

THE ROLE OF INDONESIAN LANGUAGE TEACHERS IN IMPLEMENTING THE PANCASILA STUDENT PROFILE

Indra Rasyid Julianto¹

¹Pendidikan Bahasa dan Sastra Indonesia, Universitas Tangerang Raya, Indonesia

Article Information

Article History:

Received December 5, 2024
Revised December 25, 2024
Published December 31, 2024

DOI:

<https://doi.org/10.58557/eduinsights.v2i2.97>

Keyword:

Role of Teacher
Indonesian Language Teacher
Implementation of Pancasila
Student Profile

ABSTRACT

This article seeks to explore the role of Indonesian language teachers in implementing the Pancasila student profile. In this context, Indonesian language teachers are responsible for guiding the learning process, ensuring that moral values are conveyed and can be applied by students in both school and community settings. The younger generation today is facing a decline in morals and local wisdom, driven by the rapid advancement of globalization. This trend could lead to a loss of national character or identity among the youth, which requires special attention to address these issues and foster an understanding of good character within the educational framework. The classroom learning process must be of high quality to effectively support positive representations of Pancasila values, such as devotion to God, independence, critical thinking, creativity, cooperation, and global diversity. This study uses a descriptive qualitative approach and literature review, referring to sources related to the role of Indonesian language teachers in incorporating the Pancasila learner profile into Indonesian language education. The materials presented by Indonesian language teachers can integrate the Pancasila learner profile into various competencies, focusing on noble character, independence, critical thinking, cooperation, creativity, and diversity.

This is an open access article under the [CC BY-SA](#) license.



Correspondence Author:

Indra Rasyid Julianto
Universitas Tangerang Raya, Indonesia
Email : indrarasyidjulianto@untara.ac.id

1. INTRODUCTION

Communicative learning activities can deliver students and teachers is the goal of achieving education and comes from attitudes, knowledge and skills that can cause attitudes or abilities to understand the material in the learning process. The current era puts forward a learning process that is given convenience thanks to the technology utilised. Johar et al. (2021) revealed that currently the pattern of learning patterns provided with the help of technology to students will be more organised on learning activities. Related to this, channelling education is also the most important thing in the the most important thing in the life of students or young generation. The world of education that

always clash with the changing times that demanding the development of learning must of course be in line with human needs and development of the world situation (Julianto et al., 2022).

The younger generation is currently experiencing degradation of morals and local wisdom values due to the rapid development of globalisation (Nurdyansyah et al., 2022). This can result in the decline of the character or identity of the nation's children, which needs special attention so that these negative things can be organised in the order of understanding the good character in education. The younger generation today puts forward ego and trends that are popular in the development of globalisation. The role of the teacher in this case oversees the process of learning activities must convey moral values that can be implemented by students in the environment. The role of the teacher in this case oversees the process of learning activities must convey moral values that can be implemented by students in the community and school environment. Negative behaviour that is shown in many young people, especially students, can indirectly become a culture in an environment (Utari & Afendi, 2022). That is where the teacher's role in the continuity of learning must have an impact on changes in thinking, attitudes, and the level of students. The learning process in the classroom must get quality quality in supporting positive representations of noble values.

Positive representation of noble values there is an implementation of the Pancasila profile that is being presented by the Kemendikbud or Ministry of Education and Culture. There are six main characteristics in implementing the Pancasila student profile, namely faith in God Almighty, independence, critical reasoning, creativity, mutual cooperation, and global diversity (Julianto, 2023c). Strengthening the pancasila student profile that is being currently being presented has been implemented at various levels of education (Armadi & Kumala, 2023). In the process of strengthening the profile of Pancasila students, the role of a teacher in a subject becomes the main figure in its implementation in schools (Julianto & Umami, 2023a).

Especially in Indonesian language learning which is the axis of communication skills in the aspects of aspects of listening, speaking, reading, and writing. Indonesian language teachers must be able to activate language skills, namely listening, speaking, reading, and writing (Julianto, 2023a). In maximising these skills, Indonesian teachers must have a variety of strategies that can provide structured learning. The existence of various techniques applied by Indonesian language teachers will provide the achievement of implementation, individual attitudes, and understanding of situations that can maximise learning (Chamisijatin et al., 2023).

The accelerated development of the world can also have a significant impact on student character, both positively and negatively, such as the erosion of moral values and local wisdom due to exposure to foreign cultures and global trends (Harahap, 2023). Therefore, the role of teachers becomes very important in guiding students to develop a strong and adaptive character to the challenges of the times. One of the strategic efforts is to integrate the Pancasila Student profile in learning, especially through Indonesian language subjects. As a subject that focuses on developing communication skills, such as listening, speaking, reading, and writing, Indonesian can be an effective means to instil the values of faith, independence, critical reasoning, creativity, mutual cooperation, and global diversity. Thus, learning Indonesian not only improves language competence, but also shapes students into individuals with character in accordance with the values of Pancasila.

2. METHOD

The method in this research uses qualitative descriptive method as an approach and literature study as a research design. Abdussamad (2021) revealed that literature study focuses on research that refers to relevant study sources such as proceedings articles, scientific journal articles, books, and other scientific fields. In this study, the Pancasila values contained in the Pancasila student profile were obtained in several results of literature analysis which provided a stimulus for researchers to interpret them in the role of Indonesian language teachers and their implementation.

The literature review methodology is a research approach aimed at analyzing and synthesizing information from various written sources, such as scientific articles, books, or reports, to address specific research questions. In the context of examining the Pancasila Student Profile, a literature review focuses on collecting relevant articles to explore the concepts, implementation, and challenges in applying Pancasila values to students at various levels of education, particularly in

Indonesian language teacher instruction. Researchers utilize articles published in academic journals, such as those found on Google Scholar, as references. This approach enables researchers to obtain a comprehensive understanding of character development in students based on the dimensions of the Pancasila Student Profile, including being faithful, pious, independent, cooperative, and critical thinkers (Setiyaningsih & Wiryanto, 2022).

The analysis process in a literature review involves selecting, evaluating, and categorizing articles based on emerging themes, such as strategies to strengthen Pancasila values in teaching or the effectiveness of school programs. The collected data is then synthesized to identify research gaps, key trends, and the contributions of each article to the development of the Pancasila Student Profile. Through this methodology, researchers can provide literature-based recommendations to support the development of policies and educational practices aligned with the vision of fostering a generation of future leaders with strong character based on Pancasila values.

3. RESULT AND DISCUSSION

The researcher has found the results and discussion on the focussed problem topics as follows.

3.1 The Role of The Teacher

Teachers have an important role in representing education in the implemented curriculum. In this case, the curriculum that is being implemented is the learning independence curriculum which also focuses on developing the character of students in schools or education units (Purnawanto, 2022). The vital role of the teacher is certainly an important figure in the implementation of a method. Teachers naturally have the outward nature to be an inspirational figure for their students by presenting positive attitudes and behaviour, well-organised pronunciation, and high morals. Thus, the teacher is a figure who has responsibility and plays an important role in the growth of character in students. Teachers today are required to have a broad understanding of teaching (Ulandari & Rapita, 2023). The development of the digital era at this time also has a role in character building, especially for teachers themselves. The digital era that is currently playing a role in the world of education makes teachers must have innovation, education makes teachers must have innovations in teaching media, collaborate digitally, and have communicative skills related to teaching understanding of digitalisation of learning. The culture created by teachers in learning will also have an impact on the character building of students, which is arguably very limited. (Julianto & Umami, 2023b).

In this regard, especially teachers Indonesian language teachers have an advantage in implementation of the teaching that will be delivered. Jatmiko & Putra (2022) mentioned the advantages of Indonesian language teachers include the following as follows: 1) Indonesian language teachers have varied learning in teaching. In this case this, Indonesian language teachers can use a variety of techniques, methods, even media in the utilisation of learning; 2) Indonesian language teachers can know the aspects of language skills in students. In this case, Indonesian language teachers are able to interpret the various differentiations of language skills students in the aspects of listening, speaking, reading, and writing; and writing; and 3) Indonesian language teachers are able to produce a variety of products. These products can be Indonesian language teachers are accustomed to producing because accustomed to writing and staging the application of the material.

Teaching that is delivered by the teacher in a communicative teaching can foster learners' interest in being active and more confident in their educational interests (Harianto, 2024). Learners will be able to explore many things in conditions of effective time, situational, flexibility, and active involvement during the process of continuing learning activities in the implementation or integration of a particular method (Salsabilah et al., 2021). Maulansyah et al. (2023) describes the role of the teacher as a central figure in the implementation of the learning activity process that has been designed in the learning objectives and implemented in the classroom learning activities that have been designed on learning objectives and the help of students on a variety of objectives focused on certain programmes.

Teachers must be dominant in learning so that the formation of the programme to maximise the learning process. Teachers should have a strong character in the development of moral and

cultured learners' behaviour. In addition, teachers must play a role in the growth of commitment to the implementation of tasks and high responsibility as a mediator of information on learning materials that will be applied to students. The role of the teacher in this case has a vital role and must be owned by each teacher. Especially Indonesian language teachers, must have a variety of expertise in implementing the roles that teachers should be able to display. Zulkarnain (2019) describes the roles that must be mastered by teachers, namely: (1) exemplary, teachers must have exemplary characteristics because students will certainly focus on the teacher as their second parent in school; (2) inspirer, in this case, the teacher becomes a representation of good moral behaviour for students in the school environment; (3) motivator, in this case, the teacher becomes a representative of good moral behaviour for students. (4) dynamicator, teachers can play a role in providing apperception to appreciation in the learning process with the right alignment and sense of wisdom; and (5) evaluator, teachers are required to have a role as evaluators or assessors of student behaviour by looking at the suitability of the outcomes to be addressed. These roles are related to Indonesian language teachers who maximise a variety of language skills such as listening, speaking, reading and writing during classroom learning.

In relation to the above, teachers can demonstrate dynamic and effective classroom processes and management. Effective classroom management can foster students' interest in paying attention to an idea taught or conveyed by the teacher (Rahima, 2024). The existence of this should make teachers have a high sense of professionalism and special requirements in terms of learning that he mastered while teaching. Prasetya et al. (2021) The competencies that teachers must have are (1) Pedagogic competence is the ability to manage students' learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualise their potential; (2) Personal competence is the ability to have a steady, stable, mature, wise and authoritative personality, to be a role model for students and to have a noble character; (3) Professional Competence, is the ability to master learning materials broadly and deeply that enables guiding students to fulfil the competency standards set out in the National Education Standards; (4) Social Competence, is the ability of teachers as part of the community to communicate and associate effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community.

It is also reinforced that Indonesian language teachers have a strategic role in facing the challenges of the globalisation era by integrating the values of the Pancasila student profile into learning. As teachers of the national language, teachers are not only responsible for teaching language skills, but also shaping the character of students who have faith, piety, and noble character (Julianto, 2023b). In the context of globalisation, Indonesian language teachers can teach these values through the selection of teaching materials that contain moral content and local culture, such as traditional literature and folklore. This aims to instil pride in national identity while preparing students to face globalisation without losing their identity.

In addition, Indonesian language teachers play a role in training critical and creative thinking skills in students, which is one of the dimensions of the Pancasila learner profile. By compiling text analysis or debate tasks, students are invited to develop the ability to think logically, deeply, and convey ideas in a structured manner. In the information-filled era of globalisation, these skills are important for teachers to help students sort out relevant and reliable information, so that they can become individuals who are not only smart, but also wise in making decisions (Wibowo & Farnisa, 2018).

In addition, integrating the Pancasila learner profile can be through collaboration-based Indonesian language learning. Teachers can design group projects, such as discussions or drama performances, that encourage students to work together, support each other, and respect different opinions. Such activities not only strengthen social relationships between students, but also train them to become individuals who are able to contribute in a multicultural society, both at the local and global levels.

Indonesian language teachers can also encourage students' independence through project-based learning and digital literacy (Dewi & Widyartono, 2024). In the era of globalisation, students are required to be able to learn independently and utilise technology to support the learning process. By facilitating students to seek information, analyse data and produce their own work, teachers help

students become independent, adaptive and responsible individuals for their learning. This is in line with the dimensions of the Pancasila learner profile which is independent and orientated towards self-development.

Finally, Indonesian language teachers act as role models in integrating Pancasila values in every aspect of learning. Teachers must demonstrate tolerance, integrity and openness to new ideas, thus inspiring students to internalise these values. With a creative and contextual approach, Indonesian language teachers are able to bridge the challenges of the globalisation era, ensuring students not only have academic competence, but also character in accordance with the vision of Pancasila students as the next generation of a superior nation and character (Sumaryamti, 2023).

3.2 Pancasila Student Profile

Teachers can integrate the learning process at school with the Pancasila student profile that is currently being implemented. Learning that is currently being enforced also integrating online and offline learning. With this, the role of teachers in implementing a method can certainly experience obstacles if they do not immediately understand digitalisation in education. Online learning certainly raises assumptions related to a lack of sense of community such as cooperation, socialisation, and collaboration between students and teachers, socialisation, and collaboration between students and teachers (Harianto, 2024). With regard to what is mentioned, the Pancasila student profile is present as a form of teaching that represents the noble values of Pancasila which play a role in global competence in students such as having morals, socialisation, and collaboration.

Teachers have an important role in implementation of the Pancasila student profile that can foster positive character and teachers become role models for students at school. Not only for students, teachers are also expected to be able to be a figure that reflects an educated character in the social order in the education unit. Mardiyah (2019) mentions that there are principles in character education that teachers can maximise or implement, namely (1) promoting basic values related to ethics as the basis of character; (2) using various types of approaches that foster learner activeness; (3) having a range of curriculum systems that can appreciate learners.

The values of Pancasila that can be implemented certainly make students have a high sense of nationalism in themselves. Learning patterns also play an important role in integrating this. Good language delivery by educators or teachers will be able to present good thinking patterns in the understanding of students (Julianto, 2023d). In this regard, Iftinan & Huda (2022) said that providing digital teaching patterns can make it easier for teachers to instil the attitude of Pancasila patriots through the implementation of characters such as increasing faith, piety, and noble development in the morals of students. In this case, the implementation can be presented through the celebration of activities such as big day ceremonies, cultural titles, and moral counselling related to patriotism. The pattern of learning activities imposed by teachers can also create a sense of openness of students to achievement, diversity, and patterns of direction in a variety of activities at school. the variety of activities at school can be presented through the performance of customs, culture, and moral counselling related to a sense of patriotism through the performance of customs, culture, and local wisdom values as a result of the birth of a sense of nationalism through the education unit.

Teachers represent the values of Pancasila which emphasises the formation of students' personalities. In basic principle, the profile of Pancasila students can be accommodated by a good presentation programme in the curriculum system, This will maximise the practice of Pancasila values that can be implemented in the subjects addressed. The existence of the connection between the values of Pancasila and the subjects in the education unit signifies the intertwining of the values of Pancasila with the subjects in the education unit indicates that it is able to intertwine the integration of diversity delivered by the delivery of teaching materials (Zulkarnain, 2019).

Implementation of the Pancasila student profile that will be implemented by teachers can be through the following empowerment process: (1) the pattern of giving advice. This focuses on teachers who provide advice patterns in the form of character strengthening to target the psychological power of students. This advice also plays a role in self-motivation and spirituality; (2) a high attitude of tolerance. Teachers in this case can show mutual respect to students through learning activities related to different beliefs, fair behaviour, a sense of tolerance among students; (3) Not showing indiscipline. In this case the teacher becomes a reminder that follows the rules in an

educational institution. Teachers must show a role model and be firm in playing a central role in the school, so as not to cause moral degradation in students; and (4) Nationalism in society. Teachers in this case must fulfil good characters by fostering a sense of nationalism in the surrounding environment to students (Yunita et al., 2023).

3.3 Implementation of Pancasila Student Profile by Indonesian Language Teachers

The application of learning that integrates with the Pancasila student profile can cause many positive things for many parties, especially schools, teachers, and students. This shows that education is naturally associated with virtuous moral values in the pattern of learning patterns, the learning atmosphere, and the learners' ability to capture the Pancasila values that they want to bring up such as social, cooperation, and communicative abilities. In this regard, focusing on a goal can roll out the dimensions of the Pancasila student profile that can foster positive character in students (Sutrisno et al., 2023). Especially for Indonesian language teachers who have a variety of advantages, Aryana et al. (2022) mentioned that Indonesian language teachers will be able to implement a variety of knowledge that is always evolving because they are accustomed to innovative teaching patterns and utilising innovative teaching methods.

In this era, Indonesian language learning must be linked to technology that makes teachers have an extraordinary capacity to learn and understand how to use the technology. Teachers are not required to always use the technology provided by the school to explore many things related to the easy access to information which is currently a benefit to society. Ariyati (2020) also stated that the teacher's relationship with technology currently plays an important role in the delivery of language skills. Thus, digital Indonesian language learning through the use of technology that is collided with the implementation of the Pancasila student profile is believed to need to be maximised in the teaching patterns provided by language teaching patterns provided by Indonesian language teachers. Therefore, digital learning such as the use of computers, the internet, videos, and so on in teaching materials can greatly assist teachers in the learning process (Julianto, 2023e).

Based on the results of the analysis, the researcher describes them as follows. (1) Having noble character. Teachers in Indonesian subjects can integrate the profile of Pancasila learners in basic competencies that target literary works or biographical texts by telling religious figures that can shape their character in the personality like the character presented and become a representation of the noble character of students. Giving these stories can providing these stories can utilised through media such as youtube, zoom, and so on; (2) Independent. Indonesian language teachers can integrate the Pancasila student profile in the basic competencies of skills regarding procedural or drama texts and in the form of assignments can be independently assisted with collection formats such as google forms and so on; (3) Critical reasoning. Indonesian language teachers can implement it in assisted learning with video shows related to differences of opinion or pro and contra debates based on themes that have been directed and displaying figures who are carrying out the debate process so that critical insights are formed in students; (4) Mutual cooperation. Indonesian language teachers in its implementation can assign group work on making a variety of narrative texts, including group work on making a variety of narrative texts, descriptions and so on. Then the final results can be presented in front of the class with the help of maximised media such as power point slides and so on; (5) Creative. Indonesian language teachers can give assignments based on social media that are mutually agreed upon. In this case, the involvement of media will stimulate students with the use of technology. For example, in the basic competencies of making advertisements, slogans, or posters that can be assisted by social media providers. (6) Global diversity. Indonesian language teachers can provide an understanding of the variety of suggestions, invitations, and considerations regarding the understanding of diversity.

4. CONCLUSION

Implementation of the Pancasila student profile by the teacher is the active role of the educator in placing his position in accordance with the portion he lives. Especially for a teacher, an important role in providing materials integrated with the profile of Pancasila learners has a crucial role for students. students. In addition to teachers who have outwardly exemplary, teachers must also have a variety of requirements such as physical, mental, psychological, moral and high intellectual

power that must be mastered by teachers and also matured psychologically. The implementation of the Pancasila student profile can also be applied to several introductions that must be given by teachers, namely important roles such as the provision of material delivered by Indonesian language teachers can integrate the Pancasila student profile with a variety of basic competencies presented in the dimensions of the Pancasila student profile in terms of noble character, independence, critical reasoning, mutual cooperation, creativity, and diversity.

Indonesian language teachers have a very important role in integrating the Pancasila learner profile, because Indonesian language subjects not only function as a means of communication, but also as a medium for building national character. Through Indonesian language learning, teachers can instil Pancasila values, such as gotong royong, critical thinking, and independence, which are relevant to the challenges of globalisation. Teachers help students understand the importance of maintaining national identity and becoming individuals with character. Indonesian, as the language of unity, is also a means to strengthen students' sense of nationality so that they can face the influence of foreign cultures without losing their identity.

In addition, Indonesian language teachers can utilise learning to develop students' critical and creative thinking skills, which is one of the key dimensions in the Pancasila learner profile. By engaging students in approaches that are relevant to social and national issues, teachers not only improve students' literacy skills, but also encourage them to become reflective and solutive individuals. This role is particularly strategic given the importance of Indonesian language learning in shaping young people who are not only able to compete at the global level, but also continue to uphold the values of Pancasila as their guide to life.

The suggestions for future research can explore the specific approaches taken by Indonesian language teachers in integrating the values of the Pancasila student profile into learning. Literature studies can be used to analyse various learning strategies, such as the use of literary works, text analysis techniques, or discussions based on national issues, which have proven effective in teaching Pancasila values. By comparing practices in different regions or levels of education, research can provide more concrete recommendations that can be widely adapted.

Given the challenges of the digital era, research could explore how Indonesian language teachers utilise technology, such as learning apps, e-modules, or social media, to support the formation of Pancasila learner profiles. A literature review could help analyse previous studies that evaluated the effectiveness of digital media in improving literacy skills, critical thinking and strengthening cultural values in students.

ACKNOWLEDGMENT

The author would like to thank several parties who have contributed to the preparation of this article, especially the lecturers of Indonesian Language and Literature Education, Universitas Tangerang Raya who have supported the implementation of this research. Then for the Educational Insights journal portal which has also been willing to publish this research article.

REFERENCES

- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. Makassar: Syakir Media Press.
- Ariyati, D. (2020). Pembelajaran Bahasa Indonesia Berbasis Literasi Digital di Era 4.0: Tantangan dan Harapan. *Fkip E-Proceeding*, 151–160.
- Armadi, A., & Kumala, R. S. D. (2023). The Implementation of Strengthening Pancasila Student Profile's (P5) Project at SDN Parsanga I. *Widyagogik : Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 10(2), 431–443. <https://doi.org/10.21107/Widyagogik/v10i2.18572>
- Aryana, S., Subyantoro, S., & Pristiwati, R. (2022). Tuntutan Kompetensi Guru Profesional Bahasa Indonesia dalam Menghadapi Abad 21. *Semantik*, 11(1), 71–86.
- Chamisijatn, L., Pantiwati, Y., Zaenab, S., & Aldya, R. F. (2023). The Implementation of Projects for Strengthening the Profile of Pancasila Students in the Implementation of the Independent Learning Curriculum. *Journal of Community Service and Empowerment*, 4(1), 38–48. <https://doi.org/10.22219/jcse.v4i1.24679>
- Dewi, E. R., & Widyartono, D. (2024). Peranan Guru Bahasa Indonesia dalam Penguatan Profil Pelajar Pancasila di Lingkungan Sekolah. *JoLLA Journal of Language Literature and Arts*,

- 4(9), 987–994. <https://doi.org/10.17977/um064v4i92024p987-994>
- Harahap, I. A. P. (2023). Pancasila Student Profile as an Effort to Realize Student Character in Seeing Global Opportunities and Challenges. *International Journal of Student Education*, 1(2), 7–11. <https://doi.org/10.62966/ijose.v1i2.179>
- Hariato, E. (2024). The “Merdeka Belajar” Program as a Change in Education: Bibliometric Analysis. *Educational Insights*, 2(1), 29–36. <https://doi.org/10.58557/edui nsights.v2i1.29>
- Iftinan, Q. T., & Huda, M. (2022). Collaborative-Social Media as Utilization of Advertising Text Learning Media. *ICOLAE*, 1755–1770. https://doi.org/10.2991/978-2-38476-086-2_141
- Jatmiko, H. T. P., & Putra, R. S. (2022). Refleksi Diri Guru Bahasa Indonesia dalam Pembelajaran Berdiferensiasi di Sekolah Penggerak. *Lingua Franca: Jurnal Bahasa, Sastra, dan Pengajarannya*, 6(2), 224–232.
- Johar, R., Hanum, L., & Zahara, C. R. (2021). *Strategi Belajar Mengajar: Untuk Menjadi Guru yang Profesional*. Aceh: Syiah Kuala University Press.
- Julianto, I. R. (2023a). Digitalisasi Pembelajaran Bahasa Indonesia Berintegrasi Pendidikan Karakter. *Masaliq: Jurnal Pendidikan dan Sains*, 3(2), 251–260. <https://doi.org/10.58578/masaliq.v3i2>
- Julianto, I. R. (2023b). Integrasi Pendidikan Karakter melalui Digitalisasi Pembelajaran Bahasa Indonesia. *Klitika*, 4(2), 120–125. <https://doi.org/10.32585/klitika.v4i2.3504>
- Julianto, I. R. (2023c). Peran Guru Bahasa Indonesia dalam Pengimplementasian Profil Pelajar Pancasila. *Bastra*, 8(2), 2503–3875.
- Julianto, I. R. (2023d). Potensi Aplikasi TikTok sebagai Media Pembelajaran Berintegrasi Profil Pelajar Pancasila pada Mata Pelajaran Bahasa Indonesia. *Metamorfosa*, 11(1), 71–82. <https://doi.org/https://doi.org/10.46244/metamorfosa.v11i1.2065>
- Julianto, I. R. (2023e). Potensi Aplikasi Twitter dan Tiktok sebagai Media Pembelajaran Digital Bahasa Indonesia. *Dialektika Jurnal Pendidikan Bahasa Indonesia*, 2(2), 1–15.
- Julianto, I. R., Haryadi, H., & Nuryatin, A. (2022). Integrasi Pendidikan Karakter Berbasis Pembelajaran Digital pada Mata Pelajaran Bahasa Indonesia. *Prosiding Seminar Nasional Bahasa, Sastra, Seni, Dan Pendidikan Dasar (SENSASEDA)*, 2, 25–30.
- Julianto, I. R., & Umami, A. S. (2023a). Peranan Guru dalam Pengimplementasian Profil Pelajar Pancasila dan Implikasinya pada Pembelajaran Bahasa Indonesia. *Prosiding Samasta*, 208–216.
- Julianto, I. R., & Umami, A. S. (2023b). The Role of the Family in Fostering Children ’ s Interest in Reading as an Implementation of Family Literacy. *West Science Interdiscipl*, 1(01), 11–15.
- Mardiyah, S. (2019). Penerapan Pendidikan Karakter Di Sekolah. *Edification Journal: Pendidikan Agama Islam*, 1(1), 127–137.
- Maulansyah, R. D., Febrianty, D., & Asbari, M. (2023). Peran Guru dalam Peningkatan Mutu Pendidikan: Penting dan Genting! *Journal of Information Systems and Management (JISMA)*, 2(5), 31–35.
- Nurdyansyah, F., Muflihati, I., Muliani Dwi Ujianti, R., Novita, M., Kusumo, H., Mujiono, & Charles Ryan, J. (2022). Indonesian Character Building Strategy: Planning the Pancasila Student Profile Strengthening Project in Kurikulum Merdeka. *KnE Social Sciences*, 2022(1), 362–369. <https://doi.org/10.18502/kss.v7i19.12456>
- Prasetya, M. N. W. F., Fiddin, Y. A., Abrori, M. S., & Dzakiyyah, A. (2021). *Profesi Keguruan : Menjadi Guru Profesional*. Sukoharjo: Tahta Media.
- Purnawanto, A. T. (2022). Implementasi Profil Pelajar Pancasila dalam Pembelajaran Kurikulum Merdeka. *Jurnal Ilmiah Pedagogy*, 5(2), 76–87.
- Rahima, N. (2024). The Role of Pancasila Education and Citizenship Subject Teachers in Strengthening Pancasila Democratic Values for High School Students. *Educational Insights*, 2(1), 55–62. <https://doi.org/10.58557/edui nsights.v2i1.37>
- Salsabilah, A. S., Dewi, D. A., Furnamasari, Y. F., Studi, P., Guru, P., & Dasar, S. (2021). Peran Guru Dalam Mewujudkan Pendidikan Karakter. *Jurnal Pendidikan Tambusai*, 5(3), 7158–7163.
- Setiyaningsih, S., & Wiryanto, W. (2022). Peran Guru Sebagai Aplikator Profil Pelajar Pancasila Dalam Kurikulum Merdeka Belajar. *Jurnal Ilmiah Mandala Education*, 8(4), 2656–5862.

- <https://doi.org/10.36312/jime.v8i4.4095/http>
- Sumaryanti, S. (2023). Inovasi Pembelajaran Bahasa Indonesia dalam Kurikulum Merdeka Belajar Untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Indonesia Sosial Teknologi*, 4(1), 47–55. <https://doi.org/10.36418/jist.v4i1.564>
- Sutrisno, S., Sunarto, S., & Jumadi, J. (2023). Global citizenship education in the perspective of strengthening Pancasila student profiles. *Jurnal Civics: Media Kajian Kewarganegaraan*, 20(2), 322–331. <https://doi.org/10.21831/jc.v20i2.63983>
- Ulandari, S., & Rapita, D. D. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Menguatkan Karakter Peserta Didik. *Jurnal Moral Kemasyarakatan*, 8(2), 116–132. <https://doi.org/10.21067/jmk.v8i2.8309>
- Utari, D., & Afendi, A. R. (2022). Implementation of Pancasila Student Profile in Elementary School Education with Project-Based Learning Approach. *EduLine: Journal of Education and Learning Innovation*, 2(4), 456–464. <https://doi.org/10.35877/454RI.eduline1280>
- Wibowo, I. S., & Farnisa, R. (2018). Hubungan Peran Guru dalam Proses Pembelajaran terhadap Prestasi Belajar Siswa. *Jurnal Gentala Pendidikan Dasar*, 3(2), 181–202. <https://doi.org/10.22437/gentala.v3i2.6758>
- Yunita, Zainuri, A., Ibrahim, Zulfi, A., & Mulyadi. (2023). Implementasi Kurikulum Merdeka Belajar. *Jambura Journal of Educational Management*, 4(1), 16–25. <https://doi.org/10.37411>
- Zulkarnain, D. (2019). Peran Guru Dalam Pelaksanaan Pendidikan Karakter Pada Siswa Kelas X Di Sekolah Menengah Atas Negeri 1 Palangka Raya. *Jurnal Civic Education: Media Kajian Pancasila dan Kewarganegaraan*, 3(1), 27. <https://doi.org/10.36412/ce.v3i1.905>