



Implementation Project to Strengthen the Profile of Pancasila Students and the Profile of Rahmatan lil Alamin Students (P5-PPRA) on Character Development at Madrasahs in East Kalimantan

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Abstract

The implementation of the Project-Based Strengthening of Pancasila Learner Profile-Rahmatan lil Alamin Learner Profile (P5-PPRA) within the Merdeka Curriculum framework has not yet been fully optimized across various madrasahs. Several educational units still experience confusion in planning, executing, and evaluating the projects, particularly in aligning themes, activities, and character assessment with the principles of a flexible curriculum. This condition indicates a gap between policy and field practice. Through a qualitative approach involving observation, interviews, and documentation, it was obtained that all madrasahs have established P5-PPRA facilitator teams, with the deputy head of the curriculum division serving as coordinator. The projects are carried out flexibly, tailored to themes and school contexts, covering eight themes and six dimensions of P5-PPRA, complemented by teaching modules and special report cards. Character strengthening manifests in independence, responsibility, mutual cooperation, problem-solving, creativity, and innovation. The findings show three implementation patterns: initial, developing, and advanced stages, which differentiate the readiness levels of madrasahs in integrating projects into the learning process. These findings emphasize the importance of strengthening facilitators' capacity and fostering collaboration among educational units to ensure that the P5-PPRA implementation becomes more consistent and has a meaningful impact on students' character development.

Keywords

Implementation; P5-PPRA; Character; Madrasahs



Introduction

Education in Indonesia is governed by policies and guidelines established by the Ministry of Education, Culture, Research, and Technology, particularly regarding curriculum regulation and implementation. Recently, the *Merdeka Curriculum* has been promoted as a reform initiative introduced by Nadiem Makarim, serving as a continuation of curriculum development initiated during the COVID-19 pandemic. The *Merdeka Curriculum* was formally implemented at the elementary and junior high school levels under Decree No. 56 of 2022 (Ulandari & Rapita, 2023). In parallel, the implementation of the independent curriculum in madrasahs is regulated by the Decree of the Minister of Religious Affairs (KMA) No. 347 of 2022, which stipulates that the *Merdeka Curriculum* in madrasahs shall be gradually phased out starting from the 2022/2023 academic year. The independent curriculum is limited to specific educational levels, including RA (Islamic early childhood education), MI (Islamic elementary schools), MTs (Islamic junior high schools), MA (Islamic senior high schools), and MAK (Islamic vocational schools). This implementation initially applied to selected pilot madrasahs established by the Directorate General of Islamic Education. In 2022, approximately 2,471 madrasahs adopted the independent curriculum. By 2023, this number increased to approximately 26,169, with a full-scale implementation planned for 2024 (Ramah & Rohman, 2023).

The *Merdeka Curriculum* implemented in madrasahs has two main objectives. First, it aims to equip students with the competencies and skills needed to address contemporary challenges. Second, it seeks to transmit cultural values and noble national principles to future generations. This ensures the younger generation preserves cultural roots, religious values, and the nation's moral heritage. To achieve these objectives, the curriculum must evolve dynamically in response to societal demands. It should also be designed using well-formulated strategies (Boschman et al., 2014).

The *Merdeka Curriculum* provides students with areas of focus and positions them as the primary beneficiaries of curriculum regulations. Differentiated learning is implemented. Comprehensive and authentic assessments account for human diversity. Evaluation and student assessment systems no longer emphasize knowledge mastery alone. Instead, they prioritize developing a humanizing student profile that encompasses multiple intelligences. Within this paradigm, students are nurtured according to their individual needs, character traits, and performance levels (Purnawanto, 2023). Ultimately, every madrasah student is envisioned as a champion who excels in their field, aligned with their talents, interests, and personal inclinations (Faiz et al., 2022).



One key component is the Strengthening Project of the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5-PPRA), which is a distinctive feature of Islamic schools (Madrasah). The P5-PPRA integrates the six dimensions of the Pancasila Student Profile, having faith and piety toward God Almighty and possessing noble character, embracing global diversity, practicing mutual cooperation, demonstrating independence, engaging in critical reasoning, and being creative with the value of religious moderation *tawassut* through the Rahmatan Lil Alamin Student Profile (Ilyasin, 2019). This program is designed to provide students with the experience of knowledge as a process of character formation through project-based learning that identifies and addresses important and current issues, such as climate change, diversity, entrepreneurship, technology, environmental protection, and principles of democracy. It is expected that, through students' effort and cooperation, they will be able to improve themselves, apply their knowledge, examine, and personalize the noble values of culture and character, as well as moral conduct in their daily behavior (Rahayu et al., 2022).

In its implementation, madrasahs are given the flexibility to innovate in designing curricula according to the school's characteristics, distinctive features, suitability, and vision. However, the factual situation shows that many madrasahs still experience confusion in implementing the P5-PPRA despite remaining enthusiastic about carrying it out. Teachers are still concerned about whether the independent curriculum they have implemented is appropriate and whether the P5-PPRA is capable of developing student character as expected. The lack of clear operational guidelines and insufficient teacher training are the root of the problem. Previous research has revealed that teachers have not yet understood the flow and syntax of P5, and consequently, its implementation has not yet been optimal in forming student character.

The selection of madrasahs and East Kalimantan Province is based on strategic considerations. First, madrasahs have the unique characteristic of being general educational institutions with an Islamic religious identity that integrate the national curriculum with the reinforcement of Islamic values. Implementing P5-PPRA in madrasahs is more complex than in general schools because it must integrate the Rahmatan Lil Alamin Student Profile into every project. Second, research on P5-PPRA in madrasahs in the East Kalimantan region remains very limited, so this exploration fills a gap in the literature while offering a new perspective on the practice of implementing the independent curriculum in Indonesia.

Literature review shows that previous research includes: Lathif and Suprpto (2023) on teacher preparation in P5 development, which found that the formation of a working team, topic selection, and teacher training serve as the foundation for



success; Wahyuni (2022) on the implementation of P5 modules themed on entrepreneurship, which demonstrated a high level of enthusiasm in implementation; Damayanti and Ghozali (2022) revealed teachers' lack of understanding regarding the flow and syntax of P5; Ulandari and Rapita (2023) conducted research at SMK Cendika Bangsa Malang and found the importance of P5 design from team formation to module development; and Maruti et al. (2022) described the support for P5 implementation at SDN 03 Taman Kota Madiun. However, there has not yet been comprehensive research examining the pattern of P5-PPRA implementation in an integrated manner across madrasahs in the Indonesian Eastern context. The novelty of this research lies in identifying the pattern of multi-site P5-PPRA implementation across madrasahs throughout East Kalimantan, which can produce a contextual implementation model for regions with similar characteristics.

Based on the aforementioned description, this research aims to understand the implementation of P5-PPRA in the development of student character in madrasahs throughout East Kalimantan, identify the student character developed through P5-PPRA, and analyze the pattern of P5-PPRA implementation in developing student character. By identifying this implementation pattern, it is expected that a comprehensive picture of P5-PPRA practice in madrasahs will be obtained, which can serve as a reference for other madrasahs in adapting the program to their institutional conditions and characteristics.

Method

This study employed a qualitative research approach. The data generated in qualitative research are generally related to the interpretation of data collected in the field (Sugiyono, 2010). The aim of this study is to describe, explain, and explore in greater detail the issues under investigation by examining individuals, groups, or events as comprehensively as possible. The type of qualitative descriptive research used in this study was intended to support the implementation of the "Project to Strengthen the Profile of Pancasila Students and Rahmatan Lil Alamin Students" (P5-PPRA) by elaborating on its role in character development among students at madrasahs in East Kalimantan.. The research was conducted at several institutions: MTsN Samarinda, MTsN 3 Paser, MAN 2 Samarinda, and MAN Bontang. Data collection was carried out using interview guides, documentation guidelines, and observation protocols. In qualitative research, data collection is conducted in a natural setting, using primary data sources and various data collection techniques, including non-participant observation, in-depth interviews, and documentation



(Sugiyono, 2009). Interviews were conducted with the head of the madrasah, the curriculum vice principal, and the coordinator responsible for overseeing the implementation of P5-PPRA at the madrasah. Data processing in this study involved tools such as checklists, interview guidelines, and observation protocols (Arikunto, 1999).

The data analysis technique used in this study is inductive qualitative analysis, which involves analyzing data obtained from the field and subsequently developing specific patterns of relationships. According to Fred M. Kerlinger, data analysis is the process of categorizing, organizing, manipulating, and summarizing data to obtain answers to research questions. It is a systematic process of searching for and organizing interview results, field notes, and other collected materials to facilitate the researcher's explanation of the findings to others. The goal of data analysis is to make the data communicable and to summarize it into meaningful conclusions (Sugiyono, 2009). The data analysis process in this study followed the steps of data reduction, data display, and conclusion drawing (Miles & Huberman, 2014). The validity of the data was ensured through source and method triangulation.

Results and Discussion

1. Implementation Patterns of the P5-PPRA Program in Madrasahs of East Kalimantan

The implementation of P5-PPRA (Project-Based Strengthening of Student Character Profile and Rahmatan lil 'Alamin) aims to shape learners with strong character aligned with the noble values of Pancasila, which are embodied in six dimensions: piety toward the Almighty and noble character, independence, global pluralism, mutual cooperation (gotong royong), critical reasoning, and creativity. Furthermore, the objective of P5-PPRA is to cultivate madrasah graduates who demonstrate moderate attitudes in both religious practice and daily life. Based on the research findings, the implementation of the Project for Strengthening Pancasila and Rahmatan lil 'Alamin Student Profile (P5RA) in several madrasahs specifically MTsN 3 Paser, MAN Bontang, MAN 2 Samarinda, and MTsN Samarinda follows three implementation stages: the initial stage, the developing stage, and the advanced stage. The implementation pattern in each madrasah reflects not only institutional readiness but also the collaborative culture and pedagogical capacity of teachers.

Initial and Developing Stages: Structured and Uniform Project Implementation



The research identified madrasahs operating at the initial and developing implementation stages, which were characterized by rigidly structured and standardized implementation patterns. In particular, every project theme was executed at the same time across 2–3 classes. This information was conveyed by the school principal of MTsN 3 Paser.

We commenced the implementation of P5-PPRA only two years ago. We are still adhering to a structured and standardized implementation pattern. Consequently, when a theme such as environmental sustainability is selected, all students in grades 7, 8, and 9 must engage with the same theme simultaneously. This approach ensures comprehensive understanding of the P5-PPRA's core principles among both students and teachers (Interview 1).

The implementation schedule was organized in block systems and adjusted to coincide with school events or special moments. The facilitator teacher was responsible for developing the teaching module. This indicates that coordination was still centralized, with teachers maintaining full control over the project's timing and execution flow.

We remain in the habituation phase, and consequently, all classes maintain adherence to the themes established by the curriculum team. Nevertheless, we endeavor to contextualize these themes within Bontang's reality as an industrial city. For instance, when addressing environmental themes, students are engaged in observing the impacts of industrial activities on the cleanliness of both river and air quality (Interview 2).

This approach aligns with the concept of initial implementation in Project-Based Learning (PjBL), where strong structure and consistent execution are essential to help both teachers and students grasp the core essence of the project (Darling-Hammond et al., 2021). At this stage, the teacher acts as the primary leader, directing and controlling the course of the project to ensure that the objectives are achieved collectively. Moreover, this centralized structure is consistent with Belland's findings, which suggest that collective coordination during the initial phase is essential for building trust in the project-based approach and for familiarizing both students and teachers with the collaborative work cycle. (Belland et al., 2017). Nevertheless, the reliance upon centralized instruction equally reflects inherent limitations in teachers' pedagogical capacity to autonomously design projects. These findings demonstrate that during the initial implementation stage, the success of P5-PPRA is predominantly contingent upon systemic managerial support rather than individual teacher initiative.

Advanced Stage: Independent and Flexible Project Implementation

In madrasahs that have reached the advanced stage, such as MAN 2 Samarinda and MTsN Samarinda, project implementation demonstrates a higher level of



flexibility. Each class is allowed to independently select and determine the timing of the project based on their readiness and specific needs. This was conveyed by the Deputy Head of Curriculum at Mts Negeri Samarinda

The school provides solely overarching themes such as 'Local Culture and Digitalization' or 'Social Awareness'. Subsequently, individual classes are afforded autonomy to determine their respective subthemes and project deliverables. Consequently, diverse outcomes emerge: some classes produce digital content focused on local cultural preservation, while others establish social action initiatives within their residential localities (Interview 3).

This condition indicates that both teachers and students have internalized the fundamental principles of P5RA and are capable of managing the project autonomously. In practice, the P5-PPRA project is implemented over the course of one academic year with a total of 3 to 4 themes, which are freely selected based on the specific context and needs of each madrasah. After selecting the theme, dimensions, and time allocation, the next step involves developing a project module to serve as a guideline for implementation. The projects are carried out on Mondays, allocated as a full day from morning to afternoon. This flexibility aligns with the student-centered learning approach, which emphasizes the importance of providing students with opportunities to make decisions in their learning process (UNESCO, 2021).

Corroborating evidence was similarly provided by the Curriculum Vice Principal of MAN 2 Samarinda

Pedagogical practice emphasizes questioning rather than directive instruction. We cultivate student agency by habitualizing autonomous decision-making regarding: the selection of issues to be addressed, identification of necessary collaborative partners, and determination of final project outputs. Through this approach, students' autonomy and sense of responsibility manifest demonstrable development (Interview 4).

This assertion was further substantiated through qualitative interview data obtained from the P5-PPRA implementation coordinator at MAN 2 Samarinda

Our students autonomously elaborate upon the overarching themes we have established. For instance, within the 'Green Samarinda' initiative, students transcended mere tree-planting activities by developing a rudimentary digital application to monitor planting coordinates and arboreal growth progression. Furthermore, they actively engaged local governance structures (RT/RW) and community constituents. This exemplifies their demonstrated capacity to design collaborative endeavors that are solution-oriented in orientation (Interview 5).

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The three stages of implementation provide a progressive picture of institutional readiness in implementing P5RA. The initial and developing patterns are suitable for madrasahs that are still in the habituation phase and require a clear framework. Meanwhile, the advanced pattern indicates that the madrasah is ready to provide broader learning autonomy.

2. Character Development through the Implementation of the P5-PPRA Program

The research findings substantiate that P5-PPRA contributes meaningfully to the formation of student character, notably within the dimensions of autonomy and accountability, collaborative cooperation, problem-solving capacity, innovative thinking, and creative expression. These character dimensions develop progressively through experiential engagement in designing, implementing, and evaluating authentic projects.

Independence and Responsibility

Student autonomy develops progressively through comprehensive engagement in the complete project implementation cycle. At MTsN 3 Paser, pedagogical practice began incorporating the delegation of selected technical responsibilities to students, notwithstanding the fact that overarching project architecture remained institutionally determined.

Initially, our pedagogical approach was predominantly directive. However, through iterative practice, we progressively requested that students autonomously organize task distribution within collaborative groups. They exercised agency in determining role assignment specifically, identifying who would compose the report, manage documentation, and conduct presentation responsibilities. Through this graduated approach, evidence emerged that students commenced developing accountability for their assigned roles (Interview 6).



Conversely, at MAN 2 Samarinda, student autonomy manifested more substantially. Students were granted considerable latitude in designing projects, conducting data collection, and resolving field-based challenges.

Typically, in conventional classroom assignments, we await explicit pedagogical instruction. Within this project framework, we were necessitated to exercise autonomous decision-making. Without our proactive engagement, project progression would be impeded. This experience engendered substantially elevated responsibility consciousness compared to conventional assessment tasks (Interview 7).

Collectively, these observations exemplify that students receive systematic training in designing, executing, and evaluating projects with demonstrable autonomy. Within project-based activities, students assume responsibility for completing assigned tasks consonant with their designated roles within the collaborative structure. Students are trained to design, execute, and evaluate projects independently. Within project activities, they are required to complete tasks according to the responsibilities assigned to each group member. According to Zubaedi, responsibility and independence are outcomes of an educational process that fosters trust and grants autonomy to students (Zubaedi, 2021).

Collaboration and Mutual Cooperation

Collaborative interdependence develops progressively through structured group work, cross-class collaborative initiatives, and systematic community engagement. At MAN Bontang, collaborative spirit manifests through equitable task distribution and reciprocal support mechanisms among group constituents.

Within collaborative group structures, members possess differentiated competencies—some excel in design conceptualization, others demonstrate proficiency in oral communication, while some exhibit diligence in field-based investigations. Students internalize complementary skill integration. Should a member experience absence due to illness, peer members assume presentation responsibilities. This exemplifies the organic emergence of collaborative interdependence that we observe within pedagogical contexts (Interview 8).

Students are taught to work collaboratively in groups to complete their assigned projects. The spirit of mutual cooperation emerges strongly and is evident in students' collaborative efforts, such as in social service activities and entrepreneurship projects. According to Suyanto, mutual Cooperation can be effectively cultivated through learning processes that promote collaboration and open communication. (Suyanto, 2020). The findings indicate that P5-PPRA not only builds collaboration at the level of classmates, but also expands social networks with the surrounding community.



Problem Solving

P5-PPRA necessitates that students engage in critical analysis of authentic environmental problems within their locality and generate viable solutions. Problem-solving competencies develop progressively when students encounter authentic socio-environmental challenges and are tasked with identifying actionable interventions. At MAN Bontang, environmental themes were deliberately contextualized within the specific socio-ecological challenges of waste management and industrial pollution in proximity to educational facilities.

We facilitated student observations at a riverine ecosystem adjacent to the industrial complex. Students conducted direct environmental assessment, observing accumulated waste materials and discernible alterations in aquatic color quality. Subsequently, students engaged in collaborative deliberation regarding feasible solutions that could be implemented by student-agents, transcending simplistic blame attribution toward industrial actors (Interview 9).

This approach cultivates critical thinking and wise decision-making skills. As emphasized by Trilling and Fadel, problem solving is a key competency in 21st-century education (Trilling & Fadel, 2015).

Innovation

The subsequent character trait developed is innovation.

When assigning tasks, we typically provide only a general outline of the topic. However, the execution that students deliver often exceeds our initial expectations (Interview 10).

This demonstrates that in many projects, students not only demonstrate creativity but also exhibit the capacity for innovation whether through developing novel solutions for school waste management or creating entrepreneurial products from recycled materials. According to Wagner, innovation emerges from the integration of creativity, collaboration, and a strong contextual understanding (Wagner & Compton, 2012).

Creativity

Students are given the freedom to express their ideas creatively, ranging from product development and artistic creations to digital campaign presentations. Teachers assign projects based on students' abilities and interests, ensuring that each student is supported according to their individual learning styles. Students are encouraged to create products using natural resources from their surrounding environment. For example, students living in coastal areas creatively utilized mangrove-based materials to produce beauty masks and soap as part of a P5-PPRA project themed on local wisdom and entrepreneurship. These activities foster students' environmental awareness and motivate them to utilize available resources



while developing an entrepreneurial spirit—helping them become independent and competitive. Meanwhile, students in urban areas were able to transform recycled materials into useful and appealing products, such as photo frames, bags, and wall decorations. This illustrates how creativity is nurtured through contextually relevant and student-centered project implementation. According to Craft, creativity develops when students are given the freedom to explore ideas within a supportive learning environment (Craft, 2011).

Conclusion

The implementation of P5-PPRA (Project-Based Strengthening of Student Character Profile) across four madrasahs in the research locus demonstrates a progressive continuum from structured and uniform patterns toward flexible and autonomous approaches. The differences in implementation stages reflect the varied levels of pedagogical literacy among teachers, collaborative culture, and managerial capacity of each madrasah. The flexible patterns observed demonstrate that student autonomy and the role of teachers as facilitators are effective in building complex character traits. Regarding character development, P5-PPRA has proven effective in fostering independence and responsibility, mutual cooperation (gotong royong), problem-solving skills, innovation, and creativity, albeit with varying intensity according to the implementation stage. These character traits do not develop automatically; rather, they emerge through direct experience in designing, implementing, and reflecting on real projects. Overall, these findings confirm that P5-PPRA is not merely a pedagogical approach but a strategic instrument for shaping the profile of Pancasila-adherent learners and promoting a moderate, active, and principled Islamic learning community (Rahmatan lil 'Alamin). To enable more madrasahs to achieve advanced implementation stages, continuous professional training, adaptive policy support, and systematic collective reflection practices are necessary.

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