

## Analysis of Teacher Perceptions at Sekolah Penggerak Regarding the Project for Profil Pelajar Pancasila as Strengthening the Character of Students

### Analisis Persepsi Guru pada Sekolah Penggerak mengenai Proyek Penguatan Profil Pelajar Pancasila sebagai Penguatan Karakter Peserta Didik

<https://doi.org/10.24036/pakar.v22i2.560>

Wafa Khairunisa<sup>1\*</sup>, Dadang Sundawa<sup>1</sup>, Rahmat<sup>1</sup>, Muhammad Rafsan Wiaratama<sup>2</sup>

<sup>1</sup> Universitas Pendidikan Indonesia, Bandung, Indonesia

<sup>2</sup> Universitas Negeri Jakarta, Jakarta, Indonesia

\*E-mail: [wafachachakhairunisa@upi.edu](mailto:wafachachakhairunisa@upi.edu)

#### Abstract

*This research was conducted based on the importance of the program released by the new system curriculum in Indonesia, namely the Merdeka Curriculum, to overcome the crisis in the character of the nation's children in the era of globalization. This research aims to analyse the perceptions of teachers at Sekolah Penggerak regarding the Profil Pelajar Pancasila Project as a step to strengthen the character of students by considering several indicators such as process, results, and evaluation. The approach used in this research is quantitative, using descriptive methods. Data collection was carried out through the distribution of questionnaires and interviews with several informants as supporting data. The data analysis techniques used are reduction, presentation, and conclusion. The overall indicator results have reached a score of 81.9%, indicating that the implementation of this program has been successful and has achieved a high percentage in strengthening student character. Supported by informant interviews, this activity has a very positive effect, as students at school gain cognitive knowledge and can train their affective and psychomotor skills. This activity is not only a curriculum program but can help students improve their positive character at school and in the surrounding environment.*

**Keywords:** teacher perceptions, sekolah penggerak, a project for pancasila student profile, student character.

#### Abstrak

Penelitian ini dilakukan berdasarkan pada pentingnya program yang dirilis oleh sistem kurikulum baru di Indonesia yaitu Kurikulum Merdeka, guna menanggulangi krisisnya karakter anak bangsa di era globalisasi. Penelitian ini memiliki tujuan untuk menganalisis persepsi guru di sekolah penggerak terkait dengan Proyek untuk memperkuat Profil Pelajar Pancasila bertujuan untuk memperkuat karakter peserta didik dengan memperhitungkan beberapa aspek seperti proses, hasil, dan evaluasi. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan metode deskriptif. Pengumpulan data dilakukan melalui penyebaran kuesioner dan melakukan wawancara dengan beberapa informan untuk mendukung data tersebut. Teknik analisis data yang digunakan yakni reduksi, penyajian, dan penarikan kesimpulan. Hasilnya pada keseluruhan indikator telah mencapai hasil sebesar 81,9% sehingga pelaksanaan program ini telah direalisasikan dengan baik dan memiliki presentasi tinggi guna menguatkan karakter peserta didik. Menurut hasil wawancara, kegiatan ini memiliki dampak yang signifikan yang membantu peserta didik di sekolah untuk tidak hanya memperoleh pengetahuan secara kognitif, tetapi juga melatih aspek afektif dan psikomotorik mereka. Maka secara tidak langsung adanya kegiatan ini tidak hanya sebagai program kurikulum semata, namun dapat membantu peserta didik dalam meningkatkan karakter positif, baik di sekolah maupun lingkungan sekitarnya.

**Kata Kunci:** persepsi guru, sekolah penggerak, proyek penguatan profil pelajar pancasila, karakter peserta didik.

## 1. Introduction

The character of the nation's children today often faces severe challenges in its development. In an era of global dynamics and rapid technological change, students face various pressures that require more complex character readiness (Khairunisa & Damayanti, 2023). Globalisation and technological transformation have opened unlimited access to information but, at the same time, raised challenges in shaping characters who have critical thinking, leadership, and mental resilience (Khairunisa & Sundawa, 2023). Teachers should be able to effectively assist in the character-building of the nation's children by using various learning opportunities (Wiratama et al., 2023). In addition, teachers must prepare the correct method in the learning process to diagnose each student's character, which helps strengthen the character of the nation's children.

In addition, the changing and diverse dynamics of society demand the character of the nation's children to have openness, tolerance, and practical communication skills. In facing these challenges, it is essential to understand that education does not have to go beyond the academic aspects alone; it must also pay attention to character-building by the demands of the times.

Therefore, the character of the nation's children at this time needs to develop in the intellectual realm and have social sensitivity, emotional skills, and the ability to adapt to environmental changes (Lamuri & Laki, 2022). Education today must be able to become a vehicle that forms a robust and responsive character, and is ready to face the complex challenges that students may face in the future (Sugiarto & Farid, 2022; Sugiarto & Farid, 2023).

Recognising the complexity of the challenges facing the character of the nation's children today, a significant step taken to respond to the dynamics of education is to change the curriculum system in Indonesia from the 2013 Curriculum to the Merdeka Curriculum (Angga et al., 2022). This step is not just a technical update but a strategic initiative to shape students into inclusive and creative scholars with a strong orientation toward concrete character-building.

According to research by Rahayu et al. (2022), the independent curriculum can be interpreted as a paradigm shift in education in Indonesia. This is a technical update of the 2013 Curriculum and a strategic initiative to shape students into inclusive and creative individuals. In other words, the Merdeka Curriculum can be interpreted as a learning tool designed to create humans who are not only knowledgeable but also have a strong personality and are by the values of Pancasila.

This step was taken in response to the complexity of the challenges facing the character of the nation's children today, which shows that education must not only prepare students academically but also hone the character aspects of students. Thus, the Merdeka Curriculum is a strategic effort to respond to the dynamics of education that is more holistic and oriented towards positive character-building results, especially with holding the Pancasila Student Profile Strengthening (P5) program.

The project adopts an interdisciplinary approach and real-life practicum to encourage students to understand the concept of character theoretically and apply it in various daily situations. This approach consistently supports the theory proposed by Branson, which states that to be a good and competent citizen, one must develop three aspects of civic competence, namely 1) *Civic Knowledge*, which includes information or content that citizens should have. 2) *Civic Skill* involves citizens' relevant intellectual and participatory abilities. 3) *Civic Attitude (Civic Disposition)*, refers to attitudes, values, and behaviors that demonstrate involvement and responsibility as a citizen (Efendi, 2020).

Thus, the existence of this project is in line with the existence of citizen competencies that need to be fostered, which not only aims to increase understanding but also provides direct experience that forms national values in each individual, because the Merdeka curriculum views learning as a journey of human development to anticipate changes and progress of the nation by the times (Yamin & Syahrir, 2020).

Pratama and Dewi (2023) explained that in the Pancasila Student Profile Strengthening Project (P5), a co-curricular program is an integral part of each school. To implement this program, each school is expected to carry one of the following dimensions: 1) faith and piety in God Almighty; 2) independence; 3) cooperation; 4) global diversity; 5) critical reasoning; and 6) creativity. This co-curricular program is designed to assist in the formation of the Pancasila Student Profile, focusing on developing aspects such as faith, independence, a spirit of gotong royong, global diversity, critical thinking skills, and creativity. With these programs, it is hoped that every student can develop themselves holistically based on Pancasila's values.

Character is a set of values, attitudes, morals, and traits that make up a person's personality. It includes behaviour, ethics, integrity, responsibility, honesty, cooperation, fortitude, and other qualities that characterize an individual (Wantu, 2020). Character includes moral aspects and reflects how a person interacts with others, overcomes challenges, and shows a positive attitude in various life situations.

Character building can involve a process of education and life experiences that help a person develop strong ethical and moral values. Character values are often considered to reflect the principles recognized by a society or culture, and they can be the basis for individual decision-making and behaviour (Khairunisa & Sundawa, 2023).

To strengthen students' character, character education is often implemented through various programs, policies, and extracurricular and cocurricular activities designed to instil positive values in students. However, one approach that can be taken is implementing the Pancasila Learner Profile Strengthening Project program, which is integrated into the Merdeka Curriculum (Sari et al., 2023).

A significant difference in this research approach compared to previous studies is the particular emphasis on the informant group, namely teachers in the driving schools. As such, this study is more focused on an in-depth exploration of the experiences gained by teachers in trigger schools during the training period. This more targeted focus is expected to generate more detailed and specific data, contribute to a deeper understanding of their roles and contributions in the training context, and provide more specialised insights into developing educational practices.

Based on the context that has been described, this study aims to gain insight into the perspectives of teachers at the driving school related to the Pancasila Learner Profile Strengthening Project as a step to improve the character of learners. The evaluation will be carried out by considering various indicators, such as character values, implementation process, success rate, and overall evaluation.

## **2. Literature Review**

Establishing the Pancasila Student Profile is a concrete step in improving education standards in Indonesia, especially with a focus on fostering student character. In the current era of technological advances, information and communication, instilling values and character education cannot be underestimated. It is essential for balancing technological progress and holistic individual development (Faiz et al., 2015; Faiz et al., 2022). The enhancement of the Pancasila Learner Profile is centred on imparting essential character and practical life skills to

students. This is achieved through fostering a conducive school environment, integrating curricular and extracurricular activities, and enhancing a solid work ethic (Rahayuningsih, 2022). This is in line with the fundamental inquiry in the Indonesian education framework. The development of the Pancasila Learner Profile is a response to the fundamental question of the qualifications desired by the Indonesian education system. These qualifications include skills, character, and behaviour that are embedded in the values of Pancasila (Rachmawati et al., 2022). Currently, efforts to improve the Pancasila Learner Profile are being implemented in various educational institutions through the Mover School Program (PSP) at all levels, from elementary and junior high schools to senior and vocational high schools. The Mover School Program seeks to motivate educational institutions to transform to improve the quality of education, one aspect of which is the implementation of a prototype curriculum. (Syafi'i, 2021).

The Pancasila Learner Profile can be implemented through school culture and extracurricular and co-curricular activities emphasizing character building and developing practical skills relevant to everyday life. School culture includes the overall atmosphere, policies, interactions and norms. Extracurricular activities cover various subjects and experiences, while projects involve contextualized learning and interacting with the environment. These activities aim to develop students' interests and talents. So, having P5 is not just implementation; it needs preparation and results. Planning, introduction, contextualization, action, and reflection are needed in the preparation stage. For the expected results, students can increase their potential, empowerment, improvement, understanding, and social roles (Rahayuningsih, 2022).

The Pancasila Learner Profile describes the character and competencies that graduates are expected to achieve while affirming the noble values of Pancasila for students and stakeholders. This profile consists of six aspects: 1) Religious observance, moral integrity, and devotion to the Almighty; 2) Acceptance of global diversity; 3) Ability to be independent; 4) Spirit of cooperation and cooperation; 5) Critical thinking skills; and 6) Creativity. These dimensions must be seen as a whole and support each other (Susilowati, 2022).

Students who have the dimensions of Faith, Taqwa to the Almighty, and Noble Character strongly recognize God's existence and try to obey His commands and stay away from prohibitions according to the teachings of their religion. The Global Diversity dimension refers to Indonesian students who have a strong identity, can represent the nation's culture well, and have an understanding and openness to various local, national and global cultures. The Independent Dimension describes students who are proactive in self-development, demonstrate responsibility, plan actions, and reflect on their experiences. The Cooperation dimension refers to students who can collaborate voluntarily to achieve a common goal. The Critical Thinking dimension describes students who can think objectively, systematically, and scientifically by considering all aspects. Meanwhile, the Creative dimension refers to students who can create something original with the ability to modify and innovate (Irawati et al., 2022).

### **3. Research Methods**

A quantitative approach with a descriptive method is a way to collect data in this study. The data collection technique used is a questionnaire instrument with 100 teacher respondents. For supporting data, researchers used interviews with 3 informants, sampling using ten randomly without regard to strata (simple random sampling) (Sugiyono, 2020).

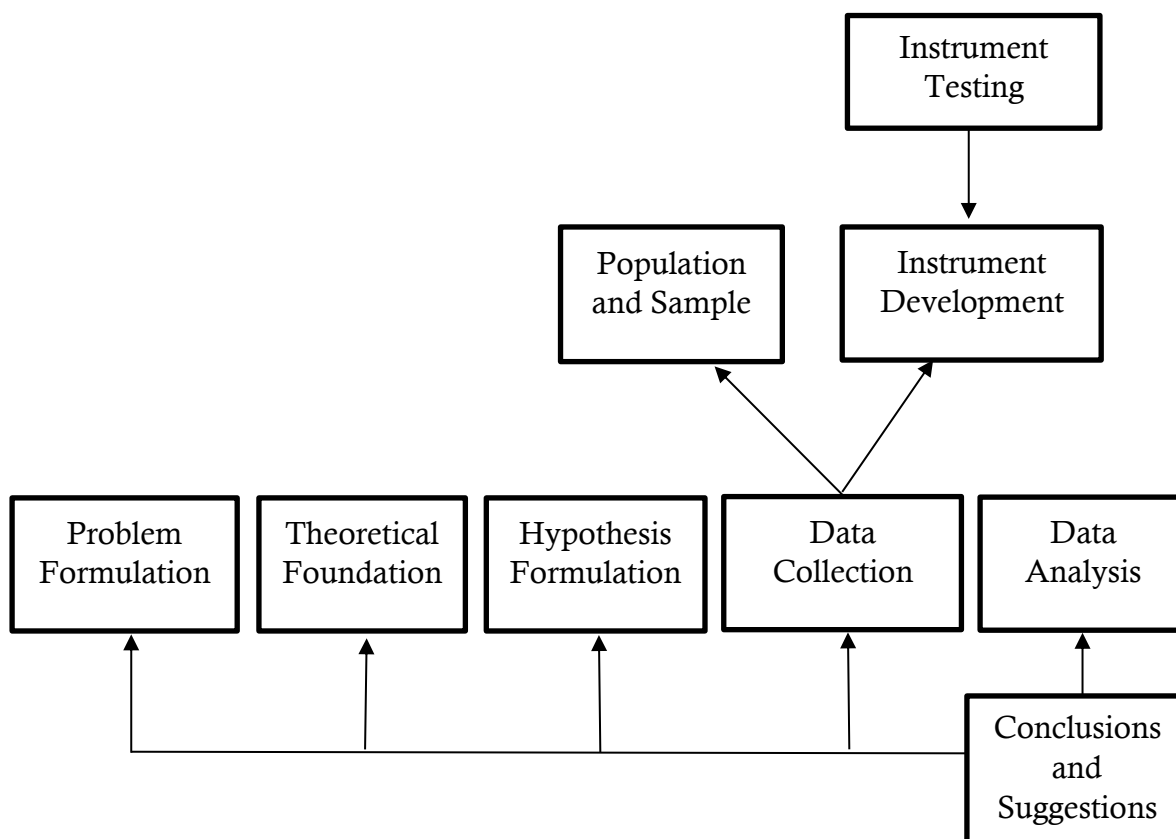


Figure.1. Research flowchart

In the context of this research, the data analysis carried out is by 1) reducing data, 2) presenting data, and 3) concluding (Sugiyono, 2020). After these steps, the analysis results were interpreted using the criteria listed in the following table.

Table.1. Percentage Range and Qualitative Criteria (Riduwan, 2015).

No.	Interval	Criteria
1.	Percentage $\leq$ 58%	Very Low
2.	45% < percentage < 58%	Low
3.	59% < percentage < 72%	Simply
4.	73% < percentage < 86%	High
5.	87% < percentage < 100%	Very High

## 4. Results and Discussion

### 4.1. Research Results

The following are the results of research that have been filled in through lifting so that the outline of information about the Pancasila Student Profile Strengthening Project on improving students' character is presented as follows.

Table.2. Average Score of Process Indicators

No.	Process Indicator	Score	Percentage
1.	Planning	329	82,25%
2.	Introduction	361	90,25%
3.	Contextualisation	321	80,25%

4.	Action	348	87%
5.	Reflection	311	77,75%
Average			83,5%

Based on the results presented in the table, it is known that the average understanding of teachers in the driving school of the implementation process of the Pancasila Student Profile Strengthening Project is relatively high, with a percentage of 83.5%. While these results still have shortcomings with indicators, some teachers still need to understand the program implementation process. However, overall it is perfect.

**Table.3.** Average Score of Character Value Indicators

No.	Character Value Indicator	Score	Percentage
1.	Religious	320	80%
2.	Independent	300	75%
3.	Cooperation	384	96%
4.	Global Diversity	348	87%
5.	Creative	318	79,5%
6.	Critical Thinking	315	78,75%
Average			82,71%

Based on the results presented in the table, it is known that the average indicator of the effect of the Pancasila Student Profile Strengthening Project on the character of students in the Pancasila Student Profile dimension has been relatively high with a percentage of 82.71%. Details of the character include religious, independent, cooperation, creative, and critical thinking have a percentage per indicator above 73%.

**Table.4.** Average Score of Evaluation Indicator

No.	Evaluation Indicator	Score	Percentage
1.	Self Potential	324	81%
2.	Self-Empowerment	309	77,25%
3.	Self-Improvement	314	78,5%
4.	Self-understanding	398	74,5%
5.	Social Role	347	86,75%
Average			79,6%

Based on the results presented in the table, it is known that the average evaluation indicator on P5 on the character of students in the Pancasila Student Profile dimension has been relatively high, with a percentage of 79.6%. Of all the indicators, the lowest percentage is obtained in the self-understanding indicator so that students can implement P5. However, their understanding of the implementation still needs to be improved.

#### 4.2. Discussion

Based on the findings presented, the overall average indicator of the Pancasila Student Profile as a strengthener of student character shows a result of 81.9%, indicating a high achievement level. However, there are still some things that need improvement to improve the quality of this program. As for the things that need to be considered so that this program runs

optimally, the point of self-understanding is rated to get the lowest percentage in the table of evaluation indicators. So that the right formula is needed for self-understanding.

Teachers' knowledge and understanding of P5 activities in shaping participants' character was validated through interviews with three randomly selected teachers. The Movers School teachers confirmed that the government has comprehensively explained the project planning. The Mover School has consistently been the main focus of implementing current programs and is a model for other schools. Therefore, it can be concluded that the driving schools have carried out their planning well; this is because each driving school will be an example for other schools, so indirectly, in implementing the P5 program, it is necessary to have a good and mature planning process to be implemented. In line with Muslim & Mulloh (2022), each teacher or driving school must have more competence and be up to date to be an example for other schools and become a role model.

The second question was about the effect of P5 on strengthening students' character, and all informants answered very satisfactorily. The project's success in strengthening the character of learners is mainly due to the practical approach applied in its implementation. By involving learners in various practical activities that reflect the six integrated dimensions, this project can significantly impact the development of learners' character.

This aligns with the opinion of Mukthamar et al. (2024), who argued that the P5 program provides cognitive learning and can train affective and psychomotor skills. Success in these domains means that students are more interested in learning and can form some of the 16 characters or those oriented towards the values of Pancasila. This is evident after the students' involvement in implementing these activities.

The third question is about the evaluation that is carried out. According to informant data, evaluation is integral to implementing P5 in each school. This practice is carried out with the aim that the implementation of the project in the following semester can be significantly improved. Evaluation becomes the basis for correcting weaknesses, identifying successes, and accommodating necessary changes to ensure the sustainability of the project and its benefits for students. Although the evaluation has yet to run optimally, the school has tried as much as possible to carry out what has been directed by the government to implement the program.

Evaluation must be carried out with a holistic approach covering various aspects of implementing activities (Alvizar, 2023). So, in the realm of the curriculum, it can include curriculum content, learning methods, involving students (including social roles), and the impact on the character of students, which includes potential, empowerment, improvement, and self-understanding, in line with the opinion of (Rambung et al., 2023).

With the involvement of all relevant parties, evaluation becomes an important tool to direct continuous improvement and development (Efendi & Sholeh, 2023). Thus, each iteration of the project is expected to build on previous learning, creating a continuous cycle of improvement to maintain the relevance and sustainability of P5.

It is essential to recognise that the implementation of P5 in each driving school is still varied, and adapted to the conditions and readiness of each school. Field realities show that each educational institution has unique challenges in integrating this project into its learning environment. Factors such as the availability of resources, school support, and learner engagement level may influence how the project is implemented.

Overall, the validation results from teachers in the driving school provide a positive picture of the effectiveness of the Pancasila Learner Profile Strengthening Project. Teachers emphasised that this project can significantly contribute to improving students' character. This success

underlines the importance of the project's adaptability to the local context and the ability of teachers to adjust implementation strategies according to the needs and dynamics of each class. Thus, continuous evaluation and exchange of experiences between schools can be strategic measures to improve the consistency and effectiveness of P5 implementation across educational institutions (Maudyna et al., 2023).

However, comparing this situation with the implementation of P5 confirms that there was success in bridging the gap between curriculum development and its implementation in the field. The project designed a curriculum that focused on character values and paid attention to implementation strategies that suited the needs and realities of each driving school. Involving teachers as the main stakeholders, this project provides room for adjustments to achieve the main goal, namely having three main competencies, according to Branson, such as civic knowledge, skills, and disposition (Efendi, 2020).

Therefore, the lessons learned from this project can be used as inspiration in designing curriculum and implementation strategies that are more inclusive, adaptive, and oriented to the actual needs at the school level, so that the results can be felt in real terms in the development of students and meeting the demands of the times.

## 5. Conclusion

Overall, P5 activities have successfully improved students' character. This success can be seen through the distribution of evaluation results to teachers in the driving schools. With indicators, processes, results, and evaluation reaching a high category with a percentage of 81.9%, this project has had a significant positive impact on student character building, such as religiosity, independence, cooperation, global diversity, creativity, and critical thinking. This success is reflected in cognitive aspects and aspects of empowerment, potential development, improvement, and self-understanding of learners.

Thus, the project is not just an effort to implement the curriculum but also a successful program that will pave the way towards better student character. Hopefully, this success can provide inspiration and guidance for similar programs in the future so that the character values of learners can continue to be a strong foundation in shaping the next generation with character and commitment to the nation's noble values.

## 6. References

- Alvizar, A. (2023). Pola Modern Organisasi Kurikulum Pendidikan Agama Islam. *Darah Tarbawiyah: Journal of Management in Islamic Education*, 4(2), 115–130.
- Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, 6(4), 5877–5889.
- Efendi, I. (2020). Pendidikan Kewarganegaraan: Wahana Pengembangan Kompetensi Warganegara Dalam Pengenalan Partisipasi Politik Siswa Sekolah Dasar. *Didaktika Tauhidi*, 7(2), 149–162.
- Efendi, N., & Sholeh, M. I. (2023). Manajemen Pendidikan Dalam Meningkatkan Mutu Pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68–85.
- Faiz, A., Parhan, M., & Ananda, R. (2022). Urgensi Pendidikan Nilai di Era Globalisasi. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 3222–3229.



- Irawati, Iqbal, A., Hasanah, A., & Arifin, B. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul : Jurnal Pendidikan*, 6(1), 1125–1138.
- Khairunisa, W., & Damayanti, S. (2023). Pentingnya Pendidikan Kewarganegaraan bagi Suatu Negara pada Generasi Milenial Abad-21. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 9(1), 35–42.
- Khairunisa, W., & Sundawa, D. (2023). Analiss Muatan Nilai Karakter dalam Buku Teks Pendidikan Pancasila SMP Kelas VII. *Ideas: Jurnal Pendidikan, Sosial, Budaya*, 9(4), 1061–1070.
- Khairunisa, W., & Sundawa, D. (2023). The Urgency of Digital Literacy in Developing Character Education for Youth in Society 5.0. *Building a Better Future in the Digitalization Era*, 125–143.
- Lamuri, A. B., & Laki, R. (2022). Transformasi pendidikan dalam pengembangan sumber daya manusia yang berkarakter di era disrupsi. *Guru Tua: Jurnal Pendidikan Dan Pembelajaran*, 5(2).
- Maudyna, I., Roesminingsih, E., & Karwanto. (2023). Evaluasi Kesiapan Pendidik dalam Implementasi Projek Penguatan Profil Pelajar Pancasila (P5). *EDUKASIA: Jurnal Pendidikan Dan Pembe*, 4(1), 637–648.
- Muktamar, A., Yusri, H., Amirulla, Amalia, B., Esse, I., & Ramadhani, S. (2024). Transformasi Pendidikan: Menyelami Penerapan Proyek P5 untuk Membentuk Karakter Siswa. *Journal of International Multidisciplinary Research*, 2(2), 1–8.
- Muslim, A., & Mulloh, T. (2022). Analisis Kebijakan Program Guru Penggerak Sebagai Upaya Regenerasi Supervisor Pendidikan yang Berkualitas Di Indonesia . *Journal Publicuho*, 2621–1361.
- Pratama, Y., & Dewi, L. (2023). Projek Penguatan Profil Pelajar Pancasila sebagai Program Kokurikuler: Studi Analisis Persepsi Guru. *DWIJA Cendikia: Jurnal Riset Pedagogik*, 7(1), 134–142.
- Rachmawati, N., Marini, A., Nafiah, M., & Nuraisah, I. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basic Edu*, 6(4), 6313–6319.
- Rahayuningsih. (2022). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara dalam Mewujudkan Profil Pelajar Pancasila. *Social: Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187.
- Rambung, Q., Sion, Bungamawelona, Puang, Y., & Salenda. (2023). Transformasi kebijakan Pendidikan Melalui Implementasi Kurikulum Merdeka Belajar. *Jurnal Ilmu Pendidikan (JIP)*, 1(3), 589–612.
- Riduwan. (2015). *Dasar-Dasar Statistika*. Alfabeta.
- Sari, A., Zumrotun, E., & Nina, A. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Dasar. *Qalam: Jurnal Ilmu Kependidikan*, 12(1), 65–75.
- Sugiarto, & Farid, A. (2023). Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0. *Cetta: Jurnal Ilmu Pendidikan*, 6(1), 580–598.

- Sugiyono. (2020). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Susilowati, S. (2022). Implementasi kurikulum merdeka belajar pada mata pelajaran pendidikan agama Islam. *Al-Miskawaih: Journal of Science Education*, 1(1), 115–132.
- Syafi'i, F. (2021). Merdeka Belajar: Sekolah Penggerak. *Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0*, 39–49.
- Wantu, H. M. (2020). Pendidikan Karakter Untuk Membentuk Moralitas Anak Bangsa. *Irfani*, 16(1), 1–8.
- Wiratama, M. R., Irvan, M., Ramadhan, F., Bestari, P., & Iswandi, D. (2023). *Utilization of Rengasdengklok Historical Site As a Source of Learning Pancasila and Civic Education in Improving Morale Nationalism*. *Journal of Social Research*, 2(2), 388-395
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 126–136.