



## Implementation of the Pancasila Student Profile Strengthening Project at SMA Muhammadiyah 2 Bandar Lampung

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### Abstract

**Keywords:**

*Classroom*

*Management;*

*Pancasila Student*

*Profile Strengthening*

*Project;*

*Leadership.*

In the era of learning recovery, teachers need to adapt to the birth of the Independent Curriculum, namely a curriculum with diverse extracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. The independent curriculum can be implemented, among other things, with a project to strengthen the profile of Pancasila students by providing opportunities for students to "experience knowledge" as a process of strengthening character and an opportunity to learn from the surrounding environment. The project to strengthen the profile of Pancasila students is a learning activity that can take the form of studies, research, discussions, social service, physical and mental strengthening methods or project-based learning to internalize the character of the Pancasila student profile. This article aims to determine the importance of class planning, organization, leadership, and control in building a P5 culture at SMA Muhammadiyah 2 Bandar Lampung. This article uses a qualitative method with a descriptive approach and uses data collection techniques using interviews, observation and documentation. The data sources used are primary and secondary. Test the validity of the data using source triangulation. This research data analysis uses data reduction, data presentation, and conclusion. The research results show that class planning in building a P5 culture at SMA Muhammadiyah 2 Bandar Lampung is by making learning plans in class. Class organization in building P5 culture by teachers creating study groups. Class leadership in building a P5 culture is by the teacher making a learning contract that is agreed upon with the students. Class control is by the teacher supervising the students and evaluating the learning carried out by the teacher by assessing the students.

## INTRODUCTION

Education is the most critical investment and has a role in creating quality human resources and a central role in developing human resources. In education, there are elements of the curriculum; the curriculum is a tool to achieve educational goals, as well as a guideline and implementation of education.<sup>1</sup> Currently, the curriculum implementation in Indonesia uses an independent 'Merdeka' curriculum. The purpose of this independent curriculum is to reform the existing education system in Indonesia in order to improve the quality of Human Resources. Education to liberate students for developed countries has become a habitus by implementing humanist education to learn a new paradigm; in Indonesia, it is called the Merdeka curriculum. The Merdeka Curriculum has three components related to each other and has mutual integration, namely, the Pancasila Student Profile Strengthening Project called by (P5), assessment and learning.<sup>2</sup>

To the vision and mission of the Ministry of Education, Culture, Research and Technology, the project to strengthen the profile of Pancasila students is contained in the Minister of Education and

<sup>1</sup>Shobirin, *Konsep Dan Implementasi Kurikulum 2013 Di Sekolah Dasar* (Yogyakarta: Budi Utama, 2016), hlm. 1.

<sup>2</sup>Andarweni Astuti, "Pelaksanaan Kegiatan P5 Kurikulum Merdeka Di SD Marsudirini Gedangan Semarang," *Jurnal Pendidikan Agama Katekese Dan Pastoral (Lumen)* Vol, 2 No, 1 (2023): 127–28, <https://doi.org/10.55606/lumen.v2i1.151>.

Culture regulation number 22 of 2020 concerning the Ministry of Education and Culture's 2020 strategic plan. Pancasila students are set as an effort to realize Indonesian students who are expected to become lifelong learners with global competencies and behave by the values of Pancasila. The profile of Pancasila students is reflected in six main characteristics, namely: 1) faith and devotion to God Almighty and noble character 2) global diversity 3) cooperation 4) being independent 5) critical reasoning and 6) creative thinking. These dimensions show that the profile of Pancasila students is not only focused on cognitive abilities but also on attitudes and behaviour according to the identity of the Indonesian nation.<sup>3</sup>

The Pancasila Learner Profile Strengthening Project provides opportunities for students to "experience knowledge" as a process of strengthening character and an opportunity to learn from the surrounding environment. In this learner profile project activity, learners can study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life to answer these issues according to their learning stages and needs. The Pancasila learner profile strengthening project is expected to inspire learners to contribute to their surrounding environment.<sup>4</sup>

The project to strengthen the profile of Pancasila students (P5) is designed to answer the big question: students with what kind of profile (character/competence) the Indonesian education system wants to produce. In the development of the Pancasila learner profile strengthening project (P5) in learning activities, teachers are expected to integrate the dimensions of the Pancasila learner profile in the process of learning activities so that students not only master the dimensions of conceptual and factual knowledge but also have the character profile of Pancasila. Teachers can implement the Pancasila learner profile strengthening project with learning activities that can be in the form of studies, discussions, character-strengthening methods or project-based

Several research results have been found related to the implementation of the Pancasila profile strengthening project (P5) with various strategies carried out by teachers in learning at school. These studies show that a good strategy in realizing P5 with the application of Project Based Learning (PjBL) based classroom management<sup>5</sup>, implementation through school culture or habituation at school, intracurricular activities, extracurricular activities and the Pancasila student profile strengthening project.<sup>6</sup> Other strategies include differentiated learning, project learning and habituation<sup>7</sup> as well as through the habituation of singing the Indonesian national anthem every morning before starting learning.<sup>8</sup>

The success of education can be seen from the teaching and learning process that occurs, how teachers manage the classroom well or how educators form classroom management, then the learning

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<sup>3</sup>Andarweni Astuti, "Pelaksanaan Kegiatan P5 Kurikulum Merdeka Di SD Marsudirini Gedangan Semarang," *Jurnal Pendidikan Agama Katekesis Dan Pastoral (Lumen)* Vol, 2 No, 1 (2023): 127–28, <https://doi.org/10.55606/lumen.v2i1.151>.

<sup>4</sup>Muhammad Ali Ramdhani, Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila & Profil Pelajar Rahmatan Lil Alamin

<sup>5</sup>Muldiyana Nugraha, "Manajemen Kelas Dalam Meningkatkan Proses Pembelajaran Di SMP Negeri 3 Satu Atap Cikurur, Kabupaten Lebak, Provinsi Banten," *Tarbiyah Jurnal Keilmuan Manajemen Pendidikan* 4, No 1 (2018), <https://doi.org/10.32678/tarbawi.v4i01.1769>.

<sup>6</sup>Nova Yolanda dan Ida Ayu, "Strategi Penguatan Profil Pelajar Pancasila Di SMA Negeri 2 Gadingrejo" *Jurnal Manajemen Pendidikan Al Multazam* 4, No 2 (2022).

<sup>7</sup>Meilin Nuril Lubaba dan Iqnatia Alfiansyah, "Analisis Penerapan Profil Pelajar Pancasila Dalam Pembentukan Karakter Peserta Didik Di Sekolah Dasar UPT SD Negeri 47 Gresik," *Edusaintek: Jurnal Pendidikan Sains Dan Teknologi* 9, No 3 (2022), <https://doi.org/10.47668/edusaintek.v9i3.576>.

<sup>8</sup>Yulian Rizky Nurhantara dan Ratnasari Dyah Utami, "Implementasi Profil Pelajar Pancasila Dalam Pembelajaran PAI Dan Budi Pekerti Berbasis Merdeka Belajar," *Jurnal Elementaria Edukasia* 6, No 2 (2023), <https://doi.org/10.31949/jee.v6i2.5142>.

process can run effectively which makes educational goals can be advanced and achieved. The importance of the role of teachers in the world of education affects the quality of education, namely how an educator teaches or communicates the values of life and knowledge that enable students to realize their ideals, family, community, and nation.<sup>9</sup> This paper aims to complement previous studies to find out the implementation of the Pancasila student profile strengthening project (P5). The research was conducted at SMA Muhammadiyah 2 Bandar Lampung.

Based on the results of pre-research, SMA Muhammadiyah 2 Bandar Lampung began implementing the independent curriculum in 2022, which has only been running for 1 year, so that grades 10-11 have used the independent curriculum. The implementation of the Pancasila student profile strengthening project (P5) at SMA Muhammadiyah 2 Bandar Lampung is in the form of habituation, intracurricular and co-curricular activities in habituation activities in fostering the character of the Pancasila student profile to students, namely carrying out the Qur'an tadarus, praying dhuhur in congregation, ceremonies on Monday, and morning apples while in intracurricular activities teachers provide examples to students in the classroom in fostering the profile of Pancasila students and for co-curricular activities SMA Muhammadiyah 2 Bandar Lampung uses a block system which is carried out in October from 11-15 and the chosen theme is the voice of democracy and local wisdom.<sup>10</sup> From the background of the above problems, the problem formulation of this article is how class planning, class organization, class leadership and class control in building a P5 culture at SMA Muhammadiyah 2 Bandar Lampung.

## RESULTS AND DISCUSSION

Based on the results of interviews, observations and documentation at SMA Muhammadiyah 2 Bandar Lampung in building a P5 culture at SMA Muhammadiyah 2 Bandar Lampung by applying habituation to intracurricular, and co-curricular activities. In intracurricular activities with habituation so that students have character in accordance with the 6 dimensions of the pancasil student profile. Meanwhile, in co-curricular activities, SMA Muhammadiyah 2 Bandar Lampung chooses 2 selected themes, namely local wisdom and democratic voices which are carried out with a block system followed by grades 10-11 which already use the independent 'Merdeka' curriculum.

### Classroom Planning in Building P5 Culture

Before the new school year began, the school held a seminar attended by all teachers by inviting speakers from the Bandar Lampung city education office regarding the implementation of the independent curriculum which had only been implemented for 1 year at SMA Muhammadiyah 2 Bandar Lampung and sent several teachers to attend workshops related to the implementation of the independent curriculum. For P5 activities, SMA Muhammadiyah 2 Bandar Lampung uses a block system on October 11-15, where this activity will be carried out in a period of about one week. During this time, Grade 10 and 11 students will complete projects according to the theme chosen by the school, namely local wisdom and democratic voice.

In intracurricular learning, teachers compile Teaching Modules, P5-based Teaching Modules, Flow of Learning Stages (ATP), use learning methods, make student learning contracts. In P5 activities that are included in co-curricular activities at SMA Muhammadiyah 2 Bandar Lampung, the P5 coordinator consisting of the chairman, deputy and 3 members makes a P5 Module with the theme of

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<sup>9</sup>Rusman, *Manajemen Kurikulum* (Jakarta: Rajawali Press, 2009), hlm. 325

<sup>10</sup>Wawancara dengan Waka Kurikulum SMA Muhammadiyah 2 Bandar Lampung Ibu Tri Handayani S, Pd, tanggal 9 Oktober 2023, di Ruang Waka Kurikulum

local wisdom and democratic voices, then makes material in the form of power points related to the material on democratic voices and local wisdom. In making teaching tools, it takes 2 months for each teacher, while in the P5 activity the P5 coordinator as a team of 5 teachers makes the P5 module and is then approved and signed by the principal. The purpose in making teaching tools is as a teacher's guide in carrying out the learning process.

Class planning is basically the way teachers prepare teaching materials, time allocations, methods used in the teaching and learning process in the classroom with students, to support the success of teachers in providing material to students systematically so that teachers have prepared targets to be achieved in the learning process.

The above statement is supported by Imam Gunawan's theory in his book "Classroom Management, Theory and Application". Imam Gunawan emphasizes that planning is making targets that will be achieved or achieved in the future, the planning function is a process of thinking about and carefully determining directions, goals, and actions while reviewing various resources and appropriate methods. Classroom planning here means the teacher's work to develop learning objectives which include: estimating demands, formulating objectives in the syllabus of instructional activities, determining the sequence of topics to be studied, allocating the time available, and budgeting the resources needed by the teacher.<sup>11</sup>

At the stage of P5 activities, Mulyasa in his book entitled "Implementation of the Independent Curriculum" the steps that can be taken are: a) the principal designs the time allocation for project implementation to be determined and the dimensions for each theme b) forms a project facilitation team, the project facilitation team is formed by the principal. The task of the facilitation team is to plan the project to strengthen the Pancasila profile that will be implemented, create modules, manage projects, and assist students in P5, c) identify the readiness of education units, d) select common themes, together with the principal, the facilitation team determines a minimum of two themes from phases A, B and C, and a minimum of three themes selected from phases D, E and F, in accordance with the seven themes set by MoEC to run for one school year. e) designing the project module, the last step taken by the facilitation team is to determine the elements and sub-phases of the profile, the flow of project activities, and the type of assessment in accordance with the project objectives and activities. Project modules must be flexible so that teachers are given the freedom to develop module components.<sup>12</sup>

Planning in any perspective will always have various meanings. But basically it has a common point, namely the process of making the framework of something that will be done. In relation to the Islamic perspective, many experts have diverse views, but complement each other. One of them, etymologically as confirmed by Achmad Warson Munawir, who defines planning as 'plan' which has a relationship with the word 'road' when viewed from the aspect of the goals to be achieved, both of which indicate a process or way to achieve future goals.<sup>13</sup> This is reinforced by referring to Surah Al-Anfal verse 60 which confirms the words of Allah SWT. which explains about "prepare (O Muslims), to face your enemies, all that you can do in numbers and military equipment" which in any activity we must plan and prepare everything. Teachers as caliphs who have the duty to teach students must plan and prepare for all series of learning processes so that all the goals of learning can be achieved.

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<sup>11</sup>Imam Gunawan, *Manajemen Kelas Teori dan Aplikasinya* (Depok: Rajawali Pers, 2019), hlm. 44

<sup>12</sup>Mulyasa, *Implementasi Kurikulum Merdeka* (Jakarta: PT Bumi Aksara, 2023) 127-128

<sup>13</sup>Achmad Warson Munawwir, *Kamus Al Munawwir ;Arab Indonesia terlengkap*, cet ke-25, (Surabaya: Pustaka progressif, 2002).hlm. 56

### **Classroom Organization in Building P5 Culture**

The organization of class teachers in teaching is divided based on their field of study expertise, the division of class teachers is determined by the principal, while the organization of teachers in P5 activities who are also class teachers at SMA Muhammadiyah 2 Bandar Lampung is divided by 1 supervising teacher teaching in 1 class, the teacher The supervisor is determined by the school principal. Then the principal formed a P5 coordination team consisting of the chairman, deputy and 3 members.

In science learning activities, students are divided into 6 groups with 6 students in each group. Growing the profile of Pancasila students in science learning, teachers use the dimensions of the Pancasila student profile, namely working together, having faith, having good morals and being devoted to God, the Almighty and creative. Working together, students work together to work on projects with the theme of sustainable lifestyles and make products in the form of ecobirck. Having faith, morals and devotion to God Almighty means that students can understand cause and effect among God's various creations, one of which is protecting the environment. Be creative in the way students experiment and find solutions to making ecobircks. In Islamic Religious Education learning, the teacher creates 6 study groups with 6 students in each group. In building a P5 culture, it uses dimensions: critical reasoning, working together and having faith, having the morals of being devoted to God Almighty. With critical reasoning, students can work on the assignment sheets given by the teacher, have faith, have good morals and are devoted to God Almighty by getting students accustomed to the dhuhya prayer and praying as well as reciting the Koran before learning begins. Students work together in groups to complete group assignments given by the teacher.

In the P5 activity, the supervising teacher divides 4 groups with each group numbering 8-9 students on the theme of local wisdom, each class represents its own region which has been determined by the supervising teacher, students are given the freedom to explore the local wisdom of the area, the projects created on the theme of local wisdom it can be in the form of videos, posters, works of art or dance performances and so on. On the theme of democratic voices, students are given the freedom to choose members of the IPM (Muhammadiyah Student Association).

The supervising teacher for each class is divided by the school principal, each supervising teacher has the task of providing material about the voice of democracy and local wisdom using power point, the material is sometimes given by resource persons invited by the school, the supervising teacher is also responsible for giving assignments groups in the form of mind mapping, forming groups to carry out projects. The supervising teacher also assesses students on the projects carried out.

The above statement is supported by Iman Gunawan's theory in his book entitled "Classroom Management Theory and Applications". Imam Gunawan proposed that organizing classes in the context of classroom management is a teacher's job to organize and connect learning resources, so that learning goals can be realized in the most effective way. So organizing in the context of classroom management is only a tool or means to achieve what must be completed, where the ultimate goal is to make it easier for students to work and learn together. Organizing means: a) determining the resources and activities needed to achieve class goals b) designing and developing study groups containing students with varying abilities, c) assigning students or study groups certain responsibilities and functions.<sup>14</sup>

Class organization is carried out to achieve the expected learning objectives. Organizing functions is dividing tasks and authority (responsibility) and establishing a structure for group tasks. Quraish

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<sup>14</sup>Imam Gunawan: *Manajemen Kelas Teori dan Aplikasinya*(Depok: Rajawali Pers, 2019). Hlm. 44

Shihab says shaffan (line) is interpreted as a collection (group) of many harmonious and compact group members who are then gathered in one sturdy and orderly group.<sup>15</sup> He strengthened this by referring to the letter As-Saff verse 4 which confirms the word of Allah SWT regarding organization in classroom management which can be obtained from the inspiration of the verses explained above, the meaning of which is about the importance of unity in the ranks (organization), the existence of a strong will to establish cooperation in facing all obstacles that come and existing challenges must be faced with all efforts to achieve goals. By dividing group tasks, it will make it easier for teachers to supervise students in the teaching and learning process.

### **Classroom Leadership in Building P5 Culture**

Class leadership by means of teachers creating mutually agreed learning contracts with students. Learning contracts are made so that students are disciplined in the process of teaching and learning activities. As in the dimensions of the Pancasila student profile, namely faith, morals and devotion to God Almighty, teachers provide motivation and advice to students so as not to engage in deviant behavior and direct students in the learning process. In activity P5, the teacher directs before the students create a project on the theme of local wisdom, then students are given the freedom to create the product that will be displayed and for the theme of democratic voices by selecting the IPM (Muhammadiyah Student Association) with a voting system, each student will be given a sheet of paper containing IPM members will be selected, then the calculation will be carried out openly and witnessed by all students.

The principal's leadership is carried out by providing motivation and providing direction to teachers. The principal provides motivation for all teachers during meetings. The teacher's leadership for students, students are given advice, the teacher makes a learning contract that is agreed with the students, gives direction to students if there is material they do not understand.

The statement above is supported by the theory of Euis Karwati and Donni Juni Priansa in their book entitled *Class Management*. Effective leadership in the classroom is part of the teacher's responsibilities in the classroom. In this case, the teacher leads, directs, motivates and guides students to be able to carry out effective learning and learning processes in accordance with the function and objectives of learning. Apart from that, teachers must be able to provide a good example for students. In leadership, teachers need to maintain authority and credibility, without neglecting the ability to be flexible and adaptive to the needs of students.<sup>16</sup>

All teachers are good motivators. They use various methods so that children can do difficult tasks, for example using peer tutors, etc. Teachers consider this routine work that they have to do. It is important for teachers to keep students motivated and completing complex tasks. Teachers are required to be able to create active and innovative learning. All teachers are able to create study groups, able to reduce bad influences in the classroom. Teachers try to prevent this in various ways, for example with varied learning methods, and so on. Apart from that, teachers are also able to control bad behavior in class, provide opportunities for parents to be involved in class, and try to make the class a comfortable place. for students. Group learning will add several benefits, including helping the learning process, increasing motivation in learning and reducing student bad behavior in class.<sup>17</sup>

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<sup>15</sup>Asnil Aidah Ritonga, dkk, "Pengorganisasian Dalam Perspektif Al Quran," *Jurnal Pendidikan Tambusai* 5, No 3 (2022): 10505.

<sup>16</sup>Euis Karwati dan Donni Juni Priansa, *Manajemen Kelas* (Bandung: Alfabeta, 2015), hlm. 22.

<sup>17</sup>Eti Hadiati dan Fidrayani, "The Analysis of Self-Efficacy and Classroom Management as Contributors to Teacher Personality of Madrasah Ibtidaiyah," *Al Ibtida: Jurnal Pendidikan Guru MI* 7, No 1 (2020), <http://dx.doi.org/10.24235/alibtida.snj.v7i1.6147>.

Leadership in the Al-Qur'an is reflected in the letter Sad verse 26 which emphasizes the word of Allah SWT. Those who are made leaders in carrying out their duties must be fair and not follow their desires. A teacher who leads learning in class should be fair and be a teacher who can be a role model for his students.

### **Class Control in Building P5 Culture**

In intracurricular learning, class control is done by the teacher supervising students by asking questions if there are students who are noisy in class. In P5 activities, each supervising teacher supervises students by checking student attendance and supervising students during P5 activities.

Learning evaluation is carried out by the teacher by assessing students in the form of giving assignments which are then collected in Google Classroom so that the teacher can see if there are students who do not submit assignments, then doing daily tests which are carried out after 1 chapter of the material is completed and assessing UTS and UAS student. Assessment in project-based science learning by collecting eco-birds made in groups and students giving presentations about the products made.

In activity P5, the assessment was carried out by collecting mind maps and displaying work created by students on the theme of local wisdom, and assessment on the theme of democratic voices, student attendance and selecting members of the IPM (Muhammadiyah Student Association). Euis Karwati emphasized that controlling the class is not an easy matter, because in the class there are various kinds of students who have different characteristics. Activities in the classroom are monitored, recorded, and then evaluated so that what is lacking can be detected and can reflect on what needs to be improved. Control is a process to ensure that actual activities correspond to planned activities.<sup>18</sup>

Supervision in the Al-Qur'an is reflected in the letter Ash-Shura verse 6 which explains that every human behavior on this earth is not far from the supervision of Allah SWT. As teachers provide supervision to students to ensure learning takes place in a conducive and effective manner.

### **CONCLUSION**

The implementation of the project to strengthen the profile of Pancasila students (P5) at SMA Muhammadiyah 2 Bandar Lampung was carried out by existing regulations and based on the results of meetings with the principal and all teachers. Class planning in building a P5 culture at SMA Muhammadiyah 2 Bandar Lampung by making learning plans using Teaching Modules, Flow of Learning Stages (ATP), and discussion and lecture learning methods. Organizing classes to build a P5 culture at SMA Muhammadiyah 2 Bandar Lampung using the teacher creates a study group. In the cooperation dimension, students work together to complete group assignments; in the critical reasoning dimension, students can answer the assignment sheet the teacher gave. Class leadership in building a P5 culture at SMA Muhammadiyah 2 Bandar Lampung uses the teacher to create a mutually agreed-on learning contract with the students. Learning contracts are made to discipline students in teaching and learning activities. Class control is done by teachers supervising students by asking questions if there are students who are noisy in class and evaluating learning carried out by the teacher. So, there is a need for cooperation and coordination between school members in implementing the project to strengthen the profile of Pancasila students (P5).

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<sup>18</sup>Euis Karwati dan Donni Juni Priansa, *Manajemen Kelas* (Bandung: Alfabeta, 2015), 23.

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