



# The Role of Class Teachers in Instilling Character Profiles of Pancasila Students in Elementary Schools

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**Abstract.** The purpose of this study is to describe the role of teachers in implementing the Pancasila student profile to shape students' character. This type of research uses qualitative with a phenomenological design that describes the implementation of the Pancasila student profile and the teacher's role in making it happen. The research subjects were fourth grade teachers, principals and fourth grade students at SD Muhammadiyah Wonorejo. The object of this research is to critically examine the study of the role of class teachers in the Pancasila student profile as an effort to realize student character. The data collection techniques form of observation, interviews, and documentation. The data validation techniques with triangulation techniques in the form of data source triangulation and method triangulation. The checking the validity of the data used is the credibility test. The data analysis was carried out in three stages, in the form of data reduction, data presentation, and drawing conclusions. From the results of observations, researchers found the role of class teachers in implementing Pancasila student profiles, including; the teacher acts as a lover, the teacher as a model, and the teacher as a mentor. This is supported by the application of school culture and carrying out positive activities with habituation activities, spontaneous activities and exemplary activities. There are supporting factors and inhibiting factors. To overcome these various obstacles and obstacles, the teacher seeks to strengthen the supporting factors that the school already has.

**Keywords:** Teachers Role · Character · Pancasila Student Profile · Elementary School

## 1 Introduction

In the midst of the strong influence of globalization, it makes a decline in the character of the nation's children and needs serious attention in order to be able to organize good character education [1]. The occurrence of character degradation in adolescents and students requires serious attention from all parties, including educators [2]. At the stage of children who are still in elementary school, their character needs to be strengthened, and the role of the school environment is very decisive [3]. To implement character

education, it is necessary to understand how students' characters change and what factors influence these changes [4]. However, so far there are still many teachers who only focus on cognitive skills, do not teach students how to behave properly [5]. In addition to student self-awareness, the teacher's active role in providing learning understanding so that it carries positive values in daily activities is important [6]. To become a learning facilitator, it is necessary to support teachers to improve their ability to deal with learning in the classroom. It is important for teachers to design lessons and create a fun learning atmosphere in the classroom to pay attention to students and motivate them [7]. In the process of strengthening the Pancasila Student Profile it is important to have the role of a teacher. The teacher plays the most vital role in strengthening character in children. Because in addition to teaching and learning activities, the teacher also acts as the second parent of students at school. So the teacher plays a very important role for students [8].

That is why the role of educators as the frontline is so necessary. One of the problems needs to be revised because the character is now starting to fade and rarely practice Pancasila values. These two problems are accompanied by the role of educators who do not implement Pancasila and character building in the teaching and learning process [9]. The teachers play an important role in guiding and focusing students as the spearhead of the implementation of learning. The coaching process carried out by the teacher is not only concerned with increasing intelligence, but also increasing character learning. One of them is in the world of learning, where teachers in particular are the center of attention to improve student morale and morals. Class teachers must contribute in carrying out mentoring activities to strengthen character education both inside and outside the classroom [10]. The class teachers have full responsibility and play a role in carrying out personality development that is in accordance with the Pancasila student profile for students [11]. In an effort to realize this, the role of an elementary school teacher is to initiate and develop programs to form character education that is tailored to student profiles that are integrated into the learning process in class.

To improve character formation, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim has made the Pancasila Student Profile the vision and mission of the Ministry of Education and Culture in accordance with Permendikbud Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024. The background to the emergence of Pancasila student profiles with rapid technological advances, socio-cultural changes, environmental changes and differences in the world of work, the future of education at all levels and in the field of culture [9]. The Pancasila student profile is one of the efforts to improve the quality of education in Indonesia which emphasizes character cultivation [12]. The Pancasila student profile has six main characteristics; creative, independent, mutual cooperation, critical thinking, faith and piety to God Almighty, noble character, and global diversity [13]. The Pancasila Student Profile Program is currently being carried out both at the elementary school level and also at tertiary institutions [14].

Basically, character education is an attempt to live, demonstrate, and develop good values. It is hoped that it will become a habit of good behavior for students [15]. In essence, the purpose of the teacher's role in strengthening character education in realizing Pancasila students is to encourage the birth of good human beings. With the hope that

students are able to use, learn, internalize and personalize their knowledge, independently increase the values of character and good character that can be realized in daily actions.

Based on the problems described above, the role of a teacher guides the formation of student character. There are results of previous studies that are related to this research, namely the profile of Pancasila students. In this study, the application of Pancasila student profiles through habituation, intra-curricular, co-curricular, extracurricular activities and the implementation of an independent learning curriculum is described as strengthening student character [16]. What distinguishes it from previous research in this study is that it prioritizes the role of class teachers in applying Pancasila student profiles in shaping student character and is supported by the application of a positive culture in schools. The character education is indeed very important because it is to develop insight into knowledge and character values of students. It is hoped that research on the application of Pancasila student profiles in character building can identify the role of class teachers in implementing Pancasila student profiles to shape student character.

## 2 Method

This study uses a qualitative method using a phenomenological research design. The use of this method was based on the reason that the focus in this research was to obtain data that describes the role of the class teacher in instilling the character profile of Pancasila students in real students. The research subjects were fourth grade teachers, school principals, and fourth grade students at SD Muhammadiyah Wonorejo. The object of this study is a critical review of the study of the role of class teachers on the profile of Pancasila students as an effort to realize student character.

The data collection techniques are through observation, interviews, and documentation. The observations were made by paying attention to and observing all existing conditions and activities in schools that are closely related to the creation of the character formation of Pancasila student profiles in students. The interviews were conducted to gather information that had not been obtained from observations. The field notes are an instrument used by researchers to record the course of character building activities in schools from starting school until the school lessons end. The documentation used in this research is in the form of documents or notes that support the process of forming student character. The observation process is recorded in field notes and documented in photographs so that it can be used to assist the reflection process.

The data validation technique uses triangulation techniques. Triangulation is carried out with the aim of rechecking the data that has been collected, so that incorrect input of the collected data does not occur. The triangulation used by researchers in this study consisted of two types, namely data source triangulation and method triangulation. Triangulation of data sources is done by comparing and rechecking the degree of trust in the information obtained from one informant with another. The method triangulation was carried out to strengthen data triangulation. For checking the validity of the data used is a credibility test. The content validity of this data is to find out the results of these findings are really the results of their own findings and not the findings of other people or acts of plagiarism from previous research.

The collected data were analyzed using inductive analysis techniques. The analysis was carried out in three stages, namely the stages of data reduction, data presentation,

and drawing conclusions. Data reduction in this case is a selection process, focusing on simplification, abstracting that emerges from written records in the field. The presentation of data is the process of providing a set of information that has been compiled which allows for conclusions to be drawn. The conclusion in this study provides an overview of the teacher's role in shaping the profile character of Pancasila students.

### **3 Result and Discussion**

#### **3.1 Result**

Based on the results of the study, it was found that the teacher's role in instilling character in accordance with the profile of Pancasila students through the implementation was carried out at SD Muhammadiyah Wonorejo. The role of the class teacher in shaping the profile character of Pancasila, the teacher acts as a lover where the teacher places himself like family and his own friends for students. And the teacher acts as a model for students where the teacher always gives or looks for examples taken from within the school environment or outside the school environment. In addition, the teacher also acts as a mentor where the teacher provides guidance, motivation and evaluation to students both about learning and regarding morals.

In addition, the teacher also exemplifies or applies it spontaneously with acts of aqeedah and morals as an example, every morning praying before learning begins, giving appreciations related to Pancasila, reasoning related to subjects, respecting one another, cleaning the class or there is a picket schedule for students, ethics in asking the teacher in class, students make questions when learning takes place so that they are creative. And supported with integration with learning and school cultural habits. With this carried out in daily worship practices, learning materials, various school rules, and other activities. The inhibiting factors are the unfavorable behavior of students and an unsupportive social environment.

Based on the results of interviews with informants who have been divided into several aspects which can be seen in the table. The role of a class teacher in implementing character education for Pancasila student profiles can be seen in Table 1.

The role of the teacher as the main pillar and has an important role in character education, especially according to the profile of Pancasila students. The role of the teacher is to guide, direct, educate, and teach students so that they can become individuals with character according to the basic values of the state.

The existence of schools in initiating and compiling a culture of habituation to form character-oriented education for Pancasila Student Profiles can be seen in Table 2.

Instilling a character that is in accordance with the profile of Pancasila students is of course balanced with the implementation of good school culture habituation activities, where there is a link between the role of the classroom teacher and the habituation culture in the school.

The application of Pancasila student profile characters to students can be seen in Table 3.

Students who are taught directly by the class teacher certainly pay attention to the teacher's role in implementing character education according to the Pancasila student profile. The role of the classroom teacher needs to provide examples and apply good habits directly to their students.

**Table 1.** The role of classroom teachers in embedding student profiles of Pancasila

Informant	Interview Aspect	Description
IV class teacher	“... apa yang anda ketahui tentang pendidikan karakter sesuai dengan profil pelajar Pancasila” (“... what do you know about character education in accordance with the profile of Pancasila students”)	“... perilaku anak yang baik dan pola tingkah laku yang didasarkan pada nilai-nilai luhur Pancasila” (“...good child behavior and behavior patterns based on the noble values of Pancasila”)
	“... bagaimana cara dan strategi penerapan karakter profil pelajar Pancasila saat proses pembelajaran” (“... how the way and strategy to apply the character profile of Pancasila students during the learning process”)	“... dengan cara menerapkan langsung dengan tindakan aqidah akhlak dijadikan sebagai contoh selain itu guru sebagai penyayang, mentor & model” (“... by applying it directly with the actions of the moral creed as an example besides that the teacher is a lover, mentor & model”)
	“... metode yang diberikan kepada siswa dalam membentuk karakter profil pelajar Pancasila” (“...the method given to students in shaping the profile character of Pancasila students”)	“... metode pembiasaan dan nasehat, metode keteladanan” (“...the method of habituation and advice, the exemplary method”)

**Table 2.** Habituation of character-oriented Pancasila Student Profiles

Informant	Interview Aspect	Description
Principal	“... Apakah yang diketahui mengenai pendidikan karakter” (“...what is known about character education”)	“... karakter itu gabungan antara citra dan stigma bisa dijadikan satu dan menghasilkan sebuah karakter” (“...character is a combination of image and stigma that can be put together and produce a character”)
	“... bagaimana karakter yang sesuai dengan profil pelajar pancasila” (“...how are the characters that match the profile of Pancasila students”)	“... dimana menanamkan perilaku yang sesuai dengan nilai-nilai Pancasila” (“...where to instill behavior that is in accordance with Pancasila values”)
	“... sejauh mana sekolah ini menerapkan pendidikan karakter profil pelajar Pancasila” (“...to what extent does this school apply character education to Pancasila student profiles”)	“... pendidikan karakter dilaksanakan dari setiap hari dan diberikan pengarahan kepada anak bagaimana berperilaku dengan baik sesuai dengan profil pelajar Pancasila” (“... character education is carried out every day and instructions are given to children on how to behave properly in accordance with the profile of Pancasila students”)

*(continued)*

**Table 2.** (continued)

Informant	Interview Aspect	Description
	"... program apa saja yang digunakan dalam membentuk karakter profil pelajar Pancasila" ("...what programs are used in shaping the profile character of Pancasila students")	"... upacara di setiap hari senin, shalat duha setiap pagi dan murajaah, kerja bakti dan infaq di setiap hari jumat" ("...ceremonies every Monday, Duha prayers every morning and murajaah, charitable work and infaq every Friday")
	"... faktor penghambat dan pendukung dalam upaya program menanamkan karakter sesuai profil pelajar Pancasila di sekolah" ("...inhibiting and supporting factors in program efforts to instill character according to the profile of Pancasila students at school")	"... pendukung budaya sekolah. Faktor penghambatnya dari siswa yang memiliki latar belakangnya tidak sama" ("...supporting is our school's culture. The inhibiting factor is indeed from students their background and are different")

**Table 3.** Application of Pancasila student profile characters to students

Informant	Interview Aspect	Description
Grade IV students	"... Apa pendidikan karakter" ("...what is character education")	"... perilaku yang harus dijaga dengan baik" ("...behavior that must be maintained properly")
	"... apakah guru kelas sudah menanamkan karakter profil pelajar Pancasila di kelas" ("... has the class teacher instilled the profile character of Pancasila students in class")	"... sudah" ("...already")
	"... bagaimana peran guru kelas menerapkan profil pelajar Pancasila di kelas" ("... how is the role of the class teacher implementing the Pancasila student profile in class")	"... berdoa, diadakan piketsetiap hari, tugas berkelompok" ("...praying, pickets are held every day, group assignments")
	"... pembiasaan apa yang dilakukan sebelum mulai pembelajaran" ("... what habituation is done before starting learning")	"... berdoa sebelum mulai pembelajaran" ("...pray before starting the lesson")

### 3.2 Discussion

#### The Role of the Classroom Teacher in Instilling the Profile Character of a Pancasila Student

The role of the teacher in learning is based on the profile of Pancasila students in accordance with the school's vision and mission to create national students who are religious and Pancasila. Implementation of the curriculum, namely one of the roles of the teacher

is to produce students who have faith, have devotion to the one and only God, have global diversity, have a spirit of mutual cooperation, are independent and creative which will later help students in their social life [17]. The teacher is someone who has fulfilled special requirements who then receives the burden from parents to teach and educate their children. Furthermore, in carrying out their duties a teacher has a moral responsibility to the expectations of parents and society, namely not only to create an intellectually rich person but also to create a noble personality in the child. Therefore, the role of the teacher is very large because the teacher is one of the parties who is responsible for the foundations made in shaping the character of students [18].

The classroom teacher at SD Muhammadiyah Wonorejo acts as a lover where he places himself like his own family and friends for students. The teacher plays a compassionate role in shaping the character of students. In his role as a compassionate teacher, the teacher tries to build a family relationship in the classroom by paying attention to students, inviting students to share so they know each other, guiding students towards goodness, trying to build student confidence, and respecting students' thoughts and feelings. In addition, teachers can act as friends, confidants, even parents [19]. A teacher must be able to help them achieve success in school, make them understand what morality is by seeing how their teacher treats them with good ethics [20].

The teacher acts as a model for students where the teacher always gives or seeks examples taken from within the school environment or outside the school environment. The teacher acts as a model in shaping the character of students. As a model for their students, teachers emphasize students' sense of concern for the value of justice. Teachers inspire students to treat others the way they want to be treated by others. As a model, the teacher gives many examples to students, the examples are obtained from various sources, namely from other people and from the teacher himself. There is teacher education that can be used as an example and a model for its development. Becoming a teacher is a responsibility whose choice is not easy [21].

The teacher as a mentor where the teacher provides guidance, motivation and evaluation to students either recognizes learning or regarding morals. The teacher acts as a mentor in shaping the character of students. As a mentor, the teacher is not only a teacher in the academic field but also a moral teacher. Moral teachers are teachers who teach moral values to their students so that these values are embedded in the child's soul so that they become children with character. The teacher becomes a moral teacher not only in the classroom, but also outside the classroom. In the classroom, the teacher teaches moral values through learning by utilizing subject matter as material for teaching these values. Outside the classroom, teachers familiarize students with following the school culture.

Teachers play an important role in shaping the character of students. The role of the teacher as the main stakeholder [22]. The class teacher is the person who has the longest direct contact with students while at school. Profile of teachers who are indeed effective during in-class moments [23]. Whatever the teacher does more or less influences the formation of character in their students. The teaching process is a good tool to help students build the desired attributes or characters [24]. This study also found that in shaping student character, not only through learning in teaching and learning activities but also through cultural habits at school. In learning, the teacher tries to take moral

values from a point of view that can be related to the material being studied. Meanwhile, the formation of character through school culture is to accustom students to discipline, care about themselves, others, and the environment.

### **Application of Pancasila Student Profile Characters in Elementary Schools**

In this school applies habituation in strengthening the character of students according to the profile of Pancasila students. Habituation is a process of forming attitudes and behaviors that are permanent and automatic through repeated learning processes that are carried out outside of learning hours. The teacher is a strong example in building the character of students. When the teacher has become an idol, then speech behavior will become a role model in building the character of students at SD Muhammadiyah Wonorejo. The school environment must be conditioned so that the physical and socio-cultural environment of the school allows students and all school members to get used to forming daily activities at school to reflect the embodiment of character values. Character values are carried out continuously by all school members so that they become habits that eventually become a school culture [25]. As an effort to improve the harmony and quality of character education in every aspect of teaching and learning activities, starting from the classroom to the living environment, it must be sustainable in maintaining the value of character education. Character building starts with the formation of attitudes based on certain values, such as religious values, culture, including state ideology [26].

One of the efforts to develop culture through education is the existence of a Pancasila ideology-based program that can produce students with a Pancasila profile [27]. The habituation activities carried out by Muhammadiyah Wonorejo Elementary School include religious values, environmental care values, responsibility values, honest values, tolerance values and character values which are applied in class and at school. Character includes moral values, attitudes, and behavior. Someone is considered to have good character from the attitudes and actions taken that reflect certain characters [28].

In building the character of these students, they refer to the main characteristics of the Pancasila student profile. These characteristics cannot develop alone but are interrelated with one another. One of the targets that will be achieved to realize the profile of Pancasila students is to form a Pancasila millennial generation. The driving forces invite all the academic community in the field of education to move and realize that there is a need for joint collaboration to realize this Pancasila student profile with the assumption that education is for all, meaning that all Indonesian children should receive education, and as a formal institution the education unit is one of the guarantees for introducing what is it and what is the profile of Pancasila students [29]. Building the character of students there are several factors to build the character of students apart from each student, teachers, family environment, social also play a role. The character of students at this school is adjusted to the profile of Pancasila students. The character of students will develop well when the teacher's role in supporting the process of growth and development they get enough space to express themselves freely.

Students are in the process of developing optimally with their own rhythm. Following are the values of instilling character and habituation carried out by school culture at SD Muhammadiyah Wonorejo towards students;



*The Character Values applied are in accordance with the Pancasila Student Profile*

The character values produced through the teacher's role strategy at SD Muhammadiyah Wonorejo are habituation which is adapted to the main characteristics of the Pancasila Student Profile, including;

***Have faith in God Almighty***

By getting used to praying before and after learning, reading asma'ul husna, reading the Qur'an carrying out Duha and midday prayers in congregation.

***Global Diversity***

By carrying out apple activities, carrying out scouting, respecting each other, greeting and greeting, helping each other, always singing Indonesia Raya songs and folk songs before starting class.

***Independent***

Have awareness of school work, tell the truth, dress neatly, live simply, come on time, throw trash in its place, speak politely, say hello, bring lunch boxes, ask permission when leaving class.

***Critical reasoning***

Active in learning activities, giving responses in the form of ideas and ideas when the teacher gives a problem.

***Worked together***

Carry out joint pickets and community service at school.

***Creative***

Making works of art through practice of SBdP lesson content.

*Habituation Activities at SD Muhammadiyah Wonorejo*

***Routine Habits***

Activities undertaken to form the habit of students doing something well.

- Shaking hands is carried out when students arrive at school. The principal and teachers welcome students at the front gate. The activity of shaking hands increases students' respect for the teacher and increases the students' intimacy with the teacher.
- Pray before starting the activity. This activity aims to familiarize students with prayer before carrying out activities. In addition, with this activity it is hoped that learning will run smoothly. This activity is carried out every morning centrally in the field with scheduled officers.
- Al-Qur'an reading activity (TPQ). This activity is carried out alternately from grade one to grade six according to the specified schedule. This activity aims to make students love and accustomed to reading the Qur'an.
- Apple activities on Monday. This activity is carried out to train discipline, foster a sense of love for the motherland for both students and teachers.
- Infaq this activity is carried out once a week. Students are not specified in giving the nominal infa' and what day they have to fill in the infaq. This activity is carried out to help less fortunate people and train students to love giving alms.

- Congregational prayer. This activity is carried out after the noon time arrives. In this activity students in grades 4, 5 and 6 carry out congregational prayers. Grades 1, 2 and 3 did not carry out this activity because their return schedule was earlier than that of the high class.
- Scout activities. Activities carried out outside the school and family environment with the concept of activities that are interesting, fun, healthy, regularly carried out in the open in accordance with the scouting system.

### *Spontaneous Activities*

- Activities that are not specified place and time. The aim is to instill the habits of students right away.
- Greet and say hello students are accustomed to greeting or greeting politely to the principal, teachers, school employees and to fellow students. This activity aims to create an atmosphere of harmony and familiarity with one another.
- Getting used to speaking politely and politely, this activity trains students to respect and love each other and avoid being selfish.
- Disposing of garbage in its place students are accustomed to disposing of garbage in the place provided by the school.
- Get used to asking permission, students get used to permission when they want to leave class, besides that, students get used to permission if they borrow things that are not theirs.

### *Exemplary Activities*

The activity of giving an example from the teacher to students. Like; dress neatly, come on time, tell the truth, live simply, help each other, and respect each other.

The planting strategy carried out by the principal and teachers has been carried out well, especially SD Muhammadiyah Wonorejo. Through the habituation activities carried out by the school continuously, it is hoped that students will have a character in accordance with the main characteristics of the Pancasila student profile. In schools the role of the teacher is very important in the formation of the character of students. The teacher is a leader in the class, the success of character formation of students is seen from the leader, the success of the leader is based on positive efforts that are used as role models by his subordinates. By using Pancasila student profiles in shaping the character of students, they can be motivated to make themselves good individuals.

To achieve success in shaping the character of students, teachers need to be creative in designing learning. In implementing the Pancasila student profile at this school there were no serious obstacles, it just needed a process and adjustments in its implementation. The profile of Pancasila students has implications for the formation of the character of students who have the main goal of noble values, morals that are in accordance with Pancasila. Pancasila values are not only to be understood, but are very important and useful in practicing them in everyday life in families, communities, educational units.

Several supporting factors in the implementation of Pancasila student profile character education are the active role of teachers in providing character guidance and the support of the school culture. And other supporting factors are the provision of infrastructure, such as classrooms, library rooms, prayer rooms, laboratory rooms, and skills rooms. In addition to supporting factors in the implementation of character education based on Pancasila student profiles, there are also inhibiting factors or obstacles faced by teachers in the field. These inhibiting factors include students who have bad character and family factors, environmental factors that are less supportive of society. On the other hand, it is a challenge for teachers to be able to understand the characteristics of each individual student because students are not the same, students' backgrounds are different. The teachers must understand each other's differences in order to condition students in guiding character well.

## 4 Conclusion

The role of the teacher in shaping the character of students, namely the teacher acts as a lover where he loves, helps them achieve success in school by providing guidance in a positive direction, especially in character building, the teacher acts as a model where he gives an example in matters relating to good morals in and outside the classroom, both examples from others and from himself, in other words as a model the teacher also acts as an inspiration and role model for students, the teacher acts as a mentor where he uses various ways to guide his students, and provides motivating feedback for students, in other words as a mentor the teacher also acts as an initiator, evaluator and motivator for students.

Each educational unit has its own school culture which is the hallmark of the school. All activities that become school culture have a strong influence on the formation of student character, one of which is Muhammadiyah Wonorejo Elementary School which seeks to realize the character of the Pancasila student profile in all students by familiarizing positive activities through the role of the teacher and school culture with habituation activities, spontaneous activities, and exemplary activity. In implementing the Pancasila student profile character at SD Muhammadiyah Wonorejo to overcome these various obstacles or inhibiting factors the teacher tries to empower the supporting factors that are already owned by the school. Various efforts or strategies for the role of teachers and principals by supervising, both in the form of briefings, sharing, class visiting, or motivation to provide a solution if we find obstacles in the character education process in class or school is a contributing factor in the implementation of the Pancasila students' profile.

**Acknowledgments.** A thank to Muhammadiyah University of Surakarta, which has chosen this article for funding. As well as a thank to Ms. Minsih, S.Ag, M.Pd as my supervisor, to the school who helped me gather information data for this research, so that this article can be completed.

**Author's Contributions.** The first author collects data during research, compiles and writes drafts of article manuscripts. Then, the second author reviews it until the final manuscript is approved.

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