

THE EFFECT OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT ON THE CIVIC DISPOSITION OF MTS N 2 PRINGSEWU STUDENTS ACADEMIC YEAR 2024/2025

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Abstract

The Pancasila Student Profile Strengthening Project (P5) in the Merdeka Curriculum has a close relationship with the formation of *civic disposition*, which includes private character and public character. This study examines the effect of the Pancasila student profile strengthening project on the *civic disposition* of MTs N 2 Pringsewu students. The research method used is descriptive method with a quantitative approach. The subjects of this study were students of MTs N 2 Pringsewu in the 2024/2025 school year. The sample of this study amounted to 100 respondents. Research data collection using questionnaires, interviews, and documentation techniques. Based on the results of the study, it was found that the effect of the project on strengthening the profile of Pancasila students (P5) on the *civic disposition* of MTs N 2 Pringsewu students, through the theme "Build the Soul and Body" proved to have a significant effect on the civic disposition of students. In the aspect of private character, learners show an increase in responsibility and self-discipline, such as compliance with rules, involvement in mutual cooperation, and completion of tasks on time. Meanwhile, in the public character aspect, learners become more cooperative, polite, and tolerant in social interactions.

Keywords: *Learners, Pancasila Learner Profile Strengthening Project, Civic Disposition*

I. Introduction

Education is the main foundation in the development of individuals and society. Through education, a person not only gains knowledge and skills, but also forms character, values, and a critical and creative way of thinking. In addition, education plays an important role in developing the intellectual abilities of individuals to be able to think logically, analytically, and innovatively in dealing with various problems. In an ever-evolving world, education plays an important role in preparing the next generation to face global challenges and become agents of positive change. Therefore, investment in education is a strategic step to create a brighter and more competitive future.

Education not only aims to develop individual intellectual abilities, but also plays an important role in shaping *civic disposition*, namely attitudes and behaviors that support active, responsible, and ethical participation in social life (Cicilia et al., 2022). *Civic disposition* is a quality in a person that includes his character and moral qualities. *Civic disposition* serves as a basis for assessing whether someone has good morals or vice versa. *Civic disposition* is a sense of caring for the rights and welfare of others, being fair without exception, being sensitive to the environment, respecting and appreciating each other, and having a sense of social responsibility. If a country has citizens with good character, then the future of the country will be good and advanced, otherwise if citizens have a bad character, then the future of the country will be difficult to advance (Latipa et al., 2022)

Civic disposition also includes empathy and social care. Learners should be trained to appreciate differences, whether in terms of culture, religion, or worldview, and learn to cooperate with others in achieving common goals. This inclusive attitude is important in building harmonious communities and reducing the potential for conflict, and active involvement in social and community activities is also an important aspect of *civic disposition*. Learners who have a strong *civic disposition* will be involved in activities such as mutual cooperation, participation in social organizations, and other initiatives aimed at the common good, thus learners will grow into individuals who not only care about themselves, but also contribute positively to the wider community.

Civic disposition is the attitude and behavior that learners need to have to become active, responsible citizens who contribute positively to society. At school, learners are expected to develop several important attitudes such as a sense of responsibility, empathy, and social engagement. They should be able to respect differences, cooperate with friends, and participate in class and school activities that support the common good. In addition, it is important for learners to understand and respect existing rules and fight for justice and truth, with this *civic disposition* learners will grow into individuals who have a high sense of concern for the social environment and are ready to play an active role in the life of the nation and state.

In fact, based on preliminary research conducted by researchers to Civics educators at MTs N 2 Pringsewu, educators said that *civic disposition* problems that often occur in students at school include there are still students who do not care about the awareness of the importance of a sense of responsibility, discipline (students come to school late, students are absent without information) and also respect for teachers and fellow friends. The existence of learners who show indifference to the school environment, such as littering or reluctance to participate in activities at school, is also often a problem. The following are data that support the *civic disposition* problems of students at MTs N 2 Pringsewu.

Problem Data at MTs N 2 Pringsewu

No	Indicator	Problem Description	Number of Learners
1	Disciplined attitude	1) Arriving late	15
		2) Absent without explanation	25
2	Responsibility	1) Not responsible for keeping clean	38
		2) Not responsible for doing assignments	30
3	Politeness	1) Disrespect for teachers and fellow friends	26
		2) Misbehaving with friends	32
4	Cooperation	1) Not carrying out picket duty	38
		2) Not participating in school activities (cleaning the school environment)	40

Seeing from the data above that, there are still students who do not describe *civic disposition* well enough, this is where a program or project-based learning approach is needed that focuses on building the character of students in accordance with the values of Pancasila to be able to solve the problems described above. The Pancasila Learner Profile Strengthening Project based on Kemendikbudristek No.56/M/2022 is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila learner profile, which is compiled based on the Indonesian Graduate Standard Competencies. The Pancasila Learner Profile Strengthening Project is a cross-disciplinary learning experience in observing and thinking about solutions to problems in the surrounding environment in order to strengthen the various competencies in the Pancasila Learner Profile. The Pancasila learner profile is expected to produce graduates who show the characteristics and abilities or skills needed and can be achieved, as well as strengthen the noble values of Pancasila in students and stakeholders. As a result, Pancasila learners are expected to be learners who are not only intelligent, but also have global competitiveness, character, and uphold the values of Pancasila (Hamzah et al., 2022)

The Strengthening the Profile of Pancasila Learners (P5) project is expected to play a very important role in the development of learners' *civic disposition*, which includes attitudes and behaviors that demonstrate active and responsible citizenship. By implementing P5, learners engage in various activities that not only enhance their academic knowledge but also strengthen their personal and social character.

The project is designed to encourage learners to actively participate in solving problems in the community, so that they can apply Pancasila values such as gotong royong and tolerance. By engaging learners in community-based projects, they learn to respect differences, negotiate and compromise, all of which are important elements of *civic disposition*. In addition, P5 also provides opportunities for learners to explore relevant social issues, helping them to develop a deeper understanding of civic responsibilities.

One of the themes in P5 that is relevant to the formation of *civic disposition* is "Build the Soul and Body". This theme emphasizes the balance between physical and mental health, and the formation of a strong and resilient character. Through various collaborative and reflective activities, this theme encourages learners to build awareness of the importance of taking care of themselves, respecting others, and behaving positively in the social environment. Activities such as joint sports, community service, and project-based activities not only train physical fitness, but also strengthen learners' moral and social values.

However, in its implementation, the effectiveness of the "Bangunlah Jiwa dan Raganya" theme in shaping learners' *civic disposition* has rarely been studied in depth. Many schools have implemented this project, but not many have evaluated the extent to which the activities have had a real impact on changes in learners' attitudes and behaviors, especially in terms of responsibility, self-discipline, cooperation and politeness. In fact, this kind of evaluation is important to ensure that P5 activities are really able to shape learners' character as a whole.

Based on the background stated above and the results of previous preliminary research, it is found that there are still MTs N 2 Pringsewu students who do not have a good *civic disposition* attitude.

Based on this, the researcher is interested in conducting research on "**The Effect of the Pancasila Student Profile (P5) Recruitment Project on the Civic disposition of MTs N 2 Pringsewu students**".

II. Methods

This research uses descriptive method with quantitative approach. The subjects of this study were MTs N 2 Pringsewu Class VII-VIII Students in the 2024/2025 academic year. The sample in this study amounted to 10 respondents. Research data collection using questionnaire techniques, interviews, and documentation. This research is important to identify the effect of the Pancasila Student Profile Strengthening Project on MTs N 2 Pringsewu students.

III. Result And Discussion

Definition of the Pancasila Student Profile Strengthening Project

The Pancasila Learner Profile Strengthening Project (P5) is an initiative in the world of education that aims to strengthen the character and competence of students in accordance with the values of Pancasila within the framework of the Merdeka Curriculum. According to Naidiem Anwar Makarim, the Pancasila Student Profile Strengthening Project (P5) is an educational initiative that aims to shape the character and competence of students in accordance with the values of Pancasila

in the context of the Merdeka Curriculum.

Ministry of Education and Culture Guideline Number 56 of 2022 says that co-curricular activities that use a project-based approach, provide opportunities for learners to learn through direct experience and interaction with their environment. These activities are designed to be flexible and separate from the core curriculum, so that learning objectives, materials and activities do not have to be directly related to intracurricular learning.

Based on Ministry of Education and Culture decree No.56/M/2022, P5 aims to form learners who have the character of faith, global diversity, independence, mutual cooperation, critical thinking, and creativity. In its implementation, students are invited to identify real issues such as climate change and mental health and formulate solutions through concrete actions. Thus, P5 serves not only as a means to achieve academic competence but also as a strengthening of character that is relevant to the challenges faced by the younger generation.

Character Built on the Pancasila Student Profile Strengthening Project

- 1) Believing, emphasizing faith in God Almighty, which is reflected in the behavior of students who carry out religious teachings and respect differences in beliefs. Tolerance and peace-loving attitudes are an important part of this character, encouraging learners to live in harmony with followers of other religions.
- 2) Globally diverse, Indonesian learners maintain their noble culture, locality, and identity, while keeping an open mind in interacting with other cultures. This will foster mutual respect and form a positive new culture, without contradicting the noble culture of the nation. The elements contained in the second characteristic include: recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.
- 3) Independent, learners who are responsible for their learning process and results. Elements contained in the third characteristic include self-awareness of the situation at hand, self-regulation.
- 4) Bergotong Royong, teaches learners to work together, namely the ability to carry out activities together voluntarily so that activities run smoothly, easily and lightly. Elements contained in the fourth characteristic include collaboration, caring, sharing.
- 5) Critical Thinking, able to process information both qualitative and quantitative, build relationships between different information, analyze and evaluate information, and be able to draw conclusions. Elements found in the fifth characteristic include: acquiring and processing information and ideas, analyzing and evaluating arguments, reflecting on thoughts and thought processes, and making decisions.
- 6) Creative, creative learners are able to transform and produce something original, meaningful, useful and impactful.

Main themes of the Pancasila Learner Profile Strengthening Project (P5)

1) Sustainable Lifestyle

Learners understand the influence of human activities, both in the short and long term, on the sustainability of life in the world and the environment. They also build awareness of environmentally friendly attitudes and actions, learn about potential sustainability crises that occur around them, and develop readiness to face and mitigate their impacts.

2) Local Wisdom

Learners develop their curiosity and inquiry skills through exploring the culture and local wisdom of the local community or region, and its development. They learn the processes and reasons behind the development of local communities, as well as the concepts and values underlying local arts and traditions. Learners can also reflect on the values that can be taken and applied in their daily lives.

3) Unity in Diversity

This theme emphasizes the importance of tolerance and respect for cultural diversity in Indonesia. Learners are taught to appreciate differences and understand the values of unity in diversity.

4) Build the Soul and Body

This theme aims to raise learners' awareness of the importance of physical and mental health. The activities in this theme are designed to nurture the health and well-being of learners and those around them.

5) Voice of Democracy

This theme instills in learners the values of democracy, the importance of participation in the democratic process, and how to contribute to society as good citizens.

6) Engineering and Technology

This theme encourages learners to collaborate in creating innovative technological products. Learners are trained to think critically, creatively, and empathetically in facing technological challenges.

7) Entrepreneurship

Learners recognize the economic potential at the local level and the challenges faced in developing this potential, including its relationship with environmental, social and community welfare aspects. Through this activity, creativity and entrepreneurial culture will be developed. In addition, learners will also broaden their horizons regarding future opportunities, become sensitive to community needs, practice as skilled problem solvers, and prepare themselves to become professionals with integrity.

8) Employability

This theme is compulsory for all learners to take, aiming to prepare them to enter the workforce with relevant skills.

The themes described above are designed to strengthen the competence and character of learners in accordance with the values of Pancasila (Diah Ayu Saraswati et al., 2022).

Definition of Civic Disposition

Civic disposition is the ability and ability of civic attitudes including recognition of equality, tolerance, solidarity, recognizing diversity, sensitivity to citizen issues. *Civic disposition* according to (Quigley, 1995) are attitudes and habits of mind possessed by citizens that support the development of healthy social functions and ensure the public interest in a democratic system.

Branson (1998, pp. 8-25) in (Mulyono, 2017) *civic disposition* is one of the *civic* competences which includes *civic knowledge*, and *civic skills*, disposition or civic character (*civic disposition*) so that it can foster the character of good citizens.

Civic disposition refers to the qualities of awareness and concern for the rights of others, welfare, fair and objective treatment, trust, and sensitivity to living together". *Civic disposition* implies both public and private characteristics that are important for the maintenance and development of democracy.

Civic disposition implies the public and private character traits that are essential for the

maintenance and development of constitutional democracy. Civic disposition as civic skills that develop slowly as a result of what a person has learned and experienced at home, school or in organizations (Lestari, 2016) . Such experiences should generate an understanding of community democracy with responsible self-government in each individual.

As said by (Branson, 1998) in (Rahmatiani & Saylendra, 2021) disposition or character is divided into two, namely: "Private characters such as a sense of responsibility, self-discipline and respect for the human dignity of each individual are mandatory". Public character is no less important; civic-mindedness, civility, respect for the *rule of law*, critical thinking, and a willingness to listen, cooperate and compromise are indispensable traits for a successful democracy.

Private character is more about self-assessment or individual judgment. This assessment is seen from good attitudes and ethics and reflects an attitude of responsibility. In addition, private character can also be seen from his attitude in respecting time and respecting others. While this public character is more directed towards his good behavior towards the State and as a citizen (Mulyono, 2017) .

The process of forming the nation's character starts from the application of personal character which is equally expected to accumulate into the character of the community and ultimately into the character of the nation, for the progress of the Indonesian nation, it is necessary to have a competitive character, noble, tough, moral, tolerant, virtuous, patriot spirit, mutual cooperation and devoted to God Almighty based on Pancasila (Adha & Ulpa, 2021) .

Components of Civic Disposition

- 1) The first component is knowledge regarding a deep understanding of the political system, laws, and democratic values. This includes knowledge of the constitution, human rights, political processes, and government structures in the context of their country. Lawrence Kohlberg says that this knowledge helps individuals to understand how they can participate in the political and social life of the community effectively.
- 2) The attitudes or values component is an important aspect of *civic disposition*. According to Thomas Lickona, this attitude includes respect for freedom of speech, tolerance of differences, justice, integrity, and concern for the common good. Individuals with these attitudes tend to behave ethically, consider the social implications of their actions, and strive to improve the social conditions around them. These attitudes are not only important in everyday interactions, but also in decision-making that affects the wider community.
- 3) The action or skill component according to Judith Torney-Putra is the result of the knowledge and attitudes that individuals have towards *civic disposition*. This includes effective communication skills, the ability to work in teams, managing conflict in a constructive way, as well as the ability to participate in social and political activities. Individuals who possess these skills are able to actively contribute to the development of society, both through direct action and through positive influence on others around them.

Results of the Pancasila Student Profile Strengthening Project Accumulation

Based on the research data of variable X (Projek Penguatan Profil Pelajar Pancasila) obtained through a questionnaire from 100 respondents, the results show that 17% or as many as 17 respondents are categorized as less good, 36% or as many as 36 respondents are categorized as quite good, and 47% or as many as 47 respondents are categorized as good in the variable Projek Penguatan Profil Pelajar Pancasila (P5).

Based on the results of the study, it can be concluded that the Pancasila Student Profile Strengthening Project is at a good level. This can be seen from the calculation results of most respondents who are in the good category with a percentage of 47%.

This is also reinforced by the results of interviews with students, which show that most students have followed well the P5 activities at school, although there are still students who follow P5 activities by force kara demands from school.

Civic Disposition Accumulation Results

Based on the distribution results above, it can be seen that for the conclusion of the civic disposition (Y) variable, 11% or as many as 11 respondents were categorized as not good, 37% or as many as 37 respondents were categorized as quite good, and 52% or as many as 52 respondents were categorized as good in the civic disposition (Y) variable.

Based on the results of this study, it can be concluded that the Civic Disposition of MTs N 2 Pringsewu students is in the good category, this can be seen from the calculation results that respondents in the good category showed a percentage of 52%, higher than respondents in the good enough and less good categories, namely 37% quite good and 11% less good. This is reinforced by the results of interviews with students, which show that although there are still some students who have not shown their civic disposition attitudes, many students have shown civic disposition attitudes such as being responsible for their duties, cooperating in school activities, and also being able to communicate in a good and correct way.

The Effect of the Pancasila Student Profile (P5) Strengthening Project (Variable X) on Civic Disposition (Variable Y)

Human resource development is one part of Indonesia's future vision. One way to realize it is through education, because education has an important role in shaping knowledge, skills, and character. The implementation of education is realized through the curriculum, which serves as the main core of the educational process itself (Ulandari & Rapita, 2023). The independent curriculum is a curriculum that aims to develop character through the concept of the Pancasila Student Profile. The character of the Pancasila Student Profile is formulated from Indonesia's national education goals (Kahfi, 2022). The Pancasila Learner Profile has 6 dimensions of character, namely faith, devotion to God Almighty and noble character, mutual cooperation, global diversity, critical reasoning, creativity and independence (Novita Nur 'Inayah, 2021).

In accordance with the Ministry of Education and Culture No. 56 / 2022 concerning the Merdeka Curriculum, which says that the implementation of P5 consists of six main dimensions, namely Belief and Fear of God Almighty, Global Diversity, Independence, Mutual Cooperation, Critical Thinking, and Creativity. P5 is a flagship program in the Merdeka Curriculum. P5 is present to realize the strengthening of the Pancasila Student Profile character in each student through project-based learning. P5 comes when practitioners and educators realize that the educational process must be closely related to everyday life, this is also supported by Ki Hajar Dewantara's philosophy which states the importance of learning things outside the classroom so that students not only have knowledge but also experience it (Kemendikbud Ristek, 2021). P5 is a place for students to learn, observe and think about solutions to problems in the surrounding environment. P5 encourages students to always contribute to the surrounding environment, become lifelong learners, competent, intelligent and characterized in accordance with the Pancasila Student Profile. Therefore, the implementation of P5 in every school must be realized.

The test results that have been carried out by researchers show that there is an effect of the

Pancasila Student Profile (P5) recruitment project on the *civic disposition* of MTs N 2 Pringsewu students. This can be seen from the results of data processing that has been carried out using simple regression analysis which obtained the final result with a value of $0.426 > 0.05$ and the remaining 57.4% is influenced by other variables that play a role, such as social environment, family education, and information media (Rahmat, 2018). This means that the hypothesis H_0 is rejected and H_1 is accepted.

The Pancasila Student Profile Strengthening Project (P5) is an important part of the Merdeka Curriculum implementation that aims to foster the character and competence of Indonesian students holistically. Through various contextual themes, P5 helps learners become individuals who are faithful, independent, creative, critical thinking, mutual cooperation, and global diversity. One of the themes that is very relevant in the formation of student character is "Build the Soul and Body". Based on the results of the research, the Strengthening the Profile of Pancasila Students (P5) project with the theme "Bangunlah Jiwa dan Raganya" contributes significantly to the formation of students' *civic disposition*, as stated by Branson (1998), who divides *civic disposition* into two main categories, namely private character and public character. Private character includes responsibility and self-discipline, while public character involves the ability to cooperate, courtesy.

Public characters in *civic disposition*, such as cooperation, politeness are developed significantly through activities that involve the cohesiveness of students, for example, being invited to work in groups, solve contextual problems, and interact with various backgrounds that foster empathy and inclusive attitudes. This is in line with Budimansyah's (2010) opinion that effective civic education must be able to form social characters that support harmonious and democratic social life. The P5 project also encourages learners to be actively involved in the school and community environment, foster social sensitivity, and increase awareness of national and humanitarian issues, all of which are important components in building a strong *civic disposition* (Agusta, 2023).

In the private character aspect, learners showed a significant attitude of responsibility and self-discipline, they became more aware of their responsibility in maintaining the school environment, participating in mutual cooperation activities, and completing group assignments on time after participating in the P5 project. In addition, learners claimed to have improved in discipline, such as arriving on time, obeying school rules, and keeping themselves and the environment clean. This shows that the theme "Build the Soul and Body", which focuses on mental and physical development, succeeded in shaping learners' personal character positively.

Meanwhile, in the aspect of public character, it shows that learners feel more able to work together in groups, express opinions politely, and show tolerance during the project implementation. On the other hand, learners become more polite in their interactions, both with teachers and fellow friends, after being involved in P5 activities that emphasize the values of collaboration and diversity. This finding was reinforced by the teacher's direct observation, which stated that there was an increase in cooperative behavior and communication ethics in the school environment.

Thus, based on the quantitative data obtained, it can be concluded that the Pancasila Student Profile Strengthening Project with the theme "Bangunlah Jiwa dan Raganya" has a strong and significant influence on strengthening the *civic disposition* of students, both in shaping private characters such as responsibility and self-discipline, as well as in improving public characters such as cooperation and politeness in everyday life.

Thus, Branson's theory is a relevant framework in understanding how P5 can shape *civic disposition* as a whole. The Pancasila Student Profile Strengthening Project is not only a character strengthening program, but also a good educational strategy in producing young people with character, responsibility, and high concern for social and national life. Through the integration of Pancasila values into contextual and collaborative learning experiences, P5 effectively fosters the *civic disposition* of students as a whole from both personal and social aspects which will ultimately produce smart, ethical, and competitive citizens in the life of the nation and state.

IV. Conclusion

Based on the results of the research and discussion that has been carried out, it can be concluded that the Pancasila Student Profile (P5) Strengthening Project (Variable X) in the Merdeka Curriculum has a significant effect on the formation of *civic disposition* (Variable Y) of students at MTs N 2 Pringsewu. The *civic disposition* referred to in this study includes private characters, such as personal responsibility and self-discipline, as well as public characters, such as cooperation and politeness. Data from simple regression analysis showed a real influence of P5 on the civic disposition of MTs N 2 Pringsewu students, with a contribution of 42.6%, while the rest was influenced by other factors such as social environment and family education.

Through the implementation of P5 with the theme "Bangunlah Jiwa dan Raganya", learners not only develop academic skills, but also strengthen character through active involvement in real-life projects that encourage independence, collaboration, social care, and respect for Pancasila values. The Pancasila Learner Profile Strengthening Project (P5) with the theme "Bangunlah Jiwa dan Raganya" is proven to have a significant impact on learners' *civic disposition*. In the private character aspect, learners show an increase in responsibility and self-discipline, such as adherence to rules, involvement in gotong royong, and timely completion of tasks. Meanwhile, in the public character aspect, learners become more cooperative, polite, and tolerant in social interactions.

The Pancasila Learner Profile Strengthening Project is not just a character strengthening program, but a strategic and integral educational strategy in producing young people with character, responsibility, and concern for social and national life. Through the integration of Pancasila values in contextual and collaborative learning experiences, P5 has proven to be able to foster the civic disposition of students as a whole, both from personal and social aspects. With strong character building and based on Pancasila values, learners are prepared to become smart, ethical, and competitive citizens in the life of the nation and state.

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