

## IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT TO ENHANCE RELIGIOUSITY AND BHINEKA TUNGGAL IKA AT SMK NEGERI 1 KLATEN

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### ABSTRACT

The challenge of diversity in the era of globalization is an important issue that cannot be avoided by any country, including Indonesia. To maintain unity and strengthen national identity, the values of Bhinneka Tunggal Ika need to be understood and applied in everyday life. This study aims to examine the implementation of the Pancasila Student Profile Strengthening Project (P5) through the theme of Bhinneka Tunggal Ika at SMK Negeri 1 Klaten, focusing on implementation strategies, student involvement, and the impact on strengthening religious values and tolerance for diversity. The research uses a descriptive qualitative method with data collection techniques through interviews, observations, and documentation. The results of the study indicate that the implementation of the Bhinneka Tunggal Ika theme in P5 is able to increase students' awareness of the importance of diversity, strengthen attitudes of tolerance, and increase active participation in cross-cultural project-based activities. However, challenges remain, such as students' limited initial understanding of the concept of diversity and the heterogeneity of their backgrounds. These findings highlight the importance of strengthening diversity literacy from an early age to reinforce unity within the school environment.

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### INTRODUCTION

Education can be understood as a conscious and carefully planned effort to create a learning environment and educational mechanisms that enable students to proactively optimize their potential. The purpose of education is to ensure that learners possess spiritual strength rooted in religious values, the ability to self-regulate, positive personal character, intelligence, good moral conduct, and the competencies necessary for individual development and contribution to society (Rahman et al., 2022).

Education plays a highly significant role in human existence as it serves as a means to develop potential, personality, and essential competencies to face various challenges in

the future (Shavkidinova, Suyunova & Kholdarova, 2023). Based on the National Education System, the goal is to facilitate the development of students' abilities in spiritual, self-control, intelligence, and noble character aspects so that they become individuals who benefit individuals, communities, and the country. During the learning process, students are not only guided in controlling knowledge but are also encouraged to explore their own abilities.

Indonesia, in its capacity as a country that consistently develops innovation in the field of education, pays close attention to the importance of developing human resources that balance intellectual abilities and character (Rozi & Kamalia, 2023). The success of students in the learning process is not only measured by academic ability or hard skills, but also by interpersonal skills or soft skills and the quality of character they possess (Kahfi, 2022). Through the Merdeka Curriculum, which emphasizes character development through the Pancasila Student Profile Strengthening Project (P5), one of the main themes highlighted is *Bhineka Tunggal Ika*, which emphasizes the importance of awareness of diversity and unity amidst differences.

The Pancasila Student Profile is a program formulated by the Indonesian Ministry of Education and Culture to improve character education in the country (Massie, 2024). This project aims to raise awareness among Indonesian students about the qualities and skills they need to possess during their studies and when entering society. By implementing the six dimensions of the Pancasila Student Profile, which include faith and devotion to God the Almighty, global diversity, independence, cooperation, critical thinking, and creativity. The application of these values in vocational schools such as SMK Negeri 1 Klaten is crucial in developing the character of students who can navigate a multicultural society.

The Pancasila Student Profile reflects the character and skills that are developed in normal life and internalized by each individual involved in the learning process through cultural practices in educational units, extracurricular learning processes, the Pancasila Student Profile Strengthening Project, and extracurricular activities (Sufyadi et al., 2021). The Merdeka Curriculum emphasizes the importance of strengthening students' character through the Pancasila Student Profile Strengthening Project, where students have the opportunity to engage in learning in a non-formal environment. This project offers a flexible learning structure and interactive learning activities that support the development of various skills and abilities (Kemendikbudristek, 2021).

Well-planned Project Activities (P5) can support students in implementing the principles of Pancasila in their daily activities. Active student involvement in these

activities will increase the effectiveness and benefits of the program. Through P5, it is hoped that students will develop into a generation that upholds the values of Pancasila, is intelligent, and is ready to contribute to society. In the context of character education, P5 is highly relevant amid the social and cultural challenges faced by today's youth. Several studies indicate that the implementation of P5 can increase students' awareness of Pancasila values, such as tolerance, social responsibility, and cooperation (Safitri, Andriani et al., 2022). However, there are still challenges in implementing P5, including the diverse composition of students and knowledge about diversity.

The Pancasila Student Profile describes the ideal characteristics of Indonesian students, who are expected to have global capabilities and act in accordance with the values of Pancasila. According to the Guidelines for the Development of the Pancasila Student Profile Strengthening Project published by the Ministry of Education and Culture (Kemendikbudristek, 2021), students with this profile are expected to be able to adapt to the changing times, exhibit a tolerant attitude, and contribute positively to society. This aligns with the national education objectives, which aim to produce a generation that is not only academically excellent but also possesses strong character and is grounded in the noble values of the nation. The theme of *Bhineka Tunggal Ika* is particularly important in the context of Pancasila and Citizenship Education (P5) as it serves to foster awareness of the diversity of cultures, religions, ethnicities, and perspectives that exist in Indonesia. In this context, education is expected to develop attitudes of mutual respect and appreciation for differences among students. By understanding and valuing diversity, students are expected to live harmoniously in a multicultural society, in line with the fundamental principles of Pancasila, which emphasize unity in diversity.

Project-based learning is an approach that allows students to develop understanding through direct experience and acquire knowledge through direct experience and in an appropriate context. Within this model, students are involved in challenging projects related to real life, so that they can facilitate the development of critical thinking, collaboration, and communication skills. Viñuela & de Caso Fuertes (2023), project-based learning has the potential to increase student motivation and support their deeper understanding of the subject matter. This approach also aligns with the demands of 21st-century education, which emphasizes the development of relevant competencies and character in students.

One of the fundamental concepts in the P5 project is *Bhineka Tunggal Ika*, which emphasizes the importance of understanding and appreciating cultural, religious, ethnic,

and philosophical diversity. This theme is particularly relevant to instill from an early age, especially within the context of Indonesia's multicultural society. In embracing the era of globalization, the Indonesian nation is urged to continue upholding the principles of Pancasila through hard work so that future generations can understand and practice them. These noble values are expected to remain as ideological guidelines for national and state life (Pardosi et al., 2024). SMK Negeri 1 Klaten, as one of the vocational secondary education institutions in Klaten Regency, has implemented the P5 project by highlighting the theme of Bhineka Tunggal Ika through various activities, such as cultural festivals, departmental performances, traditional markets, sack races, cultural archives, and water splash events. These activities are not only designed to develop national awareness but also to foster tolerance, empathy, and a sense of unity among students.

However, the implementation of the P5 project with the theme of Bhineka Tunggal Ika was not without challenges, both in terms of students' understanding of diversity and knowledge of diversity, as well as the readiness of teachers as learning facilitators. Therefore, it is important to conduct a scientific study that describes in depth the implementation process of this project at State Vocational High School 1 Klaten. This study aims to describe the implementation of the P5 project with the theme of Bhineka Tunggal Ika, identify the strategies used in project activities, and analyze the impact of the project on students' character, particularly in the context of strengthening tolerance and understanding of diversity. In addition to being a means of contextual learning, this project also has the potential to become a medium for strengthening religious values that support mutual respect among religious communities, fostering spiritual awareness in diversity, and shaping individuals with integrity and inclusivity. By integrating religious values into every project activity, students are expected not only to understand the meaning of diversity cognitively but also to apply it ethically in their daily lives. Through this research, it is hoped that a comprehensive understanding of the effectiveness and challenges of implementing the P5 project as an integral component in strengthening character education in vocational school environments can be obtained.

## **RESEARCH METHODE**

The research method applied in this study is a descriptive qualitative approach, conducted at State Vocational High School 1 Klaten in the 2024/2025 academic year. Data was collected through observation, interviews, and documentation. The research subjects were students enrolled in grade X at SMK Negeri 1 Klaten, P5 facilitator teachers, and the

school principal. Data collection was conducted through interviews, observations, and documentation analysis. To ensure the implementation of the Pancasila Student Profile, interviews were conducted with 10th-grade students and P5 facilitator teachers, while observations were carried out at State Vocational High School 1 Klaten to identify how the Pancasila Student Profile is reflected in the development of students' personalities. Observations were conducted by checking the students' enthusiasm for learning both inside and outside the classroom and through direct observation. The data collection technique using documentation aimed to strengthen the research findings in this field. The researcher applied source triangulation and method triangulation techniques as an effort to test the validity of the data obtained. In data analysis, this study used the technique of paraphrasing sentences using somewhat difficult journal language.

## **RESULTS AND DISCUSSION**

The implementation of the Pancasila Student Profile Strengthening Project (P5) is part of the steps to realize education that reflects the spirit of *Bhinneka Tunggal Ika* in the school environment. The Ministry of Education, Culture, Research, and Technology, in collaboration with the Merdeka Mengajar Platform, has provided guidelines for its implementation. Teachers are encouraged to independently study, use, and adapt the available teaching tools according to the conditions and readiness of each school (Manca & Delfino, 2021). At SMK Negeri 1 Klaten, the implementation of P5 includes planning, management, processing of assessment results and reporting, as well as evaluation and follow-up of the activities carried out.

The design of the implementation of the Pancasila Student Profile Strengthening Project (P5) is the initial step carried out before the project implementation phase. At SMK Negeri 1 Klaten, the P5 design includes several stages, starting with the formation of the P5 team by the school principal and vice principal, in line with the principal's role as the initiator of the team and supervisor of P5 implementation (Asiati & Hasanah, 2022). In its implementation, teachers act as facilitators who apply contextual learning strategies by connecting the material to the real lives of students. P5 activities are not included in the subject structure but are a collaborative school project, so all teachers are responsible. At SMK Negeri 1 Klaten, the P5 team consists of 16 facilitators and 10 coordinators who manage activities for 1,650 students. The number of team members is determined based on the number of students, the proposed theme, and the teachers' unfulfilled teaching hours, in accordance with the guidelines established for determining P5 teachers.

The process of forming the Pancasila Student Profile Strengthening Project (P5) team at State Vocational High School 1 Klaten was carried out through a joint meeting forum with all school stakeholders. This team consists of teachers who serve as coordinators and facilitators. The P5 coordinator has the primary responsibility of socializing the use of the project module to the teachers in charge and facilitators, coordinating socialization activities and the implementation of P5 in each class, ensuring the implementation of the module by students with guidance from teachers, and compiling and uploading the final assessment results to the grade processing system. In line with Multazam, (2023) P5 provides an interesting strategy for combining technology with conventional educational practices, encouraging student involvement and improving problem-solving abilities. The appointment of coordinators is based on their competencies, training experience, mastery of the P5 concept, and leadership skills and vision for project development (Satria et al., 2022). The establishment of the P5 team is essential for the proper execution of project-based learning, promoting student character development, and enhancing the overall performance of the P5 program within the educational setting (Apriliyah, & Santoso, 2024). Meanwhile, P5 facilitators play a direct role in assisting students during the project implementation process and collaborate with coordinators in designing project activities the implementation of P5 has a positive impact on students' skills; however, its integration with lessons needs to be improved. The project implementation was successful in increasing students' understanding of the value of mutual cooperation and cooperation skills.

The role of the facilitator is not only as a mentor but also includes functions as a consultant, information source, and moderator (Juraidah & Hartoyo, 2022). To maximize mentoring, facilitators are assigned per class, allowing students to choose and learn from various facilitators according to their needs and interests. This methodology promotes a student-centered learning experience, enabling facilitators to assist students in investigating subjects more thoroughly and autonomously. This technique aims for students to cultivate critical thinking skills, enhance communication abilities, and get practical experience in problem-solving tasks, which are vital components of the Pancasila Student Profile Strengthening Project.

Management in the context of the implementation of the Pancasila Student Profile Strengthening Project (P5) is an implementation phase carried out based on a plan that has been designed beforehand (Soro, et al. 2024). In general, the implementation of P5 includes three main phases, namely the first phase, the core implementation phase, and the closing

phase. At SMK Negeri 1 Klaten, these three phases are implemented systematically, starting with the initial phase of introducing and contextualizing the project to students, followed by the core implementation phase through real-world activities, and concluding with the closing phase in the form of a celebration of learning outcomes as a reflection and appreciation of the process that has been carried out.

The initial stage of project implementation at SMK Negeri 1 Klaten began with an introduction and contextualization activity. The introduction was carried out through a provocation strategy by the facilitator, principal, and coordinator with the aim of arousing students' empathy for the value of *Tunggal Ika* diversity. This is done by presenting authentic and relevant problems that align with the students' life contexts, in line with the P5 guidelines, which recommend the use of prompting questions and authentic issues in the project's opening phase. In this phase, the facilitator plays a central role in building the students' motivation and enthusiasm (Juraidah & Hartoyo, 2022).

After the introductory phase, students form groups based on their classes to carry out various project activities such as interdepartmental cultural festivals, traditional markets, cultural archiving, and educational games. These activities are designed to develop the character dimensions of the Pancasila Student Profile, including cooperation, independence, global diversity, critical thinking, and creativity. In subsequent meetings, students are introduced to design thinking or structured thinking processes, which aim to strengthen critical thinking skills, particularly in terms of the ability to critique.

The second stage in the implementation of the Pancasila Student Profile Strengthening Project (P5) is the optimization of core activities. At SMK Negeri 1 Klaten, the implementation of P5 with the theme of *Bhinneka Tunggal Ika* is carried out through a series of activities based on real experiences that aim to strengthen the values of diversity. One of the main activities in this stage is a cultural festival, which includes two main forms: a cultural carnival in the form of class mascots and an inter-departmental cultural arts performance. The cultural mascot activity is participated in by representatives from each 10th-grade class, while the cultural arts performance is conducted by representatives from each department.

In the implementation of cultural arts performances, each department at SMK Negeri 1 Klaten is given the freedom to express their creativity, which represents the characteristics of their respective fields of expertise. This also serves as a platform to showcase the diversity of interests and artistic potential of the students. The various forms of artistic expression showcased include traditional dance, vocal performances, modern dance,

musical theater, poetry recitation with musical accompaniment, and pantomime performances. The aim of this activity is to foster pride in the students' cultural identity and strengthen awareness and appreciation of cultural diversity within the school environment.

In addition to the cultural performance, the school also organizes a "People's Market" as a simulation of a traditional market. This activity involves students as sellers and buyers, where they offer various local products, regional specialties, and handicrafts. Each class determines their selling location, sets up tables and chairs, and decorates the selling area with a retro theme. Through this activity, students not only learn to recognize cultural diversity through cuisine and traditional products but also develop entrepreneurial skills and interpersonal communication. This activity reflects the values of mutual cooperation and appreciation for local culture.

Another activity organized to support the implementation of P5 is the Karung Race Fest, a modified sack race with additional challenges to enhance engagement and excitement. The race is conducted in pairs, with one sack carrying two participants from each 10th-grade class as representatives. Furthermore, Water Splash is an educational recreational activity in the form of a water game aimed at strengthening relationships among students. Each team consists of two people, one tasked with breaking the water and the other guiding their partner to the finish line. This activity introduces traditional games in a modern format that promotes togetherness, sportsmanship, and teamwork, while also fostering appreciation for cultural heritage.

The cultural archive activity conducted by Grade 10 students of SMK Negeri 1 Klaten is part of the implementation of the Pancasila Student Profile Strengthening Project (P5), which aims to preserve and appreciate local culture. In this activity, each class is represented by five students to create a three-dimensional wall magazine. The content of the wall magazine includes information about historical relics and local arts, presented in a creative and informative manner. This activity is designed to enhance students' knowledge of local culture and encourage their contribution to the preservation of Indonesia's cultural heritage through systematic documentation.

Although this project was carried out collaboratively, each student was given individual responsibility for a specific part of the project. This approach was implemented to optimize active participation and provide a meaningful learning space where students could be creative and develop their potential to the fullest (Asiati & Hasanah, 2022). This collaborative work strategy is also in line with the objective of strengthening the dimension of mutual cooperation in the Pancasila Student Profile (Mery et al., 2022).



**Figure 1. Implementation of the P5 Project**

The third stage in the implementation of the project is the closing of the series of activities through a celebration of learning outcomes. In general, celebrations of learning outcomes can take various forms, such as exhibitions, presentations, real-life actions, or portfolios. The form of this celebration is adapted to the conditions, availability of facilities, and characteristics of the educational institution, so that its implementation can be either elaborate or simple (Satria et al., 2022). At SMK Negeri 1 Klaten, documentation of students' learning outcomes is displayed as part of the celebration, as illustrated in Figure 2.



**Figure 2. Learning Outcomes Achievement**

Based on visual documentation, the celebration of learning outcomes at State Vocational High School 1 Klaten was realized through an exhibition of student work. The exhibition showcased the results of student projects, including cultural archives, cultural festivals, traditional markets, and fun games. The exhibition activity not only serves as a

medium for appreciating the learning process and products but also as a form of reflection and realization of students' achievements in managing projects.

The celebration of learning outcomes is carried out in two stages: preparation and implementation. The entire series of activities is designed to strengthen the character values contained in the Pancasila Student Profile, particularly the aspects of cooperation, creativity, and reflective thinking.

The processing of assessments and reporting of student achievements in the Pancasila Student Profile Strengthening Project (P5) activities is a process of converting assessment data into final grades that represent the development of students' character, namely the collection of information, analysis of evaluation results, and formulation of project reports (Satria et al., 2022). Referring to the official P5 guidelines, assessment data can be collected through reflective journals and portfolios. At SMK Negeri 1 Klaten, documentation is done in the form of photos of activities, simple daily journals, and portfolios of works.

The data processing of assessment results is carried out comprehensively after the Project has been completed by integrating formative and summative assessments. Formative assessments are used to monitor the development process of student characteristics in each meeting, while summative assessments are given at the end of the Project to evaluate the level of achievement of characteristics based on the dimensions and elements that have been set. Assessment uses a 1-4 scale rubric, covering four main dimensions: (1) faith and piety toward God Almighty, (2) cooperation, (3) creativity, and (4) critical thinking. Scores for each element are calculated quantitatively, averaged, and then converted into achievement categories: Not showing development (1), beginning to show signs of development (2), developing as expected (3), and achieving a very significant level of development (4). The final assessment results are then recorded and documented by the P5 facilitator.

No	Name	Believing and being pious	Mutual Cooperation	Creative	Critical Thinking
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Code	Description	Score
BB	Not yet developed	0 - 30
MB	Start to develop	31 - 60
BSH	Growing as expected	61 - 85
SB	Higly Developed	86 - 100

The assessment results show that the majority of students are in the category that has developed as expected and achieved significant progress, particularly in the dimensions of

cooperation and creativity. This finding indicates that the implementation of the Pancasila Student Profile Strengthening Project (P5) has not only successfully increased awareness of diversity but has also been effective in fostering tolerance and the ability to collaborate across differences. P5 is implemented not merely as project-based learning that produces outcomes, but as a pedagogical approach focused on character development aligned with the values embedded in the Pancasila Student Profile..

The targeted character dimensions, although their achievement varies, have begun to manifest in the behavior of students. This aligns with the primary objective set by P5, which is for students to demonstrate the expected character indicators in their daily lives (Jufri, 2022). The implementation of the *Bhinneka Tunggal Ika* theme at SMK Negeri 1 Klaten has had a positive impact on students' multicultural awareness. This is evident from increased empathy, concern for others, and a willingness to respect differences in social interactions.

Structured interactions in project activities encourage openness, active listening, and peaceful conflict resolution. Learners show improvement in active participation, adaptability, and contribution to group decision-making. The dimensions of cooperation and creativity are prominent in collaborative planning and the expression of ideas across cultural perspectives. Additionally, the use of inclusive language and empathetic attitudes are becoming commonplace in communication among students, reflecting the development of an inclusive and collaborative learning environment.

The impact of religiosity in the implementation of the Pancasila Student Profile Strengthening Project (P5) is also reflected in the patterns of social interaction among students, which show an increase in mutual respect for differences in beliefs and reciprocal support in the practice of each other's religions. This situation fosters a harmonious school atmosphere where religious values and the spirit of diversity reinforce each other synergistically. Additionally, there has been a positive transformation in students' social behavior, marked by increased cross-group collaboration in both academic activities and extracurricular events.

Some students have also begun to take an active role as agents of tolerance in the classroom environment, showing concern and involvement in educating their peers about the importance of respecting diversity. This attitude is reinforced by the growing confidence of students in openly expressing their cultural identities without fear of stigma or stereotypes from other groups. This signifies the emergence of an inclusive learning environment that supports the development of multicultural character.

The fundamental objective of implementing the Pancasila Student Profile Strengthening Project (P5) is to shape the identity and characteristics of students in line with the six main dimensions of the Pancasila Student Profile, namely being faithful and devoted to God Almighty and having noble character, being cooperative, independent, globally diverse, critical, and creativity (Suzetasari et al., 2023). The application of the *Bhinneka Tunggal Ika* theme in project activities demonstrates its effectiveness in fostering pride in cultural identity and increasing appreciation for diversity as part of national wealth.

Thus, the implementation of P5 not only contributes to strengthening the character of students in the context of diversity, but also deepens spiritual and religious values that serve as a crucial foundation in building tolerance and mutual respect among individuals in the educational environment.

## **CONCLUSION AND RECOMMENDATIONS**

The conclusion of this study shows that the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of *Bhinneka Tunggal Ika* at SMK Negeri 1 Klaten has successfully increased students' awareness of the importance of diversity, strengthened their attitude of tolerance, and encouraged active participation in cross-cultural project-based activities. Despite challenges such as students' initial lack of understanding of the concept of diversity and the diverse composition of the student body, the research results indicate that P5 is effective in fostering student character aligned with Pancasila values. The activities conducted not only serve as a learning tool but also as a medium to strengthen religious values and cultivate spiritual awareness within diversity. Recommendations from this research It is important to enhance students' understanding of diversity before implementing the Pancasila Student Profile Strengthening Project (P5) through socialization and interactive discussions. Intensive training for teachers on project-based learning strategies is also needed to improve the effectiveness of mentoring. The involvement of parents and the community in P5 activities can strengthen support for character education. Regular evaluations of P5 implementation should be conducted to identify challenges and successes, as well as to refine the program. Additionally, strengthening extracurricular activities focused on diversity and tolerance can enrich students' learning experiences. These steps are expected to optimize P5 implementation in shaping students' tolerant and diverse-respecting character.

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