

Project Based Learning for Strengthening The Profil of Pancasila Students (P5) Character Development at SMKN 8 Medan

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ABSTRACT

This study aims to analyze project-based learning for strengthening the Pancasila Student Profile (P5) as a strategy for character development among students at SMK Negeri 8 Medan. P5 is an integral part of the Merdeka Curriculum, emphasizing contextual, collaborative, and project-based learning to internalize Pancasila values within students. The focus of this research includes planning, implementation, evaluation, as well as the challenges and successes encountered during the application of project-based learning at the school. The research employed a case study method with a qualitative approach. Data were collected through direct observations, in-depth interviews with teachers and students, and document analysis. The research participants comprised the principal, P5 teachers, and students directly involved in character-strengthening projects. The data analysis was conducted inductively to understand the patterns, themes, and relationships emerging from the learning implementation. The findings reveal that SMK Negeri 8 Medan has integrated Pancasila Student Profile values into various projects such as eco-enzyme-based waste management, entrepreneurial development through the creation of local products, and social activities rooted in local culture. The planning process was carried out collaboratively between teachers and students to ensure the relevance of the projects to the local context and student interests. During the implementation phase, students demonstrated improvement in aspects such as collaboration (gotong royong), independence, and creativity. Learning evaluations were conducted using rubrics that assessed student competencies based on Pancasila Student Profile indicators, such as critical reasoning ability, global diversity, and noble character. Evaluation results showed that the majority of students exhibited significant character development, especially in independence and collaboration. This study concludes that project-based learning is an effective approach to internalize Pancasila values, although improvements in resource management and teacher training are necessary to enhance its implementation.

Keywords: Learning, Project-Based Strengthening of Pancasila Student Profile (P5), Character Development

INTRODUCTION

Project-based learning (PBL) in the context of Strengthening the Pancasila Student Profile (P5) is a pivotal approach to fostering student character in Indonesia, including at SMK Negeri 8 Medan. The legal foundation for this implementation lies in Law No. 20 of 2003 on the National Education System, which emphasizes the importance of education in developing individuals who are faithful, noble, knowledgeable, creative, and independent. Article 3 of this law outlines that education aims to shape intelligent and responsible citizens, aligning with P5's goal of cultivating student character rooted in Pancasila values (Depdiknas, 2003 : 5) Additionally, Law No. 12 of 2012 on Higher Education underscores the importance of strengthening character values in students, both at secondary and tertiary education levels. The implementation of P5 through Project-Based Learning aligns with these principles, directing efforts toward building a nation's character based on Pancasila values.

From a theoretical perspective, the project-based learning approach is supported by educational experts such as Dewey (1997), who emphasized that real, hands-on learning experiences are key to developing students' character and skills. Dewey asserted that contextual learning experiences, such as projects relevant to students' lives, can stimulate responsibility and critical thinking. (Dewey, 1997 : 34) This perspective is further supported by Vygotsky, who argued that effective learning occurs through collaboration and social support within learning groups. Vygotsky's scaffolding theory highlights the importance of guidance from teachers or peers in enhancing student development through challenging activities like projects in P5. (Vygotsky, 1978 : 79)

The implementation of P5 at SMK Negeri 8 Medan demonstrates that project-based learning effectively fosters student character development. A study by Astuti (2019) revealed that students are more motivated and capable of collaborative teamwork when given projects relevant to their environment. Observations at the school indicate that students become more independent, responsible, and better problem-solvers. Project-based learning experiences not only enhance academic understanding but also shape social character in line with Pancasila values. (Astuti, 2019 : 67)

Project-Based Learning (PBL) is considered an effective approach to developing 21st-century skills such as critical thinking, collaboration, communication, and creativity. John Dewey, a progressive education figure, stated that education should be based on real-life experiences relevant to students. This approach is highly relevant to P5, which focuses on six main dimensions: (1) Faith, Piety to God Almighty, and Noble Character, (2) Global Diversity, (3) Mutual Cooperation, (4) Independence, (5) Critical Thinking, and (6) Creativity. Through Project-Based Learning, students at SMK Negeri 8 Medan are given opportunities to actively engage in projects related to these values, ensuring that Pancasila values are not merely theoretical but become a practical and internalized part of their lives. SMK Negeri 8 Medan has a diverse student population in terms of social,

economic, and academic backgrounds. Educational challenges at the school include increasing student engagement in learning processes and shaping character in line with Pancasila values. Based on observations and evaluations conducted by the school, conventional teacher-centered approaches have been found less effective in motivating students to learn actively and participate in school activities.

According to Vygotsky (1978), an educational psychologist, effective learning occurs through social interaction between students and more knowledgeable individuals, such as teachers. In the context of P5 at SMK Negeri 8 Medan, teachers play a crucial role as facilitators who guide students through the project-based learning process. They are expected to design projects relevant to students' lives, provide guidance at each stage of the project, and conduct comprehensive evaluations of students' character development. Based on Regulation of the Minister of Education and Culture No. 22 of 2016 on the Standards of Primary and Secondary Education Processes, teachers are also expected to implement active, creative, effective, and enjoyable learning.

METHODS

This research employs a qualitative approach because the required data is gathered directly from the research subjects, is natural in nature, and represents an entity in its entirety, holistically, and process-oriented. Through this approach and type of research, the implementation of Project-Based Learning in Strengthening the Pancasila Student Profile (P5): A Case Study on Character Development at SMK Negeri 8 Medan can be described more thoroughly and in-depth.

The research was conducted at SMK Negeri 8 Medan, with the study period spanning from September to October 2024. In this case study at SMK Negeri 8 Medan, the implementation of Project-Based Learning (PjBL) is focused on strengthening the *Pancasila Student Profile* (P5), which encompasses the development of students' character in line with the values of *Pancasila*. The operational parameters for this implementation are developed based on core components, including objectives, approaches, strategies, and evaluation methods, which consist of:

1. **Project Planning:** Involves selecting project themes relevant to the values of *Pancasila*.
2. **Collaboration Development:** Engages students in teamwork to enhance social and communication skills, while fostering a sense of responsibility and tolerance among group members.
3. **Inquiry Method Application:** Encourages curiosity and critical thinking skills in students as they explore issues related to the project.
4. **Feedback and Reflection:** Provides periodic feedback from teachers and peers, enabling students to reflect on their learning outcomes and processes and identify areas for improvement.

The data collection techniques employed in this qualitative study include observation, interviews, and documentation. The population of the study consists of a total of 1,838 students, 1 principal, and 101 teachers. However, not all members of this population will be included as samples; only a select few deemed representative and able to provide information relevant to the research issues will be sampled. The sampling technique used is purposive sampling, aimed at gathering information foundational to the research design and emerging theories. The data sources include the principal/vice principal, teachers, and students.

The data analysis methods are as follows:

1. Data Reduction: Refining and categorizing data to facilitate the drawing or verification of conclusions.
2. Data Display: Organizing data or information systematically to allow conclusions to be drawn and actions to be taken. The collected data is presented in a narrative text format.
3. Conclusion Drawing or Verification: Deriving conclusions from research findings and discussing the practical and theoretical implications of the valid results

RESULT AND DISCUSSION

This research aims to evaluate the implementation of Project-Based Learning in the context of strengthening the *Pancasila Student Profile* (P5) at SMK Negeri 8 Medan and its impact on students' character development. Based on the general findings obtained through observations, interviews, and document analysis, the following is a summary of the key findings of this study.

1) Implementation of Project-Based Learning (PBL) for P5

The implementation of project-based learning at SMK Negeri 8 Medan has proven successful in developing students' character. This learning approach is designed to reinforce the values of the Pancasila Student Profile (P5), which includes six main dimensions: faith, devotion to God Almighty, global diversity, mutual cooperation, independence, and critical thinking. The findings indicate that the projects designed by teachers directly integrate these values into various activities, such as social projects, student collaboration, and the development of practical skills in areas relevant to their daily lives.

2) Character Strengthening through P5 Learning

Project-based learning has successfully become a means of developing students' character. In these projects, students are not only required to master technical skills but also to instill character values in accordance with the Pancasila Student Profile. The findings show that students increasingly demonstrate independence in overcoming

challenges and exhibit a high sense of responsibility for group tasks. The value of mutual cooperation, as one of the P5 dimensions, appears in the form of collaboration among students involved in joint projects.

a. Challenges in the Implementation of P5

Although the implementation of project-based learning has shown positive results, this study also identified several challenges faced during its execution. One of the main challenges is the limitation of facilities and resources available in the school. Some projects require equipment or tools that are not fully available, such as technology to support digital learning and more interactive learning media. This limits students' ability to develop their creativity in more innovative projects. Additionally, the variation in motivation among students presents another challenge in the implementation of P5

b. The Role of Teachers as Facilitators and Role Models

Teachers play a crucial role in the successful implementation of project-based learning. This study found that teachers not only act as instructors but also as facilitators who guide students in planning and executing projects. Teachers at SMK Negeri 8 Medan actively provide direction and motivation to students, ensuring that the projects they undertake align with the Pancasila values they aim to instill. Teachers also serve as role models in implementing the Pancasila character. They set an example through their attitudes and behaviors in daily life, reflecting values such as hard work, honesty, and mutual respect.

c. The Impact of Project-Based Learning on Students' Character

Overall, the findings indicate that project-based learning has a positive impact on the development of students' character at SMK Negeri 8 Medan. The hands-on experiences they gain from managing projects, both in and outside the classroom, strengthen the Pancasila character values within them. Students show significant progress in terms of independence, cooperation, and social responsibility. SMK Negeri 8 Medan is one of the vocational high schools located in Medan, North Sumatra. The school has gone through a long journey to improve the quality of education and its achievements. SMK Negeri 8 Medan has experienced rapid development in terms of educational facilities and the number of students. **Visi:** Mewujudkan SMK Negeri 8 Medan sebagai lembaga diklat yang unggul dalam menghasilkan tamatan di bidang keahlian Tata Boga, Tata Busana, Tata Kecantikan, Akomodasi Perhotelan standar internasional dan mampu bersaing di pasar global.

Mission: To prepare skilled, creative, responsible, and broad-minded human resources in accordance with their areas of expertise, focusing on quality in all activities. To develop a conducive, competitive learning and working environment by empowering the competencies of teachers, students, and the community, based on faith, honesty, and discipline. According to the National Education Standards set by the Minister of National Education Regulation No. 16 of 2007, dated May 4, 2007, concerning academic

qualifications and teacher competencies, high school/vocational school teachers must have a minimum of a Bachelor's degree (S1). In line with this standard, all teachers at SMK Negeri 8 Medan currently meet the required qualifications with a minimum of an S1 degree in their respective fields of expertise. As a result, the learning process is conducted as expected. With 101 teachers with diverse competencies, they contribute significantly and beneficially to the students.

SMK Negeri 8 Medan manages students across various majors, as can be seen in the year 2024, with a total of 1,838 students from different fields, including Hospitality, Culinary, Beauty, and Fashion. The school's facilities and infrastructure are highly adequate to support the learning and development of its students

3). Implementation of Project-Based Learning to Strengthen the Pancasila Student Profile (P5)

a. The Application of Project-Based Learning Focused on Pancasila Values

The projects developed at SMK Negeri 8 Medan are not only focused on achieving technical skills aligned with the students' areas of expertise but also integrate values such as mutual cooperation (gotong-royong), independence (mandiri), and faith (beriman). The implementation of project-based learning aimed at reinforcing Pancasila values is central to the school's approach.

As the curriculum manager, Mrs. Iin emphasized the importance of designing, developing, and implementing learning strategies that not only focus on achieving academic competencies but also on the development of students' character through the noble values of Pancasila. In the curriculum process, lessons are organized into blocks over two weeks, ensuring that learning is continuous and not fragmented. This is done in the fourth week of November for all classes, including X, IX, and XII.

Project-based learning that focuses on Pancasila values is a method aimed at instilling the core principles of Pancasila, such as belief in God (ketuhanan), humanity (kemanusiaan), unity (persatuan), democracy (kerakyatan), and social justice (keadilan sosial), into learning activities. This approach combines real-world projects that require problem-solving, collaboration, and creativity, while also encouraging students to apply these values in their daily lives. Through this method, students not only develop technical skills but also cultivate moral and civic values, preparing them to be responsible, ethical, and proactive members of society.

b. Pancasila-Based Curriculum Approach

SMK Negeri 8 Medan telah mengintegrasikan nilai-nilai Pancasila dalam setiap aspek Project-Based Learning (PBL) has become an effective method of teaching that goes beyond simply developing technical skills. At SMK Negeri 8 Medan, PBL is designed not only to hone the practical expertise aligned with students' specialized programs but also to embed character education and moral values, particularly those found in Pancasila. Through this integration, the

goal is to shape students into individuals who possess both the skills needed for their careers and a strong moral compass that aligns with national values.

The projects developed in the school are aimed at creating a more holistic learning process, blending skill acquisition with character building. As part of this approach, students in class X engage with "Voices of Democracy," while class XI focuses on "Industry Needs." At the end of the learning cycle, a creativity showcase (pentas kreativitas) is held, which highlights local wisdom and encourages students to showcase their newfound knowledge and skills.

Key Principles of the Pancasila-Based Curriculum Approach:

1. Integration of Pancasila Values Across All Subjects

Every subject is expected to incorporate Pancasila values into its content and teaching processes. For example, in history lessons, students may learn how the Pancasila values were applied during Indonesia's independence struggle. In arts and culture, students are taught to appreciate cultural diversity as part of national unity.

2. Student-Centered Learning.

This approach emphasizes the active involvement of students in their learning process. Students are given opportunities to explore, discuss, and apply Pancasila values through projects or activities relevant to their lives. This active learning helps students internalize values such as cooperation, democracy, and social responsibility.

3. Collaboration and Mutual Cooperation (Gotong Royong)

The curriculum encourages teamwork among students, both in group discussions and social activities, to strengthen the spirit of mutual cooperation and unity within the classroom. Collaborative work, as a key feature of PBL, fosters the development of skills that are essential for working together harmoniously.

4. Problem-Based Learning.

Students are given real-life challenges or problems to solve, encouraging them to apply critical thinking and problem-solving skills. By addressing practical issues that require solutions, students learn to work together and use their knowledge and values to make informed decisions.

Character building and the instillation of moral values are essential in cultivating a civilized, tolerant, and dignified society. At SMK Negeri 8 Medan, the process of instilling good character is seen as a shared responsibility between the school, family, and community. Good character traits such as honesty, responsibility, hard work, tolerance, and empathy are integral in shaping individuals who can contribute positively to society. By integrating these Pancasila values in the curriculum, PBL at SMK Negeri 8 Medan fosters not only academic excellence but also the holistic development of students,

preparing them to be responsible and ethical citizens who are ready to face the challenges of the future.

c. Integration of Pancasila Values in Learning Projects

The values of Pancasila are applied in learning projects at SMK Negeri 8 Medan. These projects focus on collaboration among students, training them to work together in completing assigned tasks. Mrs. Iin emphasizes that the value of *gotong-royong* (mutual cooperation), contained in the second principle of Pancasila, serves as the fundamental principle consistently applied in every project.

In many projects, such as product development or social activities, students are required to collaborate in diverse groups, enabling them to learn to appreciate differences and strengthen their sense of solidarity. The materials presented in the learning process include the following:

- 1) Grade X: 3 projects focusing on local wisdom and student interests.
- 2) Grade XI: 2 projects, including personal branding (promoting competencies).
- 3) Grade XII: 3 projects involving creating videos, using social media (contrastive learning), and preparing materials for entering the workforce.

The integration of Pancasila values in these learning projects is a strategic approach aimed at internalizing the five principles of Pancasila into every learning activity. This approach not only provides students with academic knowledge but also fosters character and attitudes aligned with the noble values of Pancasila, such as peace, tolerance, social justice, and mutual cooperation.

Islamic education teachers also actively work to integrate Pancasila values into every learning material. They ensure that every topic in Islamic Religious Education—ranging from lessons on faith (*aqidah*), worship (*ibadah*), to ethics (*akhlak*)—is always accompanied by an explanation of its relevance to Pancasila values. During discussions on ethics and morality, Islamic Religious Education teachers encourage students to understand how good character can contribute to social harmony and justice, aligning with the second and fifth principles of Pancasila.

Related to the teaching and learning process (PBM), integration projects include:

- 1) The "Voice of Democracy" project.
- 2) Emphasizing values such as honesty and morality.
- 3) Activities within the *Rohis* (Islamic spiritual community).
- 4) Literacy activities like reading the Qur'an

d. The Role of Teachers in Instilling the Values of Pancasila

The Role of Teachers as Mentors in Pancasila-Based Projects Teachers at SMK Negeri 8 Medan serve not only as educators but also as facilitators who help students understand and internalize the values of Pancasila. Teachers are expected to set examples

through their attitudes and actions while guiding students in solving problems they encounter in their projects. The role of teachers in instilling Pancasila values is crucial in shaping students' character and fostering a generation with strong moral principles and a sense of responsibility toward the nation and state.

Through various creative and participatory approaches, teachers can integrate Pancasila values into every aspect of learning. This role is particularly significant because Pancasila is not only the foundation of the nation but also a guide for daily life. As a PAI (Islamic Education) teacher, there is a profound sense of responsibility to teach students about Pancasila values in ways that align with religious teachings.

e Benefits of Learning Projects Based on Pancasila Values

The various benefits students gain through project-based learning that integrates Pancasila values. One of the primary benefits is the improvement of students' social skills. Through collaboration in groups, students learn how to work together with classmates from different cultural and social backgrounds. They also learn how to handle differences of opinion and solve problems collectively, embodying the values of mutual cooperation and deliberation for consensus.

Project-Based Learning (PBL) that integrates Pancasila values is a highly relevant and effective approach to shaping students' character while simultaneously enhancing their academic competencies and social skills. Pancasila-based project learning offers significant benefits, both in developing technical skills and fostering students' moral and social character.

Project-Based Learning (PBL) is not only an approach to developing students' academic skills but also plays a crucial role in character building. By integrating various moral, social, and national values, project-based learning provides students with the opportunity to experience firsthand the process of character formation rooted in real-life practices.

4. Character Development of Students at SMK Negeri 8 Medan Through Collaborative Projects

Pancasila-based projects at SMK Negeri 8 Medan also involve collaborative activities between students from diverse cultural and social backgrounds. The findings indicate that these activities encourage students to develop attitudes of tolerance and understanding towards diversity, which is one of the main dimensions of the Pancasila Student Profile, namely global diversity. For instance, in projects that involve creating programs or events focused on introducing local culture, students are challenged to work with peers from different cultural backgrounds, enriching their perspectives on the importance of harmony in diversity.

Furthermore, students are also asked to present their project results in front of their peers or in forums involving the school community, which hones their public speaking skills

and boosts their confidence. This aligns with the independent value in the Pancasila Student Profile. The key role is to design and implement learning strategies that not only focus on technical skills but also on strengthening students' character, with an emphasis on Pancasila values.

a) The Implementation of Collaborative Projects for Strengthening Pancasila Character

SMK Negeri 8 Medan actively integrates Pancasila values into various forms of learning, particularly through a collaborative project-based approach. According to them, this collaborative project is a teaching method that involves cooperation among students in diverse groups, whether in terms of skills, understanding, or cultural backgrounds. This learning method, which encourages teamwork among students from diverse groups, is an effective strategy for developing both academic and social skills. By providing space for students to learn from, share with, and collaborate with each other, this method not only improves learning outcomes but also shapes a generation capable of living harmoniously in a diverse society.

Collaborative project-based learning aims to encourage students to work together to complete tasks focused on developing both skills and strengthening character. Through this collaboration, students not only learn to solve problems together, but also sharpen their communication skills, tolerance, and mutual respect—values that are integral to Pancasila.

Each collaborative project carried out by students at SMK Negeri 8 Medan is designed to instill and strengthen Pancasila values directly. In product development or social activity projects, students are required to work together in groups, which demands them to apply the value of gotong royong, or mutual cooperation for the common good. Instilling and strengthening Pancasila values directly is a crucial investment for the future of the nation. By combining theory with real-life practice, students not only understand the values of Pancasila but also practice them in their daily lives. As the motto "Bhinneka Tunggal Ika" teaches that diversity is a strength, Pancasila-based education will produce a generation that is superior, has strong character, and is capable of maintaining the unity of the Indonesian nation.

b) The Role of Teachers as Facilitators in Strengthening Character

The important role of teachers as facilitators in this collaborative project is essential. Teachers not only provide materials or technical instructions but also guide students in internalizing Pancasila values at every stage of the project. In this context, teachers serve as models or examples who demonstrate behaviors that reflect Pancasila values, such as integrity, justice, and respect for others.

The guidance provided by teachers in internalizing Pancasila values at each stage of the project has a positive impact on the development of students' character and skills.

Through the planning, execution, and reflection stages of the project, students not only learn about Pancasila but also use it as a guide for their daily actions. This process fosters the creation of a generation that is not only academically intelligent but also possesses strong character in alignment with the noble values of the Indonesian nation

d. Benefits of Collaborative Projects in Character Development

Collaborative projects are a learning approach that involves students working together to complete a task or project as a team. This method offers various benefits, particularly in the development of students' character, as it encourages social interaction, shared responsibility, and the application of ethical values in real-life situations. The implementation of collaborative projects is highly effective in character development. Through this collaboration, students learn how to overcome differences in opinions and backgrounds, as well as how to work in a team while showing mutual respect.

Becoming an independent and responsible individual is a journey that requires practice and support from the surrounding environment. Independence provides the confidence to act decisively, while responsibility guides individuals to act wisely. By instilling these values, individuals not only become better personally but also capable of making a positive impact on the community around them.

Developing self-confidence and the ability to work effectively with others is a continuous process that requires support from the environment. With proper guidance, students can not only understand their potential but also learn how to integrate their skills within a team to achieve common goals. The result is individuals who are resilient, collaborative, and ready to contribute to.

4. CONCLUSION

The research findings on the implementation of Project-Based Learning (PBL) in strengthening the Pancasila Student Profile (P5) at SMK Negeri 8 Medan have shown positive impacts on the development of students' character. The results are as follows:

1. Students demonstrate significant improvements in the main dimensions of the Pancasila Student Profile, including:
 - Faith and Devotion to God and Noble Morals: Religious-based projects, such as social work at orphanages and moral campaigns through art, have strengthened students' faith, piety, and social awareness.
 - Global Diversity: Cross-cultural activities, like local arts and cultural festivals, helped students understand and appreciate diversity.

- Mutual Cooperation (Gotong Royong): Students learned to collaborate through group projects, such as creating school gardens and environmental awareness activities, instilling values of unity and tolerance.
 - Independence: In projects requiring independent planning, students demonstrated initiative and responsibility, such as in small entrepreneurship activities or community-based project management.
 - Critical Thinking: Projects that encouraged students to solve real-world problems, like analyzing environmental pollution around the school, enhanced their critical and analytical thinking skills.
 - Creativity: The use of technology and art in projects, such as digital poster designs for social campaigns, encouraged students to think innovatively and outside the box.
2. Teachers at SMK Negeri 8 Medan play a strategic role as facilitators. They assist students in designing, implementing, and reflecting on projects with a Pancasila-based approach. Teacher training and mentoring before the program's implementation proved effective in enhancing their understanding of the PBL method in P5.
 3. Project-based learning encourages active student participation. Students are not just recipients of knowledge but also active contributors in projects, from ideation to execution and evaluation. This boosts students' self-confidence, responsibility, and initiative in the learning process.
 4. P5 also involves external stakeholders, such as local communities, businesses, and local governments, which provide resources and opportunities for students to interact directly with the real world. This broadens students' perspectives on the importance of contributing to society.

In conclusion, the implementation of Project-Based Learning in strengthening the Pancasila Student Profile at SMK Negeri 8 Medan has successfully produced students who are not only knowledgeable but also possess strong character aligned with Pancasila values. Through an approach that involves active student participation, teacher support, and community collaboration, this program has proven to be an effective model of learning that builds a generation of youth ready to face future challenges while upholding the noble values of the nation. The case study indicates that students are better able to demonstrate values of mutual cooperation, tolerance, and responsibility through their involvement in projects such as organic waste management, local entrepreneurship, and social activities

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