

Strengthening the Profile of Pancasila Students through the Differentiated Mulia Method

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Abstract: Characteristics of community and the school environment are starting point for determining vision, mission, and goals. Facing these problems and the results of the diagnostic assessment that has been carried out on all school residents, this program considers differentiation that is adjusted to talents, interests, and abilities as well as the personalities of all school residents. This study aims to achieve school's vision and mission so that can strengthen the Pancasila Student Profile. The method applied is Mulia Differentiated Method as an abbreviation of Mulia, Superior, Literate, Inspirational, and Adaptive. Differentiation because this program is adjusted to diagnostic assessment carried out at the beginning of the school year which is carried out on all school residents, so that this program is adjusted to talents, interests, abilities, and personalities. The results state that the Mulia strategy that we implemented brought benefits to the school, students, guardians, parents, the committee and the community around the school. The benefits for the school community are the creation of a religious and family atmosphere, the beauty of the school environment becomes a comfortable and safe place.

Keyword: Characteristics, Differentiated Learning, Profile of Pancasila

A. Introduction

Every country has hopes, ideals and goals in national life. The ideals and goals of the Indonesian state as stated in the Preamble to the 1945 Constitution paragraph 4 are to educate the nation. Therefore, to achieve its ideals, the Indonesian state must have quality human resources and people who have high potential and are able to face the demands of the times. To have quality human resources, the Indonesian state must also have quality national education. To achieve this goal, all children in Indonesia have the right to education (Hidayatullah, Lestari, & Pita Ilindia, 2022).

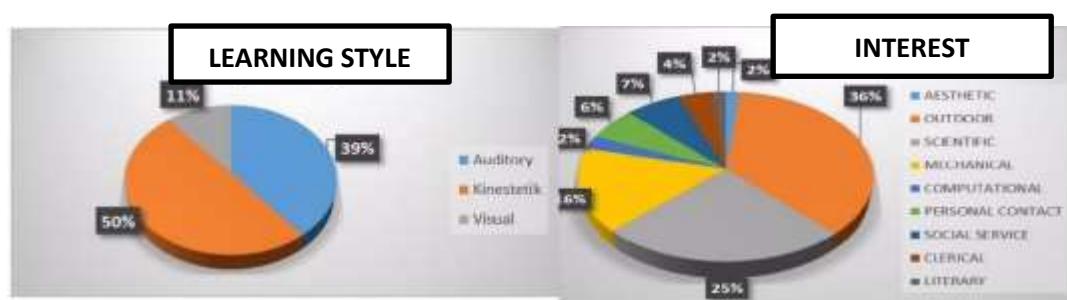
Education plays a crucial role in shaping the character and personality of students. In the Indonesian context, understanding and practicing the values of Pancasila have an important role in shaping the national identity and morality of the younger generation. However, the challenges in the digital era require the world of education to continue to adapt and innovate in order to remain relevant and effective. The

development of technology and globalization has brought about rapid changes in the way people learn and interact. The presence of the internet, social media, and other technological devices has changed the mindset, learning style, and preferences of students. Today's students grow up in a different environment than previous generations, and this requires education to adapt to these changes (Karahan, 2017).

Learning methods are techniques used to improve, foster learning activity, and arouse students' interest in the subject matter (Putri, Amaliyah, & Pranata, 2022). Cooperative learning is an attitude or behavior that involves working together with others or offering structured assistance in groups of two or more people, where the way the work is done greatly affects how involved each member is in the group as a whole (Wibisono, Gusniarti, & Nurtjahjo, 2017). Therefore, teachers must choose the learning method that suits the needs and circumstances of the students.

The principal as a learning leader should be able to direct all school residents to achieve the school's vision and mission. Vision and mission, short-term, medium-term and long-term goals are the direction of the goals expected by the school and are described in various programs as a way to achieve the vision and mission both in the form of intracurricular and extracurricular learning. According to (Sholeh, 2017) the principal has greater power to make decisions related to educational policies at the school level. The greater power held by the principal in making decisions needs to be implemented democratically, including by involving all parties, especially teachers and parents of students, making decisions on matters relevant to their duties and collaborating with the community in efforts to improve the quality of education.

Studying the characteristics of the school community and the school environment is the starting point for determining the vision, mission and goals of the school. The problems I face at school 1. Students are not religious, lack manners, many have not been able to read the Qur'an, 2. Students are not disciplined and there are few students who excel 3. Students' low willingness to be literate 4. Lack of innovation and inspiration 5. School residents are less able to adapt to the conditions of the industrial era 5.0. With the condition of the Education report card, numeracy skills and learning quality are still lacking.



Facing this problem and considering the results of the diagnostic assessment that we conducted on all school residents, this program must consider differentiation adjusted to the talents, interests, abilities and personalities of all school residents. We created the right program and strategy to achieve the school's vision and mission so that it can strengthen the Pancasila Student Profile. The strategy we implemented is the Mulia Differentiated Strategy as an abbreviation of Noble, Superior, Literate, Inspirational and Adaptive. Differentiated because this program is adjusted to the diagnostic assessment conducted at the beginning of the school year which is carried out on all school residents, so this program is adjusted to talents, interests, abilities and personalities.

Mulia is always identical with good character in a person's personality. The profile of Pancasila students is the goal of implementing the Merdeka curriculum. Mulia shows that all school residents have high values. Morals then the knowledge given by the teacher begins in the soul and mind of the students. Its achievements are 1) Creating a school atmosphere that upholds religious and dignified cultural values. 2). Making teachers a model learner 3). Practicing worship according to religious commands.

Differentiated learning is a learning process that is implemented where teachers must pay attention to the abilities and learning styles of students so that students can feel comfortable learning because it is in accordance with their talents, interests and life needs. In implementing management in this school, apply Mulia differentiation with the aim of making school residents feel safe, comfortable and enjoyable. The concept of differentiated learning is a good and ideal concept, but it is a challenge for teachers to be creative. With this learning, the potential of students is developed according to their needs, characteristics, and level of achievement. However, to achieve learning that is in accordance with this concept, teachers must struggle to become reliable facilitators, it takes struggle and hard work from teachers (Purnawanto, 2025). Differentiated learning based on the Pancasila student profile is a learning approach used in the implementation of the current Merdeka curriculum. Teachers are expected to be able to apply differentiated learning to facilitate students' learning needs according to their level of ability and help achieve the vision of national education, namely students who have a Pancasila profile. Therefore, the application of differentiated learning based on the Pancasila student profile is very important to be maximized by teachers, so that the implementation of the Merdeka curriculum can be achieved according to the objectives of the Merdeka curriculum (Meizar, Eliawati, & Rahmadani, 2023).

The profile of Pancasila students as the goal of implementing the Merdeka Mulia curriculum shows that all school residents have high values. Morals then the knowledge given by the teacher begins in the soul and mind of the students. Its achievements are 1) Creating a school atmosphere that upholds religious and dignified cultural values. 2). Making teachers a model learner 3). Practicing worship

according to religious commands. Research conducted by (Putri & Sutriyono, 2018), one of the factors that can determine the achievement of learning outcomes is that students are actively involved and responsible in learning. With a positive and active attitude, students have fulfilled or have the attitude of the Pancasila student profile. Indonesian students who are lifelong learners who have attitudes that are capable, competent, have character and behave and are committed to upholding the values of Pancasila (Satria, Adiprima, Wulan, & Harjatanaya, 2022). When students have and apply the characteristics and attitudes as contained in the elements of the Pancasila student profile, students can master the material being studied and get the desired learning outcomes. Learning outcomes are knowledge or skills that have been mastered by students, and are usually indicated by test results or teacher evaluations (Suwadi, 2012). In the process of achieving learning achievement, there are several factors that influence. Ideals, interests, intelligence, abilities, learning resources, and learning environments are factors that influence how well students learn (Fitriani & Radia, 2017). In simple terms, learning outcomes are the knowledge, skills or abilities that students gain after following the learning process.

Studying the characteristics of the school community and the school environment is the starting point for determining the vision, mission and goals of the school. The problems I face at school 1) Students are not religious, lack manners, many have not been able to read the Qur'an; 2) Students are not disciplined and there are few students who excel; 3) Students' low willingness to be literate; 4) Lack of innovation and inspiration; and 5) School residents are less able to adapt to the conditions of the industrial era 5.0. With the condition of the Education report card, numeracy skills and learning quality are still lacking. Examples of violations that occur at school:

Table 1. The Example of Students' Violation

No	Class	Name	Type of Violation	Number
1	7.1	JS	Alpa	20
		DR	Alpa	10
2	7.2	A	Can't read	2
		V	Against the teacher	
3	7.3	BH	Alpa	30
4	7.4	H	Alpa	20
5	7.5	M	Alpa	15
6	7.6	Y	Can't read	
7	8.1	AF	Can't read	
		Z	Can't read	
		F	Alpa	20
8	8.2	YL	Alpa	10
		K	Alpa	10
9	8.3	S	Alpa	3
		J	Fighting	

Based on the background above, the researcher will conduct a study entitled "Strengthening the Pancasila Student Profile through the Mulia Differentiation Method". The formulation of the problem in this article is how to create Pancasila student profile values through the application of the Mulia Differentiation method in the formation of student character? So, the purpose of writing this article is to describe the role of Mulia Differentiation in creating the value of the Pancasila student profile for students. The benefits of writing this article can provide direct experience for the author and can help the development of knowledge for both readers and authors.

B. Methods

Based on the results of these observations, it is necessary to have a learning method that can develop students' critical thinking to achieve learning objectives. In this study, a learning method that can improve students' critical thinking will be applied, namely the experimental method. Students' critical thinking skills can be developed with one method, namely the experimental method (Triwiyono, 2011). Experiments are a very important method in biology learning to conduct experiments by experiencing and proving for themselves something that is being learned (Kesuma & Dian Hadi, 2013). So, the experimental method is a way of presenting learning materials with students who are directly involved in conducting experiments and the experimental method provides students with full opportunity to observe or do it themselves, follow a process, observe an object, analyze, prove and draw their own conclusions about an object, condition or process of something.

Experimental methods make students more active in learning. Experimental methods are a way of presenting subjects where in learning students actively experience and prove for themselves what they are learning (SUBekti, Yuliana, & Ariswan, 2016). According to another opinion about the experimental method, it is a learning method that emphasizes students to conduct their own experiments to show natural phenomena (Mulyani, 2015). Experimental methods are a way of presenting lesson materials by involving students to conduct experiments so that they can prove for themselves what material is being studied (Wahyuni, Roni, & Taufik, 2017).

The type of research applied is an experimental research type. According to this type of research, the researcher will later use an action research design. The data collection techniques or instruments in this study use the right programs and strategies to achieve the school's vision and mission so that it can strengthen the Pancasila Student Profile. The strategy we use is the Mulia Differentiated Strategy as an abbreviation of Noble, Superior, Literate, Inspirational and Adaptive. Differentiated because this program is adjusted to the diagnostic assessment carried out at the beginning of the school year which is carried out on all school residents, so this program is adjusted to talents, interests, abilities and personalities.

The steps of experimental research in this study are divided into 3, namely the first preparation stage as the initial step of this experimental research includes designing the experiment, starting from the design of the research method to be used. The research implementation stage as the second step of this experimental research. Finally, the data analysis processing stage in this experimental research is a step to interpret the results of the experiments that have been carried out (Salmaa, 2024).

C. Result and Discussion

Each student has unique learning preferences and this reflects their tendencies in receiving, processing, and remembering information. Rahmat (2022) stated that students of the same age have differences in terms of learning readiness, interests, learning methods and experiences in their lives. Learning strategies that facilitate diverse learning styles, such as visual, auditory and kinesthetic can make it easier for students to find the learning method that best suits their learning style.

Differentiated Learning is a very relevant approach in an effort to increase the effectiveness and inclusiveness of the learning process. Teachers who understand and apply differentiated learning well will certainly welcome this approach in their teaching scope. They realize that each student is a unique individual, with different intelligences, interests, learning styles, and levels of ability (Rahmawati, Dewi, & Parji, 2023).

The implementation of differentiated learning not only has an impact on improving learning outcomes, but also on the development of student character. By being empowered to take an active role in the learning process, students learn to be independent, responsible, and critical thinkers. This will help them face life's challenges and develop their potential holistically. However, to implement differentiated learning effectively, teachers need to obtain adequate knowledge, skills, and support. Training for teachers in adopting a differentiated approach and implementing supporting technology is important in dealing with the complexity of learning in the digital era. In addition, collaboration with fellow teachers, principals, and other related parties will enrich experience and understanding in facing challenges and opportunities in differentiated learning.

Thus, differentiated learning is not just a teaching strategy, but rather a philosophy and approach that values diversity and maximizes the potential of each individual. Teachers who implement differentiated learning with commitment and awareness will have a positive impact in creating an inclusive, relevant, and empowering learning process for all students.

One of the efforts to develop the concept of independent learning that is currently being promoted in the National Education System is differentiated learning (Devi Kurnia; Fitra, 2022). The description of the term differentiation is specific to each

domain as in education where differentiation basically means adjusting instruction to meet the needs of specific students and the way they learn (Wulandari, 2022). Differentiated learning is a philosophy for effective teaching by providing a variety of ways to convey new information to all learners in their diverse classroom community (Suwartiningsih., 2021).

This study found that the implementation of the Pancasila Student Profile is less than optimal because there are various obstacles that cause a lack of information provided by educators, including limited time provided by educators, limited time for Teaching and Learning Activities, little lesson substance, limited Science and Technology tried by educators, very little student attention to subjects and so on. There are also implications for the formation of character or resilience of individual participants or students. The Pancasila Student Profile has the main objective of maintaining the noble values and morals of the nation, readiness to become a world society, the realization of social justice, and the achievement of 21st Century competencies. In the soul and attitude every day in the community or profession, we must have a Pancasila student profile.

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The Pancasila Student Profile Program is currently being implemented at both elementary and college levels (Azzahra & Dewi, 2021). In the process of strengthening the Pancasila Student Profile, the role of a teacher is important. Teachers have a very vital role in strengthening character in children. Therefore, in addition to teaching and learning activities, teachers also act as parents of both students at school (Rudiawati & Asmaroini, 2022).

Strengthening the profile of Pancasila students consisting of six dimensions, namely: 1) believing, being devoted to God Almighty and having noble character, 2) being independent, 3) working together, 4) being globally diverse, 5) being critical thinkers, and 6) being creative. In implementing class competitions with assessments carried out once a week based on dimensions and elements and for the winning class will be given a reward as class P5. To improve teacher competence in learning, we

innovated by creating an application called Mulia, where through this application teachers upload assignments, attendance, and improve the character of students.

The Mulia Method that we do brings benefits to the school, students, guardians/parents, committees and the community around the school. The benefits for the school community are the creation of a religious and family atmosphere, the beauty of the school environment becomes a comfortable and safe place. so that it provides learning experiences for students. With this program, the positive culture in schools increases. For guardians, committees, and the community, it can increase the sense of belonging to the school, so that they care about school programs that aim to improve the personality of students and are responsible for the implementation of education in schools, not only the responsibility of the school or teachers, but as parents, it greatly influences the success of academic or non-academic education. As expected, this Mulia strategy is able to form a religious, disciplined, independent, superior in achievement, literate and adaptive soul that will be able to strengthen students to become Pancasila student profiles.

The steps that we have taken in implementing this Mulia program are:

1. Problem Formulation, based on several problems in this school, it can be concluded that the school community is not religious, lacks manners, many cannot read the Qur'an, are not disciplined, there are few students who excel, students have low willingness to be literate, lack of innovation and inspiration in schools, less able to adapt to the conditions and times of the industrial era 5.0. So, the solution is to implement a Mulia program (noble, superior, literate, inspiring and adaptive differentiated
2. School program planning is carried out considering the budget and innovation of school development. And form a study team consisting of Waka-waka, P5 coordinator, KTU
3. The implementation of the program that has been prepared is carried out according to plan.
4. Monitoring Evaluation, to determine the effectiveness of the program implemented, monitoring and evaluation are carried out by the principal by involving the school's managerial supervisor.

The Mulia begins when the child enters the school, greeted by the teacher on duty by getting used to the 5 S (smile, greet, say hello, be polite and courteous), every morning one hour before the bell rings the school officer plays the national anthem on Monday, *Asmaul Husna*, *murotal* and prayers for Tuesday to Saturday, aiming to create a national and religious atmosphere and prepare the soul to be ready to learn for students. Before learning begins, students perform *dhuha* prayer in their respective classes followed by memorizing juz 30. Habituation is carried out by all school residents. Activation of *rohisi* activities and learning to read the Qur'an. Religious Ambassadors are selected in rotation once a week whose assessment is

carried out attached to daily behavior by paying attention to elements of the Dimension of faith and piety towards God Almighty and noble character.

In the Great Dictionary of the Indonesian Language, the word superior has two meanings, namely as an adjective meaning “higher” (clever, good, capable, strong, durable, etc.) than others; main (best, especially), and 2) as a verb indicating “win”. The achievement of the superior program is by 1) Meeting the standards of the School Operational Curriculum which refers to the Pancasila Student Profile and optimizing the use of the school environment as a learning resource; 2) Encouraging and training the spirit of achievement, the ability to collaborate, critical thinking, creativity, the ability to compete in facing global competition; and 3) Designing interesting and enjoyable learning that can motivate students to always learn and find learning. Through this superior program, students are expected to excel in both academic and non-academic areas. Steps of the superior program: 1) Ensure that differentiated learning and supervision are attached; 2) Coaching for children who excel, who are in the top ten in their respective classes. Give assignments to teachers who teach English, Mathematics, Science, Social Studies and Indonesian to group the students who excel according to their talents and interests as well as to prepare for competitions; 3) Give additional hours to children who are interested in learning; 4) Activate extracurricular activities: scouts, karate, futsal, soccer, Excellence should start from great educators and education personnel then pass it on, teach to superior students. Therefore, in order to create superior educators and education personnel I hold 1) In-house training related to the implementation of the independent curriculum, Interactive teaching modules, Assessment, differentiated learning; 2) Conducting Optimization of the use of PMM; 3) Study visits to high-achieving schools like what we did in September 2023, we conducted study visits to SMP N 1 Metro and SMP Ahmad Dahlan Metro; and 4) Encourage active participation in MGMP and learning communities.

Literacy is needed in 21st century learning. School education reports show that literacy and numeracy must be improved, so I address this with 1). School Literacy Movement as a strategic effort to expand students’ knowledge. By requiring children to visit the library every class once a week to study in the library, creating learning corners, preparing literacy books. 2) Improving guided and directed E-Literate, as a capital for the characteristics of 21st century students that are in accordance with the profile of Pancasila students. 3). I encourage teachers to utilize PMM for learning and teaching.

The Inspirational Program aims to create school residents who have high competence and have the spirit of sharing good practices. The achievements of this program: 1) Extracurricular activities of choice based on the interests and potential of students in all fields. At the beginning of the teaching and learning activities, the school holds a diagnostic assessment, the Guidance and Counseling Teacher in collaboration with each homeroom teacher carries out a diagnostic assessment by

utilizing the smart rest link to find out personality, abilities, learning styles, by knowing from the beginning, teachers can understand the abilities of their students. 2). Implementing the Pancasila Student Profile project for all students and guiding students to produce scientific work that can be accounted for and is appropriate. 3). Cultivating the characteristics of the Pancasila Student Profile to encourage students to explore their potential so that they can develop so that they can achieve their desired goals.

To create an inspiring school community, I implement SERIOUS FRIDAY (B = Clean, R = Religious, SE = Healthy, RI = Joyful). The First Friday becomes Clean Friday, all school residents clean the school environment. The Second Friday becomes Religious Friday, holding a Spiritual bath and all school residents collect one glass of rice or basic necessities then distribute basic necessities in the school environment. The Third Friday becomes Healthy Friday, all school residents do gymnastics or healthy walks and continue eating together with four healthy foods brought from home. The Fourth Friday becomes Joyful Friday, students display art from each class. The Adaptive Program aims that school residents are able to adapt to the challenges of the globalization era by providing knowledge and skills. This program is achieved by 1) Building good communication between school residents, the community, committees, the Police Chief, Danramil, religious figures from the KUA and Islamic Boarding Schools in the sub-district and district, Health Centers; 2) collaborating with parents and school committees through parenting and parenting meetings; 3) implementing a Pancasila student profile project that produces a scientific work that will be shown in the harvest of works along with the distribution of report cards at the end of semester; 4) creating a clean and comfortable environment, namely holding a cleanliness competition. The assessment is carried out once a week. The person responsible for this competition activity is the P3K coordinator. For clean classes, rewards will be given as inspirational classes and for dirtiest classes, they will get punishment as dream classes; and 5) implementing UKBI (Indonesian Language Proficiency Test) as an improvement in Indonesian language skills.

The findings in this study are consistent with previous studies. Sumarsih, et al. (2022) stated that the existence of a driving school can be a role model, a training place, and also an inspiration for other teachers and principals. In a driving school, having teachers who understand that each student is different and has a different teaching method, according to the right level, produces a profile of students who are noble, independent and autonomous, have critical reasoning skills, are creative, work together, and have a sense of diversity in the country and globally. A very significant finding from the driving school is the support of the community around the school that supports the educational process in the classroom, parents to community leaders, and the local government.

D. Conclusions

In today's era of globalization, a learning process is needed that not only provides knowledge, but can also shape students into individuals with character, personality, and noble morals. Therefore, the government designed the Pancasila student profile as an effort to prove that Indonesian students are students who have attitudes in accordance with the ideology and foundation of the Indonesian State, namely Pancasila. To make Indonesian students have a Pancasila profile, a learning process is needed that can shape these attitudes in them, one of which is the Mulia differentiated learning method. The Mulia strategy that we implemented brought benefits to the school, students, guardians, parents, the committee and the community around the school. The benefits for the school community are the creation of a religious and family atmosphere, the beauty of the school environment becomes a comfortable and safe place. As befits this Mulia strategy, it is able to form a religious, disciplined, independent, superior in achievement, literate and adaptive soul which will be able to strengthen students to become the profile of Pancasila students.

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