



Implementation of P5 work titles in increasing the sense of unity and unity of students and teachers at SDN Warungdowo I

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ABSTRACT

The implementation of the P5 Work Title in increasing the sense of unity and oneness between students and teachers at SDN Warungdowo I is the main focus of this research. The aim of the research is to examine the process of carrying out degree work, analyze its influence on increasing the sense of unity and oneness, and provide practical recommendations to increase the effectiveness of this program. The research method used is qualitative, by observing the process of implementing work degrees and analyzing its impact. The results of the research show that harmonization of cultural diversity, instilling a sense of unity and oneness, as well as promoting diversity through the P5 Karya degree are the main keys in improving social ties at SDN Warungdowo I. Teachers act as facilitators who guide students in understanding and implementing the values of Pancasila. The traditional game approach is an effective method for increasing a sense of unity, where students are invited to interact, collaborate and support each other. The conclusion of this research emphasizes that the traditional game approach has proven effective in increasing the level of unity and integrity at SDN Warungdowo I. This shows the importance of implementing activities based on local culture and values in improving the quality of education. and strengthen social ties in the school environment.

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INTRODUCTION

Education is a fundamental process that aims to develop individual potential holistically, including cognitive, affective and psychomotor aspects. Through education, it is hoped that individuals will be created who are not only intellectually intelligent but also have strong character and positive social values. Education plays an important role in shaping personality and preparing the younger generation to play an active role in social life. Good education will produce individuals who are able to make positive contributions to the progress of society and the nation (Fenanlampir et al., 2021; Hikmah et al., 2024; Riyan Yulianto, 2020; Sofyan, 2019).

The Strengthening Pancasila Student Profile (P5) project was initiated as a strategic effort to increase the sense of unity and integrity in the school environment. The philosophical basis for holding the P5 Karya Degree is based on the values of Pancasila which prioritize togetherness, mutual cooperation and respect for diversity. This program aims to foster a strong sense of togetherness between students and teachers through various creative and collaborative activities that reflect the spirit of unity (Muhammadiyah et al., 2022; Pangalila, 2020; Wahab, 2022).

21st century education also emphasizes the development of competencies such as critical thinking, creativity, collaboration and communication, known as 4C competencies. The challenges of globalization and industrial revolution 4.0 require the education system to continue to adapt in order to produce human resources who are competent and competitive at the global level. Integrating technology in learning allows the creation of more interactive and interesting teaching methods, and can prepare students to face an increasingly dynamic world of work (Diah Rusmala Dewi, 2019; Malik, 2018; Mustafa, 2020; Thana & Hanipah, 2023).

One of the important initiatives in efforts to strengthen character among students is the P5 Program (Pancasila Student Profile Introduction Project). This program aims to instill Pancasila values in students through various activities, one of which is the Karya Title. Karya Karya is an activity where students and teachers collaborate on projects that emphasize developing the Pancasila student profile. Apart from that, P5 will contribute to achieving 4C. This is in accordance with Anton's research which states that by implementing P5 in the school environment, students will have collaboration skills, creativity skills, critical thinking skills and be able to communicate well so as to improve the student's morals or character. This activity not only facilitates active and collaborative learning, but also fosters mutual respect and close collaboration between students and teachers (Muktamar et al., 2024; Rifa Hanifa Mardhiyah et al., 2021; Yanzi et al., 2022). This is in accordance with the values of Pancasila, one of which is fostering the value of mutual cooperation (Pusmendik, 2021).

SDN Warungdowo I as a basic education institution has a diversity of student and teacher backgrounds that reflect the social, cultural and economic heterogeneity of the surrounding community. This condition creates its own challenges in building a sense of unity and oneness, considering that these differences often become the potential for conflict or lack of solidarity in the school environment. Therefore, it is important for schools to create a space where each individual feels valued and involved in a collective effort to achieve common goals. Apart from that, the differences that students have will influence students' thinking power, knowledge and creativity. For this reason, the space provided by the school will become a forum for students to realize their creative ideas in accordance with each student's background (Iqbal, 2014; Mustafida, 2021).

At SDN Warungdowo I, the P5 Karya Degree is not just an additional program, but is an integral part of the character education curriculum developed by the school. This program plays an important role in supporting the school's vision to form students with character and integrity. The history of implementing P5 Karya Gelar at SDN Warungdowo I began in the 2021/2022 academic year, where this program was first introduced as a response to the need to strengthen social relations between school members. Since then, Working Title P5 has become a routine annual agenda that continues to be developed and refined (Yuniar Yasmin et al., 2023).

Philosophically, the implementation of the P5 Work Degree is based on the understanding that the diverse backgrounds of students and teachers at SDN Warungdowo I need to be addressed wisely. This diversity, which includes ethnic, religious, cultural and economic differences, can be both a potential and a challenge in building a sense of unity and oneness. Through the P5 Karya Degree, the school seeks to create space for all school members to interact, communicate and understand each other, so that harmony and a spirit of togetherness can be established. The assessment indicators for this P5 activity include the effectiveness of learning activities, the efficiency of the time required for learning activities, the relevance of the theme to the learning

activity, the feasibility of the design, the implementation of the curriculum according to the design, as well as the forms of learning used to adapt to the learning theme and activity theme (Pusmendik, 2021).

Based on this background, this research will answer several main questions. First, how is the P5 Work Degree Program implemented at SDN Warungdowo I? Second, what is the influence of the Karya Title in increasing the sense of unity and oneness between students and teachers at school? These questions were formulated to understand more deeply how the P5 Program through Karya Karya activities can have a positive impact on social dynamics in the school environment. A qualitative approach was used to gain an in-depth understanding of the process and impact of implementing this program.

The aim of this research is to examine in depth the process of implementing the Karya Karya Degree in the P5 Program at SDN Warungdowo I, analyze its effect on increasing the sense of unity and oneness between students and teachers, and provide practical recommendations that can be implemented. implemented to increase the effectiveness of this program. Thus, it is hoped that this research can make a real contribution to efforts to improve the quality of education and strengthen student character, especially in the context of SDN Warungdowo I and generally for other elementary schools in Indonesia. Apart from that, this research also aims to provide empirical evidence that can be used as a basis for developing educational policies and practices in elementary schools throughout Indonesia.

However, the challenges and obstacles in implementing the P5 Job Title are not small. Some of these are the lack of free time for students and teachers to participate fully, as well as budget limitations which can limit the scale and scope of activities that can be implemented. To overcome these challenges, schools have made various efforts, including seeking external support from parties who care about education, as well as rescheduling and managing resources more efficiently.

With this research, it is hoped that effective solutions can be found to overcome existing challenges and strengthen unity and integrity in the school environment. The difference between this research and previous research lies in the core of the research, where previous research focused more on how to implement P5, while this research focuses on overcoming obstacles that arise during the implementation of P5 activities. It is also hoped that the results of this research can serve as a guide for other schools in implementing the P5 Program and Karya Karya activities, so that the educational goal of forming a young generation with character and quality can be achieved more optimally. It is also hoped that this research will provide new insight into the importance of collaboration between students and teachers in creating a conducive and harmonious learning environment, which will ultimately have a positive impact on the entire educational process in schools.

RESEARCH METHODOLOGY

This research uses a qualitative research design to examine the implementation of the Pancasila Student Profile Strengthening Project (P5) in increasing the sense of unity and oneness between students and teachers at SDN Warungdowo 1. The location of this research is at SDN Warungdowo 1, with a time span of research implementation which includes several systematic stages. The pre-research stage in the form of observations was carried out from 15 to 25 September 2023. This observation aims to understand the initial context and conditions in the field, as well as identify existing potential and obstacles.

The main research will take place from 30 September 2023 to 30 January 2024. At this stage research activities focus on collecting in-depth data through observation, interviews and document collection methods. Interviews were conducted with 39 informants consisting of 17 teachers and 22

students. Details of teacher informants include 2 class 2 teachers, 2 class 3 teachers, 2 class 4 teachers, 2 class 5 teachers, 2 class 6 teachers, 3 arts and culture teachers, 3 physical education teachers (PJOK), and 1 school principal. The analysis used in this research went through 3 stages, namely data reduction, data presentation, and drawing conclusions, because in this research the data was produced in the form of narratives, so this technique was considered very suitable (Matthew B., A. Michael Huberman and Johnny Saldana, 2014). Meanwhile, student informants consisted of 6 grade 6 students, 10 grade 5 students, and 6 grade 4 students. The selection of student informants was based on class level mapping. Where the classes chosen are high classes, this is because students in high classes find it easier to describe what they feel based on the results of the learning they have done. Apart from that, the P5 practice carried out in grades 4, 5 and 6 is carried out collaboratively between the 3 classes.

RESULTS AND DISCUSSION

In the results and discussion section, important findings will be described that emerged from the implementation of the P5 Karya Degree at SDN Warungdowo I. An in-depth analysis will be carried out regarding the impact of the program on the sense of unity and oneness between people, students and teachers, as well as various other important aspects that influence the success and challenges in its implementation (Ramdhani & Rokhmawan, 2021).



Figure 1. Events for the P5 Ballet Project

Harmonization of Cultural Diversity in Indonesia in Work Title P5

Harmonization of cultural diversity in Indonesia is one of the important aspects in the P5 Karya Title (Pancasila Strengthening Student Profile Project) which is implemented at SDN Warungdowo 1. P5 Karya Title is designed to strengthen students' character through various activities that highlight Pancasila values, one of which is diversity. global that reflects the diversity of Indonesian culture. In this context, P5 Work Titles not only function as a forum for displaying students' creative work, but also as a means to educate and strengthen the sense of unity and oneness between students and teachers (Dhamayanti et al., 2024; Prakasiwi, 2016).

Through various activities in the P5 Karya Degree, such as cultural arts performances, traditional festivals, and teaching and learning activities that combine local cultural elements, students and teachers are given the opportunity to interact and collaborate in an inclusive and open atmosphere. They learn to appreciate each other's differences, understand the uniqueness of each other's cultures, and work together to create work that reflects their cultural identities.

Teachers at SDN Warungdowo I play an active role as facilitators who encourage discussion and reflection about the importance of cultural diversity. Through interactive and participatory learning, students are invited to see the beauty and richness that exists in differences. Group discussions and collaborative projects are effective methods in instilling the values of tolerance, mutual respect and cooperation among students.

Harmonization of cultural diversity in P5 Work Degrees is also reflected in the interaction and communication patterns between students and teachers. These activities create a space for them to interact in an inclusive and supportive atmosphere. In this way, students from various cultural backgrounds can feel accepted and valued. This has a positive impact on the school climate, where every individual feels they have a meaningful role and contribution.

Apart from that, the P5 Karya degree also plays a role in strengthening national identity among students. By recognizing and appreciating cultural diversity, students not only learn about the richness of Indonesian culture, but also develop a sense of love for their homeland and are proud to be part of a multicultural nation. This is in line with the aim of character education, namely to form a young generation that has the profile of Pancasila Students, namely students who have faith and devotion to God Almighty, have global diversity, work together, are independent, think critically and creatively.

Instilling a Sense of Unity and Unity in Work Titles P5

The application of a sense of unity and oneness in the Work Title P5 (Pancasila Strengthening Student Profile Project) at SDN Warungdowo I is a strategic effort to instill Pancasila values in students through activities that prioritize social interaction and cooperation. This program is designed not only to enrich students' knowledge about Indonesia's cultural diversity, but also to strengthen relationships between individuals in the school environment, both between students and between students and teachers. Therefore, the P5 Karya Title functions as an effective forum for fostering a sense of unity and oneness among the school community (Ayuningsih, 2024; Murni et al., 2023).

The P5 Work Degree at SDN Warungdowo I includes various activities aimed at strengthening the sense of unity and integrity between students and teachers. One of the main activities is the arts and culture exhibition, where students from various groups and cultural backgrounds exhibit their artistic and cultural works. This activity encourages students to work together in heterogeneous teams, consisting of members with different cultural backgrounds. Through this collaboration, students learn to appreciate and understand each other's differences, which ultimately strengthens the sense of togetherness and unity between them.

Another activity that supports the realization of a sense of unity and oneness is group competition between classes. In these competitions, students work together to achieve a common goal, which encourages them to communicate effectively and solve problems together. This competition does not just compete for prizes, but also builds a spirit of togetherness and strengthens social ties between participants. This group competition involves students from various classes, thereby strengthening relationships between classes and creating a greater sense of unity throughout the school.

Apart from that, the P5 Karya Degree also involves traditional games that teach values about mutual cooperation and solidarity. Games like "Stage", "Fortress", and "Jump rope" requires good cooperation and coordination between actors, thereby helping to strengthen mutual trust and cooperation between them. Through this game, students learn that the success of a team depends on the contribution of each member, so they learn to appreciate the role and contribution of their friends. This not only strengthens the sense of unity among students, but also teaches them the importance of working together to achieve common goals.

Teachers at SDN Warungdowo I play an important role in facilitating and supporting the implementation of a sense of unity and oneness through the P5 Karya Degree. Teachers act as facilitators who help students resolve conflict and develop positive communication skills. They also play a role in designing activities that encourage students to interact and collaborate with peers from different cultural backgrounds. Cultural arts teachers, for example, organize workshops

where students from different grades are invited to learn traditional dance and music together, which strengthens a sense of unity through appreciation of different cultures.

The support of the school including the principal and school committee, as well as the active role of parents is also very important in creating a sense of unity and unity through the P5 Karya Title. The principal and school committee provide support in terms of planning and implementing activities, while parents support by actively participating in various events and activities held. Parent participation not only strengthens the relationship between school and family, but also helps create a supportive and inclusive environment, where every student feels valued and accepted.

The P5 Karya degree also functions as a means to instill Pancasila values such as mutual cooperation, mutual respect and harmony in students. Through activities that focus on collaboration and social interaction, students learn to appreciate differences and work together to achieve common goals. This is in line with the aim of character education promoted by the P5 curriculum, namely to form students who are not only knowledgeable but also have good character and are able to live in diversity. The impact of the P5 Job Title on the sense of unity and oneness at SDN Warungdowo I is very significant. Based on the results of observations and interviews, students showed increased cooperation and concern for others. They become more open and willing to work together with friends from different backgrounds. Teachers also reported that students found it easier to communicate and work together in group activities, reflecting an increased sense of unity and unity in the school environment.

However, it cannot be ignored that there are still challenges in realizing a sense of unity and oneness through the P5 Karya Degree. Some students and teachers may face difficulties in dealing with cultural differences and differences in perception, which can lead to misunderstandings or conflicts. To overcome these challenges, SDN Warungdowo I implemented a training and coaching program that focuses on developing communication and conflict management skills, which helps students and teachers to overcome differences and work together in harmony.

Instilling a Sense of Diversity in Work Title P5 (Strengthening Pancasila Student Profile Project)

Instilling a sense of diversity in the P5 Job Title at SDN Warungdowo I is one of the important aspects in implementing the Student Profile Strengthening Pancasila Project. The P5 Karya title does not only focus on introducing Pancasila values, but also aims to strengthen tolerance, respect and understand the cultural diversity that exists in Indonesia. Through various collaborative and interactive activities, Gelar Karya P5 provides a space for students and teachers to understand, appreciate and celebrate the richness of the nation's culture (Azhar Ramdhani et al., 2023; Sulianti, 2018).

At the P5 Karya Degree, students and teachers are encouraged to introduce, maintain and promote various aspects of Indonesia's cultural diversity. They are given the opportunity to learn about their respective local traditions, customs, language, arts and culture, as well as share knowledge and experiences with others. This collaboration creates an inclusive and open environment, where each individual is valued for his or her uniqueness and contributions.

During the implementation of the P5 Work Degree, there is an exchange of knowledge, experience and trust between students and teachers from various cultural backgrounds. They learn to respect differences, overcome stereotypes and prejudice, and build harmonious relationships amidst diversity. The existence of activities such as cultural arts performances, traditional festivals, and teaching and learning activities that combine local cultural elements is a means of strengthening a sense of pride in one's cultural identity.

The impact of instilling a sense of diversity in the P5 Karya Degree can be seen in creating a more friendly and inclusive school atmosphere. Students and teachers feel more connected to each other, and the bonds formed in Title P5 Karya activities have a positive impact on daily life at school. They learn to respect, support, and work together to achieve common goals, ultimately creating a more enjoyable and productive learning environment. Thus, instilling a sense of diversity in the P5 Karya Degree is not just a means of increasing understanding of these values Pancasila, but also a real effort to strengthen national unity and integrity through respect for cultural diversity.

The teacher as a facilitator in directing students to create stability and unity between students



Figure 2. Work title: Traditional game culture

In the Work Title P5 (Strengthening Pancasila Student Profile Project) which was implemented at SDN Warungdowo 1, the role of the teacher as a facilitator is very crucial in directing students to achieve stability and unity. Teachers not only function as teachers, but also as mentors and directors who help students understand, internalize and apply the values of Pancasila in daily life through various activities at Gelar P5 Karya.

As a facilitator, the teacher is tasked with designing and managing activities that allow students to collaborate and work together in teams. Each class is given the responsibility to display culture from various regions in Indonesia which includes dances, songs, traditional clothing and traditional food. Teachers guide students in the research, preparation and implementation process, so that students learn to work together with friends from different backgrounds. Through this activity, students are taught to appreciate differences and understand the importance of unity in diversity.

Teachers also ensure that every student gets an equal opportunity to participate and contribute. They manage the fair distribution of tasks and responsibilities, and provide the guidance and support each student needs. In this way, teachers help develop mutual respect and self-confidence among students. This is important to create an inclusive and harmonious learning environment, where every student feels valued and recognized.

In carrying out the role of facilitator, the teacher also acts as a mediator who resolves conflicts and tensions that may arise during the preparation and implementation of the P5 Work Degree. They provide guidance on how to communicate effectively, solve problems together, and manage differences of opinion in a constructive way. This helps students learn to overcome differences in a positive way, strengthening the sense of unity and oneness among them.

The role of students as figures who uphold the stability of unity and unity

In implementing the P5 Work Degree (Student Profile Project Strengthening Pancasila) at SDN Warungdowo I, students have a very important role as figures in upholding the stability of unity and unity. They are not only the beneficiaries of this activity, but are also the main actors who actively participate and contribute to creating a harmonious and inclusive environment. The role of these students is very crucial in ensuring these values. The unity and integrity promoted by Pancasila can be internalized and applied in everyday life.

Warungdowo I Elementary School students play an active role in designing and implementing various activities in the P5 Work Degree which aims to promote unity and integrity. One form of active role is by becoming a committee or leader in organized activities, such as cultural exhibitions, art performances and other group activities. In this role, they learn to organize activities, communicate with their peers from diverse backgrounds, and ensure that all group members feel valued and included. By taking on roles as leaders or committee members, students develop leadership and collaboration skills that are important for maintaining stability and harmony in the school environment.

As figures who uphold the stability of unity and unity, students also play a role in cultivating and practicing inclusive and tolerant attitudes among their friends. They are taught to appreciate and respect differences, whether differences in culture, religion or views. Through daily interactions at Gelar Karya P5, students learn to overcome prejudice and stereotypes, and view diversity as wealth that needs to be protected and appreciated.

Students also play an important role in building effective communication bridges between their friends. In the P5 Karya event, they were involved in various discussions and workshops which discussed the importance of good communication in building healthy and harmonious relationships. By participating in this activity, students learn to listen empathetically, express opinions respectfully, and resolve conflicts in a constructive way. They become mediators who help their friends overcome differences and reach mutually beneficial agreements. This role helps ensure that good communication and mutual understanding form the basis of relationships between students at school.

Students are also involved in the evaluation and reflection process on P5 Work Degree activities. They are invited to provide input and suggestions regarding the activities they have carried out, as well as reflect on what they have learned and how they can apply this knowledge to their lives. This reflection process helps students to internalize valuesunity and integrity, and views itself as an important part of efforts to maintain stability and harmony in its environment.

Increase the level of unity and value of unity with a traditional game approach

Increasing the level of unity and oneness valuesat SDN Warungdowo I can be achieved through a traditional game approach in the P5 Karya Degree. Various traditional games such as the Saman Dance, Remo Dance, Bentengan, Dakon or Congklak, Bola Bekelan, Galasin, Gobak Sodor, and Hike and Seek were chosen as a means of integrating national values.and Pancasila into school activities. This approach provides opportunities for students and teachers to learn and understand noble valueswhich underlies unity and integrity as the foundation of the Indonesian nation.

Through traditional games, students are invited to interact and collaborate with each other in a relaxed and fun atmosphere. For example, in the Saman Dance, students must synchronize movements and rhythms together so as to create emotional attachment and togetherness between them. Likewise, games such as Remo Dance or Bentengan encourage collaboration and teamwork to achieve common goals. In addition, games such as Dakon or Congklak and Bola Bekelan teach students the importance of strategy, decision making, and tolerance for defeat which are important aspects in building harmonious relationships. Teachers act as facilitators in guiding students to understand valuescontained in every traditional game. They not only teach the rules of the game, but also link each game to the principles of Pancasila, such as mutual cooperation, social justice and Indonesian unity in diversity. That way, students not only learn to play, but also gain a deep understanding of the importance of unity and unity in strengthening the foundations of the country.

During the implementation of the P5 Work Degree, students are also invited to appreciate and introduce Indonesian culture to their classmates. For example, by demonstrating the Saman Dance or Remo Dance which is not only a means of entertainment but also enriches students'

knowledge about the rich culture of the nation. Therefore, through this activity students learn to appreciate and celebrate the diversity of Indonesian culture which ultimately strengthens the sense of unity and oneness between them.

CONCLUSION

In P5's work title at SDN Warungdowo I, the traditional game approach was proven to be effective in increasing the level of unity and value of unity between students and teachers. Through various traditional games such as Saman Dance, Remo Dance, Bentengan, Dakon or Congklak, Bola Bekelan, Galasin, Gobak Sodor, and Hike and Seek, students are invited to interact, collaborate, and support each other. These games not only provide opportunities for students to learn the rules and techniques of the game, but also strengthen emotional relationships and togetherness between them. Apart from that, traditional games also teach students about Pancasila values, such as mutual cooperation, social justice and unity in diversity. The teacher acts as a facilitator in directing students to understand the values contained in each game and connect them with the principles of Pancasila. In this way, students not only develop their playing skills, but also gain a deep understanding of the importance of unity and unity in strengthening the foundations of the country.

During the implementation of P5 Gelar Karya, students were also invited to appreciate and introduce Indonesian culture to their classmates through traditional arts performances. This not only increases students' understanding of the richness of the nation's culture, but also strengthens the sense of unity and oneness between them. The limitations of this research were carried out at the elementary school level, namely at SDN Warungdowo 1 only. Apart from that, the research object focuses on the implementation of P5. Future researchers can develop this research by comparing two or more implementations of P5 in elementary schools. So that more varied data can be produced. The results of this research can be used as a basis for conducting similar research with different location objects and school backgrounds.

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