

Assistance in the Preparation of a Teaching Module for the Strengthening Project of the Pancasila Student Profile (P5) for Elementary Madrasa Teachers in Semarang City

**Ummu Jauharin Farda¹, Linda Indiyarti Putri², Ali Imron³
Afika Khoirun Nida⁴, Yulia Ayu Septiani⁵**

^{1,2,3,4,5}Madrasah Ibtidaiyah Teacher Education Study Program, Universitas Wahid Hasyim

¹jaufaummu91@gmail.com, ²lindaputri@unwahas.ac.id, ³aliimron@unwahas.ac.id,
⁴afikanida01@gmail.com, ⁵yulia28septiviyana@gmail.com

Abstract:

This mentorship activity aimed to enhance the knowledge, understanding, and skills of Madrasah Ibtidaiyah teachers in developing a relevant and applicable teaching module for the strengthening project of the Pancasila student profile (P5) while also improving their self-confidence and collaborative capacity. The Participatory Action Research method was employed, and the mentorship was conducted in three steps: preparation, implementation, and evaluation. The service team completed a preliminary analysis to identify the teachers' needs through interviews, observations, and documentation to ensure effective mentoring. The training results demonstrated a significant increase in participants' knowledge after participating in the P5 teaching module development mentorship. It was evidenced by the survey responses, in which 66.7% of the participants had an improved understanding of the Merdeka Curriculum material and the implementation of P5 through the teaching module.

Keywords: *Mentorship; Merdeka Curriculum; P5 Teaching Module; Madrasah Ibtidaiyah Teacher*

Introduction

In line with the implementation of the *Merdeka* Curriculum in the 2022/2023 academic year, the Ministry of Religious Affairs of the

Republic of Indonesia issued Decree Number 347 of 2022 on April 5, 2022. It provides guidelines for implementing the *Merdeka* Curriculum (*IKM*) in madrasas. The *IKM* serves as a directive for madrasas and other relevant parties regarding curriculum development at the education unit level, tailored to the specific needs and applicable educational management. The *Merdeka* learning curriculum aligns with the vision of Ki Hajar Dewantara, a prominent national education figure emphasizing the essence of a learning process focused on freedom, independent thinking, and creativity (Fadhilah et al., 2023). Such an approach is expected to foster the development of students with independent characters (Nurhayati et al., 2022; Ardianti & Amalia, 2022). One of the key pillars in shaping the character of the Indonesian nation is Pancasila, which serves as the foundation of the state and national ideology. Consequently, it is crucial to reinforce its values early on through education (Septiana & Hanafi, 2022; Ardianti & Amalia, 2022).

A distinctive feature of the implementation of the *Merdeka* Curriculum in educational institutions is the Strengthening Project of the Pancasila Student Profile (*P5*). In this context, the *P5* module is one of the teaching tools in the *Merdeka* Curriculum, which teachers create for the Pancasila Student Profile project activities. Hence, teacher competence in module development needs to be improved through training to ensure that the modules prepared align with the needs of students and school conditions (Aryani et al., 2023; Asiati & Hasanah, 2022). Through *P5*, teachers are expected to assist learners in enhancing their understanding and awareness of Pancasila as the foundations of Indonesia's philosophy and state ideology. The program focuses on character education and instilling Pancasila values in the school curriculum (Khairiyah et al., 2023; Juraidah & Hartoyo, 2022). Furthermore, the cultivation of *P5* is designed as a project-based curricular activity aimed at reinforcing competencies and characters per the Pancasila student profile, which is based on the Graduate Competency Standards (Jannah et al., 2022; Jojor & Sihotang, 2022;

Fadhilah et al., 2023). Students are guided to explore, assess, interpret, synthesize, and present various learning outcomes. This project-based learning approach transforms the conventional classroom into an innovative and engaging learning environment (Heryahya et al., 2022).

Implementing the *Merdeka* Curriculum remains optional for schools as they navigate the process of learning recovery from 2022 to 2024 in light of the pandemic. Despite its availability, not all schools have fully adopted it (Santoso et al., 2023). Schools that are not yet prepared to implement the *Merdeka* Curriculum can choose alternative options, such as continuing to use the 2013 Curriculum or following the Emergency Curriculum until a comprehensive evaluation of the learning recovery curriculum is conducted in 2024 (Heryahya et al., 2022; Barlian et al., 2022; Cholilah et al., 2023). In the case of *Madrasah Ibtidaiyah* (Islamic Elementary School) in Semarang city, the implementation of *Merdeka* Curriculum has encountered challenges, with uneven socialization efforts. According to data from the Central Bureau of Statistics, there were 90 *Madrasah Ibtidaiyah* in Semarang City, comprising 1 Public Islamic Elementary School (*MIN*) and 89 Private Islamic Elementary School (*MIS*) as of the 2020/2021 academic year. However, only two madrasahs, namely MI Negeri Semarang and MI Taufiqiyah, have received socialization related to the application of *P5* as of the end of 2023.

These circumstances have led to a lack of understanding among teachers, particularly at the *Madrasah Ibtidaiyah* level, regarding the paradigm of the *Merdeka* Curriculum in conceptual and practical aspects. Administratively, teachers must adapt to the implemented curriculum's dynamics, including lesson planning, classroom instruction, and appropriate assessment practices. However, this situation can result in suboptimal professional competence among teachers, as mandated by the law (Kurniasih et al., 2022; Saputra et al., 2022). To address this issue, it is essential to provide support or professional development activities for madrasah teachers to enhance their understanding and implementation of the *Merdeka* Curriculum. It will help mitigate learning

loss and improve student achievement (Anwar, 2023; Kholiq, 2022). One such measure is to assist in developing teaching modules that align with the learning paradigm based on the *Merdeka* Curriculum, enabling teachers to design differentiated instruction that caters to the diverse learning needs of students and incorporates local wisdom (Imron & Shobirin, 2021; Anggraini et al., 2022).

Indications of low-quality learning in the classroom are influenced by inadequate teacher readiness (Wote & Sabarua, 2020; Nurpratiwi et al., 2022; Kurniasih et al., 2020). Thus, to ensure successful teaching and learning activities, teachers must carefully prepare systematic lesson plans based on the madrasa curriculum (Azizah & Witri, 2021; Yolanda et al., 2023). Correspondingly, teachers must develop well-structured lesson plans to ensure the quality of learning, which is a fundamental principle in education. In this regard, the assistance of stakeholders plays a vital role in supporting the preparation of teaching modules, which significantly impacts the outcome. It should involve educators and experts in education and Pancasila values (Kurniasih et al., 2022). Through this support, teaching modules can be developed with the appropriate approach, catering to student needs and effectively explaining Pancasila concepts in an easily understandable way for elementary school students.

The present community service activities conducted by the service team from Wahid Hasyim University, in collaboration with the *KKG-MI* (Working Group of Islamic Elementary School Teachers) of West Semarang, aimed to assist in developing the Teaching Module for the Strengthening Project of the Pancasila Student Profile (*P5*). These activities were anticipated to enhance knowledge and understanding of the strategies, challenges, and benefits of developing teaching modules focusing on Pancasila values. Therefore, this article would significantly contribute to supporting the cultivation of solid character based on the noble values of Pancasila among *Madrasah Ibtidaiyah* students in Semarang City.

Method

The method employed in this community service activity was Participatory Action Research (PAR), which involved the active participation of teachers in the *Madrasah Ibtidaiyah* setting. In this regard, the teachers served as partners and were engaged in planning, implementing, and evaluating the activities. The implementation team collaborated with the partners to develop plans to address the identified problems and needs. The stages involved in this process were as follows: 1) needs analysis, 2) planning, 3) socialization and mentoring, and 4) follow-up (Noviani et al., 2023).

Initial observations were conducted by administering interviews with the teachers receiving assistance to discuss the challenges they encountered and find collaborative solutions regarding the implementation of the Strengthening Project of the Pancasila Student Profile (*P5*). Subsequently, the team prepared, implemented, and evaluated the mentoring activities. The target participants were 15 individuals, including 10 *Madrasah Ibtidaiyah* teachers from partner institutions, 2 alumni representatives with teaching experience, and 3 students who registered for the Teaching Practicum (*PPL*). The partner institutions involved in this activity encompassed MI Nurul Islam, MI Akhlaqiyah, MI Darul Ulum, MI Al Asror, and MIN Semarang.

Results

The mentoring team comprised Islamic Elementary School Teacher Education Study Program (*PGMI*) lecturers from Wahid Hasyim University. Initially, the team conducted a needs analysis by performing preliminary interviews with several teachers. Based on these interviews with partner teachers, madrasa principals, and Teacher Working Group (*KKG*) coordinators in the West Semarang area, it was discovered that *Madrasah Ibtidaiyah* teachers had attended workshops on online independent learning. However, the training timing was not optimal, causing them to lack understanding and confidence in applying

it in their madrasas. As a result, they expressed the need for assistance from the team of lecturers at Wahid Hasyim University.

Considering the findings from the situation analysis, the activity of assisting in preparing the *P5* teaching module for *Madrasah Ibtidaiyah* teachers in Semarang City was carried out. The community service implementation was conducted offline and involved 15 participants. The presented materials focused on the open-minded concept of the *Merdeka* Curriculum and the development of a *P5* teaching module that catered to the specific needs of students in each madrasa.

The assistance was carried out in several stages: preparation, implementation, and evaluation (Haq, 2023; Ulandari & Dwi, 2023).

1. Preparation

During the preparation stage, the mentoring team undertook several tasks, including analyzing the mentoring needs, preparing the mentoring materials and tools, and finalizing the mentoring schedule. Student participation was also included in the implementation of this mentoring activity.

2. Implementation

The mentoring was conducted at the hall of Wahid Hasyim University campus through training and workshops attended by the 15 invited participants.

Figure 1.

The commencement of the activity by the Head of the PGMI Study Program at Wabid Hasyim University



The Head of the *PGMI* Study Program provided initial reinforcement and motivation to the participants, emphasizing the importance of instilling soft skills and student character per the *Merdeka* Curriculum. The indicators of teacher readiness include the following: (1) teachers' understanding of the *Merdeka* Curriculum policy, (2) teachers' understanding of formulating the learning objectives of the Pancasila student profile, (3) teachers' understanding of implementing 21st-century learning, and (4) teachers' readiness of identifying students' potential (Heryahya et al., 2022).

Figure 2.

Initial reflection activities and the understanding of the Merdeka Curriculum



Figure 3.

Participants' expressions of opinions during the sharing session

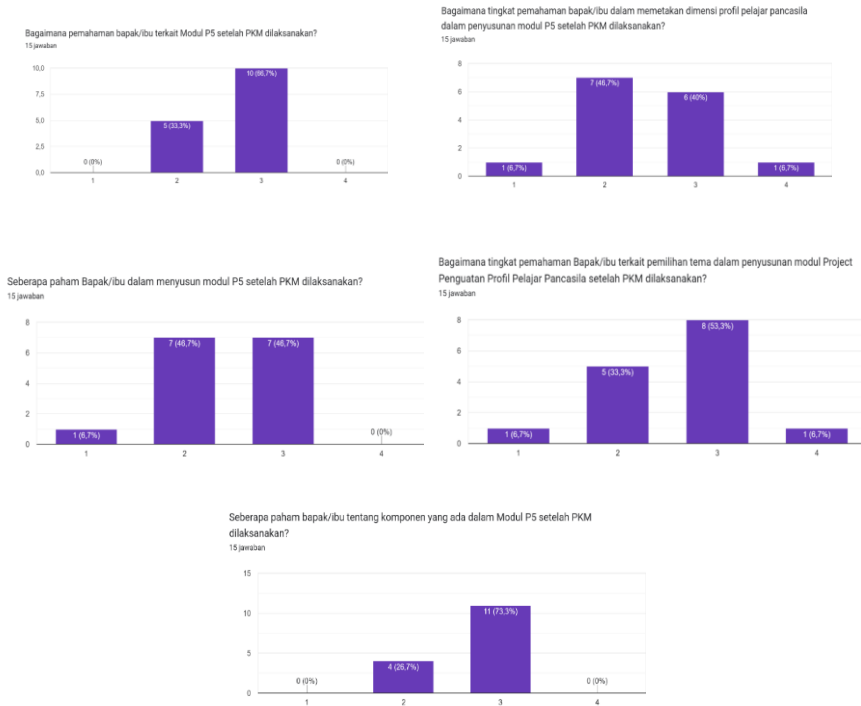


Subsequently, participants were encouraged to reflect on the need for curriculum change. They were then guided through the material on how to plan the implementation of the *Merdeka* Curriculum and proceeded to learn about designing the *P5* teaching module for their respective madrasas. The focus was on comprehending the learning paradigm in the *Merdeka* Curriculum, particularly related to preparing the *P5* module. The activity commenced with an explanation of the structure of the *Merdeka* Curriculum and the components of the *P5* module. The curriculum structure aimed to identify fundamental changes that distinguish it from the previous curriculum. The presentation of the *P5* module highlighted the ability to integrate each theme set by the government into a single learning project topic that incorporates the dimensions and sub-elements of the Pancasila Student Profile. The peer tutor method was employed to facilitate and streamline the preparation of the *P5* module, involving collaboration with teachers who demonstrated a good initial understanding of the subject matter. These teachers assisted their colleagues at levels 1 and 2 of understanding, as determined by the initial questionnaire analysis.

Following the implementation stage, the next step involved evaluation to assess the effectiveness of the mentoring process. It examined the increase in the percentage of teachers' understanding of the *Merdeka* Curriculum concerning the preparation of the *P5* module. The data obtained from the analysis of the understanding questionnaire and reflection questionnaire is presented in the following diagram.

Figure 4.

Diagram of the final percentage of teachers' understanding of the Merdeka Curriculum and the P5 teaching module



Discussion

Potential and problem identification data were obtained from initial discussions with teachers and the heads of madrasas during the preliminary studies. The principals explained that the preparation for implementing the *Merdeka* Curriculum (*IKM*) was minimal due to the lack of socialization and limited access to relevant independent training. Further interviews were conducted with the Deputy Head of Curriculum to gather additional information. Consistent with the previous statement, it was also noted that teachers' competence in understanding the new learning paradigm through *IKM* was still low.

An initial understanding questionnaire was administered to assess teachers' competence and utilization of learning applications to support the interview data. The questionnaire, which employed a Likert scale of 1-4, with level provisions ranging from not understanding (1) to highly understanding (4), was distributed to 10 teachers in *Madrasah Ibtidaiyah* who taught grades 1 and 4. The data revealed that most teachers (>50%) did not fully understand the *Merdeka* Curriculum.

The mentoring steps shed light on the essence of the *Merdeka* Curriculum, which stresses the freedom of teachers to carry out learning activities, with 75% focusing on intracurricular activities and 25% on projects. It is in line with Daga's argument that independent learning revolves around the freedom of teachers and students in the learning process. However, teachers and students have not yet experienced this freedom, as teachers are primarily occupied with educational and administrative tasks (Daga, 2021).

Participants, including teachers and students, showed enthusiasm during the mentoring activity. The questionnaire results indicated that 33.3% of participants did not understand initially, but 66.7% stated that they now understood after participating in the mentoring. When mapping the dimensions of the Pancasila student profile, 1% of participants stated that they did not understand, 46.7% partially understood, 40% understood, and 6.7% highly understood. Participants' understanding varied due to the recent socialization related to the *P5* teaching module.

Significant results were not achieved regarding the development of the *P5* module. In this regard, 46.7% of participants stated they did not understand, while 1% did not understand at all. This situation needs to be addressed by the service team to meet the teachers' understanding needs. Likewise, varying results were found in selecting themes for preparing the *P5* teaching module, with 33% of participants feeling that they still did not understand. In addition to measuring understanding through the questionnaire, the mentoring results were evaluated by

administering a cognitive reflection to the participants (Setiani et al., 2023).

No madrasas in Semarang City have been transformed into empowerment schools (*Sekolah Penggerak*). However, some have started implementing independent learning (Santoso et al., 2023). These schools partially incorporate the principles of the *Merdeka* Curriculum while still adhering to the 2013 Curriculum. Based on the research findings presented in Figures 2 and 3, it can be concluded that *Madrasah Ibtidaiyah* teachers in Semarang City understood the essence of the *Merdeka* Curriculum. They were familiar with the principles and steps of implementing the curriculum. However, they still required assistance and training from stakeholders to implement it in their teaching practices effectively. This finding aligns with the research conducted by Rosidah et al., who explained that although teachers had sufficient theoretical knowledge to implement authentic assessment in the *Merdeka* Curriculum, they still needed additional training when it came to practical implementation (Rosidah et al., 2021; Sari et al., 2022).

Conclusion and Suggestion

The community service activities conducted have demonstrated that providing assistance in the preparation of the *P5* teaching module is an effective strategy for empowering teachers as agents of educational change in their respective environments. By actively involving teachers in every process stage, including problem identification, planning, data collection, and evaluation, the mentors developed the relevant and practical *P5* teaching module and enhanced the teachers' skills, confidence, and collaborative abilities. It is expected that through continuous learning activities, teachers will be able to enhance their teaching practices, focusing on Pancasila values and supporting their professional development. To expand the impact of these efforts, conducting further mentoring activities with a broader range of target partners is recommended.

References

- Andang Heryahya, Herawati, E. S. B., Susandi³, A. D., & Zulaiha, F. (2022). Analisis Kesiapan Guru Sekolah Dasar Dalam Implementasi Kurikulum Merdeka. *JOEAI (Journal of Education and Instruction)*, 5(2), 548–562. <https://doi.org/10.31539/joeai.v5i2.4826>
- Anggraini, H., Haryono, S. E., Muntomimah, S., Wijayanti, R., & Akbar, M. R. (2022). Strategi Pengembangan Kurikulum Merdeka Belajar Kampus Merdeka Berbasis Individual Differences. *Jurnal Ilmiah Potensia*, 7(1), 64–74.
- Anwar, R. N. (2023). Pelatihan Penyusunan Modul Ajar Proyek Penguatan Profil Pelajar Pancasila Pada Satuan Pendidikan Program Sekolah Penggerak. *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat)*, 1(1), 102–109.
- Ardianti, Y., & Amalia, N. (2022). Kurikulum Merdeka: Pemaknaan Merdeka dalam Perencanaan Pembelajaran di Sekolah Dasar. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(3), 399–407. <https://doi.org/10.23887/jppp.v6i3.55749>
- Aryani, N., Safitri, L., & Maharani, D. F. (2023). *Pelatihan Merancang Modul P5*. 6, 1959–1965.
- Asiati, S., & Hasanah, U. (2022). Implementasi Proyek Penguatan Profil Pelajar Pancasila Di Sekolah Penggerak. *Jurnal Lingkar Mutu Pendidikan*, 19(2), 61–72. <https://doi.org/10.54124/jlmp.v19i2.78>
- Ayu Rizki Septiana, & Moh. Hanafi. (2022). Pemantapan Kesiapan Guru dan Pelatihan Literasi Digital pada Implementasi Kurikulum Merdeka. *Joong-Ki: Jurnal Pengabdian Masyarakat*, 1(3), 380–385. <https://doi.org/10.56799/joongki.v1i3.832>
- Azizah, L., & Witri, S. (2021). Peningkatan Mutu Pendidikan melalui Penerapan Total Quality Management dalam Program Akreditasi Sekolah. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 1(1), 69–78. <https://doi.org/10.35878/guru.v1i1.263>
- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). IMPLEMENTASI KURIKULUM MERDEKA DALAM MENINGKATKAN

MUTU PENDIDIKAN. *JOEL Journal of Educational and Language Research*, 1(12), 2105–2118.

- Cholilah, M., Gratia, A., Tatuwo, P., Rosdiana, S. P., Noor, A., Pgri, U., Buana, A., Pgri, U., Buana, A., Pgri, U., Buana, A., Pgri, U., & Buana, A. (2023). *Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21*. 01(02), 57–66. <https://doi.org/10.58812/spp.v1.i02>
- Daga, A. T. (2021). Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar. *Educatio Fkip Unma*, 7(3), 1075–1090. <https://doi.org/10.31949/Educatio.V7i3.1279>
- Fadhilah, M. N., Fawaid, A., Aflahah, Sutrisno, T., Sufiyanto, Imam, M., Zahrah, F., Lestari, L., Fausi, M., & Nada, Z. Q. (2023). *PENDAMPINGAN PROJEK PENGUATAN PROFIL PELAJAR PANCASILA (P5) DALAM MEMBANGUN KARAKTER PESERTA*. 1(7), 632–642.
- Haq, A. M. (2023). Pelatihan Nasional Penyusunan Modul P5 Menggunakan Kreasi Ide Media Serbaneka Pada Kepala Sekolah Dan Guru. *Jurnal ABDI: Media Pengabdian Kepada Masyarakat*, 8(2), 217–226. <https://doi.org/10.26740/abdi.v8i2.21157>
- Imron, A., & Shobirin, M. (2021). Pengembangan Bahan Ajar Berbasis Kearifan Lokal Bagi Guru MI di Kota Semarang. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 21(1), 71–100. <https://doi.org/10.21580/dms.2021.211.7342>
- Jannah, F., Irtifa, T., & Fatimattus Az Zahra, P. (2022). Problematika penerapan kurikulum Merdeka Belajar 2022. *Al YAZIDIY: Ilmu Sosial, Humaniora, Dan Pendidikan*, 4(2), 55–65.
- Jojo, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5150–5161. <https://doi.org/10.31004/edukatif.v4i4.3106>
- Juraidah, & Hartoyo, A. (2022). Peran Guru Dalam Menumbuhkembangkan Kemandirian Belajar Dan Kemampuan Berpikir Kritis Siswa Sekolah Dasar Melalui Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Pendidikan Dasar Perkhisa*, 8(2),

105–118.

<http://jurnal.stkippersada.ac.id/jurnal/index.php/JDPDP/>

- Khairiyah, U., Asmara, B., Lamongan, U. I., Surabaya, U. M., Nahdlatul, U., Surabaya, U., Surabaya, U. N., Terbuka, U., Pancasila, P. P., & Khairiyah, U. (2023). *Fenomena Penerapan Kurikulum Merdeka Dalam Pembentukan Karakter Profil Pelajar Pancasila Siswa Sekolah Dasar*. 7(2), 172–178. <https://doi.org/http://dx.doi.org/10.30651/else.v7i2.196924>
- Kholiq, A. (2022). Mentoring Program on Conducting Research and Writing Scientific Paper for Civil Servant Teachers. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 22(2), 165–180. <https://doi.org/10.21580/dms.2022.222.13393>
- Kurniasih, A., Kurniawati, D., Nursafitri, L., & Susanti, S. S. (2022). Pendampingan Implementasi Kurikulum Merdeka Di Kelompok Kerja Madrasah (Kkm) El- Qodar 21 Lampung Timur. *Jurnal Pengabdian Kepada Masyarakat*, 2(1), 18–27.
- Kurniasih, A., Nursafitri, L., Kurniawati, D., & Susanti, S. S. (2020). Pendampingan Penyusunan Modul Proyek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil Alamiin (P5 dan P4R) Pada Guru Madrasah Tsanawiah di Lampung Timur. *Peduli: Jurnal Pengabdian Kepada Masyarakat*, 1–23.
- Noviani, L., Setyowibowo, F., & Wahyono, B. (2023). Penguatan Kompetensi Guru Dalam Implementasi Proyek Penguatan Profil Pelajar Pancasila. *Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat*, 3(2), 90–95. <https://doi.org/10.26740/jpm.v3n2.p90-95>
- Nurhayati, P., Emilzoli, M., & Fu'adiyah, D. (2022). Peningkatan Keterampilan Penyusunan Modul Ajar Dan Modul Proyek Penguatan Profil Pelajar Pancasila Kurikulum Merdeka Pada Guru Madrasah Ibtidaiyah. *JMM (Jurnal Masyarakat Mandiri)*, 6(5), 1–9. <https://doi.org/10.31764/jmm.v6i5.10047>
- Nurpratiwi, S., Amaliyah, A., Hakam, A., & Romli, N. A. (2022). Developing Teacher Professionalism in Online Learning Through Assistance of Web-Based Digital Teaching Materials. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 21(2), 221–

232. <https://doi.org/10.21580/dms.2021.212.9367>

- Santoso, G., Damayanti, A., Murod, M., & Imawati, S. (2023). *Implementasi Kurikulum Merdeka melalui Literasi Proyek Penguatan Profil Pelajar Pancasila*. 02(01), 84–90.
- Saputra, I. G. P. E., Sukariasih, L., & Muchlis, N. F. (2022). Penyusunan Modul Projek Penguatan Profil Pelajar Pancasila (P5) Menggunakan Flip Pdf Profesional Bagi Guru SMA Negeri 1 Tirawuta: Persiapan Implementasi Kurikulum Merdeka. *Prosiding Seminar Nasional UNIMUS*, 5, 1941–1954.
- Sari, W. K. Ika, Nada, E. I., & AH, B. (2022). *DIMAS : Jurnal Pemikiran Agama dan Pemberdayaan Pelatihan Pengembangan Instrumen HOTS bagi Guru Kimia SMA dan MA di Kota Semarang sebagai Upaya Mewujudkan Paradigma Pendidikan Abad 21 Wini Kartika Sari, Ella Izzatin Nada, Busiri AH Pendahuluan Pelaksan*. 22, 149–164. <https://doi.org/10.21580/dms.2022.221>.
- Setiani, A., Lukman, H. S., & Agustiani, N. (2023). *PENGOPTIMALAN PENERAPAN MODUL AJAR DAN MODUL PROJEK PADA GURU SMP SEKOLAH PENGGERAK MODEL 1*. 7(5), 1–10.
- Ulandari, S., & Dwi, D. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Memperkuat Karakter Peserta Didik. *Jurnal Moral Kemasyarakatan*, 8(2), 12–28.
- Wote, A. Y. V., & Sabarua, J. O. (2020). Analisis Kesiapan Guru dalam Melaksanakan Proses Belajar Mengajar di Kelas. *KAMBOTI: Jurnal Sosial Dan Humaniora*, 1(1), 1–12. <https://doi.org/10.51135/kambotivolliss1pp1-12>
- Yolanda, Y., Nisai, N., Aslia, & Sukmaniar. (2023). Lokakarya Peningkatan Kompetensi Guru Dalam Penyusunan Modul Projek Penguatan Profil Pelajar Pancasila (P5) Sebagai Implementasi Kurikulum Merdeka. *Kapas: Kumpulan Artikel Pengabdian Masyarakat*, 2(1), 32–44.