



Strengthening Character Education through the Strengthening the Profile of Pancasila Students Project at SMAN 1 Pajo

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<http://dx.doi.org/10.18415/ijmmu.v11i11.6252>

Abstract

Character education is one of the problems faced by society because there are so many inequalities and social violations committed by the younger generation, where students are also included. This study aims to explore the role of schools in instilling character education strengthening in the school through the Student Profile of Pancasila strengthening project, especially in SMAN 1 Pajo. This research influences qualitative methods with a literature study and case study approach. Qualitative methods are used to explain the problems raised in the research. Meanwhile, the literature study approach is used to take theories that will be used as analysis material, while the case study approach is used to photograph the situation that occurred at SMAN 1 Pajo. Data collection was conducted by interviews conducted with the coordinator of the project program at SMAN 1 Pajo. The results of the study, it was found that the project activities to strengthen the profile of Pancasila students at SMAN 1 Pajo were carried out through the stages of preparation, implementation, and evaluation. It can be concluded that strengthening character education can be done by schools through these activities.

Keywords: *Education; Character; Student Profile*

Introduction

The character of a nation can show how the existence of that nation is. A nation can become a dignified and respected nation if it has a strong character. The Indonesian nation also has a desire to become a nation with character for a long time. The founders of the nation-state expressed that desire in the Preamble to the 1945 Constitution paragraph 2 with a firm statement. They realized the Indonesian nation could be dignified and respected by other nations by becoming an independent, united, sovereign, just, and prosperous nation (Muchtari & Suryani, 2019). To realize the mandate of Pancasila and the 1945 Constitution, character building is one of the efforts. To support the realization of the goals of character building in Pancasila and the 1945 Constitution, one of the priority programs for national development from the government is character building (Puspitasari, 2016; Saputri, 2023). Shaping the character of the nation's young generation is done as the mainstream in building a country. This means that every effort made to carry out development must be given direction to have a positive influence on character

development. Where character strengthening is very suitable to overcome and prevent the moral crisis that is currently rife in this country. Whether we admit it or not, there is now a real and worrying crisis in society (Subroto & Kristanti, 2022).

Character education is increasingly becoming a major concern in Indonesian society today, especially because various inequalities shown by the younger generation, such as free sex behavior, videos of violence against friends, drug use, pornography, student/adolescent brawls, and other deviant behaviors have become social problems that until now have not been overcome thoroughly. This has a serious impact and cannot be considered a simple problem because this action has penetrated criminal acts (Subroto & Kristanti, 2022). This condition further strengthens the importance of character education, especially during a crisis that is difficult for this country to overcome. Character education emerged as a solution to overcome the erosion of the values of the nation and to build Indonesian people who have noble ethics.

The family, school and community environment can be a place for the formation and influence of character education (Akidah, 2022; N. P. J. E. Putri et al., 2020; Salirawati, 2021). Schools play an important role in creating good character education for students because students must interact in the school environment. All parties in the school can provide good examples and examples for students so that good character can be formed. However, the cultivation of character education is not as easy. Given the influence of the increasingly sophisticated and rapidly growing times, it always progresses, making the cultivation of character education more difficult. Moreover, technological advances that are currently increasingly sophisticated, require humans to know and learn to get convenience in carrying out every activity (Kumalasari & Sindhuredja, 2017). As an institution that has an important role in shaping the character of children, schools must be able to provide effective character education so that students can become individuals with good character. However, in practice, there are still many challenges faced by schools in implementing character education (As & Mustoip, 2023).

Character education has long been implemented in learning, especially in religious, civic, and so on, but it is still not optimal. Instilling character education requires habituation, not just a process of memorizing and answering technical questions. The habituation is to do good, to be honest, chivalry, shame to cheat and lazy, ashamed to let the environment dirty, and so on (Solehat T. L., 2021). In the educational environment, everyone is responsible for developing the character of students including heart and thought. Character will be formed through habituation and continuous and run-in harmony (Cahyati, 2020).

In the schools, the cultivation of character education is currently through the implementation Merdeka Curriculum. The Merdeka Curriculum has one program, namely the Student Profile of Pancasila. One of the hopes of this program is that students can have character in accordance with the values of Pancasila. Based on this, the government needs to provide opportunities for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. This is in line with the vision of the Student Profile of Pancasila, which is to create students in Indonesia as lifelong students who have character, are competent, and behave with Pancasila values (BSKAP Kemdikbudristek, 2022).

The implementation of character education in schools is carried out through the Student Profile of Pancasila strengthening project which consists of six dimensions. School culture should not only focus on administrative approaches but also be oriented towards the Student Profile of Pancasila, so the Ministry of Education and Culture launched the Curriculum Merdeka program as a form of education reform that focuses on cultural transformation. Thus, it can be concluded that the Merdeka Curriculum aims to strengthen the achievement of the Student Profile of Pancasila and create a pleasant education for students and teachers through the development of aspects of skills and character in accordance with the nation's cultural values (Aulia, 2023). Teachers can help shape and develop student character through the Student

Profile of Pancasila strengthening project. To implement P5 as an integral part of the Merdeka Curriculum, teachers need to have a wide range of knowledge and skills. The competencies and characters described in the Student Profile of Pancasila must be manifested in students' daily lives through school culture, extracurricular learning, P5, and extracurricular activities (Mery et al., 2022; Rachmawati et al., 2022). This is done so that everyone can continue to have the six dimensions of the Student Profile of Pancasila.

Research on character education through the Student Profile of Pancasila strengthening project has been carried out by several previous researchers, such as (Winarsih, 2022) whose research aims to determine the application of character education for grade III students in elementary schools through the Student Profile of Pancasila strengthening program. From the results of interviews with teachers which show the Student Profile of Pancasila by strengthening program have instilled the character of student, make students realize character values and noble morals that can be realized in their life and became better human being. Another study was conducted by (Lubaba & Alfiansyah, 2022) which aims to determine the strategies by teachers in implementing the Student Profile of Pancasila to shape the character of students. From the observations, researchers found strategies in implementing the Student Profile of Pancasila, including differentiated learning, learning with projects and habituation. From the results of research conducted by researchers, Master has carried out the strategy well. In the successful implementation of this strategy, teachers must be creative in designing learning. In addition to the role of teachers, the family and social environment also play a role in the formation of student character.

Based on the two studies above, researchers are interested in exploring the strengthening of character education carried out by SMA 1 Pajo by means of the Student Profile of Pancasila strengthening project. This is based on the implementation of Merdeka Curriculum has only been implemented for one semester in this school, so it is interesting to see how the school implements the project of strengthening the profile of Pancasila students and strengthening character education in it. The benefit of this research is to enrich the study of strengthening character education through the Student Profile of Pancasila strengthening project. From this research is also expected to be a reference for the development of research on the same theme and field.

Methods

Qualitative methods were used in this research with a literature study and a case study approach. Qualitative research is a process of research and understanding based on methodologies that investigate social phenomena and human problems. Qualitative research consists of data collection, analysis, and interpretation (Anggito & Setiawan, 2018; Fitriah, 2018; Nugrahani, 2010). The literature study approach is an activity related to the method of collecting literature data, reading, and storing research materials and their processing. (Zed, 2008) opinion the literature studies analyzing various references and previous research results that serve to obtain a theoretical basis of the problem under study. The case study approach is one that explores a problem with detailed limitations, has in-depth data retrieval, and includes multiple sources of information. (Bungin, 2007; Darmadi, 2014; Sanjaya & Pd, 2015) opinion the case study approach is limited by time and place, and the cases studied are programs, events, activities, or individuals. Both approaches are used to make the research results more accurate and sharper. The data collection by conducting interviews with the coordinator of the Student Profile of Pancasila strengthening project at SMAN 1 Pajo. The interview conducted is semi-structured, that is, the researcher has prepared in advance several questions to be asked. However, the asking of questions is flexible, depending on the direction of the conversation and the answer given by the informant. For data analysis, the techniques used are reduction of the data, presentation of the data, and inferring the data that have been obtained by researchers from the results of interviews and literature studies. The data obtained from the interviews were analyzed based on existing theories to find a connection.

Findings and Discussion

Character Education

Strengthening Character education is an educational movement to strengthen the character of students by involving cooperation between families, education units, and communities as part of the National Mental Revolution Movement (Ismail et al., 2020). Character education based on national values not only forms quality individuals but also strengthens national identity and maintains unity in diversity (Aeiniq & Alfiansyah, 2023). Schools as formal institutions have the task and focus to strengthen character education to produce Pancasila students through various strategies, such as curriculum, enforcing discipline, classroom management through planned school programs (Ismail et al., 2020).

Needs teachers who are creative, and innovative in designing learning to achieve success in the profile of Pancasila students (Kurniawaty et al., 2022; Lubaba & Alfiansyah, 2022). In the implementation the teacher not only manages the learning process but also instills character in students, therefore teachers should have good character to be able to apply it in learning so that it becomes an example for students (Hidayat, 2018). In strengthening student character, not only teachers play a role, but parents, families, and the community also contribute to improving the harmony and quality of character education so that students are accustomed to applying it in everyday life (Lubaba & Alfiansyah, 2022).

Strengthening character education can be implemented by schools, families, and communities, therefore mechanisms are needed in strengthening character, including through socialization, improvement of learning, and various competitions so that the profile of Pancasila students. achievable (Ismail et al., 2020). Character building in students should be tiered from elementary school to college level so that it becomes habituation to become culture because after character becomes cultured at the education level, there has been an internalization of character education in students (Dwijonagoro et al., 2019). Factors causing the decline in student morale include a lack of knowledge and understanding of Pancasila values, parental negligence in educating children and the existence of social media also affect (Revalina et al., 2023).

Character Education is a system of teaching character values to school residents that includes elements of knowledge, awareness, or willingness as well as means to implement these values. Character education needs to increase the quality to shape the character and noble morals of students, integrated and balanced in accordance with graduate competency standards. Character education in schools includes the components of education, such as the content of curriculum, processes of learning, assessment, management of school and subject, extracurricular activities, facilities and infrastructure, and the work ethic of school residents. The principles of character education are as follows (Rohman, 2019):

1. Prioritizing ethical values as the character foundation.
2. Identify characters to include thoughts, behaviors, and feelings in comprehensively.
3. Insightful, proactive, and effective in character development.
4. Creating a school community for caring.
5. Give a chance for students to show good behavior.
6. The curriculum that is meaningful and challenging for students to build character and helps students to succeed.
7. Increase motivation.
8. All school personnel function as a moral community that shares responsibility in character education.
9. The moral leadership division and support in building character education initiatives
10. Family and community play a role as partners in building character.
11. Evaluate the character of the school, the function of school residents as teachers of character, and the embodiment of positive character in student activities.

According to Thomas Lickona (Rohman, 2019) character is developed through three steps, namely moral knowing, feeling, and action. Moral knowing will fill the cognitive realm which includes moral awareness, knowledge of moral values, viewpoint, moral reasoning, courage to take a stand, and self-knowledge, while moral feeling is a reinforcement of students' emotional aspects to become human beings with character consisting of conscience, Self-esteem, empathy, loving the good, self-control, and humility. For moral action, it is a moral action that is the result of two other components. The purpose of developing character education through school management is to plan, implement, and supervise school programs, manage curriculum tools, educators, facilities and infrastructure, students, and education costs, and integrate management values such as independence, cooperation, participation, transparency, and accountability into character values related to God Almighty, national values, the environment, and humans. There are 18 character-forming values which are the results of empirical studies of the Curriculum Center sourced from religion, Pancasila, national education goals, and culture. The character values are religion, discipline, honesty, independence, hard work, curiosity, friendship/communication, creativity, tolerance, national spirit, love of peace, social care, respect for achievements, care for the environment, love for the motherland, democratic, love of reading, and responsibility (Lisnawati et al., 2023; Putry, 2019; Wibowo et al., 2020).

Pancasila Student Profile

Pancasila student profile is a character and skill that is built in everyday life and utilized in each individual student through culture, educational units, intracurricular learning, projects to strengthen the Student Profile of Pancasila, and extracurricular activities. The main characteristics of Pancasila students include faith, fear of God Almighty and Noble Morals, global diversity, cooperation, independence, critical and creative reasoning (BSKAP Kemdikbudristek, 2022). Students must possess these six characteristics and show that the Student Profile of Pancasila by the character of the nation shows on attitudes and behaviors (Y. D. S. Putri et al., 2023). Strengthening the profile of Pancasila students has great potential in forming a young generation with strong character and positive values inherent in them (Aeiniq & Alfiansyah, 2023). The Student Profile of Pancasila is an educational movement that takes place through the application of the core values of Pancasila (Irawati et al., 2022).

Being a student of Pancasila means being a student who has a strong Indonesian identity, and who not only cares about the country but also has the ability and confidence to participate and contribute to overcoming global problems. The Student Profile of Pancasila Strengthening Project provides time for students to learn in informal situations, flexible and interactive learning, and engage directly to improve various competencies. It is hoped that character and competence in the profile of Pancasila students can be built in educational institutions from an early age, continue and be developed until graduating from high school and even college, or ready to enter the wider community and industry and continue throughout life (Irawati et al., 2022). In the Student Profile of Pancasila, the school can choose several themes at the Senior High School level, including sustainable lifestyle, local wisdom, unity in diversity, building body and soul, the voice of democracy, engineering and technology, entrepreneurship, and work (BSKAP Kemdikbudristek, 2022).

Strengthening the profile of Pancasila students is interdisciplinary learning to observe problems and consider solutions using a project-based approach (Zuhriyah et al., 2023). The implementation of the Student Profile of Pancasila can be applied through policies determined by the school, and curriculum, and integrated into subjects and the process of teaching and learning activities, schools are given the freedom to determine and develop learning models to be used in extracurricular activities. The Pancasila learning profile is based on a project program to strengthen the Student Profile of Pancasila which is achieved through learning in various disciplines to assess and solve problems in the environment around students. The Student Profile of Pancasila also contains the identity of the nation, namely culture in Indonesia, the implementation of Pancasila values in everyday life so that students are repeatedly understood to become a society that accepts and utilizes cultural diversity, cultural values and maintains

its characteristics and identity as an Indonesian (Safitri et al., 2022). The ways for implementation of the Student Profile of Pancasila project can be into a learning material in extracurricular activities, conducting by experiences of learning, and a project in curricular activities. The projects expanded by schools should be relevant and contextual to the circumstances, problems, and culture around students. The development of the Student Profile of Pancasila cannot be separated from the role of teachers in improving student character by showing examples of character habituation that are routinely carried out in the school environment and approaching students and parents (Safitri et al., 2022).

The principles of the project are (BSKAP Kemdikbudristek, 2022):

1. Holistic. Looking at something as a whole thoroughly to examine the theme as a whole and connect it from various sides to understand an issue deeply.
2. Constitutional. Learning activities based on real experience, encourage teachers and students to make the surrounding environment and reality in everyday life as the main material in learning.
3. Learner-centered. Make students become subjects according to their interests who manage independent learning actively and can choose topics.
4. Exploratory. Enthusiasm to open a large space for self-development in structured and free.

The timing of the implementation of the project is given freedom to schools in according with the direction of the Student Profile of Pancasila guidebook, namely first, determining one day a week for the implementation of the profile project. All study hours that day are used for profile projects. Second, allocate 1-2 hours of lessons at the end of the day, specifically for working on profile projects. Can be used for exploration around the educational unit before students go home. Third, collect and condense the implementation of the theme in a period (e.g., 2 weeks or 1 month - depending on the number of face-to-face hours allocated to each profile project), where all teachers collaborate on teaching the profile project every day for a specified duration of time. The Student Profile of Pancasila project has a great impact, providing value to various aspects involved in the learning process. The benefits of the Student Profile of Pancasila reinforcement project can be used for schools, teachers, students, and the surrounding environment. Benefits for students include developing competencies and strengthening the character profile of Pancasila students to face the challenges of an increasingly complex world; hone initiative and participation to plan to learn actively and sustainable; increase the skills, manners, and knowledge at a given period of time; practice problem-solving skills; show responsible and concern for issues; and hone the learning power and leadership of students in the learning process (BSKAP Kemdikbudristek, 2022; Lisnawati et al., 2023).

Discussion

Strengthening character education through the project at SMA 1 Pajo is carried out starting from the planning, implementation, and ending with evaluation. These stages are carried out in accordance with the direction of the Ministry of Education and Culture and Technology which is adjusted to the conditions in the school. This discussion is the result of an interview with the coordinator of the project at SMAN 1 Pajo. The interview results are then analyzed with the theory in the results.

Preparations made by the school in implementing the project, namely 1) SMAN 1 Pajo builds a culture of educational units that support project implementation, such as being open-minded, learn the new things and collaboration; 2) Understand the role of all elements in the school, such as students as active subjects, educators as facilitators who are able to optimize the learning process so that project implementation will run optimally; 3) the school encourages teacher strengthening, development and understanding related to project implementation, such as conducting training, in-house training, various

good practices in the school environment, and joint discussions; 4) the school chooses the theme according to the state of the school and the ability of students, as well as the state of the environment around the school area; 5) the school prepares a project module in which there are plans and designs of activities, as well as the stages of the activity process of each project theme that has been chosen; and 6) divide teachers as facilitators in each theme. The preparations made by SMAN 1 Pajo are in line with the principles of the project, which is holistic, where the school looks thoroughly at the theme that has been chosen and relates it to the situation so that students' understanding is deeper. Contextual, where the school strives to realize a real project that can be experienced directly, and students and teachers participate in it. Learner-centered since the main implementation of the project is the student as its main subject. Explorative, where students can develop projects that they want to display or produce according to the theme (BSKAP Kemdikbudristek, 2022).

Furthermore, in the implementation of the project, teachers and students have their respective roles. The teacher acts as a learning facilitator who provides many opportunities for students to explore their own self-drive according to their conditions and abilities, while students act as active subjects who will carry out project activities. Things that need the teacher's attention in the project, namely first, making observations to investigate the topics that students will choose, as well as what topics suit the interests and needs of each student. Through observation, teachers can analyze and design student learning activity plans in class so that the learning activity process will take place well and provide maximum learning results. The project is expected to be packaged in a learning activity that involves meaningful activities. Second, compile assessment indicators in carrying out the project of strengthening the Student Profile of Pancasila by considering the aspects in question, namely the dimensions, elements, and sub-elements of the Student Profile of Pancasila. Third, compile an assessment project to strengthen the profile of Pancasila students by considering the diversity of students, project objectives, development indicators, linkages between assessments, and assessment objectives.

The school chosen the themes are local wisdom, entrepreneurship, and sustainable lifestyle. The theme of local wisdom by the sub-theme of knowing the culture of the Dompu region about good and true *kareku kande*, *rimpu*, and *sanggentu tembe*. The selection of the theme of local wisdom and sub-themes was motivated by the increasingly eroded local wisdom of the community, namely *kareku kande* around the school area and the Dompu area in general, so it needs to be turned on and introduced to students. While *rimpu* and *sanggentu tembe* were chosen because they are a local cultural heritage that needs to be preserved and is still often used by the community. The theme of entrepreneurship raises the sub-theme of knowing modified Dompu cuisine. The selection of entrepreneurship themes and sub-themes was motivated by the increasing prevalence of modern food which made traditional food increasingly forgotten, so it needed to be reintroduced to students so that students were familiar with traditional food in the region. The sustainable lifestyle theme by raising the sub-theme of processing plastic waste and leaf waste in the 3E way (e-education, e-money, e-commercial). The selection of sustainable lifestyle themes and sub-themes was motivated by the large amount of plastic waste and leaves around the school environment and student residences so that to reduce plastic waste and leaves, can be processed into a work. The theme chosen by SMAN 1 Pajo is in accordance with the theme contained in the project guide for strengthening the profile of Pancasila students at the high school level. These themes are then adjusted to the surrounding conditions of the school environment and student residences ((Safitri et al., 2022; Zuhriyah et al., 2023).

The process of implementing the project at SMAN 1 Pajo uses a full 1-month block system. Where the three themes, as mentioned above, are divided into one week each for each theme. In the first week with the theme of entrepreneurship whose activities consist of direction, coaching, and material delivery activities by facilitators before students practice. In the second week with the theme of local wisdom, the activity was in the form of an introduction to how to do *kareku kande* and use *rimpu* in schools with facilitators who are teachers at school and tutors invited from outside. In the third week with the sustainable lifestyle theme, the form of explanations and direct practice by the facilitator. Then,

preparations were made for three days for the work harvest degree activity. For the implementation schedule of the project adjusted to the schedule offered by the Ministry of Education and Culture and Technology, then schools are given the freedom to choose their own schedule that suits their needs. Furthermore, the selection of facilitators and tutors is tailored to the needs of the chosen theme. Facilitators and tutors must be people who understand related to the theme chosen by the school, both teachers and people outside the school (BSKAP Kemdikbudristek, 2022).

The products produced from each theme, namely on the theme of entrepreneurship, produce processed food products whose names are packaged in such a way as to be attractive, such as shredded tuna opium, *bingka maci kadori*, rujak mixed feelings of the former, *oha po'o abang smapa*, es kul-kul and es champion, and ice fruit solution poison cinta. Furthermore, on the theme of local wisdom, students can produce skills in using a mortar and pestle well and doing *kareku kande* appropriately, as well as being able to use *rimpu* and *sanggentu tembe* well. On the theme of sustainable lifestyle, produce products in the form of various kinds of flowers from plastic waste, compost from leaf waste, and POC, as well as eco enzymes from leaves mixed with the rest of the fruit skin. These products are expected to encourage students to pay more attention to the surrounding environment and appreciate local wisdom in their area (Lisnawati et al., 2023).

The coordinator of the project believes that this activity is very good in building student character. Character cultivation can be done inside or outside the classroom. However, strengthening character education through the Student Profile of Pancasila strengthening project is mostly carried out outside the classroom. Students as subjects observed and evaluated by teachers come not as value seekers or enthusiasm to compete alone, but rather in open positions to be guided, fostered, and directed in efforts to find identity and build character. According to the benefits of the project, where students can develop competencies and strengthen the character of the Student Profile of Pancasila to face the challenges of an increasingly complex world; students can hone initiative and participation to plan learning actively and sustainable; students can increase the skills, manners, and knowing at specific periods of time; students can practice problem-solving skills; students can show responsible and concern for issues; and students can hone the learning power and leadership of students in the learning process. In addition, this project is expected to stimulate students to become people who have characters in accordance with the values of Pancasila (Irawati et al., 2022).

The character values to be instilled in the project are in accordance with the theme chosen by SMAN 1 Pajo, namely first, the theme of entrepreneurship and local wisdom, the dimensions of the Student Profile of Pancasila are highlighted, namely independent, creative, and cooperation. The independent dimension consists of self-understanding of the situation at hand and self-regulation. The element of self-understanding and the situation at hand consists of sub-elements, recognizing the qualities and interests of self and the challenges faced, and developing self-reflection. The self-regulation element consists of sub-elements of working independently and showing initiative, discipline and developing self-control, as well as being confident, resilient, and adaptive. The creative dimension consists of elements producing original ideas with sub-elements producing the original works and actions. The mutual assistance dimension consists of elements of collaboration and care. The collaboration element consists of sub-elements of cooperation, communication, and coordination of the social. The element of concern consists of sub-elements of responsiveness to the social environment and striving to give things that are considered important and valuable to people who need help. Second, the sustainable lifestyle theme is highlighted, namely faith, fear of God Almighty, noble character; cooperation; and creativity. In the dimension of faith, fear of God Almighty, and noble morals consists of moral elements to nature with sub-elements connected with the earth's ecosystem and protection. In the dimension of cooperation and creativity, the elements and sub-elements are the same as in the theme of entrepreneurship and local wisdom. The character values instilled through the project can generally be seen, namely independent, creative, caring for the environment, caring for society, responsible, and so on (Lisnawati et al., 2023;

Putry, 2019; Wibowo et al., 2020). These character values can be strengthened by students' direct involvement in each project.

The implementation of the project certainly faces obstacles. One of the obstacles faced by SMAN 1 Pajo is that there are still students who are not serious about participating in a series of project activities. For this reason, the school, coordinators, and facilitators provide special time to discuss, provide direction, and nurture students on the importance of the project activities. Students are again reminded that the project is good in shaping student character which will be a provision for students. This project is an interdisciplinary co-curricular activity program that is very important to find solutions to problems around students. It is hoped that this project can support students to become competent individuals throughout life, have character, and behave according to the values of Pancasila (BSKAP Kemdikbudristek, 2022).

Conclusion

Character education is one of the responsibilities given to schools as a space to implement it. In schools, teachers not only manage the learning process but also instill character in students, therefore teachers should have good character to apply it in learning so that they become examples for students. Strengthening character education can be done in schools, such as what SMAN 1 Pajo did through Pancasila student profile strengthening project activities. In every process of its activities, from preparation, and implementation, to evaluation, character values are obtained that can be taught to students. However, this character strengthening is mostly carried out during the implementation of the Student Profile of Pancasila strengthening project. Based on the research results, researchers can further develop discussions about strengthening character education in schools, both at the elementary, middle school, and college levels.

Acknowledgement

Gratefully acknowledge to the Indonesian Education Scholarship from the Ministry of Education, Culture, Research, and Technology for providing financial assistance so that this research can be carried out properly.

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