

Assistance in the Implementation of the Pancasila Student Profile Strengthening Project (P5) through the Leaf Painting Method at SDN 01 Balongrejo Elementary School

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Article Info	Abstract
<p>Article history: Received: June 1, 2026 Revised: June 20, 2026 Accepted: June 23, 2026</p> <p>Keywords: Implementation; P5 Project; Leafpaint; Merdeka Curriculum.</p>	<p>ABSTRACT</p> <p>The Pancasila Student Profile Strengthening Project (P5) is an innovative program introduced through the Merdeka Curriculum to develop students' character based on the values of Pancasila. The Pancasila Student Profile comprises six key dimensions: faith and piety, noble character, global diversity, collaboration, independence, creativity, and critical thinking. This community service activity employed the Asset-Based Community Development (ABCD) approach. The asset mapping process identified human resources at SDN 01 Balongrejo as a potential asset requiring further development. To address this need, the leafpaint method, a painting activity using leaves as the primary medium, was implemented. This program aimed to introduce P5 learning through the leafpaint method, provide teachers with innovative instructional practices, enhance students' creativity and teamwork, and increase awareness of the educational value of local environmental resources. The implementation process consisted of five stages: planning, socialization, execution, mentoring, and evaluation. The participants were fourth- and fifth-grade students of SDN 01 Balongrejo. The results indicate that the activity generated positive outcomes for both students and teachers. Students gained a better understanding of P5 activities, developed creative skills, and learned to utilize natural materials in producing artwork. Teachers acquired an alternative learning innovation that can be integrated into P5 implementation. Overall, the leafpaint method proved effective in supporting P5 activities and contributed positively to the development of students' creativity, collaboration, and environmental awareness at SDN 01 Balongrejo.</p>
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Introduction

The curriculum implemented in Indonesia has undergone repeated modifications since its inception. Beginning in 1945, the curriculum has been revised numerous times—in 1952, and subsequently at regular intervals in 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 (Rahmadayanti & Hartoyo, 2022). These ongoing revisions represent the government's effort to address educational gaps and ensure that Indonesian citizens can compete on a global scale with nations that have achieved more advanced educational systems. The most recent modification is the Merdeka Curriculum, which has begun to be implemented across educational institutions in Indonesia.



The Merdeka Curriculum differs from its predecessors in that it is designed to be more flexible, student-centered, and oriented toward the holistic development of competencies and character. One of its defining features is the Pancasila Student Profile Strengthening Project (P5), a co-curricular, project-based, and interdisciplinary learning activity (Kemendikbudristek, 2022). Rachmawati et al. (2022) affirm that P5 represents a new educational paradigm that encourages students not merely to receive knowledge, but to actively create solutions to real-world problems in their immediate environment.

The Pancasila student profile encompasses six character dimensions: (1) faith and piety toward God Almighty, accompanied by noble morality; (2) global diversity; (3) collaborative spirit (gotong royong); (4) independence; (5) critical thinking; and (6) creativity. These six dimensions reflect the values of Pancasila, which form the foundational identity of the Indonesian nation (Kahfi, 2022). In its implementation, P5 provides schools with considerable freedom to design themes and methods that align with their respective local contexts (Hamzah et al., 2022).

Despite the strong reformative spirit of the Merdeka Curriculum, its implementation has not always proceeded smoothly in practice. Many educators particularly in rural schools continue to face difficulties in adapting to project-based learning methods. Key obstacles include limited understanding of technology and a scarcity of readily applicable instructional innovations (Asiati, 2022). These challenges directly affect the quality of P5 implementation in the classroom.

SDN 01 Balongrejo, located in Balongrejo Village, Sugihwaras District, Bojonegoro, is one of the schools that has adopted the Merdeka Curriculum over the past three years. However, in the delivery of P5 subject matter, teachers still require more intensive mentoring, particularly in selecting and applying creative and contextually relevant methods. Recognizing the abundant natural resources of the village and the artistic potential of the students, a community service team from Universitas Sunan Drajat (UNSUDA) Lamongan initiated the introduction of the leafpaint *method* a painting technique using leaves as the primary medium as a concrete manifestation of P5 implementation rooted in local wisdom.

The *leafpaint* method was selected based on two key potentials identified through observation: (1) the rich vegetation of Balongrejo Village, which provides a diverse array of leaves as raw materials; and (2) the artistic interests and talents of the students, as evidenced by their participation in various painting competitions. Through this method, the creative and collaborative dimensions of P5 can be cultivated in a natural and engaging manner. Nurasiah et al. (2022) note that local wisdom-based approaches within the P5 framework have proven effective in holistically strengthening student character.

Research and community service initiatives focusing on P5 implementation in elementary schools have been conducted by a number of scholars, including Sulistiyaningrum & Fathurrahman (2023), who examined P5 implementation at SD Nasima Semarang, and Maruti et al. (2023), who provided P5 mentoring at the elementary school level in other regions. However, limited scholarly attention has been paid specifically to the



integration of natural-material-based art methods within the P5 project framework in rural elementary schools. This study aims to fill that gap by documenting the process of mentoring P5 implementation through the leafpaint method at SDN 01 Balongrejo.

Implementation Method

This P5 project was implemented at a formal educational institution in Balongrejo Village, namely SDN 01 Balongrejo, which has adopted the Merdeka Curriculum for approximately the past three years. In its teaching and learning activities, the school utilizes the Merdeka Curriculum as the primary reference, as evidenced by the instructional modules employed, the subject matter delivered, and the methods applied by teachers, all of which are aligned with the guidelines established by Kemendikbudristek (2022).

The majority of educators at SDN 01 are over the age of 40 and tend to have limited proficiency in technology (*teknologi gapték*). As a result, they face considerable difficulties in implementing technology-based learning, which in turn hampers effective knowledge delivery to students. This situation has given rise to several pedagogical challenges, the most prominent of which is an insufficient command of the methodological dimensions of the Merdeka Curriculum the majority of which are technology-based and aligned with contemporary developments. This is a widespread and complex issue in many educational institutions, stemming from disparities between human resource capacity and the pace of technological advancement in Indonesia.

These challenges were identified through direct immersion in the educational institution, including observation of teaching and learning activities, review of administrative documentation, and assessment of all available resources. This process enabled a thorough understanding of the problems encountered. One of the subjects within the Merdeka Curriculum is the P5 project, a project-based learning activity that involves students working not individually but in groups (Lubis, 2022). Educators at SDN 01 Balongrejo still possess limited knowledge and innovative approaches concerning this P5 project, which constitutes the primary challenge addressed in this study.

All activities were aligned with the ABCD (Asset-Based Community Development) method (Setyawan, 2022). This method involves identifying the latent potential within a given environment and subsequently developing it into policies that are responsive to community needs (Abdurrahman, 2024). The ABCD approach was implemented through five sequential stages: Discovery, Dream, Design, Define, and Destiny, each of which is described below.

1. Discovery. The Discovery stage involved an in-depth exploration of the existing assets and strengths at SDN 01 Balongrejo. Through direct observation of teaching and learning activities, interviews with teachers, and review of administrative documentation, the community service team identified two primary assets: (1) the rich natural vegetation of Balongrejo Village, which provides a diverse array of leaves including those of guava, mango, and orange trees; and (2) the artistic talents of fourth- and fifth-grade students, who had previously represented the school in painting competitions. In addition, human



resource assets were identified; however, the majority of educators at SDN 01, being over the age of 40, faced limitations in technology-based instruction, resulting in an underdeveloped capacity for implementing the Merdeka Curriculum—particularly the P5 project.

2. Dream. In the Dream stage, the community service team and school stakeholders collectively articulated an aspirational vision for what SDN 01 Balongrejo could achieve by leveraging its identified assets. The shared aspiration was to transform the school into a P5 learning environment that is creative, locally rooted, and character-driven—one where students are not passive recipients of knowledge but active creators who draw upon the natural and cultural resources of their village. Teachers envisioned a classroom where P5 activities are engaging, practical, and contextually meaningful, moving beyond theoretical delivery toward authentic, project-based experiences aligned with the Pancasila Student Profile dimensions of creativity, collaboration, and environmental awareness.

3. Design. The Design stage involved the collaborative planning and structuring of the P5 program based on the assets and vision identified in the preceding stages. The community service team conducted a literature review to identify a learning approach that was developmentally appropriate for elementary-age students and consistent with P5 principles. Based on this review and the contextual assets of Balongrejo Village, the *leafpaint* method was selected as the core activity. The program was structured into five implementation phases: planning, socialization, execution, mentoring, and evaluation. The design included the preparation of instructional materials, selection of target participants (fourth- and fifth-grade students), coordination with the school principal and P5 teachers, and the scheduling of activities during the second week of the P5 lesson period.

4. Define. The Define stage focused on establishing the specific objectives, targets, and measurable outcomes of the program. The primary objective was defined as the development of students' creativity and collaborative skills through the *leafpaint* method, in alignment with the P5 dimensions of creativity (*kreatif*) and collaboration (*bergotong royong*). A secondary objective was defined as equipping teachers with an innovative, locally grounded instructional strategy for P5 that could serve as a replicable model for future project cycles. The target participants were defined as all fourth- and fifth-grade students at SDN 01 Balongrejo, together with the school's teaching staff. Success indicators included the completion of *leafpaint* artworks by student groups, active student participation in collaborative group work, and teacher acquisition of at least one new instructional innovation applicable to future P5 implementation.

5. Destiny. The Destiny stage constituted the implementation and sustainability phase of the ABCD process, in which the planned program was carried out and mechanisms for its continuation were established. The *leafpaint* activity was executed across the five planned phases, with post-activity mentoring provided to reinforce both students' and teachers' understanding of the P5 project. Sustainability was addressed through the handover of instructional documentation and materials to the school, enabling teachers to independently replicate and adapt the *leafpaint* method in future P5 cycles. This stage thus



transformed a one-time community service intervention into an embedded instructional practice within the school's ongoing P5 curriculum, ensuring that the program's benefits endure beyond the period of direct external involvement.

To address these challenges, an activity was designed that incorporates several P5 elements, specifically the development of student creativity through the *leafpaint* method a painting technique using leaves as the primary medium. The activity was scheduled during the second week of the P5 lesson period, with the session dedicated to providing students with instruction on the *leafpaint* method, while simultaneously offering teachers new innovations for P5 project implementation.

The target participants for this P5 activity were students in grades 4 and 5, selected on the grounds that the *leafpaint* method is developmentally appropriate for children of this age group. In addition to these students, all teaching staff at SDN 01 were also engaged, as they too require continued mentoring related to the P5 project. All students and educators at SDN 01 possess various potentials that warrant structured mentoring, particularly in the context of P5.

The *leafpaint* method is well-suited to the natural potential of Balongrejo Village, a rural area characterized by lush greenery and abundant plant life. Furthermore, the majority of students in grades 4 and 5 have demonstrated artistic talent, having represented the school in painting competitions on several occasions (Marni, Desyandri, & Mayar, 2023). The method therefore integrates two key potentials: the natural resources of Balongrejo Village and the artistic abilities of the students at SDN 01 Balongrejo. The *leafpaint* method utilizes leaves as its primary medium, drawing upon the diverse foliage available in the village, including leaves from guava, mango, orange, and other local trees.

The objectives of this activity are to develop the potential of both Balongrejo Village and the students of SDN 01 Balongrejo, to foster the creative character of students in alignment with the goals of P5 project learning, and to provide pedagogical innovations for teachers. The activity also aims to introduce new instructional materials related to the P5 project, enabling educators to develop fresh innovations by building upon the materials presented and leveraging the local assets of Balongrejo Village to create activities that are responsive to student needs.

Several factors supported the successful implementation of this activity, including the alignment between the students' and village's potentials and the nature of the activity; the receptiveness of educators and students during the practical sessions; the availability of adequate facilities and materials for the leafpaint project; and the appropriate scheduling of the activity. Conversely, a notable inhibiting factor was the geographical remoteness of the village from the city, which created challenges in procuring the necessary materials for the P5 activity.

Upon completion of the P5 project activity, an evaluation was conducted to assess the extent to which the objectives had been achieved and to measure the degree of change observed among students and teachers. The evaluation encompassed the entire implementation process, from initial activity to final mentoring (Farliana, Rusdarti, & Sakitri,



2023). In the event that the primary objectives were not fully achieved, alternative P5-based activities aligned with the local and student potential of Balongrejo Village would be identified. Furthermore, post-activity mentoring was planned to reinforce students' and teachers' understanding of the P5 project.

Results and Discussion

In implementing the Pancasila Student Profile Strengthening Project (P5), a series of structured activities were carefully designed and carried out to ensure the program was implemented effectively and achieved its intended objectives. The stages included program planning, socialization and introduction of the program to participants, implementation of activities, mentoring throughout the process, and program evaluation. Each stage was systematically organized to support the smooth execution of the program, enhance participant engagement, and ensure the achievement of the learning objectives and character development goals that constitute the primary focus of the P5 project.

A. P5 Program Planning

The planning stage began with an assessment of the needs and existing conditions at SDN 01 Balongrejo. The results of the observation indicated that the implementation of the Pancasila Student Profile Strengthening Project (P5) required learning innovations capable of enhancing students' creativity and engagement. Based on these findings, a program plan was developed, covering the systematic flow of activities, including the selection of materials and media, the design of implementation procedures, and the preparation of mentoring and evaluation activities.

At this stage, a literature review was also conducted to identify learning methods that were appropriate for the characteristics of elementary school students. One of the methods examined was the leafpaint method, an art activity that utilizes leaves as the primary painting medium. Subsequently, the findings from the literature review and needs assessment were discussed by the implementation team to determine the most suitable approach for fourth- and fifth-grade students at SDN 01 Balongrejo. Based on the results of these discussions, the leafpaint method was selected because it was considered effective in fostering creativity, collaboration, and the utilization of local environmental resources as learning media.





Figure 1. Discussion Session on the P5 Program

B. P5 Activity Socialization

At this stage, the program was presented to the school principal and the teacher responsible for P5 activities to obtain approval and gather feedback regarding the proposed project. The presentation included an explanation of the objectives, benefits, and expected outcomes of the activity. In addition, the rationale for selecting the leafpaint method as the learning approach within the P5 project was described, along with the reasons for choosing fourth- and fifth-grade students as the target participants. The implementation procedures and the materials required for the activity were also outlined.

After receiving approval from the school principal, a socialization session was conducted for the fourth- and fifth-grade students. During this session, students were introduced to the concept and objectives of the P5 project and were provided with information about the leafpaint method that would be used throughout the activity. Furthermore, students were informed about the materials they needed to prepare, including paintbrushes and drawing books, to support the implementation of the project.



Figure 2. Socialization in Grades 4 and 5

C. Activity Implementation

The implementation of the P5 project through the leafpaint method involved fourth- and fifth-grade students as the primary participants. Prior to the main activity, students participated in a brief exercise session to create a more enjoyable learning atmosphere and improve their readiness to engage in the project. Following this activity, the students were divided into four groups, with each class being separated into two groups.

The implementation began with the delivery of instructional material introducing the leafpaint method. Students were provided with information regarding the concept of leafpaint, its educational and creative benefits, and the procedures for creating artwork using leaves as the primary medium. After the theoretical session, students participated in a practical workshop on leafpaint production. The four groups, each consisting of approximately ten students, were assigned to create two leafpaint artworks. To ensure the smooth implementation of the activity, each group was accompanied by a facilitator who provided guidance and assistance throughout the process. This mentoring approach helped maintain an orderly learning environment while enabling students to better understand the objectives and implementation of the P5 project.



Figure 3. P5 Activity Implementation

D. Activity Outcomes

The activity was implemented successfully, and the students demonstrated a high level of enthusiasm throughout the P5 project. The success of the program was reflected in the completion of several leafpaint artworks produced by the students, with each group of approximately ten students producing two completed artworks within a single session. This output is particularly significant given that the students had no prior exposure to the leafpaint technique, indicating a strong capacity for skill acquisition and creative adaptation among the target age group. Through this activity, students were able to develop their creativity and strengthen their collaborative skills, both of which are aligned with the core values and dimensions of the Pancasila Student Profile. The process of creating artwork encouraged students to express their ideas, work together in groups, and utilize natural materials from their surrounding environment.



The positive impact of the program was not limited to students but also extended to teachers, particularly those responsible for P5 learning activities. Prior to this program, P5 implementation was often limited to the delivery of theoretical material, whereas the essence of P5 emphasizes project-based learning that integrates practical activities and Pancasila values. This gap between P5's intended character and its actual classroom practice represents a systemic challenge documented in the broader literature on Merdeka Curriculum implementation (Asiati, 2022). The leafpaint activity directly addressed this gap by providing teachers with a concrete, replicable example of an innovative and locally grounded project that could be incorporated into P5 learning. As a result, teachers gained new insights and alternative instructional strategies for developing project-based activities that promote creativity, collaboration, and character development among students. More significantly, the exposure to the leafpaint method shifted teachers' pedagogical orientation: rather than viewing P5 as a curriculum requirement to be fulfilled through content delivery, they began to recognize P5 as a framework for designing experiential learning anchored in local assets. Therefore, this program not only enhanced students' learning experiences but also contributed to a meaningful transformation of teaching practices related to P5 implementation at SDN 01 Balongrejo—a finding consistent with Nurasiah et al. (2022), who demonstrate that local wisdom-based approaches within the P5 framework effectively strengthen both student character and educator capacity.



Figure 4. Students' P5 Artworks

E. Activity Evaluation

Following the completion of the P5 project, including the planning, socialization, implementation, and activity stages, an evaluation was conducted to assess the effectiveness of the program. The primary purpose of this evaluation was to determine the extent to which the objectives of the P5 project had been achieved and to identify areas for further improvement. Through this process, valuable information was obtained regarding the outcomes of the program and its impact on both students and teachers.

The evaluation results indicated several positive and measurable achievements among students and teachers. From the student perspective, the program produced a tangible improvement across three P5 dimensions: creativity, as evidenced by the production of original leafpaint artworks using diverse leaf forms and compositions; collaboration, as demonstrated by the students' ability to coordinate roles, share materials,



and negotiate artistic decisions within their groups; and environmental awareness, reflected in students' recognition of the educational and aesthetic value of local plant resources. These outcomes are directly aligned with the three P5 dimensions that the activity was designed to cultivate—namely creativity (*kreatif*), collaboration (*bergotong royong*), and environmental awareness—confirming that the activity successfully translated the theoretical goals of P5 into observable learning behaviors. This finding supports the work of Maruti et al. (2023), who similarly demonstrate that hands-on, locally contextualised P5 activities produce more visible character development outcomes than conventional instructional delivery.

From the teacher perspective, the program produced a shift in instructional capacity that extended beyond the acquisition of a single new technique. Teachers who participated in the mentoring process reported a clearer understanding of how to design project-based P5 activities that integrate local assets, demonstrating a change not only in knowledge but in pedagogical readiness. This distinction is important: the impact was not merely informational (teachers learned about leafpaint) but transformative (teachers developed a framework for generating contextually relevant P5 projects independently). Such capacity-building outcomes are central to the sustainability objectives of the Destiny stage in the ABCD approach and suggest that the program achieved a level of community development impact that exceeds the scope of a typical one-time service intervention.

Despite these positive outcomes, the evaluation also revealed the need for continuous mentoring and support to ensure the sustainability of the program. Without ongoing guidance, the implementation of P5 activities may become stagnant and fail to generate further educational innovations. Specifically, the risk of regression to theoretical-only delivery remains if teachers do not receive periodic reinforcement and exposure to new project ideas. Therefore, follow-up mentoring is essential to strengthen participants' understanding of the P5 project, support the continuous development of project-based learning practices, and encourage the long-term integration of Pancasila values into educational activities at SDN 01 Balongrejo.

Conclusion

The Pancasila Student Profile Strengthening Project (P5) is a project-based learning initiative designed to foster the values embodied in the Pancasila Student Profile, including faith and piety, noble character, global diversity, collaboration, independence, creativity, and critical thinking. As a project-based activity, P5 encourages students to engage in collaborative learning experiences that can be carried out individually or in groups. The implementation of P5 may take various forms, one of which is the leafpaint method.

The leafpaint method is an artistic activity that utilizes leaves as the primary medium for creating paintings. This method was selected by considering the local potential of Balongrejo Village, an agrarian area characterized by extensive agricultural land and abundant natural resources. In addition to tobacco, the village is home to various plants whose leaves can be utilized as materials for leafpaint activities. By incorporating local environmental resources into the learning process, the activity promotes the integration of local wisdom into educational practices.



The program targeted fourth- and fifth-grade students at SDN 01 Balongrejo. Through participation in the leafpaint project, students were encouraged to develop their creativity, collaborative skills, and ability to express ideas through artwork. The activity provided opportunities for students to create unique works based on their own imagination and preferences while working together with their peers. Furthermore, the program generated positive outcomes for teachers by introducing an innovative learning strategy and providing new ideas for implementing P5 activities. These experiences can serve as valuable references for future P5 projects and contribute to the development of more engaging and meaningful learning activities for students.

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Author Contribution Statement

ZA: contributed to the design and implementation of the P5 assistance program through the leaf painting method, coordinated field activities, and delivered instructional materials to students and teachers at SDN 01 Balongrejo. MFR: contributed to the preparation of activity materials and learning media, assisted in the implementation of the leaf painting activities, and supported the student mentoring process. AMS: contributed to the identification of school needs and challenges related to P5 implementation, participated in program planning, and assisted in monitoring and evaluating the activities. RAF: contributed to the preparation of facilities, equipment, and logistical support required for program implementation, as well as coordinating activities with school stakeholders. FA: contributed to data collection and documentation, analyzed the project outcomes, and participated in the preparation and writing of the manuscript. All authors have read and approved the final version of the manuscript.

AI Disclosure Statement

The authors used Google Scholar as an academic search engine to identify and retrieve journal references relevant to the implementation of the Pancasila Student Profile Strengthening Project (P5) and the leaf painting method at the elementary school level. In addition, the authors utilized artificial intelligence (AI) technology to assist with language editing, grammar improvement, and manuscript readability enhancement. All outputs generated with the assistance of AI were carefully reviewed, verified, and revised by the authors. The authors take full responsibility for the content, interpretation, and conclusions presented in this article.



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