

The Role of the Teacher in Implementing the Project to Strengthen the Profile of Pancasila Students

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Abstract: This research aims to describe and determine the role of teachers in implementing the Project for Strengthening the Profile of Pancasila Students at SMA Negeri 1 BaNyausin III. Data collection tools use interviews, documentation, observation, and literature review methods. Data analysis uses descriptive qualitative analysis with stages of data collection, data reduction, data presentation, and conclusion drawing. The research results stated that. The teacher's role in implementing the Pancasila Student Profile Strengthening Project at SMA Negeri 1 Banyuasin III is to be a student guide, and facilitator and design activities based on the character values of the Pancasila Student Profile. Implementation of the Project for Strengthening the Profile of Pancasila Students. The obstacles faced are limited resources, lack of support and understanding as well as lack of student participation in the Project for Strengthening the Pancasila Student Profile. The solution to several obstacles is the efficient use of resources and improving communication and understanding with all stakeholders, including teachers, students, parents, and the community.

Keywords: Pancasila Student Profile, P5 (Pancasila Student Profile Strengthening Project), Teacher's Role

A. Introduction

Education is an important part of all aspects of life, both personal and social. Through education, every individual can develop intellectual abilities and form good character to improve human resources in national and state life, as well as increasingly complex global challenges. A key factor in determining a country's success in terms of its human resource quality is its character. When it comes to the goals of national education, Law No. 20 of 2003 concerning the National Education System Chapter II Article 3 states that the purpose of national education is to cultivate the potential of students to become human beings who believe in and are devoted to God Almighty, with noble character, who are healthy, knowledgeable, capable, creative, independent, and who grow up to be democratic and responsible citizens.

Thus, there is a need for educational establishments that can provide a comprehensive education that balances students' intellectual growth and character development. The government is still implementing several programs to meet these educational objectives, including improving the curriculum's Merdeka, enhancing the Pancasila student profile, and refining the orientation of independent learning education (Sulastri et al., 2022). Creating the Pancasila Student Profile is one way that Indonesia is trying to improve character education. The government is attempting to develop Indonesian students' character with this initiative. Nadiem Anwar Makarim conveyed the Vision and Mission of the Ministry of Education and Culture, one of which is realizing Pancasila Students through the Project for Strengthening the Profile of Pancasila Students. This is explained in Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. In 1978 there was MPR Decree No. II/MPR/1978 concerning Guidelines for the Appreciation and Practice of Pancasila (Ekaprasetya Pancakarsa).

One essential component of implementing the Curriculum merdeka is the Project for Strengthening the Pancasila Student Profile. The goal of the Strengthening Pancasila Student Profile Project is to produce Pancasila students who can act in a way consistent with the ideals of the Pancasila, which include independence, global variety, faith and devotion to God Almighty, critical thinking, and creativity. The implementation of the Curriculum merdeka through the Project for Strengthening the Pancasila Student Profile is special because its implementation is not integrated into the learning of each subject but has a special portion in each subject hour allocation which allows students to develop their knowledge and skills, and attitudes competencies by learning from friends they, teachers, even local community leaders in analyzing hot issues occurring in the surrounding environment (Tumembouw, 2023). Through school cultural activities, extracurricular activities, projects, and extracurriculars, the Curriculum merdeka in the Pancasila Student Profile program seeks to strengthen character education in the hopes of producing Human Resources (HR) who are superior and capable of character by Pancasila values (Wijayanti et al., 2022).

Teachers who will design their learning by applying the values of the Pancasila Student Profile will find that teacher professionalism is realized by their ability to integrate their competencies and as school administrators to carry out the school's vision which influences increasing student learning outcomes. An effort designed to address a process that will be carried out to meet the goals achieved is called a strategy. The Ministry of Education and Culture has not published any official textbooks for students or teachers to use in the Curriculum merdeka. To accomplish the learning objectives, teachers employ methods in their lesson plans. It is intended that Pancasila Students would become a reality in students' everyday lives through the mechanisms put in place by teachers (Saphira, 2023). Instructors need to

genuinely understand that character education is essential to the future success of Indonesian education. Teachers must promote character education through effective learning designs for students' character to grow well by Pancasila values (Karmedil et al., 2021). Teachers must complete this to create Pancasila student profiles for project-based learning. This will enable teachers to plan projects, facilitate, mentor, provide resources, supervise, consult, and moderate (Samekto, 2021).

Planning, carrying out, and assessing the learning process are the first steps in implementing character education based on Pancasila student profiles in the teaching and learning process. A teacher uses lesson plans to organize instruction; in creating lesson plans, the teacher must consider the character values that the students will learn. A teacher can accomplish learning objectives through the implementation of learning by using media, tactics, and learning methods that are tailored to the objectives. Additionally, a teacher is required to evaluate the success of integrated character education in the learning process as part of the learning evaluation process. A humanities curriculum and an academic curriculum are essential components of a comprehensive educational program. Human character is shaped via the humanitarian curriculum, which takes the form of educational experiences so that people can live moral lives and develop as individuals and as a society (Zuchdi, 2011).

Character education must be included in the learning process to support it. Character education must be a part of education, particularly in secondary schooling. According to Puspitaningrum & Suyanto (2014), character development in students can be accomplished through the integration of studies and extracurricular activities. When it comes to education, educators must know how to identify models of learning that can foster civic knowledge and understanding. In essence, instructors are anyone who has been given permission and is in charge of mentoring and developing pupils both individually and formally, both within and outside of the classroom (Djamarah, 2014). As a result, developing ideas, approaches, and other ways that help pupils' cognitive domain grow is crucial. Three crucial processes are involved in learning development that supports the development of a student's character: creating lesson plans and syllabuses for learning, putting learning into practice through a variety of methods, and evaluating learning through the assessment of procedures and outcomes (Hasyim & Umar, 2019).

The study is going to be conducted at SMA Negeri 1 Banyuasin III. Based on preliminary observations conducted by the researchers between July 2, 2023, and July 10, 2023, issues were discovered that suggested the character qualities of the student profiles were still not being fulfilled in the day-to-day experiences of SMA Negeri 1 Banyuasin III students. It is apparent from the results that some pupils still require encouragement to participate in religious activities at school. This suggests that they are still unable to live out their religious principles in a way that is

consistent with their beliefs and daily behavior. The results of these findings state that the character values of the Pancasila student profile of faith and devotion to God Almighty have not been fully implemented into the daily lives of students starting from the home environment, school environment, and community environment.

In addition, some students have not been able to incorporate attitudes of discipline, collaboration, and mutual aid into their daily lives, which affects their ability to maintain their composure when following the established norms. The findings of these observations demonstrate that several kids continue to routinely disobey school policies and procedures. These violations include arriving late to class, frequently failing to wear proper school attire, and regularly entering and leaving the building during school hours. From the findings of the observations, it was also possible to identify issues with the way the school had not been able to execute its regulations. In particular, violations of the rules committed by students seemed to be categorized by the school into minor and major categories. Meanwhile, violations such as being late for school, not using attributes, and the activity of going in and out of the classroom during study hours are categorized as a minor violation which tends to be considered by the school as an ordinary violation and there is no strict action against violations like this.

Researchers conclude that the reasons why there are still infractions are because of the school's negligence and lax punishment, giving the impression that some pupils are still breaking the rules. This is consistent with the stimulus-response theory of behavior, which posits that learning produces behavior and that students' actions are a response to their surroundings (Puspitaningrum & Suyanto, 2014). Researchers conclude that to suppress student disciplinary infractions by either a cultural approach or an applicable punishment strategy, schools need to create effective stimuli within the school environment. The school can try to improve student compliance with rules by acquainting students with the regulations that govern daily life at home, at school, and in society. This will help students understand the importance of good faith and their responsibility to follow these rules.

Students must also be accustomed to keeping promises that have been made or agreed upon, avoiding inviting friends to do things that violate school rules and most importantly increasing their faith and devotion to God Almighty by carrying out all His commands and staying away from His prohibitions. Try to listen to and obey the advice of parents, teachers, and community leaders and actively and creatively participate in activities related to improving personal and social discipline. Based on the background described above, the researcher considers that student discipline in implementing school rules and regulations is important to study in more depth because it is closely related to student achievement and school conduciveness in managing an effective and efficient teaching and learning process. Therefore, researchers will conduct research with the title *The Role of Teachers in*

Implementing the Project for Strengthening the Profile of Pancasila Students at SMA Negeri 1 Banyuasin III.

B. Methods

This research was carried out at SMA Negeri 1 Banyuasin III. The informants or key persons taken by the researchers were the principal, students, educators, and education staff at SMA Negeri 1 Banyuasin III. The research method used in this research is qualitative. According to Moleong (2011), qualitative research is a process that yields descriptive data from people's written or spoken words as well as their observable behavior. The method used emphasizes the process of looking for data/information and using it until it is thought to have been used enough to interpret. Iskandar (2015), on the other hand, defines qualitative research as that which follows the phenomenological or naturalistic paradigm. The method used in this research is a descriptive qualitative method, namely describing the role of teachers in implementing the project to strengthen the profile of Pancasila students at SMA Negeri 1 Banyuasin III.

Data collection techniques in this research used observation, interview, and documentation study techniques which are described as follows:

1. The process of observation involves looking for information that can be utilized to draw a conclusion or make a diagnosis (Herdiansyah, 2011). Suhartono (2014) therefore defines observation as the use of one's sense of sight; in other words, it is the absence of inquiry.
2. To learn more about how the project for strengthening the profile of Pancasila students at SMA Negeri 1 Banyuasin III is being implemented, the researcher conducted direct interviews with several informants. Sutopo (2014) states that the primary goal of conducting interviews is to contextualize existing constructs about people, events, activities, organizations, motivations, feelings, responses, and perceptions, as well as degrees and kinds of engagement.
3. The term "documentation" refers to the physical data that is gathered for this research, such as images and related documents. These can be used as a source of information for research on topics such as student and teacher activities, interactions within and outside of the classroom, and activities about the implementation of the teacher's role in carrying out the project for strengthening the profile of Pancasila students at SMA Negeri 1 Banyuasin III. Documentation is a data collection technique through written charts in the form of secondary data related to the research conducted (Arikunto, 2010).

C. Results and Discussion

Based on the research findings, it can be concluded that educators, who are in charge of carrying out fundamental school tasks, should be capable of actively participating

in the role of change agents. The function of the teacher, according to Muhammad & Siti (2020), is all of the instructor's involvement in instructing and educating pupils to meet learning objectives. Teachers have a significant impact on students' learning objectives and activities because they can directly affect, develop, and enhance students' intelligence and skills (Andriani & Wakhudin, 2020). As a result, educators need to be well-versed in educational activities. To carry out plans to increase the quality of education in phases, such as implementing the Strengthening Pancasila Student Profile Project, educators must also possess a high level of competence. The Indonesian Ministry of Education and Culture created the Strengthening Pancasila Student Profile Project as an effort to raise the standard of instruction in Indonesian schools. The goal of this program is to support constructive adjustments that will fortify students' moral character. Research findings indicate that the profile mentioned in the Pancasila Student Profile possesses noble character, independence, critical thinking, creativity, cooperation, and global diversity (Rusnaini et al., 2021). The Ministry of Education and Culture in this student profile idea has conveyed the indicators of the Pancasila Student Profile. This profile is an indicator used to measure how the criteria for Indonesian students comply with Pancasila which was initiated by the Center for Character Strengthening of the Ministry of Education and Culture.

The Indonesian Ministry of Education and Culture created the Pancasila Student Profile Strengthening Project. The five tenets or precepts of Pancasila, the fundamental ideology and philosophy of Indonesia, are intended to fortify pupils' moral character through this program. Strengthening the Pancasila Student Profile aims to fortify students' moral character. The purpose of this curriculum is to impart and reinforce Pancasila values to students. Students are supposed to be able to comprehend and absorb principles like justice, unity, democracy, and humanity through structured and participatory instruction. The Curriculum merdeka, according to Suryadien et al. (2022) is competency-based and can assist in learning recovery through extracurricular and intracurricular activities (projects).

In addition, the Project for Strengthening the Profile of Pancasila Students seeks to raise national consciousness and feelings of love for Indonesia. It is anticipated that students will be able to recognize themselves as members of a diverse community that is united in its variety after learning the meaning and core of Pancasila. Additionally, this program seeks to mold students into responsible, environmentally conscious future leaders. It is anticipated that gaining knowledge of Pancasila values will result in inclusive leadership attitudes and engaged citizenship. The development of ethics and positive attitudes in students is another goal of the Pancasila P5 Student Profile Strengthening Project. This curriculum fosters the development of behavior with integrity, honesty, discipline, and respect for differences through the application of Pancasila values. This program seeks to form students as agents of change toward a better society. By strengthening students'

character based on Pancasila, it is hoped that a society that is civilized, ethical, and respectful of each other will be created.

Therefore, the Pancasila Student Profile Strengthening Project is an endeavor to use Pancasila values as a framework to strengthen the foundations of student character. It is believed that by comprehending and embracing these ideals, students will grow into morally upright, accountable, compassionate people who are prepared to make positive contributions to society. A teacher's role in leading, instructing, and shaping students' character based on Pancasila values is paramount as they lead the implementation of the Strengthening Pancasila Student Profile Project. As a result, educators must possess a solid grasp of Pancasila ideals and how to incorporate them into daily life. This enables them to provide pupils with a thorough grasp. In addition, educators have a responsibility to consistently model behavior that upholds Pancasila values. They must conduct themselves and speak in a way that exemplifies honesty, fairness, loyalty, democracy, and humanity every day. Educators must also possess the ability to create educational resources that incorporate Pancasila principles into the syllabus. Activities, conversations, case studies, and projects that help students comprehend and put these beliefs into practice can accomplish this.

Teachers also need to facilitate conversations that provide students the opportunity to think about, reflect on, and apply Pancasila values in practical settings. Students should be challenged to consider critically how these ideals apply to their particular situations. To help students grasp Pancasila values, teachers must cultivate a good rapport with their pupils. Students will be more receptive to accepting character education when they have an open, sympathetic, and motivating relationship. Instructors need to provide students constructive criticism on how they are putting Pancasila values into practice. Give appreciation for behaviors that align with these principles and mentor students in circumstances where their conduct needs to be improved. For Pancasila's ideals to be strengthened, cooperation with communities and parents is essential. To help parents and teachers alike realize how important these values are, both at home and at school, teachers can work together. Here, the teacher's job is to use creativity in choosing themes and subjects and creating exercises that match the students' skill levels before completing the project. 20 improving the Pancasila student profile to ensure that students feel at ease and content during project activities (Rachmawati et al., 2022).

In addition to being educators, instructors serve as mentors, helping students apply Pancasila values in both their academic and personal lives. Teachers are the first line of defense when it comes to developing pupils' moral character by Pancasila principles. By setting a good example, imparting pertinent knowledge, and providing ongoing guidance, they contribute significantly to raising a generation of people who uphold Indonesian values. Since educators are a motivator for students

at the back, education serves as a good example if it is at the forefront, and it is a driving force if it is at the middle (Rahayuningsih, 2019).

According to the study's findings, SMA Negeri 1 Banyuasin III teachers' roles in putting this into practice include creating activities that are based on the Pancasila Student Profile's character values and serving as mentors for students as they complete P5 activities. Character education is defined as education intended to instill and develop character in students, so that they have noble character that can be applied in everyday life, both at home and at school as well as in the community (Wibowo, 2013). Teachers are required to develop character in students that they can apply to their daily lives.

As a student guide, the teacher fulfills the following duties: (1) Educating students on P5-based character values by making sure they understand each one in depth; (2) assisting students in appreciating and respecting cultural, religious, and ethnic diversity and promoting inclusive attitudes; (3) assisting students in realizing the value of engaging in democratic processes in both the classroom and in society; (4) assisting students in planning Strengthening the Pancasila Student Profile projects by making sure they incorporate Strengthening the Pancasila Student Profile character values; (6) offering support and guidance during the project implementation process, offering guidance if needed; (7) Teachers provide constructive feedback related to projects carried out by students, helping them to improve their projects and their understanding of Pancasila values.

As part of their facilitation role, teachers plan, carry out, and assess Strengthening the Pancasila Student Profile implementation through several activities. The most crucial aspect of preparation is for instructors to ensure that they fully comprehend the ideas, goals, and strategies that the Pancasila Student Profile Strengthening Project promotes. Additionally, carrying out the Project for Strengthening the Pancasila Student Profile entails: (1) conducting an in-depth analysis to determine the needs necessary for carrying out the Project; (2) allocating resources effectively; and (3) fostering collaboration with all stakeholders in the school; (4) making the best use of the school's current resources to support the implementation of the program; (5) efficiently managing teacher time to support the Pancasila Student Profile Strengthening Project; (6) enlisting the community's and parents' support in providing extra resources and assistance; (7) maximizing the school's internal potential; and (8) assessing Strengthening the Pancasila Student Profile activities.

The Project for Strengthening the Pancasila Student Profile is implemented through the planning of a mobilizing school program that includes the following steps: (1) self-preparation to understand the concepts, objectives, and approaches promoted by the project; (2) conducting a thorough analysis of the school situation, including academic, managerial conditions, and educational climate; (3) developing strategies and practical steps to improve the quality of education in schools; (4) forming a

management team for the program and making sure this team has clear roles and responsibilities in implementing it; (5) planning to pay attention to training and development of school staff, especially teachers; (6) Developing a tight working relationship with the community, parents of the kids, and other relevant parties; and (7) designing an efficient monitoring and evaluation mechanism to oversee the Pancasila Student Profile Strengthening Project's implementation. According to the findings of earlier studies, PAI teachers at SD Negeri 21 Kepahiang play four roles in helping students at the school fit the profile of Pancasila students) as role models;2) as collaborators;3) as motivators; and) as counselors. The Pancasila Student Profile ideals are imparted in six dimensions: 1) faith, a strong commitment to God Almighty, and noble character Global variety, reciprocal collaboration, independence, and three 5) Analytical thinking and 6) imaginative (Aryani, 2022).

Supervision of the Project for Strengthening the Profile of Pancasila Students' implementation, which entails the following: (1) setting up the Project for Strengthening the Profile of Pancasila Students' clear performance indicators and targets; (2) actively monitoring the Project's implementation of the activities aimed at strengthening the Pancasila Student Profile; (3) ensuring effective coordination and communication with the work team; (4) giving the work team direction and guidance to ensure the program runs as planned; (5) conducting regular evaluations of the Project's outcomes and impacts; (6) working with relevant stakeholders; (7) providing feedback to students.

Additional responsibilities of the facilitator include: (1) facilitating class discussions about projects that students are working on; (2) encouraging collaboration among students so they can share ideas and support one another in completing their projects; (3) assisting students in developing project objectives that align with the Pancasila values they wish to emphasize; (4) assisting students in creating comprehensive action plans to accomplish the project objectives; (5) providing extra resources, such as books, articles, or other references, that can help students understand Pancasila values more deeply; (6) offering technical assistance assist in assessing how well students are doing with their projects and offering constructive criticism for enhancement and future growth; (8) encourage students to reflect on themselves and how Pancasila ideals are represented in the work they do. This is corroborated by several earlier research that found that teachers needed to possess the primary skill—that is, serving as an example and role model for kids—to strengthen the Pancasila Student Profile. Possessing a curriculum that emphasizes the development of Pancasila principles establishing education based on methods of local wisdom. Increasing awareness in students by using a project-based learning approach that makes learning engaging and not confined to a specific location, time, or place (Rudiawan & Asmaroini, 2022). The fact that teachers serve as role models for children makes their roles much more significant. Instructors must meet certain qualifications, including those related to physical, mental, psychological, moral, and intellectual development, as stated by (Julianto & Umami, 2023).

As a result, the Strengthening Pancasila Student Profile Project is mostly planned by teachers. To complete Strengthening the Pancasila Student Profile tasks, they must establish precise objectives, pinpoint needs, allot resources, and create workable plans of action. Effective planning guarantees that the Strengthening the Pancasila Student Profile program aligns with the goals, purposes, and needs of the school. The Strengthening Pancasila Student Profile Project must be coordinated by the teacher in her capacity as a Strengthening the Pancasila Student Profile facilitator. They have to organize themselves into work groups, assign duties and responsibilities, and make sure that staff, teachers, and other relevant parties are well-coordinated. Coordination and seamless program execution are made possible by effective organization. In ensuring the implementation of the Pancasila Student Profile Strengthening Project, teachers must ensure that the activity plan has been implemented properly by the stated objectives. Apart from that, support from the school principal takes the form of guidance and continuous monitoring of teachers and staff so that program implementation goes according to plan.

The teacher's duty as a facilitator includes ongoing oversight of the Pancasila Student Profile Strengthening Project's implementation. This entails keeping an eye on visits, making observations, analyzing documents, and having conversations with the facilitator team. Well-supervised teachers can recognize issues, offer constructive criticism, and take the required corrective action to guarantee that activities are carried out successfully. In general, teachers play a critical role in carrying out the Strengthening Pancasila Student Profile Project. Teachers may make sure that strengthening the Pancasila Student Profile activities go well and help students develop their Pancasila character qualities by organizing them well, preparing ahead, directing execution, and closely supervising the process.

Several obstacles faced by teachers in implementing Strengthening the Pancasila Student Profile include (1) Limited resources; (2) Lack of support for facilities and understanding of teachers as facilitators of the Pancasila Student Profile Strengthening Project ; (3) Students who are less motivated or do not participate actively in the Pancasila Student Profile Strengthening Project ; (4) Schools need to adapt and ensure that programs remain in line with existing requirements; (5) Obstacles in evaluating and monitoring the implementation of the Strengthening Pancasila Student Profile Project. The solution taken is to improve the ability of teachers as facilitators through training held both by the school and outside the school. Improve communication and understanding with all stakeholders, including teachers, students, parents, and the community. The school principal also involves teachers, students, parents, and the community in planning and implementing the Strengthening Pancasila Student Profile Project activities. The final solution is to ensure that adequate evaluation and monitoring are carried out regularly. By taking this solution, teachers are trying to overcome the obstacles faced in implementing the Strengthening Pancasila Student Profile Project and enabling program implementation to run more effectively, providing a positive impact on improving

the quality of education.

D. Conclusion

From the results of the research and discussion, the following conclusions can be drawn:

1. The role of teachers in implementing the Project for Strengthening the Pancasila Student Profile at SMA Negeri 1 Banyuasin III is to be a student guide, facilitator, and design activities based on the character values of the Pancasila Student Profile;
2. The obstacles faced are limited resources, teacher competence as facilitators, lack of support and understanding, and participation of parents and students in implementing the Project for Strengthening the Pancasila Student Profile; and
3. The solution to several obstacles is to improve infrastructure and teacher compensation as facilitators in implementing Strengthening the Pancasila Student Profile through training and increasing understanding with all stakeholders, including teachers, students, parents, and the community.

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