

STRENGTHENING THE AFFECTIVE SPACE IN THE IMPLEMENTATION OF PANCASILA STUDENT PROFILES

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**STRENGTHENING THE AFFECTIVE SPACE IN THE IMPLEMENTATION OF
PANCASILA STUDENT PROFILES AT THE MUHAMMADIYAH KEPONG
MALAYSIA GUIDANCE SCHOOL**

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12 **ABSTRACT**

The purpose of this study was to determine the Strengthening of the Affective Domain in the Implementation of Pancasila Student Profiles in the Kepong Muhammadiyah Muhammadiyah Guidance Center, Malaysia. This research is a qualitative field research. The method or approach used is descriptive research, which means the researcher tries to find the elements, characteristics, characteristics of a phenomenon. This research was carried out by the Muhammadiyah Kepong Malaysia Guidance Center. Determination of informants in this study using a purposive sampling technique, namely how to determine informants who have been determined deliberately according to predetermined criteria. Researchers will record, record, and observe the behavior of these informants. The informants in this study were school principals, educators, and students of the Muhammadiyah Kepong Malaysia Guidance Studio. The types and sources of data are in the form of Primary data and Secondary data. Primary data was obtained directly through interviews with sources from research informants, namely school principals, education staff and students of Muhammadiyah Kepong Malaysia Learning Studio. Secondary data is research supporting data such as documents, activity results reports, through words and actions from research informants and research subjects related to the implementation of the Merdeka Learning Program Through Pancasila Student Profiles at the Kepong Muhammadiyah Muhammadiyah Guidance Center, Malaysia. Data collection techniques in this study are through observation, interviews, and documentation. The interview technique in this study used a structured interview technique, in which the interviewer determined the problems and questions to be asked, in other words, the researcher already knew the information would be obtained and had written down the questions in the interview guide. The results of this study indicate that the implementation of the Pancasila Student Profile in the Muhammadiyah Kepong Malaysia Guidance Studio is implemented through the Pancasila Student Profile Strengthening Project (P5) using a project-based approach. Students are invited to identify problems that exist around them and create projects to solve them. The Implementation of the Project to Strengthen Pancasila Student Profiles Muhammadiyah Kepong Malaysia Guidance Workshop consists of 3 themes, namely: Local wisdom, sustainable living, and entrepreneurship. Factors supporting the implementation of the Pancasila Student Profile in the Kepong Muhammadiyah Muhammadiyah Guidance Center, Malaysia, namely: 1). Collaboration of all school parties, 2). Student participation. The inhibiting factors for the implementation of the Pancasila Student Profile in the Muhammadiyah Kepong Malaysia Guidance Center are: 1). Different characteristics of students, 2) Number of student ratios, 3). Lack of accompanying teachers, 4). New curriculum.

Keywords: Affective Domain, Implementation of Pancasila Student Profile.



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INTRODUCTION

Indonesia is a unitary state consisting of a diversity of ethnicities, races, religions, regional languages, customs and arts as well as tens of thousands of islands. This diversity can be united with the motto of the Indonesian state, namely *Bhinneka Tunggal Ika*, which means that although they are different, they are still one. Indonesia is based on Pancasila which is the cornerstone of the establishment of a country. As a nation with *Bhinneka Tunggal Ika*, we must be able to instill Pancasila values so that they are maintained until the end. Therefore, as the next generation of our nation, we really have to prepare ourselves so that we can face and be able to compete in all fields in welcoming a progressive life. Of course, by continuing to bring Indonesia to be better without putting aside the characteristics of the Indonesian nation. Meanwhile the values developed in character education come from religion, Pancasila, culture, and the goals of National Education (Anwar, 2018).

Pancasila as the basis of the state plays an important role in the life of the nation in addressing the ever-evolving era because the values contained in Pancasila can be developed in tandem with the life of the Indonesian nation. (Sabina, Dewi, & Furi, 2021). The people here need to understand Pancasila to be implemented in everyday life. Pancasila as a basis for state philosophy, the Pancasila precepts are a value system, therefore the Pancasila precepts are essentially a unity (Nurdiyana, 2020). In this modern era, there are many negative influences on a country as a result of globalization, one of which is the fading of Indonesia's noble values. With all the negative influences that enter, one of which is the influence of foreign culture that is contrary to the values of Pancasila. Many citizens who do not understand Pancasila even forget Pancasila in their lives, due to the negative influence of globalization (Handayani & Dewi, 2021).

The Kepong Guidance Center was founded by the head of the Special Muhammadiyah Branch (PCIM) Malaysia. The establishment of this Guidance Studio is in conjunction with the non-formal education program of the government of the Republic of Indonesia through the Ministry of National Education which aims to ensure that children of Indonesian citizens who are undocumented get the opportunity to study and go to school. Through this studio, these children will be able to study according to the national curriculum, and get a National identification number in due time and can have a school diploma just like participating in the national education system (Akmalia, 2021). The target for the establishment of this Guidance Center is children of Indonesian citizens who do not yet have complete identity documents due to their family and economic conditions. The teachers in the Guidance Studio are several volunteers who are housewives, Indonesian students, and sympathizers of

Muhammadiyah and Aisyiyah Malaysia. Currently, the Muhammadiyah guidance center consists of 7 classes, namely 1 early childhood class and 1st to 6th grade.

Then, another research was conducted by Juliani Asarina Jehan and Bastian Adolf (2021) entitled Character Education as an effort to create Pancasila students. The results of his research explain that Character Education is a system that instills character values in students, which contains elements of knowledge, individual awareness, determination, as well as the willingness and action to carry out values, both towards God, oneself, fellow human beings, the environment, and the nation, which is an obligation for all parties. So that the effort to create a Pancasila Student Profile is not only a movement in the education system, but also a social movement. Success in realizing the Pancasila Student Profile will be achieved if parents, educators, students, and all agencies in society collaborate and work together to achieve it (Jehan Juliani & Bastian, 2021).

Another research was conducted by Savitri Aini Shifana and Dewi Dinie Anggraeni (Savitri & Dewi, 2021), where the results of their research explained that the flow of globalization cannot be stopped, with all the impacts it should have a positive influence. However, the influence of globalization has turned out to have many negative influences on the culture of the Indonesian nation. Therefore, cultivating Pancasila values needs to be pursued. We must be selective in following the development of globalization so that the noble values of the Indonesian nation are maintained.

Indonesian students always think and are open to pluralism and differences, and actively contribute to improving the quality of human life as part of the citizens of Indonesia and the world. As part of the Indonesian nation, Indonesian students have an identity as a representation of the nation's noble culture, respect and preserve their culture, while interacting with various other cultures. He cares about his environment and uses the existing pluralism as a force to live together. Indonesian students are independent students, take initiative and are ready to learn new things, and are persistent in achieving their goals. Indonesian students like and are able to reason critically and creatively. He analyzes problems using scientific thinking principles and applies alternative solutions innovatively. He is actively looking for ways to continuously improve his own capacity and to be reflective so that he can continue to develop himself and contribute to the nation, the state and the world. There are six elements in the Pancasila Student Profile, namely: noble character, global diversity, independence, mutual cooperation, critical thinking, and creative. These six elements are seen as a single unit that supports and is continuous with one another.

One form of implementation of the Pancasila student profile is students who always practice Pancasila values such as piety to God by doing worship according to their religion. The example of implementing the Pancasila student profile above must be accompanied by the fulfillment of facilities and infrastructure for places of worship and the role of the teacher in regulating worship time by holding absences and sanctions for violators. So as to make students accustomed to being orderly in the process and building a person who is devoted to God. As it should be, the application requires a conceptual or description that is structured and guaranteed to succeed.

This research is motivated by the weakening role of the younger generation, especially the students of the Muhammadiyah Kepong Malaysia Guidance Studio in applying the values of Pancasila, the attitude of loving the motherland and defending the country and the lack of understanding of students regarding the values contained in Pancasila so that they commit deviant acts. such as violating school rules, daring to teachers and others. The deviation is because students violate the school rules that are made and feel indifferent to these rules. According to researchers, this problem is very important to study because the implementation of the independent learning program through the Pancasila Student Profile is one way to increase the formation of Pancasila-based students. For this reason, the main focus of attention in this study is Strengthening the Affective Domain in the Implementation of Pancasila Student Profiles in the Kepong Muhammadiyah Muhammadiyah Guidance Center, Malaysia.

RESEARCH METHODS

This research is a qualitative *field research*. The method or approach used is descriptive research, which means the researcher tries to find the elements, characteristics, characteristics of a phenomenon. (Wahab, 2013). This research was carried out by the Muhammadiyah Kepong Malaysia Guidance Center. Determination of informants in this study using a *purposive sampling technique*, namely how to determine informants who have been determined deliberately according to predetermined criteria. Researchers will record, record, and observe the behavior of these informants. The informants in this study were school principals, educators, and students of the Muhammadiyah Kepong Malaysia Guidance Studio. The types and sources of data are in the form of Primary data and Secondary data (Moleong, 2018). Primary data was obtained directly through interviews with sources from research informants, namely school principals, education staff and students of Muhammadiyah Kepong Malaysia Learning Studio. Secondary data is research

supporting data such as documents, activity results reports, through words and actions from research informants and research subjects related to the implementation of the Merdeka Learning Program Through Pancasila Student Profiles at the Kepong Muhammadiyah Muhammadiyah Guidance Center, Malaysia. Data collection techniques in this study are through observation, interviews, and documentation (Luthfiyah, 2020). The interview technique in this study used a structured interview technique, in which the interviewer determined the problems and questions to be asked, in other words, the researcher already knew the information would be obtained and had written down the questions in the interview guide. Documentation studies are carried out by studying documents related to research problems including books that are relevant to these problems (Gunawan, 2013). Documentation is extracting information by utilizing, notes, archives, pictures, videos, photos and other documents, in the documentation the researcher must be able to understand the meaning implied in the document carefully and thoroughly. Furthermore, the data that has been collected will be tested for validity using the source triangulation technique in order to check and compare the degree of trustworthiness of the information obtained from informants who have been interviewed and those observed by researchers in the field. Then, the researcher carried out data reduction in the selection process, centralization and simplification of raw data that emerged from field notes. Furthermore, the researcher presents the data using narrative text that can be understood by the reader. Finally, the researcher verifies and draws conclusions from the results of the study (Fadli, 2021).

RESULTS AND DISCUSSION

A. Strengthening the Affective Domain in the Implementation of Pancasila Student Profiles in the Muhammadiyah Kepong Guidance Center, Malaysia

Pancasila students at the Kepong Muhammadiyah Muhammadiyah Guidance Center Malaysia are implemented through the Project for Strengthening Pancasila Student Profiles (P5) using a project-based learning approach. Students will identify problems that exist in the surrounding environment and create projects to solve them. Based on KEPDIKMENRISTEK No. 262/M/2022 Regarding changes or decisions of the Minister of Education and Culture No. 56/M/2022 Concerning guidelines for implementing the independent curriculum with the aim of restoring learning, projects (P5 are curricular learning in the form of projects structured to improve skills and develop character in accordance with the profile of Pancasila students. The application of the Pancasila Student Profile is supported by Law No. 20 of 2003 in the national education system the new vision

9 of the Ministry of Education and Culture is related to independent learning Muhammadiyah Kepong Malaysia Learning Center supports the implementation **2** of the Pancasila Student Profile as evidenced by the implementation of the independence curriculum **6** specifically for class V by facilitating the existence of special subjects, namely the Pancasila Student Profile **19** Strengthening Project (P5). The flow of the Pancasila Student Profile Strengthening Project (P5). Schools can form a P5 facilitator team according to the needs of school institutions, this can be seen from the percentage of the number of students, the number of themes, the number of teaching hours and the needs of the school.

The steps for forming a team of facilitators or accompanying teachers for the Profile Project are: 1). The school principal determines a coordinator who can be a vice principal or a teacher who has experience in implementing projects to be carried out, 2). If there are sufficient human resources the school project coordinator can form coordination at the class level, 3). The principal with the Profile Project coordinator gathers educators from each class, 4) The coordinator collects facilitators to be given directions related to the Pancasila Student Profile Project to plan teaching modules.

Furthermore, the Muhammadiyah Kepong Malaysia Guidance Studio distributes roles and responsibilities in managing the Profile Project. The steps are the education unit preparing the P5 Project design, collaborating with resource persons to broaden insights regarding the P5 Project, carrying out socialization of **16** the Pancasila Student Profile Strengthening Project to the education unit environment, students, parents, guardians and parties who will be made partners, the teacher's workload is maintained (not reduced). According to the direction of time allocation for the Pancasila Student Profile Project according to government regulations, it involves mentoring guidance educators by providing support both in the academic field and the emotional needs of students, providing facilities and infrastructure that support the continuity **2** of the Pancasila Student Profile Project. Profile Project Coordinator, **the** coordinator can be a deputy principal or educator who has experience in developing projects, leadership skills in managing educational unit Profile Projects, managing systems needed by facilitators, carrying out teaching collaboration between educators who are members of the Profile Project facilitator team, implementing various project flows, making assessment plans according to the criteria.

1. Project Facilitator, pays attention to the learning needs and interests of each student. provides opportunities for students to take part in planning Project Profiles by adjusting school readiness, provides space for students to explore contextual issues, collaborates with students, parents, guardians, partners and all schools, conduct

assessments that refer to the principles of assessment, provide learning resources for students, teach skills, process inquiry to students, facilitate access to project processes that require research, open oneself up to criticism and input, accompany the implementation of P5 activities, provide space for students to express opinions and make choices, manage teaching workload in a balanced way between intracurricular and projects.

2. Identify the level of readiness of the education unit. The head of the education unit with the facilitating team considers and ensures the level of readiness of the education unit. The following is an identification of the readiness of the Muhammadiyah Kepong Malaysia Learning Studio based on the results of interviews with the deputy head of the Kepong Muhammadiyah Learning Studio curriculum.
3. Determine the dimensions, themes, and time allocation of the Strengthening Pancasila Student Profile Project. The accompanying teacher determines the focus of the dimensions of the Pancasila Student Profile and the project theme and arranges the number of projects along with the allocation of learning hours. (Dimensions and themes are chosen according to the conditions and needs of the school).
4. Develop project modules. The accompanying teacher makes a project guide based on the ability of the educational unit level in the preparation of the project module, there are sub-elements, project objectives and assessments.
5. Designing a strategy for reporting the results of the project. The accompanying teacher develops a strategy for processing and reporting the results of Strengthening the Pancasila Student Profile. One of the forms of the Muhammadiyah Kepong Malaysia Guidance Studio report is the weekly resume of students in implementing the P5 Project and determining the assessment. The relationship between the themes applied by educational units related to the topic of character dimensions, sub-elements and phases of the Pancasila Student Profile in order to increase the competence of students and instill character values is as follows:
 - a. The theme of a sustainable lifestyle is the dimensions of faith, devotion to God Almighty and noble character. Sustainable lifestyle with the topic of a clean earth without waste, students are taught to have the character of love for the environment. At this stage, students are taught to understand the concept of the implications of God's creation and understand positive or negative impacts, directly or indirectly, on the surrounding natural environment, this is included in the character dimension of the Pancasila student profile, namely faith, piety to God Almighty and noble

character. Faith and piety are the foundation of a Muslim, before knowing other things, one must first know, understand and then practice it in daily life. Protecting the surrounding natural environment and understanding the connectedness of the earth's ecosystem is included in the sub-element category of protecting the surrounding natural environment. The dimensions of faith, piety to the one and only God and noble character have sub-elements, namely: religious morality, personal morality, morality towards fellow human beings, the natural surroundings and the country. 2) The Mutual Cooperation Dimension Sustainable lifestyle with the topic of a clean earth without waste, students are taught to have the character of loving the environment. At this stage students adapt their attitudes to the behavior of others so that the purpose of this implementation is to achieve group goals in the surrounding environment, and to encourage others to work effectively and achieve common goals. Mutual cooperation is a traditional value that is inherent in Indonesia, mutual cooperation is a work that is carried out together which is voluntary, this aims to make the activities carried out run lightly, smoothly and easily. Dividing roles and aligning actions in groups and keeping actions aligned to achieve common goals is included in the sub-element category of mutual coordination. The mutual cooperation dimension has sub-elements namely: collaboration, caring, sharing. Creative Sustainable lifestyle with the topic of clean earth without waste, students are taught to have the character of loving the environment. At this stage, students are taught to be able to make innovations as a solution to problems in the surrounding environment, such as how to use waste to keep the environment clean. in the dimension of strengthening the profile of Pancasila students, namely creative. Creativity is a high-level ability that children should have. The habituation of the creative side of children will make individuals creative and able to think and act from one domain or another. Having thoughts in finding solutions and solving problems is included in the sub-element category of the Pancasila student profile.

- b. Local Wisdom with a global diversity dimension with the topic of mesilaq begawe drawing and introducing traditional food for students aims to grow and preserve local culture, especially Sasak culture in this case for students and the local environment, which is starting to be eroded by global, instant, cultural influences. and fast paced. At this stage, students are taught to recognize cultural developments from time to time and their context at the local, regional and national scales. Explain

the self-identity formed by the nation's culture, which corresponds to the dimensions of the Pancasila student profile, global diversity. In the Big Indonesian Dictionary the word *bhinneka* means diversity, while diversity means differences in the diversity that exists. This refers to the motto *Bhinneka Tunggal Ika*, which means different but still one thing, this is a manifestation of tolerance for differences in ethnicity, race, religion, etc. Knowing and appreciating culture is a sub-element of the Pancasila Student Profile in order to deepen culture and cultural identity. Global Diversity has elements, namely: knowing and appreciating culture, the ability to communicate and interact with others, reflection on responsibility for the experience of diversity.

- c. Entrepreneurship with a Creative dimension with the topic of entrepreneurship in the field of agribusiness teaches students to be more productive and productive in utilizing land. Apart from being used to meet nutritional needs, it can be sold to improve the economy. At this stage students will explore information related to land use and plants that are suitable for planting accordingly, students will generate various ideas to express what is obtained and have thought about the risks by considering many ethical perspectives of human values this is in accordance with the dimensions of the Student Profile Pancasila is creative. The individual's level of creative thinking will be a benchmark for improving the quality of education, creativity will lead individuals to be able to make comprehensive changes both in solving life problems that are stressful, frustrating, feeling afraid, emotional.

B. Supporting and Inhibiting Factors of Strengthening the Affective Domain in the Implementation of Pancasila Student Profiles in the Kepong Muhammadiyah Muhammadiyah Guidance Center, Malaysia

Factors supporting cooperation between school principals, teachers, students and parents guardians. This is based on the spirit of togetherness of all parties in the school. Working together is a joint effort between individuals and groups in order to achieve a common goal. Character education is a deliberate effort, it is proactively carried out by the government, schools. Based on the explanation above, we can conclude that character strengthening education, especially P5, is a real action taken by schools, teachers, the community to instill good morals.

While the Inhibiting Factor is the character of students who are different. In instilling character in students at school, of course there are obstacles faced by teachers, especially in the Muhammadiyah Kepong Malaysia Guidance Studio, both individuals and groups of

students have different character attitudes, for example there are students who are lazy, pay less attention, are not disciplined, forget to bring the equipment requested by the accompanying teacher which hinders the implementation of P5 besides that the level of ability, the skills of the students are different, for example there are students who have difficulty understanding the guidance of the accompanying teacher. One of the factors that hinder character education includes the students themselves, the behavior of the teacher and the surrounding environment.

The Pancasila Student Profile is part of the new curriculum. The implementation of the Pancasila Student Profile is not optimal due to the influence of the new curriculum so that there are still many schools that have not implemented it because they do not understand it, there is still minimal socialization carried out by schools and the government and there is no intensive training related to the independent curriculum, especially P5. This leaves less than optimal space for teachers in developing students because students cannot achieve the achievements expected from the Pancasila student profile. Nadiem Makariem as Minister of Culture, Research and Technology Education has adopted the Pancasila Student profile as a strategic plan described in Minister of Education and Culture Regulation No. 22 of 2020 regarding the Ministry of Education and Culture's strategic plan regarding the Pancasila Student Profile in the Ministry of Education and Culture's 2020-2024 Vision.

Lack of facilitators or accompanying teachers. This was reinforced by the coordinator, facilitator or P5 accompanying teacher who was the subject and research informant who said the obstacles to implementing the Pancasila Student Profile, especially in the P5 Project, were the lack of accompanying teachers so that some of the teachers during their lessons were ranked. This is in accordance with what was conveyed by the informant: The implementation of the Pancasila Student Profile runs solely because of the support of togetherness, enthusiasm, cooperation from students, principals, teachers and also students, parents of students besides that there is a special time allocation of 30% for P5.

CONCLUSION

Based on the results and discussion above, the implementation of the Pancasila Student Profile at the Muhammadiyah Kepong Malaysia Guidance Studio is implemented through the Project for Strengthening Pancasila Student Profiles (P5) using a project-based approach. Students are invited to identify problems that exist around them and create projects to solve them. The Implementation of the Project to Strengthen Pancasila Student Profiles Muhammadiyah Kepong Malaysia Guidance Workshop consists of 3 themes, namely: Local

wisdom, sustainable living, and entrepreneurship. Factors supporting the implementation of the Pancasila Student Profile in the Kepong Muhammadiyah Muhammadiyah Guidance Center, Malaysia, namely: 1). Collaboration of all school parties, 2). Student participation. The inhibiting factors for the implementation of the Pancasila Student Profile in the Muhammadiyah Kepong Malaysia Guidance Center are: 1). Different characteristics of students, 2) Number of student ratios, 3). Lack of accompanying teachers, 4). New curriculum.

SUGGESTION

As for what can be used as a suggestion, namely, in further research it can refer to strengthening the cognitive or psychomotor domains in implementing the Pancasila student profile.

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