

The Implementation of Pancasila Principles on the Development of the Independent Curriculum in the Execution of the P5 Program: A Perspective from Educational Philosophy

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Abstract

Pancasila, as the nation's ideology, reflects the worldview of the Indonesian people. The relationship between Pancasila and education is outlined in Law No. 20 of 2003 on the National Education System. The Strengthening Pancasila Student Profile Project (P5) is a significant initiative in efforts to reinforce nationalist character in Indonesia. This study aims to explore the implementation of P5 through a literature review method, focusing on content analysis of various related literature. This research method involves gathering and analyzing data from policy documents, academic journals, books, research reports, and news articles. The results show that P5's implementation strategy includes developing an integrated curriculum, intensive teacher training, collaboration with local communities, and the use of educational technology. Despite challenges such as limited resources and integrating P5 into an already dense curriculum, there are recommendations to improve implementation, including strengthening teacher training, developing a more integrated curriculum, and applying continuous monitoring and evaluation. In conclusion, the implementation of P5 holds great potential in shaping the nationalist character and identity of Indonesian students, but comprehensive support from all stakeholders is needed to achieve long-term success.

Keywords: Pancasila, independent curriculum, educational philosophy

Introduction

Pancasila is a formulation of the ideals, noble values, and culture of Indonesian society unified into a single state ideology, Pancasila (Arif, 2016). Indonesian society, consisting of various ethnic groups, races, religions, and customs, leads to many differences in all aspects of life (Mansyur et al., 2023). Due to these differences, national heroes formulated Pancasila as a unifying factor for Indonesia. As expressed in the motto of Pancasila, "Bhinneka Tunggal Ika" (Unity in Diversity), and its principles reflect the life of the Indonesian people (Maola & Dewi, 2021). Additionally, the formulation of Pancasila is found in the preamble of the 1945 Constitution of the Republic of Indonesia, specifically in the fourth paragraph (Susanto, 2021). The fourth paragraph of the preamble to the 1945 Constitution not only includes the principles of Pancasila but also the goals of the Indonesian nation, which are hoped to be realized by all Indonesians, especially in the field of education.

Education is the most critical element in societal life (Rizik et al., 2021). Through education, people can develop their potential and abilities, enabling them to create positive changes in society (Cikka, 2020). Additionally, education necessitates plans for determining the educational system known as the curriculum. Education and curriculum development align with the advancement of time and technology, allowing continuous innovation and renewal to meet expectations.

As times evolve, so does the curriculum in Indonesia, which undergoes constant changes, with the current curriculum being the Independent Curriculum (Ariga, 2023). The Independent Curriculum offers educators the freedom and flexibility to implement deeper learning tailored to students' needs and focuses on character strengthening (Zainurrofiq et al., 2023). One initiative formed by the Independent Curriculum is the Strengthening Pancasila Student Profile Project (in Indonesia: Proyek Penguatan Profil Pelajar Pancasila/P5) (Salam, 2023). P5 is a strategic effort designed to strengthen national character and identity through education, focusing on shaping student profiles that reflect Pancasila values (Muktamar et al., 2024). Akhwani et al., (2021) stated that character education based on Pancasila values could enhance students' morals and attitudes. The P5 project is driven by the complex challenges of globalization, where the influence of foreign cultures and the rapid flow of information can obscure local values and national identity (Yasa et al., 2024). In this context, education plays a key role as the main fortress in maintaining and instilling Pancasila values in the younger generation. Therefore, the Strengthening Pancasila Student Profile Project aims to develop students who are not only intellectually smart but also have strong character, integrity, and uphold humanitarian and national values (Rachmadanti et al., 2024).

P5 focuses on six main dimensions: having faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Ngurah et al., 2022). P5 is implemented using a project-based learning approach in interdisciplinary learning so that students can observe and provide solutions to problems in their environment. Through a holistic approach that integrates the curriculum, extracurricular activities, and school culture, this project aims to create a comprehensive learning environment (Siki & Emiyati, 2024).

This approach involves not only educational institutions but also all community components, including families and local communities, so that character development becomes a shared responsibility (Hakim, 2023). Setyawan (2023) mentioned variations in implementation and resource limitations as obstacles in the execution of P5. Wiranata, (2019) also revealed that uneven resources and understanding among teachers pose challenges in implementing P5 that need attention. With strong collaboration between the government, schools, families, and communities, the objectives of the Strengthening Pancasila Student Profile Project are expected to be achieved more effectively and efficiently. P5 is carried out in two stages: conceptual and contextual. In this program, students are given the freedom to learn, a flexible learning structure, and schools can allocate time according to needs. The Pancasila Student Profile Strengthening Program (P5) is designed to create an educational system that aligns with competencies while emphasizing ideology, identity, background, and the challenges arising in Indonesian education. The P5 program aims to give students the opportunity to experience and have significant roles in character development and learn from their surroundings.

This study will delve deeper into the objectives, strategies, implementation, and challenges faced in the Strengthening Pancasila Student Profile Project. By understanding these various aspects, it is hoped to provide more comprehensive insights into the importance of character education based on Pancasila in shaping Indonesian youth ready to face future challenges without losing their identity and national values.

Method

Research on the Strengthening Pancasila Student Profile Project (P5) uses a literature review method, allowing for an in-depth analysis of relevant literature to gain a comprehensive understanding of the project's implementation, challenges, and outcomes. The descriptive qualitative research design is suitable for exploring and understanding the context, processes, and impacts of this initiative through literature interpretation. Data sources consist of various literatures, academic journals, books, research reports, and news articles, which include P5 implementation guides, teacher training modules, and implementation reports.

The research instruments include literature review guidelines to evaluate the quality and relevance of sources and categorize important information, as well as organize and present findings systematically. The data collection procedure begins with identifying literature through searches in academic databases and digital libraries, followed by selecting literature based on titles and abstracts, and further selection based on alignment with research criteria. The selected literature is then reviewed in-depth, noting important information. Findings are organized and analyzed to identify patterns and themes, and conclusions and recommendations are formulated. This research is descriptive and dynamic, discussing the foundation of Pancasila concerning the development of the independent curriculum in the implementation of the P5 program from the perspective of educational philosophy.

Results

The research findings on the implementation of the Strengthening Pancasila Student Profile Project (P5) were obtained through the analysis of relevant literature. These findings provide a comprehensive overview of the objectives, strategies, challenges, achieved results, and recommendations for improving P5 implementation. Table 1 summarizes various studies on P5, including the titles and results of each study (see Table 1).

Tabel 1. Previous Research

Author and Year	Title	Research Findings
(Hidayati et al., 2024)	Implementasi P5 (Proyek Penguatan Profil Pelajar Pancasila) Di Mi Ikhlasiyah Palembang.	The study shows that students demonstrated improvements in understanding and practicing Pancasila values, as well as increased positive attitudes towards national life. The research highlights the importance of integrating Pancasila values into Islamic education at MI Ikhlasiyah Palembang to build strong character and national identity among students.
(Hartutik et al., 2023)	Rancangan Proyek Penguatan Profil Pelajar Pancasila (P5) Bagi Sekolah Dasar Marsudirini Gedangan Semarang	The research indicates a significant increase in students' understanding and application of Pancasila values, while teachers reported higher student engagement and motivation in learning. The study emphasizes the importance of collaboration among teachers, students, and the community in supporting the successful implementation of P5.

(Rahmawati et al., 2023)	Strategi Inovasi Kepala Sekolah dalam Perencanaan Program Penguatan Profil Pelajar Pancasila.	The study provides insights into the crucial role of school principals in directing innovations to enhance the effectiveness of the Pancasila Student Profile Strengthening Program within the educational environment.
(Salam, 2023)	Implementasi proyek penguatan profil pelajar Pancasila (P5) dalam kurikulum merdeka di homeschooling	The implementation of the Pancasila Student Profile Strengthening Project (P5) within the Independent Curriculum in homeschooling shows that Pancasila values were effectively integrated through thematic learning activities and collaborative projects. Parents and teachers played key roles as educators and role models, while students demonstrated an understanding and application of Pancasila values in daily life.
(Suzetasari et al., 2023)	Manajemen Program P5 Kurikulum Belajar. Pendidikan P5 Dalam Merdeka Belajar.	The research results show an improvement in the quality of character education in schools, with students demonstrating a better understanding and behavior reflecting Pancasila values. The study emphasizes the importance of holistic and collaborative educational management to support the success of the P5 Program in the Independent Learning Curriculum.

Based on the analysis of the five articles, several consistent patterns and themes emerge regarding the implementation of the Strengthening Pancasila Student Profile Project (P5). First, all studies highlight significant efforts to integrate Pancasila values into the curriculum and learning activities. For instance, Hidayati et al., (2024) in MI Ikhlasiyah Palembang emphasize the importance of developing a curriculum that holistically incorporates Pancasila values with Islamic education. Second, the role of school leadership is heavily emphasized in all articles. Rahmawati et al., (2023), demonstrate that the innovative strategies of school principals in designing and implementing P5 are crucial for the program's success. This includes integrated curriculum development, staff training, and building partnerships with local communities to strengthen students' understanding of Pancasila values. Third, the school environment context has a significant influence, as shown by Hartutik et al., (2023) in their study at Marsudirini Gedangan Elementary School, where collaboration between the school, teachers, students, and the community is key to the successful implementation of P5.

Salam (2023), who reviews the implementation of P5 in the independent curriculum in homeschooling, adds the perspective that flexibility and adaptability in alternative learning approaches can also effectively support the integration of Pancasila values. Meanwhile, the research by Suzetasari et al., (2023) indicates that structured and collaborative educational management plays a crucial role in facilitating the success of the P5 Program in the Independent Learning Curriculum. Thus, the overall analysis suggests that a holistic approach, supported by strong leadership, active collaboration between schools and communities, and integrated curriculum development, are key factors in ensuring the successful implementation of P5 in building nationalistic and dignified character among Indonesian students. Challenges such as limited resources and variations in implementation remain a primary focus for ongoing

recommendations, including in-depth training for educators and continuous support from all relevant stakeholders. Overall, this research provides a comprehensive overview of the various aspects involved in the implementation of P5 and shows that a holistic and coordinated approach is essential to achieve educational character goals through Pancasila values in Indonesia.

Implementation Goals

The primary goal of the Strengthening Pancasila Student Profile Project (P5) is to reinforce and integrate Pancasila values into Indonesia's national education system (Nahdiyah et al., 2022). This initiative aims to build strong nationalist character and identity among the younger generation, while teaching students moral values, ethics, and citizenship. P5 seeks to cultivate a generation aware of Indonesia's core values, such as mutual cooperation (gotong royong), honesty, justice, unity, and democracy (Hartanto, 2023). Additionally, P5 aims to enhance the quality of education by strengthening character education as an integral part of the learning process (Muktamar et al., 2024). By embedding Pancasila values into the curriculum, P5 is expected to provide a solid moral foundation for Indonesian children, enabling them to face global challenges and contribute to building a better society in the future.

Implementation Strategies

The implementation strategies for the Strengthening Pancasila Student Profile Project (P5) encompass various approaches designed to ensure the program's success and sustainability in educational environments. Firstly, the development of an integrated curriculum is a key strategy, incorporating Pancasila values into all aspects of learning. This involves creating modules and teaching materials that consistently include moral, ethical, and citizenship values (Maola & Dewi, 2021). Additionally, professional training and development for teachers and school staff are crucial to prepare them to effectively apply Pancasila values in daily teaching. Strong collaboration with local communities, parents, and other stakeholders is also an essential strategy to support and reinforce P5 implementation beyond the school setting. Utilizing technology and media in learning is another step to broaden the scope and support interactive teaching about Pancasila (Solihah et al., 2024). Continuous monitoring and evaluation are necessary to measure the program's progress and effectiveness, while advocacy and leadership commitment ensure ongoing support from all stakeholders. By comprehensively adopting these strategies, P5 implementation is expected to forge a strong nationalist character and build a solid moral foundation among Indonesia's younger generation.

Challenges Faced

The implementation of the Strengthening Pancasila Student Profile Project (P5) faces several challenges that need to be addressed to ensure the program's success in building nationalist character and identity among students. One of the main challenges is the limitation of resources, both financially and in terms of educational infrastructure (Setyawan, 2023; Wiranata, 2019). The lack of funds for curriculum development, teacher training, or the provision of quality teaching materials often hinders the comprehensive implementation of Pancasila values in every school. Additionally, variations in the interpretation and understanding of Pancasila values across different regions or educational environments can affect the consistency and effectiveness of this program. Another challenge is integrating P5 into an already packed curriculum, which requires adjustments and prioritization to ensure that Pancasila values are not merely an addition but are deeply integrated into students' learning experiences. Ongoing support from all relevant parties, including principals, teachers, parents, and the broader community, is also crucial in overcoming these challenges. By identifying and effectively

addressing these challenges, the implementation of P5 can succeed in developing a strong character and morality in students aligned with Indonesia's core national values.

Furthermore, regional differences in implementation also affect the program's effectiveness. Some areas receive better support from local governments and communities, while others struggle to obtain the necessary backing. These challenges highlight the need for a more structured approach and greater support from various stakeholders to ensure the consistency and effectiveness of P5 implementation.

Achieved Results

The results achieved by implementing the Strengthening Pancasila Student Profile Project (P5) cover several aspects that show a positive impact on character education and nationalist identity among students (Hidayati et al., 2024). Firstly, P5 has successfully integrated Pancasila values more deeply into the school curriculum, thereby enhancing students' understanding of moral, ethical, and civic values. This is reflected in the increased awareness among students of values such as mutual cooperation (*gotong royong*), justice, unity, and democracy, which are the foundations of the Indonesian nation. Students have become more aware of the importance of Pancasila values and more committed to practicing them in their daily lives.

Furthermore, the implementation of P5 has provided a positive impetus in character development, as seen in students' active participation in extracurricular activities oriented toward Pancasila values (Widyatama, 2023). This helps strengthen their nationalist identity and foster a positive attitude towards community and national life. Evaluations of the program's implementation show that integrating Pancasila values has helped create a more inclusive and value-oriented learning environment. Students have demonstrated improvements in critical thinking, collaboration, and empathy. Some schools have reported that the P5 program has successfully reduced bullying incidents and increased mutual respect among students.

Additionally, the results of P5 implementation also include enhanced collaboration between schools, local communities, and students' families (Hartutik et al., 2023). This collaboration supports more contextual and relevant learning for students' social realities and extends the teaching of Pancasila values beyond the classroom. Overall, the results achieved by implementing P5 are not limited to academic improvements but also include shaping students' character and morality, which provide a strong foundation for building a better society in the future. Despite ongoing challenges, these achievements underscore the importance of character education based on Pancasila values as an integral part of national education in Indonesia.

Recommendations for Improvement

To enhance the implementation of the Strengthening Pancasila Student Profile Project (P5), several recommendations can be considered. First, there needs to be a strengthening in training and professional development for teachers to better prepare them to effectively integrate Pancasila values into the curriculum and daily learning activities. This can be achieved by providing comprehensive and continuous training programs, as well as facilitating the exchange of experiences and best practices among teachers. Additionally, developing a more integrated and locally relevant curriculum is key, accommodating the needs of students and the community more effectively.

Close collaboration with local communities and students' parents should also be enhanced through participatory activities that reinforce the understanding and practice of Pancasila values in daily life. The use of modern educational technology can also be optimized to support more interactive and engaging learning about Pancasila values. Structured and

continuous monitoring and evaluation are also essential to track the progress and impact of P5 implementation, allowing for timely adjustments and improvements. Strong support from school principals, education administrators, and local governments is crucial to maintaining the long-term sustainability and success of P5 in building nationalist character and identity among Indonesian students.

Discussion

The research results indicate that the Strengthening Pancasila Student Profile Project (P5) has been well-implemented in several aspects, particularly in improving students' character and nationalism awareness. The integration of Pancasila values into the curriculum and extracurricular activities helps create a more holistic learning environment, combining academic education with character formation. However, this research also reveals significant challenges, such as resource limitations and variations in implementation across different regions, which affect the program's consistency and effectiveness.

These findings align with those of Akhwani et al., (2021) who demonstrated that character education based on Pancasila values can enhance students' morals and attitudes. Meanwhile, Wiranata, (2019) revealed that despite improvements in character education, resource constraints and uneven understanding among teachers remain major challenges. This study also confirms Setyawan (2023) findings, which cited variations in implementation and resource limitations as barriers in the execution of P5.

The findings of this research have significant practical and theoretical implications. Practically, the results highlight the need for increased training and resource support for teachers to ensure consistent and effective implementation of P5 across all schools. Theoretically, this research underscores the importance of character education in the Indonesian education system, supporting the theory that integrating Pancasila values can strengthen students' character and morality. These findings also open new directions for future research, particularly in developing more effective methods to address the challenges faced in P5 implementation.

This study has several limitations. First, the use of a literature review method limits the ability to obtain direct empirical data from the field. Second, the variation in the quality and availability of the reviewed literature can influence the conclusions drawn. Third, this study only covers sources available in Indonesian, so relevant literature in other languages may not have been reached. Future research is recommended to use mixed-method approaches, combining literature reviews with field studies to obtain richer and more contextual data. Additionally, it is important to further explore innovative strategies for addressing resource challenges and implementation variations, including the use of technology and collaboration with relevant stakeholders. Future research should also consider comparative approaches between countries to see how national values can be integrated into education systems with various cultural contexts and policies.

Conclusion

This study concludes that the Strengthening Pancasila Student Profile Project (P5) has generally been successfully implemented, particularly in enhancing students' character and nationalism awareness. The integration of Pancasila values into the curriculum and extracurricular activities creates a more holistic learning environment, combining academic education with character development. The study also indicates that teacher training and resource support need to be improved to ensure more consistent and effective implementation

of P5. Additionally, it is important to develop innovative strategies to address existing challenges, including the use of technology and collaboration with relevant stakeholders. This research underscores the importance of character education in the Indonesian education system and supports the theory that integrating Pancasila values can strengthen students' character and morality.

The study has several limitations, including the use of a literature review method which limits the ability to obtain direct empirical data from the field, as well as variations in the quality and availability of the reviewed literature. Therefore, future research is recommended to use mixed methods that combine literature reviews with field studies to obtain richer and more contextual data. Future research should also consider comparative approaches between countries to explore how national values can be integrated into educational systems with various cultural and policy contexts. Through the implementation of the P5 program, students are expected to be inspired and motivated to be active and caring about their surroundings. Additionally, the implementation of P5 activities is able to enhance students' self-confidence in their achievements, explore their potential, and support and recognize their interests and talents in specific fields.

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