



The Urgency of Strengthening Profile of Pancasila Student in the Digital Era

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Abstract. The development of technology is rapidly increase, made everything became digital. Technological developments could directly or indirectly affect lifestyle. The entry of digital influences also significantly impacts children's development. The rise of free sex, crime, pornography, student street fighting, destruction of natural environment, and corruption, those behaviors description showed that Indonesia is facing a moral crisis. The moral crisis could occur because adult content in the digital age is liked by both adults and children. This study used qualitative methods. Data was gathered through a library research of various types of literature obtained from books, journals, and associated notes. This study used qualitative analysis and interactive sample of thoughts with collecting data, presenting data, reducing data, and drawing conclusions. Strengthening Profile of Pancasila Student encourages the birth of exemplary individuals. The statement "Indonesian students are lifetime students who are competent, have character, and the behaviorism based on Pancasila values" is an answer to the qualities of Indonesian students. Teachers are designed to develop a character that includes competencies, not only create the individual potential to be productive and democratic. Teachers should have the capability to build collective strength to develop their nation and take a significant role in world progress. Profile of Pancasila Student is essential to apply to overcome the moral crisis of students in the all-digital era.

Keywords: Pancasila · Characteristics · Digital era · Urgency

1 Introduction

As time passes, technology and communication has become advanced. The flow of globalization has also brought changes to the world of education. The 21st century has entered the era of industrial revolution generation 4.0 or commonly referred to as the millennial generation. The birth of the millennial generation coincides with the widespread availability of electronic devices [1]. The gadget is defined as equipment with advanced technology and today's society cannot be separated from information technology. The problem was proved with the various high technologies that exist have become an inseparable part of the daily activities [2].

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Technology is currently considered capable of optimizing the work of brain function. Optimizing the performance of brain function could be realized through education. Education also needs to undergo changes in policies or follow the newest developments to facing the changes in millennial era. Change has significant role in preparing students to live honorably and dignity in the future. Technological developments should be utilized by the education sector as facilities and infrastructure, thus there is an interaction between educators and students [3].

An excellent educational process should be comprehensive and integrated as a solid foundation to forming students' character in the era of industrial revolution 4.0 [1]. Education is currently faced with various challenges, one of which is the child's character. The characters of children today tend to be selfish and do not want to cooperate. This could be seen in the habits of children who often play online games on Android rather than traditional games that prioritize cooperation and solidarity. The development of technology is now increasing rapidly which makes everything digital. Directly or indirectly, now technological developments could affect lifestyle [4]. Based on that, digital influences also significantly impact children's development.

Technology could undoubtedly have a good or bad impact depending on how an individual uses it. The phenomenon that has now become a public concern is children's negative behavior in daily life. News that often appears in the media (both electronic media and print media) mention cases in children, including online game addiction, physical violence, verbal violence, mental violence, and even unethical behavior, namely sexual harassment. The increase in immoral behavior, criminal activity, pornographic content, street fights among students, devastation of the natural environment, and corrupt practices. This behavior description showed that our nation is facing a moral or moral crisis [5].

Several reasons underlie the importance of philosophically, ideologically, normatively, and socio-culturally developing the nation's character. The formation of a nation's character is an essential part of the process of developing a nation, from a philosophical point of view, due to the fact that only a country that has a clear sense of its own identity and personality can thrive over time. From an ideological point of view, character development makes an effort to incorporate the Pancasila philosophy into the day-to-day operations of the nation and the state. In terms of the normative, the formation of the nation's character is a concrete representation of the actions that have been made in order to achieve the goals that have been set for the nation. The formation of a nation's identity over the course of its history has been a central force in the national process. This has been true at all stages of American history, including the colonial and independent periods. The development of a national character and the nation's culture is essential for a multicultural country [6].

Good character internalization is given since the child is in elementary school. Elementary school is the most basic education to develop the right concept to be actualized by a quality generation [7]. Building good character takes time and cannot be formed verbally. Obviously, the way a student thinks about a topic in order to figure it out is going to be unique to them [8]. Therefore it needs to be trained seriously and continuously through habit. Good habits are also expected to form good people [9]. The urgency of the character of children needs to be a concern for the education unit. One of them is by

strengthening the Profile of Pancasila Student in its implementation in schools. In this era of technological advances of globalization, the role of value and character education is needed to be balanced between technical and human development [10]. Teaching personality and conversational skills are focused on Profile of Pancasila Student [11].

From study conducted by Zubaedi (2011), A person's character is the living gem that sets them apart from other creatures. If a human is without character is a sign that the human has "animalized". When people have strong and good character, they also have good character, morality, and character both individually and collectively throughout their society. Due to the significance of this trait, each and every educational establishment plays an important part and bears a significant duty in the process of instilling it in students.

From study conducted by Tabroni et al. (2021), character education in schools could be applied based on school culture, including co-curricular and intra-curricular activities, namely through assignments given to students and other learning processes by paying attention to student-centered learning strategies, methods and techniques. Character formation from extracurricular activities. Acquiring healthy routines and conducting an analysis of programs designed to improve character are both important. According to Lubaba (2022), by using the Profile of Pancasila Student in forming their character, students could be motivated to make themselves good individuals.

Based on study conducted by Kurniawaty et al. (2022), one of the efforts to improve the quality of education in Indonesia, with an emphasis on the development of personality, is called the Profile of Pancasila Student. In this era of technological advancement of globalization, the role of value and character education is needed to balance technical and human development. In an effort to strengthen the development of Profile of Pancasila Student in schools, the arrangement of the curriculum structure needs to be expanded, not only regulating intra-curricular programs but also co-curricular and extracurricular programs [15].

The identification process has a profound effect on the acceptability of introduced modifications. Technically, An Outline of the Pancasila Student is a "social movement" that emphasizes the Pancasila as the cornerstone of the nation in order to encourage the development of a national character [16]. The goal of bolstering character education in students who are realizing Pancasila is to encourage the birth of reasonable humans who possess the following six primary characteristics: critical reasoning, creativity, independence, faith, fear of The Almighty God, noble character, cooperation, and global diversity. It is hoped that students would be able to improve themselves independently, put their knowledge to use, continue their education, and internalize and personalize character principles and noble character traits that can be seen in their day-to-day actions [17].

Based on study conducted by Chotijah et al. (2022), the lack of instructional materials in the form of interactive digital books built with content, which are based on the Profile of Pancasila Student, is the source of the difficulty that students have when learning in elementary schools. Students could find it easier to understand learning to strengthen the Profile of Pancasila Student in elementary schools if it were presented in an interactive format. This type of learning media could also increase students' motivation, become

a facility for active learning for students, and make it easier for students to learn to strengthen the Profile of Pancasila Student in elementary schools [19].

The difference among this study and previous studies is that this study discusses the urgency or importance of strengthening Profile of Pancasila Student in the digital era. Previous study addressed the analysis of the application of Profile of Pancasila Student s in schools in various ways or specific techniques. The authors discussed the urgency of strengthening the Profile of Pancasila Student because, in this digital era, students often misuse the use of advanced technology to become a place of lousy habituation and cause a crisis of moral values in daily life. They are strengthening the Profile of Pancasila Student to create good individuals and behave according to the matters contained in Pancasila.

Therefore, the authors discussed the importance of strengthening the Profile of Pancasila Student in elementary schools in dealing with student characters in the all-digital era. In addition, the Profile of Pancasila Student is a clear mission, relatively eternal so that it could be used as a consistent guide despite changes in educational policies and practices.

2 Method

Type and Design

Following the characteristics raised in this study, qualitative study method was used. There was an emphasis on the analysis of descriptive data in the form of observed written words. This data analysis was more focused on library study by reading, studying and reviewing books and written sources closely related to the problems discussed.

Data and Data Sources

The data from this study were taken from books, journals, articles, and related notes, digitization, problems with the character of students, and the importance and implementation of strengthening the Profile of Pancasila Student in elementary schools. The object of study in the form of data is data related to a critical review of the study of the shape of Pancasila students as strengthening the character education of students in elementary schools in the facing of the digital era.

Data Collection Technique

The collection of data was accomplished through the use of library research methods, which included the investigation of numerous types of literature sourced from books, journals, articles, and related notes; digitization; problems with students' characters; and the significance of enhancing the Profile of Pancasila Student. Collection techniques are the most strategic step in study because the study's primary purpose is to obtain data (Bahri, 2021).

Data Analysis

This study used qualitative data analysis, and interactive namely collecting data, presenting data, reducing data, and drawing conclusions.

3 Result

This study used qualitative data analysis, and interactive namely collecting data, presenting data, reducing data, and drawing conclusions.

Based on the data in Table 1, strengthening Profile of Pancasila Student encourages the birth of exemplary individuals. Profile of Pancasila Student is an answer to the characteristics of Indonesian students with the statement, “Students in Indonesia are lifelong learners who are competent, have character, and conduct themselves in accordance with the values of Pancasila”. Such students are those who have six dimensions, namely: (1) faith, fear of The Almighty God and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity. Prince Diponegoro could be an example for school students because he has a high spirit of patriotism. In addition, the character that appears in Diponegoro follows the Profile of Pancasila Student.

The inculcation of the values of Profile of Pancasila Student could be instilled through the Nusantara Insight learning process. In its implementation, it could be integrated with the discovery learning model. Through interactive-based learning media to strengthen the Profile of Pancasila Student in elementary schools, could increase motivation in learning. Strategies that could be used to improve the shape of Pancasila students are Differentiated Learning, Learning with Projects and Habituation. To strengthen the development of Profile of Pancasila Student in schools, the arrangement of the curriculum structure needs to be expanded, not only regulating intra-curricular programs but also co-curricular and extracurricular programs.

4 Discussion

Profile of Pancasila Student

The Profile of Pancasila Student has been formulated in a comprehensive statement: “Indonesian students are lifelong students who are competent, have character, and behave according to the values of Pancasila.” This showed that there is a combination of strengthening the distinctive identity of the Indonesian nation, namely Pancasila, as a reference for the character of Indonesian students, with competencies that follow the needs of Indonesian human resource development in the context of 21st Century development. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave according to Pancasila values with six main characteristics, namely faith, piety and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity [23].

From the statement of the Profile of Pancasila Student, six characters/competencies are formulated as critical dimensions. The six are interrelated and mutually reinforcing, so the effort to realize a complete Profile of Pancasila Student requires the development of the six dimensions simultaneously, not partially. The six dimensions are: (1) faith, fear of The Almighty God and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity. These six dimensions show that Profile of Pancasila Student Focuses on people’s cognitive talents, attitudes, and

Table 1. Journal Analysis

Story Title	Dialog Snippet
(Ismail et al., 2021) [17]	Strengthening character education in Pancasila pupils promotes the development of rational humans with six basic characteristics: critical reasoning, creativity, independence, faith, fear of The Almighty God, noble character, mutual collaboration, and global variety.
(Lubaba, 2022) [14]	There are 3 strategies implemented at UPT SD Negeri 47 Gresik. Differentiated Learning, Project Learning and Habituation. This strategy is implemented to strengthen the character of students who refer to the Profile of Pancasila Student
(Guidance & Suyitno, 2021) [19]	To strengthen the Profile of Pancasila Student in elementary schools, interactive-based learning media could increase motivation in learning, become a facility for active learning for students, and make it easier for students to understand learning to strengthen the Profile of Pancasila Student in elementary schools.
(Uktolseja & Wibawa, 2022) [20]	The inculcation of the values of Profile of Pancasila Student could be instilled through the Nusantara Insight learning process. In its implementation, it could be integrated with the discovery learning model.
(Istiningsih & Dharma, 2021) [21]	Prince Diponegoro's character is relevant to the Profile of Pancasila Student. The integration of Prince Diponegoro's character values as a reinforcement of Profile of Pancasila Student could be carried out in learning activities of all subjects in elementary schools
(Irawati et al., 2022) [15]	"Indonesian students are lifelong students who are competent, have character, and behave according to the values of Pancasila".
(Rachmawati, Marini, Nafiah, & Nurasih, 2022) [22]	The Pancasila Student Strengthening Project has established a new subtlety in education in Indonesia today, where a different time allocation allows teachers to innovate in project design based on the dimensions and features of students.



Fig. 1. Profile of Pancasila Students and Its Six Dimensions

behaviours following their identities as citizens of the world and Indonesia. Internalization of Pancasila values can be done with continuous habituation and integration in learning (Fig. 1).

The Profile of Pancasila Student is a clear, relatively enduring mission that could be used as a consistent guide despite educational policies and practices changes. Although the curriculum has changed, the policy on national assessment has changed, and Profile of Pancasila Student has become a constant north star. In other words, Profile of Pancasila Student is a determinant of the direction of change and a guide for all stakeholders in improving education quality. In the *Bantal yang Sempurna* story, when the prince heard Uncle Lantap's explanation, he immediately went into his room, dried the foam pillow, and changed the pillowcase. From the activities carried out by the prince, it is illustrated that the prince has an independent nature. Independent is an attitude that does not depend on others and tries to solve a problem independently. Independent students have a good work ethic, tough, fighting, professional, and courageous, and become lifelong learners [22]. The indicator of the independent value found in the *Bantal yang Sempurna* story is self-understanding and the situation at hand.

Six Dimensions of Profile of Pancasila Student

1. Have faith, fear The Almighty God, and have a noble character.

Indonesian students believe in the existence of God. A pious student is a student who lives in the presence of God and always tries to obey orders and stay away from prohibitions in accordance with the teachings of his religion and beliefs. This faith and piety are embodied in his noble character. Indonesian students realize that the learning process is aimed at improving their character. As a student to behave noble and fair to others.

The key elements of faith, fear of The Almighty God, and noble character include religious morality, personal morality, morality to humans, morality to nature, and state morality. Within each of these elements, several sub-elements are then applied to students by the teacher. In the aspect of a religious character, students know and love The Almighty God, understand deeply about religion/belief, and carry out the teachings of the religion/belief chosen.

2. Independent

Indonesian students are independent students, namely students who have the initiative to develop themselves and their achievements based on an introduction to their strengths and limitations as well as the situation at hand, and are responsible for the process and results. Independent students could manage their thoughts, feelings, and actions to remain optimal to achieve their goals of self-development and achievement, both alone and with others. Having the plan to develop himself makes him able to choose things that are good for him, such as efforts to continually cultivate his body and live a healthy life, regulate emotions and instill moral values in him, and have the will to continue to improve his quality in a balanced way.

3. Critical thinking

Indonesian students reason critically to develop themselves and facing challenges, especially in the 21st century. Indonesian students who think critically are able to process information both qualitatively and quantitatively objectively, build relationships between various information, analyze data, evaluate, and conclude it. The key elements of critical reasoning are:

- a. Obtain and process information and ideas.
- b. Analyze and evaluate reasoning.
- c. Reflect and assess their thinking

4. Creative

Indonesian students are creative students. It modifies and produces something original, meaningful, helpful, and impactful. Something that is made could be in the form of ideas, actions, and works. Creative students use their imagination and experience freely in creating to develop themselves, find happiness, and solve various problems. He could appreciate the beauty and use multiple things in his environment such as natural wealth and cultural diversity to change or create something. The key elements of creativity are:

- a. Generate original ideas.
- b. Produce original works and actions.
- c. Have the flexibility of thinking in finding alternative solutions to problems

5. Worked together

Indonesian students could work together, meaning the ability to carry out an activity voluntarily so that the activities could run smoothly, efficiently, and lightly. Gotong royong is based on fairness, respect for fellow human beings, reliability, responsible, caring, compassion, generous. This capability is also based on the democratic principle of Pancasila.

The elements of gotong royong consist of collaboration, caring, and sharing. In collaboration, Indonesian students realize that as part of a group, they must cooperate with other individuals. Communication with other members to achieve mutually agreed goals. Positive interdependence and social coordination. Indonesian students

must have a caring attitude, be responsive to the surrounding environment, and care about social perceptions. As Indonesian students, don't forget to share and help each other.

6. Global Diversity

Indonesian students realize their country has diversity in terms of ethnicity, language, religion, and belief, as well as identity and social groups, including gender, occupation, and socioeconomic status. Indonesian students realize they differ from others in one or more aspects of their identity. He instilled the value and awareness of this diversity in him, thus making him adopt an attitude of mutual respect and respect for the perspectives of others.

The elements of global diversity include recognizing and appreciating culture, communication and interaction between cultures, reflection and responsibility for diversity experience, and social justice. Indonesian students realize that international diversity is a vital asset to live with others peacefully in an interconnected world, both physically and virtually. Global diversity encourages Indonesian students to be nationalistic, while maintaining their noble culture, locality and identity on the one hand, and on the other hand, being open-minded and interacting with different cultures globally.

Strengthening the Profile of Pancasila Student in the Digital Age

The competencies expected in the 4.0 industrial revolution are that students become superior and productive human beings and democratic citizens. So that they could participate in sustainable global development and have a strong soul to facing all the challenges facing the times. The nation's difficulties in the 21st century are more directed to learning that prepares students to meet the industrial revolution 4.0.

Technology is beneficial in the world of education. The search for literacy to add knowledge to learning could be found through technology. Students could search Google or Yahoo and other sites in search of journals, papers, and e-books. However, even though you could search for information through the internet, it does not mean that learning does not use the available textbooks, the use of literacy from Google or other sites is only aimed at increasing knowledge and materials in the learning process.

In the era of globalization or the digital age, character education is critical to creating an advanced and intelligent generation with noble character. Globalization is the digital era, where everything could be done easily and quickly. Mainly this affects the field of education, especially in the application of learning in the classroom. Through the implementation of the Profile of Pancasila Student, it is expected that students, especially in elementary schools (SD and MI) could develop character values, so that good behavior is formed and attached to students. There are six critical dimensions of competencies: faith, fear of The Almighty God and noble character, mutual cooperation, and independent, critical and creative reasoning. The six dimensions are interrelated and reinforcing [24].

Pancasila as a reality will always exist as long as the Indonesian nation exists. It's like hiding in the light. Therefore, the values that live in the soul of the Indonesian nation require diving, deepening or digging into whether it thrives or is arid. Deals that are not jargon, slogans, memes, posters, banners, words or campaigns but live in reality (Dasar & Pendidikan, 2021).

The Profile of Pancasila Student is one of the efforts to improve the quality of education that prioritizes character building. Profile of Pancasila Student is applied to academic units ranging from kindergarten, elementary, junior high, and high school levels. As a guide to education, Profile of Pancasila Student becomes an integrated part of each individual's experience in the school environment. The dimensions of Profile of Pancasila Student are not only understood by the school community, but are applied daily in schools. The entire school community needs to understand Profile of Pancasila Student in depth so they could live it in their daily lives and various educational activities. Thus, the formulation of Profile of Pancasila Student must be fully understood.

5 Conclusion

Based on the results and discussion, Profile of Pancasila Student is important to be applied to overcome the moral crisis of students in the all-digital era. Elements in Profile of Pancasila Student could be used in curriculum design, learning, assessment, and managing the learning environment. To strengthen the development of Profile of Pancasila Student in schools, the arrangement of the curriculum structure needs to be expanded, not only regulating intra-curricular programs but also co-curricular and extracurricular programs. Co-curricular programs that are carried out outside the classroom and are not as formal as intra-curricular activities have the potential for character building and general competencies or global competencies contained in the Profile of Pancasila Student.

The limitation of this study is that the authors only analyzes articles, books, and other literature to find the essential points for strengthening Profile of Pancasila Student in the digital era. So it is hoped that further study could examine strategies for improving Profile of Pancasila Student in learning.

After conducting a study of the Profile of Pancasila Student, the authors provide suggestions for teachers in learning designed to develop a character that includes competencies and characters that not only create the individual potential to be productive and democratic but also have the capability to build collective strength in order to build the nation. And take a significant role in the progress of the world.

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