



Effectiveness of Projek Penguatan Profil Pelajar Pancasila Learning to Strengthening Character Formation in Al Karomah Kindergarten and Bhayangkari Kindergarten Kotabaru

Rusdiamah^{1*}, Wahyu², Noorhapizah³

Master of Early Childhood Education, Lambung Mangkurat University

Corresponding Author: rusdiamah@gmail.com

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ABSTRACT

This study aims to describe and analyze the Effectiveness of Projek Penguatan Profil Pelajar Pancasila Learning to Strengthening Character Formation in Al Karomah Kindergarten and Bhayangkari Kindergarten Kotabaru. This research is a qualitative descriptive study. Data were collected through interviews, observations and documentation and analyzed through single-site data analysis and multi-site data analysis. The results of the study showed: 1) Teachers have good abilities in determining learning strategies and methods; 2) Teachers have good abilities in designing learning materials; 3) Teachers have the ability to choose the right learning media; 4) The ability of teachers to evaluate learning in the formation of student character is categorized as good; 5) The ability of teachers to teach in the formation of student character is categorized as good.

INTRODUCTION

The Independent Learning-Independent Play Program is a form of learning process at the Early Childhood Education (PAUD) level which is based on the Decree of the Minister of Education, Culture, Research and Technology No. 371 of 2021 concerning the School Mover Program. This regulation explains that the process of playing and learning at the PAUD level is carried out as an effort to maximize potential and development by introducing and exploring the environment directly (Widihastutik et al., 2023: 132).

Changing the curriculum is a must so that students get an education according to their growth and development needs. The era of independent learning is the government's effort to provide education that is in accordance with current conditions. Independent learning as outlined in the independent curriculum requires teachers who are willing to continue learning, get out of their comfort zone and will be successful when teachers as learning leaders have effective strategies in implementing learning. The world of education in Indonesia has entered a new era with the implementation of independent learning for educational transformation to create superior Indonesian human resources who have the character of the Pancasila Student Profile (Nurzila, 2022: 90).

The Pancasila Student Profile in education in Indonesia is described in the following six dimensions: (1) faithful, devoted to God Almighty and noble; (2) independent; (3) collaborative; (4) globally diverse; (5) critical thinking; and (6) creative. The Pancasila Student Profile can be used as a guide for all stakeholders, especially teachers and students, in carrying out the learning process. These six dimensions also need to be seen as an inseparable whole (Widihastutik et al., 2023: 132).

The Pancasila student profile also has an important role in preparing students as responsible citizens. In this context, students are taught to understand their rights and obligations as citizens, as well as to develop an awareness of the importance of positive contributions to the nation and state.

Character education is an approach in the education process that aims to form and develop moral values, ethics, attitudes, and good behavior in individuals. Character education emphasizes the importance of forming non-academic aspects in students, such as integrity, honesty, responsibility, cooperation, tolerance, and mutual respect. Character education plays an important role in forming students who are not only academically smart, but also have good attitudes and behaviors. Thus, character education aims to produce individuals who are noble, have integrity, are responsible, able to work together, and have empathy for others.

The importance of character education is to help students develop morality, ethics, and positive values that can guide them in facing challenges and making good decisions in their personal and social lives. Character education also plays a role in building a more harmonious, just, and cultured society, as well as encouraging the creation of sustainable and environmentally aware development.

The Pancasila Student Profile refers to a picture or description that describes the characteristics and traits of students that reflect the values of Pancasila. This profile aims to help build student character based on Pancasila values and ensure quality personal development. Understanding Pancasila Values includes students' knowledge and understanding of Pancasila values such as believing and being devoted to the Almighty God and having noble character. Practicing Pancasila Values shows how students apply Pancasila values in their daily lives, both at school and in their social environment. This includes attitudes and behaviors that reflect mutual cooperation, tolerance, honesty, responsibility, mutual respect, and active participation in social activities. The Pancasila student profile provides a strong foundation for forming students who have good character, uphold moral and ethical values, and are ready to contribute to society based on the spirit of Pancasila. By strengthening the Pancasila student profile, character education can help create a young generation that is responsible, dignified, and able to face the complexities of the world with a positive attitude. The Pancasila profile is a long-term goal in learning activities that take place in schools to form competencies and characters that are important for every member of the school.

Preliminary research at Al Karomah Kindergarten and Bhayangkari Kindergarten Kotabaru found that the learning project to strengthen the Pancasila student profile had been implemented, but the learning process had not been running effectively. The implementation of the activities in developing the independence of children aged 5-6 years at Al Karomah Kindergarten and Bhayangkari Kindergarten Kotabaru through projects where before the peak of the project was implemented, children would carry out various play activities, these activities were activities that children could determine themselves by discussing them with friends and teachers. However, in reality, various obstacles were still found, for example related to children's independence, most children still needed help from teachers in carrying out several activities, even simple activities such as tying shoelaces. Likewise, the character of mutual cooperation in children is still very lacking, because there are still children who do not want to help each other in carrying out instructions or activities ordered by the teacher.

This problem must be solved and a solution found. Through the implementation of this Pancasila student profile strengthening project, it is hoped that it will be able to build the character of the Indonesian nation that is superior and able to compete globally.

According to Surahmad (Sanjaya, 2019: 141), the factors that influence the effectiveness of learning are: Use of learning strategies and methods. Designing learning materials. Use of learning media. Learning evaluation, and teacher teaching style. Surahmad's opinion above, then became the focus of this study. Previous research conducted by Widiastutik et al., (2023) revealed that the implementation of the Pancasila student profile strengthening project in kindergarten had been carried out by taking the big theme "I Love Indonesia" with the topic of the Commemoration of the Independence Day of the Republic of Indonesia. This Pancasila student profile strengthening project stands alone and is not integrated into intracurricular activities. The Pancasila student profile

strengthening project with the topic of the Commemoration of the Independence Day of the Republic of Indonesia in realizing the formation of student character. The character of students that emerges is in accordance with the Pancasila student profile which includes six dimensions, namely believing in God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creative. The six dimensions of the Pancasila student profile are interrelated and cannot be separated.

Research by Afifah & Imamah (2023) shows that the implementation of P5 in kindergarten has been carried out on the themes "I love the earth" and "my imagination". Each theme that is implemented goes through the initial, development and conclusion stages. In general, starting from planning, implementation and conclusion, the project runs smoothly and has a positive impact on the six dimensions of the Pancasila student profile character. Thus, the Pancasila student profile strengthening project can accustom students to having early childhood character dimensions and can be one solution in producing a generation of Indonesians with character.

Previous research on the Pancasila Student Profile Strengthening Project focused on the implementation stages which were studied based on a number of character dimensions that must be considered in strengthening students' understanding and practice of Pancasila values, while the current Pancasila Student Profile Strengthening Project research is more focused on the effectiveness of the implementation of P5 which is seen based on the influencing aspects by referring to Surahmad's opinion (Sanjaya, 2019: 141) including: 1) Use of Learning Strategies and Methods, 2) Designing learning materials, 3) Use of learning media, 4) Learning Evaluation, 5) Teacher Teaching Style. Based on the objective phenomena described above, it is appropriate to take real action to realize the Pancasila Student Profile which is currently being implemented, especially through character education.

THEORETICAL REVIEW

Character Formation

Character formation is the process of shaping a person's personality to behave well, be honest, responsible, and respect others. Character formation is an integral part of education and one of the goals of national education.

Character formation can be done through direct or indirect learning, and is carried out continuously. In the process of character formation, not only recognize or memorize the types of characters, but must also be habituated and practiced in daily life.

METHODOLOGY

This research is a qualitative descriptive research. The informants in this study were teachers of TK Al Karomah Kotabaru and TK Bhayangkari Kotabaru. Data were collected through interviews, observations and documentation and analyzed through single site data analysis and multi-site data analysis.

RESULTS AND DISCUSSION

Teachers' Ability to Use Learning Strategies and Methods in Character Building

Schools are assumed to be the most important institution after the family and have a primary position in providing lessons regarding various values that are useful for life, especially for children. Children receive lessons on the application of various life principles, making schools a place to form character. Regarding the formation of children's character in Al Karomah Kindergarten and Bhayangkari Kindergarten Kotabaru, different research results were found.

The results of the study revealed that good considerations in determining learning strategies and methods are if considering the growth and development of students, age, abilities, character and gender of students. Project Based Learning (PjBL) is the right learning strategy in character building of students through P5, because PjBL makes students the center of learning, students carry out real tasks related to daily life, in groups, and learning also becomes more flexible and more interactive.

Teachers or instructors at Al Karomah Kindergarten Banjarbaru use learning activities to shape the character of as many children as possible. Teacher strategies in developing the character of Al Karomah Banjarbaru Kindergarten children include:

Responsibility, each child is expected to be responsible for themselves. Based on interviews with the principal and teachers, it was said that the strategy used by Al Karomah Kotabaru Kindergarten teachers in forming children's social character can be said to be good because teachers always teach each child responsibility. The strategy used by Al Karomah Kindergarten and Bhayangkari Kotabaru Kindergarten teachers in forming children's habitual character related to Responsibility is to accustom children to studying well at school and at home, accustom children to doing assignments given by the teacher, accustom them to following the rules set by the school is also an important part in forming students' responsible character. Children's sense of responsibility can also be shown by their behavior when at school without having to be waited for. These results are in line with research (Ahsanulhaq, 2019) which states that the type of student understanding of rights and obligations that must be applied. The level of responsibility for not being late for school, responsibility for completing homework, and responsibility for worship can all reveal a student's religious character.

Discipline, according to interviews with the principal, it was said that the strategies used by teachers of Al Karomah Kindergarten and Bhayangkari Kotabaru Kindergarten in forming children's social character can be said to be good because teachers can provide examples related to discipline in children. The strategy used by teachers at Pertiwi 1 Kindergarten in forming children's habitual character related to children's disciplinary activities, one of which is arriving early to school and not being late. When they arrive at school, the teacher waits at the door, shaking hands with students who enter. With this, teachers can implement routine habits carried out by children, such as being on time to school and wearing school uniforms according to the day. These results are in line with (Setyaningrum et al., 2020) who said that teachers usually lead or set an example

by wearing uniforms neatly, properly, and respectfully, and by wearing uniforms according to the school schedule. Superiors, principals, teachers, and administration all have a big influence on student discipline. Furthermore, Ansori, Fadli, & Sutikno (2021) said that children tend to imitate what they see rather than what they hear.

Cooperation between students, according to interviews with the principal and teachers, it was said that the techniques used by Al Karamah Kotabaru Kindergarten teachers in forming children's social character can be said to be good because teachers always teach children to work together at school. Teachers also help shape children's social character by encouraging them to always collaborate. Children's cooperation fosters a sense of mutual assistance. Al Karamah Kotabaru Kindergarten teachers apply collaborative techniques to shape children's social character, with teachers assigning group work and parents inviting other children to learn with their children. In addition, children can also play educational games with peers, such as playing lego. (Kholifah, 2020) said that Developing the nature of responsibility, assistance, and cooperation with others, as well as the use of real media (tools) in the learning process. Children are taught to hide their own personalities and emphasize group interests when working together. On the one hand, children develop an attitude to do something with their peers, with this attitude, young people have the desire to play in groups (Mutakin et al., 2014).

Mutual Respect, according to interviews with the principal and teachers, it was said that the techniques used by Al Karamah Kotabaru Kindergarten teachers in forming children's social character can be said to be good because teachers always educate students to respect their teachers and classmates. Respect must be instilled in young children so that they can respect others, including friends, teachers, and even their parents. If there is no mutual respect, it will have an impact on unpleasant activities, such as older children teasing younger children, which will have an impact on fights or brawls, and also on society, which can make children less polite. If an understanding of mutual respect is not given, it will have an impact on inappropriate behavior, such as older children teasing younger children, which will have an impact on fights and also have an impact on Al Karamah Kotabaru Kindergarten, which cannot make children less familiar with good character. As stated (Pitaloka et al., 2021) that teachers have an important role in building tolerance values through the integration of education with cultural diversity. A teacher's classroom behavior is very important in helping all students, regardless of gender, race, age, religion, language, or specialization, to reach their full potential. Even Retnowati et al. (2015) said that mutual respect taught during play is "very well developed" in children aged 5-6 years, such as mutual respect in appreciating ideas expressed by classmates in play activities.

The results of the study related to forming children's social character by implementing school culture at Al Karamah Kindergarten Kotabaru, namely obeying school rules, getting used to queuing when washing hands, maintaining cleanliness and respecting teachers, behaving well and politely, and playing with peers every day. Meanwhile, the methods used by teachers to motivate children

in disciplining the school culture are communication, Reward and Punishment and joint discussion.

Communication, Children can be educated in the teaching and learning process through effective communication. Communication efforts during the teaching and learning process are very important for the success of the teaching and learning process. If there is no communication, the teaching and learning process certainly does not run smoothly because communication is the key to interaction between students and teachers. The communication used by Al Karamah Kotabaru Kindergarten teachers during learning is related to school culture, namely obeying school rules, getting used to queuing when washing hands, maintaining cleanliness and respecting teachers, behaving well and politely, and playing with peers every day, by giving opportunities when children want to tell stories and ask questions. Communication does not only include spoken language, but also written language, sign language, and body language. Haer, (2018) said that the media used by teachers in shaping the character of Islamic children is adjusted to the topic of learning, for example if the time uses the subject itself, then we will use media for male dolls in Muslim clothing, and female dolls in Muslim clothing.

Teachers' Ability to Design Learning Materials in Character Building

The results of the study showed that teachers at TK Al Karomah and TK Bhayangkari Kotabaru in compiling learning materials related to character building of students through P5 are making the project theme as the main consideration. At TK Al Karomah Kotabaru in compiling learning materials consider the project theme at TK Al Karomah Kotabaru, namely "I Love Indonesia", so that the content of the designed material is related to local wisdom and cultural diversity. At TK Bhayangkari Kotabaru, the theme of the P5 learning project is "My Imagination and Creativity" which is intended to invite and encourage students to learn about their world by imagining, exploring and experimenting. In the theme of my imagination and creativity, students are stimulated through various activities that are interrelated and can arouse curiosity, increase the variety of experiences and maximize students' creative power.

The ability of teachers to design learning materials is included in the teacher's pedagogical competence. The pedagogical competence of teachers is the key to successful learning for students. Teachers become leaders (Wau, 2022) in learning by designing learning, implementing learning and evaluating the implementation of learning in order to shape the potential of students. This means that teachers need to provide stimulus or stimulation so that students are more active in learning (Bukit & Tarigan, 2022: 110).

Lickona (Bukit & Tarigan, 2022: 111) explains that through education, children's character can be formed so that it becomes a personality in children which is seen in the form of children's behavior in the form of good behavior, honesty, responsibility, respect for others, hard work and so on. Retnasari, et al (Bukit & Tarigan, 2022: 112) state that building teacher pedagogical competence is through the development of teaching materials. This means that with the

existence of learning materials oriented towards character education, it can create students who have strong intelligence and character in everyday life.

Teachers' Ability to Use Learning Media in Character Building

The results of the study showed that teachers' considerations in choosing learning media regarding character building of students through the implementation of P5 in TK Al Karomah Kotabaru and TK Bhayangkari Kotabaru are learning objectives, student characteristics, types of stimuli, media quality, safety and comfort, media effectiveness, ease of obtaining media, availability of facilities and infrastructure. The learning media used by teachers of TK Al Karomah Kotabaru and TK Bhayangkari Kotabaru in shaping the character of students through the implementation of P5 are simple media that are previously known to students, for example cooking utensils or food ingredients that are available around and easy to obtain.

The ability of teachers in choosing and using learning media greatly influences the success of teachers in teaching and the success of students in learning. A professional teacher is a teacher who realizes that in carrying out their duties and functions in class, they must use learning media that are adjusted to the material, methods and students they face. The teacher's policy in determining what media and how to use it in the learning process is a teacher who has good professional competence and is worthy of being a role model for other teachers (Suswanto, 2020: 214).

The use of educational tools (media) essentially helps the teacher's task in the learning process. Uno (2018: 114) explains that learning media is any form of communication tool that can be used to convey information from sources to students with the aim of stimulating them to participate in learning activities. Media, in addition to being used to deliver learning in its entirety, can also be used to convey certain parts of learning activities, provide reinforcement or motivation.

The teacher's ability to create learning resources with the use of appropriate and appropriate media determines the learning process of students. From another perspective, the teacher compiles a learning model. However, it should be remembered that learning resources must include everything that allows (facilitates) the learning process outside of the student that is in accordance with their growth and development and background (Suswanto, 2020: 217).

Teachers' Ability to Carry Out Learning Evaluations in Character Building

The results of the study showed that teachers at TK Al Karomah Kotabaru and TK Bhayangkari Kotabaru have good abilities when carrying out good learning evaluations because they have carried out evaluations by implementing evaluation steps, starting from determining evaluation indicators, data collection, data analysis, feedback to students, self-evaluation, improvement and development and overall project evaluation. The findings during the next learning evaluation will be very helpful in seeing student achievement, identifying successes and challenges, and planning corrective actions to maximize learning in the future.

The realization of quality education requires continuous efforts to always improve the quality of education. Efforts to improve the quality of education require efforts to improve the quality of learning (instructional quality) because the estuary of various education programs is the implementation of quality learning programs. Efforts to improve the quality of education will not be achieved without improving the quality of learning. Thus, one of the important factors for the effectiveness of learning is the evaluation factor for both the process and the results of learning (Hidma, 2023: 123).

Designing learning evaluations, teachers must pay attention to the basic principles of evaluation and the requirements that must be considered. The implementation of learning in the classroom has consequences for a teacher to improve his role and competence, because a competent teacher will be better able to manage the class and carry out evaluations for his students both individually and in class. Evaluation is an effort to obtain information about students' overall learning achievements, both knowledge, concepts, attitudes, values, and process skills. This can be used by teachers as a very necessary decision in determining teaching and learning strategies. For this purpose, teachers need to conduct assessments, both on the process and on student learning outcomes (Hidma, 2023: 124).

Evaluation does not only focus on knowledge but also on student character and skills. For this reason, the current curriculum refers to this assessment. So the role of this learning evaluation is very important for teachers and their students because we as teachers must be able to know the strengths and weaknesses of students in learning and can re-evaluate the learning system from the media, methods, strategies and what approaches should be used when there are students who are less understanding of their learning. Evaluation also has important aspects that must be considered by teachers so that every evaluation of learning in the classroom that is carried out can be of high quality.

From this statement, it is proven that the role of teachers in evaluating classroom learning must be carried out. Improving the quality of learning requires efforts to improve the quality of the learning program as a whole because the essence of learning quality is the quality of implementation of programs from previous learning programs. Thus, in order to be able to carry out educational renewal, the learning program evaluation activities for programs that are currently or have been running previously need to be carried out properly, the results of previous program evaluations are a reference that cannot be abandoned (Hidma, 2023: 126).

The Ability of Teachers to Teach in Character Formation

The results of the study showed that teachers at TK Al Karamah and TK Bhayangkati Kotabaru have the ability to teach in character formation of students related to the implementation of the Pancasila student profile strengthening project. Both TK Al Karamah and TK Bhayangkari Kotabaru teachers are equally able to determine the learning style that suits students.

At TK Al Karamah Kotabaru, teachers in teaching prioritize their role as guides in strengthening the Pancasila student profile, as described in the following table:

Table 1. The Role of Al Karamah Kotabaru Kindergarten Teachers as Mentors

Pancasila Dimensions Student Profile	The Role of Teachers as Mentors
Faith and Devotion to God	Teachers provide assistance to students in implementing religious teachings in daily activities. This will later make students demonstrate behavior related to divinity. There is also a religious moderation that helps students to better understand the concept of tolerance that is closely related to religious life.
Global Diversity	Teachers provide guidance to students about the differences that exist in schools, especially regarding differences in religion, skin color, opinions and others, so that students can demonstrate behavior that respects one another.
Mutual cooperation	Teachers provide assistance to students in interpreting, understanding and appreciating social justice, intercultural interaction, and respecting each culture.
Independent	Teachers provide assistance to students in developing self-awareness of current conditions and the ability to manage themselves. All of this can give rise to a strong and independent character.
Critical Thinking	Teachers provide support for students in determining the best decisions, are able to process information objectively, establish connections, conduct data analysis, re-examine various findings and draw conclusions.
Creative	Teachers provide assistance to students in developing critical thinking skills by encouraging students to consider new concepts and statements, test many alternative choices, provide assessments of various ideas that emerge from students' imaginations and think creatively.

Regarding the application or implementation of the role of teachers as mentors in TK Al Karamah Kotabaru, it has been carried out well, namely when organizing Pancasila student profile activities, teachers provide clear and detailed directions for activities. When organizing learning activities, teachers also provide assistance to students who experience difficulties when carrying out projects and optimizing student leadership potential through Pancasila student profile projects.

At TK Bhayangkari Kotabaru, teachers in teaching prioritize their role as creative designers in strengthening the Pancasila student profile, as described in the following table:

Table 2. The Role of TK Bhayangkari Kotabaru Teachers as Creative Designers

Pancasila Dimensions Student Profile	The Role of Teachers as Creativity Designers
Faith and Devotion to God	Teachers design various activities that can trigger students to optimize their faith and piety according to their respective religions.

Global Diversity	The teacher provides a video presentation regarding social and cultural diversity or variation.
Mutual cooperation	Teachers create activity plans for students which are intended to optimize concern for various physical, social and environmental conditions.
Independent	Teachers create group activity plans that are intended to optimize student leadership and practice decision making.
Critical Thinking	Teachers provide encouragement for students to produce new, useful work.

The role of teachers as creativity designers in Bhayangkati Kotabaru Kindergarten has been implemented or run. Teachers always try to innovate in project activities so that students remain enthusiastic and happy to participate in activities. An example of this activity is holding a visit to a clean place in the surrounding environment. Students are directed to witness up close the conditions of a clean environment and are given education about the implications of a dirty environment in order to build awareness of how to manage waste properly. This is in accordance with Mulyasa's opinion which explains that teachers provide assistance to students in giving meaning to various events in life by transferring their own experiences. As a consequence, teachers are required to receive training and get used to being a liaison from the older generation to the younger generation, where both play the same role as interpreters of experience. Pujiriyanto, et al. (2021) and (Bukit & Tarigan, 2022: 113) explain that enjoyable learning in their research applies a constructivist learning method, which makes students active subjects in learning activities according to their needs and socio-cultural context. This makes the context of students' social life the main source of learning. Learning materials and learning atmosphere are very close to students' daily lives. Of course, this will increase students' enthusiasm for learning, so that learning activities are not boring. This is what shows that teachers demonstrate their pedagogical competence related to educational learning in developing students' character.

Enjoyable learning can be done by applying the contextual teaching learning (CTL) learning model. This was expressed by Mamartohiroh, et al. (2020) and (Bukit & Tarigan, 2022: 116) who stated that the CTL model will provide more natural learning. Learning activities will be more meaningful and enjoyable because children work and experience for themselves what they are learning, not just knowing it.

Teachers need to design learning that can accommodate students' behavior, such as by developing learning tools needed by students, such as teaching materials. Teachers need to apply contextual-based learning strategies to build students' understanding related to their daily lives so that they can distinguish the characters they need to have (Bukit & Tarigan, 2022: 117).

CONCLUSIONS AND RECOMMENDATIONS

The results of the study show: 1) Teachers have good abilities in determining learning strategies and methods because they consider the growth and development of students, age, abilities, character and gender of students. The

strategy used by teachers in character building of students through the implementation of P5 is Project Based Learning (PjBL); 2) Teachers have good abilities in designing learning materials because the main consideration for teachers in designing learning materials in character building of students through P5 is the project theme. 3) Teachers have the ability to choose the right learning media, namely considering learning objectives, student characteristics, types of stimuli, media quality, safety and comfort, media effectiveness, ease of obtaining media, availability of facilities and infrastructure. The learning media used are simple media that are previously known to students, for example cooking utensils or food ingredients that are around and easy to obtain. 2) The ability of teachers to evaluate learning in character building of students is categorized as good because it is carried out with steps starting from determining evaluation indicators, data collection, data analysis, feedback to students, self-evaluation, improvement and development and evaluation of the entire project. 4) The ability of teachers to teach in character building of students is categorized as good. Teachers at TK Al Karamah Kotabaru in teaching play a more guiding role, while teachers at TK Bhayangkari Kotabaru play a more creative role as designers.

FURTHER STUDY

It is recommended that readers conduct additional study on this topic by looking through supplementary materials such as books, academic journals, and trustworthy websites. Participating in webinars, online courses, or seminars can provide useful knowledge and real-world experience. Networking opportunities and a range of perspectives can also be obtained by taking part in forums, discussion groups, or professional communities. You can also learn more and stay current on new developments by reading pertinent case studies and publications, attending conferences, or following the updates of industry experts.

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