

## CASE STUDY: IMPLEMENTATION OF P5 ON SCHOOL CULTURE, NUMERACY LITERACY AND CHILDREN'S CHARACTER FORMATION AT SDN 1 BUG-BUG

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### ABSTRACT

The Pancasila Student Profile Strengthening Project (P5) is a learning approach that emphasizes the development of student character and competencies aligned with Pancasila values, providing contextual, collaborative, and problem-solving-oriented learning experiences that enable students to develop strong character. The purpose of this study is to investigate the impact of implementing the Pancasila student profile strengthening project on school culture, mathematical numeracy literacy, and character building in SDN 1 Bug-Bug, Lingsar District, West Lombok Regency. The research method employed is qualitative research, specifically a case study approach. The research techniques used are interviews, observation, and documentation. The data analysis employed in this study involves data reduction, data display, and data verification. At the same time, the validity of the data in this study is ensured through triangulation, researcher persistence, and the extension of the study period. The research results obtained indicate that the implementation of P5 was carried out independently by teachers of SDN 1 Bug-Bug in 2022, without any training project to strengthen the profile of Pancasila students. Low problem-solving skills in numeracy literacy among students are addressed through collaborative methods, which include learning mathematical numeracy literacy in the context of memorization, congregational prayer activities in turns, reading the Yasin letter every Friday, cooperation in cleaning, planting flowers, and farming. The supporting factors include teachers and students, while the inhibiting factors are a lack of government support, a lack of in-depth knowledge of the independent learning curriculum or P5, limited time allocation, low student engagement, insufficient parental attention, and an unfavorable environment.

Keywords: Pancasila student profile strengthening project; school culture; Numeration Literacy Character education

### INTRODUCTION

Education in Indonesia is undergoing a significant transformation with the introduction of the Independent Learning Curriculum. One key element of this curriculum is the Pancasila Student Profile Strengthening Project (P5). This learning approach emphasizes the development of student character and competencies aligned with Pancasila values, such as school culture and numeracy literacy. P5 is designed to provide contextual, collaborative, and problem-solving-oriented learning experiences, enabling students to develop strong character, 21st-century skills, and an awareness of their role as responsible citizens.

The implementation of P5 in elementary schools, particularly in West Lombok Regency, presents both opportunities and challenges. The opportunity lies in P5's potential to create a more inclusive, relevant, productive, innovative, and enjoyable learning environment. It can foster a better school culture and support Pancasila values, such as cooperation, independence, critical thinking, creativity, global diversity, faith, devotion to God Almighty, and noble character.

One of the key innovations in the Independent Curriculum to address these challenges is the Pancasila Student Profile Strengthening Project (P5). P5 is designed as a project-based, interdisciplinary learning approach oriented toward character development and essential competencies. Through P5, learning is no longer siloed by subject matter but integrated to observe and find solutions to real-world problems in the surrounding environment. This approach is theoretically highly relevant for improving numeracy literacy, as it encourages students to apply mathematical concepts in practical situations, reason critically, and collaborate to find solutions.

The development of character, culture, and numeracy literacy in children is one of the primary goals of education in Indonesia. A strong and positive character is the foundation for students' success in various aspects of life, including academic, social, and personal development. The development of students' character is a concrete manifestation of the success of a quality education, because morality must be higher than knowledge. Children's behavior in this era of globalization is worsening due to increasingly free and uncontrolled social interactions (Anggraini & Efendi, 2023), the increasing number of crimes and misdeeds committed by school-age children, and the increasingly blurred moral norms. Therefore, education is needed that can serve as a vehicle for character development and a formal educational platform that emphasizes character. Character education at school age must be consciously designed and managed with strong and secure management (Putri, 2024).

Various behaviors currently occurring indicate a crisis of character and culture that is significantly eroded within each student. This crisis of character and culture is characterized by an increase in deviant behavior that does not reflect the nation's character. The current deviation in character values can be caused by a lack of positive values instilled early in character formation, especially in elementary school children, which will influence the child's character. Nucci & Narvaez (2014:128) stated that the

crisis of character and culture in students can lead to emotional instability, low self-esteem, aggressive behavior, selfishness, anxiety, and a lack of social sensitivity. The Pancasila Student Profile Strengthening Project (P5) has been implemented in various schools, particularly at SDN 1 Bug-Bug, which has long implemented the P5 program. However, as reported by researchers in their initial pre-observations, multiple challenges remain in character building and school culture, which remain poorly controlled. These include the prevalence of children insulting or teasing each other (bullying), both physically and verbally, which can lead to arguments between students and the use of profanity, resulting in various perceptions among parents about SDN 1 Bug-Bug. SDN 1 Bug-Bug is also a popular school in the Lingsar sub-district. Therefore, given the aforementioned issues, it is necessary to explore more specific information on the P5 implementation program at the school. Finding information about school culture and the formation of children's character as well as the weak literacy and numeracy of students so that the researcher raised the research title with the title "Case Study of the Implementation of the Pancasila Student Profile Strengthening Project Against School Culture, Numeracy Literacy and Character Formation of Children at SDN 1 Bug-Bug, Lingsar District, West Lombok Regency".

## LITERATURE REVIEW

### 1. Independent curriculum

The independent curriculum is a curriculum that offers diverse learning opportunities. It focuses on appropriate content, allowing students sufficient time to deepen their understanding and strengthen their competencies.(Almarisi, 2023).

Ahmad Almarisi (2023: 116) said that the advantages of the Independent Curriculum are as follows:

- a. Simple and Deeper, Focused on essential material in developing students' abilities at each stage. Learning is deeper, more meaningful, less rushed, and more enjoyable.
- b. Greater Freedom: Teachers can teach according to their achievement levels and the students' development. Schools have the right to develop and manage curricula according to the criteria of the educational unit and its students.

c. Greater Relevance and Interactivity: Learning through project activities provides ample opportunities for students to be more active in mastering and exploring real-world problems. For example, health issues, environmental issues, and other concerns support character development that aligns with the profile of Pancasila students (Almarisi, 2023).

2. Pancasila Student Profile Strengthening Project

The Pancasila student profile strengthening project is one of the government's breakthroughs within the independent learning curriculum. P5 is a breakthrough that can make a significant contribution to shaping student independence, character, and skills. (Thewatt et al., 2023)

Stating that the Pancasila Student Profile Strengthening (P5) project provides opportunities for students to deepen their knowledge and provides students with the freedom to learn in their surrounding environment as a form of strengthening student character. Based on the above opinion, it can be concluded that the Pancasila Student Profile Strengthening (P5) project represents a breakthrough in the learning system, with a greater emphasis on a student-centered approach. This means it provides students with the full opportunity to further explore their abilities.

The benefits of the Pancasila Profile Strengthening Project for students are:

- a. Providing character building to develop competencies as the nation's next generation.
- b. Participating in planning active and sustainable learning and developing the skills, attitudes, and knowledge needed to carry out project activities at specific times.
- c. Practicing problem-solving skills in various learning situations.
- d. Demonstrating responsibility and concern for issues surrounding students as a form of learning outcome.
- e. Appreciating the learning process and taking pride in the results achieved through optimal efforts.

Adnyana (2023: 29) stated that there are six key elements in the Pancasila Student Profile, namely: possessing noble morals, embracing global diversity, fostering independence, promoting cooperation, cultivating critical thinking, and

encouraging creativity. (Adnyana et al., 2023:29). These six are interrelated with each other, namely.

a. Having Noble Morals

Stating that students in Indonesia with noble morals are students who have a relationship with God Almighty. (Anton & Trisoni, 2022).

b. Global Diversity

Strengthening the dimensions of global diversity as outlined in the Pancasila student profile is crucial for maintaining national identity and preventing divisions caused by intolerance. (Istiqomah et al., 2023). As Indonesian students, we must preserve the resilience of our noble culture, local identity, and traditional values. We must respect differences and appreciate other cultures, while preserving our own culture so that it does not fade.

c. Mutual Cooperation

Cooperation, as one of the main characteristics of Indonesian society, needs to be instilled in all students. This will foster a spirit of mutual assistance, mutual respect, and mutual support in various activities, such as the learning process. Mandiri Anton Leonardo et al. (2021:38) state that Indonesian students must be responsible and independent in every aspect of the learning process and outcome.

d. Critical Thinking

The development of each student's abilities and skills stems from their ability to manage their thoughts or think more critically. Students must possess critical thinking skills, be able to process information effectively, analyze, evaluate, and draw conclusions.

e. Creative

Jamaludin (2022:171) states that creative Indonesian students must be able to collaborate and produce something meaningful, practical, and impactful. (Jamaludin et al., 2022).

3. School culture

Yusuf (2011: 17) states that school culture is the totality of values and norms adopted by a school, including: the school's vision, mission, and goals, learning ethos, integration, religious norms, legal norms, and social norms. Novan (2013: 99)

defines school culture as the atmosphere of school life in which students interact with one another. Interactions occur among educators, between educators and students, between educators and educational staff, and between community members and the school community.

#### 4. Numeracy Literacy

Literacy is a person's ability to use skills and potential to process and understand information when reading, writing, and calculating, as well as solving problems in everyday life.(Ginting, 2020). Numeracy is the ability to apply numerical concepts and mathematical skills in everyday life, as well as using mathematics practically, and having an understanding of information expressed mathematically. (Fitriana & Khoiri Ridlwan, 2021)

#### 5. Character Building

6. Department of Education and Culture (2012: 623) in the Big Indonesian Dictionary, character is defined as psychological traits, morals, or manners that differentiate one person from another, or are also called disposition or nature.(Risnawati & Priyantoro, 2021). Simon Philips (in Masnur Muslich (2014: 70) character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behavior that are displayed. Imam Ghozali considers that character is closer to morals, namely human spontaneity in attitudes or actions that have become integrated within humans, so that when they appear, they do not require further consideration.

## METODOLOGY

The design or approach used in this research is a qualitative case study approach. Qualitative research has an actual setting as a direct source of data, and the researcher serves as the primary instrument for collecting data on the problem being studied (Sugiyono, 2021). In qualitative research, researchers are directly involved in various aspects of the phenomenon being studied, so they are expected to constantly focus their attention on the reality or events within the context being studied.

Researchers will explore and investigate the project's implementation in greater depth through various techniques and in-depth analysis to strengthen the profile of Pancasila

students (P5) and its impact on school culture, numeracy literacy, and student character formation at SDN 1 Bug-Bug.

The location of this research was at SDN 1 Bug-Bug, Lingsar sub-district, West Lombok Regency. The basis for determining the location is that the character of the children in the school environment still needs improvement and development; furthermore, this school is strategically located on the border with the city of Mataram, the capital of the NTB province.

The data collection technique used by researchers employs three methods: interviews, observation, and documentation.

## **RESULT AND DISCUSSION**

### **RESULT**

#### **1. Interview Results**

##### **a. Implementation of the Pancasila Student Profile Strengthening Project on School Culture, Numeracy Literacy and Children's Character Formation at SDN 1 Bug-Bug, Lingsar District, West Lombok Regency, Principal.**

The following are the results of an interview conducted by the researcher with the school principal regarding the steps taken to introduce and socialize P5 to teachers, parents, and students at SDN 1 Bug-Bug:

"The implementation of the independent curriculum, characterized by the Pancasila Student Profile Strengthening Project (P5), was introduced to teachers following the issuance of the Ministerial Regulation concerning the implementation of the independent curriculum in 2021 and began to be implemented in 2022. Following the issuance of the government regulation, the first step was to socialize it to all teachers. Over time, due to the lack of information regarding coaching, such as workshops and training, teachers independently conducted the process of understanding P5 through various media. Teachers then began to gradually introduce it to students, both in the classroom and through various school activities. However, the introduction to parents was not socialized due to time constraints, circumstances, and varying understandings of parents and guardians."

Based on the interview results obtained from the principal, this was also supported by data from an interview with a fourth-grade teacher at SDN 1 Bug-Bug, Mr. J., who stated:

"The implementation of P5 began in 2022, following the issuance of the regulation. However, for P5 teachers, it remains unclear. Almost all teachers lack a thorough understanding of the Merdeka Curriculum, or P5, due to a lack of human resource development activities, such as workshops or other training on P5. This is in contrast to the K13 curriculum, which frequently hosts workshops and other activities. Despite this, we have deepened our understanding of the Merdeka Curriculum, particularly P5, through our independent learning, through Google, YouTube, and other resources."

Furthermore, the results of interviews with fourth-grade teachers regarding the integration of P5 into classroom learning activities and the pattern of integration are as follows:

"P5 has been integrated into classroom learning activities throughout the learning process, such as prayer activities by the textbook used, and farming activities by the theme in the textbook. Students are asked to be more active in learning."

The results of interviews with several students regarding the implementation of P5 in the process of building school culture and character are as follows: The results of interviews with students ATD, FA, BG, SN, and EM stated:

"Two students understand P5, and two students have a less clear understanding of what P5 is. The activities carried out include congregational prayer and cooperation. Students find it easy because they only engage in congregational prayer, cooperation, and planting flowers. The school's hallmarks include alternating between congregational prayer and wearing traditional attire. However, their peers sometimes tease each other. Typical activities at school include Saturday Cultural Day, Friday Clean-Up, Yasinan (the recitation of the Yasin), and cooperation. The cultural activities commonly practiced in the School are a Saturday cultural performance, Stop the Culture of Bullying."

**b. Supporting and inhibiting factors for implementing P5 are school culture, numeracy literacy, and children's character at SDN 1 Bug-Bug.**

Based on interviews with the principal, the supporting factors for the implementation of P5 in shaping school culture and student character at SDN 1 Bug-Bug are:

"Teachers are the main supporting factor in the implementation of P5. Their enthusiasm and responsibility reinforce their motivation in implementing P5. Furthermore, the supporting factors are student enthusiasm."

The inhibiting factors in the implementation of P5 in shaping school culture and character education at SDN 1 Bug-Bug, as interviewed by the principal and a fourth-grade teacher, are:

"Lack of in-depth knowledge of the independent learning curriculum, or P5. Teachers are still confused about the difference between P5 and regular project-based learning (PjBL). They do not fully understand that the main focus of P5 is character building and competency development in line with the Pancasila Student Profile, not simply producing products."

## 2. Observation Results

Based on observations conducted by the researcher using a pre-designed instrument, the following information was obtained regarding the implementation of P5 in developing student culture, numeracy literacy, and character at SDN 1 Bug-Bug:

"The teacher has clearly explained the concept of P5 to students, but the presentation is still general, resulting in some students having varying understandings and some lacking understanding. Furthermore, during various activities, including cooperation (gotong royong) and congregational prayer, all students follow the teacher's instructions enthusiastically. Furthermore, regarding mutual respect and appreciation, students demonstrate mutual respect and appreciation in certain situations. However, in other situations, there are still students teasing and bullying each other, even involving inappropriate behavior."

School facilities are supportive, but textbooks or guidance on P5 are limited. Teachers provide examples of various actions and behaviors, and good communication continues to be maintained between all school stakeholders.

## DISCUSSION

### 1. Case Study of the Implementation of the Pancasila Student Profile Strengthening Project for School Culture, Numeracy Literacy, and Character Building of Children at SDN 1 Bug-Bug, Lingsar District, West Lombok Regency

Schools are a place of noble integrity and serve as a bridge for understanding all aspects of human life, encompassing various activities that are integral to the school culture. Schools also serve as a medium for self-improvement and a bridge for character formation in the next generation, producing individuals of high quality and character who are capable of critical thinking, broad knowledge, and intelligence. The formation of school culture and children's character is, of course, inseparable from various strong supporting indicators, namely the curriculum.

The Pancasila Student Profile Strengthening Project (P5) was launched as a pedagogical breakthrough within the Independent Curriculum. Its goal was noble: shifting the focus of education from mere knowledge transfer to the formation of noble character internalized through contextual, student-centered, project-based learning. However, observational data at SDN 1 Bug-Bug presents a worrying reality. Rather than being a driving force for transformation, the implementation of P5 at this school demonstrated fundamental misunderstandings that led to the program stagnating and failing to address the root causes of student character issues.

From the research results, a detailed description of the implementation of P5 in the formation of school culture and student character at SDN 1 Bug-Bug can be discussed, namely:

- a. Case Study of the Implementation of the Pancasila Student Profile Strengthening Project for School Culture at SDN 1 Bug-Bug, Lingsar District, West Lombok Regency

- 1) Culture of Mutual Cooperation and Collaboration

The culture of cooperation is a culture that has been implemented and continues to be practiced at SDN 1 Bug-Bug, both before and after the Merdeka Curriculum (Merdeka Curriculum). To foster the values of cooperation and collaboration, students learn to collaborate, share roles, and help each other achieve common goals, such as working together in waste management, maintaining school cleanliness through Clean Friday activities, and establishing a waste bank

- 2) Creating a culture of inclusivity and mutual respect for diversity

Based on one of the dimensions of the Pancasila student profile strengthening project, namely "Bhinneka Tunggal Ika" (Unity in Diversity), it teaches individuals to respect and appreciate diversity, including religious diversity. At SDN 1 Bug-Bug, there are diverse religious practices, such as Hinduism and Islam. Therefore, teachers continuously encourage, both in the classroom and during various activities, such as ceremonies and faith-based events, to respect and honor one another. They should refrain from bullying or intimidating others.

3) Building a cultural value of environmental care

Care for the environment reflects a person's character. A culture of environmental care needs to be instilled in every child from an early age. This will enable them to protect their safety and the environment around them throughout their lives. To foster a cultural value of environmental care, SDN 1 Bug-Bug conducts flower planting and gardening activities to maintain the beauty of the school environment and instill values of sustainability for their future lives after leaving school.

b. Case Study of the Implementation of the Pancasila Student Profile Strengthening Project for Character Education at SDN 1 Bug-Bug, Lingsar District, West Lombok Regency

Low improvement in problem-solving skills: Projects in P5 encourage students to become accustomed to identifying and solving problems in real-world contexts. This has a positive impact on numeracy skills, where students not only memorize formulas but also understand concepts and problem-solving methods. The mathematics learning process in the classroom often directs students to answer questions through memorization, rather than through the steps of understanding that discovery learning provides by connecting them to everyday activities.

c. Case Study of the Implementation of the Pancasila Student Profile Strengthening Project on Numeracy Literacy at SDN 1 Bug-Bug, Lingsar District, West Lombok Regency

The implementation of P5 in Character Building aims to shape students into noble and well-mannered individuals. It is also designed to be active. Some of the P5 implementation activities in shaping students' characters at SDN 1 Bug-Bug are as follows.

## **2. Character education through rotating congregational prayer between classes**

Congregational prayer is a vital pillar in developing a strong religious character. However, within the P5 framework, it should serve as a starting point for more in-depth projects. For example, from the "Faith and Piety" dimension, students could create a "Stop Swearing" campaign project at school, inspired by religious teachings about the importance of guarding one's tongue. Without this connection, congregational prayer becomes merely a ritual activity separate from students' behavior outside the mosque

### **1) Yasinan (Islamic recitation) every Friday**

Yasinan (Islamic recitation) is a regular activity every Friday at SDN 1 Bug-Bug, aimed at instilling habits and a love for the Quran. This activity aims to shape students' character, leading to better, nobler, and more virtuous morals.

## **3. Supporting and Inhibiting Factors of Case Study of Implementation of Pancasila Student Profile Strengthening Project on School Culture, Numeracy Literacy and Character Formation of Children at SDN 1 Bug-Bug, Lingsar District, West Lombok Regency**

### **a. Supporting Factors**

Within the framework of the case study on the implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 1 Bug-Bug in Lingsar District, the roles of teachers and students are essential supporting pillars in measuring the project's success in terms of school culture and character development.

Teachers at the school are no longer merely instructors but have transformed into facilitators and architects of dynamic learning experiences. They design contextual projects rooted in local wisdom, spark students' curiosity about real-world issues around them, and serve as key role models

for practicing collaboration and empathy. Meanwhile, students are no longer passive recipients of knowledge, but active subjects and the center of the learning process.

The involvement of teachers and students at every stage, from identifying problems and discussing solutions in a spirit of cooperation to presenting their work, provides living evidence demonstrating a shift in character. This synergistic interaction between teachers as guides and students as explorers is what is gradually shifting the school culture at SDN 1 Bug-Bug to become more inclusive, participatory, and solution-oriented. Thus, teachers and students are key supporters whose actions directly reflect and prove how P5 effectively fosters character traits such as independence, creativity, and cooperation in a positive school ecosystem.

**b. Inhibiting Factors**

**1) Lack of government support**

One of the main inhibiting factors that has the potential to undermine the successful implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 1 Bug-Bug, Lingsar District, is the lack of structured and sustainable government support.

This obstacle is not abstract, but rather manifests itself concretely at the operational level. The lack of in-depth and ongoing training for teachers, for example, can force them to interpret P5 concepts independently, risking inconsistencies and diminishing the project's depth. Furthermore, the lack of adequate dedicated funding for P5 implementation often forces schools to rely on minimal resources, thus limiting the scale and creativity of the projects. Innovative ideas from students and teachers can be stifled by the lack of funds to purchase materials or invite resource persons. As a result, the spirit of P5, which should be the driving force behind transforming school culture, numeracy literacy, and character building, risks being reduced to merely fulfilling administrative obligations.

**2) Lack of in-depth knowledge about the independent learning curriculum or P5**

These obstacles are often subtle, but their impact is significant. When teachers' understanding is superficial, for example, viewing P5 as merely a "product-making project" or "an after-school activity," its implementation risks losing its soul. As a result, the learning process, which should be dynamic, student-centered, and rich in exploration, can be degraded into a series of rigid, outcome-oriented instructions.

Teachers may struggle to transition from instructor to facilitator, and assessments often revert to the cognitive realm, neglecting authentic assessments of character development, such as cooperation, critical thinking, and creativity. Ultimately, the school culture, which was intended to become more collaborative and innovative, will stagnate, and children's character development will be suboptimal because P5 is implemented as a curricular formality, rather than a shared, transformative learning experience.

### 3) Inflexible time allocation

Inflexible time allocation is a significant structural obstacle to implementing the Pancasila Student Profile Strengthening Project (P5) at SDN 1 Bug-Bug. The P5 philosophy demands a flexible learning process, where exploration, discussion, experimentation, and reflection cannot be limited by the strictures of the bell ringing for class change. However, when schools remain tied to a rigid and compartmentalized schedule, the P5 process becomes fragmented and rushed.

Crucial moments, such as when students are engrossed in discussions seeking solutions or diligently trying to create prototypes, are often interrupted midway because it is time for other subjects. As a result, the depth of learning becomes shallow; critical thinking is not optimally developed, and creativity often stalls before reaching its peak. Furthermore, the school culture, which was expected to become more dynamic and process-oriented, remains trapped in a culture of "chasing class time targets."

4) Lack of student activity

The inhibiting factor stemming from within the students themselves is their lack of activity and initiative in the P5 learning process at SDN 1 Bug-Bug. This fundamentally contradicts the P5 spirit, which places students as the primary subjects and project owners. When students tend to be passive, simply awaiting instruction from the teacher, and reluctant to voice opinions or ideas in group discussions, the essence of the project itself is lost. As a result, character dimensions such as cooperation become mere formalities of task distribution without any genuine collaboration; critical thinking is not developed because there is no debate to find the best solution; and creativity is stifled because students are afraid of making mistakes or are not accustomed to taking initiative.

5) Lack of attention and involvement of parents and the environment

The lack of attention and active involvement from parents and the surrounding community is a crucial factor that can hinder the success chain of P5 at SDN 1 Bug-Bug. The Pancasila Student Profile Strengthening Project is essentially designed to break down the walls between school and the real world, making the environment a living learning laboratory. However, when parents view P5 as a school matter only and the local community remains indifferent, the project loses its most significant resources: context and authenticity.

## CONCLUSION

The conclusions of this study align with the results obtained from the previously formulated problem. The conclusions of this study are as follows:

1. The implementation of the project to strengthen the Pancasila student profile in shaping students' school culture is carried out through a culture of cooperation and collaboration, an inclusive culture and mutual respect for diversity, a culture of environmental concern, a culture of critical thinking, and an open school ecosystem. Furthermore, numeracy literacy is still very low, meaning that children tend to memorize rather than identify and solve problems in everyday life. Character

building is implemented through alternating congregational prayers and the Yasinan recitation every Friday.

2. The supporting factors for the implementation of the project to strengthen the Pancasila student profile in fostering school culture and student character at SDN 1 Bug-Bug are teachers and students. The inhibiting factors are a lack of government support and inadequate training and coaching. Lack of in-depth knowledge about the independent learning curriculum or P5, limited time allocation, lack of student activity, lack of attention and involvement of parents, and the environment

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