

The Influence of Implementing the Project to Strengthen the Pancasila Learning Profile on the Formation of Students' Civic Disposition

Jamilah^{1*}, Norani bin Abd Rahim², Barkah Juliansyah³, Prima Melati⁴
^{1,3,4}Institut Pendidikan Indonesia, Garut, Indonesia
²Institut Pendidikan Guru Malaysia Kampus Ilmu Khas, Kuala Lumpur, Malaysia



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ABSTRACT

Objective: The increasing number of juvenile delinquency cases involving students is very disappointing. Similarly, the low level of morality found by researchers at the research location became the basis for conducting this research. The purpose of this research is to describe the implementation of the Pancasila Student Profile Strengthening Project in shaping citizenship dispositions, describe the formation of citizenship dispositions through this project, and determine the extent of its influence on students' citizenship dispositions. **Methods:** The research approach used is a quantitative approach with descriptive methods. The data used include primary and secondary data, which were collected through observation, questionnaire distribution, and documentation. This research was conducted at SMPN 1 Kadungora, with a population of all eighth grade students from grades A to I, and a sample of 66 respondents. **Results:** The results of the study indicate that the implementation of the Pancasila Student Profile Strengthening Project has an effect on the formation of students' citizenship dispositions. This is evidenced by the development of behavioral habits among students that reflect citizenship dispositions, such as respecting the customs of others, complying with school and community norms and rules, upholding the value of tolerance, and having the courage to express opinions. **Novelty:** This study focuses on the application of the noble values of Pancasila, presented in the form of projects in classroom learning. It is also implemented in extracurricular activities to strengthen the profile of Pancasila-abiding students.

INTRODUCTION

Education is the most crucial factor in determining the quality of human resources and the progress of a nation and state. According to Fitriani (2000), education is a conscious effort to realize the transmission of culture from one generation to the next. Through education, individuals develop thinking processes as well as creative and innovative ideas to respond to the challenges of changing times. The success of education can be measured by examining both the processes implemented and the outcomes achieved throughout the educational process.

Education is often described as an activity conducted solely within formal school institutions. However, in principle and practice, education is not limited to schools but extends beyond them. At present, the increasing number of immoral behaviors among students has become a serious concern in the field of education. The low level of students' moral awareness is influenced by various factors, including parenting styles and social interactions within their community environments. Based on preliminary observations of several cases, immoral behavior among students appears in diverse forms, which has attracted the researcher's interest to conduct further investigation.

The government continues to address educational challenges through curriculum reform as a legal framework for learning implementation in schools. Through the Ministry of Education, Culture, Research, and Technology, the Indonesian government has introduced a new curriculum known as the *Merdeka Belajar* (Independent Learning)

Curriculum. This curriculum is expected to provide solutions to various educational problems, both those related to students and educators. One of the key innovations within this curriculum is the *Project for Strengthening the Pancasila Student Profile (P5)*. According to (Atin Sri Handayani et al., 2023), *the Project for Strengthening the Pancasila Student Profile (P5) is expected to be an effective effort to encourage students to become lifelong learners who are talented, possess strong character, and demonstrate behavior aligned with Pancasila values.*

Character strengthening is increasingly important in the era of globalization. Rapid advances in information access and digital technology significantly influence individuals worldwide. Along with these developments, negative impacts may arise as unintended consequences of scientific and technological progress. Therefore, learning paradigms in the classroom must continuously function as solutions and filters to prevent and mitigate the negative effects of such progress.

Civic Education is one of the subjects that focuses on the formation of students' character and morality in accordance with the noble values of Pancasila. The new paradigm of Civic Education represents an innovative approach that emphasizes updated learning directions and objectives aligned with developments in science and technology (Atin Sri Handayani et al., 2023). states that the new paradigm of Civic Education is a reform-era conception that emphasizes the formation of civil society to ensure continuous citizen participation in democratic governance.

This new paradigm of Civic Education consists of several essential elements, namely civic knowledge, civic disposition, and civic skills. These elements provide clarity and direction for the implementation of Civic Education in schools. In simple terms, this paradigm aims to develop students into citizens who possess adequate civic knowledge, strong civic character, and essential civic skills. This approach is intended to prepare students to become responsible and morally grounded citizens in accordance with the noble values of Pancasila as the ideological foundation of the Indonesian nation and state. As emphasized by (Rahayu et al., 2022), *character education serves as the foundation for realizing the national development vision, namely the creation of a society that is morally noble, ethical, cultured, and civilized based on the philosophy of Pancasila.*

Civic disposition refers to civic character that aligns with the noble values of Pancasila. In this context, character is understood as a reflection of citizens who apply Pancasila values in their daily lives. The primary objective of civic disposition is to shape citizens' character as a defining feature of national life. In principle, Indonesia implements character education grounded in Pancasila values such as independence, responsibility, mutual cooperation, discipline, and tolerance.

The element of civic disposition serves as a potential solution to the moral degradation affecting students in Indonesia. The prevalence of immoral behavior among students continues to be a major concern in education, often influenced by parenting patterns and social environments. Through strengthening civic disposition, students are expected to embody the characteristics of learners who uphold the noble values of Pancasila.

Based on preliminary observations conducted at SMPN 1 Kadungora, students' moral awareness remains relatively low, with various forms of immoral behavior identified. This condition has encouraged the researcher to conduct a study at the school, considering that SMPN 1 Kadungora has implemented the *Merdeka Belajar*



Curriculum, which includes the Project for Strengthening the Pancasila Student Profile (P5).

The low level of implementation of citizenship dispositions at SMPN 1 Kadungora provides additional reasons to examine the role of P5 in fostering and strengthening students' citizenship dispositions. Based on this background, this study aims to examine the effect of the Pancasila Student Profile Strengthening Project (P5) on the formation of students' citizenship dispositions at SMPN 1 Kadungora. The research subjects were students in grades VIII A-K.

RESEARCH METHOD

This study uses a descriptive quantitative research design, which focuses on the analysis of numerical data obtained from questionnaires. The collected data were processed using statistical methods with the help of SPSS version 27. The use of this method is intended to obtain accurate and objective results during the field research process. Data processing in numerical form is expected to facilitate researchers in drawing conclusions from research findings. Data normality tests are used to determine the scores of normally distributed variables. Validity tests are used to demonstrate the validity of an item used by researchers. Reliability tests are used by researchers to determine whether or not the relationship between variables x and y is reliable.

According to Sugiyono (2018), descriptive quantitative research is consistent with research variables, focuses on actual problems and ongoing phenomena, and presents research results in the form of meaningful numerical data. This research was conducted in mid-November 2024 at SMPN 1 Kadungora. According to Arikunto (2018:173) "a sample is part of the number and characteristics possessed by a population", and according to Arikunto (2017:173) "if the subject is less than 100, then the entire population becomes the research sample, but if the subject is more than 100 then 10% - 15% or 15% - 25% can be taken". The research population consisted of 435 students from grades VIII A-K. The sample was determined by taking 15% of the total number of research populations. There were 66 respondents who would be used as research samples. Researchers took 6 people from each class with a total of 11 classes to be representative of each class. This research was conducted at SMP Negeri 1 Kadungora, located at Jalan Raya Pasar Baru Kadungora No. 113, Karangmulya, Kadungora District, Garut Regency, West Java 44153.

In this study, variable X represents the influencing variable, while variable Y represents the influenced variable. Based on the research title, variable X refers to the implementation of the Project for Strengthening the Pancasila Student Profile (P5), which influences variable Y , namely the formation of students' character. To operationalize these variables, the researcher initially conducted observations at the research site to obtain preliminary information relevant to the study. The data used in this research were primary data, collected directly by the researcher from the research subjects. Data collection techniques included observation, questionnaire distribution, and documentation. The data analysis techniques applied in this study consisted of validity testing, reliability testing, simple linear regression analysis, and t-test analysis.

RESULTS AND DISCUSSION

Results

The research conducted involved two variables, namely the independent variable (variable X) and the dependent variable (variable Y). In this study, variable X refers to the implementation of the Project for Strengthening the Pancasila Student Profile (P5), while variable Y refers to the formation of students' civic disposition at SMPN 1 Kadungora.

To obtain the data required for this study, the researcher employed several data collection techniques, including observation, interviews, and questionnaire distribution. Observations were conducted by directly visiting the research site to carry out field observations. Questionnaire distribution was administered to students in classes VIII A-K, with six questionnaires distributed to each class as research samples. In total, 66 questionnaires were distributed to examine the extent to which the implementation of P5 influences the formation of students' civic disposition at SMPN 1 Kadungora.

A. Reliability Test Results

Reliability testing was conducted to ensure that the research instrument demonstrated consistency as a measurement tool, such that it could produce stable and consistent results. In simple terms, a reliable instrument is one that yields the same results when used repeatedly under similar conditions. According to Sugiyono (2017), *an instrument is considered reliable if the Cronbach's Alpha value is 0.6 or higher*. In this study, the researcher adopted a reliability coefficient threshold of 0.6.

The criteria for reliability testing in this study were as follows:

1. If the reliability coefficient value is greater than 0.6, the instrument is considered to have good reliability, meaning that the instrument is reliable or trustworthy.
2. If the reliability coefficient value is less than 0.6, the instrument is considered unreliable or not trustworthy.

Furthermore, Arikunto (2018) proposed the following criteria for evaluating reliability:

Table 1. Criteria for Reliability Level Assessment

Interval	Reliability Level
0.00 - 0.20	Very Unreliable
0.20 - 0.40	Unreliable
0.40 - 0.60	Moderately Reliable
0.60 - 0.80	Reliable
0.80 - 1.00	Very Reliable

Reliability Test	
Reliability Statistics	
Cronbach's Alpha	N of Items
.777	22

*Source: Data processed using SPSS version 26

B. Normality Test Results

The following section presents the results of the data normality test. This test is one of the prerequisite analyses conducted to determine whether the residual values are normally distributed. Normal data distribution is a fundamental assumption that must be met before proceeding with correlation or relationship testing.

The normality test in this study was conducted using the Kolmogorov-Smirnov method, and the data were processed using SPSS version 26. The results of the normality test are presented in the following table.

Table 2. Normality Test

		Unstandardized Residual
N		66
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.98622455
Most Extreme Differences	Absolute	.076
	Positive	.062
	Negative	-.076
Test Statistic		.076
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

**Source: Data processed using SPSS version 26*

Based on the decision-making criteria, the residuals are considered to be normally distributed if the significance value is ≥ 0.05 . As shown in Table 3, the results of the normality test indicate a significance value of 0.200. Since the obtained value of 0.200 exceeds 0.05, it can be concluded that the data are normally distributed and therefore appropriate for use in regression model testing.

C. Linearity Test Results

In addition to the normality test, a linearity test was also conducted. In quantitative research, particularly in correlation and linear regression analyses, the linearity test is based on the initial assumption that the variables involved in the research hypothesis exhibit a linear relationship. This test is essential to ensure that the relationship between the independent and dependent variables follows a linear pattern. The decision-making criteria for the linearity test are as follows:

1. If the significance value is greater than 0.06, there is a linear relationship between the implementation of the Project for Strengthening the Pancasila Student Profile and the formation of students' civic disposition.
2. If the significance value is less than 0.06, there is no linear relationship between the implementation of the Project for Strengthening the Pancasila Student Profile and the formation of students' civic disposition.

The purpose of the linearity test is to examine the form of the relationship between the independent variable and the dependent variable. The results of the linearity test in this study were obtained using SPSS version 26, with reference to the ANOVA output table, as presented below.

Table 3. Linearity Test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between	(Combined)	141.662	9	15.740	3.720	.001
	Groups	Linearity	122.190	1	122.19	28.87	.000
		Deviation from Linearity	19.472	8	2.434	.575	.794
	Within Groups		236.959	56	4.231		
Total			378.621	65			

*Source: Data processed using SPSS version 26

Based on the results of the linearity test, the significance value of the deviation from linearity was 0.794, which is greater than 0.06. Therefore, it can be concluded that there is a linear relationship between the implementation of the Project for Strengthening the Pancasila Student Profile (P5) and the formation of students' civic disposition at SMPN 1 Kadungora.

D. Pearson Correlation Test Results

The Pearson correlation test was conducted to determine the strength of the relationship between variables, as well as to examine the significance and direction of the relationship between the implementation of P5 and the formation of students' civic disposition. The decision-making criteria used in this analysis are as follows: if the significance value is less than 0.05, the variables are considered to be correlated; conversely, if the significance value is greater than 0.05, the variables are considered not correlated.

According to Sugiyono, the guidelines for interpreting the degree of correlation are as follows:

- A Pearson correlation value of 0.00–0.199 indicates a very weak relationship.
- A Pearson correlation value of 0.20–0.399 indicates a moderate relationship.
- A Pearson correlation value of 0.40–0.599 indicates a strong relationship.
- A Pearson correlation value of 0.60–0.799 indicates a very strong relationship.
- A Pearson correlation value of 0.80–1.00 indicates a perfect relationship.

Table 4. Pearson Correlation

			Correlations	
			X	Y
X	Pearson Correlation		1	.568**
	Sig. (2-tailed)			.000
	N		66	66
Y	Pearson Correlation		.568**	1
	Sig. (2-tailed)		.000	
	N		66	66

** . Correlation is significant at the 0.01 level (2-tailed).

*Source: Data processed using SPSS version 26

The following interpretation is based on the results of the Pearson Product-Moment Correlation test:

- As shown in the table, the significance value is 0.000, which is less than 0.05. Therefore, it can be concluded that the variables are significantly correlated, indicating the existence of a relationship between the implementation of the Project for Strengthening the Pancasila Student Profile (P5) and the formation of students' civic disposition.

2. Based on the correlation coefficient interpretation, the Pearson correlation value of 0.568 indicates a strong correlation. Thus, it can be concluded that the implementation of P5 has a strong relationship with the formation of students' civic disposition.

E. Analisis Regresi Linier

Simple linear regression analysis of the influence of the implementation of the Pancasila Student Profile Strengthening Project on the formation of civic disposition. The simple linear regression test is used to test the influence of one independent variable on the dependent variable, where in this study, the calculation model will show whether there is a linear relationship involving two variables, between the independent (free) variable and dependent (bound) variable.

Table 5. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.190	1	122.190	30.496	.000 ^b
	Residual	256.431	64	4.007		
	Total	378.621	65			

a. Dependent Variable: CD
 b. Predictors: (Constant), P5

*Source: Data processed using SPSS version 26

Through the known table 5 above, it can be seen that the calculated f obtained a value of 30.496 with a significance value of $0.000 < 0.05$, so it can be concluded through the criteria mentioned previously that this regression test model can be used to see, analyze and predict the relationship between the variables of the influence of the implementation of the Pancasila student profile project and the formation of civic disposition in students at SMPN 1 Kadungora.

Furthermore, to determine the magnitude of the influence between variables of the implementation of the Pancasila student profile strengthening project on the formation of civic disposition in students at SMPN 1 Kadungora, the coefficient of determination formula is used as follows:

$$\begin{aligned}
 D &= (r_{xy})^2 \times 100\% \\
 &= (0,568)^2 \times 100\% \\
 &= 0,322 \times 100\% \\
 &= 32,2\%
 \end{aligned}$$

Thus, it can be concluded that the implementation of the Pancasila student profile strengthening project influences the formation of civic disposition in students at SMPN 1 Kadungora by 32.2%, while the remaining 67.8% is influenced by other factors that were not studied.

Table 6. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	5.765	3.719			1.550	.126
	P5	.731	.132	.568		5.522	.000

a. Dependent Variable: CD

*Source: Data processed using SPSS version 26

Based on the table, it can be seen that the constant number obtained is 5.765 with a coefficient of 0.731, so this number shows that every 1% increase in the implementation of the Pancasila student profile strengthening project will increase the formation of civic disposition in students by 0.731 units from 73.1% with a positive relationship.

Discussion

A. Implementation of the Project for Strengthening the Pancasila Student Profile (P5) at SMP Negeri 1 Kadungora

Based on observations and questionnaire results, the implementation of the Project for Strengthening the Pancasila Student Profile (P5) among students at SMP Negeri 1 Kadungora has generally been integrated into the ongoing learning process. The distributed questionnaires, as discussed previously, indicate that students have implemented the elements contained in P5.

The first element, faith in and devotion to Almighty God and noble character, shows that students have implemented this element very well, as evidenced by a percentage of 92%. This figure indicates that the implementation of P5 for the first element at SMP Negeri 1 Kadungora has proceeded effectively and aligns with the expectations of the P5 program within the Independent Curriculum (Kurikulum Merdeka).

The second element, global diversity, recorded a percentage of 96%, indicating that students have applied this element in their daily lives. The values embodied in this element are essential given the rapid development of globalization. Thus, it can be concluded that students at SMP Negeri 1 Kadungora have successfully implemented the second element of P5.

The third element, mutual cooperation, emphasizes students' sense of empathy and collaboration. The percentage score of 90% demonstrates that the implementation of this element has been carried out very well. Students are encouraged to work together, support one another, and cooperate in completing tasks.

The fourth element, independence, achieved a percentage of 78%, indicating that students have implemented this value fairly well. Considering that students are in their adolescent stage a phase of exploration and self-discovery this percentage reflects a reasonably good level of independence among junior high school students.

The fifth element, critical reasoning, recorded a percentage of 79%, suggesting that students have demonstrated adequate critical thinking skills. Given their developmental stage, this result is considered reasonable. Therefore, the critical reasoning element has been implemented fairly well by students at SMP Negeri 1 Kadungora.

The final element, creativity, showed a percentage of 82%, indicating that students have developed their creative abilities well. Considering their relatively high imaginative capacity, students at SMP Negeri 1 Kadungora have successfully nurtured creativity, as reflected in the percentage result. The implementation of P5 at SMP Negeri 1 Kadungora began in the 2023/2024 academic year and has been carried out for two years. Based on questionnaire results, the implementation can be categorized as very good, as students have been able to apply all six P5 elements along with supporting activities.

The successful implementation of P5 has shown a significant influence on the formation of students' civic disposition. According to Gianistika (2022), the

implementation stage aims to instill Pancasila values in accordance with Indonesia's state ideology, which is consistent with field findings. Similarly, Elmawati (2014) states that collaborative learning and working are strengths of project-based learning, indicating that such learning enhances students' cooperation skills.

Learning within the Independent Curriculum focuses on enabling students to apply Pancasila values in daily life, in line with (Ningsih, 2015), who notes that the curriculum emphasizes essential content and deep conceptual learning. Accordingly, P5 is designed to support this goal. Zulkarnain (2022) explains that the Pancasila Student Profile is a governmental effort to internalize Pancasila values as preparation for nation-building. Furthermore, Atmaka (2022) states that P5 implementation is part of character education supported by national guidelines and the Merdeka Teaching Platform.

The development of civic disposition in students has shown positive results. This is evidenced by their active participation in learning and P5 activities conducted by the school, including the election of the Student Council (OSIS) president. Furthermore, students have developed attitudes that demonstrate responsibility, respect for others, uphold school norms and rules, and uphold tolerance. The limited facilities in the election of the Student Council president were successfully overcome thanks to the creativity of students without any complaints about the infrastructure.

B. Formation of Civic Disposition at SMP Negeri 1 Kadungora through the Implementation of P5

The formation of civic disposition, or civic character, is an effort to foster students' understanding of attitudes and character that reflect national values. Essentially, civic disposition aims to shape citizens who embody national identity. In Indonesia, education serves as a medium to cultivate such national character among students. Various initiatives, including the implementation of P5, aim to ensure that students are competitive and possess civic character aligned with Pancasila values.

Based on observations and data analysis, the implementation of P5 to form civic disposition at SMP Negeri 1 Kadungora has been very effective. Kalidjernih (2010) defines civic disposition as the character and commitment required to maintain and advance citizenship and governance. Consistent with this definition, students at SMP Negeri 1 Kadungora demonstrate civic character in their daily behavior. This is supported by high percentage scores across research instruments representing the civic disposition variable.

School initiatives, such as civic projects including a mock election, have contributed to this success. Sari (2019) emphasizes that integrating character values into learning activities involves applying moral values to shape students' character in accordance with national identity.

Branson explains that civic disposition aims to develop both private character (e.g., moral responsibility, self-discipline, respect for human dignity) and public character (e.g., civic-mindedness, civility, respect for the rule of law, critical thinking, and willingness to engage in dialogue and compromise). Thus, civic disposition seeks to form citizens whose character aligns with national ideology and culture.

Chessa asserts that civic character comprises personal and social traits necessary for effective political participation and maintaining a stable political system. In line with civic disposition indicators, students have demonstrated responsibility, tolerance of differences, and compliance with rules and norms in both school and society.

C. The Influence of P5 Implementation at SMP Negeri 1 Kadungora on Civic Disposition

Based on the research findings, the implementation of P5 has a very positive influence on the formation of students' civic disposition. Students' self-awareness has been shaped through the consistent guidance and instructional input provided by educators. Attributes such as independence and responsibility have been well developed among students. P5 implementation significantly influences the character-building process, as it emphasizes applying Pancasila values in students' daily lives.

According to (Wiwit Sanjaya, 2023) states that Indonesian students are lifelong learners who are competent and behave in accordance with Pancasila values, highlighting the importance of civic character. Similarly, Ismail (2020) emphasizes that the Pancasila Student Profile can be implemented through curricular, co-curricular, and extracurricular project-based approaches. The Ministry of Education, Culture, Research, and Technology (2020) further explains that P5 consists of six dimensions: faith and piety, global diversity, mutual cooperation, independence, critical reasoning, and creativity. This is reinforced by Winarno (2006), who states that civic disposition implementation is reflected in daily behaviors such as religiosity, tolerance, honesty, justice, democracy, respect for diversity, adherence to law, respect for others' rights, strong nationalism, and social solidarity.

CONCLUSION

Fundamental Findings: This study confirms that the implementation of the Project for Strengthening the Pancasila Student Profile (P5) has a significant and positive effect on the formation of students' civic disposition at SMPN 1 Kadungora. The findings emphasize that P5 is not merely a curricular requirement but a meaningful project-based learning approach that effectively internalizes Pancasila values in students' character and behavior. Students demonstrated increased independence, responsibility, creativity, moral awareness, and respect for diversity, which collectively represent the core dimensions of civic disposition. These results reinforce the central thesis that structured and value-oriented project learning plays a crucial role in shaping civic-minded students.

Implications: The findings of this study offer important theoretical and practical implications. Theoretically, the results strengthen civic education discourse by supporting the integration of cognitive, affective, and behavioral aspects of citizenship education through project-based learning. Practically, the findings suggest that schools should optimize the implementation of P5 as a strategic instrument for character education. Educators are encouraged to design contextual and participatory projects that promote democratic practices, collaboration, and social responsibility to enhance students' civic disposition.

Limitations: This study has several limitations. First, it was conducted in a single junior high school, which limits the generalizability of the findings to broader educational contexts. This is because, in general, public junior high schools have begun implementing the independent curriculum, and access to conduct research was a factor in the researcher's limitations. Second, data were primarily collected using self-administered questionnaires, which may be influenced by respondent subjectivity and social desirability bias. Third, the quantitative research design did not allow for an in-depth exploration of students' personal experiences during the implementation of P5.

Future Research: Future studies are recommended to involve larger and more diverse samples across different regions to improve the generalizability of the findings. Employing mixed-method or qualitative approaches would provide deeper insights into how P5 influences students' civic disposition in practice. Additionally, longitudinal research is needed to examine the long-term impact of P5 on students' civic character development. Such studies would contribute to a more comprehensive understanding of the effectiveness of P5 in fostering civic-oriented and value-driven future citizens.

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*Jamilah (Corresponding Author)

Indonesian Institute of Education

Jl. Terusan Pahlawan No.32, RW.01, Sukagalih, Kec. Tarogong Kidul, Kabupaten Garut, Indonesia

Email: jamilah@institutpendidikan.ac.id

Norani bin Abd Rahim

Institut Pendidikan Guru Malaysia Kampus Ilmu Khas, Kuala Lumpur, Malaysia

Jalan Yaacob Latif, Bandar Tun Abdul Razak, 56000 Kuala Lumpur, Malaysia

Email: nora@ipgkik.edu.my

Barkah Juliansyah

Indonesian Institute of Education

Jl. Terusan Pahlawan No.32, RW.01, Sukagalih, Kec. Tarogong Kidul, Kabupaten Garut, Indonesia

Email: barkahjunior37.ixb@gmail.com

Prima Melati

Indonesian Institute of Education

Jl. Terusan Pahlawan No.32, RW.01, Sukagalih, Kec. Tarogong Kidul, Kabupaten Garut, Indonesia

Email: prima@institutpendidikan.ac.id
