



## Student Response to Teachers in the Implementation of Pancasila Student Profile Strengthening Project

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**Abstract:** The Pancasila student profile is a character development in the independent curriculum that students must develop optimally. Professional teachers are central to developing students' character in the Pancasila student profile. Student responses to teachers are needed to determine if a teacher already has professional competence to support students in developing their character in the P5 program. This study examined students' responses to teachers in implementing the project to strengthen the Pancasila student profile (P5). The approach used is descriptive qualitative. Using this approach, the researcher can emphasize the importance of students' responses to the teacher, and the researcher can gain a clear and in-depth understanding of the actual condition of the teacher. Data was taken using questionnaires, interviews, and observations. The results of the analysis of this study were that the responses from students indicated that several teachers could not make the class atmosphere lively when giving material in the P5 program, so learning became boring and monotonous. The implications of this research for the teacher concerned, the school will take the following actions: a. training through the Merdeka Teaching Training application provided by the Ministry of Education and Culture, b. Join the teacher community to be able to share best practices in learning. c. through the school's MGMP.

**Abstrak:** Profil mahasiswa Pancasila merupakan pengembangan karakter yang ada dalam kurikulum mandiri yang harus dikembangkan secara optimal oleh mahasiswa. Guru yang profesional memiliki peran sentral dalam mengembangkan karakter santri yang terkandung dalam profil santri Pancasila. Respon siswa terhadap guru diperlukan untuk mengetahui bahwa seorang guru sudah memiliki kompetensi profesional untuk mendukung peserta didik dalam pengembangan karakternya dalam program P5. Tujuan dari penelitian ini adalah untuk menilai respon siswa terhadap guru dalam pelaksanaan proyek penguatan profil siswa Pancasila (P5). Pendekatan yang digunakan adalah deskriptif kualitatif dimana dengan menggunakan pendekatan ini peneliti dapat menekankan pentingnya respon siswa terhadap guru dan peneliti dapat memperoleh pemahaman yang jelas dan mendalam tentang kondisi guru yang sebenarnya. Data diambil dengan menggunakan kuisioner, wawancara dan observasi. Hasil analisis penelitian ini adalah respon siswa menunjukkan bahwa ada beberapa guru yang pada saat memberikan materi dalam program P5 tidak dapat membuat suasana kelas menjadi hidup sehingga pembelajaran menjadi membosankan dan monoton. Implikasi dari penelitian ini bagi guru yang bersangkutan, pihak sekolah akan mengambil tindakan sebagai berikut: a. pelatihan melalui aplikasi pelatihan mengajar mandiri yang disediakan oleh Kemendikbud, b. mengikuti komunitas guru untuk dapat berbagi best practice dalam pembelajaran. c. melalui MGMP sekolah.

## A. Introduction

Developments followed the rapid development of the era in the world of education. The demands of the times require human resources to adapt to survive and compete in life, targeting the power of thought and the character that will become the nation's identity. The purpose of education stated in the preamble to the 1945 Constitution is mentioned to educate the life of the nation. The meaning of the word educate is not only cognitive but also mental intelligence, spiritual, and personal skills, including life skills. To achieve this, the government, through the Education Office, revised the 2013 curriculum into an independent curriculum in which one of the different components of the 2013 curriculum is the inclusion of Pancasila student profiles (Kurniasih, 2014). With the profile of Pancasila students, it is expected that education in Indonesia can produce a golden generation of the nation with the characteristics of faith and piety to God Almighty, independence, critical reasoning, creativity, cooperation, and global diversity. Pancasila student profile is a teacher's guide to building students' character in the school scope or smaller, namely in the classroom (Sutrisno et al., 2022).

Pancasila student profile not only focuses on the characteristics of students but also prepares the quality of human resources who also have skills in facing competition today. Therefore, in implementing the independent curriculum, there is a project to strengthen the Pancasila student profile that allows students to apply their learning understanding to the surrounding environment (DITPSD, 2022). In the Pancasila student profile Strengthening project, students use their cross-disciplinary learning understanding in observing, studying, and solving themes or issues, or problems in the surrounding environment in the form of real action by the stages and learning needs of students (Nurasiah et al., 2022).

The demands in the independent curriculum to produce creative and innovative learners also have a character as the nation's identity must be distinct from the role of teachers. In the view of Indonesian society, especially in rural areas, teachers still play an important role. Understanding the teacher is a highly respected figure in the community. According to the Javanese language, the meaning of teacher is "digugu lan ditiru" which means embraced or emulated. Gaffar in Supriadi (1999) considers teachers to educate students in school and as teachers in the community because teachers are always involved in community activities. The community put the teacher at that time in a very good place in community life, and this is in line with the philosophy of Ki Hajar Dewantara, which reads "Ing ngarso sung tulodo, Ing madya manguk karso, Tut wuri Handayani," which means in front of giving an example, in the middle of the building. Behind giving encouragement or motivation, if you consider the philosophy of Ki Hajar Dewantara, it applies The Among children system, which means giving freedom to children to move according to their wishes. However, the Guardian/Teacher will act if necessary by coercion if the child's wishes endanger his safety (Sufyadi et al., 2021). In this concept, the student is not only the object but also in the same period as a subject (Wardani, 2015) along with the times when technology is developing very rapidly, the position of the teacher following the philosophy

will require a variety of arguments as a basis for justification or not, according to the author to answer it depends on the and the professionalism of the teacher himself.

With the VUCA era, teachers must continue to upgrade themselves to become teachers who can produce more quality resources. This opinion is reinforced by Supriono, who stated that in the era of the Industrial Revolution, 4.0, the role of teachers is irreplaceable. However, professional teachers are needed who can take advantage of the rapid advancement of Information Technology. Teachers must be able to utilize it to improve the quality of the teaching and learning process in each academic unit to prepare superior human resources with global competencies (Zulmy, 2020).

As mentioned above, a teacher must have the competence and professionalism to teach students. As the Ministry of Education and Culture mentioned, teachers must prepare five competencies today: first educational competence, where teachers must have internet-based competencies as basic skills; second, competence for technological commercialization. This means that teachers must have competencies that will bring students an entrepreneurial attitude toward technology over the work of students' innovation; third, competence in globalization, that is, teachers refrain from stuttering against various cultures and can solve educational problems. Fourth, competence in future strategies to predict what will happen and its strategy through joint lectures, joint research, joint resources, staff mobility, and rotation. Fifth, counselor competence, namely the competence of teachers to understand that in the future, the problem of students is not only the difficulty of teaching materials but also psychological problems due to the development of the Times (Kemendikbud, 2022).

In addition to competence, teachers today are also required to have professionalism. The word professional has various meanings, seen from the side of adjectives that mean livelihood and from the side of nouns, meaning people with special skills such as doctors, judges, teachers, etc. A professional teacher is a teacher who has the ability and special expertise in the field of teaching so that he can perform his duties and functions as a teacher with maximum ability. Therefore, the teaching profession demands skills and expertise based on the ability to convey material messages in the classroom and how teachers can solve various problems in the world of Education.

The Pancasila student profile strengthening project program implemented in the education unit needs to be evaluated to determine the achievement of the goals of the P5 program. One of the things used in assessing the achievement of the program is the student's response to teachers' provision of P5 material. Teachers who are in the program as facilitators and mediators to guide students in implementing the P5 program are required to be able to convey material to students so that the purpose of strengthening the character that can be implemented in the daily lives of students can be achieved. Therefore research is needed to survey the response of strengthening student profile Pancasila (P5) in Junior High School Hang Tuah 1 Surabaya.

Supervision is an activity in the form of guidance planned and carried out by supervising actors to support educators and other educational personnel when carrying out

activities effectively (Purwanto, 2010). Supervision becomes a solution to overcoming problems in learning. This is also reinforced by (Muhammad, 2022). WHO states that supervision is an effort to improve, harmonize, and foster the improvement of educators in schools individually and in groups on an ongoing basis. So that educational supervision is all forms of encouragement delivered by supervisors to teachers to advance their skills, as well as their expertise which includes coaching, direction, and guidance activities so that they can carry out educational expectations accordingly. The implementation of supervision on the implementation of the Pancasila student profile strengthening project (P5), one of which is to improve the professionalism of teachers (Shulhan, 2013). So that supervision can be successful when the teacher as a subject of supervision can improve their professionalism and apply follow-up results to learning.

However, until now, there are still teachers who are categorized as unprofessional or can even be said to be unfit to teach where there are various factors such as not pursuing the teaching profession as a whole, not meeting various standards such as minimum academic qualifications, minimum competence qualifications, and physical and spiritual health. This is also reinforced by data released by the Central Statistics Agency on November 26, 2021, that in the 2020-2021 academic year, 1.56 million elementary school educators, 689,313 junior high school educators, 330,339 high school educators, and 321,964 vocational school educators have been declared eligible to teach nationally (Annur, 2021). While the number of teachers nationally, according to Basic Education data 2020-2021, is 3,292,615, which means that there are still 894,999 teachers who are said to be unfit to teach or do not meet the minimum teaching standard qualifications.

## B. Method

The approach used in this study is descriptive qualitative. By using this approach, the researcher can emphasize the importance of student responses to teachers, and researchers can obtain a clear and in-depth understanding of the actual condition of teachers. Data were taken using questionnaires, interviews, and observations. The data found will be analyzed by looking at the results of student questionnaires and presented descriptively.

Subjects in this study were 7th-grade students in Junior High School Hang Tuah 1, a total of 198 students, due to a large number of the authors taking a sample of students from each class ranging from Class 7A to class 7E with a total of 83 respondents students. The objects in this study were 15 7th-grade teachers at SMP Hang Tuah 1 Surabaya. Where in each class, 3 teachers must be assessed.

This research instrument is a questionnaire using Google Forms with 20 instruments with 5 alternative answers, namely 1 (disagree), 2 (disagree), 3 (agree), 4 (agree), and 5 (strongly agree). This is used as a basis for measuring students' response to the teacher's teaching strategy in the implementation of the Pancasila student profile strengthening project and the efforts made by teachers on the results of the response. Here is an overview of the research flow chart used in this study:

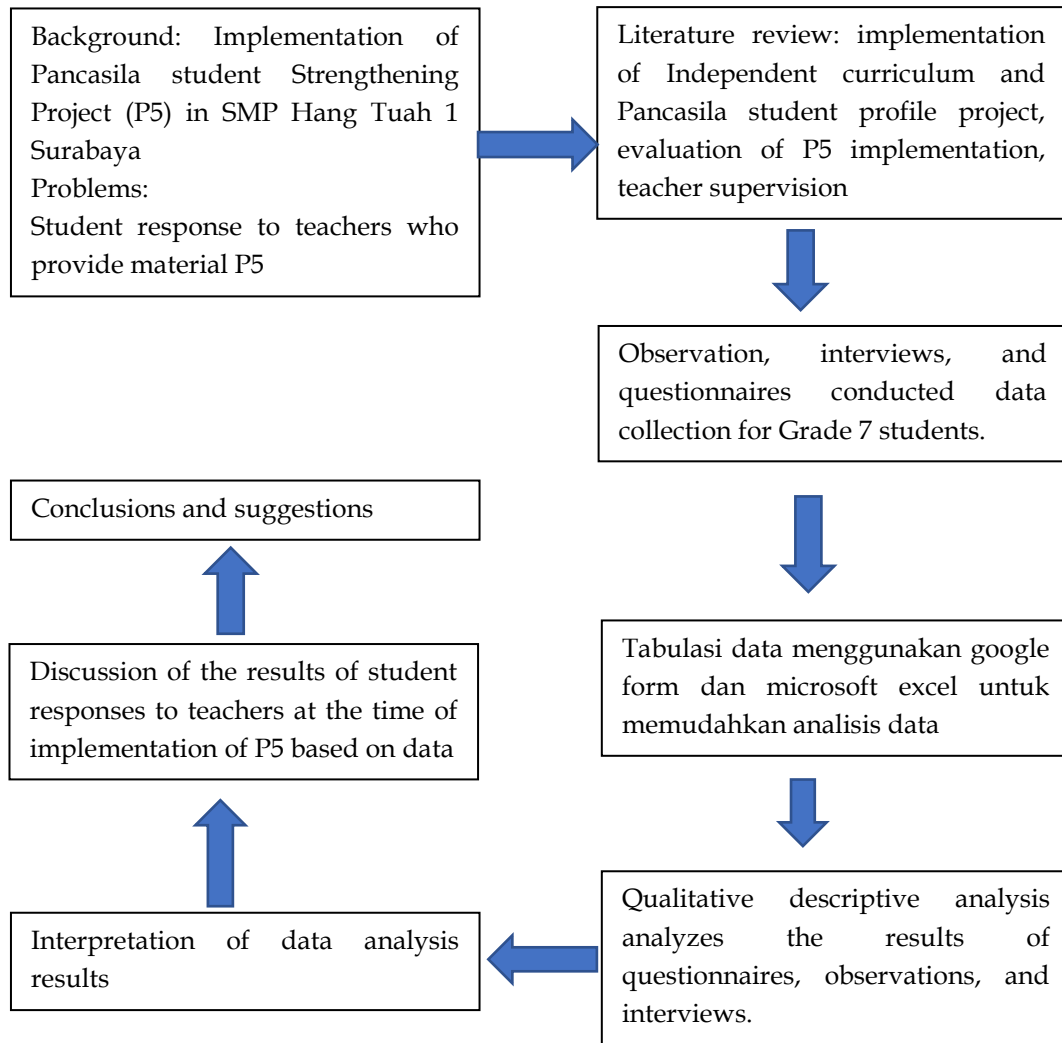


Figure 1. Research Flow Chart (Sugiyono, 2016)

**C. Result and Discussion**  
**Result**

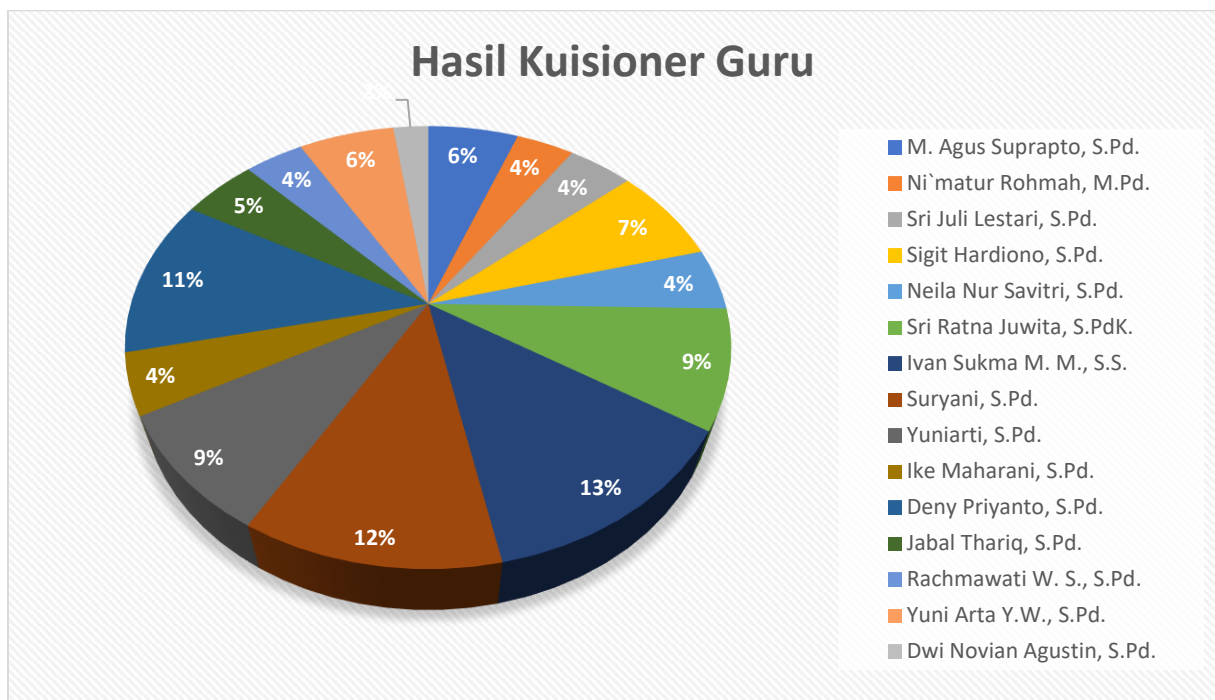
To determine the results of the questionnaire response of students to the teacher's teaching strategy at the time of implementation of P5 in Grade 7, the authors distribute questionnaires to students in the form of an online form Google Form. This is shown by the percentage of questionnaires from 83 students. There were 15 teachers assessed. Below is a table of questionnaire results from students and their diagrams.

Table 1. The response of students to teachers in the implementation of P5

No	Student	Name Teacher	Name Total Average Score	Total
1	Baim Lando Putra Winke	M. Agus Suprpto, S. Pd.	79	5,81
2	Almira Dzakia Choiru Sulestiyono	M. Agus Suprpto, S. Pd.		

No	Student	Name Teacher	Name Total Average Score	Total
3	Aurelia Andrea Salsabilla Ziggy	M. Agus Suprpto, S. Pd.		
4	Beby Putri Kusumawardani	M. Agus Suprpto, S. Pd.		
5	Ba.m. with my blessing.	Agus Suprpto, S. Pd.		
6	Vincent Prasakti Nugraha	Ni`matur Rohmah, M. Pd.		
7	Mohammad Alvin Satria Nararya	Ni`matur Rohmah, M. Pd.	89	3,72
8	Chelsia Aurelia	Ni`matur Rohmah, M. Pd.		
9	Vincent Prasakti Nugraha	Sri Juli Lestari, S. Pd.		
10	Tiffany Rizky Cintya Sari	Sri Juli Lestari, S. Pd.	88	4,14
11	Shalomita Felica Sudaryanto	Sri Juli Lestari, S. Pd.		
12	Dinar As-Syifa' Marsya	Sigit Hardiono, S. Pd.		
13	Alief Avaerous Abdullah	Sigit Hardiono, S. Pd.		
14	Aisyah Ramadhani	Sigit Hardiono, S. Pd.	83	7,18
15	Amanda Ragil Rafina	Sigit Hardiono, S. Pd.		
16	Claudia Denisa Putri	Sigit Hardiono, S. Pd.		
17	Afifa Rahmadhani	Sigit Hardiono, S. Pd.		
18	M. Fauzan	Neila Nur Savitri, S. Pd.		
19	Emeliana Astaseni	Neila Nur Savitri, S. Pd.		
20	Moh.Wijaya Kartika Aji	Neila Nur Savitri, S. Pd.	79	4,50
21	Muhammad Fathan Roghid Nur Syahdan	Neila Nur Savitri, S. Pd.		
22	Radhitya Fajar Kurniawan	Sri Ratna Juwita, S. PdK.		
23	Hilda Case Queenes	Sri Ratna Juwita, S. PdK.		
24	Natasya Juan Amelia	Sri Ratna Juwita, S. PdK.		
25	Nadya Shaftah Tsaabitah Ardenatta	Sri Ratna Juwita, S. PdK.	83	8,65
26	Reyhan Wira Prananta	Sri Ratna Juwita, S. PdK.		
27	Safira Miranda Anugra Putri	Sri Ratna Juwita, S. PdK.		
28	Zahra Wulan Ramadhani	Sri Ratna Juwita, S. PdK.		
29	Muhammad Rafa Maulana Arifin	Ivan Sukma M. M., S.S.		
30	Muhammad. Rezky. Herianto	Ivan Sukma M. M., S.S.		
31	Naufal Adiwitya Dzaki	Ivan Sukma M. M., S.S.		
32	Naira Athaya Berlian Irawan	Ivan Sukma M. M., S.S.		
33	Mahardika Adi pratama	Ivan Sukma M. M., S.S.	79	12,77
34	Muhammad Iqbal Maulana	Ivan Sukma M. M., S.S.		
35	Nabila Aurellia . S.	Alexander M. M., S.S.		
36	Jasmine Nerish Samantha	Ivan Sukma M. M., S.S.		
37	Latistya Reywan Aqila	Ivan Sukma M. M., S.S.		
38	Firasyatun Nafi'u Zahra	Ivan Sukma M. M., S.S.		
39	Fajriyah Aqila Amirah	Ivan Sukma M. M., S.S.		
40	Reynanda Alea	Suryani, S. Pd.		
41	Velita Dwi Ramadhani	Suryani, S. Pd.		
42	Syafira Sherliany Putri	Suryani, S. Pd.		
43	Prananda Ario Yudistira Henroputra	Suryani, S. Pd.	86	11,63
44	Revina Shafayra Rahmayanti	Suryani, S. Pd.		
45	Tiara Hurin Mahanani Sutomo	Suryani, S. Pd.		

No	Student	Name Teacher	Name Total Average Score	Total
46	Nayla nur al mahri	Suryani, S. Pd.		
47	Putri Nirahai Noearzy	Suryani, S. Pd.		
48	Raka Rahardyan Putra	Suryani, S. Pd.		
49	Aira Dyah Ayu Hertanto	Yuniarti, S. Pd.		
50	Andra Mochamad Ramadan Rafael	Yuniarti, S. Pd.		
51	Dewa rezqy candra ramadhan	Yuniarti, S. Pd.	86	8,65
52	Aura Kaila Maulidiya	Yuniarti, S. Pd.		
53	Christian Fernando	Yuniarti, S. Pd.		
54	Azwa ardilla	Yuniarti, S. Pd.		
55	Bayu bintang s	Yuniarti, S. Pd.		
56	Nabila Azzahro	Ike Maharani, S. Pd.		
57	Muhammad Rafli Al Haddar	Ike Maharani, S. Pd.	75	4,44
58	Muhammad Irsyad Alfarisy	Ike Maharani, S. Pd.		
59	Kayla Putri Anggraini	Ike Maharani, S. Pd.		
60	Septian Ramadhani Arwinskyach	Deny Priyanto, S. Pd.		
61	Vivian Vanessa Nizahni	Deny Priyanto, S. Pd.		
62	Rachelina Sari Liefofid	Deny Priyanto, S. Pd.		
63	Naufal Talenta Daffa Ramadhani	Deny Priyanto, S. Pd.		
64	Savea Asari	Deny Priyanto, S. Pd.	79	11,60
65	Rhaissa Auryn Nazhira	Deny Priyanto, S. Pd.		
66	Arya Ilham Maulana	Deny Priyanto, S. Pd.		
67	Syahrana Rohimah	Deny Priyanto, S. Pd.		
68	Nesya Ameera Akbar	Deny Priyanto, S. Pd.		
69	Anisah Rahmawati	Deny Priyanto, S. Pd.		
70	Dinda Fauziyyah Maghfiroh	Jabal Thariq, S. Pd.		
71	Adyatma Maulana Ismail	Jabal Thariq, S. Pd.	81	4,74
72	Aurelia Asyarani Putri	Jabal Thariq, S. Pd.		
73	Daffa Adhipramana Irianto	Jabal Thariq, S. Pd.		
74	Rania Azza Haura Wijaya	Rachmawati W. S., S. Pd.		
75	Septriasa Diah Rahmadani	Rachmawati W. S., S. Pd.	84	3,78
76	Neyzha Kayla Azzahra	Rachmawati W. S., S. Pd.		
77	Anisa Qurrata A'yuni Tova	Yuni Arta Y.W., S. Pd.		
78	Aisyah Anggraini Puspitasari	Yuni Arta Y.W., S. Pd.		
79	Andhita Wahyuning Pramesti	Yuni Arta Y.W., S. Pd.	84	6,14
80	Almira Desti Zahra	Yuni Arta Y.W., S. Pd.		
81	Az Zahra Naora Fitri Wijanarko	Yuni Arta Y.W., S. Pd.		
82	Fania Tusabila	Dwi Novian Agustin, S. Pd.	77	2,26
83	Nadiah Syasya Nur Farhani	Dwi Novian Agustin, S. Pd.		
	Average		82	



**Figure 2.** Teacher Questionnaire Result Diagram

The questionnaire results show that some teachers have a value of less than 5%, indicating that students consider the teacher less interested in providing learning. Not interesting that is meant the students at the time of learning are not given clear and relevant learning resources, do not prepare the previous learning media so only through lectures that students feel bored, and teachers can not answer questions from students about the P5 material provided, teachers are not able to provoke the curiosity of students about the P5 material, teachers rarely to make conclusions on the material that has just been given to learners.

From the questionnaire results, 5 teachers are assessed by learners with a monotonous teaching strategy. The results of these learners' responses will be combined with the results of observations obtained by observing teachers during teaching and also interviews with peers and teachers concerned. The results will be reported to the principal and vice principal curriculum to provide follow-up to the teacher concerned following the results of the learners' response. It also shows that student's responses to the teaching teacher needed to reflect teachers' teaching practices. Classroom management can experience positive changes through strategies chosen according to the class's situation and conditions.

## Discussion

Based on the results of data analysis of questionnaires, observations, and interviews where there are teachers who still have a monotonous teaching strategy so that P5 material can not be absorbed in full by learners which, resulted in the purpose of the project program



to strengthen the profile of Pancasila students who have the purpose from the Pancasila student profile Strengthening Project program which has the aim of strengthening the character of students consisting of faith, piety to God Almighty and Noble, independent, critical reasoning, creative, cooperative and global diversity (<http://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>) is not achieved.

For students to have the expected character in the independent curriculum through the P5 project, the role of teachers is very important. Where there are 6 roles of teachers in P5, namely as project planners, facilitators, resource persons, assistants, supervision and consults, and moderators, this is in line with the research of Juraidah and A. Hartoyo (2022), where the results of the research show that the teacher's ability to carry out his role following the needs of students is what will make a positive contribution to improving student responses in analyzing P5 material provided by teachers.

With the results above, what the school does regarding these results is through coaching carried out by the principal by providing the teacher with several ways to improve competence and professionalism: a. training through independent teaching training application provided by the Ministry of Education and Culture, b follow the community of teachers to share best practices in learning. c. through the school's MGMP. Here are some follow-ups that schools and teachers can do to improve their competence (Hasan, 2023).

The exposure will certainly be optimal if all school ranks and stakeholders support each other to make it happen (Sulistiyati, 2021). Some opinions are similar in research (Andhini et al., 2022; Mutiara et al., 2022; Nurasih et al., 2022; Rusnaini et al., 2021; Sari et al., 2022) who explained that teachers spearhead the implementation of this Pancasila student profile program.

This opinion is in accordance with the opinion (Rudiawan & Asmaroini, 2022) the role of teachers is very important because teachers not only transfer knowledge but also motivation and character to children. In an effort to strengthen the profile of Pancasila students, teachers must have the main ability, namely as an example / example for children. Have a learning plan that focuses on the formation of Pancasila values. Make learning based on local wisdom approach. Build awareness of learners through a project-based learning model. making learners interesting and not limited to space, place and time. A learning Model that leverages it developments. Make a learning evaluation that is centered on the scientific approach.

Meanwhile, (Irawati et al., 2022) the Pancasila student profile development strategy is carried out through integration in formal education activities through intracurricular, co-curricular and extracurricular activities packaged in the Pancasila student profile strengthening project activity. Through the implementation of the Pancasila student profile policy, it is expected to be able to build a superior Indonesian character and be able to compete globally.

#### **D. Conclusion**

The use of response questionnaires from students to teachers carried out during the

implementation of the P5 program is the right way to determine the ability of teachers in classroom management and teaching practices in an independent curriculum that is influenced by the ability of teachers related to the learning climate in the classroom, the ability associated with the provision of feedback and. Responses to student teachers at the time of learning are a reflection that comes from students who show that there is less in the way we teach so that the knowledge we give to students can not be fully absorbed.

Therefore, teachers must always pay attention to the situation and condition of the class when teaching and must be flexible so that students do not feel bored and that the purpose of education is achieved. The principal, as a manager, should carry out regular teacher supervision and know that the student's response to the teacher can also be needed to assess the teacher's ability.

Further researchers interested in researching the same topic are advised to pay attention to other variables, such as Learning media with the increasing number of Learning media owned by teachers. It is expected that classroom conditions will be more alive with ideas that come from learners. In addition, another variable is the teacher's teaching strategy, where teachers are expected to have more than one teaching strategy when teaching in class to increase student learning interest.

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