

## Implementation of The Pancasila Student Profile Strengthening Project as an Effort to Reinforce Student Character at SDN Trans Buleleng, Morowali Regency

Anatriana Rizky, Juraid, Hasdin  
Universitas Tadulako

### ABSTRACT

This study aims to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) as an effort to strengthen the character of students at SDN Trans Buleleng, Morowali Regency. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, in-depth interviews, and documentation. The subjects of the study involved teachers, principals, and students involved in the implementation of the project. The results of the study indicate that the implementation of P5 makes a real contribution to the formation of student character, especially in the dimensions of mutual cooperation, independence, creativity, and critical reasoning. Teachers carry out contextual theme-based projects by involving students in collaborative activities that emphasize the values of Pancasila in an applicable manner in everyday life. However, in the implementation process, several obstacles were still found, such as the lack of training and understanding of teachers regarding the concept and implementation of P5, limited time in integrating project activities into the curriculum, and the less than optimal involvement of parents and the surrounding environment. These obstacles require improvement efforts from various parties so that the implementation of the project can run optimally and sustainably. The conclusion of this study is that the P5 project at SDN Trans Buleleng has had a positive impact on strengthening student character. The success of the program is greatly influenced by the readiness and competence of teachers, support from the principal, and synergy between schools, students, and parents. The implementation of P5 is one of the strategic alternatives in realizing national education goals through a value-based approach.

**Keywords:** *Pancasila Student Profile, character education, value-based projects, elementary school, implementation of P5.*

#### **Corresponding author**

**Name:** Anatriana Rizky

**Email:** [anatrianarizky23@gmail.com](mailto:anatrianarizky23@gmail.com)

## INTRODUCTION

Character education is the main foundation in the formation of a morally, intellectually, and socially complete human being. In the context of national education, character is not only considered as the result of cognitive learning, but also as a process of internalizing the nation's noble values that are reflected in the behavior of students.

Character education aims to build Indonesian people who are noble, independent, and responsible for themselves, society, and the country (Suciati et al., 2023).

Along with the development of the times and the challenges of globalization, character education can no longer be delivered theoretically alone. The impact of the progress of globalization on the character of students is very diverse. On the one hand, globalization provides wider access to information and knowledge through information and communication technology (Maisyaroh et al., 2023). However, on the other hand, this phenomenon also poses challenges in the form of foreign cultural influences that can erode local and national values. This can lead to a shift in values and behavior that are not in line with the character of the nation. Other impacts are easy access to pornographic videos, fights between students at school, drug abuse, bullying and lack of respect for teachers. Globalization changes the character and quality of our education. Globalization often raises new challenges that must be faced by educational institutions, especially in shaping the character of students (Singh, 2019).

Based on the researcher's observations, several problems related to character education at SDN Trans Buleleng often arise. First, there is a lack of tolerance among students towards differences in ethnicity, religion, and culture, which can trigger conflict. For example, in grade 4 of SDN Trans Buleleng, there was a small dispute between students from the Javanese ethnic group (majority Muslim) and students from the Balinese ethnic group (majority Hindu). When the Hindu children were about to take part in morning prayer activities, several Muslim students mocked them by saying, "Is that worshipping a statue?" This caused tension and mutual teasing during recess. Disputes also occurred when students from the Loka ethnic group (local residents) formed their own groups during discussions or group projects. Children from transmigrant families such as Javanese and Balinese felt uninvited or rejected when trying to join. This led to feelings of inferiority and lack of self-confidence, as well as widening the social gap between ethnic groups. Another example that often occurs is in the playground, Balinese children use terms or regional languages that students from outside Bali do not understand. When Javanese or Loka students ask for an explanation, they are mocked because they "don't understand either." This creates a feeling of being left out and triggers arguments that sometimes end in small fights (Wardhani et al., 2022).

In addition, low respect for teachers and friends is also seen, resulting in a less conducive learning atmosphere. Some students engage in negative behavior such as bullying and the use of bad language, as well as displaying aggressive behavior. Discipline is also a problem, where students often ignore school rules, reflecting a lack of responsibility. In addition, minimal student participation in social activities and community service hinders character building and empathy. Lack of moral awareness, where many students do not understand or appreciate the moral and ethical values that should be upheld in everyday life. This shows how important character education is in forming strong personalities and moral values among the younger generation. To address this challenge, the Indonesian government through the Merdeka Curriculum introduced the Pancasila Student Profile

Strengthening Project (P5), which is designed as a means to instill character values through real and collaborative activities in schools (Pratiwi et al., 2023).

The implementation of P5 at the elementary school level is part of the national curriculum transformation that aims to foster students' character and competence holistically. At SDN Trans Buleleng, this project is a strategic effort in instilling core values such as mutual cooperation, independence, and diversity. The implementation of contextual and cross-disciplinary projects allows students to experience a meaningful learning process that reflects real life (Maruti et al., 2023).

The implementation of P5 in elementary schools has been proven to be able to shape students' character when carried out consistently, planned, and participatory by teachers, students, and the school environment (Safitri & Rahim, 2024). In practice, students more easily absorb Pancasila values when learning is directed towards collaborative activities such as social and environmental projects. Furthermore, (Nurdyansyah et al., 2022) showed that the integration of P5 into the Independent Curriculum strengthens students' character through an experience-based approach. The dimensions of the Pancasila Student Profile such as faith and piety, independence, and critical thinking are not only the goals of the curriculum, but also tools to actualize values in real action.

However, implementation challenges remain an important issue. Research by (Suryadi & Wahyudin, 2024) revealed that there are still gaps in teachers' understanding of the role of P5 in strengthening student character, as well as limitations in designing relevant project activities. This indicates the importance of local studies that focus on the context of elementary schools in areas such as SDN Trans Buleleng.

By considering this urgency, the researcher believes that this problem is worthy of further study. So in this case the researcher will conduct a study on Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen the Character of Students at SDN Trans Buleleng.

## **METHOD**

This study uses a qualitative approach with a qualitative descriptive research type. This approach was chosen because it is in accordance with the objectives of the study, namely to understand, describe, and explore the implementation process of the Pancasila Student Profile Strengthening Project (P5) in the real context of elementary school life, especially in strengthening student character through local wisdom themes. According to (Sugiono, 2014) This qualitative descriptive research is relevant to exploring the dynamics of social interaction, school culture, and the role of teachers and students in shaping character through project-based learning. This research process is carried out in stages, starting from data collection, data reduction, data presentation, to drawing conclusions based on verified field findings (Sugiono, 2014).

This research was conducted at SDN Trans Buleleng, Morowali Regency, Central Sulawesi, on February 10–May 10, 2025. The location was chosen purposively because this school has implemented the Pancasila Student Profile Strengthening Project (P5) based on local wisdom, especially the theme of traditional food. The research took place through the

stages of preparation, data collection, analysis, and reporting. The research subjects included the principal, P5 facilitator teachers, grade IV students, and parents/guardians. Informants were selected using *purposive sampling techniques* based on the relevance of the information to the focus of the study. The types of data consisted of primary and secondary data collected through participatory observation, in-depth interviews, and documentation studies. To ensure validity, triangulation of techniques and sources was carried out. Data analysis used the Miles & Huberman interactive model which includes data reduction, data presentation, and drawing conclusions and verification. This process was carried out simultaneously during the research. Data validity test carried out with triangulation (sources, techniques, time), *member checking* (confirmation of results with informants), and extension of researcher participation in the field to strengthen trust and contextual understanding.

Matrix of Qualitative Method Steps and Data Collection Techniques

<b>Qualitative Research Steps</b>	<b>Activity Description</b>	<b>Data collection technique</b>	<b>Instrument</b>
<b>Preparation and Preliminary Study</b>	Initial observations at school to identify the context and determine the focus of the research	Non-participatory observation	Observation sheets, field notes
<b>Determining Research Focus</b>	Determining the focus on the implementation of the P5 project on the theme of local wisdom and emerging character values	Study of curriculum documents and project plans	School work plan document
<b>Field Data Collection</b>	Collecting data from teachers, students, and principals regarding the implementation of the P5 project	Semi-structured interviews, participant observation, documentation	Interview guide, camera, recording
<b>Data Reduction</b>	Filter relevant data, organize thematic categories	Coding and grouping	Data reduction table
<b>Data Presentation</b>	Organize data into narrative and visual formats (tables/graphs)	Compilation of summaries, tables, important quotes	Field notes, MS Word software
<b>Drawing Conclusions</b>	Summarize findings related to the problem formulation	Triangulation of data and sources	Interpretation notes

---

and Verification	and verify them through triangulation.
---------------------	---

---

## RESULTS AND DISCUSSION

### RESULTS

#### 1. Implementation of P5 Project and Character Strengthening

The implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of local wisdom, especially traditional food, is carried out through three main stages: planning, implementation, and evaluation. All of these activities actually develop the character of students in the dimensions of *mutual cooperation* and character values such as cooperation, responsibility, and social concern.

##### a. Planning Stage

At this stage, teachers design curriculum-based projects by integrating character values. Based on the results of interviews and observations:

*"We chose traditional food because it is close to students' lives and can involve families too,"* said the fourth grade teacher in the initial interview (February 11, 2025).

The teacher determines the group division, food themes per group, and the flow of activities. Students are given an initial understanding of the importance of traditional food and the importance of teamwork.

##### b. Implementation Stage

Students work in groups on projects. They conduct simple research, gather materials, practice making food, and document the process.

Observations show:

- 1) Students actively discuss, share assignments, and help each other during practice.
- 2) The teacher facilitates collaboration by providing direction and motivation.

*"I helped my friend prepare the ingredients because she had never cooked before,"* said a student (March 13, 2025).

The value of responsibility is seen from how students complete their respective tasks seriously, and the value of social concern is seen when they share the results of their food with teachers and other students.

##### c. Evaluation and Reflection Stage

At the end of the project, teachers and students reflect together. Students write down their experiences and share the character learning they feel.

*"The children seem more sensitive, more cooperative and helpful to each other. Some even took the initiative to share it with the school canteen,"* said the teacher in the final interview (May 7, 2025).

This activity shows that the project has succeeded in instilling the value of *mutual cooperation* in a concrete way. The students' characters develop not only in an

academic context, but also socially and emotionally, which can be seen from their daily behavior after the project.

**d. Description of Interview and Observation Data**

**Table 1 Interview and Observation Activity Schedule**

Activity	Date
Teacher Initial Interview & Observation	Tuesday, February 11, 2025
Student Initial Interview & Observation	Thursday, February 13, 2025
Principal Initial Interview & Observation	Friday, February 14, 2025
Final Student Interview & Observation	Monday, May 5, 2025
Final Teacher Interview & Observation	Wednesday, May 7, 2025
Principal Final Interview & Observation	Thursday, May 8, 2025

**2. Description of Interview Result Data**

**a. Principal Interview**

Interview Time Before Research: Thursday, February 13, 2025  
 Interview Time After Research: Monday, May 5, 2025

Before the project implementation, the principal said that the value of mutual cooperation is the main foundation for character formation from an early age. He stated:

*“Gotong royong is one of the fundamental values in Indonesian society. I interpret it not only as an activity of working together, but as a process of forming empathy, shared responsibility, and social solidarity from an early age.”*

He acknowledged that the value had begun to grow in SDN Trans Buleleng, although it was not yet evenly distributed. Regarding the project-based approach, he argued:

*“The thematic project-based approach that you have designed through the local wisdom of traditional food, I think is very contextual and profound. We strongly support such efforts.”*

After the project was completed, he assessed that positive changes had occurred:

*“Many students who were initially passive became more active in working together. They appeared to be more helpful to each other, neater in dividing tasks, and more proud of the results of their group work.”*

He also underlined the importance of sustainability:

*“It shouldn’t even be just once a year. We want this project-based approach to be incorporated into the school’s annual program.”*

The researcher can conclude that the principal welcomed the implementation of the project as a medium for strengthening the character of mutual cooperation. He saw a real change in student behavior and recommended the development of similar programs on an ongoing basis.

## **b. Teacher Interview**

Interview Time Before Research: Thursday, February 13, 2025

Interview Time After Research: Monday, May 5, 2025

Before the project began, the teacher conveyed that gotong royong was understood as more than just cooperation, but rather emotional involvement in a learning community: *"Gotong royong is not only cooperation in tasks, but also an attitude of helping each other, respecting differences, and feeling a sense of shared responsibility."*

Teachers acknowledged the challenges:

*"Some students tend to be dominant or passive. Building balance and active roles for each child is quite challenging."*

However, after the project was implemented, significant changes occurred:

*"They are more compact, supportive, and more enthusiastic in working in groups. Even students who are usually passive are starting to dare to take part and complete assignments on time."*

Teachers also become more confident with the project approach:

*"I became more confident in using the project approach. It turned out to be more effective in developing character than just lecturing."*

From this opinion, the teacher feels the real impact of the project on increasing mutual cooperation, responsibility, and social awareness of students. He realizes the effectiveness of direct experience in forming character, and will apply it more often.

## **c. Student Interview (3 Representatives)**

Interview Time Before: Thursday, February 13, 2025

After: Monday, May 5, 2025

### **1) . Anisa Septiani**

**Before :**

*"Gotong royong means helping each other... like making a poster together in a group."*

**After :**

*"Gotong royong is fun and makes the task easier. I help friends who have difficulty preparing materials."*

### **2) Faira Zahra Sula (Pamona)**

**Before :**

*"Mutual cooperation is like working together without being told... for example, crafts from dry leaves."*

**After :**

*"Mutual cooperation makes us know each other and get along. My friend helped me when I had trouble lighting the stove."*

### **3) Putu Ana Sukma Dewi (Bali)**

**Before :**

*"Work together to complete group assignments... share fairly: drawing, writing, etc."*

**After :**

*"Now I prefer teamwork to being alone. I decorate ice packs and help wash equipment."*

It can be concluded that the three students showed significant changes in their understanding and application of the values of mutual cooperation. Previously, they only understood theoretically or contextually. However, after the project, they showed concrete experiences such as sharing tasks, helping friends, and feeling happy working together.

### **3. Descriptive Analysis of Observation Results**

#### **a. Principal's Observation**

Prior to the project implementation, the principal's involvement was still administrative. He/she gave permission for the project activities, but did not provide any direct direction or technical support. The understanding of the character values in the Pancasila Student Profile was conveyed generally in official forums, but had not been strategically linked to project-based learning (Suzetasari et al., 2023). The principal's supervision was also still limited to the early stages of planning, without involvement in the implementation or reflection of activities. In terms of facilities, there was no specific support for facilities or resources to support the project.

After the project was underway, the principal's role changed significantly. He showed open appreciation for the teachers who ran the project, both verbally and in writing. In the school reflection forum, he shared observations about the improvement of students' character, especially in terms of cooperation and caring. In addition, the principal began to develop plans for developing similar projects in other classes as part of the school's annual program. The value of mutual cooperation also began to be included in the themes of routine school activities, such as ceremonies and Clean Friday activities. Finally, the principal provided concrete recommendations for future project implementation, including expanding the themes and involving parents.

The role of the principal has evolved from an administrative supervisor to a reflective and supportive learning leader for the formation of student character. He or she provides reinforcement for the school culture based on Pancasila values and demonstrates a commitment to the sustainability of the program.

#### **b. Teacher Observation**

Before the project was implemented, the teacher's learning strategy was still dominated by conventional methods such as lectures and practice questions (LKS). Opportunities for group work were provided, but were limited and unstructured. The formation of student responsibility was only carried out through assignments, without reflective discussion of individual roles. Values such as social concern were only conveyed in the form of moral messages at the end of learning, not yet integrated into classroom practice. After the project was implemented, the teacher showed improvement in facilitating group dynamics. The teacher not only gave assignments,

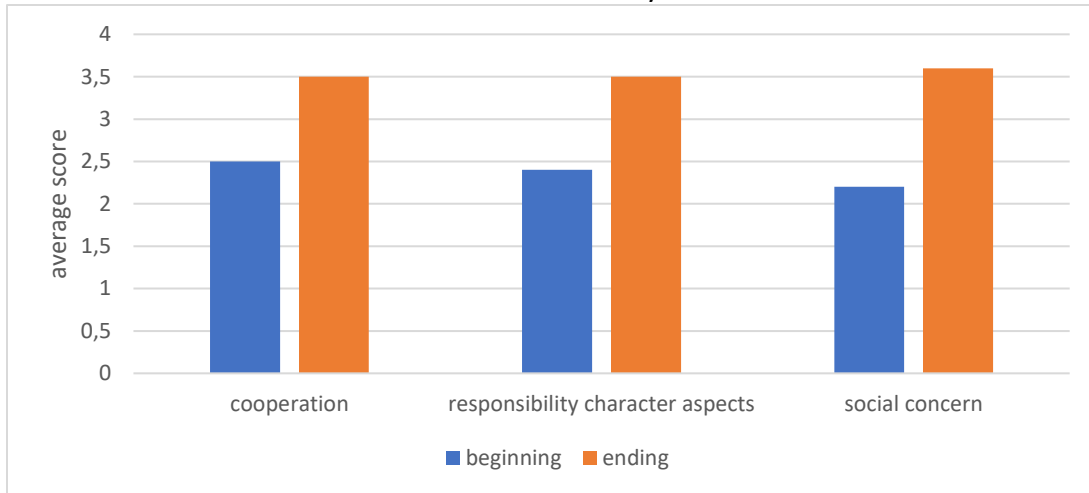
but also guided discussions and divided roles fairly (Ayub et al., 2023). Each individual in the group was evaluated based on their role, and the results were discussed reflectively. The teacher began to give awards to students who showed an attitude of helping each other, and made moments of mutual cooperation part of learning. Project-based learning was carried out in a structured manner with clear stages. At the end of the project, the teacher invited students to reflect on their experiences in the context of the values of mutual cooperation and social responsibility.

The pedagogical transformation of teachers from educators to character facilitators is clearly visible. Teachers have successfully integrated the values of mutual cooperation into meaningful learning, and encouraged students to learn actively and reflectively in real contexts.

### **c. Student Observation**

Observations were conducted on three representative students (Anisa, Faira, and Putu) before and after the project was implemented. Before the project began, the three students tended to show passive interaction patterns. They were involved in group work only when asked, and rarely showed initiative to help friends. Group assignments were done individually, where each focused on their part without strong coordination. In terms of caring, they generally only showed concern when given instructions by the teacher. After the project was implemented, there was a significant change in behavior. The three students became more active in discussions, took roles voluntarily, and managed the division of tasks by considering the abilities of the members. They showed independence in completing tasks and began to show initiative to help friends spontaneously. Some even proposed ideas for additional activities such as sharing project results to the class or teacher's room. Social concern no longer emerged because of orders, but because of the awareness and empathy that grew in the teamwork process (Putri et al., 2023).

**Diagram 1**  
Comparison of Average Scores of Student Character Aspects at the Beginning and End of the Study



The implementation of the project successfully developed aspects of students' character in real terms. There was a transition from passive behavior to collaborative, responsible, and caring attitudes. The values of mutual cooperation were not only understood in theory, but were lived in their daily lives during the activities.

From the three parties involved (principal, teachers, and students), it can be concluded that the implementation of the Pancasila Student Profile strengthening project has a significant impact on changes in behavior, roles, and character values in the context of elementary schools. All parties showed an increase in active roles in fostering a culture of mutual cooperation as part of character education. This shows that the local wisdom-based project approach is not only culturally relevant, but also pedagogically effective.

## DISCUSSION

Based on the results of interviews and observations with the principal, teachers, and students, it can be concluded that the implementation of the local wisdom-based project on traditional food has a positive impact on the formation of mutual cooperation characters at SDN Trans Buleleng. Before the project was implemented, an understanding of the value of mutual cooperation already existed, but was still limited to the conceptual level and had not been fully internalized in learning practices or school life. The principal, for example, had understood the importance of mutual cooperation as a foundation for character education, but his active role was still administrative. Only after the project was implemented did he begin to demonstrate reflective leadership by providing real support, such as compiling program follow-ups and incorporating mutual cooperation values into the school culture. This shows that the project succeeded in inspiring school leaders to make

Pancasila values the basis for policy and strengthening school culture, in line with the concept of transformational leadership in education (Hamzah et al., 2022).

After the project was implemented, teachers were more active in guiding group dynamics, evaluating individual student roles, and rewarding cooperative behavior. Teachers also began to reflect on students' shared values at the end of the learning process. This transformation shows that project-based learning is able to change teachers from mere teachers to facilitators of student character formation, as emphasized in the *Project-Based Learning (PjBL) approach* (Maruti et al., 2023).

On the student side, changes are also very real. Interviews showed that before the project, students interpreted gotong royong as technical cooperation that was limited to dividing tasks. Observations also showed that they were passive, helped only when asked, and focused more on individual tasks. However, after the project, students began to show active behavior: they discussed, took roles with initiative, helped friends spontaneously, and showed empathy in groups. This project provided real experience for students to practice the values of gotong royong in an authentic and meaningful social context. This strengthens the theory of experiential learning-based character education, which states that character is formed through habituation in real activities. In addition, students' experiences in the project also integrated affective, cognitive, and psychomotor aspects simultaneously. They not only understood the meaning of gotong royong, but also experienced, felt, and applied it. The results of observations showed that attitudes of helping each other, social concern, and responsibility increased along with their involvement in the project (Piesesa & Camellia, 2023).

Thus, it can be concluded that the implementation of local wisdom-based projects as an implementation of the values of the Pancasila Student Profile has proven effective in forming students' characters holistically. This project encourages transformation at all levels: school leaders become cultural facilitators, teachers become active character educators, and students become actors of Pancasila values in real action. This proves that character education is not enough to be delivered, but must be experienced, felt, and lived sustainably in daily learning.

## **CONCLUSION**

The implementation of the Pancasila Student Profile strengthening project at SDN Trans Buleleng was carried out through project-based learning activities with the theme of local wisdom of traditional food. This activity is a concrete medium for students to foster character values, especially the dimensions of *mutual cooperation*, *responsibility*, and *social concern*. This project involves students in active group work, encourages participation and collaboration between participants, and builds empathy through real experiences. The project also succeeded in changing the mindset and role of teachers from instructional to facilitative, as well as increasing the principal's commitment to supporting sustainable character learning. Thus, this project has proven to be an effective approach in strengthening students' character contextually and applicatively, in accordance with the values in the Pancasila Student Profile.

In the implementation of the project, several obstacles were found both from technical and non-technical aspects. In the early stages, the main obstacle was the limited experience of teachers in implementing project-based learning. Teachers were not yet accustomed to the individual role evaluation system in groups and tended to return to the lecture pattern.

From the principal's side, initial support was not optimal, limited to granting permission without operational direction or provision of facilities. On the student side, initially there was still a passive and individualistic attitude in group work, and collective awareness of the value of mutual cooperation had not yet grown. However, these obstacles were successfully minimized along with the project implementation process which was carried out sustainably and reflectively. With consistent mentoring and habituation of values, students, teachers, and principals gradually experienced positive changes in attitudes, understanding, and practice of character values.

## REFERENCES

- Ayub, S., Rokhmat, J., Busyairi, A., & Tsuraya, D. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Sebagai Upaya Menumbuhkan Jiwa Kewirausahaan. *Jurnal Ilmiah Profesi Pendidikan*. <https://doi.org/10.29303/jipp.v8i1b.1373>
- Hamzah, M. R., Mujiwati, Y., Khamdi, I. M., Usman, M. I., & Abidin, M. Z. (2022). Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik. *JURNAL JENDELA PENDIDIKAN*. <https://doi.org/10.57008/jjp.v2i04.309>
- Maisyaroh, M., Untari, S., Chusniyah, T., Adha, M. A., Prestiadi, D., & Ariyanti, N. S. (2023). Strengthening character education planning based on Pancasila value in the international class program. *International Journal of Evaluation and Research in Education*. <https://doi.org/10.11591/ijere.v12i1.24161>
- 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*. <https://doi.org/10.31764/am.v2i2.13098>
- Nurdyansyah, F., Muflihati, I., Muliani Dwi Ujianti, R., Novita, M., Kusumo, H., . M., & Charles Ryan, J. (2022). Indonesian Character Building Strategy: Planning the Pancasila Student Profile Strengthening Project in Kurikulum Merdeka. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v7i19.12456>
- Piesesa, M. S. L., & Camellia, C. (2023). Desain Proyek Penguatan Profil Pelajar Pancasila untuk Menanamkan Nilai Karakter Mandiri, Kreatif dan Gotong-Royong. *Jurnal Moral Kemasyarakatan*. <https://doi.org/10.21067/jmk.v8i1.8260>
- Pratiwi, E. Y. R., Asmarani, R., Sundana, L., Rochmania, D. D., Susilo, C. Z., & Dwinata, A. (2023). Analisis Implementasi Kurikulum Merdeka Belajar terhadap Pemahaman P5 bagi Siswa Sekolah Dasar. *Jurnal Basicedu*. <https://doi.org/10.31004/basicedu.v7i2.4998>
- Putri, Y. D. S., Khaerunisah, A., Astuti, D., Septiana, S., Alfiani, T., Fakhiroh, Z., & Febrianti, A. A. (2023). Implementation of the Pancasila Student Profile Strengthening Project (P5) in Elementary School. *Journal of Education and Teacher Training Innovation*.

- <https://doi.org/10.61227/jetti.v1i1.3>
- Safitri, R. E., & Rahim, A. (2024). IMPLEMENTASI P5 (PROJEK PENGUATAN PROFIL PELAJAR PANCASILA) PADA KURIKULUM MERDEKA BELAJAR DALAM PEMBELAJARAN ILMU PENGETAHUAN ALAM. *Kwangsan: Jurnal Teknologi Pendidikan*. <https://doi.org/10.31800/jtp.kw.v11n2.p616--624>
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*. <https://doi.org/10.21831/jss.v15i1.25226>
- Suciati, I., Idrus, I., Hajerina, H., Taha, N., & Wahyuni, D. S. (2023). Character and moral education based learning in students' character development. *International Journal of Evaluation and Research in Education*. <https://doi.org/10.11591/ijere.v12i3.25122>
- Sugiono, P. D. (2014). Metode penelitian pendidikan pendekatan kuantitatif.pdf. In *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*.
- Suryadi, T., & Wahyudin, D. (2024). Analisis Persepsi Guru Sekolah Dasar terhadap Proyek Penguatan Profil Pelajar Pancasila di Kabupaten Sumedang. *Ideguru: Jurnal Karya Ilmiah Guru*. <https://doi.org/10.51169/ideguru.v9i2.860>
- Suzetasari, M. V., Hidayati, D., & Zakiyah, R. H. (2023). Manajemen Pendidikan Program P5 Dalam Kurikulum Merdeka Belajar. *Jurnal Basicedu*. <https://doi.org/10.31004/basicedu.v7i5.6106>
- Wardhani, N. K. S. K., Mahendradhani, G. A. A. R., & Putra, K. E. (2022). Cultivating elementary school students' characters through Neo-Humanistic Education. *Kasetsart Journal of Social Sciences*. <https://doi.org/10.34044/j.kjss.2022.43.2.08>