le_Learning_Objects_to_Promot e_the_Pancasila_Student_Profil e.pdf

by Turnitin com

Implementation of Project-Based Learning Styles and Multiple Learning Objects to Promote the Pancasila Student Profile

Umi Chotimah[1*], Hermi Yanzi[2], Sri Sumarni[3], Syarifuddin[4], & Joshua Ritonga[5]

[1]Departement of Pancasila and Civic Education, Universitas Sriwijaya, Indonesia
[2]Departement of Pancasila and Civic Education, Universitas Lampung, Indonesia
[3]Departement Early Childhood Education, Universitas Sriwijaya, Indonesia
[4]Departement of History Education, Universitas Sriwijaya, Indonesia
[5]Departement of Pancasila and Civic Education, Universitas Sriwijaya, Indonesia

*Corresponding email: umi.chotimah@unsri.ac.id

Abstract: Implementation of Project-Based Learning Styles and Multiple Learning Objects to Promote the Pancasila Student Profile. Objective: The objective of this study is to illustrate the implementation of project-based learning (PBL) based-on learning styles and multiple learning objects (MLO) to promote the Pancasila student profile. **Methods:** This quantitative study employs a descriptive research design involving 7th-grade students at SMPN 51 Palembang as the subjects. Data collection involves interviews, questionnaires, observations, and documentation. Descriptive statistical techniques are utilized for data analysis, while qualitative data is quantitatively analyzed. **Findings:** It was found that implementing learning in accordance with the PBL syntax using various learning media as MLO designed to match learning styles can stimulate the emergence of the six characters within the Pancasila student profile. **Conclusion**: The utilization of the PBL model aligned with learning styles and MLO can effectively foster the development of the Pancasila student profile.

Keywords: project based learning, learning styles, multiple learning objectives, merdeka curriculum.

Abstrak: Implementasi Model Project Based-Learning Berbasis Gaya Belajar dan Multiple Learning Object Untuk Mendorong Profil Pelajar Pancasila. Tujuan: Penelitian ini bertujuan untuk menggambarkan implementasi project-based learning (PBL) yang disesuaikan dengan gaya belajar dan MLO untuk meningkatkan profil pelajar Pancasila. **Metode:** Penelitian kuantitatif ini menggunakan desain penelitian deskriptif dengan melibatkan siswa kelas 7A di SMPN 51 Palembang sebagai subjek. Pengumpulan data dilakukan melalui wawancara, kuesioner, observasi, dan dokumentasi. Teknik statistik deskriptif digunakan untuk analisis data, sedangkan data kualitatif dianalisis secara kuantitatif. **Temuan:** dengan menerapkan pembelajaran sesuai dengan sintaks PBL menggunakan berbagai media pembelajaran sebagai MLO yang dirancang sesuai dengan gaya belajar dapat merangsang munculnya enam karakter dalam profil siswa Pancasila. **Kesimpulan:** Implementasi model PBL yang berbasis gaya belajar dan MLO dapat efektif mendorong pengembangan profil pelajar Pancasila.

Kata kunci: project based-learning, gaya belajar, multiple learning objectives, profil pelajar pancasila.

To cite this article:

■ INTRODUCTION

Education is one of the crucial pillars in shaping the character and personality of individuals as well as society. It is a method of breakthrough and innovation to create opportunities for citizens to receive education at all levels of educational units (Fadhillah et al., 2023). In the present era, education faces various challenges, one of which is the evolution of the education system and the shift to more modern ways of thinking (Clerkin et al., 2023). The evolving modern mindset indicates the need for a transformation and renewal of education to produce higher-quality education capable of addressing all existing issues (Katman & Akadira., 2023).

One of the innovations implemented in the current Indonesian education system is the *"Merdeka belajar"* (freedom to learn) program. This program, initiated by the Minister of Education, Culture, Research, and Technology *(Mendikbudristek),* Nadiem Anwar Makarim in 2020, serves as a way to recover educational setbacks caused by the Covid-19 pandemic *(Kemendikbudristek,* 2022*).* The curriculum needs to have external relevance, meaning it should constantly adapt to the development of science and technology, the changing times, and the needs and characteristics of learners. To maximize goal achievement, the *"Merdeka Belajar"* program implements the *"Merdeka"* curriculum.

The *"Merdeka"* curriculum is a new curriculum proposed by the Ministry of Education and plays a significant role in strengthening students' character (Suardipa, 2023). Students are expected to apply characters aligned with *Pancasila* values through this curriculum (Satria et al., 2023). Furthermore, the *"Merdeka"* curriculum implies that teachers should make lessons enjoyable to prevent students from feeling pressured during learning (Nadhiroh & Anshori., 2023). Through the *"Merdeka"* curriculum,

schools are given flexibility to provide contextual and creative learning processes, tailored to the needs of the students (Waruwu & Waruwu., 2023). In addition to delivering active, creative, and enjoyable learning processes, the *"Merdeka Belajar"* program also focuses on developing students' characters through the concept of *Pancasila* Student Profiles or PPP. PPP, as outlined in the Vision and Mission of the Ministry of Education and Culture in Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, defines Pancasila students as those who embody Indonesian students throughout their lives, possess global competence and behaving by *Pancasila* values, with six main characteristics: faith in God Almighty and noble morals, global diversity, cooperation, independence, critical thinking, and creativity. These characteristics are formulated to produce competent and excellent human resources while adhering to *Pancasila* values.

"The implementation of the independent curriculum must be accompanied by the selection of suitable learning models. Seven learning models can be chosen by 21st-century teachers, namely discovery learning, inquiry learning, problem-based learning (PBL), project-based learning (PBL), production-based learning, teaching factory, and the blended learning model (Barus, 2019). One of the learning models that can support the implementation of the independent curriculum is the PBL model.

PBL is a student-oriented learning model that encourages the creation of original concepts, trains critical thinking skills, and enables students to identify and solve problems in line with the demands of the 21st century (Zulyusri et al., 2023). PBL is a learning model that develops projects as solutions to problem-solving and enhances numeracy and literacy skills (Yanti & Novaliyosi., 2023). Furthermore, PBL also stimulates children's collaborative development through projects as its output (Sari et al., 2023).

In the learning process, the participation of students is necessary to prevent boredom (Aprida & Mayarni., 2023). When the students get involved in learning, they can get long-term memory. (Decristan et al., 2023). Students' participation in classroom learning through collaboration and interaction during teaching and learning is an ideal type of 21st-century education provision. However, students' participation in the classroom is one of the most important topics of concern in teaching and learning at every different level of education. (Rugambuka & Mazzuki., 2023). PBL is one effort that can maximize student involvement in classroom learning (Puspitasari et al., 2023). Through PBL, students can engage in learning with a scientific approach, such as conducting research, collecting data, and processing data. (Purba, 2023).

From the elaboration of the benefits of PBL above, it is evident that PBL is a learning model that aligns with the criteria of "independent" learning as emphasized in the urgency of the independent curriculum. Through PBL, teachers can create learning tailored to student's needs and provide opportunities for active student involvement in the process. To maximize the benefits of PBL and implement the independent learning program in the classroom, before implementing the learning, teachers also need to assess student's learning styles, implementing PBL based on learning styles and multiple learning objects (MLO).

MLO involves the use of two or more media in the learning process. Today, digital-based MLO is more commonly used compared to conventional MLO such as books. The use of digital-based MLO, also known as digital multiple learning, is a result of the fourth industrial revolution (Industry 4.0) and Society 5.0, combining physical, digital, and biological technologies across all disciplines (Mahardika et al., 2023). The use of a set of digital learning tools facilitates teachers in providing tutorials and teaching to students (Lestari & Salsabila, 2023)."

The implementation of the *"Merdeka"* curriculum must be accompanied by the selection of an appropriate teaching model. Seven teaching models can be chosen by 21st-century teachers, namely discovery learning, inquiry learning, PBL production-based learning, teaching factory, and blended learning models (Parus, 2019). One teaching model that can support the implementation of the "Merdeka" curriculum is the project-based learning (PBL) model.

PBL is a student-oriented teaching model that encourages the creation of original concepts, enhances critical thinking skills, and enables students to identify and solve problems in line with the demands of the 21st century (Zulyusri et al., 2023). PBL is a learning model that develops projects as problem-solving solutions and enhances numeracy and literacy skills (Yanti & Novaliyosi, 2023). Additionally, PBL stimulates the collaborative development of students through projects as its output (Sari et al., 2023). Teacher can develop student's collaboration skills and team dynamics between team members is crucial for ensuring optimize the learning process. (Kodweis et al., 2023). A relationship between creativity and participation in learning carried out in educational contexts has been detected in populations of different ages. (Chacón López & Ana Maeso-Broncano., 2023). Accordingly, one of the most common motives for teachers is to improve the quality of teaching and student learning. However, in practice participation may have positive effects on student achievement. (Kirsten et al., 2023).

From the outlined benefits of PBL, it is evident that PBL is a teaching model that aligns with the criteria of *"Merdeka"* learning, as emphasized by the urgency of the "Merdeka" curriculum. Through PBL, teachers can create customized learning experiences tailored to the

needs of students, allowing them to actively participate in the learning process. To maximize the benefits of PBL while implementing the *"Merdeka belajar"* program in the classroom, teachers conduct a preliminary assessment of students' learning styles, implementing PBL based on learning styles and MLO. In this research, the learning environment mostly uses the PBL model and is combined with MLO so the students not only work but also use technology.

Another background for this research is the limited number of studies related to the implementation of the PBL model, even though there are some, they are mostly focused on exact sciences such as physics, biology, and natural sciences. Examples include R. Mardiani's study on the Impact of PBL Implementation on Students' Learning Outcomes in the Concepts of Impulse and Momentum. Additionally, (Sari & Angreni., 2018) conducted a study on the Implementation of a Learning Model to Enhance Student Creativity. Furthermore, (Sofia, 2023) conducted a study on improving scientific literacy and cognitive learning outcomes of students through PBL based on ethnosciences. Another study by (Astuti et al., 2019) states that an integrated STEAM-based PBL model can improve students' mastery of concepts and learning activities.

Moreover, based on observations conducted at one of the junior high schools in Palembang, several issues were identified, including limited use of teaching models, suboptimal utilization of MLO, the use of PBL methods and discussions in teaching, and limited use of teaching media (not varied enough). The use of conventional MLO tends to make lessons too monotonous, allowing students to listen to lectures from teachers and participate less in the learning process (Rahma et al., 2023). This research is conducted by applying the PBL model, and one of the study results concludes that learning using PBL yields better student learning outcomes

compared to PBL (Ratri & Nurfalah., 2023). From the various research results related to PBL mentioned above, it is clear that research on the application of PBL is more dominant in the exact sciences compared to social humanities and is mostly limited to high school level *(SMA/SMK),* with none based on MLO. Therefore, this research will be conducted in the field of social humanities and at a broader educational level, namely at the junior high school level, based on learning styles and MLO. Consequently, this research has excellent novelty, innovation, and creativity.

The objective of this study is to illustrate the implementation of project-based learning (PBL) based-on learning styles and multiple learning objects (MLO) to promote the Pancasila student profile. Choosing PBL is the right choice to increase student participation in learning, aligning with the goals of the *"Merdeka"* curriculum program itself (Saputra et al., 2023). This is because learning with the PBL model is considered more effective and efficient in achieving learning objectives (Elmanidar et al., 2023). Therefore, this research focuses on how to implement the PBL model based on learning styles and MLO to promote the *Pancasila student profile.*

■ METHODS

Participants

This research is conducted at *SMP Negeri 51 Palembang,* located on *HM. Yusuf Senen Street, Sukarno, Talang Kelapa* District, *Banyuasin* Regency, South Sumatra. The population of 7th, 8th, and 9th is 975 students. From the class 7th, 8th dan 9th the researcher chose class 7th. The population of 7th grade is 324 students (consisting of 9 classes). One of the nine classes selected was class VIIA as a sample. The sampling technique was purposive sampling. The selection of class VIIA is done purposively and as a representative of other 7th

classes, so that the results of this research can be applied more generally to a larger population. The number of students in class VIIA is 36. The implementation is carried out from August to October 2023.

Research Design and Procedures

This research is a quantitative approach with a descriptive research design, which is a research approach used to describe or outline a phenomenon or condition by collecting, analyzing, and interpreting quantitative data. This method is used to provide a systematic, accurate, and objective overview of the characteristics, nature, or relationships between variables in a population or sample. In other words, the reason why this descriptive research method is used is that the researcher wants to describe a phenomenon or group, identify patterns or relationships between variables, and present the data systematically to understand the characteristics of the population or sample.

The research phase begins with the interview with the *Pancasila* education, vice principal of curriculum, and headmaster. The interview was conducted to learn about the implementation of the *Merdeka* Curriculum in this school. Next, the researcher provided the questionnaire to the students. The questionnaire is used to collect data related to student's learning styles, which are then used to determine group divisions and the selection of learning media to be used. The questionnaire is in the form of a closed questionnaire. In addition to the questionnaire, the researcher also uses the interview technique. Interviews are conducted with teachers and school officials. Observation, in the form of observation sheets, is used during the implementation of the PBL model in the *Pancasila* Education subject to observe emerging student characteristics relevant to the *Pancasila* student profile. Furthermore, the documentation technique is used to collect data

in the form of products produced by students after implementing *Pancasila* Education learning through the implementation of the PBL model based on learning styles and MLO.

The next step is researchers to develop MLO to be used in the learning process. In line with the objective of this research, which is to promote the *Pancasila* Students Profile through the implementation of the PBL model based on learning styles and MLO. It consists of three types of instructional media that align with three learning styles (visual learning style, auditory style, and kinesthetic style). For the visual learning style, use powerpoint, for the auditory style use video, while for the kinesthetic style use styrofoam, cardboard, notes, glue, etc. glue poster research, students will make some products such as posters or video based on the substance by PBL.

Instruments

Research instruments using open-ended interview, questionnaires, observations, and documentation. Interview was conducted to gather data related to *merdeka* curriculum being implemented in the school, the school's willingness to be used as a research site. The questionnaire used consisted of multiple-choice questions about learning styles students with 30 questions. Based on the validity test, it can be concluded that the validity test results of the questionnaire instrument on creative thinking skills show that the t calculated > t table. Hence, the validity of the 33-item questionnaire can be interpreted as valid for all 36 respondents at a 5% significance level, with r table being 0.514. According to the results, all questionnaires have calculated values greater than 0.514, thus indicating the validity of the 30 questions are valid. Based on the results of the reliability test, which yielded a Cronbach's alpha of 0.911, the decision criterion for the reliability test using Cronbach's alpha at a significance level of 0.5 suggests that if the Cronbach's alpha value is greater than 0.5, the questionnaire statements

are considered reliable or consistent. Conversely, if the Cronbach's alpha value is less than 0.5, the questionnaire statements are deemed unreliable or inconsistent. In this case, the specified value is 0.5, but the Cronbach's alpha value obtained is 0.911. Therefore, it can be concluded that the reliability test. Hence, it can be interpreted that this research instrument in the form of a questionnaire is considered reliable.

The next step involves employing an observation technique using an observation sheet to identify emerging character traits or behaviors. This approach typically entails systematically recording and noting specific behaviors, actions, or traits displayed by individuals within a particular context or setting. The observation sheet serves as a structured tool to document these observed characteristics, allowing for systematic data

collection and analysis. Observation can be a valuable method for understanding and capturing various aspects of behavior, interactions, or traits that might not be easily elicited through other research methods like surveys or interviews. By utilizing an observation sheet, researchers can note down patterns, behaviors, or traits relevant to the study's focus, such as specific character traits in individuals or groups, providing valuable qualitative data for analysis. It's essential to establish clear criteria or indicators for the observed traits or behaviors to ensure consistency and objectivity in recording observations. Additionally, maintaining a systematic approach and ensuring the observers are adequately trained can enhance the reliability and validity of the observations. This observational technique, when coupled with other research methods, can offer comprehensive insights into the manifestation of various characters or behaviors within a given context, contributing significantly to a holistic understanding of the studied phenomenon.

Data Analysis

Data analysis is conducted both quantitatively and qualitatively. Quantitative data is processed by using simple statistics aid in providing a better understanding of adataset's characteristics and help comprehend how the data is distributed or centered around particular values. In the other words, the collected data are analyzed using simple analysis techniques that do not involve complex statistical inference testing, aiming more toward presenting descriptive statistical data such as mean, median, and mode. The percentage of each question item is then calculated to determine trends. The quantitative data analyzed are related to students' learning styles, and collected through a questionnaire. Based on this technique, the researcher obtains the profile of class VII a students' learning styles, which serves as the basis for grouping students and creating MLO-based learning media.

In addition, qualitative data are processed and categorized through the data reduction stage, where irrelevant data to the topic under study are excluded. Before categorization, qualitative data collected through in-depth interviews and observations need to be transcribed. Once transcribed, this prepared data is categorized, reduced (irrelevant data is set aside), and then analyzed and interpreted. At this stage, document-based data is also analyzed as additional authentic data. The quantitative, qualitative, and content analysis (document examination) results are then synthesized as the basis for drawing preliminary conclusions. These preliminary conclusions are then confirmed with students. Thus, it is expected that the research results have good validity and reliability. Therefore, part of the data is analyzed using qualitative analysis techniques, and the gathered data are then reduced to essential findings relevant to the research focus, presented narratively. The data is presented descriptively, factually, and systematically.

RESULTS AND DISCUSSION

The objective of this study is to illustrate the implementation of project-based learning (PBL) tailored to learning styles and multiple learning objects (MLO) to enhance the Pancasila student profile It was conducted in class VIIA, consisting of 36 students, focusing on the elements of Pancasila and the norms applicable in society. The implementation took place over four meetings, applying the Project-Based Learning model based on learning styles to observe the character values of the *Pancasila* student profile that emerged.

To achieve the research objectives, the activities began with a preliminary study, distributing a questionnaire about learning styles to students, and then developing teaching modules and learning media. Students learning styles were obtained from the questionnaire results developed based on the learning style instrument's grid, with each learning style organized according to 11 indicators.

Visual learning style, the researcher developed the instrument based on eleven indicators such as learning by reading, liking to take notes, reading quickly and diligently, easily remembering what is seen rather than heard, not being disturbed by noise, often answering questions briefly, speaking quickly, working by following picture instructions and having good long-term planning, communicating directly/

observing facial expressions, preferring demonstration activities, preferring art over music.

In the auditory learning style, the researcher developed the instrument based on eleven indicators such as learning by listening, difficulty in writing notes but good at storytelling, reading aloud, easily remembering what is discussed/explained rather than seen, easily disturbed by noise, often answering questions at length, speaking in a moderate and rhythmic pattern, working while talking and able to imitate voice changes, communicating happily over the phone, preferring discussion/talking activities, and preferring music cover art.

Next, for the kinesthetic learning style, the researcher developed the instrument based on eleven indicators such as learning by practicing, having many writings without reading them again, reading using fingers as a guide, remembering by writing information repeatedly, unable to sit still for a long time, often answering questions with body movements, using body language more during communication, working by directly practicing what is learned, cannot stay still, must move, liking games or physical activities, and interested in things involving physical movement.

From the questionnaire results, it is known that students' learning styles are 42% visual, 33% auditory, and 25% kinesthetic. The following Figure 1: illustrates the results of the learning styles.
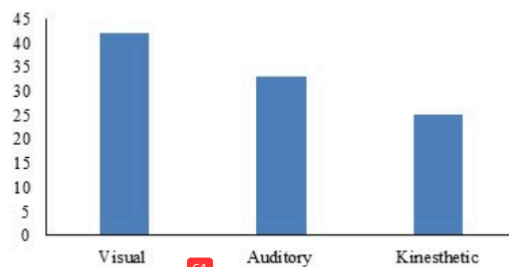

Figure 1. Students' learning styles

Based on the questionnaire results above, it is known that the learning style of class VIIA students is predominantly visual, followed by auditory and kinesthetic learning styles. Based on the learning style questionnaire results, teaching modules and learning media were then developed.

First Meeting

On September 7, 2023, in the first meeting, the researcher initiated the learning activities with a prayer according to each individual's beliefs, checked attendance, provided motivation, and grouped students according to their learning styles. Initiating learning with a prayer can evoke religious character. In the dimension of faith, devotion to the One and Only God, and noble character, character values observed include students praying before learning. Throughout the four meetings, students always pray both before and after learning. Praying before learning is part of character education in schools and cannot be separated from the students' routine. (Isnawati et al., 2023). Praying before learning is also a form of discipline and self-awareness for students regarding the presence of the One and Only God. (Aidin & Rizka, 2023). The formation of religious character requires habituation in practice so that it becomes a routine performed every day. (Futra et al., 2023).

In the core activity, the researcher provided instruction on the topic of Social Norms. The researcher presented the material using instructional media in the form of a PowerPoint presentation covering social norms. PBL poses questions or presents problems that each student can answer. This requires the teacher and/or students to develop guiding questions. Considering that each student has a different learning style, Project-Based Learning provides an opportunity for students to explore content in a meaningful way and experiment collaboratively. This allows each student to eventually answer guiding questions.

PBL also known as project-based learning, is a learning model that emphasizes the integration of curriculum content standards. In PBL, the investigative process begins with posing guiding questions and guiding students in a collaborative project that can be implemented across various subjects in the curriculum, including Pancasila Education, which is one of the subjects in the independent curriculum. When the guiding questions are answered, students can directly see various key elements and principles in the discipline they are studying. In other words, this model is not limited to natural science subjects only, as most previous research has focused on. PBL poses questions or presents problems that can be answered by each student. This requires teachers and/or students to develop guiding questions. Given that each student has a different learning style, PBL provides an opportunity for students to explore content in a meaningful way and experiment collaboratively. This allows each student to eventually answer guiding questions.

After presenting the PowerPoint, the researcher asked basic questions, namely examples of social norms. In addition to the PowerPoint, the researcher also showed videos about social norms and examples of social norms. After showing the instructional video, the researcher asked basic questions about issues related to social norms. Some students provided answers to these questions. These questions help students think critically because they have to provide examples of issues related to norms in the community. After that, the researcher displayed a poster containing examples of issues related to norms in the school. Each learning style group came forward to write down problems related to norms in the school environment.

Figure 2. Learning utilized power point and poster media

After explaining the material, the researcher posed fundamental questions to the students. These fundamental questions served as the foundation for each learning style group to engage in and create their projects. The basic question asked by the researcher was: What are the problems related to social norms within the school environment? Subsequently, the students were tasked with researching and responding to the fundamental question posed by the researcher.
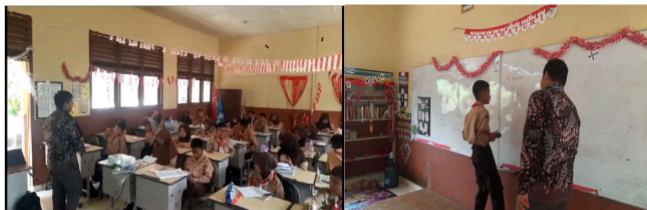

Figure 3. Students answering a basic question

By posing fundamental questions, the students are encouraged to create projects based on these questions. After presenting all the material, the researcher engages in a question-and-answer session with the students. In the closing activity, the researcher provides an opportunity for the students to summarize the material and introduce the topic for the next meeting. Additionally, the researcher conducts a class evaluation before concluding with a prayer.

Second Meeting

The second meeting took place on September 14, 2023. In this session, the researcher continued with the second syntax of PBL, which involves designing projects and creating schedules. The learning activities began with a prayer, attendance check, motivation, and a review of the previous week's material. In the core activity, the researcher presented the topic of Rights and Obligations using PowerPoint and instructional videos. The researcher explained the concepts of rights and obligations and then presented a poster illustrating examples of rights and obligations in society. The purpose of the poster was to stimulate creative ideas among the students by providing different examples.

After presenting the material, each learning style group designed the project they would undertake. Before that, the researcher explained the group discussion topics, which involved identifying issues and projects related to norms that each learning style group would address. In these group discussions, students within each

group exchanged ideas to identify and discuss issues related to norms in the school environment. This group discussion activity fostered critical thinking among the students. In planning the project, the students also generated creative ideas for their projects in the third week.

Figure 4. Working in group

In addition to planning, researchers and participants collaborate on scheduling. The schedule includes determining when the project will be created and when it will be presented. The agreement for project creation is in the third week, while the project presentation is scheduled for the fourth meeting. Furthermore, researchers also guide participants who may have difficulty identifying issues for their group.

Figure 5. Agreeing on the project schedule and presenting the project

The implementation of the Project-Based Learning model is one of the learning models that supports the independent learning program. Project-based learning is recommended for implementation in social sciences such as Pancasila Education because PBL is more student-centered, providing students with the opportunity to solve problems through project development (Pan et al., 2022). Furthermore, PBL encompasses skills needed in the 21st century, namely critical and creative thinking (Albar & Southcott, 2021). Critical and creative thinking are two characteristics found in all six dimensions of PPP. The emphasis on PBL can enhance students' skills to address real-world problems and gain direct experience from meaningful learning (Zen & Ariani, 2022).

In the dimension of independence, character values observed are that each learning style group decides on the project they will create based on discussion and analysis of needs. Here, the researcher acts as a facilitator leading the discussion, but the group itself is the executor in choosing the project to be created. Moreover, the entire process of project work is done by each group itself, and the researcher is responsible for supervising the progress of the discussion. The habituation of students to work on their projects independently in PBL can

enhance independence. (Wulandari et al., 2023). PBL is a learning model that makes students responsible and able to solve their problems. (Wea et al., 2023). Through PBL, students can explore and determine their project ideas through original ideas according to the project they will create. (Budi, 2023).

Furthermore, in the dimension of critical thinking, the character value observed is when students engage in discussions and question-and-answer sessions with the researcher. Students appear enthusiastic during the Q&A sessions with the researcher. One activity that can train students' critical reasoning is involving them in classroom discussions (Susanti & Darmansyah, 2023). Creating a project undoubtedly requires sharp analysis to assess how useful the project is in addressing the issues at hand. Therefore, combining PBL with discussion activities is a suitable choice to enhance students' critical thinking skills (Kaharudin et al., 2023). In addition, discussion activities within PBL are also beneficial for students to develop ideas and provide opinions on existing problems, as well as the best solutions to overcome them (Lingga et al., 2023).

After planning the project and creating the schedule, the teacher concludes the activities with a closing session. This involves informing each learning style group to bring the necessary equipment, summarizing the material covered in the current session, and providing a class evaluation before concluding with a prayer.

Third Meeting

In the third meeting on September 21, 2023, participants worked on projects related to their identified issues. The session begins with a prayer, attendance check, motivation, and a review of the previous week's material. During the core activity, the researcher presents information about the Constitution of the Republic of Indonesia in 1945 as the Written Legal Basis of the State, using PowerPoint and instructional videos as media. The researcher engages participants in a question-and-answer session about the material.

The researcher provides an opportunity for participants to work on the projects they designed in the previous meeting. While students are working on their projects, the researcher monitors the class. The collaborative nature of the project work fosters a sense of teamwork among the participants, as they work together on their projects. The researcher's monitoring also involves providing support and guidance during the project creation process. The researcher visits each learning style group, inquiring about the progress of their projects. Participants showcase their creative ideas within their projects, and each learning style group collaborates in the project creation process, offering assistan to one another."

Figure 6. The researcher monitors the process of group project creation

After completing the core activity, the researcher engages in a closing activity by expressing appreciation to the students, informing them about the next meeting, which involves presenting the projects they have created and conducting a class evaluation, which includes disposing of trash in the designated bins. In PBL, the ultimate goal is the completion of a project with the application of previously acquired knowledge, making PBL highly relevant for implementation in middle school education (Gomez-del Rio & Rodriguez, 2022). Using the advancement of technology, innovation, and updates continue to occur. One of these is the use of MLO to maximize PBL. In this research, the researcher used various learning objects (interactive PowerPoint, instructional videos, and posters). The selection of these learning objects is based on differences in operation, attractive features, and different types. This facilitates students' understanding of the material and makes them more enthusiastic and engaged during the learning process (Haidir et al., 2021). According to Jean Piaget and Vygotsky (Arsyad, 2020), the learning process has shifted to active learning based on the constructivism theory, characterized by enriching and expanding learning resources to facilitate students' learning activities.

Furthermore, if in the dimension of independence, students determine their projects, in the dimension of cooperation, students begin to create previously designed projects. The creation of projects is carried out by all members of the group with different task assignments. Some are responsible for designing, coloring, determining slides, etc. Here, students carry out their tasks together and help each other. The researcher is tasked with overseeing the progress of the project creation. As the term suggests, PBL is a student-centered learning model to create a project. The creation of a project must be done collaboratively in groups. (Mujayanah et al., 2023). Grouping students into one group during project creation also has a positive impact so that

students can communicate with each other. (Monika et al., 2023). Moreover, through the implementation of PBL, students can highlight the projects they have created together. (Erlina et al., 2023).

In the dimension of global diversity, character values observed are that students are divided into several groups with members from different regions and ethnicities. Nevertheless, students still work on projects earnestly. This aims to foster a sense of unity in students to appreciate differences. Moreover, during the discussion session, students also respect and value each other's opinions. Grouping with diverse members will make students accustomed to and understand that cultural differences are not obstacles. (Nisa et al., 2023). Additionally, students can also realize togetherness within the group by giving advice and helping each other. (Susetyadi & Utami, 2023). The existence of ethnic and racial differences can make students understand and realize the importance of tolerance in achieving peace. (Najmi, 2023).

Fourth Meeting

The fourth meeting on September 29, 2023, also serves as the final implementation of the PBL syntax, namely assessment and evaluation. In this meeting, students present their products, and the researcher assesses and evaluates the class. The session begins with the researcher opening the class with a prayer and checking attendance. After checking attendance, the researcher allows the learning style groups to present their projects without being assigned. This is to encourage their participation and boost their confidence. All learning style groups present their projects in front of the class, showcasing different creative thinking in their products. After the project presentations, the researcher provides feedback in the form of project grades. Following the feedback, the researcher conducts an evaluation of the student's experiences over the four meetings using the PBL

model. The students express joy as it is their first time, and the projects they create are diverse. Additionally, the researcher gives positive evaluations from the perspective of the groups, students, and the researcher. Furthermore, discipline is observed during this meeting, as students submitted their project tasks on time.

The implementation of PBL, accompanied by the use of MLO in learning, certainly has many benefits. It not only provides students with the opportunity to create projects and find solutions but also realizes character values in learning, including the Pancasila student profile with its six dimensions such as faithful, devoted to the One and Only God, and noble character, independent, cooperation, global diversity, critical thinking, and creative. The implementation of the PPP strengthening project is one way to instill Pancasila values in the school environment (Sari et al., 2023). The PPP strengthening project through PBL raises awareness among students about the importance of having good character through the principles of Pancasila in the family, school, and community environment (Natalia et al., 2023).

Figure 7. Presentation from visual learning style

Figure 8. Presentation from auditory learning style

Figure 9. Presentation from visual learning style

Finally, in the dimension of creativity, the character value evident in students is during the creation of the project. As a facilitator, the researcher only facilitates and provides input regarding the project to be created. The creation of the project is entirely initiated by the students. As mentioned earlier, through PBL, students can develop creativity through project creation (Pakpahan et al., 2023). The involvement of students in solving problems and finding solutions

indirectly builds both creative and critical thinking aspects simultaneously (Elmanidar et al., 2023). This can be seen in the variety of projects created by groups based on learning styles. PBL is a learning model that combines the three domains of education, such as attitudes, knowledge, and skills. Therefore, by combining these three aspects, creativity in students is indirectly enhanced (Azzahra et al., 2023).

Teachers in every education are now often encouraged to use student-centered learning to meet the pedagogical requirements of the 21st century. One of the things can do is ask students to make a project by themselves. (Berg & Margret Lepp, 2023). Not only make a project but also discuss each other in the classroom. To fully benefit from classroom discussions, however, students will be able to participate by sharing their views and by open-mindedly listening to the perspectives of others. (Gert-Jan Wansink et al., 2023). More than ever, students must be prepared to generate compelling, profound changes in their professional and personal environments, locally and globally within discussion and participating in their projects. (Elena Núñez et al., 2023). Therefore, it is crucial to identify the factors that contribute to student ability. Student participation has long been recognized as a critical determinant of student performance. They usually participate in class discussions, use digital tools for learning, share their opinions, and are interested in learning new things. Dedicated students put a lot of energy into their studies, which makes them successful. (Jalal Rajeh et al., 2023).

In addition to communication-related skills, teamwork is another crucial skill in the 21st-century workplace which is it can develop communication skills. With development of communication and teamwork skills, along with the acquisition of accounting knowledge, can be fostered through a competency-based approach to education. (Marchantia Pollock et al., 2023).

With interprofessional teamwork and communication, it can be recognized that everyone plays a vital role in the healthcare team. (Merve Gozde Sezgin & Hicran Bektas, 2023). Teamwork is an essential skill for the students in the new digital societies and the workworkersthe future considered in the agenda for sustainable development. (Rodríguez Sabiote et al., 2023). This well-received teamwork exercise allows students to appreciate the contributions of team members and the perspectives of other disciplines, in addition to the synergies that occur with multidisciplinary teams. (Florence E. Turrentine et al., 2020). In the end, teamwork competency refers to the underlying characteristics integrated with an individual's knowledge, skills, and abilities to contribute more productively and effectively to a team. (Nicholas et al., 2023). Working in teams is essential for solving today's challenges and the students must be exposed to and practice teamwork reiteratively as part of their studies to develop teamwork skills. (Catalina Cortázar et al., 2023).

■ **CONCLUSIONS**

Based on the results and discussion, it can be concluded that through the implementation of project-based learning (PBL) based-on learning styles and multiple learning objects (MLO) to promote the Pancasila student profile. This can be seen from every stage carried out in the PBL that processing in the class reflecting the six values of the Pancasila student profile, namely the value of faith and devotion to God Almighty and having noble character, being independent, critically reasoning, working together, and having global diversity. These six value dimensions should become an inseparable unit. Otherwise, the Pancasila Student Profile will not be enhanced optimally. With this research, it is hoped that it can be a motivation and reference for schools to apply the *Pancasila* student profile through PBL based on learning styles and MLO. Additionally,

this research is also expected to be an implication for teachers to apply the Pancasila Student Profile in every learning activity in the classroom. This research is limited to the results of the analysis and observations of the students of VII A class of *SMPN 51 Palembang* when implementing PBL based on learning styles and multiple learning objects to enhance the *Pancasila* student profile. Therefore, it is hoped that other researchers can develop similar research related to the actualization of the *Pancasila* student profile in the school environment.

■ REFERENCES

Aidin & Rizka Awaluddin. (2023). *Kedisiplinan belajar dalam aktivitas belajar mengajar siswa kelas IV SDN 24 Woja.* [learning discipline in teaching and learning activities for class IV Students at SDN 24 Woja]. *JPSL : Jurnal Pendidikan, Sosial Dan Lingkungan*, *2*(1), 27–32.

Albar, S. B., & Southcott, J. E. (2021). Problem and project-based learning through an investigation lesson: Significant gains in creative thinking behavior within the Australian foundation (preparatory) classroom. *Thinking Skills and Creativity*, *41*(1), 1-8

Aprida, H., & Mayarni, M. (2023). The efficiency of pbl (project based learning) model assisted by e-worksheet on student learning outcomes in science subjects. *Jurnal Penelitian Pendidikan IPA*, *9*(8), 6284–6291.

Arsyad, A. (2020). *Media Pembelajaran*. Jakarta: Rajawali Pers

Azzahra *et al.* (2023). *Pengaruh model pembelajaran project-based learning (pbl) terhadap keterampilan berpikir kreatif peserta didik pada pembelajaran biologi: literature review.* [the influence of the project-based learning (pbl) learning model on students' creative thinking skills in biology learning: literature review]. *BIOGRAPHY: Journal of Science Education*, *3*(1), 49-60.

Berg, E., & Lepp, M. (2023). The meaning and application of student-centered learning in nursing education: An integrative review of the literature. Nurse Education in Practice, 103622.

Budi, S. S. (2023). *Penerapan model project based learning (pbl) untuk meningkatkan prestasi dan kemandirian belajar siswa pada mata pelajaran keterampilan di kelas x ipa2.* [application of the project based learning (pbl) model to improve student achievement and independence in skills subjects in class x ipa2.] *ACTION : Jurnal Inovasi Penelitian Tindakan Kelas Dan Sekolah*, *3*(3), 212-219.

Cortázar, C., Nussbaum, M., Alario-Hoyos, C., Goñi, J., & Alvares, D. (2022). The impacts of scaffolding socially shared regulation on teamwork in an online project-based course. The Internet and Higher Education, 55, 100877.

Chacón-López, H., & Maeso-Broncano, A. (2023). Creative development, self-esteem and barriers to creativity in university students of education according to their participation in artistic activities. Thinking Skills and Creativity, 48, 101270.

Clerkin, R., Patton, D., Moore, Z., Nugent, L., Avsar, P., & O'Connor, T. (2022). What is the impact of video as a teaching method on achieving psychomotor skills in nursing? A systematic review and meta-analysis. Nurse Education Today, 111, 105280.

Decristan, J., Jansen, N. C., & Fauth, B. (2023). Student participation in whole-class discourse: individual conditions and consequences for student learning in primary and secondary school. Learning and Instruction, 86, 101748.

Núñez, M. E., García, P. M., & Abbas, A. (2023). The mediating role of self-regulation between emotional intelligence and student performance in online global classroom-based collaborative international online learning (COIL): Empirical evidence from four partner universities of Latin America. Research in Globalization, 7, 100178.

Elmanidar, N., Fakhriyah, F., & Rondli, W. S. (2023). *Pengaruh model project based learning berbantuan media pop up book terhadap peningkatan kreativitas siswa pada tema 8 kelas 5 sdn 1 mayong kidul.* Prima Magistra: Jurnal Ilmiah Kependidikan, 4(4), 491-497.

Erlina, U., Hartoyo, A., & Erlina, E. (2023). *Merancang model project based learning untuk mengembangkan sikap gotong royong dan kreatif peserta didik pada pembelajaran ipa di sekolah dasar.* Jurnal Alwatzikhoebillah: Kajian Islam, Pendidikan, Ekonomi, Humaniora, 9(2), 320-332.

Fadhillah, M., Asbari, M., & Octhaviani, E. M. (2024). *Merdeka belajar: solusi revolusi pendidikan di indonesia.* Journal of Information Systems and Management (JISMA), 3(1), 19-22.

Turrentine, F. E., Schroen, A. T., Hallowell, P. T., Quatrara, B. A., Smith, P. W., Williams, M. D., & Haizlip, J. A. (2020). Enhancing medical students' interprofessional teamwork through simulated room of errors experience. Journal of Surgical Research, 251, 137-145.

Futra, E. S., Aulia, A. F., & Suratman, S. (2023). *Implementasi metode pembiasaan dalam membentuk karakter religious siswa SMP Nabil Husein Samarinda.* Sanskara Pendidikan Dan Pengajaran, 1(03), 109-116.

Wansink, B. G. J., Mol, H., Kortekaas, J., & Mainhard, T. (2023). Discussing controversial issues in the classroom: Exploring students' safety perceptions and their willingness to participate. Teaching and Teacher Education, 125, 104044.

Gomez-del Rio, T., & Rodriguez, J. (2022). Design and assessment of project-based learning in a laboratory for integrating knowledge and improving engineering design skills. *Education for Chemical Engineers*, *40*(1), 17-28.

Rusmansyah, R., Leny, L., & Sofia, H. N. (2023). Improving students' scientific literacy and cognitive learning outcomes through ethnoscience-based PjBL model. Journal of Innovation in Educational and Cultural Research, 4(1), 1-9.

Haidir, M., Farkha, F., & Mulhayatiah, D. (2021). *Analisis pengaruh media pembelajaran berbasis video pada pembelajaran fisika.* [analysis of the effect of video-based learning media on physics learning]. *Jurnal Pendidikan Fisika*, *9*(1), 81.

Astuti, I. D., Toto, T., & Yulisma. L. (2019). *Model project based learning (pbl) terintegrasi stem untuk meningkatkan penguasaan konsep dan aktivitas belajar siswa.* [stem integrated project based learning (pbl) model to improve students' mastery of concepts and learning activities]. *Jurnal Pendidik dan Biologi*, *11*(2), 93.

Isnawati, I., Peranginangin, H., & Rahim, A. (2023). *Pembiasaan berdoa sebelum belajar untuk pendidikan karakter siswa kelas iv madrasah ibtidaiyah muhammadiyah Sukajati Haurgeulis.* JISIP (Jurnal Ilmu Sosial dan Pendidikan), 7(2).

Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement

and academic performance. International Journal of Information Management Data Insights, 3(2), 100188.

Wunasari, A., & Nurmayanti, N. (2023). *Pengaruh pembelajaran berbasis projek terhadap kemampuan bernalar kritis.* Jurnal Basicedu, 7(5), 3063-3071.

Katman, K., & Akadira, T. (2023). *Implementasi kepemimpinan transformatif dan perbaikan mutu pendidikan pada program sekolah penggerak di indonesia.* [implementation of transformative leadership and improving the quality of education in the driving school program in Indonesia]. *Management Studies and Entrepreneurship Journal (MSEJ)*, *4*(1), 378–387.

Kemendikbudristek. (2020*). Buku Saku Kurikulum Merdeka.* [Merdeka Curriculum Pocket Book]. Kemendikbudristek

Kirsten, N., Lindvall, J., Ryve, A., & Gustafsson, J. E. (2023). How effective is the professional development in which teachers typically participate? Quasi-experimental analyses of effects on student achievement based on TIMSS 2003–2019. Teaching and Teacher Education, 132, 104242.

Kodweis, K. R., Allen, R. B., Deschamp, E. I., Bihl, A. T., LeVine, D. A., & Hall, E. A. (2023). Impact of student-run clinic participation on empathy and interprofessional skills development in medical and pharmacy students. Exploratory Research in Clinical and Social Pharmacy, 11, 100306.

Lestari, W. M., & Salsabila, A. (2023). *Pengembangan media pembelajaran interaktif puzzle digital materi lingkaran kelas vi sd negeri bluru kidul 2 sidoarjo.* [development of interactive learning media digital puzzle circle material for class VI SD Negeri Bluru Kidul 2 Sidoarjo]. *Nusantara Educational Review*, *1*(1), 7–14.

Lingga, A., Rokmanah, S., & Luthfika, A. L. (2023). *Analisis pembentukan karakter bernalar kritis melalui metode bercerita pada peserta didik sekolah dasar.* Pendas: Jurnal Ilmiah Pendidikan Dasar, 8(3), 400-409.

Mahardika, A. I., Saputra, N. A. B., Muda, A. A. A., Riduan, A., Luzuardi, N. S., & Nurmalinda, N. (2023). *Pelatihan pengembangan evaluasi pembelajaran digital menggunakan quizizz bagi guru di Kota Banjarmasin.* Jurnal Abdimas Prakasa Dakara, 3(1), 1-9.

Pollock, M., Schmulian, A., & Coetzee, S. A. (2023). Do team-based written or video explanations of course content enhance accounting students' knowledge, communication, and teamwork skills?. Journal of Accounting Education, 65, 100873.

Sezgin, M. G., & Bektas, H. (2023). Effectiveness of interprofessional simulation-based education programs to improve teamwork and communication for students in the healthcare profession: A systematic review and meta-analysis of randomized controlled trials. Nurse Education Today, 120, 105619.

Monika, K. A. L., Suastika, I. N., & Sanjaya, D. B. (2023). *Penerapan project based learning berbasis kearifan lokal tri hita karana meningkatkan sikap gotong royong.* Dharmas Education Journal (DE_Journal), 4(1), 7-15.

Mujayanah, R. L., Sukariyadi, T. I., & Harmawati, Y. (2023, August). *Pengaruh penerapan model project based learning untuk meningkatkan karakter gotong royong siswa kelas vii smpn 1 kartoharjo.* In Prosiding Seminar Nasional Unars (Vol. 2, No. 1, pp. 402-409).

Nadhiroh, S., & Anshori, I. (2023). *Implementasi kurikulum merdeka belajar dalam pengembangan kemampuan berpikir kritis pada pembelajaran pendidikan agama islam.* [implementation of the independent learning curriculum in developing critical thinking abilities in islamic religious education learning]. *Fitrah: Journal of Islamic Education*, *4*(1), 56-68.

Najmi H. (2023). *Pendidikan moderasi beragama dan implikasinya terhadap sikap sosial peserta didik.* [religious moderation education and its implications for students' social attitudes]. *Jurnal Ilmiah Al-Muttaqin*, *9*(1), 17-25.

Dewi, N. A., Sari, Y. I., & Kusufa, R. A. B. D. (2023). *Implementasi kurikulum merdeka ditinjau dari projek penguatan profil pelajar pancasila (p5) tema kebhinekaan global dengan menggunakan model project based learning (pjbl) di sekolah menengah atas negeri 6 Malang, Studi Deskripsi Di Sekolah Menengah.* Jurnal Penelitian dan Pendidikan IPS, 17(2), 155-162.

Awuor, N. O., Weng, C., & Militar, R. (2022). Teamwork competency and satisfaction in online group project-based engineering course: The cross-level moderating effect of collective efficacy and flipped instruction. Computers & Education, 176, 104357.

Indarti, N., Untari, M. F. A., & Huda, C. (2023). *Analisis pendidikan karakter sebagai upaya mewujudkan profil pelajar pancasila melalui budaya di sekolah dasar.* Didaktik: Jurnal Ilmiah PGSD STKIP Subang, 9(04), 1689-1700.

Pakpahan, B. A. (2023). *Pengaruh model project based learning (pbl) terhadap kreativitas belajar pendidikan agama kristen dan budi pekerti siswa kelas xi smk negeri 1 laguboti kabupaten toba tahun pembelajaran 2023/2024.* [the influence of the project based learning (pbl) model on the learning creativity of christian religious education and characteristics of class]. *Lumen: Jurnal Pendidikan Agama Katekese dan Pastoral*, *2*(2), 98-113.

Pan, A. J., Lai, C. F., & Kuo, H. C. (2023). Investigating the impact of a possibility-thinking integrated project-based learning history course on high school students' creativity, learning motivation, and history knowledge. Thinking Skills and Creativity, 47, 101214.

Purba, R. (2023). *Peningkatan hasil belajar materi belajar mendeskripsikan menggunakan project based learning peserta didik kelas vii smp frater palopo.* Jurnal Andi Djemma| Jurnal Pendidikan, 6(2), 81-92.

Puspitasari, E. F., Sukmawati, N., & Fatimah, S. (2023). *Meningkatkan keaktifan belajar peserta didik pada pembelajaran ekonomi melalui model pjbl di sman 13 palembang.* Jurnal Neraca: Jurnal Pendidikan dan Ilmu Ekonomi Akuntansi, 7(1), 51-60.

Mardiani, R. (2017). *Pengaruh model pembelajaran berbasis proyek (pjbl) terhadap hasil belajar siswa pada konsep impuls dan momentum.* Bachelor. Thesis, Universitas Islam Negeri Syarif Hidayatullah.

Sari, R. T., & Angreni, S. (2018). *Penerapan model pembelajaran project based learning (PjBL) upaya peningkatan kreativitas mahasiswa.* Jurnal Varidika, 30(1), 79-83.

Rahma, F. A., Harjono, H. S., & Sulistyo, U. (2023). *Problematika pemanfaatan media pembelajaran berbasis digital.* Jurnal Basicedu, 7(1), 603-611.

Ratri, I. R., & Nurfalah, E. (2023). *Studi komparasi model problem based*

learning (pbl) dan project based learning (pbl) terhadap hasil belajar matematika siswa kelas viii smp negeri 4 tuban tahun pelajaran 2022/2023. [comparative study of problem based learning (pbl) and project based learning (pbl) models on mathematics learning outcomes of class viii students of SMP Negeri 4 Tuban Academic Year 2022/2023]. *Innovative: Journal Of Social Science Research*, *3*(3), 10985–11001.

Rodríguez-Sabiote, C., Olmedo-Moreno, E. M., & Expósito-López, J. (2022). The effects of teamwork on critical thinking: A serial mediation analysis of the influence of work skills and educational motivation in secondary school students. Thinking Skills and Creativity, 45, 101063.

Rugambuka I., B., & Blandina D., M. (2023). University student-teachers' diversity and attitudes toward classroom participation. *Heliyon, 9(6),* 1-11

Saputra. (2023). Penerapan model pembelajaran berbasis proyek (PBL) project based Learning dalam meningkatkan kreativitas siswa melalui market day. [Implementation of the project-based learning (PBL) model in increasing student creativity through market days]. *SINAU : Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *2*(01), 52–56.

Sari, W. M., Yanti, H., & Iskandar, I. *Manajemen kelas berbasis pjbl terhadap penguatan profil pelajar pancasila di sekolah dasar perumnas peunyareng kabupaten aceh barat.* Puteri Hijau: Jurnal Pendidikan Sejarah, 8(2), 219-227.

Sari, A. M., Suryana, D., Bentri, A., & Ridwan, R. (2023). *Efektifitas model project based learning (pjbl) dalam implementasi kurikulum merdeka di taman kanak-kanak.* Jurnal Basicedu, 7(1), 432-440.

Satria, I. B., Rochmiyati, S., & Khosiyono, B. H. C. (2023). *Telaah pendidikan karakter dalam buku teks bahasa indonesia sd kurikulum merdeka.* Tuladha: Jurnal Pendidikan Dasar, 2(1), 32-44.

Suardipa, I. P. (2023). *Lini masa kebijakan kurikulum merdeka dalam tatanan kotruksi mutu profil pelajar pancasila.* [Timeline of the independent curriculum policy in order to construct the quality of the Pancasila student profile]. *PINTU/: Pusat Penjamin Mutu Volume*, *2*.

Sugiyono. (2019). *Metode penelitian kuantitatif [quantitative research methods].* Bandung: Alfabeta

Susanti, A., & Darmansyah, A. (2023). *Analisis strategi penguatan profil pelajar pancasila dimensi bernalar kritis di sd negeri 44 kota bengkulu.* [analysis of strategies for strengthening the profile of pancasila students with critical reasoning dimensions at sd negeri 44 bengkulu city]. *EduBase: Journal of Basic Education*, *4*(2), 201-212.

Susetyadi, A. D., & Utami, S. (2023). *Profil keterampilan kerjasama peserta didik pada pembelajaran berbasis proyek (pbl).* [profile of students' collaboration skills in project based learning (PBL)]. *Biologi Edukasi: Jurnal Ilmiah Pendidikan Biologi*, *15*(1).

Waruwu, E. W., & Waruwu, E. (2023). *Peran pendidikan agama kristen dalam meningkatkan kemandirian peserta didik di era kurikulum merdeka.* [the role of christian religious education in increasing student independence in the independent curriculum era]. *Sinar Kasih: Jurnal Pendidikan Agama Dan Filsafat*, *1*(2), 98–112.

Wea, T. M., Marwoto, P., & Ellianawati, E. (2023). The Effectiveness of Forming a

Pancasila Student Profile by Implementing a Project Based Learning Model on Newton's Law Material. Physics Communication, 7(2), 54-62.

Wulandari, N., Nuvitalia, D., Nursyahidah, F., & Istikomah, A. (2023). *Analisis implementasi karakter mandiri melalui project based learning (pjbl) pada pembelajaran matematika kelas ic di sd supriyadi semarang.* Jurnal Pendidikan dan Konseling (JPDK), 5(2), 4934-4939.

Yanti, R., & Novaliyosi, N. (2023). *Systematic literature review: model pembelajaran project based learning (pbl) terhadap skill yang dikembangkan dalam tingkatan satuan pendidikan.* [systematic literature review: project based learning (pbl) learning model for skills developed at the education unit level]. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *7*(3), 2191-2207.

Zen, Z., & Ariani, F. (2022). Academic achievement: the effect of project-based online learning method and student engagement. *Heliyon, 11*(1), 1-9.

Zulyusri, Z., Elfira, I., Lufri, L., & Santosa, T. A. (2023). Literature study: Utilization of the PjBL model in science education to improve creativity and critical thinking skills. Jurnal Penelitian Pendidikan IPA, 9(1), 133-143.

1   Jalal Rajeh Hanaysha, Fayez Bassam Shriedeh, Mohammad In'airat. "Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance", International Journal of Information Management Data Insights, 2023
    Publication   **1**%

2   Decky Antony Kifta, Dheo Rimbano, Abdul Malik Made, Endi Zunaedy Pasaribu et al. "A meta-analysis of online learning participation during the pandemic in Indonesia", AIP Publishing, 2024
    Publication   **1**%

3   repository.up.ac.za
    Internet Source   **1**%

4   Innocent Buberwa Rugambuka, Blandina Daniel Mazzuki. "University student-teachers' diversity and attitudes toward classroom participation", Heliyon, 2023
    Publication   **1**%

5   repositorio.uc.cl
    Internet Source   **1**%

6   Fitri Anisa, Zainal Arifin. "Character Profile of Pancasila Students in The Film "Sang Prawira" by Onet Adhitia Rizlan and Its Implications in Literature Learning", Proceeding ISETH
                                                                   <1%

(International Summit on Science, Technology, and Humanity), 2024
Publication

7 Submitted to Universitas Pendidikan Ganesha
Student Paper
<1 %

8 Submitted to American College of Education
Student Paper
<1 %

9 Dwi Nurfitasari, Agus Budi Wahyudi. "Directive Speech Acts in The Nussa Series and Their Relation to The Profile of Pancasila Students", Proceeding ISETH (International Summit on Science, Technology, and Humanity), 2024
Publication
<1 %

10 Atika Susanti, Ady Darmansyah, Abdul Muktadir. "Fostering Religious Character through the Implementation of School Culture in Pancasila Student Profiles", Jurnal Riset Madrasah Ibtidaiyah (JURMIA), 2024
Publication
<1 %

11 Nicholas O. Awuor, Cathy Weng, Eduardo Piedad, Roel Militar. "Teamwork competency and satisfaction in online group project-based engineering course: The cross-level moderating effect of collective efficacy and flipped instruction", Computers & Education, 2021
Publication
<1 %

12 scipg.com
Internet Source
<1 %

13 Martha Elena Núñez, Pura Miguelina García, Asad Abbas. "The Mediating Role of Self-regulation Between Emotional Intelligence and Student Performance in Online Global
<1 %

Classroom-based Collaborative International Online Learning (COIL): Empirical Evidence from Four Partner Universities of Latin America", Research in Globalization, 2023
Publication

14 Nopriyanti, E D Kurniawan, H Fatihah. "Learning media-based android for technical drawing courses", Journal of Physics: Conference Series, 2020
Publication
<1%

15 www.ejournal.unuja.ac.id
Internet Source
<1%

16 hb.diva-portal.org
Internet Source
<1%

17 pubmed.ncbi.nlm.nih.gov
Internet Source
<1%

18 Submitted to Arkansas State University, Jonesboro
Student Paper
<1%

19 cahaya-ic.com
Internet Source
<1%

20 ejournal.stitpn.ac.id
Internet Source
<1%

21 ojs.mahadewa.ac.id
Internet Source
<1%

22 seaairweb.info
Internet Source
<1%

23 Bjorn Gert-Jan Wansink, Hanneke Mol, Jaël Kortekaas, Tim Mainhard. "Discussing controversial issues in the classroom: Exploring students' safety perceptions and their willingness to participate", Teaching and Teacher Education, 2023
<1%

Publication

24 Yulia Rizki Ramadhani, Abdul Rahman Suleman Sir. "The Effect of Project Based Learning on Writing Business Letters", INA-Rxiv, 2018
Publication
<1 %

25 dr.lib.sjp.ac.lk
Internet Source
<1 %

26 www.archyde.com
Internet Source
<1 %

27 Ermalati Putri, Rita Inderawati, Machdalena Vianty. "Analyzing Indonesian Students' Needs for Virtual Drama Scripts: Bridging Climate Change Topic and Pancasila Profile Dimensions", VELES (Voices of English Language Education Society), 2023
Publication
<1 %

28 Vembriantika Sekar Pramesti, M Muhroji. "Profile of Pancasila Students According to the Films Adit and Sopo Jarwo", Proceeding ISETH (International Summit on Science, Technology, and Humanity), 2024
Publication
<1 %

29 es.scribd.com
Internet Source
<1 %

30 journal.unilak.ac.id
Internet Source
<1 %

31 Rindang Fariha Idana, Nur Hanifah Insani. "Implementation of Javanese Cultural Values Through the Pancasila Student Profile in Merdeka Curriculum", AL-ISHLAH: Jurnal Pendidikan, 2024
Publication
<1 %

discovery.researcher.life

32   Internet Source   <1 %

33   doi.org
Internet Source   <1 %

34   Adelia Wulandari, Resti Yektyastuti, Sony Yunior Erlangga, Anne Effane. "Implementation of Project-Based Learning Model Based on STEM Design Thinking and Its Effecton toward Critical Thinking Skills of Elementary School Students", DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar, 2023
Publication   <1 %

35   Aryanti Dwi Untari, Lina Marlina. "Development of civic digital book based on pancasila student profile as strengthening student citizenship character", Jurnal Pendidikan PKN (Pancasila dan Kewarganegaraan), 2023
Publication   <1 %

36   Karl R. Kodweis, Rachel B. Allen, Emma I. Deschamp, Andrew T. Bihl, David A.M. LeVine, Elizabeth A. Hall. "Impact of student-run clinic participation on empathy and interprofessional skills development in medical and pharmacy students", Exploratory Research in Clinical and Social Pharmacy, 2023
Publication   <1 %

37   jurnal.ahmar.id
Internet Source   <1 %

38   rsglobal.pl
Internet Source   <1 %

39   businessdocbox.com
Internet Source

<1 %

40 jiped.org
Internet Source
<1 %

41 repository.lppm.unila.ac.id
Internet Source
<1 %

42 A Efriani, Z Zulkardi, R I I Putri, N Aisyah. "A learning process for early childhood: a case of geometry and numbers", Journal of Physics: Conference Series, 2020
Publication
<1 %

43 Sukma Perdana Prasetya, Armawati Hidayati, Johan Azrul Farid, Tria Listari, Rully Ardiansyah, Dock Chanthoeurn. "Development of Augmented Reality Atlas Volcano Series Media in Social Sciences Learning", TEM Journal, 2024
Publication
<1 %

44 ejournal.umm.ac.id
Internet Source
<1 %

45 ijere.iaescore.com
Internet Source
<1 %

46 jurnal.kalimasadagroup.com
Internet Source
<1 %

47 pt.scribd.com
Internet Source
<1 %

48 www.coursehero.com
Internet Source
<1 %

49 I Gusti Ngurah Darmawan, Ace Suryadi, Dasim Budimansyah, Susilo Susilo. "Indonesian Education - Past, Present, and Future", Routledge, 2024
Publication
<1 %

50 Riva Wahyu Kartika Putri, Suyitno Suyitno. "Strengthening the Pancasila Student Profile Through Hizbul Wathan Extracurricular Activities", Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah, 2023
Publication

<1%

51 eprints.ums.ac.id
Internet Source

<1%

52 journal.umpo.ac.id
Internet Source

<1%

53 pdfs.semanticscholar.org
Internet Source

<1%

54 Ardian Fahri, Rhoma Dwi Aria Yuliantri, Febriana Khoiriyah, Fadli Agus Triansyah. "Creating Students with Superior Character: Implementation of P5 Project in Mobilizing Schools", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2023
Publication

<1%

55 Aulia Azhari Tajurrahman, Iman Rohiman, Ita Rosita. "Educational Curriculum Policy in the Era of President Joko Widodo and Its Implications for Islamic Education", Bestari, 2024
Publication

<1%

56 Dewiapriani Fristianingroem. "Implementation of Learning Management System (Lms)-Based Curriculum in Course and Training Institutions in Tegal City: A Theoretical Study", Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 2025
Publication

<1%

57 Wawan Gunawan, Atiqoh Atiqoh, Yoso Wiyarno, Suharti Suharti, Retno Danu

<1%

Rusmawati. "The Influence Of PBL Models, Demonstrations And Initial Knowledge On Increasing Learning Achievement", Education Journal : Journal Educational Research and Development, 2023
Publication

58   Xiaohong Liu, Jianjun Gu, Li Zhao. "Promoting primary school students' creativity via reverse engineering pedagogy in robotics education", Thinking Skills and Creativity, 2023
Publication
<1 %

59   conferences.uin-malang.ac.id
Internet Source
<1 %

60   dinastipub.org
Internet Source
<1 %

61   ejournal.unma.ac.id
Internet Source
<1 %

62   garuda.kemdikbud.go.id
Internet Source
<1 %

63   journal.unpak.ac.id
Internet Source
<1 %

64   mail.obsesi.or.id
Internet Source
<1 %

65   repository.uinsaizu.ac.id
Internet Source
<1 %

66   text-id.123dok.com
Internet Source
<1 %

67   www.edunesia.org
Internet Source
<1 %

68   www.ijtes.net
Internet Source
<1 %

69   www.mdpi.com

Internet Source

<1%

70 Hasan Sastra Negara, Fitri Angraini. "The Role of Independent Curriculum in Developing Students' Creative and Innovative Skills in the Era of Society 5.0", FONDATIA, 2024
Publication

<1%

71 Kirana Silkia Maulida, Badrus Zaman, Rojif Mualim. "Implementation of Pancasila Student Profiles in Islamic Religious Education (PAI) Learning", WARAQAT : Jurnal Ilmu-Ilmu Keislaman, 2023
Publication

<1%

72 Muashomah, Sa'idah Kusmiyanti, Yhasinta Agustyarini. "Improving Learning Quality through Implementation of Merdeka Curriculum in Elementary Schools", Andragogi: Jurnal Pendidikan dan Pembelajaran, 2024
Publication

<1%

73 Rizkayeni Marta, Afif Rahman Riyanda, Agariadne Dwinggo Samala, Ika Parma Dewi, Novi Hendri Adi. "Innovative Learning Strategies:Project-Based Learning Model for Excelling in Visual Programming", TEM Journal, 2024
Publication

<1%

74 Budi Setiawan, Wawan Sundawan Suherman, Wuri Wuryandani, Siti Irene Astuti Dwiningrum. "The school strategy from the teacher's perspective in building a profile of Pancasila students", Global Journal of Guidance and Counseling in Schools: Current Perspectives, 2024
Publication

<1%

75 Muhammad Rizky Pratama, Ulya Fawaida, Rica Mae Guarin. "Project-Based Learning in Elementary School: Influence on Students' Creative Thinking Ability", MUDARRISA: Jurnal Kajian Pendidikan Islam, 2023
Publication

<1 %

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		