

# Implementation of School Governance Based on the Character of Pancasila Student Profile in Elementary School Students

Imelda Anandiya Putri<sup>1</sup> Diding Nurdin<sup>2</sup>

Universitas Pendidikan Indonesia

Bandung, Indonesia

[imeldaanandiya@upi.edu](mailto:imeldaanandiya@upi.edu), [didingnurdin@upi.edu](mailto:didingnurdin@upi.edu)

**Abstract**—This study intends to examine the implementation of school governance based on the Pancasila Student Profile character at SDN 003 Pagarsih. This research used a qualitative descriptive method using a case study approach. Data were collected through observations and interviews with principals and teachers, as well as a survey with a Likert scale given to 100 student respondents in grades 3, 4 and 5. The results of the study indicate that school governance based on the Pancasila student profile character is a planned and structured joint movement process to instill Pancasila values through the Pancasila student character which is the basis for students to choose their actions or judge something meaningful or meaningless for life. School Governance based on the Pancasila Student Profile is implemented through aspects of planning, implementation, and assessment. The governance of character development planning is carried out through the introduction of each character in the Pancasila Student Profile and preparation for daily activities through habituation and insertion into the learning process. Implementation governance is carried out through character planting in every activity. Assessment governance is carried out through character development in students by using attitude assessment during daily activities and the learning process.

**Keywords**—school governance; character; Pancasila Student Profile

## INTRODUCTION

The Indonesian nation chose Pancasila as their philosophy. Pancasila was created by the nation's founders from the existing culture in Indonesia, and it serves a vital task and place in the Indonesian state. The position of Pancasila as the philosophy of the Indonesian era is currently under threat. This can be attributed to the importance of inculcating Pancasila values education. Values are aspects of the human conscience that provide a stronger basis as well as moral values which are standards of beauty, efficiency, or integrity of conscience. Education is one form of public investment in Indonesia. Education in Indonesia is divided into several phases. Basic education, junior secondary education, senior secondary education, and higher education are the stages. Character values, especially the Pancasila character, must be instilled in the elementary education period, with an elementary school age range of 6 to 12 years.

The importance of character education is shown and strengthened in the profile of Pancasila students by making it the direction of character in Indonesian education. The Pancasila Student Profile acts as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. Pancasila students are the embodiment of Indonesian students as lifelong students who are competent, have character, and behave in accordance with the values of Pancasila.

Strengthening Character Education that has existed previously in every educational institution can still run according to the needs and habituation in each education unit which is integrated with the project to strengthen the profile of Pancasila students. The project to strengthen the profile of Pancasila students and the Strengthening Character Education program is an effort and a policy mandate from Law no. 20 of 2003 concerning the National Education System in developing students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Pasal 3). These policies, through the implementation of the Merdeka Curriculum, create an advanced, sovereign, independent and self-reliant Indonesia. This certainly produces Pancasila students who think critically, creatively, independently, have faith, fear God, and have noble character in global diversity.[1]

Character education is very important because intellectual people without good character are useless. Character is a person's perspective and behavior that is different and can be applied when working together. Furthermore, character can be said to be a character, trait, or other element that is ingrained and becomes the basis of a person's behavior. As a result, character can be described as a personality or trait that comes from within a person, is distinctive, and affects all of that person's behavior. According to research, Indonesia faces enormous problems, including a high moral crisis and a character crisis.[2]

An effort to overcome this situation is by planting character education in elementary schools because it is the age of character development. If a character has been formed, then modifying it will be more difficult than developing character values through various school activities that can help shape the character of

children who are moral and dignified. This research at SD Negeri 1 Kalikejambon is also to shape the character of students in accordance with the personality of the Indonesian nation, related to the ideals of Pancasila. The character of the students at the research site has shifted badly over the last five years as a result of globalization which must be avoided. It takes hard work to develop a dignified, caring, intelligent, and characterful personality.[3]

Throughout the 2020-2035 Indonesia Education Roadmap, the Ministry of Education and Culture emphasized the importance of character building. Superior human resources are lifelong learners who have global competence and behavior that reflect the noble principles of Pancasila. The development of superior human resources must be comprehensive, not only focusing on cognitive abilities.[4] Indonesia chose Pancasila as the student profile because Pancasila has characteristics that are in accordance with the cultural foundation of the Indonesian nation and is simple in its implementation, providing a solid foundation to shape the nation's next generation into a generation with Pancasila character[4].

The Pancasila Student Profile includes the following characteristics: 1) Have Faith, fear God and noble character; 2) Global diversity; 3) Cooperation; 4) Creative; 5) Critical thinking; and 6) Independence [1] [4]. Implementation can occur through teaching in the classroom or by habituation in schools. As a country with the motto 'Unity in Diversity', the Unitary State of the Republic of Indonesia has a rich variety of cultures and local cultural values that must be proudly preserved, preserved and promoted. This can be used as a source of learning to preserve the identity of the Indonesian state which is based on Pancasila and various cultural values. This fear arises as a result of the increasing harmful effects of other cultures. [5]

One of the keys to the success of the character strengthening program in schools is the example of the entire school community. Good, transparent and accountable school governance is a reflection of character education. Exemplary is not only an example for students, but also as a moral reinforcement for students to behave. Therefore, all school members, especially the principal, are the main controllers in overall good, transparent, accountable, participatory and fair school governance. So that the quality of education services in schools, the more it shows the identity of the school as a sign that the school is different from the others. If school governance is good, the quality of education in schools will also be good. The quality of education is not measured by the achievements achieved by the school but how the principles of school governance have become the property and part of all school members or what is called character [6].

The application of the principles of character-based governance is indeed not easy in this era, without realizing it has been defeated by technological developments so that the application of school governance is experiencing a crisis as well as a challenge. The big challenge faced by the world of education today is the rampant violence in education, beatings of teachers, intimidation of friends (bullying) as well as the crisis of other immoral actions that do not show as an educated or educated person. This extraordinary character crisis reflects that

our educational institutions are in a state of danger and does not at all reflect the face of educational institutions that produce a generation of character. Educational institutions should also prepare their outputs to become individuals with character so that they can live in peace, accept each other, both in the world of work in the future or as ordinary citizens [7].

Character-based school governance is not a structural role but is seen as a shared process within the school organization, so that the practice of character-based school governance is not only taught or aimed at students to get to know the good things for themselves but for the entire school organization so that each -each can respect each other and respect the environment as a heterogeneous community, because character-based school governance is a joint process of all members of the school organization starting from the principal as the main motor in moving and controlling the school, then the teachers through the knowledge and life examples they provide, also through direct interaction with students, making it easier for students to remember and understand the message of moral values offered, so that these values can become part of themselves and members' lives of the school. School as a forum for developing each member of the organization and driven by a person through a structural position in this case the principal tries to involve all its members to be responsible for the sustainability of the organization through good governance and character, as property and part of the wealth of self-worth of the school [9] [10].

[8] describes that school governance is carried out on a character basis which refers to the six pillars of character based on The Six Pillars of Character by Triyo Supriyatno (2010) including 1) Trustworthiness, 2) Fairness, 3) Caring, 4) Respect, 5) Citizenship, and 6) Responsibility. In the application of character in school governance, it is applied to schools at the secondary level which have conditions and situations in the form of dormitories. So, this research will describe School Governance which is based on Character based on the Pancasila Student Profile which is a character strengthening that has begun to be applied to the current Indonesian curriculum, namely the Merdeka Curriculum. The Pancasila Student Profile is a graduate profile that aims to demonstrate the character and competencies that are expected to be achieved and strengthen the noble values of Pancasila. Then, School Governance in the application of Pancasila Student Profile-based characters can be seen in its application at the elementary school level, namely Elementary Schools which are the basis for the formation and habituation of a character that must be owned and instilled by students, so that in the future a graduate profile can be formed which aims to demonstrate the character and competence to be achieved by the Indonesian National Education by strengthening the noble values of Pancasila.

Based on the background of these problems, this study focuses on how the implementation of Pancasila character-based school governance is applied by the principal together with teachers at SDN 003 Pagarsih. The purpose of this study is to bring readers to get a real picture of the implementation of school governance at SDN 003 Pagarsih based on the character

of Pancasila student profiles in students to produce students with character according to Pancasila values.

**RESEARCH METHODOLOGY**

This study uses a qualitative research type of case study using a list of questionnaires to describe the implementation of the Pancasila student profile in grade 3, 4, and 5 students at SDN 003 Pagarsih, Bandung. The questionnaire was made in the form of a google form, sent via the WhatsApp parent group to 100 respondents from grades 3, 4 and 5. The questionnaire contains closed-ended questions and questions related to the implementation of each dimension of the Pancasila student profile that has been carried out and felt by students. In addition, data collection was carried out not only through questionnaires, but also through the results of observations and interviews regarding the implementation of school governance carried out by teachers and school principals in planting the character profile of Pancasila students which included the planning, implementation, and evaluation stages as well as conducting a lottery study. The researcher as the main instrument, used an activity notebook for data collection.

**RESULTS AND DISCUSSION**

**Results**

Based on the research that has been done, the results were obtained from 100 students (respondents) in grades 3, 4 and 5 at SDN 003 Pagarsih, Bandung. Interview data with teachers and school principals will complement the discussion. For the questionnaire, it was made based on the 6 dimensions in the Pancasila Student Profile guide, along with the indicators. Each question represents an indicator in which 5 Likert scales are included in the questionnaire, namely strongly agree, agree, don't know, disagree, and strongly disagree. To find out this effectiveness, the conversion from "agree" and "strongly agree" to "good" and "very good".

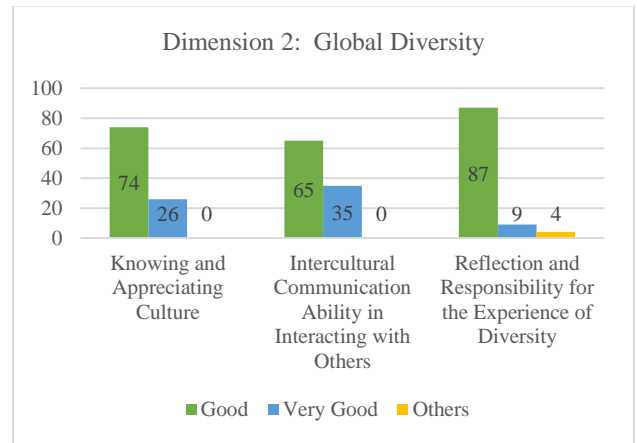


Fig. 2. Dimension 2 : Global Diversity

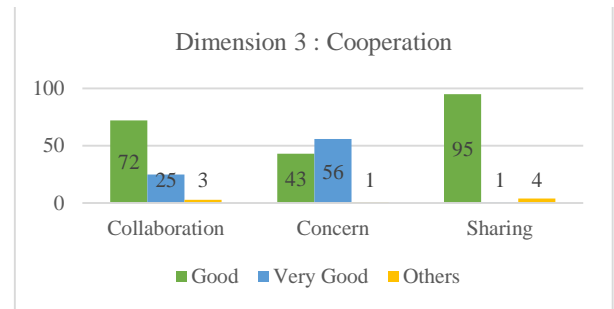


Fig. 3. Dimension 3: Cooperation

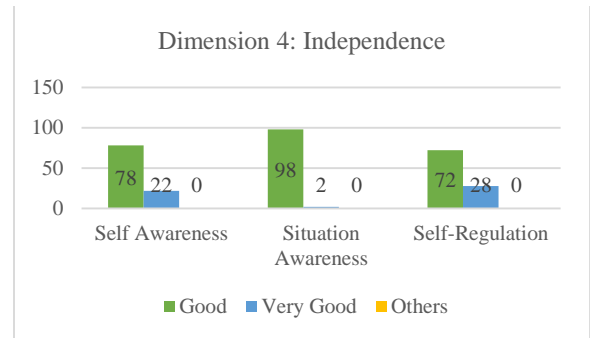


Fig. 4. Dimension 4: Independence

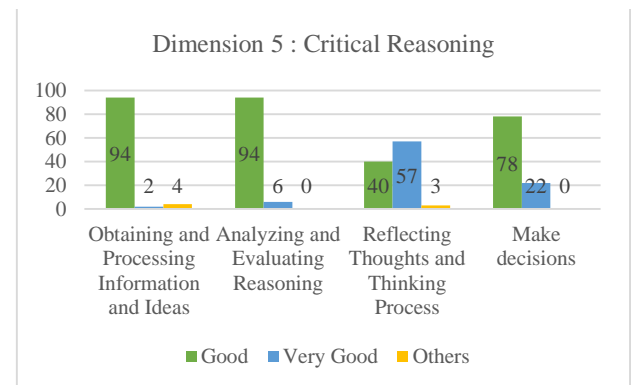


Fig. 5. Dimension 5: Critical Reasoning

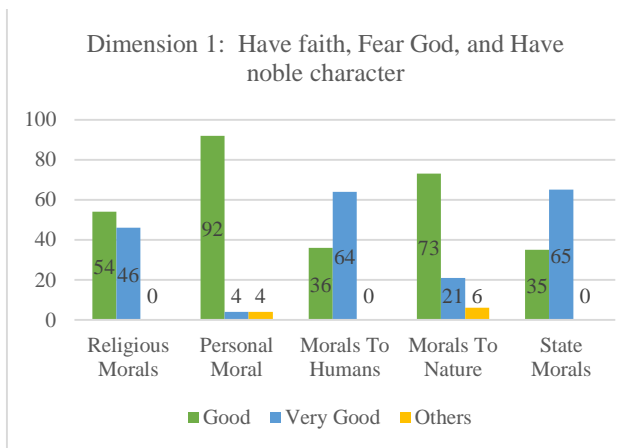


Fig. 1. Dimension 1: Have faith, fear God, and have noble character

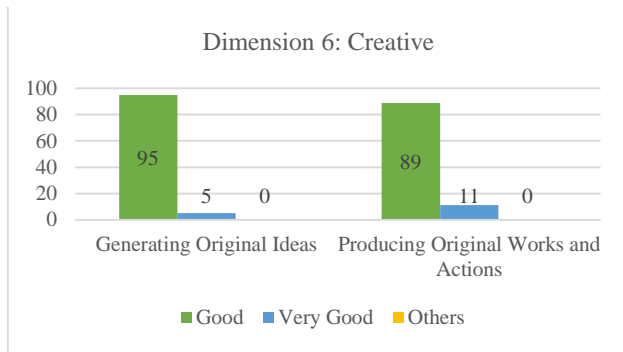


Fig. 6. Dimension 6: Creative

The results of this study indicate that most of the assessments can implement the Pancasila Student Profile at SDN 003 Pagarasih, Bandung City included in the "good" and "very good" categories. The results of interviews with teachers and school principals can also show the implementation of the Pancasila Student Profile which will then be described in the discussion.

## Discussion

### 1) Pancasila Students Profile and Merdeka Curriculum

The ideology of the Indonesian state, Pancasila, is still lacking in applying the ideals contained in Pancasila to today's young generation. As a result, there are still many young people who lack concern for and pride in Indonesia. As a result, Pancasila values must be applied to the younger generation, especially elementary school children, so that students can apply Pancasila principles in people's lives and pass them on to the next generation. Pancasila starts from the first precepts to the last precepts, and the first precepts serve as the basis for implementing the following commands. Several ideals occur sequentially among the five principles, including divinity, humanity, unity, democracy, and justice.

There are several ways to strengthen Pancasila ideals. The ideals of Pancasila are embodied in concrete life, such as the practice of deliberations to achieve consensus, tolerance, and the embodiment of humanity, such as helping people in need. The strengthening of Pancasila ideals cannot be separated from the involvement of students as citizens. The personality of elementary school students can be used as a model. Because superior media is media that is appropriate for the age of students, the process of developing media in strengthening Pancasila values will be carried out.[6]

The introduction of a systematic paradigm in Citizenship education has three domains: the academic realm, the curricular realm, and the socio-cultural realm. The Academic Realm is a collection of ideas about Citizenship education that grows in a Scientific community. The curricular realm is a term in formal and non-formal civic education. Ideas and practices in society are referred to as the sociocultural realm. According to the narrative above, the strengthening of Pancasila ideals in elementary schools includes the academic realm. Because character is important, it must be developed in schools. The government has been trying to promote character education in

schools for a long time, starting with the National Character Education National Movement in 2010, and continuing with the Strengthening Character Education program which began in 2016. [7]

Through the formation of Pancasila students, the Vision of Indonesian Education aspires to produce a developed Indonesia that is sovereign, independent and has personality. It is hoped that students will be able to implement the ideals included in the dimensions of the Pancasila Student Profile, namely: (1) Be pious, fear God Almighty, and have noble character. Beauty; (2) global diversity; (3) cooperation; (4) independence; (5) critical thinking; and (6) creativity. These characteristics indicate that the Pancasila Student Profile includes not only cognitive aptitude but also attitudes and behavior based on their identity as Indonesians and citizens of the world.[8]

As indicators of achievement, the six signs each have a critical component. To get important features from the Pancasila Student Profile, of course, requires efforts from various parties, especially schools. Schools are free to choose the best technique for realizing the Pancasila Student Profile, either by incorporating it into teaching in class or by habituating it outside the classroom. Even though global culture and technology are developing rapidly, schools must embrace this freedom to incorporate local wisdom components as a vehicle for fulfilling the Pancasila Student Profile. Cultural assets, especially local genius or local wisdom, can be used as resources or sources of teaching materials to encourage this.

The Pancasila Student Profile is intended to equip students with the profile desired by the Indonesian education system. The competency profile of Pancasila students focuses on internal variables such as ideology, identity and principles of the Indonesian state, as well as external aspects such as the life context and difficulties of the Indonesian nation in the twenty-first century, as well as the industrial revolution 4.0. [9] Indonesian students are expected to be able to become democratic citizens with superior and productive personalities in the 21st century. As a result, students are expected to contribute to long-term global development and become resilient in facing various obstacles.[10][11]

The importance of teacher involvement, particularly in primary schools, cannot be overstated; The teacher's role in successfully implementing the Pancasila Student Profile requires maximum effort. One type of effort that is carried out independently by the Education unit or in partnership with Education partners is for capacity building both offline and online to improve the ability of educators to carry out programs to improve the Pancasila Student Profile. In accordance with the learning needs of educators, growth is carried out sequentially and continuously. This can be achieved through training, discussions on library operations and other best practices in learning communities, and so on.

Forming a team of facilitators for the Pancasila Student Profile reinforcement project, identifying the level of readiness of the Education unit, designing thematic dimensions and time allocation for the Pancasila profile strengthening project, developing project modules, and designing a strategy for



reporting project results is part of the profile project planning flow strategy. It is hoped that with the implementation of the project to strengthen the Pancasila Student Profile, especially at the elementary school level, the entire community of education units can practice and practice the Pancasila Student Profile, and students can strengthen the character and Pancasila Student Profile.

### 2) *Implementation of Pancasila Student Profile*

Merdeka Curriculum's core structure is outlined in the Decree of the Minister of Education, Culture, Research, and Technology No. 162 of 2021. The core structure includes in detail the curriculum structure, learning outcomes, learning principles, and assessments that form the core framework of the program. Based on the decision, the Merdeka Curriculum framework consists of intracurricular activities, projects to increase the Pancasila Student Profile, and extracurricular activities. The Pancasila Student Profile becomes a reference in the learning process of the Merdeka curriculum which is applied in the flagship or driving school. This is done so that schools can produce competent students who learn and apply noble principles as students of Pancasila.

In schools, freedom is used to choose three options for implementing the Merdeka Curriculum. The SK Dimensions, Elements, and Sub Elements of the Pancasila Student Profile are made by BSKAP, or the Education Standards, Curriculum, and Assessment Agency. It aims to encourage policies that support the implementation of the Merdeka Curriculum in schools in order to facilitate the implementation of the self-study curriculum in elementary schools. Educators are considered to have been able to identify aspects and sub-elements of the Pancasila Student Profile Strengthening initiative, as well as the stages of success that are tailored to the abilities and needs of students.

At the elementary school level, the phases are separated into three: Phase A (grades 1-2, ages 6-8), Phase B (grades 3-4, ages 8-10), and Phase C (grades 3-4, ages 8-10 years) (grades 5-6, ages 10-12). The strategy for selecting components and sub-elements includes the selection of elements and sub-elements that are most relevant to the needs of students and subjects. The development phase of the sub-elements is adjusted to the students' initial abilities. There is consistency between the development dimensions, components, and sub-elements with past initiatives.

The findings at SDN 003 Pagarasih show that school governance based on the Pancasila Student Profile character is a collaborative movement that is planned and organized to instill the ideals of Pancasila through the Pancasila Student Profile character. It creates a basis for students to choose their behavior or analyze what is relevant or not in their life. Students are given the freedom to analyze every problem and solution in an imaginative and innovative way.

Implementation of strengthening character-based school governance through the habit of doing good things that have been started since the beginning of the school's establishment where it becomes the character of a school and its specialties such as greeting in a friendly manner, caring for others,

accepting others as they are, respecting opinions and results. the work of others in the classroom, in daily life in the school environment and in living together in the dormitory for students. In implementing character-based governance, each member of the school organization defines and demonstrates and conveys the vision, mission and goals of the school through the behavior and lifestyle of members of the school organization as a joint movement in realizing a school with character as a servant for children with disabilities, sick, neglected and elderly.

Efforts made in implementing character-based school governance strengthening are for students from the beginning of entering this school, which is known as the school orientation period of approximately one week, the habits and peculiarities of the school have been introduced, for example this school applies the habit of together in the field from Monday to Saturday.

Character-Based School Governance Pancasila Student Profile says that character development planning consists of introducing each character of the Pancasila Student Profile as well as preparation for daily activities through habituation and insertion into the learning process in the form of Projects which are carried out on Saturdays with time allocations devoted to strengthening The Pancasila Student Profile (P5) which in its implementation is released to each teacher. In addition, the planting of the meaning of the character of the Pancasila student profile is conveyed in a poster of the Pancasila student profile dimension which is affixed to every corner of the room in the classroom as well as an introduction to the meaning of each dimension in every morning habituation carried out.

Character-Based School Governance The Pancasila Student Profile at SDN 003 Pagarasih shows several implementation processes, the first is to carry out flag ceremonies, sing the national anthem along with explanations of the meaning of the national song to students, as well as the mandate of the ceremonial supervisor which emphasizes strengthening the character of Pancasila values. to students in order to foster a sense of nationalism, love for the homeland, and patriotism by always protecting the Unitary State of the Republic of Indonesia.

Other efforts made by this school are implementing the Profile of Have Faith, Fear God, and Have Noble Character through consistent spiritual life coaching through prayer together every morning, Spiritual Friday by carrying out Dhuha Prayer together and chanting Asmaul Husna at every habit and inviting students to maintain personal hygiene and personal health, as well as a caring and responsible attitude towards nature, the physical environment, and the social environment, so that children develop a sense of love for the earth created by God Almighty and are obliged to show noble character in the right way in caring for and maintaining the earth. Another way is to encourage students to read the Qur'an. In this habit-forming exercise, the teacher individually helps students learn to read the Qur'an using the help of Iqro and the Qur'an.

The teachers at SDN 003 Pagarasih also invited students to watch films together about Indonesia's diversity, which includes religion, ethnicity, traditional clothing, dances, and regional music, to apply learning that can train the character of global

diversity. As a result, students will learn about various Indonesians. After that, they encourage these students to participate in a project. For example, project activities that bring students closer to local wisdom in their area can be designed based on emerging subjects. For example, by producing regional specialties, basic regional souvenirs, and introducing various Sundanese cultural peculiarities through Thursday *Nyunda* habituation with the introduction of *Kaulinan Barudak* and Sundanese language.

The cooperate profile is carried out by taking the subject of love for the environment and inviting students to take part in cleaning up the school environment and its surroundings through the picking up garbage or in Indonesian is GPS (*Gerakan Pungut Sampah*) program. In addition, the teacher at SDN 003 Pagarsih asked students to make poster projects such as "Let's care for the environment" or "Let's take out the trash in its place". It is intended that this activity can foster a sense of belonging and mutual cooperation in maintaining togetherness.

The critical thinking and independent profile is implemented by allowing students to participate in independent behavior in routine activities. For example, doing early habituation, where children's habits begin when they go to school. Students will be very structured in doing activities every morning before leaving. This instills in children an independent attitude to be able to go to school according to the hours that have been set. The second action is to get used to entering the school environment. In this activity, children are accompanied by their parents and welcomed by the teachers. When meeting with the teacher, the students greeted and shook the teacher's hand. Students are then allowed to enter the school atmosphere. Children's independence is fostered by habituation of etiquette that is included in school regulations.

Implementing the Creative profile is carried out through play. Play is the best way to develop children's abilities. Starting to play organically, children investigate their surroundings, other people, and themselves. Students can sense the sentiments of others and feel their confidence in the dynamic process, what matters most to them, and the thrill of being active while playing. The teacher at SDN 003 Pagarsih asks students to do play projects with them in groups or individually during class, such as block building games, word connection games, coloring and drawing, puzzle games, paper folding games, and guessing games. . This can teach children's creativity in accordance with the implementation of the Pancasila Student Profile by playing the game.

According to [10] [13], Character education is strengthened through direct teacher and student approaches, as well as intra-curricular, co-curricular, and extra-curricular activities. Students' character development can be evident in their words, acts, and attitudes. Character development begins with belief, which serves as the foundation for consciousness, which in turn forms an attitude or perspective on life and action [13]. This is in accordance with the results of research that has been carried out where the results state that through various habituation activities and the insertion of strengthening Pancasila student profiles carried out by elementary school students it can be seen that there are changes in their words, actions and attitudes in

every aspect of Pancasila student profiles towards a more positive attitude. good. The results of student attitudes or behavior based on the Pancasila student profile have an impact on student beliefs, which in turn will develop awareness, attitudes and behavior again. This development, like a spiral, continues to repeat itself and increase. So that in this case, the application of Pancasila student profiles to school governance is appropriate and considered appropriate by instilling a character education component in habituation activities and the academic curriculum. For example in the interaction of students with educators/school staff/other students as well as teaching and learning activities every day.

Character-Based School Governance Pancasila Student Profile in the assessment process is carried out by the teacher through an assessment of the attitudes and character of Pancasila students that are raised by students daily in the learning process and projects carried out as a form of assessing the achievement of character strengthening instilled by teachers and school principals to students during process of habituation, learning, and P5 projects.

Based on the description of the analysis of school governance based on the application of the Pancasila student profile character, the nature of the governance system in schools should be schools as educational institutions that aim to shape students to become well-educated students and acquire knowledge that is commensurate with their age development. The aim of the school is not only to teach academically, but to bring students to achieve good character. Good education does not only fill students with scientific information but also fills students' hearts with adequate character education. Thus to find out that school governance originates from values that lead to character, it can be seen from the meaning of facts in the form of actions, behavior, mindset, and attitudes of a person or group of people in a school organization. So that through good governance based on character can prevent students from bad characters, as is often the case in our country, brawls between students, bullying between schoolmates, committing other acts of violence against both teachers and fellow students, where this is often based on the lack of character strengthening that is instilled in each individual, especially students who are currently in the youth phase, which is a phase or emotional stage in a person's life increases so that it happens or we see and hear many young people make mistakes [11] [12]. It is a big task how schools through good governance empower young people in the sense that students can channel their emotions appropriately, have a sensitive heart and care about other people both in words and actions.

## CONCLUSION AND RECOMMENDATION

The findings show that school governance based on the Pancasila Student Profile character is a planned and organized collaborative movement to instill Pancasila ideals through the Pancasila Student Profile character. It creates a basis for students to choose their behavior or analyze what is relevant or not in their life. Pancasila Student Profile Character-Based School Governance says that character development planning consists of introducing each character of the Pancasila Student Profile as well as preparation for daily activities through habituation and

insertion into the learning process. Principals and teachers instill character in every activity to implement governance. Governance of assessing character development in students using attitude assessment during daily activities and the learning process.

The quality of human resources reflects the quality of the country. The quality of teachers who guide and direct knowledge to the golden generation who will continue the nation determines the quality of human resources. The function of the teacher is very important in the development of children. Teachers have the authority and responsibility to learn to prepare for the golden generation they aspire to. No matter how good the curriculum is, it is meaningless without the teacher's role as the front guard in educating students, especially in elementary schools which have the longest duration of education and are regulated according to the child's age.

Elementary school-age students are the first to be offered various incentives with optimal agreements, in terms of habituation of attitudes, knowledge, and skills. In line with the objectives of the Indonesian education system, it is hoped that strengthening the Pancasila Student Profile will be able to prepare students, especially those who are in elementary school, to become the golden generation of the nation's successors, who are superior, intelligent, have competitive personalities and self-competence.

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