

Curriculum Revitalization: Implementation of Strengthening the Pancasila Student Profile at Public High School

Nadira Darma Artasya¹, Muthia Umi Setyoningrum²

¹ UIN Sultan Aji Muhammad Idris, Indonesia, nadiradarmaartasya23@gmail.com

² UIN Sultan Aji Muhammad Idris, Indonesia, muthiayumie@gmail.com

Corresponding Author: Nadira Darma Artasya; Email: email.address@mail.ac.id

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ABSTRACT

This study was prompted by the significance of character education in cultivating a generation that is loyal, internationally diversified, collaborative, autonomous, critically analytical, and innovative, as delineated in the six qualities of the Pancasila Student Profile. This study aims to analyze the execution of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 1 Loa Janan, focusing on the planning, implementation, and assessment phases of the activities. This research utilizes a qualitative descriptive methodology. Data collecting methodologies encompass comprehensive interviews, observations, and documentation. The research participants included the school principal, the vice principal of curriculum, the P5 coordinator, and pupils. The data analysis was performed through the phases of data collecting, data condensation, data presentation, and conclusion formulation. The study's results demonstrate that the execution of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 1 Loa Janan has been both effective and efficient. The planning phase entails collaborative conversations, identification of school requirements, selection of P5 topics, scheduling of events, allocation of roles, supply of facilities and infrastructure, and engagement of all educators and stakeholders. The implementation phase occurs consistently, namely every Friday, encompassing the scheduling and timing of activities, pedagogical methods and approaches, application of P5 principles, integration of P5 aspects, and execution based on the P5 theme. The school periodically conducts the evaluation phase to assess the efficacy of activities and devise future enhancements through a process-oriented evaluation method, emphasizing qualitative and reflective assessment, alongside feedback and follow-up.

Keywords: *Pancasila Student Profile Strengthening Project (P5), Process-oriented evaluation, Publik High School*

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya pendidikan karakter dalam membentuk generasi yang beriman, berkebinekaan global, bergotong royong, mandiri, bernalar kritis, dan kreatif, sebagaimana dalam enam dimensi Profil Pelajar Pancasila. Tujuan penelitian ini untuk mengetahui implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di SMA Negeri 1 Loa Janan yang mencakup tahap perencanaan, pelaksanaan, serta evaluasi kegiatan. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Teknik pengumpulan data melalui wawancara mendalam, observasi, dan dokumentasi. Informan penelitian terdiri dari kepala sekolah, waka kurikulum, koordinator P5, dan peserta didik. Analisis data dilakukan melalui tahapan pengumpulan data, kondensasi data, penyajian data, penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di SMA Negeri 1 Loa Janan telah berjalan secara efektif dan efisien. Pada tahap perencanaan, terdiri dari musyawarah kolaboratif dan identifikasi kebutuhan sekolah, pemilihan tema P5, penjadwalan kegiatan dan pembagian peran, penyediaan sarana dan prasarana, serta pelibatan seluruh guru dan stakeholder, Tahap pelaksanaan dilakukan secara rutin, khususnya setiap hari Jumat, yang mana di dalamnya terdiri dari penjadwalan dan waktu pelaksanaan, Metode dan

pendekatan pembelajaran, penerapan prinsip dasar P5, penerapan dimensi P5, pelaksanaan berdasarkan tema P5. Tahap evaluasi dilaksanakan secara berkala oleh pihak sekolah untuk menilai efektivitas kegiatan dan merumuskan perbaikan di masa mendatang dengan menggunakan metode evaluasi fokus pada proses bukan hanya hasil, penilaian kualitatif dan reflektif, serta umpan balik dan tindak lanjut.

Kata Kunci: *Proyek Penguatan Profil Pelajar Pancasila (P5), Evaluasi Berorientasi Proses, Sekolah Menengah Atas*

INTRODUCTION

The challenges faced by the Indonesian nation in the 21st century in the era of the Industrial Revolution 4.0 are external factors that emphasise the urgency of strengthening the Pancasila student profile. In addition, the formation of the Pancasila student competency profile also takes into account internal factors related to the identity, ideology, and national ideals of the Indonesian people (Yuniharto & Nisa, 2024). The Pancasila Student Profile is designed to answer fundamental questions about the type of student that the education system in Indonesia wants to develop. In this regard, the Pancasila Student Profile formulates competencies that focus on achieving competency standards for graduates at each level of education, particularly in character development in line with the values of Pancasila (Nasir & Rijal, 2020; Vargheese & Seraj, 2023). In the latest curriculum, namely the Merdeka Curriculum, the Pancasila Student Profile Strengthening Project (P5) programme was designed as a means of character building for students. This programme is expected to encourage student growth and development through quality education based on character values, in order to produce a superior and prosperous generation. The implementation of P5 activities includes the stages of planning, implementation, management, assessment, evaluation, and follow-up planning, all of which are carried out in a well-structured manner (Ndari & Mahmudah, 2023).

The Pancasila Student Profile Strengthening Project is one of the efforts to realise the Pancasila student profile, which provides space for students to gain meaningful learning experiences as part of character building. Through this project, students are also encouraged to learn from real contexts in their surroundings. In its implementation, students are invited to explore various strategic themes or issues such as climate change, radicalism prevention, mental health, culture, entrepreneurship, technological developments, and democratic practices. Thus, they can take concrete actions in accordance with their respective stages of development and needs. This project is also expected to motivate students to take an active role and make positive contributions to their surrounding environment (Putri et al., 2023; Wafiroh et al., 2024). Based on Permendikbudristek No.56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity designed to encourage efforts to develop competencies and character in accordance with the Pancasila Student Profile compiled based on Graduate Competency Standards (Tiyani & Ramadan, 2024).

In the initial observation, the researcher observed that State Senior High School 1 Loa Janan has implemented P5 since the independent curriculum was introduced in 2022. The implementation is carried out regularly every Friday with a variety of themes that reflect creativity, mutual cooperation, and other values. One example is the implementation of the aspect of faith and devotion to God Almighty, where the school conducts regular activities such as congregational noon prayers. In the previous semester, the school implemented a theme on global diversity while commemorating Youth Pledge Day. One of the events was a traditional dance performance, where every student was required to perform a dance from any region and participate in a regional food bazaar. This event aims to instil a sense of love for Indonesian culture and enhance awareness of the diversity present in our country. The activity not only strengthens camaraderie among students but also provides an enjoyable and

interactive learning experience. With such events, it is hoped that the younger generation will increasingly value and preserve the culture of the Indonesian archipelago.

From the explanation above, the researcher concludes that the implementation of P5 in this school is relevant to the six main dimensions of the Pancasila Student Profile. In this case, the researcher wants to see how the implementation (planning, execution, and evaluation) of the P5 programme in the school. Based on the above presentation, the researcher aims to conduct a more in-depth study on curriculum revitalisation through the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 1 Loa Janan.

METHOD

The approach used in this study is a qualitative descriptive approach. The informants who will be used as primary data sources were determined using the purposive sampling technique. The informants used as primary data sources in this study are the principal as the key informant, the vice principal for curriculum as the main informant, and teachers and students as supporting informants. The selection of informants was based on considerations related to their current positions and authority. Secondary data sources in this study include theories, previous research, journals, theses, dissertations, and other supporting documents related to the research object. According to Miles, Huberman, and Saldana, there are three stages of activities carried out simultaneously in qualitative data analysis, namely data condensation, data presentation, and conclusion drawing (Saldana, 2014).

FINDINGS

1. Planning

In the context of SMA Negeri 1 Loa Janan, planning is not merely about drawing up schedules and activity programmes, but rather a strategic effort to ensure that P5 activities are in line with the characteristics of the school, the supporting environment, and the readiness of human resources. This is done collaboratively through deliberations with teachers and educational staff as the main stakeholders in the school environment.

a) Collaborative deliberation and identification of school needs

The planning of P5 activities begins with deliberations between the principal, teachers, and educational staff to align the implementation with the actual conditions of the school. These deliberations take into account the characteristics of the students, the readiness of human resources, and the potential of the surrounding environment so that the activities designed are relevant, contextual, and have a real impact.

b) Selection of P5 themes

Based on the results of the identification, SMA Negeri 1 Loa Janan established two P5 themes to be implemented in the current school year, namely Global Diversity and Sustainable Lifestyle. The themes were selected selectively based on the evaluation of P5 activities in the previous year. The school assessed that the two themes still needed further exploration as they had not fully addressed all the indicators targeted in the Pancasila Student Profile dimension. Based on the observations, it can be concluded that the selection of P5 themes at this school was done contextually and took into account various internal factors. The main aspects that formed the basis for determining the themes were the overall condition of the school, including the readiness of the mentors in mastering the material and guiding the activities. Not all themes were selected, but only those that were in line with the strengths and limitations that existed, such as supporting facilities and human resource competencies. This is reinforced by the results of the project module documents, which contain guidelines and implementation stages for P5. These documents serve as a reference for the

implementation of P5, ensuring compliance with existing regulations. The documents are as follows:

Figure I. Pancasila Student Profile Strengthening Project Module

c) Scheduling activities and assigning roles

In implementing P5 activities, success depends not only on planning themes and materials, but also on technical arrangements that support the smooth running of activities. From the interviews conducted, we obtained an overview of how schools



manage schedules, coordination, and evaluation as part of their efforts to ensure the effectiveness of P5 activities.

d) Provision of facilities and infrastructure

Resource planning is also a major concern at this stage. The principal emphasised that P5 cannot be implemented optimally without adequate facilities. The implementation of the Pancasila Student Profile Strengthening Project (P5) in schools requires adequate facilities and infrastructure. For the theme of 'Global Diversity,' the school strives to provide real examples such as traditional clothing from various regions as a medium for cultural learning, although the collection is not yet complete. In addition, dance activities are not limited to local culture but also include dances from other regions.

e) Involvement of all teachers and stakeholders

The implementation of the Pancasila Student Profile Strengthening Project (P5) was designed through a participatory approach involving all educators. Based on the results of interviews, each teacher was given space to convey their ideas and thoughts, which were then compiled, analysed, and formulated into collective decisions. The main principle upheld is cross-stakeholder collaboration, where each party is actively involved in determining strategic steps for implementing P5 in educational units. The above findings can be concluded that P5 planning at SMA Negeri 1 Loa Janan demonstrates a collaborative, contextual, and structured approach. Planning begins with internal discussions between the principal, teachers, and educational staff to align P5 activities with the actual conditions of the school. The selection of themes is done selectively based on previous evaluations and considering the readiness of human resources and available facilities. The schedule of activities is systematically organised and accompanied by monthly evaluations as follow-up measures.

2. Implementation

The implementation phase of the Pancasila Student Profile Strengthening Project (P5) at Loa Janan 1 State Senior High School is carried out in a gradual and structured manner in accordance with the guidelines of the Merdeka Curriculum. After going through the planning process and selecting a theme that is tailored to the conditions and needs of the school, the implementation phase becomes an important moment to apply various values and characteristics of the Pancasila Student Profile into real activities that actively involve students. During this phase, teachers, facilitators, and students collaborate in designing, implementing, and reflecting on the projects they have created, with the aim that every activity carried out fosters values such as cooperation, diversity, independence, and environmental sustainability, in line with the chosen theme.

a) Scheduling and implementation time

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 1 Loa Janan is scheduled specifically every Friday for 1 to 2 hours of lessons. This schedule is set so that P5 activities do not interfere with the regular learning process and allow students to focus on the project to the fullest extent possible. Based on observations, the implementation of the Pancasila Student Profile Strengthening Project (P5) at this school has been systematically organised with a dedicated time allocation each week. The activities are conducted every Friday, lasting approximately one to two class periods. This separate scheduling aims to ensure that students can fully concentrate on the project activities without having to sacrifice or disrupt other core lessons. This approach demonstrates the school's efforts to balance character development and academic achievements among students.

b) Learning methods and approaches

In implementing the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 1 Loa Janan, the method used refers to a project-based learning approach. This approach allows students to be actively involved in the process of exploring themes, starting from introducing regional culture through various activities such as performing traditional dances, singing regional songs, and preparing traditional foods. Each class is assigned a different regional theme, determined through a random draw by the school, to ensure equitable cross-cultural learning experiences. Based on observations, the implementation of the Pancasila Student Profile Strengthening Project (P5) at this school employs a project-based approach focused on introducing regional culture through activities such as dance, song, and traditional cuisine. Each class receives a different regional theme based on a lottery determined by the school, and the results of the learning are presented in the 'P5 Showcase' held at the end of the semester in the form of an arts performance, regional dance competition, and traditional food bazaar.



Figure II: Bazaar activities

c) Implementation of the basic principles of P5

In the implementation of the Pancasila Student Profile Strengthening Project (P5) in this school, the four main principles have begun to be applied, such as project-based, contextual, and exploratory. However, the school realises that the implementation is still not optimal in all aspects. Based on observations, the application of the principles in the P5 programme has begun but is still not running optimally and comprehensively. Project-based learning has been implemented, and student involvement has begun to be directed according to their interests. However, several obstacles still hinder the continuity of the process. Collaboration among teachers has not been optimal due to conflicting schedules, and the reflection aspect still needs to be strengthened so that students truly understand the learning process, not just follow the activities.

d) Implementation of the P5 dimensions

This school revealed that various efforts have been made to integrate character values into students' daily lives, both formally through learning activities and informally through habits and routines at school. Each dimension of P5, starting from faith and devotion to God Almighty, global diversity, critical thinking, cooperation, independence, to creativity, is instilled through real activities that are tailored to the context and needs of the students. Based on the results of observations, the school has carried out various activities that support the strengthening of the Pancasila Student Profile dimensions. The dimension of faith and piety is applied through daily prayers, dhuha prayers, and interfaith religious activities. Tolerance and appreciation for diversity are instilled through cross-cultural interactions and the introduction of local cultures. Critical thinking is developed through the Problem-Based Learning method. Cooperation is practised through community service and collaboration in school projects. Independence is honed through responsibility in projects such as food bazaars. Students' creativity is evident in their artworks and performances showcased at the Art Exhibition.

e) Implementation based on the P5 theme

The projects implemented were not only theoretical, but also involved hands-on activities such as cultural performances, tree planting, student council election simulations, and character building through daily habits such as praying, reciting the Quran, and other daily activities. Based on observations, the implementation of the Pancasila Student Profile Strengthening Project (P5) at the school has been carried out comprehensively through three main themes: Unity in Diversity, Sustainable Lifestyle, and Voice of Democracy. Each theme is not merely symbolic but developed into concrete activities that actively involve student participation.

3. Evaluation

Evaluation is an important component in the implementation of the Pancasila Student Profile Strengthening Project (P5), which focuses not only on the final results but also on the learning process and character building of students. Evaluation in P5 activities is designed as part of a reflective process that aims to assess the achievement of character dimensions, identify strengths and weaknesses during implementation, and serve as a basis for improvement in subsequent implementations. At SMA Negeri 1 Loa Janan, P5 evaluation is conducted by considering student active participation, work processes, collaboration, and the development of attitudes and character values. This approach demonstrates that evaluation in P5 is not merely for assessment but also serves as a means of in-depth development of the Pancasila student profile within each student.

a) Focus on the process, not just the results

At this school, P5 evaluation does not only focus on the final results, but also emphasises the process. Every month, coordinators are asked to submit formal and informal reports on programme implementation, obstacles encountered, and the extent to which students understand the material. This evaluation helps to see overall progress, not just the final product. In addition, every semester there is a harvest of works as a form of collective reflection. To ensure quality is evenly distributed, teachers

are also exchanged between classes so that successful approaches can be applied in other classes. This makes the learning process more dynamic, equitable, and in line with the character-building objectives of P5. The implementation of the P5 programme at this school demonstrates a systematic and adaptive approach through the application of the *triple success* principle, namely success in planning, implementation, and results that are evaluated on a regular basis. Evaluations are conducted monthly through discussions with coordinators, and every semester, a 'work exhibition' is held as a benchmark for programme achievement, where students' works such as dances, local songs, and traditional dishes are displayed to assess their mastery of themes such as entrepreneurship and global diversity. Additionally, a teacher rotation system is implemented to maximise quality equity across learning groups; teachers proven effective in one class are transferred to another class requiring a similar approach.

b) Qualitative and reflective assessment

The implementation of P5 emphasises the observation of students' attitude and skill development, rather than the completion of material as in general learning. Assessment is carried out qualitatively, without using numbers, but by looking at progress and providing descriptive assessments such as "good" and observing aspects that need improvement. Based on the results of observations, the implementation of P5 activities is basically similar to the normal learning process, but with more emphasis on observation, active involvement, and the development of students' attitudes rather than on the final results alone. Assessment is carried out qualitatively, using categories such as "good" or "progress", not numbers, and the main focus is on the process of student involvement in the activities as a whole. The participation of all students without exception is a primary requirement, where individual abilities are not evaluated absolutely, but rather participation and enthusiasm in following the activities are considered important. The entire process is directly monitored by the class teacher and the P5 coordinator, who provide guidance, motivation, and observation of changes in students' attitudes and participation. This is reinforced by the results of student reflection sheets at SMA Negeri 1 Loa Janan, which were conducted using a process-based approach that emphasised reflection and character building. Assessment was carried out through observation and descriptive assessment, rather than simply *output*. The documents are as follows:

2. REFLEKSI

a. Lembar Refleksi Kegiatan

Kegiatan : Perkenalan Dengan Keragaman Budaya (Tarian, Lagu dan Madsakan) di Sekitar Kita dan Bagaimana Menyikapi Dengan Bijaksana
Bentuk Kegiatan : Diskusi
Indikator Penilaian : Peserta didik mampu menjelaskan hal – hal yang berkaitan dengan keragaman budaya (Tarian, Lagu dan Madsakan) dan bagaimana menyikapi suatu keragaman
Jawablah pertanyaan di bawah ini dan diskusikan ! 1) Mengapa perbedaan itu ada? 2) Bagaimana pandangan kamu tentang perbedaan, sebelum dan sesudah mengikuti kegiatan ini? a. Sebelum: b. Sesudah: 3) Bagaimana sikapmu jika kedepannya, kamu berada dalam lingkungan dengan orang- orang yang memiliki perbedaan pendapat dan latar belakang? 4) Bagaimana peran perbedaan dan keragaman (Tarian, Lagu dan Madsakan) bagi kehidupan berbangsa di Indonesia?

b. Lembar Aktifitas Siswa

Jawablah Pertanyaan berikut ini :

- 1) Apa identitas daerah asal kamu?
- 2) Di mana kamu tinggal? (pedesaan atau kota)
- 3) Tarian adat apa yang ada di daerahmu?
- 4) Lagu daerah apa yang terkenal didaerahmu?
- 5) Makanan/makanan apa saja yang terkenal didaerahmu?
- 6) Apa yang dapat kalian simpulkan dari pertanyaan no.1 s/d 5 di atas?
- 7) Apa yang kalian pikirkan jika mendengar Bhinneka Tunggal Ika?
- 8) Menurut kalian, apa itu Bhinneka Tunggal Ika? Seperti apa bentuknya?
- 9) Sebutkan contoh Bhinneka Tunggal Ika yang kamu ketahui?
- 10) Apa yang dapat kalian simpulkan dari pertanyaan no. 7 s/d no. 9 di atas?



Mengetahui
Kepala Sekolah,

Eti Handaka, M.Pd.
NIP. 196609191989031015

Loa Janan, Juli 2024
Koordinator P5

Diarto Budoyo, S.Pd.
NIP. 197004101999031005

Figure III: Student Reflection Sheet

c) Feedback and follow-up

Students expressed that their involvement in the Pancasila Student Profile Strengthening Project (P5) was an enjoyable and educational experience. With themes divided based on different regions in each class, they felt that they gained new insights into Indonesia's cultural diversity. Overall, students felt that the P5 activities provided a meaningful experience in understanding the richness of Indonesian culture. Through exploring traditional dances, music, and foods from various regions, students not only expanded their knowledge but also cultivated a sense of mutual respect for the ethnic and cultural differences present in their school environment.

DISCUSSION

Previous research supporting the importance of collaboration and early identification in P5 can be seen in a study by Riyyadi Ilmi et al. They emphasised that the P5 implementation process at SMA Negeri 1 Garut began with identifying the school's readiness and forming a coordination team (Hikmatyar, 2024; Nasir & Rijal, 2021). This process was crucial in determining the theme, developing modules, and designing a flow of activities in line with the educational unit's needs. Similarly, research by Rosyida Rahmatul Haq et al. emphasised the importance of learning management in P5, which includes internal evaluation-based planning and collaboration between stakeholders in schools (Haq et al., 2023; Rijal, 2022).

Based on educational planning theory and empirical findings, it can be concluded that collaborative deliberation is not only an administrative foundation but also a reflective instrument in realising authentic and contextual P5 success. This activity prioritises the involvement of all school elements as a form of strengthening a participatory culture that supports student character transformation. Planning in education is not merely about drawing up technical plans, but a systematic process involving situational analysis and reflection on previous implementation to determine more appropriate steps forward. The conscious and evaluation-based selection of P5 themes also demonstrates an effort to internalise character values in practice, rather than just an annual ceremony. In the context of previous research,

this approach is in line with the findings of Rismawati at SMAN 1 Cisaat. The study found that the successful implementation of P5 was highly dependent on the process of designing themes that were appropriate to the local context and the character needs of students.

The 'Global Diversity' project implemented at the school, for example, encourages students to better understand Sundanese culture and build awareness of diversity, so that the project is not merely a physical output but a process of internalising values of tolerance and cooperation (Indawati, 2022; Rijal et al., 2023). This was also confirmed by Riyyadi Ilmi et al., who emphasised that the selection of P5 themes must be based on data from the previous year's evaluation to ensure the continuity of character learning and the achievement of indicators that have not been optimised (Prasetiyo et al., 2024). This shows that schools that select themes based on substantial reflection are strengthening sustainable practices and responding to student learning outcomes, rather than simply repeating the same activities every year.

From an empirical perspective, research by Rosyida Rahmatul Haq et al. at MAN 1 Nganjuk demonstrates that the success of P5 implementation is significantly influenced by the learning management system, including time planning and clear role distribution among teachers. In this study, the division of responsibilities among educators and the establishment of a regular schedule were identified as key aspects supporting the optimal implementation of P5 (Nasir, 2025; Pranajaya et al., 2022). Research by Amalia Hasna also emphasises the importance of active teacher involvement in all stages of P5. At Al-Azhar 46 Islamic Kindergarten in Samarinda, teachers are not only implementers but also activity designers, with time adjusted so as not to interfere with regular learning.

CONCLUSION

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 1 Loa Janan demonstrates a well-structured and collaborative approach in the planning, execution, and evaluation phases. The school has successfully integrated the principles of P5, which include fostering cooperation, diversity, independence, and creativity through activities that align with students' local context and the selected themes. The collaborative deliberation between stakeholders, especially between the principal, teachers, and educational staff, has ensured that the activities are contextual, relevant, and meaningful for the students, while also considering the readiness of human resources and available facilities.

While the implementation phase is gradually progressing, it is evident that the school's focus on project-based learning has successfully engaged students in real-world activities, enhancing their understanding of local cultures and promoting critical character development. The school's evaluation system prioritizes process-based assessment, emphasizing active student participation and the development of attitudes over just the final outputs.

However, challenges remain in optimizing teacher collaboration and ensuring that all activities fully meet the Pancasila Student Profile indicators. Despite these challenges, the school's efforts in reflecting on and adjusting the planning process based on previous evaluations are commendable. By continuously refining their approach, SMA Negeri 1 Loa Janan is strengthening its educational practices and providing students with valuable opportunities to internalize character values that extend beyond the classroom. Overall, the school's P5 implementation is moving toward creating a sustainable and impactful educational experience for its students.

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