

IMPLEMENTATION OF PANCASILA STUDENT PROFILE IN ECONOMIC LEARNING AT SMAIT AL-HUDA WONOGIRI

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Keyword

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Abstract

The implementation of the Pancasila Student Profile (PPP) in economic learning is an important part of realizing students with character and competitiveness. However, its implementation still faces challenges, especially during the initial transition period of the Independent Curriculum. This study aims to describe the implementation of the six dimensions of PPP in economic learning at SMAIT Al-Huda Wonogiri and identify the obstacles faced. This study uses a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. The resource persons for this research include a curriculum teacher, an economics teacher and three students. Data analysis used for data collection, data reduction, data presentation and conclusion drawn. The results of the study show that the six dimensions of PPP have been integrated in economic learning, including through thematic recitation, cross-cultural discussions, group work, independent tasks, innovative projects, and real-case problem-solving. However, the main obstacle lies in the lack of clarity of teachers' initial understanding of the PPP integration scheme and the lack of concrete outputs due to the focus on soft skills, not the academic aspect. In addition, students also experience difficulties in building critical reasoning skills. It is recommended that schools strengthen teacher training, provide clear technical guidance for PPP implementation, and develop contextual learning strategies that support the strengthening of soft skills on an ongoing basis.

INTRODUCTION

Human resource development is part of the direction of Indonesia's future vision. Education is one way to develop human resources because it plays an important role in building knowledge, skills, and personality (Irawati, et al., 2022). Education is also an important aspect that provides many advantages in life because it is not only learning abilities that are taught, but also shaping the personality of the students. Therefore, the quality of character education has a very big role for students (Juliani & Bastian, 2021). Character education is also often referred to as value and moral education. The goal is to develop students' ability to make good decisions, respect moral standards, and apply morals in daily life (Risdiyani & Dewi, 2021). In Indonesia, in the scope of education, many graduates have high academic achievements, are intelligent, and skilled in solving problems quickly. However, it is not uncommon for those to have a bad personality. In fact, the main goal of education is to form human beings who have good character (Andina, 2018).

Character involves the way each individual responds to the situation at hand. Students who have good character are those who are able to respond well to the problems they face. Character is also closely related to the daily habits carried out by individuals who have characteristics that distinguish one person from another. Character can be formed through habits that are carried out consistently. Therefore, habits provide an encouragement for children to learn new things that are directly related to character building. Character building can be done by doing routine activities such as praying before starting activities, respecting older people such as parents and teachers, and carrying out worship with full obedience. In addition to routine activities, character building can also be achieved by setting a good example for children. For example, getting used to arriving on time, using polite and correct language when talking to others, and being friendly to others. The Pancasila Student Profile emerged to be able to help provide character education to students by teaching and practicing the values contained in the precepts of Pancasila (Kurniastuti, et al., 2022).

Pancasila, which is the basis of the Indonesian state, also plays an important role in character development. Pancasila is a characteristic of the Indonesian people that cannot be separated. Character education based on Pancasila is very important, because it can maintain the characteristics of the Indonesian people and can be preserved from the great influence of globalization that is increasingly widespread (Tomalili, 2019). Difficulties or obstacles to synchronize the implementation of the Pancasila student profile with the expected goals in fact there are still difficulties or obstacles. These obstacles include limited time for teaching and learning activities, lack of substance or subject matter, limited educator technology, lack of students' attention to subjects, and so on (Kahfi, 2022).

Permendikbud Number 22 of 2020 regulates the Strategic Plan of the Ministry of Education and Culture 2020-2024, in which there is a strengthening of the Pancasila Student Profile, mentioning the six dimensions of the Pancasila student profile which consists of (1) Faith, fear of God Almighty, and noble character; (2) Global diversity; (3) Mutual cooperation; (4) Independent; (5) Critical reasoning; (6) Creative. The role of teachers is important to be an example as well as shape the character of students. Teachers have the task of educating, teaching, guiding, centralizing, training, taking into account and evaluating students. The position of teachers in shaping student character is important because it also plays a role in being an example for students (Rakhman, 2021).

The Pancasila Student Profile is a character education program that aims to integrate Pancasila values into students' daily lives, foster a sense of nationalism, and strengthen their character (Elisa et al., 2024). This program supports national education goals and continues character strengthening initiatives (Irawati et al., 2022). Its implementation strategy includes integration into formal education through intracurricular, cocurricular, and extracurricular activities. Schools use a variety of approaches, such as modeling by teachers, discussions, debates, case studies, and practical experiences (Nafi'ah & Sulthon, 2024). This program aims to cultivate individuals who are intelligent and characterful, who are able to face the challenges of the 21st century while still adhering to the values of Pancasila (Irawati et al., 2022).

Economic learning plays an important role in shaping rational economic behavior and children's future hopes. Economics learning not only teaches money management, but also focuses on decision-making for daily needs, personal well-being, and social responsibility (Indriani et al., 2021). Economics learning must foster character values such as economic responsibility, honesty, and caring, which are important things for ethical economic behavior in society (Amri, 2018). By emphasizing these aspects, economic learning can help develop individuals who behave rationally, independently, and thoughtfully in economic matters.

Economics learning is one part of learning in schools that examines how individuals and society behave in an effort to meet their needs. One of the goals of learning economics is so that students can understand and make responsible decisions related to social values in diverse societies, both nationally and globally. Therefore, studying economics is not only limited to getting to know the core of learning, but also learning to describe, analyze problems and understand economic concepts (Dewi et al., 2019).

SMAIT Al-Huda Wonogiri is a school that has implemented an independent curriculum and Pancasila student profile. Based on the results of an initial interview with an economics teacher at SMAIT Al-Huda Wonogiri, at first, economics teachers had difficulties in understanding the dimensions, elements, and sub-elements of the Pancasila student profile which then had to be applied in learning. Before implementing the independent curriculum, SMAIT Al-Huda Wonogiri had implemented several dimensions of the Pancasila student profile because it was a member of SIT (Integrated Islamic School), but there were other obstacles such as difficulties in translating it into learning modules.

Based on the background that the researcher has explained above, the researcher feels more interested in exploring the implementation of the Pancasila student profile in economic learning at SMAIT Al-Huda Wonogiri and wants to know the obstacles in the implementation and how to implement the Pancasila student profile in economic learning at SMAIT Al-Huda Wonogiri. It is hoped that this research can add insight and ideas related to the profile of Pancasila students and can be a reference for the obstacles experienced for evaluation materials by the school.

METHOD

This study uses a case study research design with a qualitative approach. According to (Hardani et al., 2020) Case studies are methods that collect and analyze data related to a particular situation. This situation is usually made a case because there are problems, obstacles, difficulties and deviations. However, it can also be used as a case even if there is no problem because it has an advantage or success. These cases can involve individuals, groups (work teams, classes, schools, ethnicities, races, religions, social, cultural and others), families, institutions, organizations, regions, communities and other fields.

This research was conducted at SMAIT Al-Huda Wonogiri in May 2025-June 2025. The data collection techniques used in this study were interviews and documentation. Interviews were conducted with the curriculum waka, economics teachers and three students to obtain in-depth information so as to obtain data that is in accordance with the research objectives, The reason the researcher chose the curriculum waka, economics teacher and three students is because the curriculum waka plays the role of policy makers and supervisors in the implementation of the curriculum in schools, so that it can provide information about the Pancasila student profile into school policy. Economics teachers are direct implementers in learning who have experience in integrating the values of Pancasila student profiles in teaching and learning activities in the classroom. Meanwhile, students as the main subject in providing perspective on the extent of implementation, understanding and internalization of Pancasila student profile values in economic learning. Meanwhile, documentation to collect data related to research in the form of economic ATP, teaching modules, student project results, recaps of score results, and documentation photos during economic learning. This method is complementary to get an overview of research-related data.

The data analysis in this study uses an interactive concept according to Miles et al. (2014) which consists of four stages, namely: (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions. To test the validity of the data, this study used the

triangulation method. Triangulation is an important technique to test the credibility of data in a study (Sugiyono, 2015). This study applies source triangulation, which is by comparing and analyzing data from various sources to see differences in viewpoints to obtain a more accurate and comprehensive picture.

RESULTS

Implementation of Pancasila Student Profile in economic learning at SMAIT Al-Huda Wonogiri

a) The Dimension of Faith, Fear of God Almighty and Noble Character

Before carrying out the learning process, students are invited to look for references through recitations related to the material. Students can look for references from the Qur'an or hadith. This approach aims to relate Islamic values in daily life so as to create a collaboration between Islamic science and daily life practices. In economic learning, teachers also associate it with the value of faith and noble morals in accordance with the teachings of the Qur'an and hadith. For example, in accounting material, students are invited to understand the importance of transactions, debts and taxes by referring to Surah Al-Baqarah verse 282 and several other hadiths. Students are encouraged to take wisdom from each material presented as a form of internalization of religious values.



Figure 1. Documentation of Prayer Activities Before the Exam

Based on the results of the documentation above, the application of the dimensions of faith, fear of God Almighty and noble character was also carried out before the implementation of the test. The teacher enters the classroom and then leads the way in prayer sessions. With the prayer session, it is hoped that students can do the exam smoothly and easily so that the exam process becomes calmer and more orderly.

b) Global Diversity

At SMAIT Al-Huda Wonogiri, there is a diversity of different backgrounds of students, one of which is from Malaysia. Every student has the right to express ideas or opinions without any limitations or bad scrutiny in discussion activities, so that it becomes a means to exchange views and thoughts. Through these interactions, students can understand each other's differences in culture, language and habits, which then creates an attitude of mutual respect and understanding of differences. Teachers play the role of facilitators who listen, accommodate and direct these various views to a common conclusion.



Figure 2. Student Documentation is Discussing

Based on the results of the documentation in figure 2, it can be seen that students are discussing in groups in economic learning. One of the students seen in the picture is one from Malaysia.

c) Gotong Royong (Mutual Cooperation)

In fostering the values of Pancasila student profiles, learning can be carried out in cooperation by discussing and working in groups as shown in Figure 2. It can also be seen that students are actively working together in completing assignments, discussing with each other and sharing opinions. The peer tutor approach is also used as a strategy to improve students' understanding. Teachers have observed how students tend to understand material more easily when delivered by peers by using more familiar and communicative language. This approach is also considered effective because it can build a collaborative learning atmosphere and actively play a role in group cooperation.

d) Self-sufficient

Economics learning activities can be carried out with group work or independent assignments. In groups, students not only discuss but are also involved in peer assessments to observe the participation and contribution of each member. Indirectly it is an indicator of independence assessment which includes the extent to which students actively play a role in group activities. In addition, the aspect of independence is also grown through observation activities and the expression of opinions to encourage students to think and act independently. In the context of assessment, students' independence can be assessed from not looking in all directions during daily exams. If students are responsible for teaching and learning activities by paying attention when the teacher explains the material, taking note of what the teacher says and understanding what is conveyed. Automatically, students can do daily exams independently without relying on their peers. Then, it can also be assessed from projects or independent tasks given to students.

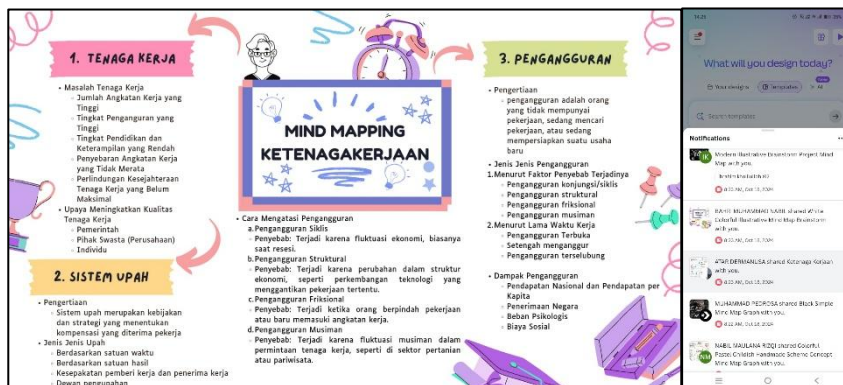


Figure 3. Documentation of Independent Assignments Mind Mapping of One of the Students & Assignment Collection Place

In figure 3 there is an example of the results of assignments on employment materials, teachers assign students to make mind mapping summaries related to employment materials. Even though projects or assignments are given in groups, teachers can still assess the independence of each student based on personal contributions and the collection of individual tasks.

e) Critical reasoning

Critical reasoning can be grown through various kinds of learning. One of them is by providing provocative questions or illustrations before the delivery of the material so that students can be more motivated to build a sense of curiosity and critical thinking skills so as to increase students' critical power. In addition, teachers also give projects or tasks that are analytical in nature related to daily life. For example, with the "Danantara Case" where the teacher assigns students to find out the meaning, origin, and purpose of danantara. With these activities, students are more encouraged to analyze related to danantara, especially since the language about Danantara on the internet is still very limited.

In entrepreneurship, students are also given the challenge of how to create innovations from simple products, for example Minhe (Herbal Drink) called CEMU (Cendol-Jamu). As a first step, students analyzed the impact of ice tea consumption that contains high sugar content. Then, the next process is to design an alternative to healthy drinks in the form of herbal medicine that is packaged to resemble cendol. This activity is based on journals and research results which are then processed by means of ATM (Observe, Imitate and Modify). The results of these innovations even managed to achieve achievements in the competition.



Figure 4. CEMU Product Logo Design Documentation by Students

f) Creative

In the independent curriculum, students are free to express opinions and innovate in adjusting their learning needs. Even during the project, the teacher gives the freedom to the students to work on the project in any form that suits their request and ability. It can be in the form of PPT, mind mapping or with infographics that aim to avoid similarities and provide space for students to express creativity. From this approach, the output obtained by students is very creative, so that teachers can identify their strengths. If the teacher only stipulates that the work is done with PPT, then the results obtained by the creativity of students are limited to one format only. Furthermore, teachers also apply real-life challenges that are relevant to socio-economic activities, such as the impact of the increase in the rupiah on the community. Through this problem solving, students are encouraged to think creatively in formulating solutions, so that learning is not erotic, but also encourages students to think critically and innovatively.

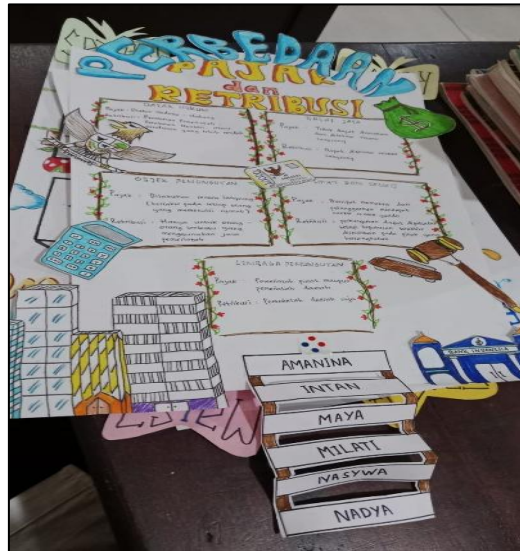


Figure 5. Student Group Poster Results: "Differences in Taxes and Levies"

Based on figure 5 which shows the results of poster works made by students, it shows that there is an element of applying the creative dimension. Students not only write the material concisely and systematically, but also add interesting and informative visuals. Thus, this poster shows students who can develop creative thinking skills in converting information in the form of text into attractive visual forms.

Obstacles in the Implementation of the Pancasila Student Profile in Economics Learning at SMAIT Al-Huda Wonogiri

The implementation of the Pancasila student profile in economic learning still faces a number of obstacles that can hinder the effectiveness of the learning process. Based on the results of interviews with economics teachers, the main obstacle lies in the lack of clarity in understanding the integration of Pancasila student profiles in the early stages of the implementation of the Independent Curriculum. During this transition period, there was confusion among educators about whether the Pancasila student profile should be integrated into the subject or carried out as a separate activity. This multi-interpretation causes inconsistencies in implementation in the field.

After deepening and socialization, the understanding of the Pancasila student profile began to increase. Teachers understand that this profile focuses on strengthening students' soft skills, which are grouped into seven main themes, such as entrepreneurship and global diversity. However, another challenge is that the results of the implementation of the Pancasila student profile have not been apparent, because the indicators of success are not directly related to academic achievement, but to the aspects of character and non-cognitive competence.

Meanwhile, based on interviews with three students, it is known that the critical thinking aspect is one of the challenges in learning economics. Students said that they are required not only to understand the material conceptually and logically, but also to be able to analyze it deeply and relate it to phenomena in daily life. This shows that the application of the Pancasila student profile, especially in the critical thinking dimension, requires more contextual assistance and learning strategies so that it can be applied effectively in economic learning.

DISCUSSION

Implementation of Pancasila Student Profile in economic learning at SMAIT Al-Huda Wonogiri

The Pancasila Student Profile is a standard of character and competence that is expected to be possessed by every student in Indonesia. According to the Ministry of Education, Culture, Research and Technology, the profile of Pancasila students includes six main dimensions, namely: (1) Faith, fear of God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, (6) creative. At SMAIT Al-Huda Wonogiri, the implementation of the Pancasila student profile has included six main dimensions.

a) Faith, Fear of God Almighty and Noble Character

The implementation of the dimensions of Faith, Fear of God Almighty and Noble Character is carried out by linking Islamic values such as the Qur'an and hadith into learning so that a collaboration is created between Islamic values and daily life. The teacher invites students to do recitation first to then look for references related to religion. From these activities, students are expected to be able to take lessons from each material presented. These findings support the results of research on the integration of Islamic values from the Quran and Hadith into education to improve religious understanding and character development of students (Ardi, 2024; Rohman et al., 2023). These activities aim to create individuals who are not only intellectually capable but also moral and religiously obedient (Ardi, 2024). The integration of Islamic values in science education can strengthen students' faith and piety while mastering scientific knowledge (Ramadanti, 2020).

b) Global Diversity

The dimension of global diversity is one of the main focuses in the Pancasila Student Profile in facing the global era that emphasizes students to understand and appreciate cultural, ethnic, religious and linguistic differences in global living (Santoso et al., 2023). At SMAIT Al-Huda Wonogiri, the backgrounds of students are different, one of which is that there are students from abroad, Malaysia. Each student can express their opinions or ideas in discussions so that it becomes a means of exchanging ideas. With this interaction, students can understand each other's differences in culture, language and habits so that an attitude of mutual respect and understanding of each other's differences is created. This is also in line with research conducted by (Nanggala et al., 2024) which states that cross-cultural student interaction, for example at the Kuala Lumpur Indonesian School, is able to strengthen global diversity through interaction, discussion, and cooperation between diverse backgrounds. In this case, teachers play the role of facilitators to ensure that discussions take place in an orderly manner, respect differences of views and foster cross-cultural understanding.

c) Gotong Royong (Mutual Cooperation)

One of the dimensions in the Pancasila Student Profile that is important for students to have and develop is mutual cooperation (Gotong Royong). Doing work simultaneously with the goal of achieving the dreamed results for the common good is the essence of mutual cooperation (Monika et al., 2023). In the discussion at SMAIT Al-Huda Wonogiri, students were divided into small groups and encouraged to be active in expressing opinions, sharing ideas, and developing a common understanding of the material being discussed in the process of teaching and learning activities. Teachers give students the freedom to ask each other's questions, explain to each other and express opinions. This is in accordance with the research conducted by Rahayu et al. (2024), the study shows that the application of the character of mutual cooperation through group discussion activities in the process of designing and completing projects. Students are actively

involved in teamwork, helping each other with their peers, fostering caring attitudes and sharing ideas and experiences to complete tasks together.

d) Self-sufficient

The application of the independent dimension in economic learning at SMAIT Al-Huda Wonogiri has various strategies such as the assignment of independent assignments, group work with peer assessment to observe the participation and contribution of each member and emphasis on the responsibility of students in undergoing the assessment process and implementing learning projects. One concrete example is the task of making *mind mapping* in employment materials. This result is in accordance with the research conducted by Muttaqin et al. (2025), the study shows that students' independence in economic learning is reflected through initiatives in doing assignments, personal responsibilities, and students' efforts to find other learning resources independently. Independent learners show a proactive attitude in understanding the material without relying too much on teachers or classmates, and can complete assignments with personal awareness and discipline.

e) Critical Reasoning

Critical reasoning in Pancasila student profiles is the key in helping students understand the material more deeply and logically. Improving understanding can be done through reading activities, listening to teachers' explanations, doing assignments and exchanging opinions with others. Teachers give assignments or projects that are analytical and provide challenges to create innovations from products. From the results of these assignments or projects, students' critical thinking skills can be improved. Based on the results of the assignments or projects carried out, students' critical thinking skills show improvement. This is supported by the learning strategies applied by teachers, including by providing triggering questions and assigning students to analyze real phenomena, such as the origins and goals of "Danantara", as well as the CEMU Beverage entrepreneurship project which is based on the problem of high sugar consumption. This activity encourages students to think critically, process limited information, and analyze and modify information through the ATM (Observe, Imitate, Modify) approach. This finding is in accordance with the results of research by Rahmawati et al. (2023) who stated that the implementation of the Pancasila Student Profile-based project is effective in developing critical thinking characters in students. Project activities encourage students to actively observe, evaluate, and find solutions to real problems, as students do in creating innovative products such as CEMU (Cendol-Jamu).

f) Creative

The implementation of the creative dimension in the Pancasila student profile at SMAIT Al-Huda Wonogiri is reflected in the economic learning strategy that gives students the freedom to adjust their learning methods to their respective interests and abilities. Teachers give flexibility to students in choosing the form of presentation of assignments, both in the form of PowerPoint presentations, mind mapping, and infographics to avoid the same results between students. One of them can be seen from the product in the form of a poster that not only contains a systematic summary of the material, but is also equipped with visual elements that support the understanding of the content and transform the text into an attractive visual form. This shows that students are able to develop creative thinking skills. This finding is in accordance with the results of Widiarini et al.'s (2024) research which states that project-based learning is effective in developing the dimension of students' creativity, especially through aspects of fluency in

generating ideas, originality in creating unique ideas, and elaboration in developing ideas into more complex and meaningful products. The same thing is also applied at SMAIT Al-Huda Wonogiri, where students are given the freedom to determine the form of projects they will work on according to their respective interests and abilities. This approach has been proven to be able to facilitate creative expression while improving the quality of student learning outcomes.

Obstacles in the Implementation of the Pancasila Student Profile in Economic Learning at SMAIT Al-Huda Wonogiri

The implementation of the Pancasila Student Profile (PSP) in economic learning still faces a number of challenges, especially during the initial transition period of the Independent Curriculum. One of the main obstacles faced by teachers is the lack of clarity in understanding the mechanism of PSP integration into subjects. Some educators are still confused about whether PSP should be an integrated part of learning or implemented separately as an additional activity. This confusion is in line with the findings of Kahfi (2022) who stated that the integration of PSP into the curriculum faces challenges, including limited time and limited teacher understanding, which gives rise to various interpretations in the field, especially in the aspect of integrating student profile values into intracurricular activities.

Inconsistencies in the implementation have an impact on the effectiveness of learning. In fact, the Pancasila Student Profile aims to develop 21st-century character and competencies through six main dimensions: faith and piety, critical reasoning, independence, cooperation, global diversity, and creativity (Sakir, 2024; Utami & Prabowo, 2023). Unfortunately, because the focus is more on soft skills and not on academic achievements, many teachers find it difficult to measure the success of PSP implementation in a concrete way.

From the student side, challenges also arise, especially in the dimension of critical thinking. Students are required to not only understand economic material conceptually, but also to be able to analyze actual issues and relate them to the context of daily life. According to critical thinking, it is a key competency in 21st century education, which is important to prepare students to face global challenges and rapid technological advancements (Subro & Fawaid, 2025). The development of critical thinking skills requires innovative approaches, such as contextual and problem-based learning methods. The Contextual Learning Model (CTL) that is integrated with local wisdom values can effectively improve students' critical thinking skills by connecting learning materials with real-life contexts (Wulandari et al., 2019). This emphasizes the importance of pedagogical strategies that encourage reflection, argumentation, and problem-solving in the economic learning process.

In order for the implementation of PSP in economic learning to be more optimal, continuous assistance is needed for teachers, both in the form of training and the provision of technical guidance. Teachers need to develop innovative and progressive learning models that are contextual, effective, and able to stimulate students' creativity and activities (Trianto, 2010),

CONCLUSION

Economics learning at SMAIT Al-Huda Wonogiri has integrated the six dimensions of the Pancasila Student Profile comprehensively. The Dimension of Faith and Piety is implemented through recitation and excavation of the postulates of the Qur'an or hadith related to economic materials, as well as the habit of joint prayer. Global diversity is reflected in the interaction between students across cultures, such as with students from Malaysia, which is supported by open and inclusive discussions. Mutual cooperation is realized through group work and peer tutors that encourage active collaboration.

Independence is developed through individual assignments and observation of learning behaviors such as honesty during exams. Critical reasoning is strengthened by analytical tasks such as the study of “Danantara” and the CEMU innovation project (Cendol-Jamu) which trains logical thinking and problem solving. Students' creativity is facilitated through the freedom to choose the form of assignments, such as posters, infographics, and mind maps.

However, challenges remain, particularly in the early stages of the Independent Curriculum, where teachers experience confusion in integrating this profile into learning. In addition, because it focuses on soft skills, the output of its application has not been seen directly in academic achievement. Students also feel that critical thinking is still a challenge in understanding and analyzing economic material contextually. The recommendation for further research is to conduct a comparative study between schools with different backgrounds and levels to see the consistency and effectiveness of the implementation of the Pancasila Student Profile in economic learning. Research can also be directed at the development of an authentic character-based assessment model to assess the achievement of the PSP dimension in a more measurable and systematic manner.

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