Strengthening The Profil Pelajar Pancasila Through Project Citizen: A Case Study at SMP Negeri 21 Semarang

Masrukhi
Universitas Negeri Semarang, Semarang Indonesia
masrukhi@mail.unnes.ac.id

Tutik Wijayanti
Universitas Negeri Semarang, Semarang Indonesia
tutikwijayanti@mail.unnes.ac.id

Didi Pramono
Universitas Negeri Semarang, Semarang Indonesia
didipramono@mail.unnes.ac.id

Hendri Irawan
Universitas Negeri Semarang, Semarang Indonesia
irawanhendriirawan10@gmail.com

Muhammad Andi Kurniawan
Universitas Negeri Semarang, Semarang Indonesia
mandikurniawan@students.unnes.ac.id

Masrukhi, Tutik Wijayanti, Didi Pramono, Hendri Irawan, and Muhammad Andi Kurniawan

Abstract

This study has the main objective in internalizing the Pancasila Student Profile, namely Indonesian students as lifelong learners who have global competence and behave in accordance with the ethics, character, and values of Pancasila. The Pancasila Student Profile has six main characteristics, namely, faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity at SMP N 21 Semarang. These six characteristics are strategically arranged which are oriented towards improving the quality of Indonesian human resources while adhering to cultural progress that reflects the personality of the nation through clean, effective and trusted governance. This study uses a qualitative approach method with data collection techniques obtained through observation, interviews, documentation and literature studies. Data analysis was carried out using the Miles and Huberman interactive analysis model. The data validity checking technique uses source triangulation. The results of this study indicate that, in realizing Pancasila students, it can be attempted in various ways, one of which is through the citizen project as an effort to strengthen the Pancasila student profile. Project citizen is a problem-based instructional treatment to optimize the affective, cognitive, and psychomotor dimensions, social awareness attitudes, citizenship character, and encourage student participation in solving socio-cultural problems that occur in society. Project Citizen is a positive activity, and also supports students in building their character and good behavior in accordance with the mandate of the Pancasila values reflected in all aspects of life.

Keywords: *Inspiration Class, Pancasila Student Profile, Project Citizen, Storybooks*

A. Introduction

The rapid advancement of technology brings many changes to every aspect of human life (Irawan 2024). One of the areas affected is social and cultural, where there is a shift in values within society towards modern values. This change impacts all age groups, particularly adolescents or children. Danuri, M. (2019) states that adolescence is a transitional period, which is the transition from childhood to adulthood, typically ranging from ages 12 to 15 years. During this transitional phase, adolescents coming from childhood undergo changes in physical, biological, cognitive, and behavioral aspects. One of the characteristics of this age is a high curiosity, where adolescents enjoy trying new things and searching for their identity, making it a crucial period. In the

current era of digitalization, the problems arising from the shift in values are increasingly prevalent, especially among adolescents (Irawan 2023; Irawan and Istianah 2023). Such as the decline in mutual care, increasingly free social interactions, bullying, low responsibility, and lack of participation in the community.

To foster the diverse potential of every student in line with current advancements, it is essential to have a suitable learning design. In response, the government has introduced several innovations in education, particularly in curriculum development. Currently, Indonesia is implementing the 2013 curriculum, which is tailored to meet the demands of the 21st century. This curriculum aims to equip students with the necessary skills for this era. Essentially, the goal of the 2013 curriculum is to address modern educational challenges by producing graduates who are competitive, innovative, collaborative, and possess strong character. As noted by Abidin (2014), achieving this goal requires education to not only expand knowledge but also focus on developing students' creative, critical thinking, communicative abilities, and character formation (Braun, Müller-Seitz, and Sydow 2012; Fajri, Yusuf, and Mohd Yusoff 2021).

In the 21st century, education plays a crucial role in ensuring that students acquire learning and innovation skills, the capability to effectively use technology and information media, as well as the ability to apply their life skills to succeed and adapt in their environments (Guo et al. 2019; Shafi et al. 2021; Xia, Ding, and Yuan 2022). Trilling and Fadel (2009) state that the critical skills required for success in the 21st century include learning and innovation skills, which consist of key competencies such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation. Another important focus of 21st-century education is the ability to master media, information, and technology (ICT), which involves literacy, effective use of media, and the application of information and communication technologies (Fasya, Wiranti, and Hamidaturrohmah 2024; Korkmazyurek 2022; Luo et al. 2023; Zhang et al. 2023) .

If not properly and effectively addressed, these problems will continue to worsen and threaten the future of the Indonesian nation. One effective way to address these challenges is by implementing character education strengthening in schools. This approach is particularly important as modernity introduces new values that are gradually diminishing the character values of today's youth (Aga 2024; Korkmazyurek and Korkmazyurek 2023; Morkan et al. 2023; Zhao, Lu, and Liu 2024). The Ministry of Education and Culture has introduced the Pancasila Student Profile as a framework for developing high-quality human resources, aimed at optimizing the demographic bonus.

This effort is essential for realizing the nation's vision of becoming a prosperous and just society, as envisioned by the Founding Fathers, with all development efforts rooted in the noble principles of Pancasila (Rachmawati et al. 2022; Safitri, Wulandari, and Herlambang 2022; Siraj et al. 2022; Syafri et al. 2022; Wijayanti et al. 2023).

The Pancasila Student Profile depicts Indonesian students as lifelong learners with global competencies who uphold ethical behavior, strong character, and the values of Pancasila (Irawati et al. 2022; Purnamasari and Ysh 2022; Santoso et al. 2023; Saputra et al. 2023; Wahidah et al. 2023). The Pancasila Student Profile consists of six key traits: devotion to God Almighty, noble character, respect for global diversity, a spirit of cooperation, independence, and strong critical and creative thinking abilities. These traits are strategically designed to improve the quality of Indonesia's human resources while promoting cultural advancement that reflects the nation's identity, supported by clean, efficient, and reliable governance (Mahmudiyah and Mulyadi 2021; Mulyasana et al. 2020)

Each aspect of the Pancasila Student Profile reflects the core values of Pancasila, which form the philosophical foundation and guiding principles of Indonesian society (Mery et al. 2022; Nur and Laili 2023; Purnamasari and Ysh 2022). This concept stems from the goal of shaping Indonesian students with strong moral character in their relationship with God Almighty, by understanding and practicing their religious teachings in daily life in line with the noble values of Pancasila. It also seeks to nurture students who can uphold their cultural heritage, local traditions, and identity as citizens of Indonesia (Hamzah et al. 2022; Kahfi 2022; Safitri, Wulandari, and Herlambang 2022; Sulastri et al. 2022). They should demonstrate empathy, engage openly with different cultures, and foster mutual respect and tolerance. Furthermore, they should be able to collaborate effectively in group activities, working collectively and voluntarily to ensure tasks are completed efficiently and with ease. This approach promotes the development of independent students who take responsibility for their own learning and outcomes (Gusteti, M. U., & Neviyarni, N. 2022).

The application of the Pancasila Student Profile within the educational context is grounded in four key pillars: technological progress, socio-cultural factors, environmental concerns, and increasingly dynamic interactions, particularly in the workforce. The main goal of implementing the Pancasila Student Profile is to cultivate a young generation that reflects the character and values of Pancasila, equipping them to compete effectively on the global stage, as specified in the Ministerial Regulation (Handoyo et al. 2021; Irawan and Masyitoh 2023; Irawan, Masyitoh, and Sundawa 2023).

According to the Education and Culture Ministry of the Republic of Indonesia Number 22 of 2020, by embodying the Pancasila Student ideals, Indonesia's youth will possess global competencies that are comparable to those of students from other countries, while also demonstrating positive behavior that aligns with the values of Pancasila, which should be reflected in every aspect of life (Irawan and Firdaus 2021; Irawan, Hermawan, and Wijayanti 2021). This will undoubtedly help cultivate competitive Indonesian students who maintain their virtues in life. To actualize the Pancasila Student Profile, various initiatives can be undertaken, including the implementation of Project Citizen to reinforce the Pancasila Student Profile among students at SMP N 21 Semarang.

B. Research Method

This study employs a qualitative approach with a descriptive qualitative research design. This method is used to gather descriptive data, consisting of written or spoken words from the individuals being observed (Sugiyono 2020). This research employs descriptive qualitative methods to offer a detailed analysis of Project Citizen as a tool for enhancing the Pancasila Student Profile among students at SMP N 21 Semarang. Utilizing a qualitative approach allows for a clearer description of the research topic along with pertinent theoretical frameworks (Kurniawan et al., 2023). The research is conducted at SMP N 21 Semarang. This location was selected because SMP N 21 Semarang is one of the schools that has successfully implemented the Independent Curriculum, achieving commendable outcomes. It is anticipated to serve as a model for other schools in their efforts to enhance the Pancasila Student Profile. The emphasis of this study is determined by the significance, urgency, and feasibility of the issues to be explored, including detailed explanations of the dimensions that form the core focus of the research topic (Sugiyono 2014). Therefore, this study is focused on explaining in detail Project Citizen as a means of strengthening the Pancasila Student Profile among students at SMP N 21 Semarang.

Data collection was carried out using data collection techniques from primary data sources through observation, interviews, and documentation, as well as secondary data sources obtained from books, journals, scientific articles, and relevant research documents (Moleong 2018). In analyzing the research data, the interactive data analysis model of Miles & Huberman was used, which consists of four stages of research data analysis activities that begin with: 1) Data Collection; 2) Data Reduction; 3) Display Data; 4) Conclusion Drawing/Verification (Sugiyono 2013).

Additionally, data triangulation is employed to confirm the accuracy of the information by cross-referencing data collected from various sources, including observations, interviews, and literature reviews. In this phase, the researcher compares direct observation results with insights from teachers and students gathered through interviews. For instance, this involves checking whether the observations on student participation in discussions correspond with their views on how Project Citizen impacts their understanding of Pancasila. Furthermore, the insights from interviews and literature reviews are aligned with the information obtained from the interviews and then verified against existing theories and research in the literature to ensure that the findings are backed by academic sources (Creswell 2016; Mamik 2015; Sutikno and Hadisaputra 2020).

Observations were carried out at SMP N 21 Semarang in classrooms containing 30 to 35 students. The classroom environment facilitated group interactions during the implementation of Project Citizen. Data collection took place over three months, from August to October, following a predetermined schedule for both observations and interviews. The thematic analysis process outlined can be utilized by other researchers to conduct similar studies in different schools or on various topics, thereby enhancing the external validity of this research.

C. Disscussions

The Merdeka Curriculum is an educational model aimed at allowing students and educators to engage in learning and teaching with greater flexibility, independence, and creativity (Irawan, Masyitoh, Rahmat, Darmawan, Anggraeni, et al. 2024). Its implementation seeks to cultivate a generation equipped to tackle future challenges by fostering relevant competencies, critical thinking abilities, creativity, and strong character (Wijayanti et al. 2022). In the implementation of the Merdeka Curriculum, teachers play the role of learning facilitators rather than just material deliverers. Teachers are given the freedom to design and adjust learning activities according to the needs, potentials, and interests of the students, making learning more meaningful and contextual. This allows students to explore various topics in depth, learn from direct experiences, and connect lesson materials to real-life situations, which can be facilitated through Project Citizen (Irawan, Masyitoh, Rahmat, Darmawan, and Anggraeni 2024; Wijayanti et al. 2023; Wijayanti and Kurniawan 2023)

Project Citizen is a problem-based learning initiative designed to improve students' knowledge of civic engagement at both community and national levels.

Through this program, students are taught to recognize challenges or issues within their surroundings, explore potential solutions, and develop policies to resolve those problems (Fasya, et al. 2024). This program motivates students to participate actively in the democratic process by investigating public issues, analyzing relevant data, creating action plans, and presenting their proposed solutions to officials or the wider community. Moreover, Project Citizen fosters the development of critical thinking, communication, and teamwork skills, while also raising students' awareness of social responsibility and citizenship (Gumelar et al. 2023).

Through Project Citizen, students can understand their roles as active citizens and contribute to solving societal problems with a creative approach, thereby reflecting the Profile of Pancasila Students. To achieve this goal, all parties must collaborate and contribute to designing activities that support the habituation of the Pancasila student profile. One such initiative is being implemented by the Universitas Negeri Semarang Service Team, which has designed a citizenship project called "Social Action Movement." The Citizenship Project is aimed at instilling attitudes of care, mutual assistance, respect, and helping others among students. To implement this project, the Unnes service team collaborates with SMP Negeri 21 Semarang (Dharma and Siregar 2014; Monika, Suastika, and Sanjaya 2023; Ravitz et al. 2012)

SMP Negeri 21 Semarang is one of the schools located in Semarang City, specifically in the Banyumanik District. This school has unique characteristics due to its fairly heterogeneous diversity, making the implementation of the "Social Action Movement" highly appropriate. The community service activity was conducted on Friday, August 10, 2023, with the following details: students were first given a stimulus regarding "The Goals of the Merdeka Curriculum, what the Profile of Pancasila Students is, and how it is implemented." These three questions served as an initial stimulus to provide knowledge to the students, facilitated through the following activities.
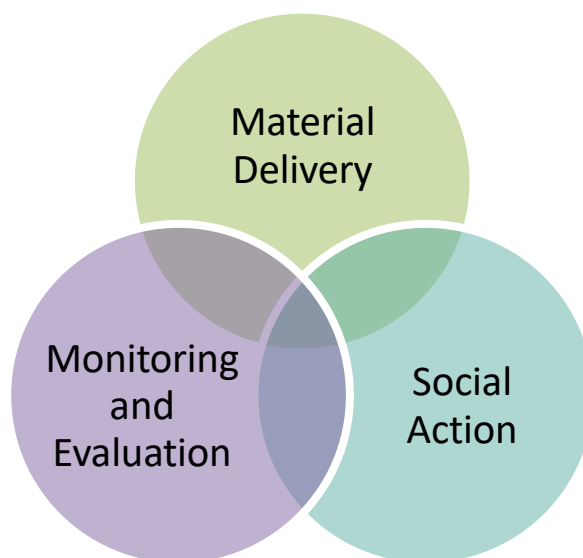
Figure 1. Social Action Program
Source: Processed by the Researcher, 2024

1. Delivery of Material on Character

The participants in this community service activity were 33 students from class 8D at SMPN 21 Semarang. The characteristics of these students made them an ideal fit for the program's objectives. The Principal of SMPN 21 Semarang officially opened and welcomed the initiative. The community service spanned several weeks, with the first stage focused on providing stimulating materials related to character education, connected to the Pancasila student profile. The content was delivered in an engaging and innovative way, using explanation methods, video screenings, and case discussions. The service team started with a concise introduction to the material, followed by videos showcasing the practice of caring character in society (Masrukhi et al. 2024). After viewing the videos, students were given time to discuss real-life cases that illustrated the application of caring character traits.

2. Creation of Social Action

Upon completing the first stage, the service team explained the assignment to the students, which involved carrying out social actions aimed at helping those in their local communities. These activities included assisting neighbors, participating in neighborhood watch programs, and engaging in community service, particularly during August, Indonesia's Independence month, when such activities are common. The

students were asked to document their social actions in short videos using various available platforms. They were given two weeks to complete these activities within their communities.

3. Monitoring and Evaluation

At this stage, monitoring and evaluation were conducted. This monitoring and evaluation aim to supervise, assess, and improve aspects related to the production of social action videos carried out by students of SMPN 21 Semarang as part of the citizen project, focusing on strengthening the caring character among students in educational institutions in Semarang City and even Indonesia. Consequently, this will create excellent and high-achieving generations within the Faculty of Social Sciences at Semarang State University.

According to the explanation, strengthening the Pancasila Student Profile can be accomplished through civic projects that engage students in real-life community activities. These projects allow students to foster a spirit of collaboration, develop empathy, and enhance critical and creative thinking skills in addressing various social issues. By actively participating in these social initiatives, students learn to become virtuous, independent individuals who value diversity, in line with the Pancasila principles applied in their everyday lives (Wijayanti et al. 2021; Wijayanti and Kurniawan 2023).

The implementation of the Citizen Project at SMP N 21 Semarang has made a notable contribution to strengthening the Pancasila Student Profile, particularly by involving students in social and political issues relevant to their daily lives. This program creates opportunities for students to engage in decision-making, participate in critical discussions, and take concrete actions to address problems in their community, aligning with key dimensions of the Pancasila Student Profile, such as critical thinking, collaboration, independence, and appreciation for global diversity. However, the program also encounters several challenges and limitations that impact its short-term effectiveness and long-term potential.

Challenges in the Implementation of the Citizen Project at SMP N 21 Semarang

1. Time Constraints

The limited time allocation in the curriculum makes several stages of the project rushed, causing students to lack in-depth understanding of the issues they choose

2. Technology Access

Some students lack sufficient access to technology, such as computers and the internet, resulting in inequalities in data collection and project completion.

3. Teacher Roles

Teachers often face difficulties in balancing their roles as formal content instructors and project facilitators. Time and resource limitations make it challenging for teachers to provide optimal guidance for each student group.

Addressing these challenges will enhance the quality of implementation and the long-term effectiveness of Project Citizen.

D. Conclusions

The Merdeka Curriculum creates opportunities for students and teachers to engage in the learning process with greater flexibility, independence, and creativity. In this framework, teachers serve as facilitators, while students are encouraged to explore meaningful and relevant learning experiences, such as through the Project Citizen initiative. This program enables students to identify, evaluate, and resolve social issues within their communities, thereby fostering critical thinking, creativity, and a sense of social responsibility and citizenship. The implementation of Project Citizen is exemplified by the "Social Action Movement" carried out by the Service Team from Semarang State University in partnership with SMPN 21 Semarang. Through this initiative, students participate in practical activities that promote empathy, collaboration, and enhance their critical and creative thinking skills. These activities not only reinforce the Pancasila Student Profile but also help students grow into ethical, self-reliant individuals who value diversity in everyday life.Future studies could focus on assessing the long-term effects of Project Citizen on students' civic behavior. Moreover, regular evaluations should be performed to improve the efficacy of this learning approach. For broader implementation, it is recommended that other schools adopt Project Citizen to maximize its positive impact. The program can be integrated into civic education (PPKn)

to strengthen the embodiment of Pancasila values across different social and environmental contexts.

REFERENCES

Aga, Deribe Assefa. 2024. "Servant Leadership and Megaproject Citizenship Behaviour: The Mediating Role of Psychological Ownership." International Journal of Project Organisation and Management 16(3): 369–95. doi:10.1504/IJPOM.2024.140411.

Braun, Timo, Gordon Müller-Seitz, and Jörg Sydow. 2012. "Project Citizenship Behavior? – An Explorative Analysis at the Project-Network-Nexus." Scandinavian Journal of Management 28(4): 271–84. doi:10.1016/j.scaman.2012.05.008.

Creswell, John W. 2016. Research Design: Pendekatan Metode, Kualitatif, Kuantitatif, Dan Campuran. 4th ed. Yogyakarta: PUSTAKA PELAJAR.

Dharma, Surya, and Rosnah Siregar. 2014. "Internalisasi Karakter Melalui Model Project Citizen Pada Pembelajaran Pendidikan Pancasila Dan Kewarganegaraan." Jurnal Pendidikan Ilmu-Ilmu Sosial 6(2): 132–37. http://jurnal.unimed.ac.id/2012/index.php/jupiis.

Fajri, Iwan, Rusli Yusuf, and Mohd Zailani Mohd Yusoff. 2021. "Model Pembelajaran Project Citizen Sebagai Inovasi Pembelajaran Dalam Meningkatkan Keterampilan Abad 21." JURNAL HURRIAH: Jurnal Evaluasi Pendidikan dan Penelitian 2(3): 105–18. doi:10.56806/jh.v2i3.30.

Fasya, Natasya Arieni, Dwiana Asih Wiranti, and Hamidaturrohmah Hamidaturrohmah. 2024. "Efektivitas Model Project Citizen Untuk Meningkatkan Kemampuan Literasi Budaya Peserta Didik Pada Pembelajaran Pendidikan Pancasila Kelas 5 SDN 2 Tahunan." Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI) 4(3): 930–42. doi:10.53299/jppi.v4i3.667.

Gumelar, Abih, Bunyamin Maftuh, Kama Abdul Hakam, and Dasim Budimansyah. 2023. "Penerapan Pembelajaran Pendidikan Kewarganegaraan Berbasis Project Citizenuntuk Penguatan Karakter Gotong Royong." Jurnal Moral Kemasyarakatan 8(1).

Guo, Sijia, Xueqing Wang, Lipeng Fu, and Yunfeng Liu. 2019. "How Individual's Proactive Behavior Helps Construction Sustainability: Exploring the Effects of Project Citizenship Behavior on Project Performance." Sustainability 11(24): 6922. doi:10.3390/su11246922.

Hamzah, Mohamad Rifqi, Yuniar Mujiwati, Intan Mazidha Khamdi, M. Ibnu Usman, and M. Zainal Abidin. 2022. "Proyek Profil Pelajar Pancasila Sebagai Penguatan Pendidikan Karakter Pada Peserta Didik." JURNAL JENDELA PENDIDIKAN 2(04): 553–59. doi:10.57008/jjp.v2i04.309.

Handoyo, Eko, Tutik Wijayanti, Hendri Irawan, Ima Khomsani, and Dwi Hermawan. 2021. "Penguatan Karakter Anti Korupsi Bagi Lurah Di Kecamatan Gunung Pati Kota Semarang." Abdimas 25(2). https://journal.unnes.ac.id/nju/index.php/abdimas/.

Irawan, Hendri. 2023. "Membangun Generasi Berkualitas Melalui Pendidikan Kesadaran Dan Kepatuhan Hukum." Jurnal Sutasoma 2(1): 27–36. doi:10.58878/sutasoma.v2i1.248.

Irawan, Hendri. 2024. 1 Pendidikan Kewarganegaraan Sebagai Pendidikan Karakter Era Disrupsi. 1st ed. Klaten,JawaTengah: Laikesha.

Irawan, Hendri, and Krisbaya Bayu Firdaus. 2021. "Resiliensi Pancasila Di Era Disrupsi: Dilematis Media Sosial Dalam Menjawan Tantangan Isu Intoleransi." Jurnal Paris Langkis 1(2): 36–47. https://e-journal.upr.ac.id/index.php/parislangkis.

Irawan, Hendri, Dwi Hermawan, and Tutik Wijayanti. 2021. "Implementation of the Pendidikan Generasi Muda Dan Kepramukaan (PGMK) for New Students as an Effort to Build the Spirit of State Defense Towards Advanced Indonesia." Forum Ilmu Sosial 48(2): 114–22. doi:10.15294/fis.v48i2.32405.

Irawan, Hendri, and Anif Istianah. 2023. "IMPLEMENTASI MODEL TWO STAY TWO STRAY (TSTS) DALAM MENINGKATKAN KEAKTIFAN SISWA PADA PEMBELAJARAN PENDIDIKAN PANCASILA." Jurnal Al Burhan 3(2): 51–60. doi:10.58988/jab.v3i2.223.

Irawan, Hendri, and Iim Siti Masyitoh. 2023. "Implementation of Collaborative Learning Model In Realizing Gotong Royong Character As An Effort To Strengthen Profil Pelajar Pancasila At SMP Negeri 1 Belitang Madang Raya." In Proceedings Of International Conference On Education Teacher Training & Education Faculty Universitas Serambi Mekkah NO. ISSN 2987-4564,.

Irawan, Hendri, Iim Siti Masyitoh, Rahmat, Cecep Darmawan, and Leni Anggraeni. 2024. "Profil Pelajar Pancasila As a Model For Strengthening Character In The Merdeka Curriculum." Jurnal Integralistik 35(2).

Irawan, Hendri, Iim Siti Masyitoh, Rahmat Rahmat, Cecep Darmawan, Leni Anggraeni, and Satrio Alpen Pradanna. 2024. "Inovasi Pendidikan Karakter Dalam Kurikulum 2013 Dan Kurikulum Merdeka." SAP (Susunan Artikel Pendidikan) 9(1): 84. doi:10.30998/sap.v9i1.23303.

Irawan, Hendri, Iim Siti Masyitoh, and Dadang Sundawa. 2023. "Concept And Application of Character Education In The Profil Pelajar Pancasila As An Effort To Strengthen Character In The Era Of Disruption." In The Third International Conference on Innovations in Social Sciences Education and Engineering (ICoISSEE)-3, Bandung.

Irawati, Dini, Aji Muhamad Iqbal, Aan Hasanah, and Bambang Syamsul Arifin. 2022. "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa." Edumaspul: Jurnal Pendidikan 6(1): 1224–38. doi:10.33487/edumaspul.v6i1.3622.

Kahfi, Ashabul. 2022. "Implementasi Profil Pelajar Pancasila Dan Implikasinya Terhadap Karakter Siswa Di Sekolah." DIRASAH Jurnal Pemikiran dan Pendidikan Dasar 5(1): 138–51.

Korkmazyurek, Yavuz. 2022. "Does Project Citizenship Behavior Leads Network Expansion? Gender-Based Comparison." SAGE Open 12(2): 215824402210912. doi:10.1177/21582440221091238.

Korkmazyurek, Yavuz, and Haluk Korkmazyurek. 2023. "The Gravity of Culture on Project Citizenship Behaviors." Current Psychology 42(31): 27415–27. doi:10.1007/s12144-022-03849-7.

Luo, Lan, Yue Yang, Guangdong Wu, Junwei Zheng, and Defa Liu. 2023. "Effects of Organizational Leadership on Project Citizenship Behavior and Management Performance in Complex Construction Projects." Buildings 13(1): 259. doi:10.3390/buildings13010259.

Mahmudiyah, Awaliyani, and Mulyadi Mulyadi. 2021. "Pembentukan Karakter Religius Di Madrasah Ibtidaiyah Berbasis Pesantren." ZAHRA: Research and Tought Elementary School of Islam Journal 2(1): 55–72. doi:10.37812/zahra.v2i1.223.

Mamik. 2015. Metodologi Kualitatif. 1st ed. Sidoarjo: Zifatama Publisher.

Masrukhi, Tutik Wijayanti, Melynda, and Aprilia Rizki Saputri. 2024. "Character Education, Local Wisdom, and the Profile of Pancasila Students: Challenges and Potential Approach." Indonesian Research Journal in Education 8(1).

Mery, Mery, Martono Martono, Siti Halidjah, and Agung Hartoyo. 2022. "Sinergi Peserta Didik Dalam Proyek Penguatan Profil Pelajar Pancasila." Jurnal Basicedu 6(5): 7840–49. doi:10.31004/basicedu.v6i5.3617.

Moleong, Lexy J. 2018. Metode Penelitian Kualitatif. 38th ed. Bandung: PT. Remaja Rosdakarya.

Monika, Ketut Ayu Lola, I Nengah Suastika, and Dewa Bagus Sanjaya. 2023. "Penerapan Project Based Learning Berbasis Kearifan Lokal Tri Hita Karana Meningkatkan Sikap Gotong Royong." Dharmas Education Journal (DE_Journal) 4(1): 7–15. doi:10.56667/dejournal.v4i1.890.

Morkan, Baris, Heidi M.J. Bertels, Ananya Sheth, and Patricia J. Holahan. 2023. "Building Megaproject Resilience with Stakeholders: The Roles of Citizenship Behavior and Critical Transition Mechanisms." International Journal of Project Management 41(5): 102485. doi:10.1016/j.ijproman.2023.102485.

Mulyasana, Dedi, E. Mulyasa, Pandji Santosa, and Tati Sarihati. 2020. "The Effect of Organization Characteristics on Optimal Leadership Decision." Journal of Security and Sustainability Issues 10(Oct): 382–98. doi:10.9770/jssi.2020.10.Oct(31).

Nur, Ashfiyah, and Nuruddin, M Laili. 2023. "Fenomena Profil Pelajar Pancasila Pada

Dimensi Gotong Royong Terhadap." INNOVATIVE: Journal Of Social Science Research 3: 1634–38.

Purnamasari, Iin, and Soegeng Ysh. 2022. Profil Pelajar Pancasila. 1st ed. ed. Priyo Sudarmo. Yogyakarta: Magnum Pustaka Utama.

Rachmawati, Nugraheni, Arita Marini, Maratun Nafiah, and Iis Nurasiah. 2022. "Projek Penguatan Profil Pelajar Pancasila Dalam Impelementasi Kurikulum Prototipe Di Sekolah Penggerak Jenjang Sekolah Dasar." Jurnal Basicedu 6(3): 3613–25. doi:10.31004/basicedu.v6i3.2714.

Ravitz, Jason, Nate Hixson, Mary English, and John Mergendoller. 2012. "Using Project Based Learning to Teach 21st Century Skills: Findings from a Statewide Initiative." In American Educational Research Association Conference, Vancouver, Canada,.

Safitri, Andriani, Dwi Wulandari, and Yusuf Tri Herlambang. 2022. "Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan Dalam Meningkatkan Karakter Siswa Indonesia." Jurnal Basicedu 6(4): 7076–86. doi:10.31004/basicedu.v6i4.3274.

Santoso, Gunawan, Annisa Damayanti, mun Murod, Sri Imawati, and Masduki Asbari. 2023. "Implementasi Kurikulum Merdeka Melalui Literasi Proyek Penguatan Profil Pelajar Pancasila." Jurnal Pendidikan Transformatif (Jupetra) 02(01): 84–90.

Saputra, Ria, Siti Rochmiyati, Banun Havifah, and Cahyo Khosiyono. 2023. "Perwujudan Keenam Profil Pelajar Pancasila Dalam Kegaiatan Proyek Penguatan Profil Pelajar Pancasila Pembuatan Tempat Pensil Sederhana Dari Botol Plastik." Jurnal Elementay School 10(1): 87–98.

Shafi, Muhammad Qaiser, Rimsha Iqbal, Khurram Shahzad, and Christine Unterhitzenberger. 2021. "The Mediating Role of Project Citizenship Behavior in the Relationship Between Organizational Justice Dimensions and Project Success." Project Management Journal 52(6): 547–62. doi:10.1177/87569728211026423.

Siraj, Sayni Nasrah, Atta Illah, and Bengi Sara Simehate. 2022. "Desain Model Budaya Sekolah Berbasis Nilai Kebangsaan Dan Kearifan Lokal Dalam Mewujudkan Profil Pelajar Pancasila." Jurnal Pendidikan dan Konseling 4(5).

Sugiyono. 2013. Metode Penelitian Kuantitatif Kualitatif Dan R&D. Bandung: Alfabeta.

Sugiyono. 2014. 1 Memahami Penelitian Kualitatif. 9th ed. Bandung: Alfabeta,.

Sugiyono. 2020. Metode Penelitian Kuantitatif, Kualitiatif Dan R&D. 2nd ed. ed. Sutopo. Bandung: Alfabeta.

Sulastri, Sulastri, Syahril Syahril, Nelfia Adi, and Ermita Ermita. 2022. "Penguatan Pendidikan Karakter Melalui Profil Pelajar Pancasila Bagi Guru Di Sekolah Dasar." JRTI (Jurnal Riset Tindakan Indonesia) 7(3): 583. doi:10.29210/30032075000.

Sutikno, Sobry, and Prosmala Hadisaputra. 2020. Penelitian Kualitatif. ed. Nurlaeli. Lombok: Holistica.

Syafri, Ulil Amri, Farhad Ali Bawazier, Abas Mansur Tamam, and Endin Mujahidin. 2022. "Inovasi Program Penguatan Pendidikan Karakter Religius Berbasis Profil Pelajar Pancasila Di SMP Al-Kahfi." Ta'dibuna: Jurnal Pendidikan Islam 11(4): 574. doi:10.32832/tadibuna.v11i4.8410.

Wahidah, Nurul, M. Zubair, Ahmad Fauzan, and Bagdawansyah Alqodri. 2023. "Implementasi Profil Pelajar Pancasila Di SMP Negeri 1 Mataram." Jurnal Ilmiah Profesi Pendidikan 8(1b): 696–703. doi:10.29303/jipp.v8i1b.1287.

Wijayanti, Tutik, and Muhammad Andi Kurniawan. 2023. "Strengthening the Character of Tolerance Through Habituation of Kindness as an Effort to Anticipate Conflicts in Multicultural Communities in Tempur Village, Jepara Regency." In , 668–78. doi:10.2991/978-2-38476-096-1_71.

Wijayanti, Tutik, Maman Rachman, Dwi Hermawan, and Hendri Irawan. 2021. "Improvement of Teacher Competence in Making Android-Based Evaluation Instruments at the AT Tohari Foundation, Semarang Regency." doi:10.2991/assehr.k.210918.064.

Wijayanti, Tutik, Maman Rachman, Muhammad Andi Kurniawan, and Hafiz Rafi Uddin. 2023. "Inovasi Model Pembelajaran Smart Citizen Guna Mewujudkan Profil Pelajar Pancasila Di SMA Negeri 2 Semarang." In Pendidikan Karakter Menuju Pembangunan Berkelanjutan, ed. Destriana Saraswati. Yogyakarta: Ifada Publishing.

Xia, Nini, Sichao Ding, and Jingfeng Yuan. 2022. "The Impact of a Challenging Work Environment: Do Job Stressors Benefit Citizenship Behavior of Project Managers?" International Journal of Project Management 40(3): 205–17. doi:10.1016/j.ijproman.2022.01.007.

Zhang, Ziyao, Guodong Ni, Han Lin, Zongbo Li, and Zhipeng Zhou. 2023. "Linking Empowering Leadership to Work-Related Well-Being and Project Citizenship Behavior in the Construction Context: A Self-Determination Perspective." International Journal of Managing Projects in Business 16(2): 232–57. doi:10.1108/IJMPB-10-2021-0288.

Zhao, Xiaoyu, Wenxue Lu, and Bowen Liu. 2024. "How to Foster Project Citizenship Behavior in Construction Industry: Organizational Culture Matters." IEEE Transactions on Engineering Management 71: 4308–21. doi:10.1109/TEM.2023.3243309.