

wildani

Submission date: 30-Jan-2023 05:51AM (UTC-0500)

Submission ID: 2002304791

File name: article_wildani.docx (262.89K)

Word count: 3260

Character count: 20642

**ESTABLISHMENT OF PANCASILA STUDENT PROFILE THROUGH
THE PHYSICAL EDUCATION PROCESS OF
THE INDEPENDENT CURRICULUM**

Wildani Ali Putra¹, Indra Safari², Adang Sudrazat³
Universitas Pendidikan Indonesia, Sumedang^{1,2,3}
wildanialiputra@upi.edu

Abstract

Character education is a serious and systematic effort from the government, one of the steps in maximizing the character education program is the pancasila student profile program. This research aims to find out how the process of forming a pancasila student profile through physical education learning with an independent curriculum at SMK, this research examines how programs, implementation, and obstacles in forming a pancasila learning profile through learning physical education with an independent curriculum, this research uses qualitative descriptive methods by conducting observations, interviews and documentation so that it can form a framework for the formation of a pancasila student profile through a reviewer, the result of this research is that in physical education almost all dimensions of the pancasila student profile can be developed such as through habituation of prayer before and after learning, interacting directly in learning, helping each other and working together, looking for material information independently, daring to ask questions and express opinions, and carrying out motion tasks with different approaches, programs from schools such as workshops on pancasila student profiles are carried out to maximize achievement and understanding of pancasila student profiles, extracurricular, collegial and extra-curricular activities are required to always apply the dimensions of the pancasila student profile to make habituation of values. Pancasila through school culture, the effects of the pandemic causing students to become less familiar with school discipline make it a new challenge in implementing the Pancasila student profile.

Keywords : *Pancasila Student Profile; Character Education; Physical Education*

Submitted : 10th of January 2023

Accepted : 29th of January 2023

Published : 31th of January 2023

Correspondence Author: Wildani Ali Putra, Universitas Pendidikan Indonesia, Indonesia.

E-Mail: wildanialiputra@upi.edu

DOI <http://dx.doi.org/10.31851/hon.v6i1.10708>



Jurnal Laman Olahraga Nusantara licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

INTRODUCTION

Physical education in schools has long been listed in the educational curriculum in Indonesia from various levels of education that are able to achieve learning but are fun so that learning achievement in children is realized, in addition, the support for the development of the times cannot be ignored such as

the application of technology and learning references (Guidelines for the Application of Learning Curriculum, 2022) . In order to achieve the advancement of education in our country, the government continues to conduct research and curriculum development that is adapted to the times and becomes a need for students and is expected to create a better next generation, so that currently the government is intensively implementing Merdeka Belajar, where in general is that students must be given freedom or freedom in learning which is not only limited from the material presented by the teacher and the learning module.

Physical education does not make students only able to perform the skills of various sports movements but more than that such as students become happier, become closer to other students, begin to embed teamwork in sports, discipline, easy to understand and the body of curiosity especially able to carry out the instructions given by the teacher, growing a sense of empathy, positive competition and piety make the balance between body and soul and as a subject that has a strategic role in developing character (sudrazat, 2019), (Adilla, 2022).

The quality of character education at the formal education level must always be improved according to the needs of the times and their development. According to (Fatmah, 2018), (Aminah, 2015), (Sukrisman, 2014). Character education must be maximized due to the large number of worrying news and events about our next generation that often appear in the media such as brawls, promiscuity, and other worrying actions.

Based on what has been described above, it can be affirmed that character education is an earnest and systematic effort to instill commendable values and behaviors in students, so that the government continues to seek and develop better character education programs to realize the ideal of having the next generation who character, and for now the Pancasila Student Profile program is a program that is being run in order to instill character education in schools and create students who have pancasila traits so as to give birth to a generation that builds a superior nation and can compete with other nations in the world.



METHOD

⁸ This research is a descriptive research with a qualitative approach, in other words, an approach that uses words in expressing a condition and event, the location of this research was carried out at SMK Negeri 1 Losarang, carried out from September 2022 to December 2022, with the subject of the study consisting of the principal as a policy maker in the school and also as an expert, waka curriculum as a team that designs the curriculum in schools and experts, physical education teachers as implementers of curriculum programs and also students, as for what is the source of data in this study are words and actions which are through observation observations and also interviews with related parties, then through written sources can be in the form of scientific papers, news, government regulations, laws and school documents related to research, next is to use documentation in the form of photos, Recorded interviews, ⁸ this study uses data analysis said by (Miles, Hubberman, 1994) in the form of data collection stage, ¹¹ reduction stage, data presentation stage and conclusion stage.

RESULTS AND DISCUSSION

¹¹ Based on the results of research that has been carried out at SMK Negeri 1 Losarang Indramayu through stages consisting of observations, interviews, and documentation of several sources regarding the formation of Pancasila student profiles in Physical Education learning at SMK Negeri 1 Losarang Indramayu stated that the Pancasila Student Profile in Physical Education learning is well formed in physical education learning. ⁴ Based on the results of the interview, it can be seen that the formation of the Pancasila Student Profile has been carried out on learning Penjas With the debriefing of the workshop conducted by the school and coordination between the principal, curriculum waka and the physical education teacher itself, as for the habituation of pancasila values applied in the learning of the physical worker are dimensions such as praying, shoulder to shoulder / helping, independence, critical reasoning, and the creative that is on the Pancasila Student Profile is always instructed so that as social beings we are always side by side with



others in this case is his friend. In the end, the formation of the Pancasila Student Profile became more attached and stronger to the students of SMK Negeri 1 Losarang Indramayu.

The establishment of the Pancasila Student Profile is something very crucial in research at SMK Negeri 1 Losarang Indramayu with the aim of knowing the purpose of establishing the Pancasila Student Profile whether or not the implementation has been implemented is successful. (Kahfi, 2022), (Sari et al., 2022), (Mardhiyana & Sejati, 2016). Students who have this profile are students who are awakened to all six forming dimensions and are interrelated. These dimensions include: 1) Faith, piety to God Almighty and noble character; 2) Independent; 3) Working together; 4) Global diversity; 5) Critical reasoning; 6) Creative (Ministry of Education and Culture, 2020). The establishment of the Pancasila Student Profile through the application of six dimensions in Penjas learning including: 1) Faith, piety to God Almighty, and noble character. Habituation in order and prayer (Ghoni et al., 2022), (Muhirin, 2020), 2) Global Diversity. The students must be able to accept and side by side with other fellow students in different areas Information knowledge is not fixated with techsbook, students must be able to socialize with schoolmates from other regions and recognize and respect their culture (Rusnaini et al., 2021), (Okta Nabila & Wulandari, 2022), (Nahdiyah et al., 2022). 3) Mutual aid. In the context of the emphasis from the teacher, students in the process of learning sports must help each other and provide motivation so that all students exercise with a sense of joy and joy, such as: Teamwork, mutual help, and having a sense of empathy, (Rolitia et al., 2016), (Aditia et al., 2021), (Jamaludin et al., 2022). 4) Independent. awareness of the self and the situation at hand as well as self-regulation. such as: Realizing self-ability, Realizing the limitations of self-ability, Bertais responsible according to what is done, (Kamal & Rochmiyati, 2022), (Kahfi, 2022). 5) Critical reasoning. Students who reason critically are able to objectively build relationships between various information, analyze information, evaluate and conclude it (Kamal & Rochmiyati, 2022) such as: Getting new sports



movement techniques and being able to practice then doing exercises so that the movement techniques can be done well. Dare to express opinions, both questions and statements in every lesson, (Rohayuningsih & Handoyo, 2015), (Nursalam & Suardi, 2022). 6) Creative, Creative learners are able to modify and produce something original, meaningful, useful, and impactful such as: M give different ideas, Mampu process information or look for inspiration and gave birth to new ideas, Solving problems in different ways or approaches, (Rahmawati et al., 2022), (Buda, 2021), (Fachruddin, 2019).

The methods implemented in the formation of the Pancasila Student Profile through the physical education process include: 1) Instructing all teachers at SMK Negeri 1 Losarang Indramayu to apply the Pancasila Student Profile according to the subject areas held in the Freedom to Learn curriculum starting from grade 10 and developed in extracurriculars in schools and holding P5 activities (pancasila student profile strengthening projects) which are carried out on the last two weeks at the end of the semester. 2) Application to students of the Pancasila Student Profile and explanation of the negative impact if these dimensions are not implemented by the students. 3) Applying the six dimensions and the most important emphasis is the first dimension, namely faith, piety to God Almighty and noble character. 4) The implementation of the pancasila student profile is a comprehensive part of the school culture which includes intracurricular, co-curricular, and extracurricular. 5) Emphasizing students' understanding of the meaning of sports in Penjas learning which is applied in daily life and the living environment so that a healthy lifestyle will be embedded throughout life.

In this digital era, learning does not have to be fixated on conventional methods alone. Learning can be carried out by utilizing digital media as a learning resource, including learning media for Physical Education lessons (Pangestu & Abdul Majid, 2021). But it remains under the supervision of teachers and elders. In the school environment, teachers who have a role in instilling character



education by instilling Pancasila values such as instilling Pancasila values as a result of transformation so as to make students as Pancasila Students (Adilla, 2022). So the profile of Pancasila students is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values (Khotimah, 2020).

CONCLUSION

Based on the discussion using qualitative methods, for this reason, the author concludes that the Formation of Pancasila Student Profiles through the Physical Education Process of the Independent Learning Curriculum at SMK Negeri 1 Losarang Indramayu consists of: 1) The first dimension is faith, piety to God Almighty, and noble character that is applied every time you participate in activities at school, you must pray both before and after, continued with the obligation of not forgetting the five-time prayer. 2) Second, global diversity values differences in religion or culture. 3) The third is mutual aid which is manifested in helping those who are still lacking in sports skills so that a sense of solidarity and togetherness between students is established. 4) The fourth is independent, where students are able to exercise without having to be ruled by a physical education teacher at school, but are able to take the initiative alone with their friends to practice independently without being guided by the physical education teacher outside of class hours. 5) The fifth is critical reasoning, One of the students is able to become a team leader in solving together with other colleagues, especially with students who are still lacking in mastering sports skills. 6) The sixth is creative that can be realized by increasing the frequency of exercises outside of physical education lessons such extracurricular activities.

Supporting Factors for the Formation of Pancasila Student Profiles in Penjas Learning at SMK Negeri 1 Losarang Indramayu. 1) Conducting workshops periodically, in addition to the P5 program (pancasila student profile strengthening project) coordination and budget from schools are needed for its implementation, SMK Losarang sendsiri to fully support P5 activities. 2)



equalizing the understanding of the program and coordination between all elements of the school. 3) through Extracurricular activities.

Inhibiting Factors in the Formation of Pancasila Student Profiles in Penjas Learning at SMK Negeri 1 Losarang Indramayu. 1) Two years of experiencing the covid 19 pandemic which caused the habit of lack of discipline so that in the formation of the character of the pancasila student profile became quite heavy. 2) Not all students like PJOK learning or not all like sports so that in instilling character education is not evenly distributed. 5) SMK Negeri 1 Losarang Indramayu is a vocational school that will prepare its students to be ready for the world of work after graduation. So that some students seem to have no interest in sports or lack motivation in exercising, but as PJOK teachers still pay attention and always remind that by having a healthy body, the concentration of learning will always be better.

REFERENCES.

- Adilla, F. T. (2022). Membangun Nilai Moral Pelajar Pancasila Pada Siswa Sekolah Dasar (SD). *Horas*. <http://repository.uhn.ac.id/handle/123456789/7168>
- Aditia, D., Ariatama, S., Mardiana, E., & Sumargono. (2021). Pancasila APP (Pancasila's Character Profile): Sebagai Inovasi Mendukung Merdeka Belajar Selama Masa Pandemi. *Edukasi: Jurnal Penelitian & Artikel Pendidikan*, 13(02), 91–108
- Agus, M., & Bambang, A. J. (2021). *Buku Panduan Guru Pendidikan Jasmani, Olahraga, dan Kesehatan* (S. Sufyadi (ed.); Pertama). Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://pustaka.sma10pdg.sch.id/wp-content/uploads/2022/08/pendidikan-jasmani-guru.pdf>
- Buda, I. W. (2021). *Buku Panduan Guru Pendidikan Agama Kristen dan Budi Pekerti* (W. Paramartha & Ariantoni (eds.); Pertama). Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Jalan Gunung Sahari Raya No. 4 Jakarta Pusat. <https://pustaka.sma10pdg.sch.id/wp-content/uploads/2022/08/Hindu-BG-KLS-X.pdf>



- Dewi;, N. K. N. S., & Putri, N. K. H. R. (2022). Pembelajaran Bahasa Sebagai Penguatan Profil Pelajar Pancasila Berkebhinekaan Global. *PBID, FKIP Universitas PGRI Mahadewa Indonesia, Pedalitra II*, 130–134.
- Fachruddin, F. (2019). Dunia pendidikan dan pengembangan daya kreatif. *Sukma: Jurnal Pendidikan*, 3(1), 57–92. [Researchgate.net/publication/334995955_Dunia_Pendidikan_dan_Pengembangan_Daya_Kreatif/fulltext/5d49789a4585153e59410916/Dunia-Pendidikan-dan-Pengembangan-Daya-Kreatif.pdf](https://www.researchgate.net/publication/334995955_Dunia_Pendidikan_dan_Pengembangan_Daya_Kreatif/fulltext/5d49789a4585153e59410916/Dunia-Pendidikan-dan-Pengembangan-Daya-Kreatif.pdf)
- Fatmah, N. (2018). Pembentukan Karakter Dalam Pendidikan. *Wawasan Pendidikan Karakter Dalam Islam*, 29(2), 369–387. <https://core.ac.uk/download/pdf/276532588.pdf>
- Firdaus. (2017). Membentuk Pribadi Berakhlakul Karimah. *Al - Dzikra, XI*(1), 55–88. <https://media.neliti.com/media/publications/178009-ID-membentuk-pribadi-berakhlakul-karimah-se.pdf>
- Ghoni, M. H., Bayu Segara, N., & Khotimah, K. (2022). Pengembangan LKPD Berbasis Nilai Beriman Bertakwa Berakhlak Mulia Dalam Pembelajaran IPS. *Dialektika Pendidikan IPS*, 2(2), 286–302. <https://ejournal.unesa.ac.id/index.php/PENIPS/index>
- Jamaludin, J., Alanur S, S. N. A. S., Amus, S., & Hasdin, H. (2022). Penerapan Nilai Profil Pelajar Pancasila Melalui Kegiatan Kampus Mengajar Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(3), 698–709. <https://doi.org/10.31949/jcp.v8i3.2553>
- Kahfi, A. (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5 (2)(2), 138-151.
- Kamal, M., & Rochmiyati, S. (2022). Indikator Kemandirian dalam Profil Pelajar Pancasila pada Akhir Fase C Rentang Usia 12 – 15 Tahun. *Jurnal Penelitian Pendidikan Dan Pembelajaran*, 9(3), 150–171. <https://journal.uinsi.ac.id/index.php/Tarbiyawat/index>
- Kemendikbud Ristek. (2021). Profil Pelajar Pancasila. *Kementerian Pendidikan Dan Kebudayaan*, 1–108. <http://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>
- Kemendikbud Ristek. (2021). Profil Pelajar Pancasila. *Kementerian Pendidikan Dan Kebudayaan*, 1–108. <http://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>
- Kemendikbud. (2020). *Kajian Pengembangan Profil Pelajar Pancasila* (T. Suprayitno (ed.); Pertama). Kemendikbud. <https://binus.ac.id/character>



building/wp-content/uploads/2022/02/Kajian-Akademis-Pengembangan-PPP.pdf

- Kemendikbudristek. (2022). *Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka*. Kemenristekbrin. <http://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/V.2-Dimensi-elemen-subelemen-Profil-Pelajar-Pancasila-pada-Kurikulum-Merdeka.pdf>
- Khotimah, H. (2020). Penerapan Pancasila Perspektif Islam. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 3(2), 81–101. <https://doi.org/10.34005/tahdzib.v3i2.1037>
- Kurniawaty, I., & Faiz, A. (2022). Strategi Penguatan Profil Pelajar Pancasila di Sekolah Dasar. *Jurnal Ilmu Pendidikan*, 4(4), 5170–5175. <https://doi.org/10.31004/edukatif.v4i4.3139>
- Miles, M.B, and Huberman, A.M. (1994). *Qualitative Data Analysis*, 2nd Ed., p. 10-12. Newbury Park, CA: Sage
- Mudjiyanto, B., Dunan, A., Aptika, P., Ikp, B., Litbang, S., Kominfo, K., & Medan, J. (2021). Implementation of Pancasila Values in the Pandemicof the Covid-19. *Majalah Ilmiah Semi Populer Komunikasi Massa*, 2(Implementation Of Pancasila Values In The Pandemicof The Covid-19), 105–118.
- Mulyasa (2012)Pembentukan Karakter Peserta Didik Melalui Pendidikan Berbasis Al-Qur'an" *Jurnal Pendidikan Karakter Tahun IV Nomor 2*. Padang: Fakultas Tarbiyah IAIN Imam Bonjol Padang.
- Nahdiyah, U., Arifin, I., & Juharyanto, J. (2022). Pendidikan profil pelajar pancasila ditinjau dari konsep kurikulum merdeka. *Seminar Nasional Manajemen Strategi Pengembangan Profil Pelajar Pancasila Pada Pendidikan Anak Usia Dini (PAUD) Dan Pendidikan Dasar (Dikd As)*, 5, 1–8.
- Najib, (2015)Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global.Jakarta: Grasindo.
- Nursalam, N., & Suardi, S. (2022). Penguatan Karakter Bernalar Kritis Berbasis Integratif Moral untuk Siswa Sekolah Dasar dalam Program Kampus Mengajar di Indonesia. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 7(8), 335–342. <https://doi.org/10.17977/jptpp.v7i8.15416>
- Okta Nabila, A., & Wulandari, M. D. (2022). Elemen Berkebhinnekaan Global Pada Buku Tematik Siswa Kelas Iv Sekolah Dasar Tema Indahnya Keragaman Di Negeriku. *Jurnal Cakrawala Pendas*, 8(3), 788–797.



<https://doi.org/10.31949/jcp.v8i3.2607>

Pedoman Penerapan Kurikulum Pembelajaran, Pub. L. No. 56/M/2022 (2022).
jdih.kemendikbud.go.id

Qorih, A. (2015). Nasionalisme Olahraga. *Jurnal Media Ilmu Keolahragaan Indonesia*, 5(1), 1–7. <http://journal.unnes.ac.id/nju/index.php/miki>

Rahmawati, J., Muhlisin, A., & Rahayu, R. (2022). Pengembangan Desain Pembelajaran Ipa Untuk Meningkatkan Karakter Pelajar Pancasila Pada Aspek Bernalar Kritis Dan Kreatif Di SMPIT Ihsanul Fikri Kota Magelang. *Jurnal Inovasi Pembelajaran Biologi*, 3(2), 88–109. <https://journal.unesa.ac.id/index.php/jipb/article/view/18423/8466>

Resdati, Prawira, R. P., Dhari, N. W., Aqilla, Y. A. R. S., Putri, N. K., Herwanda, W., Trinanda, E., Ionendri, N. A., Panjaitan, J. W., Syafriani, N., & Silalahi, A. P. (2022). Penguatan Nilai-Nilai Pancasila Melalui Profil Pelajar Pancasila Di SD Negeri 008 Silam dan SD Negeri 022 Silam Desa Silam Kecamatan Kuok Kabupaten Kampar. *MARTABE : Jurnal Pengabdian Masyarakat*, 5(9), 3248–3255. [10.31604/jpm.v5i9.3248-3255](https://doi.org/10.31604/jpm.v5i9.3248-3255)

Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi Profil Pelajar Pancasila dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, 27(2), 230. <https://doi.org/10.22146/jkn.67613>

Solichin (2015) Konsep dan Model Pendidikan Karakter. Bandung: Remaja Rosdakarya.

Sudrazat, A. (2019). Studi Kasus Pembinaan Karakter Di Sekolah Kelas Olahraga. *Jurnal Ilmu Keolahragaan*. 2 (2) 46-54. <http://jurnal.untan.ac.id/index.php/jilo>

Sufyadi, S., Harjatanaya, T. Y., Adiprima, P., Satria, M. R., Andiarti, A., & Indriyati Herutami. (2021). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila. In *Kementerian Pendidikan dan Kebudayaan*. Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Jakarta 2021 Pandu. <http://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>

Sukrisman, A. (2014). *Pembentukan Karakter Peserta Didik di Lembaga Pendidikan Islam Al-Izzah Kota Sorong* (Vol. 12) [Universitas Islam Negeri Alauddin]. <https://hsgm.saglik.gov.tr/depo/birimler/saglikli-beslenme-hareketli-hayat-db/Yayinlar/kitaplar/diger-kitaplar/TBSA-Beslenme-Yayini.pdf>

Wahyuningsih, D. (2020). Pelaksanaan Pendidikan Karakter Mata Pelajaran



- PJOK Kelas V SD Negeri Untuk Wilayah Kabupaten Bantul. [Universitas Negeri Yogyakarta]. In *Uninersitas Negeri Yogyakarta*. <http://eprints.uny.ac.id/68888/1/SKRIPSI.pdf>
- Waidi, A., Usman, A., Asroni, A., Gazali, H., & Kholiluddin, T. (2021). *Pendidikan pancasila dan kewarganegaraan* (D. Sundawa & Mukhlisin (eds.); Pertama). Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Jalan Gunung Sahari Raya No. 4 Jakarta Pusat. <http://www.fkip.unsyiah.ac.id/wp-content/uploads/2015/06/Hasil-Tes-Online-2015.pdf>
- Wibowo (2013) Implementasi Pendidikan Karakter Dalam Kurikulum 2013” . *Jurnal Dinamika Ilmu* volume 14 nomor 1.Tp
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 126–136. <https://doi.org/10.36312/jime.v6i1.1121>
- Zuchron, D. (2021). Tunas Pancasila. In *Direktorat Sekolah Dasar Dirjen PAUD, Dikdas dan Dikmen Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi*. Direktorat Sekolah Dasar Direktorat Jenderal PAUD, Dikdas dan Dikmen Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi TUNAS. <https://ditpsd.kemdikbud.go.id/upload/filemanager/download/BUK-U-TUNAS-PANCASILA.pdf>
- Zulfiati, H. M. (2014). Peran Dan Fungsi Guru Sekolah Dasar Dalam Memajukan Dunia Pendidikan. *Jurnal Pendidikan Ke-SD-An*, 1(1), 1–4. <https://media.neliti.com/media/publications/259005-peran-dan-fungsi-guru-sekolah-dasar-dala-de5c527c.pdf>

ORIGINALITY REPORT

14%

SIMILARITY INDEX

11%

INTERNET SOURCES

10%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1	jurnal.univpgri-palembang.ac.id Internet Source	2%
2	jurnal.unimus.ac.id Internet Source	1%
3	iscjournal.com Internet Source	1%
4	pdf.eu-jer.com Internet Source	1%
5	jurnal.ppjb-sip.org Internet Source	1%
6	Dwi Utari, Achmad Ruslan Afendi. "Implementation of Pancasila Student Profile in Elementary School Education with Project- Based Learning Approach", EduLine: Journal of Education and Learning Innovation, 2022 Publication	1%
7	www.ajhssr.com Internet Source	1%
8	www.grafiati.com Internet Source	

1 %

9

infor.seaninstitute.org

Internet Source

1 %

10

Onok Yayang Pamungkas, Anang Sudigdo.
"Profile of Pancasila Students:
Implementation of Diversity in MBKM
Student's Stories in UST Yogyakarta",
Daengku: Journal of Humanities and Social
Sciences Innovation, 2022

Publication

1 %

11

www.aijbm.com

Internet Source

<1 %

12

Mery Mery, Martono Martono, Siti Halidjah,
Agung Hartoyo. "Sinergi Peserta Didik dalam
Proyek Penguatan Profil Pelajar Pancasila",
Jurnal Basicedu, 2022

Publication

<1 %

13

ejournal.iainmadura.ac.id

Internet Source

<1 %

14

www.internationaljournalofspecialeducation.com

Internet Source

<1 %

15

conference.um.ac.id

Internet Source

<1 %

16

ejournal.unma.ac.id

Internet Source

<1 %

17	pssh.umsida.ac.id Internet Source	<1 %
18	repository.upi.edu Internet Source	<1 %
19	repository.usd.ac.id Internet Source	<1 %
20	Enung Hasanah, Suyatno Suyatno, Ika Maryani, M Ikhwan Al Badar, Yanti Fitria, Linda Patmasari. "Conceptual Model of Differentiated-Instruction (DI) Based on Teachers' Experiences in Indonesia", Education Sciences, 2022 Publication	<1 %
21	Fafa Nurdyansyah, Iffah Muflihati, Rizky Muliani Dwi Ujianti, Mega Novita, Haryo Kusumo, Mujiono ., John Charles Ryan. "Indonesian Character Building Strategy: Planning the Pancasila Student Profile Strengthening Project in Kurikulum Merdeka", KnE Social Sciences, 2022 Publication	<1 %
22	Septinaningrum, Kama Abdul Hakam, Wawan Setiawan, Mubiar Agustin. "Developing of Augmented Reality Media Containing Grebeg Pancasila for Character Learning in Elementary School", Ingénierie des systèmes d information, 2022 Publication	<1 %

23

Andriani Safitri, Dwi Wulandari, Yusuf Tri Herlambang. "Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia", Jurnal Basicedu, 2022

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On