

Integration of Pancasila Student Profiles in Project-Based Mathematics Learning

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ABSTRACT

The integration of the Pancasila Student Profile into mathematics learning is a strategic effort to foster character while improving students' academic competence. This study aims to describe the application of the Pancasila Student Profile values in project-based mathematics learning in the school environment. The method used is descriptive qualitative with data collection techniques through observation, documentation, and interviews with teachers and students. The results of the study indicate that values such as mutual cooperation, critical reasoning, and independence can be internalized effectively through contextual and collaborative mathematics project activities. Project-based learning not only strengthens the understanding of mathematical concepts but also shapes students' attitudes and behaviors in accordance with the Pancasila Student Profile. These findings recommend the need to strengthen the role of teachers in designing integrative and student-centered learning projects.

INTRODUCTION

In modern education, instilling character values in the learning process plays a crucial role. Education no longer focuses solely on intellectual aspects, namely cognitive abilities and mastery of knowledge, but also emphasizes the development of strong character in students (Sari, 2021). These character traits include integrity, honesty, responsibility, discipline, concern for others, harmonious cooperation, and a strong national spirit (Prasetyo & Wulandari, 2022). These values are an essential foundation for students to not only compete academically but also to become moral individuals and play an active role in society (Rahman et al., 2020).

Character education needs to be instilled from an early age through a systematic and planned learning process, not simply through verbal teaching or temporary, incidental instruction (Putra & Dewi, 2023). Each subject should be viewed as a strategic vehicle that not only transfers knowledge but also serves as a medium for shaping students' personalities (Hidayat & Susanto, 2024). Therefore, teachers have a moral responsibility to integrate character values into every learning activity they undertake (Utami, 2022). The process of integrating character values into learning must be carried out in a structured and consistent manner, becoming an integral part of learning methods and approaches (Fahmi & Lestari, 2021). This approach allows students to experience these values directly in a relevant and meaningful learning context. In this way, education

can produce a generation that is not only intellectually intelligent but also possesses positive attitudes and behaviors, supporting the creation of a harmonious and civilized society (Nugroho & Rahmawati, 2023). Therefore, strengthening character education must be a priority in every learning process in schools (Sari et al., 2020).

Through the implementation of the Independent Curriculum, the Indonesian government places a strong emphasis on strengthening the Pancasila Student Profile as a fundamental part of the national education vision (Ministry of Education and Culture, 2021). This Pancasila Student Profile is designed to shape a generation of Indonesians who excel not only in terms of academic competence but also possess strong character and are grounded in the noble values of Pancasila (Setiawan & Pratiwi, 2022). These values are embodied in six main dimensions: faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Ministry of Education and Culture, 2022). These six dimensions serve as the direction and goals that must be reflected in every learning activity in schools, so that education focuses not only on knowledge transfer but also on the holistic development of students' personalities (Wijaya, 2023).

The Independent Curriculum emphasizes contextual and flexible learning, oriented toward developing student character through meaningful and real-world activities (Rahman & Utami, 2021). Integrating the values of the Pancasila Student Profile must be an integral part of every learning process so that students not only excel academically but also develop attitudes that reflect the nation's noble values (Sari & Wibowo, 2023). Mathematics, although synonymous with numbers and logic, can be a strategic tool in shaping student character. Through project-based learning, students are encouraged to think critically, be responsible, be honest, and collaborate in solving real-world problems (Putra & Lestari, 2022). This learning model also enables students to develop the values of mutual cooperation and independence, which align with the dimensions of the Pancasila Student Profile (Nugraha & Prasetyo, 2024). Thus, this approach not only enhances cognitive abilities but also supports the development of a holistic character in students who are ready to face future social challenges (Yuliana & Hartono, 2022).

METHODOLOGY

This research uses a descriptive qualitative approach that aims to deeply understand the process of integrating the values of the Pancasila Student Profile into mathematics learning through a project-based learning approach. This qualitative approach was chosen because it is able to explore the meaning, understanding, and real experiences of teachers and students in the classroom context. The subjects of this study were mathematics teachers and junior high school students in grades VII and VIII in schools that have implemented the Merdeka Curriculum, with the research location chosen purposively based on the school's readiness to implement project-based learning and integration of Pancasila Learner Profile values. Data collection techniques were carried out through observation of the mathematics learning process to see student involvement in the project, character values that emerged, and teacher strategies in guiding students; interviews with teachers and selected students to explore their views on the integration of character values and the implementation of project-based learning; and documentation in the form of lesson plans, project worksheets, and student project results which were analysed to assess the extent to which the dimensions of the Pancasila Learner Profile were integrated in lesson planning and implementation.

RESULTS AND DISCUSSION

This study aims to examine in depth how the integration of the Pancasila Student Profile values can be implemented in project-based mathematics learning. Based on observational data, interviews, and documentation from a junior high school (SMP) that has implemented the Independent Curriculum, several important findings were obtained, categorized into several discussion focuses as follows:

Implementation of Project-Based Approach in Mathematics Learning

The implementation of project-based mathematics learning in the school where the research took place demonstrated a good adaptation to the principles of the Independent Curriculum, which emphasizes student-centered learning and character building through the Pancasila Student Profile (Wijayanti & Putri, 2023). Teachers not only delivered material conventionally but also developed real-life projects relevant to students' lives, such as creating energy-saving posters, simple financial management simulations, and measuring real-world objects in the school environment (Halimah & Santoso, 2022). These projects instilled not only mathematical concepts but also character values such as responsibility, cooperation, environmental stewardship, and independence. For example, the financial management simulation taught students about capital, profits, and honest and transparent transaction management, simultaneously strengthening entrepreneurial ethics (Lestari & Pratama, 2024). The scaffolding approach used by teachers provided gradual support to increase student independence while honing critical thinking, problem-solving, and self-reflection skills (Santika & Anwar, 2021). In addition to cognitive aspects, this learning also strengthens affective and social aspects through group discussions, respect for peer opinions, and constructive conflict resolution, in line with the values of the Pancasila Student Profile, such as critical reasoning, mutual cooperation, and noble character (Wahyuni & Rahmawati, 2023). Thus, project-based mathematics learning not only enhances academic understanding but also shapes character and 21st-century competencies holistically.

Integration of Pancasila Student Profile Values in Learning

Based on the results of interviews with teachers and students, the integration of the values of the Pancasila Student Profile in mathematics learning through a project approach can be identified in six main dimensions as follows:

a. Have faith, have faith in God Almighty, and have noble character

Although mathematics is an exact science subject, religious values and noble morals can still be integrated into the learning process (Saputra & Wulandari, 2022). In implementing project-based mathematics learning, teachers begin activities by getting students used to praying together as a form of spiritual approach that fosters awareness of God's presence in every activity, including learning (Fauziyah & Hidayat, 2023). Furthermore, teachers emphasize the importance of honesty throughout the project, from data collection and calculations to reporting results (Kusuma & Rahman, 2021). Students are encouraged to take responsibility for their own work without copying the work of their peers, so that the value of honesty becomes an integral part of developing their noble morals (Nugraha & Sari, 2024). These values not only influence students' attitudes in class but also shape character that influences their social and spiritual lives more broadly (Putri & Anindita, 2023). In projects related to everyday life, such as financial management simulations or environmental measurement, teachers also encourage students to reflect on the importance of being fair, trustworthy, and responsible as part of

religious teachings. In this way, mathematics learning is not only cognitively oriented but also serves as a means to shape students' character, which includes faith, piety, and noble morals through a process integrated into the learning activity.

b. Global Diversity

The Global Diversity Dimension in project-based mathematics learning is realized through activities that foster mutual respect, tolerance, and openness to differences in culture, background, and perspective. During projects, students often work in groups with members from diverse backgrounds. Teachers consciously form heterogeneous groups so that students can learn to interact with peers from different ethnicities, religions, and personalities. (Sha'bani, MY 2023) This provides space for students to learn to respect the opinions of others and work together to solve common problems.

Furthermore, the chosen project themes also contain global and contextual values, such as comparing measurement systems across cultures, analyzing energy consumption data in developing and developed countries, or simulating currency conversions between countries as part of social arithmetic. Through this approach, students not only understand mathematics but also gain cross-cultural insights and develop empathy for global issues. Open-mindedness, respect for diversity, and the ability to collaborate across differences are characteristics developed through this learning process. Thus, mathematics learning contributes to fostering a national spirit that is open to the world.

c. Mutual cooperation

The Gotong Royong dimension in project-based mathematics learning is reflected through active collaboration among students during the project completion process. In each designed project, teachers form small groups whose members have diverse abilities and learning backgrounds. Students are encouraged to share roles and responsibilities, such as collecting data, performing calculations, preparing reports, and presenting the final project results. Through this division of tasks, students learn the importance of each member's contribution to achieving a common goal. Teachers also facilitate group discussions by providing collaboration guidelines that emphasize good communication, listening to peers' opinions, and resolving conflicts through deliberation. Activities such as creating a group budget simulation, creating geometric designs collaboratively, or developing survey data collection strategies are crucial moments in honing students' collaborative skills. They not only learn mathematics but also develop a sense of social responsibility, empathy, and mutual assistance within the learning context. By involving students in real-life projects that require teamwork, mathematics learning becomes a means to instill the value of gotong royong (mutual cooperation) in a tangible way, in keeping with the spirit of togetherness that is characteristic of Indonesian culture.

d. Independent

The independent dimension of project-based mathematics learning is reflected in how students are trained to take responsibility for their own learning processes and outcomes. In a project-based approach, teachers provide ample space for students to explore ideas, manage time, and develop work plans aligned with project objectives. Students do not simply receive instructions but are required to actively seek information, conduct observations, make decisions, and complete tasks independently. For example, in a simple financial management simulation project based on social arithmetic, students are asked to design a personal or family budget according to a given scenario. From this activity, they learn to make rational considerations, think efficiently, and manage

resources responsibly. They are also trained to compile work reports systematically and are able to reflect on the process they have undergone, including obstacles encountered and how they overcame them.

This process develops students' character, not easily dependent on teachers or peers, but accustomed to relying on their own abilities and building self-confidence in facing learning challenges. Thus, the value of independence is instilled in a concrete, contextual, and meaningful mathematics learning process.

e. Critical Reasoning

The critical reasoning dimension is highly relevant in mathematics learning because mathematics essentially trains students to think logically, systematically, and analytically. In project-based learning, critical reasoning skills are developed through complex and contextual problem-solving activities. Students are not only asked to solve problems procedurally, but are also encouraged to evaluate data, find patterns, connect concepts, and develop logical arguments for the solutions chosen. For example, in an energy conservation project, students are asked to analyze electricity usage data in their homes, then compare the energy consumption of several electronic devices, and develop effective energy-saving strategies. This process requires students to conduct evidence-based reasoning, assess the effectiveness of solutions, and critique inefficient energy consumption habits.

In addition, teachers provide open-ended challenges that allow students to formulate questions, identify relevant information, and choose the most appropriate mathematical approach. Students learn that not all problems have a single correct answer, so it's important to evaluate alternatives and justify their choices. With this approach, mathematics learning not only produces students with mathematical skills but also individuals who are able to think clearly and make rational decisions in everyday life.

f. Creative

Creativity was evident in how students presented their project results, from the use of visual aids (graphs, 3D models, short videos) to innovation in report preparation and product creation. Several groups produced engaging and informative posters that not only displayed their calculations but also presented narratives explaining the social impact of the issues raised.

Dynamics and Challenges in Implementation

Although in general the implementation of the integration of Pancasila Student Profile values in mathematics learning is going well, there are a number of challenges faced by teachers and students, including:

a. Teacher Readiness:

One of the main challenges in implementing project-based mathematics learning integrated with the values of the Pancasila Student Profile is teacher preparedness. Not all mathematics teachers feel sufficiently competent to connect mathematics learning content with the character dimensions outlined in the Pancasila Student Profile. Some teachers expressed a lack of confidence in linking exact sciences material to values such as mutual cooperation, critical thinking, or global diversity. This is due to a lack of references, practical guidance, or specialized training focused on integrative strategies in mathematics learning.

Furthermore, a project-based approach requires more complex learning planning, from selecting contextual themes and developing project worksheets to process- and

character-based assessments. Teachers unfamiliar with the Independent Curriculum or who still use conventional approaches will struggle to design this type of learning. Therefore, systematic support from schools and education offices is needed in the form of training, mentoring, and the provision of relevant learning resources. Improving teacher readiness and capacity is key to successfully integrating character values into every subject, including mathematics.

b. Execution time:

Implementation time is a significant challenge in implementing project-based learning, particularly in mathematics. This learning model demands a longer time allocation because it involves various stages, from project planning and field activities or simulations, to reflection and presentation of results. In practice, teachers often face time constraints due to tight learning schedules and demands for syllabus completion according to the academic calendar. This results in the integration of character values through projects being less than optimal, or even having to be cut short during implementation. The imbalance between academic demands that emphasize content acquisition and the need for character strengthening through meaningful learning presents a dilemma. Teachers must be adept at strategizing time to ensure effective learning without sacrificing quality, both cognitively and affectively. Some possible solutions include integrating projects across subjects, establishing collaborative schedules between teachers, or adapting projects to relevant and simple themes to ensure completion within the available time. Effective time management is crucial for the successful implementation of project-based learning in shaping students' character holistically.

c. Variation in Student Abilities

The diversity of student abilities within a class presents a real challenge in project-based mathematics learning. Differences in mastery of material and social skills lead to unequal contributions among students, with some students becoming more dominant while others are passive (Halim & Nugroho, 2022). This inequality can hinder the achievement of learning objectives, both academically and in character building (Fitriani & Sari, 2023). Therefore, teachers need to manage learning groups wisely by implementing inclusive strategies such as role rotation within groups and providing gradual guidance so that each student has the opportunity to actively participate (Wibowo & Lestari, 2021). This approach enables project learning to become a fair space for the development of students' abilities and character as a whole, encouraging cooperation, responsibility, and independence among students (Ramadhan & Pratiwi, 2024).

d. Evaluation and Assessment

Evaluation and assessment in project-based mathematics learning that integrates character values poses a unique challenge for teachers (Sari & Widodo, 2023). Assessment should not only focus on cognitive aspects such as calculation accuracy but also encompass students' attitudes and social skills throughout the project process (Hidayat & Putri, 2021). Therefore, teachers need to develop a comprehensive and balanced assessment rubric, encompassing active participation, teamwork, responsibility, honesty, and creativity (Rahmawati, 2022). Formative assessment through direct observation, anecdotal notes, and student reflection is also crucial to monitor the learning process fairly and objectively (Santoso & Dewi, 2024).

Teacher Strategies in Overcoming Challenges

To address the challenges of implementing project-based mathematics learning integrated with the values of the Pancasila Student Profile, teachers are required to possess high levels of creativity, flexibility, and reflective skills. One strategy is to participate in independent and collaborative training, such as workshops, webinars, and teacher learning communities (KGB), to strengthen understanding of the integration of character values into mathematics learning (PR Utami, Rahmawati, & Noktaria, 2025). Teachers also establish internal discussion forums within the school to share good practices and support each other in project development and character assessment. Furthermore, teachers address time constraints by designing projects that combine multiple learning outcomes simultaneously, thus making project implementation more efficient. Time outside of main class hours, such as homework or extracurricular activities, is also utilized to continue project work without disrupting the academic curriculum.

To address differences in student abilities, teachers implement differentiated learning strategies by dividing tasks into groups based on each member's strengths, so that all students can actively contribute. For assessment, teachers develop authentic rubrics that cover cognitive, affective, and social aspects, and conduct observations, reflections, and peer feedback. Furthermore, teachers choose projects that are simple and relevant to everyday life, such as calculating family expenses or measuring the area of the schoolyard, to make it easier for students to understand and experience the tangible benefits of learning. Through these strategies, teachers act not only as instructors but also as facilitators in shaping students' character and overall competency.

Impact on Students and the School Environment

The implementation of project-based mathematics learning integrated with the values of the Pancasila Student Profile has a significant positive impact on students and the school environment as a whole. (Agustiningrum et al., 2024) From the student perspective, this learning model encourages increased active engagement in the learning process. Students not only learn mathematical concepts theoretically but also understand their application in real-life contexts. Relevant projects further motivate students to learn, foster curiosity, and encourage critical and creative thinking in problem-solving. Furthermore, group work in projects helps students develop social skills such as communication, collaboration, and empathy. Character values such as honesty, responsibility, and mutual cooperation also develop through continuous practice throughout the learning process. However, within the school environment, this approach creates a more humanistic and participatory learning climate. Teachers become more open in designing contextual and meaningful learning and more reflective in evaluating students' character development. Schools are also encouraged to strengthen a collaborative culture among teachers through discussion forums and ongoing internal training. Furthermore, parental involvement in some projects has increased as they accompany or participate in home observations. This strengthens the synergy between schools and families in educating students holistically. Thus, the integration of the Pancasila Student Profile through mathematics learning not only forms individuals who are academically intelligent, but also have strong character, are able to adapt, and are ready to contribute to social life.

Reflections and Implications for Curriculum Development

In addition to providing a more meaningful learning experience, project-based

mathematics learning that integrates the values of the Pancasila Student Profile also reflects the fact that an effective curriculum must be based on student needs and real-life relevance. Reflections from this practice indicate that students more easily understand mathematics material when learning is linked to the social, cultural, and environmental contexts surrounding them (Wati, SO (2024) This means that this approach not only enhances conceptual understanding but also fosters students' social awareness and concern. From a curriculum perspective, this requires policymakers to no longer position the curriculum as a rigid document containing only a list of materials and competencies, but rather as a dynamic guide that encourages students' active involvement in a contextual learning process. However, the integration of Pancasila values into mathematics learning emphasizes the importance of a transdisciplinary approach in the curriculum. Mathematics is no longer viewed as a subject solely focused on numbers and formulas, but rather as a means of developing logical thinking, ethics, and an understanding of the realities of life. For example, when students create a simple financial management project, they not only calculate but also learn responsibility, honesty, and decision-making.

This demonstrates that curriculum development needs to encourage the strengthening of character-based numeracy literacy. (Gultom & Sulastri, 2023) Another implication is the importance of flexible curriculum structures to allow teachers to innovate in designing learning activities. A curriculum that is too strict or too demanding of content will limit teachers' freedom of movement in implementing transformative learning models such as character-based projects. Therefore, a more adaptive curriculum policy is needed, allowing for initiative, and providing implementation guidelines that can be adapted to the needs of regions and educational units. Ultimately, this reflection clarifies that learning success lies not solely in test scores, but in how the curriculum can produce a generation that thinks critically, creatively, and has noble character. Therefore, curriculum transformation must be rooted in real-life classroom experiences, and continuously evaluated and developed through collaboration between teachers, schools, and policymakers.

CONCLUSION

The integration of the Pancasila Student Profile into project-based mathematics learning is a concrete manifestation of the spirit of the Independent Curriculum, which positions students as active participants in the learning process. Focusing not only on academic achievement, this learning also encourages the development of student character aligned with Pancasila values, such as religiosity, mutual cooperation, independence, and diversity. Mathematics, previously considered an abstract and difficult subject, is transformed into a tool for fostering life values through contextual and meaningful project activities.

The results of the discussion indicate that this approach has a positive impact on students' attitudes, social skills, and thinking. Students become more enthusiastic, take responsibility for completing group assignments, and demonstrate improvements in communication and critical reasoning skills. Furthermore, project-based learning also strengthens social relationships among students and between students and teachers, creating a collaborative and enjoyable learning environment.

Although its implementation faces various challenges, such as time constraints, teacher preparedness, and differences in student abilities, these can be overcome with appropriate strategies, such as independent training, collaboration between teachers, and the use of authentic assessment rubrics. This shows that the success of integrating

character values into mathematics learning depends heavily on teacher creativity and commitment. Therefore, it can be concluded that the integration of the Pancasila Student Profile into project-based mathematics learning is a relevant educational innovation that needs to be continuously developed. Support from all parties, including teachers, schools, education offices, and parents, is needed so that this learning model can become a sustainable good practice in producing a superior generation that is intellectually intelligent and mature in character.

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