

Fostering Character Education in Elementary School Students Through the Implementation of (P5) and a Culture of Literacy In the Digital Transformation Era

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Keywords

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Abstract

The era of digital transformation is a challenge for the Indonesian people in instilling the character of Pancasila students. Therefore, the purpose of this study is to analyze the character of elementary school students with the application of P5 in the era of digital transformation. The method used in this research is descriptive qualitative with a Narrative Literature Review (NLR) approach. The data collection technique was carried out by searching for related articles in indexed journals, then seven articles were obtained for analysis. From the analysis, it was found that the application of P5 and literacy culture in basic education is considered capable of effectively shaping the character of Pancasila students in the era of digital transformation, showing that the application of P5 can significantly improve student character. In addition, with habits through literacy culture both inside and outside the classroom can increase reading interest, critical reasoning character, responsibility, independence, and social skills. The use of digital technology in these projects can enrich students' learning experience and make learning more interesting and relevant to their daily lives.

Keyword: character, P5 implementation, literacy culture

Era transformasi digital menjadi tantangan bagi bangsa Indonesia dalam penanaman karakter pelajar pancasila. Maka dari itu tujuan dari penelitian ini adalah menganalisis karakter siswa SD dengan adanya penerapan P5 pada era transformasi digital. Metode yang digunakan dalam penelitian ini yaitu kualitatif deskriptif dengan pendekatan Narrative Literature Review (NLR). Teknik pengumpulan data dilakukan dengan mencari artikel terkait pada jurnal terindeks, kemudian didapatkan tujuh artikel untuk dianalisis. Dari analisis tersebut didapatkan hasil bahwa penerapan P5 dan budaya literasi pada pendidikan dasar dinilai mampu secara efektif dalam membentuk karakter pelajar pancasila di era transformasi digital, menunjukkan bahwa penerapan P5 dapat meningkatkan karakter siswa secara signifikan. Selain itu, dengan kebiasaan melalui budaya literasi baik di dalam maupun di luar kelas dapat meningkatkan minat baca, karakter bernalar kritis, tanggung jawab, mandiri, dan keterampilan sosial. Penggunaan teknologi digital dalam proyek-proyek ini dapat memperkaya pengalaman belajar siswa dan membuat pembelajaran lebih menarik dan relevan dengan kehidupan mereka sehari-hari.

Kata Kunci: karakter, penerapan P5, budaya literasi

1. Introduction

In the era of digital transformation, literacy culture in elementary schools has been promoted because of its important role in increasing reading interest, reading comprehension, and rewriting the content of what has been read. This is in line with the program planned by the government through the School Literacy Movement (GLS) program. GLS is a comprehensive effort to make schools learning organizations whose members are lifelong learners through public involvement. The concept of School Literacy within the GLS framework refers to the ability to access, understand, and utilize multimodal information through various activities that enhance reading, viewing, listening, writing, and/or speaking skills (Ilmi et al., 2021). To support the GLS, schools have implemented programs through literacy culture. Literacy culture is a habit practiced by schools to enhance school literacy. This habit can be cultivated by encouraging students to read for 15 minutes any books they bring or those available in the school library. This aims to foster a love for reading, understand readings, rewrite the content of readings in their own language, and appreciate literary works by creating engaging writings or literary pieces. The availability and titles of books are very diverse and can be accessed independently by schools and students to increase reading interest.

Literacy culture is closely related to character education for students. By implementing literacy culture, character education for students will improve. Character education has a clear objective, which is to develop the mind, character, and other psychological aspects. Character education is more effective when instilled at an early age because children are more receptive to it before being influenced by other factors (Maulidiyah and Sarwan, 2020). In this era of advancing digital transformation, character education has become an important aspect in shaping a young generation with integrity and competitiveness. Character education does not only focus on the development of academic knowledge, but also on the formation of strong moral and ethical values.

One effort to foster character education in elementary schools is through the implementation of the Pancasila Student Profile Strengthening Project (P5) and a culture of literacy. The Pancasila Student Profile Strengthening Project (P5) is an initiative designed to integrate the values of Pancasila into daily life (Yessi Vichaully, Dinie Anggraeni Dewi, 2024). The realization of the Pancasila student profile is the aspiration of the Indonesian nation, which is in line with the formation of student character in accordance with Pancasila values. The creation of students with character can be achieved through the implementation of the Pancasila Student Profile Strengthening Project (P5) in the educational environment. The educational environment is a place for cognitive, affective, and psychomotor development. The formation of P5 character can begin at the elementary education level. The early implementation of P5 is considered capable of shaping student character through habit formation.

Character education is an important aspect in the formation of students' personalities from an early age. In Indonesia, the concept of character education has been integrated into various educational policies, one of which is through the Pancasila Student Profile Strengthening Project (P5). However, there are several challenges in implementing P5 in the digital age. One of them is the readiness of teachers and students to use technology effectively. Therefore, training and support for teachers are crucial to ensure they can utilize technology effectively in the learning process. Additionally, collaboration between schools, parents, and the community is necessary to create a learning environment that supports students' character development.

Although the importance of literacy and character education has been widely recognized, research specifically examining the implementation of the Pancasila Student Profile Strengthening Project (P5) in the context of digitalization at the elementary school level is still relatively limited. Previous studies may discuss P5 in general or digital literacy separately, but not many have linked the three holistically. Therefore, this study aims to fill this gap, by offering an in-depth exploration of how P5 can be optimized in the era of digital transformation. The main contribution of this research is to provide a richer understanding of the development of cultural literacy and strengthening character education for elementary school students through P5, while also presenting adaptive strategies to address digital challenges in the school environment.

Thus, the implementation of P5 in elementary schools in the era of digital transformation is a strategic step to foster strong character education that is relevant to the times. Through this approach, it is hoped that students will become individuals who are not only academically intelligent but also have good character and are ready to face global challenges.

2. Method

This study employed a descriptive qualitative method with a narrative literature review (NRL) approach. The NRL approach was chosen because it focuses on analyzing and synthesizing literature to understand phenomena, similar to the focus on understanding human experience as outlined by Erwinsyah et al. (2022). Data were collected indirectly from the Google Scholar platform with the keywords "Digital Transformation Era," "Implementation of P5," and "Strengthening the Character of Pancasila Students." The selection of seven articles was based on strict criteria including topic

relevance, year of publication (last five years), article type (research results/indexed journal reviews), and quality and influence. Data analysis was conducted systematically through thematic analysis, in which the authors read, coded, grouped ideas into themes, reviewed, and named these themes. The findings from each theme, along with the year, title, and conclusion of the article, were then summarized and presented in tables and narrative descriptions to produce solid conclusions.

3. Results and Discussion

Through a literature study using the Google Scholar platform, seven articles relevant to the topic were obtained and summarized in Table 1.

Number	Name and Year	Title	Result
1	Ahmad Muktamar et al., (2024)	Transformasi Pendidikan: Menyelami Penerapan Proyek P5 untuk Membentuk Karakter Siswa	The results show that the implementation of the Pancasila Student Profile Strengthening Project (P5) in the independent curriculum has great potential to strengthen students' character in accordance with learning graduate qualification standards. The P5 approach, which involves a project method with a focus on observation and environmental problem solving, can have a positive impact in shaping students into individuals who have strong Pancasila values.
2	Lintang Ciptaningrum et al., (2024)	Aktualisasi Pelajar Pancasila Sebagai Profil Kebutuhan Peserta Didik Sma Laboratorium UM Di Era Digital	The results indicate that the implementation of the Pancasila Student Profile at UM Laboratory High School in the digital era is a crucial step in fostering students with strong character aligned with the values of Pancasila, namely being faithful and virtuous, embracing global diversity, practicing mutual cooperation, being independent, thinking critically, and being creative. The integration of Pancasila values into the curriculum, project-based learning, the use of technology, extracurricular activities, teacher training, and collaboration with parents are the main strategies for achieving educational goals.
3	Ahmad Saifuloh et al., (2024)	Implementasi Proyek Penguatan Profil Pelajar Pancasila Sebagai Penguatan Pendidikan Karakter	The results show that the implementation of P5 at SDN Tunggulwulung I can be considered a relevant effort to strengthen character education and shape a high-quality younger generation. This program provides students with the opportunity to experience hands-on learning and strengthen their character through projects.
4	Abd Halik et al., (2024)	Strategi Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Dasar	The results obtained show that through the P5 practice, the transformation process of educational units to improve student learning outcomes is more holistically driven, both in terms of cognitive and non-cognitive (character) competencies, to realize the Pancasila student profile.
5	Nafiah Nur Shofia Rohmah et al., (2023)	Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global Di Sekolah Dasar	The use of modern learning technologies, such as computers, mobile devices, and educational software, allows students to access a wider range of resources and information, interact with learning materials in an interactive manner, and develop digital skills that are essential in this digital age.
6	Siti Nur Kharunnisa	Kebermaknaan (P5) Proyek Penguatan Profil Pelajar Pancasila Melalui Dimensi Kebhinekaan Global Di Kelas I SDN Jati Pulo 05 Pagi	As a form of meaningfulness (P5) of the Pancasila Student Profile Strengthening Project in these pilot schools, scheduled routines have been established and implemented, such as: the raising of the red and white flag on Mondays, 15 minutes of recitation together every morning before teaching and learning activities begin,

			religious lectures on Fridays, joint prayers, joint Dhuhr prayers, singing the Indonesian national anthem, singing mandatory songs, regional songs, reading books in the library, and engaging in visual arts and dance.
7.	Anis Sukmawati et al., (2023)	Peranan Budaya Literasi dalam Membentuk Pendidikan Karakter Siswa	A culture of literacy can build critical thinking habits, coupled with proficiency in reading and writing, to produce scientific endeavors that have an impact. Instilling a culture of literacy has significant implications for the development of students' character formation.

Based on the description in Table 1, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project, hereinafter referred to as P5, is effective in shaping students' character in the era of digital transformation. The implementation of P5 in educational units must be supported by several factors, including (1) school facilities, (2) teacher quality and quantity, (3) parental support, and (4) technology. These four factors are considered capable of helping to realize the P5 program with the aim of shaping students with character. The Pancasila Student Profile can be demonstrated by the emergence of student character that aligns with the five dimensions, including being faithful and virtuous, globally diverse, cooperative, independent, critical thinking, and creative.

The formation of the Pancasila student profile is not easily achieved; it requires habits that can stimulate students. These habits can be developed through the implementation of P5 in school learning. The implementation of P5 in schools should be adapted to students' habits, needs, and conditions to produce character-driven students. Furthermore, the implementation of P5 must be aligned with current technological developments. In the digital transformation era, the implementation of P5 is highly suitable for shaping students' character as an effort to prevent them from experiencing negative impacts of technological advancements. The realization of character-driven students is deemed capable of carefully utilizing and navigating the digital transformation era. Students with strong character serve as a foundation for facing the digital transformation era.

The application of P5 in learning aims to develop students' characters in accordance with the values of Pancasila. This is in line with the demands of the current independent curriculum, which requires students to have 21st-century skills while maintaining characters that reflect Pancasila. Pancasila student characters are formed through routine and meaningful teaching of the meaning of Pancasila to students. The formation of Pancasila-based student character not only produces intellectually capable students but also those with strong character. This strong character is essential for navigating the challenges of the digital transformation era. Thus, in facing the changes of the times, students are able to selectively choose and utilize the positive impacts of digital transformation.

The implementation of P5 in educational institutions is evident in several activities related to learning, such as: the flag-raising ceremony on Monday mornings, 15 minutes of collective recitation of the Quran before daily lessons begin, Friday sermons, collective prayers, collective Duha prayers, singing the Indonesian national anthem, singing mandatory songs, regional songs, reading books in the library, visual arts and dance crafts, group exercises, scouting, eating four healthy and five perfect meals together, practicing ant operations, regular nail and tooth checks, planting plants, scouting, traditional dancing, and visits to the national library. These activities are in line with the formation of Pancasila character in the era of digital transformation.

A. Character Education

According to Lickona (in Mulyasa, 2012), character education is an effort to help someone understand, care, and act based on ethical values. Character refers to the traits, perceptions, and moral judgments of an individual in applying ethical values, morality, emotions, and various other psychological abilities, which are reflected through good behavior or conduct. Character can also be defined as the fundamental values ingrained and possessed by an individual as the foundation for acting in accordance with societal norms.

The purpose of character education, according to Mulyasa (2012, p. 9), is to encourage students to independently improve and use their knowledge, examine and internalize, and personalize character values and noble morals so that they are manifested in daily behavior. In addition, the goal of education is to shape individuals who are academically and morally intelligent and contribute positively to society, as well as to create a generation that is resilient, competitive, moral, and tolerant.

The implementation of character education in elementary schools is carried out through integrated learning through subjects that are tailored to learning objectives and habits using various methods and strategies appropriate to the needs of elementary school students. The implementation of character education in the independent curriculum is through the Strengthening of the Pancasila Student Project (P5), which consists of 5 dimensions, namely: 1) Belief and devotion to God Almighty, 2) Global diversity, 3) Mutual cooperation, 4) Independence, and 5) Critical thinking.

B. Application of P5 in Learning

Character building is an important element in the structure of education, as character education aims to create students who uphold moral values, ethics, and social attitudes. In accordance with the National Education System Law No. 20 of 2003, particularly Article 3, this article emphasizes that the essence of national education is to optimize students' abilities so they can become individuals who are faithful and devout to God, have noble character, are healthy, knowledgeable, creative, and independent, and become responsible citizens of a democratic nation. To realize the character building of students and create quality education, the implementation of the Pancasila Student Profile Strengthening Project (P5) can be carried out. This step is a relevant action in improving the quality of education and creating students with character (Yuniardi, 2023). The implementation of P5 in shaping the character of Pancasila students can be done by linking it to direct learning. The implementation of P5 is a strategy and an integral part of efforts to shape character education in the school environment (Hidayat et al., 2024).

This aligns with Yunita's (2023) research, which states that the implementation of P5 is an effort to strengthen Pancasila character in students and also provides new insights into student literacy. It is known that there are three literacies related to P5, namely data literacy, digital literacy, and humanistic literacy. In this context, schools play a crucial role in providing educational services to achieve quality education and shape students' Pancasila character. This is also emphasized by Aunillah (2023), who states that schools serve as the second most important place in shaping students' values and social norms, thereby demonstrating that schools bear responsibility for any failures in character development. Regular activities such as Monday assemblies and literacy routines can contribute to the Independent dimension. Assemblies teach discipline and personal responsibility, while literacy routines encourage students to learn independently and develop critical thinking. This is in line with P5's goal of creating creative and independent learners. According to Sulistyaningrum (2023), the implementation of P5 can be done by integrating learning practices with students' daily lives related to character building. Activities related to Pancasila values can shape students' character to reflect Pancasila values. P5 activities are projects aimed at teaching students about Pancasila values and supporting them in implementing these values in their daily lives (Muktamar et al., 2024).

Activities that can support the formation of Pancasila-based student character guided by P5 can be applied in various educational institutions from elementary to higher education levels. The practice of P5 activities is in line with Rohmah's (2023) research, which highlights various activities that can shape Pancasila-based student character, including daily Monday ceremonies, participating in cultural-themed competitions, religious activities according to each student's faith, introducing Indonesia's diversity (race, ethnicity, religion, culture), developing the habit of singing national and regional songs, literacy routines, cultivating Indonesian culture (dance, music, arts), and activities that encourage students to collaborate. Religious activities according to their respective religions as one of the P5 practices. These activities directly strengthen the dimensions of Faith, Piety to God Almighty, and Noble Character. This helps students develop faith and piety, which are the main foundations for the formation of noble character, as stipulated in the National Education System Law.

This dimension is supported by P5 activities such as introducing Indonesian diversity (race, ethnicity, religion, culture) and participating in cultural competitions. These activities aim to accustom students to appreciate differences and cultural richness, so that they can become individuals who are open and tolerant of global diversity. The habit of singing national and regional songs also strengthens their love for their country and diversity. These activities are implemented with the aim of shaping Pancasila-based student character in the educational world. The P5 activities that have been implemented are considered to be optimally effective in shaping student character in accordance with the Pancasila student profile (Santoso et al., 2023). Through this activity, students learn to collaborate, help each other, and work together to achieve common goals. This is very relevant to the goal of character education, which is to create democratic and responsible citizens. Critical and creative thinking can be linked to literacy routines and the cultivation of Indonesian culture (dance, song, art). Literacy routines, such as reading and writing, will hone students' ability to analyze information and think critically. Meanwhile, arts and cultural activities encourage students to develop their imagination and produce creative works. These two dimensions complement each other to shape students who are knowledgeable, creative, and independent.

C. Pancasila Student Character Through P5 in Facing the Digital Transformation Era

The development of education must be aligned with the times in order to improve the quality of education. The current digital transformation era is changing the paradigm of education. In line with Sultan (2022), who states that the digital transformation era greatly influences the implementation of educational practices. The digital transformation era is a condition where human life is shifting toward the utilization of technology (Alfikri, 2023). This has an impact on the implementation of learning practices in schools today, which are required to integrate with technology. The influence of the digital transformation era in the world of education is quite evident, as evidenced by changes in learning strategies and student character. According to Annisa (2022), student character changes according to the era they are living in, such as the digital transformation era. Changes in student character that show negative aspects are certainly regrettable if they occur. This could happen due to the lack of character education in the digital transformation era. Character education is important to be implemented in learning, so that it shapes students with good moral character (Mulyasa, 2022).

The implementation of character education aims to create students who possess character traits aligned with the values of Pancasila. Strengthening students' character is essential as a foundation for navigating social life, especially in the digital transformation era. In the current era, students' character serves as a benchmark for instilling Pancasila values in the nation's future generations. Therefore, character education aligned with Pancasila values must be implemented across various educational institutions. Educational institutions not only provide knowledge but also play an important role in character education (Asadullah et al., 2021). The character of Pancasila students is the main focus of the government in its efforts to instill Pancasila values in the younger generation. The implementation of character education can be done by applying the Pancasila Student Profile Strengthening Project (P5). The implementation of P5 in shaping Pancasila student character in the digital transformation era is considered optimal. The formation of Pancasila student character is carried out by integrating learning with technology while still paying attention to student character. In line with Yuniardi (2023), the application of P5 is effectively implemented in shaping student character in both formal and non-formal education. This is based on the fact that through the application of P5, students gain meaningful learning experiences in line with the values of Pancasila. According to Jiwo (2023), teachers have designed meaningful learning aimed at instilling Pancasila student character through P5.

Pancasila student character is formed as a foundation for students to cope with the demands of technological development. The digital transformation era will undoubtedly bring negative impacts on student character, so it is necessary to instill Pancasila student character through P5. This profile is important to help students develop personalities in line with Pancasila, adapt, boost self-confidence, and learn to become more independent. The P5 program strengthens students' character so that they can consciously face the negative impacts of the digital transformation era (Twin et al., 2024). The implementation of P5 through learning is not only a transfer of knowledge but also a means of shaping students' character.

D. Literacy Culture in Shaping Character Education in the Digital Transformation Era

Literacy culture in schools encompasses various activities that encourage students to read, write, and think critically. This includes learning through textbooks, scientific journals, news articles, fiction, and non-fiction. In addition, literacy culture also involves the use of digital media such as the internet, e-books, and learning applications as tools to develop student literacy. Literacy culture in schools is fostered by establishing reading and writing habits.

The implementation of literacy culture in schools is crucial in enhancing students' reading interest and literacy skills. Through reading habits, cultivating reading interest, and developing literacy activities both inside and outside the classroom, schools can create a conducive environment for students to develop a love for reading and improve their literacy skills. Reading activities can be conducted both inside and outside the classroom. The books students read are not limited to textbooks but can include fiction or non-fiction storybooks, novels, encyclopedias, and general knowledge books. Reading activities can be conducted in the classroom for 15 minutes before lessons begin and can also be conducted in the school library, community reading gardens, bookstores, and so on. By developing the habit of reading any book anywhere, students will form responsible, independent, critical thinking, and social skills.

In implementing literacy culture in schools, the role of teachers is very important. Teachers can be good examples for students in terms of reading and instilling an interest in reading. In addition, teachers can also guide students in choosing reading materials that suit their interests and abilities, provide constructive feedback on students' writing, and guide them in developing their literacy skills optimally. Literacy culture in schools has very important benefits for children's development, especially in improving students' reasoning, comprehension, critical thinking, and creativity. Through the development of literacy culture in schools, students can develop their reading, writing, speaking, and listening skills better. Students will reap long-term benefits in cognitive development, communication skills, and a broader understanding of the world directly according to their cultural conditions.

3.1. Conclusion

The era of digital transformation has influenced the character development of students. As Indonesian citizens, students are expected to have characters that align with the values of Pancasila. To develop students with Pancasila-based characters, character development can be carried out through educational units. Educational units are not only responsible for imparting knowledge but also serve as forums for character development. The School Literacy Movement, implemented by educational institutions at the elementary school level through literacy culture, has instilled reading and writing habits in students, thereby fostering responsible, independent, critical thinking, and high social skills. Character development for students based on the Merdeka Curriculum in the current era can be achieved through the implementation of the Pancasila Student Profile Strengthening Project (P5) by fostering a culture of literacy.

Teachers can introduce digital reading platforms, such as e-books or digital libraries, which contain material on Pancasila and cultural diversity. This not only facilitates access to information, but also helps students develop critical thinking and global diversity skills in a more modern and engaging way. In addition, teachers can encourage students to create interactive digital content, such as blogs or vlogs, documenting their P5 activities. For example, they can record videos while collaborating on school cleanliness projects or write articles about how to appreciate differences, which directly reinforces the dimensions of mutual cooperation and faith, reverence for God Almighty, and noble character. Through the implementation of P5 and literacy culture, schools can cultivate and enhance students' character in facing the digital transformation era. Recommendations for future researchers include being more specific in researching related topics, involving more schools, or using experimental methods to evaluate the results of P5 implementation.

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