinkling them into the pond, their eyes sparkling as they watched the agile fish fighting for food. "Come on, don't forget the schedule! We have to feed them in the morning and evening!" exclaimed one of the students while holding the agreed schedule. The majority of students tried to arrive on time and complete their assignments according to

schedule, although some were still late or delayed tasks such as changing the pond water. This shows that time discipline still needs to be practiced.

The activity of planting water spinach was also exciting. With great enthusiasm, they prepared the planting medium, sowed the seeds, and watered them carefully. Some students were seen diligently recording the growth of the water spinach regularly, while others still needed encouragement to be more responsible. This difference in attitude was clearly visible, some were independent in doing assignments, while others were only active when reminded by the teacher.

When it was time to change the pond water, their spirit of cooperation was truly tested. Although it was a bit of a hassle at first, they slowly learned to follow the procedure in an orderly manner. "The water must be changed once a week so the catfish are healthy!" said the teacher. The disciplined students immediately moved quickly, while some others still needed extra guidance. During the activity, the majority were able to maintain their calm and obey instructions, although a few were occasionally tempted to play around.

The involvement in this project was quite high, most actively participated, although some still needed to be specifically invited by the teacher. Time management was also a valuable lesson. Disciplined students were seen to be able to balance schoolwork and projects, especially with parental support. Meanwhile, those who were less disciplined still often postponed work or had difficulty determining priorities.

Their responses to the reprimands were varied. Those who were used to discipline immediately corrected their mistakes with a positive attitude, while others needed a more persuasive approach. However, behind all the dynamics, their joy and pride were unstoppable. "I'm so happy to be able to learn directly like this!" said one of the students with a big smile.

Through this project, the values of the Pancasila Student Profile such as mutual cooperation, independence, and curiosity are truly alive. The P5 activity proves that learning does not have to be confined to the classroom, by carrying out catfish cultivation and planting kale, it is actually a good space to foster discipline and responsibility. Every process, whether it is smooth or still needs to be fixed, is part of an exciting learning adventure.

The majority of students obey the rules and procedures, although some need reminders. Punctuality and responsibility vary, some are disciplined, some delay. Attitudes during activities are generally good although some are still playing. Participation is quite high although some are passive without direction. Time management depends on the level of discipline. Responses to reprimands also vary according to each character.

This research was conducted at SDN 2 Kertanegara, Purbalingga Regency, which is one of the elementary education institutions that has implemented the Pancasila Student Profile Strengthening Project (P5) with the theme of sustainable lifestyle. The implementation of this project shows a significant contribution in the formation of a positive culture in the school environment, especially in the aspects of student discipline and responsibility. As a concrete form of implementing the values of the Pancasila Student Profile, the school integrates catfish cultivation and kale planting activities into the thematic project curriculum.

The activity was designed not only to obtain harvest results, but also as an educational medium that supports the formation of student character. In its implementation, this project has proven to be able to create a fun learning experience while encouraging the internalization of the values of discipline, cooperation, and responsibility. The majority of students showed compliance with the rules and procedures of the activity, such as maintaining the cleanliness of the cultivation pond, using equipment properly, and implementing a consistent fish feeding schedule. High enthusiasm was seen in their active involvement, for example when feeding was carried out in turns and according to the agreed schedule.

However, the implementation of this project also revealed variations in the level of discipline and responsibility among students. Some students still need regular reminders, especially in terms of punctuality and consistency in carrying out tasks such as changing the pond water. Similarly, in the activity of planting kale, although some students showed

independence and perseverance as evidenced by routine recording of plant growth there were still some students who showed dependence on teacher direction..

Maintenance activities, such as changing the pool water and watering the plants, are effective ways to train cooperation and orderliness. Some students are able to demonstrate discipline and responsiveness to teacher instructions, while others still need a persuasive approach and further guidance. Time management is also an important aspect to learn, where students who have high discipline tend to be able to balance project activities and academic obligations, especially with support from parents.

Responses to reprimands also showed a variety of characters. Students with disciplined characters generally responded positively and made immediate improvements, while others needed an interpersonal approach to increase their awareness of responsibility. Nevertheless, overall, the project succeeded in fostering a high spirit of learning and a sense of pride in students.

These findings indicate that the implementation of project-based activities such as catfish cultivation and kale planting within the P5 framework contributes positively to strengthening the values of the Pancasila Student Profile, including mutual cooperation, independence, discipline, and curiosity. This contextual and applied learning opens up a wide space for the development of student character, and proves that character education can be effectively integrated through practical activities outside the classroom. Although there are still challenges in terms of time discipline and responsibility, the dynamics that occur are an integral part of the ongoing character learning process.

The implementation of catfish cultivation and water spinach planting activities in the Pancasila Student Profile Strengthening Project (P5) at SDN 2 Kertanegara clearly demonstrates the implementation of contextual and character-oriented learning principles. This is in line with the thinking (Purnawanto 2022), which states that P5 is a form of holistic, contextual, explorative, and learner-centered learning. The activity is not only designed for harvest results, but more as a medium for forming students' disciplined character through meaningful direct learning experiences.

Theoretically, this project adopts the principle that project-based learning is an effective means of character development, especially discipline. This is reflected in the six main dimensions of the Pancasila Student Profile described by (Meo et al. 2023), where the dimensions of "independent", "mutual cooperation", and "critical thinking" play an important role in instilling discipline and responsibility in students towards the tasks given in the project. For example, students' responsibility to feed the fish in turns and change the pond water on a schedule reflects the internalization of the values of independence and discipline.

Furthermore, the theory of character education put forward by (Ridhahani and Aziza 2023), reinforces that character is formed through a structured and continuous habituation process. In this study, activities such as recording the growth of kale or maintaining the cleanliness of the cultivation pond are concrete forms of habituation that support the internalization of discipline values in students. This shows that teachers at SDN 2 Kertanegara have carried out this function well, through their roles as facilitators and models of discipline.

However, you also note that there are variations in the level of discipline among students, which in the theoretical study has been explained by (Rifki 2022), as something natural because character formation is greatly influenced by family background which influences character formation. However, the P5 project succeeded in reducing this inequality through structured habituation. The lack of awareness and involvement of parents in supporting project activities at home is also in line with the findings, which states that character education in elementary schools requires active support from the family so that the internalization process runs optimally (Wakhudin 2020).

When some students show delays in assignments or dependency on teacher directions, this indicates the need for more varied and personalized learning strategies, in accordance with exploratory and student-centered principles. This also emphasizes the urgency of evaluating project implementation methods to further encourage active involvement and consistent discipline in each individual (Setyowati et al. 2022). On the other hand, discipline

indicators such as compliance with rules, punctuality, responsibility in tasks, and time management and response to warnings have shown a positive trend in general. This supports the view, that these indicators are important benchmarks in assessing the success of character education in schools (Maela et al. 2023).

Thus, character education through P5 can be an integrative and contextual approach in instilling discipline. Schools play an important role as a character education ecosystem that involves all elements, including teachers, students, and parents. The catfish and kale cultivation project is not only a means of learning, but also a vehicle for instilling the values of the Pancasila Student Profile in an applicable manner in the real lives of students.

CONCLUSIONS

In conclusion, the P5 Project provides real-life experiences for students in developing disciplined character through time management, responsibility, and compliance with rules. Although not evenly distributed, the majority of students show positive progress in the aspects of responsibility and participation. The success of P5 implementation is supported by teacher role models, systematic activity structures, the role of the principal, and parental support, but is hampered by the lack of student awareness, diverse family backgrounds, limited facilities, and limited teacher mentoring time. Thus, the effectiveness of P5 in forming disciplined character requires synergy between all stakeholders and support from facilities and an interesting and consistent learning approach. P5 is effective in forming disciplined character if supported by a consistent, collaborative, and real-life experience-based environment. Practical Implications for Other Schools: For P5 to be successful in developing disciplined character, schools need to: (1) Design concrete projects (such as cultivation) that foster responsibility; (2) Make teachers role models of discipline; (3) Actively involve parents; (4) Provide adequate facilities; and (5) Use engaging learning methods. Collaboration between schools, teachers, and parents is key to the success of this program.

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