

Project Training on Strengthening the Profile of Pancasila Students in Mathematics Learning at SMK Assalafiyyah Sleman

Pelatihan Projek Penguatan Profil Pelajar Pancasila Dalam Pembelajaran Matematika Di SMK Assalafiyyah Sleman

Nuryadi*¹, Nanang Khuzaini²

^{1,2} Universitas Mercu Buana Yogyakarta

E-mail: nuryadi@mercubuana-yogya.ac.id¹

Abstract

The Pancasila student profile strengthening project is an effort to encourage the achievement of the Pancasila student profile by using a new paradigm through project-based learning. Therefore, it is very important that schools can implement and run projects to strengthen the profile of Pancasila students. However, SMK Assalafiyyah Sleman has not implemented a project to strengthen the profile of Pancasila students. Therefore, the purpose of this service is to provide training and knowledge about the Pancasila student profile strengthening Project as well as the steps and flows of making the Pancasila student profile strengthening Project module at SMK Assalafiyyah Sleman. The training participants were all teachers at SMK Assalafiyyah Sleman as many as 14 teachers face-to-face using an approach of active participation, coordination and socialization, and independence. The results of Community Service (PKM) show that the achievement of the success indicators that have been set, namely $\geq 75\%$ of teachers understand related to the project of strengthening the profile of Pancasila students. Therefore, Community Service (PKM) has achieved the success indicators that have been set and achieved the goal of making teachers at SMK Assalafiyyah Sleman know and understand related to the project of strengthening the profile of Pancasila students. In addition, the results of the research analysis above show that with proper assistance and policy making that favors all aspects involved in the world of education in Indonesia will greatly help the programs in the independent curriculum, one of which is the Pancasila student profile strengthening project program. In addition, collaboration can be an option for schools and teachers personally to better understand the programs in the independent curriculum in order to apply them in school learning

Keywords: Training activities, Pancasila student profile strengthening project, P5 module

Abstrak

Projek penguatan profil pelajar pancasila adalah upaya untuk mendorong tercapainya profil pelajar Pancasila dengan menggunakan paradigma baru melalui pembelajaran berbasis projek. Maka dari itu, penting sekali sekolah dapat menerapkan dan menjalankan program projek penguatan profil pelajar pancasila. Namun, di SMK Assalafiyyah Sleman belum menerapkan projek penguatan profil pelajar pancasila. Oleh karena itu, tujuan dari pengabdian ini adalah untuk memberikan pelatihan dan pengetahuan tentang Projek penguatan profil pelajar pancasila serta langkah dan alur pembuatan modul Projek penguatan profil pelajar pancasila di SMK Assalafiyyah Sleman. Peserta pelatihan merupakan seluruh guru di SMK Assalafiyyah Sleman sebanyak 14 guru secara tatap muka dengan menggunakan pendekatan partisipasi aktif, koordinasi dan sosialisasi, serta kemandirian. Hasil dari Pengabdian Kepada Masyarakat (PKM) ini menunjukkan bahwa tercapainya indikator keberhasilan yang telah ditetapkan yaitu $\geq 75\%$ guru memahami terkait projek penguatan profil pelajar pancasila. Oleh karena itu, Pengabdian Kepada Masyarakat (PKM) ini telah mencapai indikator keberhasilan yang telah ditetapkan dan mencapai tujuan untuk membuat guru di SMK Assalafiyyah Sleman mengetahui dan memahami terkait Projek penguatan profil pelajar pancasila. Selain itu, hasil dari analisis penelitian di atas menunjukkan bahwa dengan pendampingan yang tepat serta pembuatan kebijakan yang berpihak pada semua aspek yang terlibat pada dunia pendidikan di Indonesia akan sangat membantu program-program yang ada di kurikulum merdeka, salah satunya adalah program projek penguatan profil pelajar Pancasila. Selain itu, kolaborasi bisa menjadi salah satu opsi bagi sekolah maupun guru secara pribadi untuk lebih memahami program-program yang ada di kurikulum merdeka agar dapat menerapkannya dalam pembelajaran di sekolah.

Kata kunci: Kegiatan pelatihan, Projek penguatan profil pelajar pancasila, Modul P5

1. INTRODUCTION

Education is a human effort to ensure their survival by adjusting to the changes and developments of the times that take place so quickly (Retnaningsih, 2019; Ummah, 2019). Law No. 20 of 2003 states "Education aims to develop students' potential to become human beings who believe and fear God, capable, creative, independent, have noble character, healthy, knowledgeable, and become democratic and responsible citizens". To achieve this target, an instrument known as curriculum is needed (Lubis, 2015; Setiyadi et al., 2020). The curriculum is a series of plans and guidelines that set the objectives, content, learning materials, and assessment of an educational program (Nasbi, 2017; Sham, 2017). It involves various elements such as the subject being taught, the teaching method applied, the assessment of learning outcomes, and the educational goals to be achieved (Hammdi, 2020). The curriculum development process involves selecting appropriate learning content, developing teaching methods, and designing assessments to measure the achievement of learning objectives (Hamid, 2019). The curriculum can change in line with developments in education, technology, and community needs in response to these changes (Erlistiana et al., 2022; Camelia, 2020). With a curriculum that continues to adapt to the times, teachers are required to continue to develop themselves and adapt to the times as well (Sumantri, 2019).

Currently in Indonesia, the ongoing curriculum implementation is the independent curriculum (Rahayu, 2022). The independent curriculum is a concept in changing the education system in Indonesia with the aim of creating a quality generation in the future (Angga, 2022). The Merdeka Curriculum is designed as a curriculum structure that is more adaptive and focuses on the subject matter, character building, and student skill development (Wiguna & Tristantingrat, 2022; Idhartono, 2023). The main characteristics of the Merdeka Curriculum include: 1) Application of project-based learning to develop soft skills and character in accordance with the profile of Pancasila students; 2) Focus attention on the subject matter so that adequate time can be allocated for in-depth learning on basic competencies such as literacy and numeracy; and 3) Flexibility for teachers to organize different learning according to student abilities and adapt to local contexts and needs (Kurniati et al., 2023; Ningrum & Andriani, 2023). The Merdeka Curriculum involves three types of learning activities, namely: 1) Intracurricular learning held with a differentiation approach, allowing students to further explore concepts and strengthen their competencies. It also gives teachers the flexibility to choose teaching materials that suit the needs and characteristics of their students; 2) Co-curricular learning in the form of a project to strengthen the profile of Pancasila students, carrying out the principle of cross-disciplinary learning that focuses on building character and general competence; and 3) Extracurricular learning organized in accordance with student interests and resources in the educational unit. The main objective of the Independent Curriculum is to form students with Pancasila student profiles (Rani et al., 2023; Purnawanto, 2022). Based on interviews with teachers at SMK Assalafiyah Sleman, teachers still have difficulty in adapting to the programs in the independent curriculum. One program that is very difficult to adapt is the project program to strengthen the profile of Pancasila students.

The Pancasila student profile is the result of an interpretation of national education objectives (Audah et al., 2023). The Pancasila student profile has a major role as the main guide for education policy making, and also a reference for educators in shaping student character and competence (Andyana, 2022). Pancasila students are the embodiment of Indonesian students as lifelong students who are competent, have character, and behave in accordance with Pancasila values (Kahfi, 2022; Rahayuningsih, 2021). But so far, the profile of Pancasila students is still little reflected in students in Indonesia. This is evidenced by various kinds of problems that occur in Indonesian education that do not reflect the profile of Pancasila students such as students yelling at teachers, rampant deviant behavior such as brawls and immoral acts. Even though the profile

of Pancasila students consists of six dimensions, namely: 1) Faith, fear of God Almighty, and noble character; 2) Global diversity; 3) Working together; 4) Independent; 5) Critical reasoning; and 6) Creative (Jamaludin et al., 2022; Mulyani et al., 2023). Therefore, in order to form students with the character of Pancasila students, the Independent Curriculum stipulates the existence of a project program to strengthen the profile of Pancasila students (Santoso et al., 2023). This program aims to create Indonesian students who have a Pancasila student profile (Yani et al., 2024).

The development of the Pancasila student profile strengthening project is a step to promote the achievement of the Pancasila student profile by utilizing a new paradigm through a project-based learning approach (Aryani et al., 2023). The Pancasila student profile strengthening project as one of the means of achieving the Pancasila student profile is expected to provide opportunities for students to experience knowledge as a process of strengthening character, as well as opportunities to learn from the surrounding environment (Sari et al., 2023; Yaldi & Wirdati, 2023). The Pancasila student profile strengthening project also serves as a tool to achieve the Pancasila student profile, which requires schools that use an independent curriculum to implement the Pancasila student profile strengthening project (Priyanti et al., 2023). However, the partners of SMK Assalafiyyah Sleman have not held a project to strengthen the profile of Pancasila students. There are several obstacles experienced by SMK Assalafiyyah Sleman that make the implementation of the project to strengthen the profile of Pancasila students has not been carried out. Therefore, the purpose of this service is to provide training and knowledge about the Pancasila student profile strengthening Project as well as the steps and flows of making the Pancasila student profile strengthening Project module at SMK Assalafiyyah Sleman.

2. METHOD

Community Service (PKM) will be carried out using the training/workshop method for teachers at SMK Assalafiyyah Sleman on Jl. Kiai Masduqi Mlangi, Nogotirto Village, Gamping District, Sleman Regency, Yogyakarta Special Region. The training participants were all teachers at SMK Assalafiyyah Sleman as many as 14 teachers. The consideration of the selection of participants who are all teachers at SMK Assalafiyyah Sleman is due to the enthusiasm of the teachers and the needs of the teachers who are required from the school to understand about the project of strengthening the profile of Pancasila students. In its implementation, the Community Service team (PKM) conducts Community Service (PKM) with several approaches in order to achieve the service goals that have been set. The approaches taken are as follows:

1. Active Participation Approach

The active participation approach is an approach that emphasizes the active role of participants in the Pancasila Student Profile Strengthening Project activities.

2. Coordination and Socialization Approach

The socialization approach is an approach that aims to introduce and clarify on the creation of modules of the Pancasila student profile strengthening project.

3. Self-Reliance Approach

The independence approach is an approach taken to find out the results of training that has been carried out and evaluate the activity program to partners. This approach is useful to find out the extent to which partners are able to understand the training material for the Pancasila student profile strengthening project.

The method of implementing the program in order to solve partner problems at SMK Assalafiyyah Sleman in detail is presented in Table 1.

Table 1. Details of Problems and Methods of Implementing Community Service Programs (PKM)

No	Problem Details	Implementation Method
1	Partners does not yet understand the way in the manufacture and development of the Pancasila student profile strengthening project module	Provide socialization to partners related to the creation and development of project modes to strengthen the profile of Pancasila students
2	Partners do not yet know the steps and flows in developing the project module to strengthen the profile of Pancasila students	Provide knowledge to partners on steps and grooves in developing the Pancasila student profile strengthening project module
3	Partners do not yet know the components that must be present in the project module of strengthening the profile of Pancasila students	Provide knowledge on the components that should be present in the Pancasila student profile amplification project module

The methods of implementing the Community Service (PKM) program listed in Table 1 have been discussed and communicated with partners. Mitra has confirmed that it will be actively involved in implementing the agreed PKM program. Partners are responsible for providing facilities such as program implementation venues, television as projectors, training rooms, as well as data and documents needed to support the smooth running of the Community Service (PKM) program. Partner commitment also includes good program implementation in order to achieve optimal PKM targets.

The implementation of PKM includes four stages, namely preparation, implementation, evaluation, and reflection. Preparations will be made by coordinating the licensing and implementation of Community Service (PKM) activities. The implementation will be carried out for three days with the content of each session, namely: (1) explanation and discussion of curriculum conditions in Indonesia; (2) explanation and discussion of the dimensions and steps in implementing the Pancasila Student Profile Strengthening Project; and (3) Providing examples and discussions on the design to be applied in the SMK Assalafiyyah Sleman school. Furthermore, the evaluation will be carried out at the beginning and end of the activity. The initial evaluation was carried out to assess the understanding of the project material for strengthening the profile of Pancasila students. While the final evaluation aims to measure the success of the PKM program, it is measured by the percentage of teachers who understand the topic of the Pancasila student profile strengthening project at least 75%. The data collection instrument used is a questionnaire with the analysis method used to interpret the data as quantitative descriptive. The last is a reflection where it will be carried out by analyzing the results of the evaluation carried out to improve the next Community Service (PKM) activities.

3. RESULTS AND DISCUSSION

This devotion will be discussed in detail at each stage of implementation, namely preparation, implementation, evaluation, and reflection. Explanations related to each stage of the Community Service (PKM) program will be presented as follows:

Preparatory Stage of Community Service Activities

Preparation for service activities begins by addressing administrative needs, such as obtaining permission from the school where the service program will be implemented, in this case at SMK Assalafiyyah Sleman. After all administrative requirements are met, the next step is to conduct a literature study. The literature study aims to explore the materials to be used in training. The material prepared is focused on the project of strengthening the profile of Pancasila students and the stages of developing modules for the project.

The Community Service Team (PKM) also prepared an evaluation tool in the form of a questionnaire instrument. The indicators listed in the questionnaire can be found in Table 2.

Table 2. Questionnaire Indicators

Indicator
Knowledge and Understanding related to the Independent Curriculum
Knowledge and Comprehension related to the Pancasila student profile strengthening project
Knowledge and Understanding related to the steps and flow of module development Project to strengthen the profile of Pancasila students
Knowledge and Comprehension related components in the Pancasila student profile strengthening project module

Based on the indicators contained in Table 2, the Community Service team (PKM) prepared a questionnaire that will be used as an evaluation tool.

Implementation Stage of Community Service Activities

Community Service Activities (PKM) were held directly at SMK Assalafiyyah Sleman involving 14 participants consisting of teachers of different subjects for 3 days. The activity starts on December 26, 2023 at 10.00 WIB. The first day began with remarks from the Principal of SMK Assalafiyyah Sleman, Mr. Bayu Sudarmaji, S.Pd. In his speech, Mr. Bayu stated that the training of the Pancasila student profile strengthening project organized by the Community Service team (PKM) is very important for teachers here, especially because the independent curriculum that has been implemented at SMK Assalafiyyah Sleman has not been able to integrate the Pancasila student profile strengthening project as it should. Therefore, Mr. Bayu hopes that this training can help teachers at SMK Assalafiyyah Sleman in implementing the Pancasila student profile strengthening project.



Figure 1. Presentation of Celebration by Mr. Bayu Sudarmaji, S.Pd.

The activity was then continued with the delivery of material by the Community Service team (PKM). The material begins by reviewing the current condition of the curriculum in Indonesia. Currently, schools in Indonesia have the freedom to choose the curriculum they implement, including (1) the 2013 Curriculum; (2) the Emergency Curriculum, which is a simplification of the 2013 Curriculum; (3) Independent Curriculum. At SMK Assalafiyyah Sleman, an independent curriculum is being implemented, but still faces obstacles in its implementation.

One of the obstacles faced by SMK Assalafiyyah Sleman is the implementation of the Pancasila student profile strengthening project.

The Pancasila student profile strengthening project is a cross-disciplinary learning method that aims to observe and formulate solutions to problems around the environment. The learning approach in the Pancasila student profile strengthening project uses a project-based learning model, in contrast to the *project-based* learning approach in intracurricular programs in the classroom. Through the Pancasila student profile strengthening project, students are given opportunities to learn in non-formal contexts, flexible learning structures, more interactive learning experiences, and direct involvement with the surrounding environment, which aims to strengthen various competencies in the Pancasila student profile.



Figure 2. Material Delivery by the Community Service Team (PKM)

After giving a brief explanation of the Pancasila student profile strengthening project, the Community Service (PKM) team also conveyed information about several aspects related to this project, including the allocation of time that has been determined, the themes that will be raised in the Pancasila student profile strengthening project, and the modules that will be used by students in this project. The themes for the Pancasila Student Profile Strengthening Project have been determined by the government through the 2021 Pancasila Student Profile Strengthening Project Development Guide, Ministry of Education and Culture, namely: (1) Sustainable lifestyle; (2) Local wisdom; (3) Bhineka Tunggal Ika; (4) Awaken his body and soul; (5) The voice of democracy; (6) Engineering and technology to build the Republic of Indonesia; (7) Entrepreneurship; and (8) Employment.

At the next meeting, on December 27, 2023, the Community Service team (PKM) discussed the dimensions of the Pancasila student profile, involving aspects such as (1) Faith, fear of God Almighty, and noble character; (2) Global diversity; (3) Working together; (4) Independent; (5) Critical reasoning; and (6) Creative. After that, the PKM team explained the steps to implement the Pancasila student profile strengthening project in schools, which involved understanding the project, preparing the school ecosystem, project planning, project management, documentation and reporting of project results, as well as evaluation and follow-up. Currently, SMK Assalafiyyah Sleman has only reached the stage of understanding about the Pancasila student profile strengthening project, and it is hoped that this training will help them in implementing it.

At the last meeting, on December 28, 2023, the PKM team gave examples of Pancasila student profile strengthening project designs that might be applied at SMK Assalafiyyah Sleman and presented several examples of assessment forms that can be used. An example of the design of the Pancasila student profile strengthening project can be found in Figure 3. The PKM team presented this example to help teachers understand more concretely about the design and implementation of the Pancasila student profile strengthening project.

Contoh rancangan Proyek di SMK						
No	Proyek Lama	Rentang Waktu	Proyek Baru	Rentang Waktu	Keterkaitan	Keterangan
1	iklan layanan masyarakat	1 bulan lebih	naskah (individu)	2 minggu		Tema: teks ilm lingkungan dan
2	animasi bhineka	1 bulan lebih	vo dan ilustrasi (setengah"	2 bulan		Tema vo: naskah yang sudah
3	animasi video dengan mapel pa	1 bulan lebih	animasi (individu)	3 minggu		Tema: ikut naskah yang sudah
4	animasi dari materi pak po	1 bulan lebih	video production (kelompok)	1,5 bulan		Tema: pilihan
5	art book cerita rakyat	1 bulan lebih	revisi+presentasi per project dasar	3,5 minggu		
semester 2						
		Project 1 (Artbook)	1 bulan	B. Jawa (cerita wayang)	sudah membentuk kelompok	
		Project 2 (Project Akhir Video)	1 bulan	PKn, B. Inggris	(sudah termasuk presentarsi	
		Project 3 (Iklan Layanan	1 bulan	Agama: Muamalah	(sudah termasuk presentarsi	
		Project 4 (Project Akhir Film	1,1 bulan		pengerjaan pembuatan film	
		revisi+presentasi	1 minggu			
Proyek DMI						
No	Proyek	Detail Proyek	Rentang Waktu	Keterkaitan	Keterangan	
			Semester 1			punishment reward
1	Membuat Website Module	Perancangan sistem	1 minggu	Mapel Umum	Contoh web :	anggaran biaya : domain 1 jt

Figure 3. Example of Project Plan amplification of pancasila student profile

The series of training activities for the Pancasila student profile strengthening project ended with taking a group photo and filling out an evaluation questionnaire on the implementation of Community Service (PKM) that had taken place. Overall, participants showed high enthusiasm for this activity, which can be seen from their active involvement during the event. The Pancasila student profile strengthening project training lasted for 2 hours, starting from 10.00 WIB to 12.00 WIB. The positive response from participants to this activity indicates hope that the Community Service (PKM) program does not end here, but can be continued with the preparation of modules for the Pancasila student profile strengthening project and the implementation of subsequent programs.



Figure 4. Group Photo with Project Participants Strengthening the Profile of Pancasila Students

Evaluation Phase of Community Service Activities

Evaluation is carried out on these community service activities to assess the perceived benefits of implementing these activities. This evaluation was carried out before and after the service activity, aiming to assess participants' knowledge about the Project Training to strengthen the profile of Pancasila students. The Community Service Team (PKM) provides questionnaires that must be filled out by all participants as an evaluation tool. The distribution of the questionnaire was carried out using Google Forms, and a summary of the results of the questionnaire before and after the service activities is presented in Table 3.

Table 3. Questionnaire Results

No	Indicator	Before	After
1	Knowledge and Understanding related to the Independent Curriculum	68%	100%
2	Knowledge and Comprehension related to the Pancasila student profile strengthening project	70%	100%
3	Knowledge and Understanding related to the steps and flow of module development Project to strengthen the profile of Pancasila students	29%	90%
4	Knowledge and Comprehension related components in the Pancasila student profile strengthening project module	29%	90%
Average		49%	95%

To clarify the results of the questionnaire that has been obtained, a graph will be displayed in Figure 5.

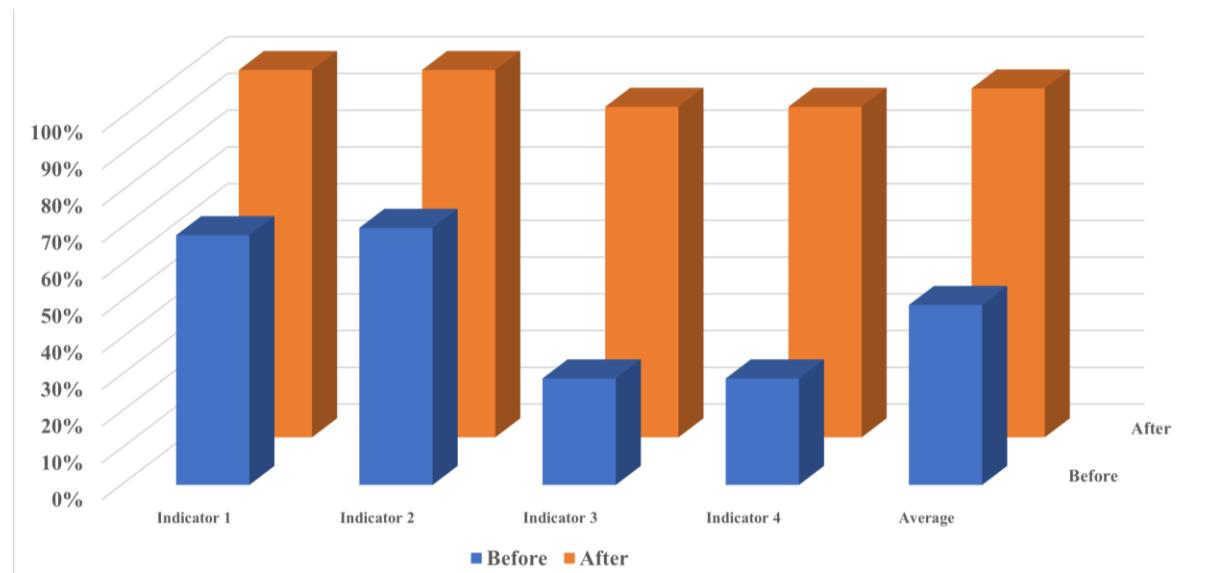


Figure 5. Graph of Questionnaire Results

The results of the questionnaires listed in Table 3 and Figure 5 indicate significant progress in participants' knowledge before and after attending the Pancasila Student Profile Strengthening Project training. Before the training, most participants already had knowledge and understanding of the independent curriculum and the Pancasila student profile strengthening project, although there were still some participants who did not know or understand it fully. After attending the training, all participants demonstrated full knowledge and understanding related to the topic. However, related to the Pancasila student profile strengthening Project module and the components in it, not all teachers have an understanding, although around 90% of participants

can understand the steps, flows, and components contained in the Pancasila student profile strengthening Project module.

Reflection Stage of Community Service Activities

At the reflection stage, the Community Service team (PKM) reflected on the Community Service program implemented, namely:

1. The implementation of Community Service (PKM) can achieve the goals set
2. The implementation of Community Service (PKM) received a good response from participants where as many as 84% of participants gave very interesting reflections related to the material presented
3. The implementation of Community Service (PKM) also made 87% of teachers feel interested in developing the Pancasila student profile strengthening project module independently which is expected to be applied at SMK Assalafiyyah Sleman

The results of the analysis of the indicators and reflections on the questionnaire showed that almost all participants increased in knowledge and understanding related to the Pancasila student profile strengthening project. In addition, the results of Community Service (PKM) show the achievement of success indicators where Community Service (PKM) is said to be successful if $\geq 75\%$ of teachers understand related to the project of strengthening the profile of Pancasila students. Therefore, Community Service (PKM) has achieved the success indicators that have been set and achieved the goal of making teachers at SMK Assalafiyyah Sleman know and understand related to the project of strengthening the profile of Pancasila students.

The results of the research analysis above show that with proper assistance and policy making that favors all aspects involved in the world of education in Indonesia will greatly help the programs in the independent curriculum, one of which is the Pancasila student profile strengthening project program. In addition, collaboration can be an option for schools and teachers personally to better understand the programs in the independent curriculum in order to apply them in school learning.

4. CONCLUSION

The Community Service Program (PKM) carried out is a training project to strengthen the profile of Pancasila students. The results of Community Service (PKM) show that the achievement of the success indicators that have been set, namely $\geq 75\%$ of teachers understand related to the project of strengthening the profile of Pancasila students. Therefore, Community Service (PKM) has achieved the success indicators that have been set and achieved the goal of making teachers at SMK Assalafiyyah Sleman know and understand related to the project of strengthening the profile of Pancasila students. In addition, the results of the research analysis above show that with proper assistance and policy making that favors all aspects involved in the world of education in Indonesia will greatly help the programs in the independent curriculum, one of which is the Pancasila student profile strengthening project program. In addition, collaboration can be an option for schools and teachers personally to better understand the programs in the independent curriculum in order to apply them in school learning.

ACKNOWLEDGMENTS

The Community Service Team (PKM) would like to thank Universitas Mercu Buana Yogyakarta for funding and assisting the implementation of this community service so as to make the implementation of community service smooth and completed on time. The Community Service

Team (PKM) would also like to thank the Mr. and Mrs. Teachers of SMK Assalafiyyah Sleman who have actively participated in this Community Service (PKM).

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