

## ENHANCING THE PROFILE OF PANCASILA STUDENTS AS AN EFFECTIVE STRATEGY IN SHAPING THE CHARACTER OF YOUNG CITIZENS: A LITERATURE REVIEW

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### Abstract

This study aims to explore the role of the Pancasila Student Profile in shaping the character of young citizens and to identify effective implementation strategies based on a literature review. In the face of globalisation and rapid social change, character education through the Pancasila Student Profile is an important instrument in maintaining national identity while equipping the younger generation with moral, social, and intellectual values. The research method used is a qualitative literature study, analysing various academic sources, government policies, and relevant research reports. The results of the study show that the six dimensions of the Pancasila Student Profile, namely being faithful and noble, globally diverse, cooperative, independent, critically reasoning, and creative, are a strong foundation for character building. Effective implementation strategies include curriculum integration, project-based learning, strengthening school culture, increasing teacher capacity, and collaboration with families and communities supported by technology and sustainable policies. This study provides recommendations for education stakeholders to strengthen the role of the Pancasila Student Profile in creating a young Indonesian generation that is intelligent, has good character, and is ready to face the challenges of the times.

**Keywords:** Pancasila Student Profile, Character Education, Young Citizen Character, Implementation Strategies, Literature Review.

### Introduction

In facing the era of globalisation and the Fourth Industrial Revolution, Indonesia's education sector faces increasingly complex challenges. Social, economic, political, and cultural changes demand that the younger generation possess strong character, high competence, and a solid national identity. Phenomena such as the increasing penetration of digital media, cross-border information flows, and modern lifestyles often bring values that are not in line with the character of the nation (Judijanto & Aslan, 2025); (Purike & Aslan, 2025). These challenges have the potential to weaken the spirit of togetherness, tolerance, and nationalism among young students. Therefore, the national education system is required to prepare students with personalities that are able to stand firm on the values of Pancasila as the foundation of national and state life (Komari & Aslan, 2025); (Firmansyah & Aslan, 2025); (Guna et al., 2024).

Pancasila, as the foundation of the state and the ideology of the Indonesian nation, is a fundamental guideline in regulating society. The values contained therein,

such as belief in God, humanity, unity, democracy, and social justice, form the foundation for shaping the character of the nation. However, in educational practice, Pancasila values often stop at normative cognitive teaching, not reaching the affective and psychomotor levels (Fahdini et al., 2021). This results in a gap between students' intellectual understanding of Pancasila and its actualisation in everyday life. Therefore, a strategic framework in education is needed to bring the values of Pancasila to life and ground them in the behaviour of the younger generation (Zubaedi, 2011).

In response to this challenge, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, initiated the Pancasila Student Profile (PPP) programme to support the implementation of the Merdeka Belajar (Freedom of Learning) Curriculum. The Pancasila Student Profile is designed to shape Indonesian students to be faithful, pious, and noble, globally diverse, cooperative, independent, critical thinkers, and creative. These six dimensions are a concretisation of the values of Pancasila linked to 21st-century competencies (Prasiska, 2023). With PPP, students are not only taught to understand values, but also to internalise and actualise these values in real actions, so that education becomes an effective means of building a young generation with character (Setyorini, 2025).

However, the implementation of the Pancasila Student Profile in the field faces a number of obstacles. School readiness, teacher capacity, and limited facilities and infrastructure are factors that greatly affect the effectiveness of the programme. In some schools, educators' understanding of PPP is still partial and emphasises administrative aspects rather than the substance of character building (Yuliwinarti, 2025). In addition, there is still a gap between the ideal objectives of the PPP and learning practices that tend to remain solely cognitive in orientation. This condition reinforces the urgency of academic literature studies to understand strategies that are truly effective in developing the Pancasila Student Profile as an instrument for character building among young citizens (Ancu, 2018).

Character education is essentially the core of education itself, as many education experts emphasise that the main objective of school is not only to educate students intellectually but also to shape moral individuals (Hutagaluh & Aslan, 2019); (Aslan et al., 2019). In this context, the Pancasila Student Profile serves as a strategic framework that bridges academic education with the formation of noble national values. Dimensions such as mutual cooperation, independence, and global diversity are highly relevant in preparing the younger generation to live in a dynamic multicultural society. Through the implementation of this value-based education, schools are expected to produce students who are not only intelligent but also have a strong national character (Nurul Rahayu, 2019).

The phenomenon of moral degradation among teenagers adds to the importance of discussing this topic. The increase in cases of intolerance, consumptive behaviour, misuse of digital technology, and weak academic integrity are reflections of

the current character crisis. If left unchecked, this has the potential to weaken the quality of Indonesia's human resources in the future. Therefore, the implementation of the Pancasila Student Profile as a comprehensive character education strategy is considered relevant and urgent to be studied (Indrayati & Desiga, 2025).

Furthermore, strengthening the Pancasila Student Profile is in line with the sustainable development agenda (SDGs), particularly in the aspects of quality education (SDG 4) and peace, justice, and strong institutions (SDG 16). Through PPP, Indonesian education is expected to not only produce graduates who are ready to face global economic challenges, but also individuals who uphold the values of tolerance, justice, and democracy. In other words, the successful internalisation of PPP values in schools will contribute to the strengthening of the nation's socio-cultural aspects as well as Indonesia's positioning among other nations (Wibowo, 2012).

In addition, character education through the Pancasila Student Profile requires support from various stakeholders. Schools cannot work alone but need collaboration with families and communities. The family environment plays an important role as the initial foundation for instilling values, while the community functions as a space for character actualisation (Lickona, 2013). Without external involvement, character education in schools tends to lose continuity because it does not receive real support outside the scope of formal education. This is in line with a holistic approach to education that emphasises integration between schools, families, and the social environment.

Thus, the purpose of this study is to explore the role of the Pancasila Student Profile in shaping student character while identifying effective implementation strategies.

## **Research Methodology**

This study uses a qualitative approach with a literature review method, which involves examining, reviewing, and analysing various relevant literature sources related to the implementation of the Pancasila Student Profile in shaping the character of young citizens. The data sources were obtained from national and international journal articles, academic books, official government policies such as documents from the Ministry of Education, Culture, Research, and Technology, as well as published educational research reports from the last five to ten years to ensure validity and relevance. The data collection process was carried out using documentation techniques, namely searching and classifying literature according to the research theme (Eliyah & Aslan, 2025). Data analysis used the content analysis method by identifying themes, comparing findings, and drawing conclusions on patterns that emerged from various previous studies. With this method, the study is expected to provide a comprehensive overview of the role of the Pancasila Student Profile and effective implementation strategies in shaping the character of the younger generation, while also producing

recommendations that can be used as a reference for educators, schools, and policy makers (Torraco, 2020).

## **Results and Discussion**

### **The Role of the Pancasila Student Profile in Shaping the Character of Young Citizens**

The Pancasila Student Profile is a national education framework designed to prepare Indonesia's young generation to not only excel in knowledge but also possess character traits that align with national values. In essence, PPP aims to combine the basic values of Pancasila with 21st-century competencies so that students are able to face global challenges without losing their national identity. This is important because the younger generation is at a stage where they are vulnerable to external influences and identity crises, thus requiring a systematic and continuous character-building strategy through education (Ali, 2018).

One of the main dimensions of the Pancasila Student Profile is *faith, piety to God Almighty, and noble character*. This dimension instils a moral and spiritual foundation that is very important for the character building of the younger generation. By strengthening religious and moral values, students are expected to have an ethical foundation in every action and decision they take. This dimension directly builds awareness of responsibility as citizens who uphold the values of goodness, justice, and honesty. Therefore, PPP acts as a moral pillar that protects the younger generation from falling into deviant behaviour (Gunawan, 2012).

The *global diversity* dimension of the Pancasila Student Profile serves to shape students' characters to be tolerant, open-minded, and have a strong sense of nationalism amid cultural diversity. The younger generation needs to be equipped with the understanding that diversity is not a source of division, but rather a strength for unity (Laghung, 2023). In the context of citizenship, this is highly relevant because Indonesia is a multicultural country with various ethnic, religious, and cultural backgrounds. By internalising an attitude of respecting differences, students will grow into democratic citizens who are able to actively participate in maintaining the integrity of the nation (Yusuf, 2017).

In addition, the dimension of *gotong royong* (mutual cooperation) strengthens the collective identity of the Indonesian nation, which has long upheld the value of cooperation. National character is not only formed through theoretical knowledge, but also through concrete experiences that foster empathy, solidarity, and social awareness (Marzukin, 2015). Young people who are accustomed to working together in school and community settings will have greater social sensitivity and realise the importance of joint contributions to national development. Thus, the Pancasila Student Profile not only teaches the value of mutual cooperation but also instils it in the form of concrete behaviour (Adu, 2014).

The *independent* dimension in the Pancasila Student Profile also has a strategic role in shaping the character of resilient young citizens. Independence does not only mean being able to manage oneself, but also involves the ability to take responsibility for decisions made and be consistent in realising life goals (Ahmad, 2024). By emphasising independence, students are encouraged not to depend on others when facing problems, but to be able to find solutions through perseverance and hard work. It is this independent character that will enable the younger generation to face global competition while remaining responsible for their national identity (Ramli, 2003).

The dimension of critical thinking is one of the most important shields for the younger generation so that they are not easily influenced by the rapid flow of information in the digital age. Critical thinking skills enable students to be aware of how to sort information, analyse data, and make decisions based on rational and scientific considerations (Handayani et al., 2021). In the context of citizenship, a critical attitude is also important so that the younger generation does not become passive, but is able to monitor the course of democracy, reject injustice, and dare to speak the truth. Thus, PPP equips students with strong intellectual character to live as active and responsible citizens (Ainiyah, 2013).

The final dimension, namely *creativity*, encourages students to continue to innovate and be able to produce ideas or works that are beneficial to society. Creativity here is not only limited to the arts or technology, but also to finding solutions to various social problems faced by the nation. A creative young generation will find it easier to adapt to change and be competitive at a global level. In terms of citizenship, a creative attitude will produce citizens who not only follow the flow but are also able to actively contribute to creating positive change for the nation (Syofyan, 2017).

Upon closer examination, the six dimensions of the Pancasila Student Profile are actually an elaboration of the basic values of Pancasila in the practical realm of life. The dimensions of spirituality, diversity, mutual cooperation, independence, critical thinking, and creativity are the pillars of character required by every young citizen to face the complexities of modern society. With systematic and consistent education, PPP can shape students who not only understand the concept of nationality cognitively but are also able to practise it in their daily lives. This is concrete evidence that PPP plays a strategic role as a means of transferring Pancasila values that are adaptive to the challenges of the times (Mulyasa, 2011).

More than just an academic necessity, character building through PPP also has political and social dimensions. In the democratic principles of Pancasila, citizen participation in national life is not only measured by the right to vote in elections, but also by active participation in maintaining order, upholding justice, and respecting the law (Rusnaini, 2024). The values in PPP help to internalise this awareness from an early age, so that the younger generation grows up with a strong understanding and skills of

citizenship. Thus, PPP contributes to the emergence of active citizens who are able to support the sustainability of Indonesian democracy.

The role of PPP is also very significant in facing the challenges of moral degradation among teenagers. Cases of intolerance, violence in schools, and misuse of digital technology are reflections of weak internalisation of values. Through PPP, students are guided to build moral, social, and national awareness that can serve as a bulwark against these negative influences. This process is carried out not only through formal learning but also through the cultivation of values in the school environment and family support. Thus, PPP serves as a preventive strategy against the character crisis that often plagues the younger generation (Febriantina et al., 2021).

In addition to shaping individual character, PPP also plays a role in strengthening social cohesion among young people. A generation that grows up with the values of mutual cooperation and diversity will be better able to create a harmonious and productive social space. In this context, PPP functions as a tool for national integration that prevents social polarisation based on differences in identity or views. Solidarity built through Pancasila-based character education will strengthen healthy social interaction patterns while reducing the potential for conflict in society (Aslan, 2017a); (Aslan, 2017b).

The important role of PPP is also evident in shaping the mindset of the younger generation to face the era of globalisation. Foreign cultural influences entering Indonesia are not always in line with national values, so the younger generation needs a moral filter to sift through them. PPP equips students to be open to global developments but remain selective in adopting them in accordance with Pancasila values. The national character built from this process will enable the younger generation to adopt the advantages of modernity without losing their Indonesian identity (Febriantina et al., 2021).

Thus, PPP is not only a government policy instrument but also a philosophical and practical framework that shapes the identity of the younger generation. Its role is not limited to the classroom, but encompasses the entire ecosystem of education, family, and society that together support the internalisation of values. The younger generation that lives out the six dimensions of PPP will have a balance between moral, intellectual, social, and spiritual aspects, so that they are ready to carry out their responsibilities as qualified citizens (Al-Mujahadah, 2024).

Overall, the role of the Pancasila Student Profile in shaping the character of young citizens is essential to maintaining the continuity of the nation. Its six dimensions comprehensively develop students who are faithful, tolerant, independent, critical, creative, and collaborative, while also having a strong national identity. With effective implementation support, PPP can become a long-term educational strategy in producing a future generation that is intelligent, embodies Pancasila values, and is ready

to face global challenges. Therefore, the success of character building through the Pancasila Student Profile will determine the quality of Indonesia in the future.

### **Effective Strategies for Implementing the Pancasila Student Profile Based on a Literature Review**

The implementation of the Pancasila Student Profile (PPP) requires a holistic and contextual strategy so that Pancasila values can be effectively internalised in the character of the younger generation. The literature shows that the implementation strategy should not be partial or merely an administrative formality, but must touch on aspects of the curriculum, the learning process, the school environment, and collaboration with families and the community. This approach is important to ensure that the entire education ecosystem supports the achievement of comprehensive and sustainable character education goals (Al-Mujahadah, 2024).

One of the main strategies is the integration of Pancasila Student Profile values into the Merdeka Belajar (Freedom of Learning) curriculum. Studies show that integrating character values through subject matter and learning activities allows students to gain direct experience in applying Pancasila values in practice. A flexible and contextual curriculum provides space for teachers to design learning that is appropriate to the real conditions of students, so that the values taught are not only theoretical but also applicable in everyday life. In addition, project-based learning is one of the most effective methods in supporting PPP (Utami, 2023). Project-based learning allows students to be actively involved in activities that require cooperation, problem solving, and creativity. Through this method, students can directly experience the dimensions of mutual cooperation, independence, critical thinking, and creativity, so that the values of the Pancasila Student Profile are internalised more deeply and meaningfully than in conventional learning that is oriented towards memorisation (Zubaedi, 2011).

The literature also emphasises the importance of strengthening the hidden curriculum as the foundation for character building. The school environment, school culture, and the behaviour of teachers and staff serve as concrete examples for students in internalising Pancasila values (Aslan, 2019); (Aslan & Wahyudin, 2020). Schools that create a positive culture and provide an inclusive and conducive learning environment will encourage students to naturally emulate and internalise character values. This is supported by findings that state that the social environment at school is as important as formal learning materials in shaping student behaviour (Munawir & Lailiyah, 2025).

Character assessment is also an important part of the PPP implementation strategy. Through comprehensive and authentic assessment, teachers can measure not only cognitive mastery but also the development of students' character. Assessment techniques such as behavioural observation, self-reflection, and portfolios can help teachers evaluate students' character achievements holistically. With an appropriate

evaluation system, the character-building process will be more focused and able to provide constructive feedback for continuous improvement (Setyorini, 2025).

Teacher capacity is a key factor in the successful implementation of PPP. The literature shows that teachers need to receive continuous training and professional development on character education and innovative learning methods. Teachers' awareness and deep understanding of Pancasila values and how to instil them are absolute requirements for them to become effective agents of change. Competent and motivated teachers are able to inspire students and create a learning atmosphere that supports character development (Yuliwinarti, 2025).

In addition to strengthening teacher capacity, support from families is also crucial to the success of Pancasila-based character education. Studies confirm that the values taught in school must be supported by the family environment to ensure consistency in character learning. Families, as the first and primary environment where students learn norms and values, must be involved in character-building programmes through socialisation and active participation in educational activities. Synergistic collaboration between schools and families ensures that Pancasila values become an integral part of students' daily lives (Indrayati & Desiga, 2025).

Synergy between schools, families, and communities is another effective strategy for strengthening student character building. The community acts as a social laboratory where students can practise Pancasila values in a real-life context. Learning activities that involve the community, such as community service, community service, and local cultural activities, provide students with direct experience to appreciate the values of mutual cooperation and diversity (Laghung, 2023). Thus, PPP values grow not only in the classroom but also in the wider social space.

The use of information and communication technology is also a strategic means of implementing the Pancasila Student Profile. The literature suggests that the use of digital platforms in character learning can increase student attraction and engagement. Educational applications that contain elements of character values, online discussions, and positively managed social media can be tools to introduce and strengthen Pancasila values in a modern context.

This digital approach is relevant to the learning style of today's young generation who are familiar with technology (Yusuf, 2017). The development of creativity values in PPP encourages the need for spaces for freedom of expression for students. Learning strategies that prioritise innovation, experimentation, and self-development through art, science, and technology can foster creative character.

Schools need to provide adequate facilities and opportunities for various activities that stimulate creativity, such as scientific competitions, theatre, or robotics. By empowering creativity, students become not only consumers of information but also producers of ideas that are useful for the nation's progress (Munawir & Lailiyah, 2025).



The literature also highlights the need for policies that support the sustainability of PPP implementation at the school and government levels. Government regulations, education policies, and adequate budget allocations are crucial to the smooth implementation of character education strategies. This systemic support includes giving awards to schools and teachers who have successfully implemented PPP effectively. Holistic and sustainable policies can create positive incentives that encourage the commitment of all education stakeholders (Zubaedi, 2011).

Continuous evaluation is also an important part of an effective PPP implementation strategy. Periodic monitoring and evaluation can detect emerging obstacles and adjust implementation strategies as needed. The literature reveals that this evaluation must involve various parties, including students, teachers, parents, and the community in order to obtain a comprehensive picture. With systematic evaluation, PPP-based character education programmes can be continuously improved to achieve optimal results (Utami, 2023).

The importance of inclusive character education is also a strategic focus. The implementation strategy needs to ensure that PPP values are accessible and applicable to all students without discrimination. Character education must be sensitive to cultural diversity, social backgrounds, and the special needs of students. With an inclusive approach, PPP can shape a young generation that is not only characterful but also has an attitude of empathy and mutual respect for one another (Al-Mujahadah, 2024).

Overall, an effective strategy for implementing the Pancasila Student Profile requires an integrated, inclusive, and contextual approach that utilises various learning methods, human resource capacity building, and synergy among stakeholders. Adaptive curriculum integration, project-based learning, strengthening the school environment, and support from families and communities are key supporting factors. With adequate technological and policy support, PPP can be implemented optimally as a strategy for shaping the character of young citizens who are faithful, have personality, and are competitive in the modern global era.

## **Conclusion**

The Pancasila Student Profile plays a highly strategic role in shaping the character of Indonesia's young citizens. Its six dimensions—faith and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity—reflect the values of Pancasila as contextualised in students' daily lives. Through the internalisation and actualisation of these values, the younger generation is expected to excel not only in cognitive aspects but also to possess strong national character and positive social attitudes within the community.

Effective implementation strategies based on literature reviews indicate the need for a comprehensive and synergistic approach. The integration of Pancasila Student Profile values into the Merdeka Belajar (Freedom of Learning) curriculum,

project-based learning, strengthening the hidden curriculum, and character assessment are important elements that must be implemented by schools. In addition, increasing teacher capacity, active family involvement, and community support are crucial to the successful internalisation of national values. Technological support and holistic government policies will strengthen the sustainability of the programme.

By consistently adopting and implementing these strategies, the Pancasila Student Profile can become a solid foundation for shaping a young Indonesian generation that is intelligent, has good character, and is able to play an active role as responsible citizens in the life of the nation and state. This study confirms that the successful character building through PPP is an important key in facing global challenges while maintaining the nation's identity for a better future.

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