

# Development of the Pancasila Student Profile Strengthening Project Module Based on Regional Potential on Sustainable Lifestyle at SMAN 3 Rupert

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**Abstract**— Education in the era of the independent curriculum emphasizes the importance of forming student character through strengthening the profile of Pancasila students. The implementation of the Pancasila Student Profile Strengthening Project allows students to learn from real problems in their environment. Sustainable lifestyle is one of the important themes in the Pancasila student profile strengthening project which aims to instill awareness and concern for the preservation of the surrounding environment. However, in practice, there are still many schools that face obstacles in implementing this theme in a relevant and meaningful way, especially due to the lack of learning guidelines that are in accordance with the potential of the region. The development of a project module to strengthen the profile of Pancasila students based on regional potential is the right solution to answer these challenges. This research uses *research and development* methods with a 4-D development model (*define, design, develop* and *disseminate*). Data collection was carried out through interview methods and questionnaire distribution. The data analysis technique used is validity and practicality analysis. The results of the study showed that the validity test of the Pancasila student profile strengthening project module based on regional potential on the theme of sustainable lifestyle at SMA N 3 Rupert met the very valid criteria with a score percentage of 88% and very practical with a score percentage of 86%. Based on these results, it can be seen that the learning process becomes more meaningful because students not only learn concepts, but also apply them in the real form of rubber tree seed waste processing. The implementation of the module shows an increase in mutual cooperation, independence, and concern for the environment in students. Based on the results of the research, it can be concluded that the project module for strengthening the Pancasila student profile based on regional potential on the theme of sustainable lifestyle is very valid and practical and can be used as a guide in carrying out project activities to strengthen the profile of Pancasila students in schools so that it can foster environmental awareness and social responsibility of students. Further research can be directed towards the development of cross-thematic modules, for example combining the theme of sustainable lifestyle with entrepreneurship to foster an innovative spirit and creative economy in students.

**Keywords**—Project Modules; Regional Potential; Sustainable Lifestyle

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## Introduction

The curriculum plays an important role as a guideline and reference in the learning process in schools, namely as a guide and regulator in achieving educational goals. Curriculum is the main component in the success of education (Julaeha et al., 2021). The curriculum in the world of education plays a very important role in determining the progress of education in a country. The curriculum is one of the most important elements in the world of education and plays a major role in achieving educational goals. The relationship between curriculum and educational goals is very close and has a significant impact on the quality of education provided (Dwi & Lauchia, 2024). The curriculum is required to develop the quality of human resources or students in the short term and long term, so the curriculum must be adjusted to the development and demands of the times. The curriculum in Indonesia continues to change from time to time with the aim of improving the quality of education in Indonesia. The latest curriculum change initiated by the Ministry of Education, Culture, Research and Technology is an independent curriculum with an independent learning program that is expected to improve the quality of learning (Wanti et al., 2024).

The independent curriculum is a curriculum that is carried out by developing student profiles so that they have a soul and values that are in accordance with the content of the 5 precepts in Pancasila and can be the basis or provision in their lives. The essence of this independent curriculum is independent learning. This is conceptualized so that students can explore their respective interests and talents (Suja'i, 2023). The independent curriculum is made with a curriculum structure for intracurricular learning activities and a project to strengthen the profile of Pancasila students (Nahdiyah et al., 2022). Intracurricular learning covers 70-80% of lesson hours and co-curricular learning covers 20-30% of lesson hours (Safitri et al., 2022).

The implementation of the Pancasila student profile strengthening project with the theme of sustainable lifestyle is important to build student responsibility and instill good values to use natural resources wisely (Sayekti et al., 2022). (Rohainah et al., 2022) stated that the Pancasila student profile strengthening project is in line with the Education of *Sustainable Development*, especially in shaping the character of protecting the surrounding natural environment, critical reasoning, creativity and understanding the ecosystem in the natural environment. The importance of applying the principle of environmental concern from an early age can prevent and reduce environmental disturbances that may occur in the future, so that environmental education has an important role as a solution to overcome various environmental problems (Prasetya et al., 2022).

The development of education and social studies increasingly highlights the importance of integrating Pancasila values and a sustainable lifestyle in education (Marbun, 2023). Sustainable lifestyle in the Pancasila student profile strengthening project is a deep and comprehensive concept in an effort to preserve the environment and meet the needs of human life in a sustainable manner (Ismelani et al., 2023). A sustainable lifestyle is an effort to live a balanced and sustainable life, both for yourself, the environment and future generations. The existence of a project to strengthen the profile of Pancasila students with the theme of sustainable lifestyle is expected to bring changes in teaching the value of responsibility and concern for the surrounding environment (Effendi & Hasnin, 2024).

The implementation of the Pancasila student profile strengthening project requires a teaching material in the form of modules. Teaching materials are part of the learning process (Mawarnis et al., 2023). Teaching materials are used as a guide for students to evaluate what they have learned (Hulandari & Rahmi, 2022). The Pancasila Student Profile Strengthening Project module contains formative and summative assessment techniques on each of the themes and elements developed. Based on research conducted by Nasution et al (2024), it is known that the availability of project modules for strengthening the profile of Pancasila students in schools is still very minimal, besides that not all teachers are able to develop modules independently.

Based on the results of an interview with the curriculum representative as well as the coordinator of the project to strengthen the profile of Pancasila students in class X, it is known that SMA N 3 Rupert has implemented an independent curriculum for 3 years in stages. Currently, the status of SMA N 3 Rupert in the implementation of the independent curriculum is independent and changing. Pancasila student profile strengthening project activities have been carried out in this school since the implementation of the independent curriculum in the first year in class X. There is a team of facilitators and coordinators in the implementation of Pancasila student profile strengthening project activities.

The project coordinator compiles project modules to strengthen the profile of Pancasila students based on the theme that has been set. Each educational unit must implement seven themes in one school year. The project module to strengthen the profile of Pancasila students was compiled by the project activity coordinator and a team of facilitators obtained through the independent teaching platform. The project modules that are arranged will be adapted to the school infrastructure and the potential available in the district. The structured project modules are also tailored to the school's affordability in terms of costs.

The teacher said that the implementation of the Pancasila student profile strengthening project activities in schools is currently still limited to a few themes. The theme of sustainable lifestyle in rubber seed waste treatment has never been implemented due to module limitations. Therefore, it is necessary to develop a project module to strengthen the profile of Pancasila students based on regional potential on the theme of sustainable lifestyle that utilizes the potential of rubber seed waste.

The majority of the people of Rupert island seek income to meet their daily living expenses by becoming rubber tree farmers. The part of the rubber tree that is used by the community is only the sap while the rubber tree seeds will become waste. Rubber tree seed waste that is left alone will grow and can hinder the sap tapping/harvesting process. Therefore, the researcher utilizes rubber tree seed waste as the main material used in the project to strengthen the profile of Pancasila students. Through this activity, rubber tree seeds will be used as the main ingredient in making vegetable oil. The manufacture of vegetable oil from rubber tree seeds is carried out by following the method of making coconut oil by heating. The procedure for processing rubber seeds into vegetable oil was compiled based on journal references that researchers found.

Based on the description of the problems that have been explained, the researcher aims to develop a project module to strengthen the profile of Pancasila students based on regional potential on the theme of a valid and practical sustainable lifestyle through the use of rubber seed waste into vegetable oil.

## Method

The type of research used is Research and Development (R&D), which is research used to produce products, then tested for validity and practicality (Mahfud, 2020). This method was chosen because it is in accordance with the main purpose of this research, which is to develop a product in the form of a project module to strengthen the profile of Pancasila students based on regional potential on the theme of sustainable lifestyle that is valid and practical. Product evaluation is carried out through the validation test stage carried out by 3 lecturers and 1 chemistry teacher. After the product was declared valid, it was followed by a practicality test for teachers as many as 5 respondents. The development model used as a reference in this study is the Thiagarajan model or the 4D model. The 4D model is carried out through 4 stages, namely define, design, develop, and disseminate. However, due to limited time, energy and cost, this research only reached the development stage.

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1. Define stage

This stage aims to find out an overview of the conditions in the field related to the implementation of the Pancasila student profile strengthening project activities at SMA N 3 Rupert. The steps at this stage are as follows:

- a. Analysis of the Status of Schools in the Implementation of the Independent Curriculum
- b. Analysis of the School Facilitator Team
- c. Analysis of Schools' Ways to Identify the Stages of Readiness of Education Units in Carrying out Pancasila Student Profile Strengthening Projects
- d. Analysis of the school's method in determining the dimensions and themes of the Pancasila student profile strengthening project.

2. Design stage

This stage aims to design a project module to strengthen the Pancasila student profile in accordance with the needs of schools, students, and regional contexts. The steps at this stage are as follows:

- a. Determining the theme of the Pancasila Student Profile Strengthening Project
- b. Planning the Allocation of Time for the Pancasila Student Profile Strengthening Project
- c. Compiling the project module to strengthen the profile of Pancasila students
- d. Determine the purpose of the Pancasila Student Profile Strengthening Project, develop the topics, activity flow and assessment of the Pancasila Student Profile Strengthening Project, and
- e. designing research instruments

3. Develop stage

This stage aims to produce a valid and practical product based on suggestions and inputs from validators and respondents.

This stage consists of

- a. Validity test by experts
- b. Practicality test by respondents

The validation stage was carried out by 3 lecturers and 1 chemistry teacher to determine the level of product validity. This stage consists of material/content validation. The criteria at this stage are the suitability of the material with the purpose of the project to strengthen the Pancasila student profile and the theme of sustainable lifestyle, suitability with the curriculum and student phases and the accuracy of the material based on science and the local context. validation of the feasibility of presentation. The criteria at this stage are the order of delivery of the material logically and sequentially, consistent writing format, easy-to-understand activity/task instructions, neat layout, illustrations, tables, or pictures that support the understanding of the material. graphic validation. The criteria at this stage are attractive, easy to read and support the reader's understanding. language validation. The criteria at this stage are effective and easy-to-understand sentences, sentence structure in accordance with the rules of the standard Indonesian language. The validity assessment was carried out using a questionnaire with Likert scale guidelines of 1-4.

- 1= Invalid
- 2= Less valid
- 3= Valid
- 4= Highly valid

The practicality level is carried out to teachers and the facilitator team of project activities to strengthen the profile of Pancasila students. This stage is carried out to obtain information on whether the Pancasila student profile strengthening project module developed is practical or not. The practicality stage consists of interest, content, ease of use, efficiency of learning time. The practicality assessment was carried out using a response questionnaire with Likert scale guidelines of 1-4.

- 1= Impractical
- 2= Less practical
- 3= Practical
- 4= Very practical

The data analysis technique used in this study is validity and practicality analysis with the following formula:

$$P = \frac{\sum \text{skor per item}}{\text{skor maksimal}} \times 100\%$$

The validity test category of the Pancasila student profile strengthening project module based on regional potential can be seen in table 1.

Table 1. Criteria for testing the validity of the Pancasila Student Profile Strengthening Project Module

Quantitative Percentage	Qualitative Score
81%-100%	Very valid
61%-80%	Quite valid
41%-60%	Invalid
21%-41%	Invalid
0%-20%	Very invalid

A very valid score means that the developed module meets the standards of material/content, presentation, language and graphics to the maximum according to experts.

The category of practical test modules of the Pancasila student profile strengthening project based on regional potential can be seen in table 2.

Table 2. Criteria for the practicality test of the project module to strengthen the profile of Pancasila students

Quantitative Percentage	Qualitative Score
81%-100%	Very practical
61%-80%	Quite practical
41%-60%	Less practical
21%-41%	Impractical
0%-20%	Very impractical

Riduwan dalam (Dhety et al., 2022).

Very practical scores mean that the modules are easy for teachers to use and understood by students without requiring much adjustment.

## Results and Discussion

Based on the research that has been conducted, this research produces a product in the form of a project module to strengthen the profile of Pancasila students based on regional potential on the theme of sustainable lifestyle. The author uses a 4D development model in compiling this module.

The definition stage. Currently, SMA N 3 Rupert has an independent status that has changed in implementing the independent curriculum. SMA N 3 Rupert has implemented an independent curriculum for three years. Based on the results of the interview, it is known that at SMA N 3 Rupert there is a team of facilitators and coordinators in the implementation of the Pancasila student profile strengthening project activities. The coordinator is determined by the principal through deliberation with the teacher. To ensure the readiness of schools in carrying out the Pancasila Student Profile Strengthening project, the readiness of education units is identified based on several main indicators, namely the number of teachers who have experience in project-based learning, school habits in implementing project-based learning, the integration of cross-disciplinary projects, the existence of support systems and the involvement of partners in the implementation of the Pancasila Student Profile Strengthening Project.

Based on the results of the interview, it is known that the determination of the dimensions and themes of the Pancasila student profile strengthening project activities was carried out through the deliberations of the principal, coordinator and team of facilitators of project activities and subject teachers in schools. Determination of the theme and dimensions of the Pancasila student profile strengthening project based on the results of student analysis.

Furthermore, at the design stage, a project module to strengthen the profile of Pancasila students based on regional potential on the theme of sustainable lifestyle was carried out. This product was developed using word office and canva. The module prototype was made using word office and the module design was made using canca design. The project module to strengthen the profile of Pancasila students is designed and developed based on the needs of schools and the potential of the local area. The components of the Pancasila student profile strengthening project module are designed consisting of module profiles, objectives, activities, assessments and student worksheets.

At the development stage, a validity test and practicality test were carried out on the Pancasila student profile strengthening project module that had been designed. The validation test was carried out by 4 validators consisting of 3 lecturers and 1 chemistry teacher. However, due to time and cost limitations, development is carried out only up to the development stage. The validation test is carried out by providing module designs and questionnaires that have been made to validators. Then assess the modules that have been designed and fill out the questionnaire that has been given. The questionnaire contains an assessment of the modules that have been designed by assessing each aspect consisting of material feasibility, presentation feasibility, language feasibility and graphic feasibility in the module. The data from the validation analysis of the Pancasila student profile strengthening project module can be seen in table 3.

Validation aspects	Validator				Sum	Maximum score	Percentage	Information
	1	2	3	4				
Material feasibility	28	27	29	27	108	128	84%	Very valid
Presentation eligibility	20	17	18	18	75	80	94%	Very valid
Language qualifications	27	24	22	22	98	112	88%	Very valid
Graphic qualification	16	17	17	17	70	80	88%	Very valid
Sum	95	85	86	84	351	400	88%	Very valid

Based on table 3, it can be seen that the results of the validity test of the Pancasila student profile strengthening project module based on regional potential in the aspect of material/content feasibility obtained a percentage of 84% with very valid criteria. This is because the material in the Pancasila Student Profile Strengthening Project module based on regional potential is relevant to the theme of sustainable lifestyle, the sustainable lifestyle material presented in the module is conceptually accurate, the material in the module can support students' understanding of sustainable lifestyles. According to Fahrudin (2020), material/content feasibility refers to the current curriculum. The curriculum has the purpose of national education and adjustments to the conditions and regional potentials in each educational unit. This is shown by the adjustment of learning outcomes and learning objectives in each educational unit. The results of this study show that the development of the project module to strengthen the Pancasila student profile of regional potential can strengthen the relationship between the national curriculum and local conditions and wealth. This makes learning more

contextual, meaningful and easy for students to understand because it is close to their daily lives. The high feasibility of the material reflects that the content of the module is not only in accordance with the curriculum, but also able to convey the message and values of the Pancasila student profile strengthening project in the right way. This is important so that students not only understand the material, but also be able to apply those values in real life.

The results of the validity test for the feasibility aspect of presentation obtained an assessment score of 94% with a very valid category. This is because in the Pancasila Student Profile Strengthening Project module based on regional potential, the main components that must be present in the Pancasila Student Profile Strengthening Project module are found in the Pancasila Student Profile Strengthening Project module based on regional potential, even the Pancasila Student Profile Strengthening Project module is enriched with supporting components in a project module such as a brief description of the module profile project, learning tools and materials that need to be prepared and supporting references. A project module must contain the scope of the module content in the form of a brief description, learning objectives or competencies, relevance that includes the relationship between the discussion of material and activities in the module with the material in other modules in a subject (Manaf, 2022). The results of the study show that the modules have been prepared by paying attention to the principles of good presentation and in accordance with the standards of development of learning tools. The presentation of information is carried out in a systematic, concise, and easy-to-understand manner so as to support the effectiveness of project activities. A well-completed and well-presented key component helps teachers and students understand the flow of project activities as a whole. Clear and structured modules allow teachers to carry out learning without having to make many adjustments. For students, the neat presentation makes it easier for them to participate in learning activities independently, especially in observation, exploration and presentation activities.

The results of the validation test on the language feasibility aspect obtained a score of 88% with a very valid category. This is because the project module to strengthen the profile of Pancasila students based on regional potential uses good and correct grammar. Language is a communication tool that conveys the content of thoughts and feelings through symbols and symbols. So, language is a very important indicator in the learning process of students at school (Jadidah et al., 2023). The language used in the module not only serves to convey information, but also instill the values of Pancasila student profiles. Language clarity is the key so that educational messages are conveyed in their entirety and do not cause wrong interpretations. Proper language is very important so that users understand the instructions for the project activities in the module clearly.

The results of the validation test of the Pancasila student profile strengthening project module on the aspect of graphic feasibility obtained an assessment percentage score of 88% with a very valid category. Based on the percentage score of the validation results, the feasibility aspect of graphing has a very valid category. The importance of the graphic aspect of the module not only includes visual aesthetics but also the ease of access and comfort of the reader in using the module. The feasibility of this graphography is also emphasized by BSNP as one of the four feasibility components that must be met by quality teaching materials that include visual design, layout and print quality that support the learning process (Prayoga et al., 2024). This is especially important in the context of learning, as the main purpose of the module is to convey information effectively. Graphics that support content make the modules developed in line with the spirit of an independent curriculum that demands learning that is fun, interesting and relevant to needs.

After the validity test stage is completed, the next step is to conduct a practicality test. The results of the practicality test can be seen in table 4.

<b>Practicality aspect</b>	<b>Total score</b>	<b>Maximum score</b>	<b>Percentage</b>	<b>Information</b>
Interest	103	120	86%	Very practical
Fill	87	100	87%	Very practical
Ease of use	87	100	87%	Very practical
Efficiency of learning time	66	80	83%	Very practical
Sum	343	400	86%	Very practical

Based on the results of the practicality test on the aspect of interest, a percentage score of 86% was obtained with a very practical category. This means that the Pancasila Student Profile Strengthening Project module based on regional potential on the theme of sustainable lifestyle is interesting and can be used as a guide for the implementation of Pancasila Student Profile Strengthening Project activities. User interest in modules is useful for attracting users' interest in reading, one of which is the use of interesting illustrations so that users' motivation in reading is higher (Rahman et al., 2019). The interest aspect gets a relatively good score, but has not reached the maximum category. This shows that there are still some things that need to be improved to grow readers' interest and enthusiasm. The reader's interest in the module is not only influenced by the visual appearance, but also the emotional proximity to the content. Although the modules are already based on regional potential, readers may not yet fully feel that this material is personally meaningful. This means that there needs to be a strengthening of narratives, local stories, or a deeper connection between porjek activities and readers' life experiences.

The results of the practicality test in the content aspect obtained an assessment percentage of 87% with the practical science category. The selection of content/material must be adjusted to the objectives formulated. The relevance and relationship between the material taught and the real life of students is very important to emphasize (Aprianto & Wahyudi, 2023). This means that the content of the Pancasila student profile strengthening project module based on regional potential on the theme of sustainable lifestyle is relevant to daily life and can be used as a guide in the implementation of the Pancasila student profile strengthening project. The content of the module is considered quite good, but the reflection and enrichment activities can still be added to the variety, so that they are better able to challenge students to think critically, express opinions, or develop sustainable real solutions.

The results of the practicality test in the aspect of ease of use obtained a percentage score of 87% with the category of very practical. According to Agustyaningrum and Gusmania (2017), the aspect of ease of use includes the ease of understanding the material and language used in the module. This means that the Pancasila Student Profile Strengthening Project module based on regional potential on the theme of sustainable lifestyle is very easy to use as a guide for the implementation of Pancasila Student Profile Strengthening Project activities. A score of 87% indicates that this module has been able to accommodate the basic needs of users, but still has room for development to be more efficient, adaptive and user-friendly. Improvements in this aspect not only have an impact on the comfort of students but also help teachers in implementing projects without many technical obstacles. This is very important to ensure that the spirit of the independent curriculum can really be applied in practice in the field.

The results of the practicality test on the aspect of learning time efficiency obtained an assessment score percentage of 86% with the category of very practical. This shows that the time used by teachers to carry out the Pancasila Student Profile Strengthening Project module based on regional potential on the theme of sustainable lifestyle is quite efficient. The student profile strengthening project module not only provides a consistent framework and guidance for teachers, but also supports time efficiency in project implementation (Siagian et al., 2023). The results of this study show that the module is quite good at managing the flow of time, but also provides enough reflective and exploratory space for students. Improving this aspect will also help teachers in designing realistic and sustainable project plans, especially if the modules are implemented in a school environment with limited face-to-face time.

The results of the study show that the development of the Pancasila student profile strengthening project module based on regional potential with the theme of sustainable lifestyle obtained very valid and practical results. These findings are in line with several previous studies that have emphasized the effectiveness of project-based learning models in building 21st century skills, as well as environmental awareness and sustainability. A high validation score indicates that the module meets quality standards. This is important to ensure that the material presented is not only conceptually correct, but also relevant to the local and actual context. In the context of education, well-validated modules will be more easily accepted by teachers and students, and in accordance with the learning objectives to be achieved. The practicality of the module reflects the extent to which the module can be used efficiently, attractively and applicably by the user. A high practicality score indicates that the modules are easy to understand and can be used without significant barriers and can encourage active student participation. This is important because practical modules help the learning process run more effectively.

## Conclusion

Based on the analysis of the data that has been carried out, it can be concluded that the results of the validity test of the Pancasila student profile strengthening project based on regional potential on the theme of sustainable lifestyle at SMA N 3 Rupert meet the very valid criteria with a score percentage of 88% and meet the very practical criteria with a score of 86%. The project module for strengthening the profile of Pancasila students based on district potential on the theme of sustainable lifestyle can be used as a guide in carrying out project activities to strengthen the profile of Pancasila students in schools. The development of a project module to strengthen the profile of Pancasila students based on regional potential on the theme of sustainable lifestyle can make students recognize the potential and natural wealth of their region and maintain the potential of the region by implementing a sustainable lifestyle.

## Recommendations

Based on the research that has been carried out, there are several suggestions for future researchers. This research can be continued to the effectiveness stage. The development of a project module to strengthen the profile of Pancasila students based on regional potential on the theme of sustainable lifestyle can be developed in other materials and themes. This research was conducted with a total of 5 teachers and a facilitator team. It is better that the next research can be carried out with a larger number of teachers and facilitator teams.

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