

## PROBLEMS IN IMPLEMENTING THE PROJECT TO STRENGTHEN THE STUDENT PROFILE OF PANCASILA IN THE PERSPECTIVE OF ISLAMIC EDUCATION

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**Abstract:** The Pancasila Student Profile Strengthening Project aims to shape the character of students according to the values of Pancasila which are in harmony with Islamic teachings in building noble people. However, its implementation faces various problems. This research analyzes these problems at Tanggulangin Junior High School and Muhammadiyah Porong Junior High School with descriptive qualitative method, using observation, interview, and documentation. The research subjects consisted of principals, teachers, and students involved in the project activities. The results showed several obstacles, such as uneven student participation, limited teaching staff, lack of socialization, and financing issues. From an Islamic perspective, character building is in line with the concept of tarbiyah, which emphasizes morals, manners, and the integration of knowledge and faith. Islam emphasizes the importance of educators as role models (murabbi), Islamic environments, and learning methods that are in accordance with human nature. To make this project more effective, the integration of Islamic values in the education process needs to be strengthened in order to create insan kamil (complete human being). This research is expected to provide recommendations for schools in optimizing the implementation of the project to have a more positive impact on holistic student character building.

**Keywords:** Pancasila Student Profile, Character, Islamic Education

**Abstract:** The Pancasila Student Profile Strengthening Project aims to shape students' character in accordance with the values of Pancasila, which are in line with Islamic teachings in building individuals with noble character. However, its implementation faces various problems. This study analyzes these problems at SMPN 1 Tanggulangin and SMP Muhammadiyah Porong using descriptive qualitative methods, including observation, interviews, and documentation. The research subjects consisted of principals, teachers, and students involved in the project activities. The results showed several obstacles, such as uneven student participation, limited teaching staff, lack of socialization, and financial problems. From an Islamic perspective, character building is in line with the concept of tarbiyah, which emphasizes morals, manners, and the integration of knowledge and faith. Islam emphasizes the importance of educators as role models (murabbi), an Islamic environment, and learning methods that are in accordance with human nature. To make this project more effective, the integration of Islamic values in the educational process needs to be strengthened in order to create a perfect human being. This study is expected to provide recommendations for schools in optimizing the implementation of the project so that it has a more positive impact on the holistic character building of students.

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## INTRUDUCTION

Education plays an important role in human life. Education is an effort to create a learning environment where students can improve their ability to have spiritual strength, intelligence, personality, good moral values, skills needed for themselves and society (Trisna et al., 2013). Education is expected to bring change and progress for all Indonesian citizens, ensuring everyone has the same right to education (Putri & Astutik, 2023). By giving them the opportunity to realize their potential, become better individuals, and actively participate in society, education can be used as an effective tool to improve the quality of life and progress of the nation (Anggelia et al., 2022). Thus, education plays an important role in the era of increasingly advanced technology. A good education will make people able to adapt to technological and environmental changes (Nindiasari, 2022). Therefore, education in Indonesia must be able to engage positively with technological advances in the era of the industrial revolution 5.0 (F. Amelia & Ritonga, 2024). The Indonesian government has made various efforts to improve the quality of education, one of which is changing the curriculum (Nuriah et al., 2024). The curriculum must be adapted to the circumstances of each school, taking into account the needs and growth stages of students.

The curriculum implemented in Indonesia is the Merdeka Curriculum Learning (Syamsiah & Haryanto, 2024). This curriculum is an idea that gives teachers and students the freedom to choose their

learning methods (Yuliastuti, 2022). It aims to make learning more flexible, innovative and relevant to the needs of each student's potential. The government also provides various resources and training to help teachers implement it effectively. The focus of independent learning is to build character in line with Indonesian culture and prepare Indonesian generations to face the challenges of the world (L. Amelia et al., 2024).

The Merdeka curriculum has two main activities. First is intracurricular learning, which is centered on knowledge and skills, second is the project program of strengthening the Pancasila learner profile, which concentrates on the character and values of Pancasila in students (Maruti et al., 2023). The Pancasila Learner Profile Strengthening Project was released by the Ministry of Education, Culture, Research, and Technology in response to the education crisis in Indonesia. The aim of the initiative is to improve the quality of education and equalize access to education across the country. As the Ministry of Education and Culture revealed in 2021, the quality of learning has not improved in recent years. Moreover, the problem has become even more difficult during the Covid-19 pandemic. Learners experience learning loss or loss of skills they have previously acquired, difficulty completing lessons at grade level, learning disparities in human resources and access to online learning (Danastri Putri Wardani, 2024). Therefore, the Pancasila Learner Profile Strengthening Project is expected to improve the quality of education by strengthening students' understanding of academic subjects as well

as building character and skills needed to contribute positively in society. Thus, the Pancasila Learner Profile Strengthening Project serves as a tool to improve the quality of education and also to prepare students to become qualified individuals who are able to face changes or challenges in the future.

The Pancasila Learner Profile Strengthening Project describes the skills and personality that every Indonesian learner must develop in order to influence the direction of the Ministry of Education and Culture which focuses on students (Intania et al., 2023). Thus, an educational institution can use this policy to realize and implement the Pancasila Learner Profile Strengthening Project together with the community or the world of work to improve the achievement of competencies and characters based on the Pancasila Learner Profile and Graduate Competency Standards (Asiati & Hasanah, 2022).

Ki Hajar Dewantara also supports this, saying that it is important for students to learn outside the classroom so that they not only gain knowledge but also experience (Ulandari & Dwi, 2023). This idea implies that it is not enough for students to learn in the classroom. However, students should be able to apply their knowledge in the real world, where they can interact with the surrounding environment. Learning approaches that connect students to the real world help them apply knowledge, improve understanding, foster greater interest in learning, and increase their concern for the surrounding environment (Jumrawarsi & et al., 2023).

The Pancasila Student Profile Strengthening Project in the Implementation of the Merdeka Curriculum has a close relationship with Islamic education, especially in shaping the character of students based on Islamic values. One of the main dimensions in the project to strengthen the profile of Pancasila students is faith, fear of God Almighty, and noble character, which is in line with the objectives of Islamic education in forming individuals who have strong faith, carry out Islamic teachings consistently, and behave in accordance with Islamic morals. In addition, the concept of *gotong royong* in the Pancasila Student Profile Strengthening Project is also in line with the value of *ukhuwah Islamiyah* which teaches the importance of cooperation and solidarity in social life. The principle of independence in the Pancasila Student Profile Strengthening Project can be linked to the concept of *mujahadah* in Islam, which is the spirit of trying and not depending on others. The dimension of critical and creative thinking in the Pancasila Student Profile Strengthening Project also reflects Islamic teachings which emphasize the importance of science and *ijtihad* in understanding and solving various life problems in accordance with the guidance of the Qur'an and Hadith. (Winanti et al., 2018).

The success of the Pancasila Learner Profile Strengthening Project in the Merdeka Curriculum is highly dependent on the synergy between school principals, educators, students, infrastructure, and the school environment. The principal is responsible for supervision and assessment, while educators act as learning facilitators.

Learners as the main subject of the Pancasila Learner Profile Strengthening Project require optimal support from infrastructure and a conducive school environment (Maula & Rifqi, 2023). However, at SMPN 1 Tanggulangin and SMP Muhammadiyah 4 Porong, the implementation of the Pancasila Learner Profile Strengthening Project faces various obstacles that hinder its effectiveness (Haq et al., 2024). Teachers experience difficulties due to lack of guidance from external partners in running an interesting and effective project (Octavia et al., 2024). In addition, students' lack of understanding of the concept of the Pancasila Learner Profile Strengthening Project, budget limitations, lack of mentor teachers, lack of parental support, and inadequate infrastructure are the main challenges in these two schools. At the junior high school level, including at SMPN 1 Tanggulangin and SMP Muhammadiyah 4 Porong, there are often misconceptions in the implementation of the Pancasila Learner Profile Strengthening Project, and even excessive organization of activities that obscure the main objectives of the project.

Several studies have addressed the problematic implementation of the Pancasila Student Profile Strengthening Project (L. Amelia et al., 2024) examines the concept, objectives, implementation, and challenges and support of the Pancasila Student Profile Strengthening Project in elementary schools (Octavia et al., 2024) examines the obstacles to the implementation of the Pancasila Student Profile Strengthening Project at SMPN 9 Pontianak City, including problems and supporting factors. Akhsan (2024)

highlighted various obstacles in the implementation of the Pancasila Learner Profile Strengthening Project at MI Walisongo Podo Kedungwuni, such as lack of teacher cooperation, difficulty in preparing modules, and low student conduciveness. In general, the problems of the Pancasila Student Profile Strengthening Project include teacher understanding, limited support, and environmental factors that hinder its effectiveness.

Looking at the previous research shows that the researcher concentrated on the challenges in implementing the Pancasila Learner Profile Strengthening Project in Primary Schools, SMPN 9 Pontianak City, and MI Walisongo Podo Kedungwuni. The results may not be the same for schools in other places with different conditions. Therefore, research at SMPN 1 Tnggulangin and SMP Muhammadiyah Porong in one of the districts in East Java that have implemented the Pancasila Learner Profile Strengthening Project in the Merdeka curriculum is very important to find out the problems faced in these schools and to expand understanding of the problems that may also occur in other schools with similar conditions.

Based on the above problems, researchers raised issues related to how the problematic implementation of the Pancasila Student Profile Strengthening Project at SMPN 1 Tanggulangin and SMP Muhammadiyah 4 Porong. This research aims to provide a clear picture of the problems that arise when implementing the Pancasila Student Profile Strengthening Project at SMPN 1 Tanggulangin and SMP

Muhammadiyah Porong in one of the districts in East Java. It is hoped that this research can be used as an evaluation material for the implementation of the Pancasila Student Profile Strengthening Project in the school and can be used as a guide for other schools in implementing the same program.

## **METHOD**

This research was conducted using a descriptive qualitative approach that aims to analyze the problems in the implementation of the Pancasila Student Profile Strengthening Project at SMPN Tanggulangin and SMP Muhammadiyah Porong. This approach allows researchers to explore in depth the various obstacles that arise in the implementation of the program and explore how Islamic values can be integrated to strengthen student character building.

Data in this study were obtained through observation, interviews, and documentation. Observations were conducted directly in both schools to see how the Pancasila Learner Profile Strengthening Project was implemented, the extent of student involvement, and the challenges faced in the learning process. Interviews were conducted with principals, teachers, and students as research subjects. Principals provided perspectives on the policies and strategies implemented in managing the program, teachers shared their experiences and obstacles in integrating Pancasila and Islamic values in learning, while learners shared their experiences and factors that influenced their participation in

the Pancasila Learner Profile Strengthening Project activities. In addition, documentation including school policies, curriculum, evaluation reports, and activity notes were also used to strengthen the research findings.

The collected data were analyzed using the Miles, Huberman, and Saldana analytical model, which involves three main stages. The first stage is data condensation, where the data obtained is grouped, simplified, and eliminated if it is not relevant to the research focus. Furthermore, the condensed data is presented in the form of descriptive narratives, tables, or diagrams to make it easier to understand and analyze further. The last stage is conclusion drawing, where in-depth analysis is conducted to identify patterns, relationships, and provide a clearer understanding of the problematic implementation of the Pancasila Student Profile Strengthening Project in the two schools. The conclusions obtained not only explain the challenges faced in the implementation of the program but also offer solutions by emphasizing the importance of the integration of Islamic values in student character building.

To ensure data validity, this research applies triangulation of techniques and sources. By comparing the results of observations, interviews, and documentation, this research ensures that the data collected can be trusted and provide an accurate description of the phenomenon under study. With this systematic approach, the research is expected to provide recommendations that can help schools in optimizing the implementation of the Pancasila Student Profile Strengthening Project to be more

effective in shaping student character in accordance with Pancasila values that are in harmony with Islamic teachings.

## RESULT AND DISCUSSION

### Implementation of the Pancasila Student Profile Strengthening Project themed Voice of Democracy at SMPN 1 Tanggulangin

The implementation of the Pancasila Student Profile Strengthening Project at SMPN 1 Tanggulangin went well through the *Surat.In* (Voice of the People) activity which carries the theme *Voice of Democracy*. This activity took place on 7-12 October 2024 and focused on the election of the Head of the intra-school student organization as a form of democratic practice in the school environment. This program aims to strengthen students' understanding of their rights and obligations as citizens, train critical thinking skills, and foster a spirit of cooperation and gotong royong, in line with Islamic values that emphasize justice ('*adl*), deliberation (*shura*), and social care (*ukhuwah*). Prior to the implementation of the Pancasila Learner Profile Strengthening Project, each homeroom teacher was appointed as a facilitator to support this activity, and a Pancasila Learner Profile Strengthening Project coordinator team also formed consisting of several teachers. All teachers or facilitators of the Pancasila Learner Profile Strengthening Project are given socialization related to the implementation of the program so that they have the same understanding of the objectives and mechanism of activities so that activities are carried out smoothly and in

line with the dimensions of the Pancasila Learner Profile.

All students were actively involved in the election process by performing various important roles. They were divided into several groups, such as the General Election Commission, the Voting Committee, the Election Supervisory Board, and the candidates' campaign and success teams. The electoral commission and the voting committee managed to systematically arrange the election rules and devices, while the campaign team and the success team organized the campaign strategy and candidate debates effectively. Enthusiasm was also seen from students who acted as voters, where they exercised their voting rights independently and responsibly.

As part of this activity, each class contributed by making a ballot box, which was later used as a voting booth and a place for voting results. This activity not only trained students' creativity, but also strengthened their sense of community in working together to make the election a success. In addition, a democracy seminar featuring members of the electoral commission and members of the local parliament in Sidoarjo gave students an in-depth insight into the importance of political participation and electoral governance at the local and national levels.

Various other interesting activities also complemented this activity. Candidate debates and campaigns were dynamic and involved students and teachers, giving students first-hand experience of arguing and expressing opinions democratically. *The Democracy Gymnastics* activity was also an

important part, because besides being fun, this activity increases team cohesiveness and instills democratic values. The process of voting, counting, and recapitulation of votes was carried out transparently and fairly with close supervision from the school's Bawaslu. This ensures that the election results have high integrity. Surat.In activities are designed with reference to the dimensions of the Pancasila Student Profile, namely: Believing, Fearing God Almighty, and Having Noble Character: Students learn to respect differences and prioritize equality in the democratic process, Gotong Royong: Collaboration between students in organizing democratic party activities shows an increase in cooperation skills, Critical Reasoning: Decision-making and information analysis during campaigns and candidate debates hone students' critical thinking skills.

The program aims to strengthen students' understanding of their rights and obligations as citizens, train critical thinking skills, as well as foster a spirit of cooperation and gotong royong, in line with Islamic values that emphasize justice ('adl), deliberation (*shura*), and social care (*ukhuwah*). This activity also reflects the teachings of Islam which teaches the importance of building harmony and shared prosperity in social life.

The results showed that the implementation of the Pancasila Student Profile Strengthening Project at SMP 1 Tanggulangin through Surat.In activities was effective and achieved the designed objectives. The program succeeded in equipping students with real experiences in understanding the principles of democracy as

well as training essential skills such as communication, cooperation, and leadership. This finding is in line with constructivist learning theory that emphasizes the importance of direct experience in building understanding and skills (Piaget, 1950; Vygotsky, 1978). In addition, the concept of experiential learning (Kolb, 1984) also supports that experiential learning can improve students' understanding more deeply and sustainably. Thus, this activity contributes to forming a young generation that is critical, characterized, and ready to play an active role in the life of society and the state.

### **Problematics of the Implementation of the Pancasila Student Profile Strengthening Project at SMPN 1 Tanggulangin**

The results of interviews with the coordinator team of the Pancasila Learner Profile Strengthening Project" and the principal and students of SMPN 1 Tanggulangin in accordance with the prepared question instruments. This research succeeded in extracting various information from the coordinator team of the Pancasila Learner Profile Strengthening Project, the principal, and students of grades VII, VIII, and IX at SMPN 1 Tanggulangin in one of the districts in East Java. The results reveal a number of problems that arise in the implementation of the Pancasila Student Profile Strengthening Project with the theme of Voice of Democracy.

There are several obstacles in the implementation of the Pancasila Student Profile Strengthening Project. First, student participation has been uneven, with many

showing apathy or boredom (Kurniawan & Wijarnako, 2023). Efforts to increase engagement are needed so that all students actively participate.

Secondly, adjusting the time of attendance of officials, such as the KPU and DPRD, was a challenge because sudden invitees could not attend according to the specified schedule. Third, the difficulty of mobilizing the core team hampered coordination, especially in unifying the schedule and ensuring the active involvement of all parties.

Fourth, the distribution of tasks is uneven. Some students felt that the task was only assigned to a handful of people, while others contributed less. This creates inequality in group work.

Fifth, the procurement of election equipment, such as ballot boxes and voting booths, was an obstacle due to limited preparation time. Sixth, the lack of guidance from the accompanying teacher caused students to feel confused in carrying out their roles. Clearer directions are needed so that students are more directed and effective.

Seventh, difficulties with public speaking and understanding certain roles, such as being a member of Bawaslu or PPS, were also a challenge. Some students felt insecure or confused about their tasks.

Overall, these constraints indicate the need for thoughtful strategies, such as equitable division of roles, increased teacher guidance, and more flexible schedule adjustments, in order to optimize the implementation of the Pancasila Student Profile Strengthening Project. (Kurniawan & Wijarnako, 2023).

### **Implementation of the Project on Strengthening the Profile of Pancasila Theme Students at SMP Muhammadiyah Porong**

The results of research in the field of the implementation of the Pancasila Student Profile Strengthening Project at SMP Muhammadiyah Porong with the theme Voice of Democracy is a strategic step to integrate Islamic values, nationalism, and 21st century skills in education. This project focuses on the election of the Chairperson of the Muhammadiyah Student Association for the 2024-2025 period as a means of learning democracy based on Islamic values and global diversity (Ningsih & Bakhri, 2024). The purpose and benefit of the implementation of this project is to increase students' understanding of the democratic process based on noble morals and diversity. In addition, this project aims to train students to think critically, make decisions based on data, and foster a spirit of togetherness in diversity. With direct experience in an honest, fair, and transparent election process, students are expected to develop leadership, courage, and responsibility. The implementation of the Pancasila Student Profile Strengthening Project at SMP Muhammadiyah Porong is systematically designed through the stages of introduction, contextualization, action, reflection, and follow-up, all of which reflect the principles of deliberation and justice in Islam. In the introduction stage, students are introduced to the concept of democracy through discussions of democratic values in Islam, such as *shura* (deliberation) and *'adl* (justice). Contextualization involves group



discussions to develop criteria for ideal leaders, in line with the principles of leadership in Islam that emphasize trustworthiness and competence. The voting process is carried out with a system that emphasizes the quality of the leader rather than just the number of supporters, reflecting the principle of meritocracy in Islam. After the election, students reflect on their experience and understand the importance of fairness and responsibility in leadership. Follow-up is done by mentoring the elected leader and periodic evaluations, ensuring that the mandate is carried out properly. Thus, this activity not only teaches democracy as a system of government, but also as a value that is in line with Islamic teachings in shaping fair and responsible leaders.

### **Problematics of the Implementation of the Pancasila Student Profile Strengthening Project at SMP Muhammadiyah Porong**

In the Indonesian education system, the Pancasila Learner Profile Strengthening Project has been implemented. The aim is to shape students' attitudes and characters according to Pancasila by incorporating these values into learning activities (Febriyanti & Nadlif, 2024). However, its implementation is still not ideal as some students do not understand its implementation. Based on interviews with the principal, coordinator of the Pancasila Student Profile Strengthening Project, and several students in grades VII, VIII, and IX, researchers at SMP Muhammadiyah Porong in one of the districts in East Java found several problems (Istikomah et al., 2020) . Problems in the implementation of the Pancasila Student

Profile Strengthening Project at SMP Muhammadiyah Porong include several aspects, including the limited capacity of teaching staff which affects the quality of learning, as well as the lack of active student involvement due to the lack of socialization regarding the implementation of the program. Other challenges are financing and over-budgeting, which often burden students and parents, as well as limited facilities that hamper the smooth running of various projects. In addition, the less-than-real selection atmosphere meant that the selection process did not fully showcase candidates' individual abilities, while inefficient time allocation resulted in some activities being delayed. Reliance on grade 9 students was also an obstacle, as grade 7 and 8 students lacked confidence in taking initiatives. On the other hand, the disrupted allocation of learning time had an impact on core lessons. However, in an Islamic context, these constraints can be addressed with values such as *ihsan* (doing good to the maximum), *ukhuwah* (brotherhood) and *ta'awun* (helping). Limited teaching staff can be overcome with the spirit of sharing knowledge and continuous coaching, while the lack of student participation can be overcome by instilling a sense of responsibility and justice as taught in Islam. The principle of deliberation can also be applied in managing limited facilities and budgets so that decisions made remain fair and beneficial for all parties. By embedding Islamic values in educational practices, the obstacles that arise can be used as lessons to improve the quality of learning and shape the character of students who are more

independent, responsible and ready to face challenges.

## CONCLUSION

This research reveals that the implementation of the Pancasila Student Profile Strengthening Project with the theme Voice of Democracy at SMPN 1 Tanggulangin and SMP Muhammadiyah Porong faces various challenges. The implementation of the Pancasila Student Profile Strengthening Project through Surat. In activities at SMPN 1 Tanggulangin went quite well, with active participation of students in the democratic process that provides real experience of the rights and obligations as citizens as well as critical thinking skills, cooperation, and leadership. However, there are obstacles such as uneven student participation, unfair division of tasks, and lack of teacher guidance. At SMP Muhammadiyah Porong, the Pancasila Student Profile Strengthening Project seeks to integrate democratic, national and Islamic values, but is constrained by limited teaching staff, low student involvement, financing issues and a less authentic election atmosphere. Despite clear instructions from the Education Office, the implementation of the Pancasila Learner Profile Strengthening Project is still hampered by the lack of preparation of schools, which often only fulfill administrative obligations without meaningful innovation. Some schools run the Pancasila Learner Profile Strengthening Project formally without a structured approach, while evaluation from the education office also remains minimal, leaving schools lacking feedback for

program improvement. As a result, much of the potential in the Pancasila Learner Profile Strengthening Project has not been optimally utilized.

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