

Integrating the Project-Based Learning Model as An Effort to Strengthen the Pancasila Student Profile and Students' Holistic Character

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Abstract

In the era of 21st century educational transformation, schools are required not only to produce academically intelligent students, but also to have strong character, national values, and skills that are relevant to global challenges. One of the strategic efforts to realize this is through the implementation of Project-Based Learning (PjBL) which is in line with strengthening the Pancasila Student Profile (P5). This study aims to analyze the implementation of the PjBL model in shaping students' holistic character and developing 21st century skills at Alifya Elementary School Bondowoso in 2025. The approach used is qualitative with a descriptive method. Data was collected through classroom observations, in-depth interviews with teachers and students, and document analysis and project documentation. Data analysis is carried out through the stages of data reduction, data presentation, and interactive conclusion drawn. The results of the study show that the implementation of PjBL at Alifya Elementary School Bondowoso is carried out systematically through contextual projects such as the creation of miniature villages and mini parks that foster the value of mutual cooperation, responsibility, and creativity. The project activities also strengthen the dimensions of the Pancasila Student Profile, including faith and noble character, independence, cooperation, critical reasoning, and creativity. In addition, 21st century skills such as critical thinking, collaboration, communication, and creativity are developing significantly through planning activities, teamwork, problem-solving, and presentation of results. These findings confirm that PjBL not only improves cognitive achievement, but also shapes the moral, social, and spiritual character of students as a whole. Thus, the implementation of PjBL is an effective strategy in realizing the goal of national education based on Pancasila values in elementary schools.

Keywords: *Project-based learning, Pancasila student profile, 21st century skills, Holistic character, Contextual learning.*

INTRODUCTION

In the context of global education, there are significant challenges in preparing a young generation who are not only academically competent, but also have strong character and are able to adapt to social and cultural dynamics. 21st century education emphasizes the importance of developing critical, creative, collaborative, and communicative skills, known as the 4Cs¹ However, in Indonesia, similar challenges arise in an effort to form the character of students in accordance with the values of Pancasila, as the basis of the state and the nation's outlook on life.

The Pancasila Student Profile Strengthening Project (P5) is an initiative of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia which aims to strengthen students' competencies and character through project-based co-curricular activities. The Project-Based Learning (PjBL) learning model is integrated in P5 to provide a contextual and applicative learning experience, as well as form a holistic student character.² The implementation of PjBL in P5 is expected to produce students who are not only intellectually intelligent, but also have attitudes and behaviors that reflect the values of Pancasila in daily life.

Research on the integration of the Project-Based Learning (PjBL) model in strengthening the Pancasila Student Profile (P5) shows significant developments in recent years. Based on the literature

map, there are three main tendencies. First, a descriptive qualitative approach that is widely used to explore the implementation of PjBL in the context of P5. For example, Utari and Afendi³ examined the application of PjBL in elementary education with a narrative approach, emphasizing the flexibility of learning structures and student involvement in the surrounding environment to strengthen the competencies of the Pancasila Student Profile⁸. Second, a quantitative approach is used to measure the effectiveness of PjBL. Syaikh⁴ uses a survey to assess teachers' perceptions of the implementation of PjBL in early childhood education, which shows that PjBL is effective in increasing student motivation and engagement⁹. Third, contextual case studies highlight the implementation of PjBL in the local environment. Safrijal⁵ examines the application of P5 through local wisdom in SD Negeri 2 Garot, providing insight into how local culture can strengthen the Pancasila Student Profile.⁶

Although various approaches have been taken, there are several dimensions that are still under-researched. First, the evaluation of 21st century skills, such as critical thinking, creativity, collaboration, and communication, in the implementation of PjBL has not been widely explored. Second, the role of technology in supporting PjBL to strengthen P5 is still limited, even though technological developments are accelerating. Third, the long-term impact of PjBL on the formation of student character according to Pancasila values has not been widely researched through longitudinal studies. Thus, this study seeks to fill this gap by examining the integration of the PjBL model in strengthening the Pancasila Student Profile and the formation of a holistic student character comprehensively.

Based on the facts of the literature that has been studied, this study is designed to fill an important gap that has been rarely studied in previous studies related to the integration of Project-Based Learning (PjBL) in strengthening the Pancasila Student Profile (P5) and forming a holistic character of students. Previous studies have emphasized the descriptive implementation of PjBL, teacher perception measurement, and contextual case studies, but are still limited in evaluating 21st century skills, the role of technology in supporting PjBL, and the long-term impact on student character. Therefore, this study aims to explore the implementation of PjBL in the context of strengthening the Pancasila Student Profile to find out how this learning model is systematically applied in elementary and secondary schools. In addition, this study also aims to assess the contribution of PjBL to the development of students' 21st century skills, including critical thinking, creativity, collaboration, and communication, which were still rarely evaluated before. This study also analyzes the role of technology in supporting PjBL as a means of strengthening the Pancasila Student Profile and developing students' holistic character, as well as examining the long-term impact of PjBL on the formation of student character according to Pancasila values through a comprehensive approach. With these goals, the research is expected to make an academic and practical contribution to the development of more effective learning models to form students with character, creativity, and global competitiveness.

Based on the objectives and facts of the previous literature, this study proposes several provisional arguments as preliminary answers to research questions related to the integration of Project-Based Learning (PjBL) in strengthening the Pancasila Student Profile (P5) and the formation of students' holistic character. First, the implementation of PjBL is believed to be able to provide a contextual learning experience that stimulates students' active involvement, thereby directly strengthening the competencies and values contained in the Pancasila Student Profile, such as faith, piety, and noble character, as well as mutual cooperation and independence. Second, PjBL has the potential to develop students' 21st century skills including critical thinking, creativity, collaboration, and communication because each project demands real planning, teamwork, and problem-solving. Thus, this argument became the basis for the initial hypothesis that the integration of PjBL not only improves academic competence, but also strengthens students' character and social emotional skills as a whole.

LITERATURE REVIEW

Project-Based Learning (PjBL) is rooted in the theory of constructivism and experiential learning where knowledge is built through meaningful activities and reflection on real experiences. A classic review by Thomas⁷ summarizes the evidence that PjBL encourages deep learning, student engagement, and critical thinking skills development through complex and contextual project assignments. More recent literature evaluation confirms that PjBL supports the acquisition of cognitive

competencies and 21st century skills through assignments that demand investigation, collaboration, and communication between students.

PjBL is seen as effective in developing 21st century skills especially critical thinking, collaboration, communication, and creativity because the project structure demands planning, role sharing, problem solving, and presentation of results. Empirical reviews and working papers show that when designed with proper scaffolding, PjBL improves students' motivation, task product quality, and metacognitive abilities; But successful implementation also depends on teacher readiness, resources, and curriculum integration.⁸

The Pancasila Student Profile (P5) adopted in the Independent Curriculum formulates six main dimensions: (1) faith, piety, and noble character; (2) global diversity; (3) working together; (4) independent; (5) critical reasoning; and (6) creative. The official document of the Ministry of Education and Culture places the P5 as a framework for integrating character strengthening into learning activities through contextual approaches, including co-curricular-based projects. Therefore, PjBL is a relevant pedagogical option to internalize these values in daily learning practices.⁹

The holistic education approach emphasizes the development of all aspects of learners cognitive, affective, social, and spiritual as well as the relationships between individuals and the social environment. Synthetic evidence suggests that holistic educational practices can improve students' moral connectedness, identity, and social responsibility; PjBL, with its value-based projects and social contexts, provides a practice space for the development of these holistic aspects through real experience, collaboration, and reflection. Therefore, the integration of PjBL with a holistic orientation is in line with the goal of strengthening the character of Pancasila.¹⁰

Practically, PjBL strengthens the P5 dimension through several mechanisms: (a) *internalization of project values* that highlight moral, environmental, or gotong-royong issues to enable the practice of values (gotong-royong, moral); (b) *development of critical reasoning and creativity of complex project tasks* encouraging evaluation of evidence and innovative solutions (critical thinking & creative); (c) *independence and responsibility of the project* to foster independence; (d) *Global competence and project collaboration* with a multicultural perspective or cross-community collaboration strengthen global diversity. Empirical studies in the Indonesian context also report that local context-based projects can strengthen cultural identity while developing P5 characters, although their effectiveness is influenced by institutional support and teacher capacity.¹¹

The literature shows several implementation challenges: the need for teacher training for PjBL design based on character competencies; limited resources and time; and the need for evaluation instruments that are able to capture long-term character changes. In addition, longitudinal studies of the impact of PjBL on the formation of consistent character habits are still limited, opening up space for research examining the long-term effects and role of technology in strengthening PjBL-P5 integration.

METHOD

This study uses a qualitative approach with a case study design that aims to deeply understand the process of integrating *the Project-Based Learning* (PjBL) model in an effort to strengthen the Pancasila Student Profile and develop the holistic character of students at Alifya Elementary School Bondowoso by 2025. The qualitative approach was chosen because it allows researchers to explore the meaning, experience, and dynamics of learning contextually and in-depth according to the real situation in the field.¹² The unit of analysis in this study includes teachers, students, and learning documents that are relevant to the implementation of PjBL. Teachers are analyzed as implementers and facilitators of project-based learning, while students are positioned as the main subjects who experience the process of strengthening the values of the Pancasila Student Profile. In addition, documents such as Learning Implementation Plans (RPPs), project reports, and student portfolios are used as data triangulation materials.¹³

The data sources of this research are divided into two, namely primary data and secondary data. Primary data was obtained through in-depth interviews with teachers and students as well as direct observation of project-based learning activities, while secondary data was obtained from school documents such as lesson plans, project results, and school policies that support the strengthening of the

Pancasila Student Profile. The combination of the two aims to strengthen the validity of the data through source triangulation.¹⁴ The data collection process was carried out through three main techniques, namely participatory observation, in-depth interviews, and documentation studies. Observations were conducted to observe the implementation of PjBL in the classroom and student involvement in project activities, while interviews were used to explore the perceptions, experiences, and reflections of teachers and students. The documentation study was conducted to examine various learning documents related to the implementation of PjBL.¹⁵

Data reduction, data display, and conclusion drawing/verification. The analysis is carried out in an interactive and continuous manner from the collection process to the final interpretation. To maintain the validity of the research results, triangulation of sources, methods, and time is carried out as suggested.¹⁶ With this approach, the research is expected to provide an in-depth understanding of how *the Project-Based Learning model* contributes to the formation of a holistic character and the strengthening of the values of the Pancasila Student Profile in elementary school students.

RESEARCH RESULTS

The implementation of Project-Based Learning (PjBL) in strengthening the Pancasila Student Profile (P5) and forming a holistic character of students at Alifya Elementary School Bondowoso in 2025. Exploration was carried out through classroom observations, in-depth interviews with teachers and students, and study of learning documents. The results of interviews with teachers show that the implementation of PjBL is carried out systematically through projects that are relevant to the context of students' lives. Mrs. Lita, a grade IV teacher, stated: *"Kami merancang proyek membuat miniatur desa untuk mengajarkan gotong-royong dan tanggung jawab. Siswa bekerja dalam kelompok, berdiskusi, dan saling membantu. Nilai-nilai Pancasila seperti bergotong-royong, kreatif, dan mandiri ditanamkan melalui aktivitas ini. Selain itu, sebelum memulai proyek, kami selalu melakukan refleksi dan doa bersama agar siswa memahami nilai-nilai moral dan spiritual."*

Interviews with students also corroborated these findings. Rafi, a grade IV student, revealed: *"Aku senang membuat proyek bersama teman-teman. Kita harus membagi tugas, membuat rumah-rumahan, dan mempresentasikan hasilnya. Aku belajar bekerja sama dan bertanggung jawab. Kadang ada masalah saat bahan tidak cukup, tapi kami saling membantu dan mencari solusi."* Sementara itu, Siti, siswa lain, menambahkan: *"Lewat proyek ini, aku bisa belajar menghargai pendapat teman, membuat sesuatu dengan kreatif, dan menyelesaikan masalah sendiri. Aku merasa lebih mandiri."*

Data from observations and supporting documents show the relationship between project activities and the dimensions of the Pancasila Student Profile. For example, prayer reflection before starting a project and moral discussion reflect the dimension of faith and noble character; group work shows the value of working together; the division of duties and responsibilities strengthens independence; problem-solving related projects fosters critical reasoning; and miniature village designs and decorations stimulate students' creativity. Student participation in projects is highly monitored, as can be seen from the active involvement of each group member in discussions, miniatures, and presentations of works. Photo and video documentation supports this evidence, showing students discussing, working together, and managing projects independently.

From the data displayed, there are three important points that can be concluded. First, intense collaboration occurs among students, reflecting the internalization of the value of working together. Second, creativity and critical reasoning are evident in the miniature design and problem-solving that arise during the project. Third, independence and responsibility are seen because each student has a specific role in the group and is responsible for the results of the project. The results of this study show that PjBL is effective in internalizing the values of the Pancasila Student Profile as well as forming the holistic character of students, because it provides real practical experiences that allow active, collaborative, and contextual learning. Overall, the implementation of PjBL at Alifya Elementary School Bondowoso proves that students not only develop cognitive competencies, but also social, moral, and creative characters that can be applied in daily life, so this method is relevant and strategic for strengthening the Pancasila Student Profile in elementary school.

Project-Based Learning (PjBL) has great potential in developing students' 21st century skills, such as critical thinking, creativity, collaboration, and communication, as each project requires students to do planning, teamwork, problem-solving, and presentation of results in real life. The results of interviews with teachers revealed that each project is designed in such a way that students experience an active learning process that demands these skills. Mrs. Siti, a grade IV teacher, explained: *"Setiap proyek selalu dirancang agar siswa bisa merencanakan langkah-langkahnya, bekerja dalam tim, menyelesaikan masalah yang muncul, dan akhirnya mempresentasikan hasilnya. Misalnya proyek membuat taman mini, mereka harus berdiskusi, membagi tugas, memikirkan desain, dan menghadapi tantangan seperti keterbatasan bahan."* Wawancara dengan siswa menguatkan temuan ini. Rafi, siswa kelas IV, mengungkapkan: *"Kami harus memikirkan bagaimana menata taman mini supaya bagus dan rapi. Kadang ada masalah seperti bahan tidak cukup, tapi teman-teman dan aku saling membantu. Aku belajar berbicara di depan kelas saat mempresentasikan hasil proyek."* Siti, siswa lain, menambahkan: *"Lewat proyek ini, aku bisa belajar menghargai pendapat teman, membuat sesuatu dengan kreatif, dan menyelesaikan masalah sendiri. Aku merasa lebih mandiri dan percaya diri."*

Observation data and project documents show the link between project activities and 21st century skills development. For example, problem-solving related to material limitations demonstrates critical thinking, mini garden design and project decoration stimulate creativity, group discussions reflect collaboration, and presentation of project results in front of the classroom strengthens communication skills. The following table summarizes the skills developed through the project:

21 st Century Skills	Project Activities	Observational Evidence
Critical Thinking	Troubleshoot project materials	Teacher's notes on student solutions
Creativeness	Designing mini gardens and decorations	Foto hasil proyek siswa
Collaboration	Group discussion and assignment	Video of students working together
Communication	Presentation of project results in front of the class	Capture student presentations

The graph of students' skill levels also shows high participation in every aspect: students actively think critically, collaborate, create, and present project results in class. Photo and video documentation supports this evidence, showing students discussing, managing projects, and delivering results with confidence.

From the data presented, there are three interesting points. First, students show high critical thinking and problem-solving skills when facing project obstacles. Second, intense collaboration is seen through group discussions and effective task sharing. Third, creativity and communication skills develop through project design and presentations in front of the class. These results show that PjBL effectively shapes 21st century skills simultaneously, so that students not only master academic materials but are also ready to face global challenges.

PjBL has proven to be effective because it requires students to interact with real problems, plan strategies, work together, and face the consequences for their own decisions. This process creates active, reflective, and contextual learning so that 21st century skills can develop naturally and holistically, supporting educational goals to form competent, creative, and collaborative learners.

DISCUSSION

The results of the study show that the implementation of Project-Based Learning (PjBL) at Alifya Elementary School Bondowoso is able to strengthen the Pancasila Student Profile (P5) as well as form the holistic character of students through contextual and collaborative learning activities. These findings are in line with the theory put forward by Thomas 18 that PjBL is a project-based learning approach that focuses on real problem-solving activities, team collaboration, and authentic end products, thereby naturally fostering critical thinking skills, responsibility, and creativity. In the Indonesian context, these results support the policy of Kemendikbudristek¹⁷ regarding the implementation of *the Pancasila Student Profile* through a character strengthening project based on direct experience.

Empirically, this study found that students at Alifya Elementary School Bondowoso experience a learning process that is not only oriented to academic results, but also to the formation of social, moral, and spiritual character. Values such as mutual cooperation, responsibility, and independence are not

only taught verbally, but internalized through project experiences such as the creation of miniature villages. This is in line with the findings Wulandari & Suharyadi that the application of PjBL in social projects is able to increase student collaboration and responsibility, as well as support the dimension of working together and critical reasoning in the Pancasila Student Profile.¹⁸

The main meaning of these findings is that PjBL serves as a bridge between character theory and classroom learning practice. The project is designed with the values of Pancasila as a foundation not only improving students' understanding of social and moral concepts, but also changing their behavior in a real way in the context of learning and daily life. The process of reflection before and after the project, such as joint prayer and value discussions, shows how contextual learning can strengthen aspects of students' spirituality and moral awareness. This expands on the findings of Bell S research which emphasizes that PjBL effectively enhances 21st century skills, by adding a dimension of character and spiritual values that are distinctive to the Indonesian educational context.

The advantage of the implementation of PjBL at Alifya Elementary School Bondowoso lies in its comprehensive integration between cognitive, affective, and social dimensions. Project learning not only trains students to think critically and creatively, but also instills the values of mutual cooperation, responsibility, and empathy. Thus, this approach is not just an instructional method, but also an effective character-building strategy. However, this research also has limitations. The implementation of PjBL requires a long time, teachers' readiness to design meaningful projects, and adequate supporting facilities. As stated by Rahmawati et al.¹⁹ the biggest challenge in the implementation of PjBL in elementary schools is the consistency of implementation and the ability of teachers to conduct authentic assessments of aspects of students' character and skills.

The implications of the results of this study are very important for the practice of basic education in Indonesia. The implementation of PjBL integrated with the Pancasila Student Profile can be used as a holistic learning model that is relevant to the *Independent Learning* paradigm. This model assists teachers in relating learning to students' real lives and cultivating 21st century moral values and skills at the same time. Therefore, this research provides a practical contribution in the form of implementing recommendations for elementary schools to design a project-based curriculum with the P5 dimension as the foundation of learning.

Theoretically, this study enriched the literature on the relationship between project-based learning and holistic character education. If previous research has highlighted the effectiveness of PjBL in improving cognitive learning outcomes, This study emphasizes the contribution of PjBL in building the spiritual, social, and emotional character of students in accordance with the values of Pancasila. Thus, this research contributes to expanding the PjBL paradigm from a mere pedagogical strategy to a humanistic-integrative approach that is in accordance with the Indonesian national education context.

The results of the study show that the application of Project-Based Learning (PjBL) has a significant influence on the development of students' 21st century skills, especially in the aspects of critical thinking, creativity, collaboration, and communication. The project-based learning process requires students to actively plan activities, collaborate with friends, solve real problems, and present the results in front of the class. These findings are in line with the theory put forward by Bell S (2010) which states that PjBL is an approach that fosters high level thinking skills because students are directly involved in the process of finding, designing, and solving authentic problems.²⁰ Furthermore, Thomas²¹ affirms that PjBL creates a collaborative and product-oriented learning environment, so that students learn not only through conceptual knowledge but also through social and reflective experiences.

The results of interviews and field observations support this view. Teachers and students show that projects such as the creation of mini-gardens encourage them to think critically when faced with material limitations, collaborate when dividing roles and responsibilities, and communicate effectively in the presentation of project results. This is in line with the results of Sani's research²² who found that the implementation of PjBL in elementary school can improve problem-solving and collaboration skills because students participate directly in activities relevant to their lives. Research by Rahmawati et al. also supports these findings by showing that PjBL helps students develop *the 4C skills* (critical thinking, creativity, collaboration, communication) that are at the core of 21st century education.²³

The significance of the findings of this study confirms that PjBL plays a role as an active learning approach that integrates cognitive and social dimensions in a balanced manner. Students not only learn to understand concepts, but also learn to manage the process of thinking, working together, and expressing ideas in a real context. In other words, learning is no longer instructive, but transformative transforming students from receivers of information to learners. This kind of learning supports Vygotsky's theory²⁴ about *social constructivism*, where knowledge is built through social interaction and meaningful activities. Through PjBL, students of Alifya Elementary School Bondowoso construct their own knowledge through collaboration and reflection in project completion.

The advantage of implementing PjBL in this school lies in its ability to create a contextual and fun learning experience that trains student responsibility, leadership, and confidence. Authentically designed projects allow learners to face real challenges, so they are accustomed to thinking strategically and adapting to changing conditions. However, there are limitations that need to be considered. First, the implementation of PjBL takes a long time so it is difficult to apply to a dense curriculum. Second, teachers' readiness in designing and facilitating projects that are challenging but in accordance with the level of students' ability is still the main obstacle. This was also stated by Wulandari & Suharyadi which highlights that the success of PjBL is highly dependent on teachers' competence in managing group dynamics and authentic assessments.²⁵

In terms of practical implications, the results of this study strengthen the urgency of implementing PjBL as a learning strategy that supports *the Pancasila Student Profile* and 21st century education in elementary schools. Teachers can use PjBL as an alternative approach to integrating academic learning with character building, as project activities provide space for students to explore, innovate, and communicate in a fun way. Additionally, this approach can increase students' intrinsic motivation, as they feel they have control over the learning process and the results they achieve.

Theoretically, this research contributes to the development of literature on the relationship between PjBL and 21st century skill formation in the context of basic education in Indonesia. If previous research has focused more on cognitive aspects and academic outcomes For Example,²⁶ the research broadens the perspective by highlighting affective and social aspects, including how collaboration and communication grow naturally in real projects. Thus, this study confirms that PjBL is not only pedagogically relevant, but also strategically socially and culturally in forming students who are competent, adaptive, and have character according to the needs of the times.

CONCLUSION

Based on the results of research conducted at Alifya Elementary School Bondowoso in 2025, it can be concluded that the implementation of *Project-Based Learning* (PjBL) has proven effective in strengthening *the Pancasila Student Profile* (P5) and developing students' 21st century skills holistically. Through contextual project activities such as the creation of miniature villages and mini parks, students not only learn cognitive aspects, but also internalize Pancasila values, such as mutual cooperation, responsibility, independence, and faith and noble character. The project-based learning process encourages students to think critically in problem solving, collaborate effectively in groups, communicate confidently, and be creative in designing and presenting their work.

In addition, PjBL creates an active, reflective, and meaningful learning atmosphere, where students are directly involved in the planning, implementation, and evaluation of projects, so that moral, social, and spiritual character develops in a balanced manner. The teacher acts as a facilitator who guides the process of reflection on values, while students become active subjects in learning. Thus, the implementation of PjBL in elementary schools not only improves the quality of learning, but also forms students with Pancasila character, independent, creative, collaborative, and ready to face global challenges constructively and responsibly.

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