



Social Construction of Social Studies Teachers Strengthening "Pancasila Student Profile" in Junior High Schools, Cirebon

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Abstract

The Strengthening of the Pancasila Student Profile Project (P5) is a character-building program for students implemented through the "Merdeka" curriculum. The application of P5 in junior high schools in Cirebon Regency has encountered issues due to various levels of understanding throughout the stages of socialization, internalization, and implementation. These differences have led to varied perceptions among teachers in constructing P5 activities. This paper aimed to analyse the social construction of Social Studies (IPS) teachers regarding P5, the implementation of P5 activities, and the analysis of students' social behaviour in junior high schools in Cirebon Regency. The study employed a qualitative research method with a phenomenological approach, using in-depth interviews and observations of P5 activities. The results showed that the social construction of Social Studies teachers varied, interpreting P5 as: (1) character and skill-strengthening activities, (2) product-oriented activities, both material and immaterial, and (3) a government program implemented according to the school's capacity. The study concluded that these varying teacher interpretations influenced students' behaviour. This research provides significant insights into how P5 activities can impact students' social behaviour.

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INTRODUCTION

A developed nation can be observed from the character of its people, which reflects the identity of the nation itself. Therefore, it is crucial to develop character through education, such as in schools, communities, and home environments (Suwardani, 2020). The concept of national character building has long been discussed, for example, by President Soekarno in his state speech after August 17, 1957, where he addressed Nation Building. At that time, character building was linked to nation building, implying that when national development becomes the goal, character development should be the first priority. According to Gunarto, as cited by Baginda (Baginda, 2018), character comprises the behavioural values of individuals in relation to God Almighty, themselves, their fellow citizens, the environment, and the nation, as manifested in their thoughts, attitudes, feelings, words, and actions based on modern beliefs. Character and moral education can be implemented through formal education, such as learning activities, extracurricular activities, and co-curricular activities, which include moral and ethical values for students. Beyond schools or formal education, moral and character education is also carried out in daily family and community activities, through paying attention to values and norms within the family and society. The expected outcomes are that students will gain obedience, independence, self-control, honesty, selflessness, and simplicity in life (Rohman, 2012). Social Studies learning meets several standard elements that are relevant as part of implementing education based on moral and character education. The concept of Social Studies learning has been briefly explained above, but the elements of Social Studies learning, moral education, and personality can be seen in relation to and in common with one another. Social Studies is a subject with an important purpose and role in shaping students into good citizens of the country (Siswanto, 2011).

Research conducted by Martini (2024) on the Social Construction of Teachers Regarding the Implementation of the Strengthening the Profile of Pancasila Students Project in Elementary Schools in Semarang City. this study showed that the implementation of the P5 project could build a

strong and close social construction among students, teachers, and the learning environment. With the project carried out over one semester, it built noble character in students as reflected in the Profile of Pancasila Students, namely that they possess critical thinking skills, the ability to cooperate, independent, and also working together. The study showed that the social construction of students was carried out through a dialectical process simultaneously in externalization, objectification, and internalization. This study used a case study method with a qualitative approach, with the main research object being the Regent's Regulation No. 69 of 2015 concerning Character Education. Furthermore, research conducted by Sri Suhartini (2019) *Social Construction of Student Behavior Through Character Education Based on Local Wisdom*. showed that character education could utilize local wisdom to explain the social construction of student behaviour effectively. The research showed that the social construction of students was done through a dialectical process simultaneously in externalization, objectification, and internalization, involving the head of the district education office.

The implementation of the P5 Project in Educational Units, particularly in junior high schools, especially by Social Studies teachers, created a new social construction within the Pancasila Student Profile Strengthening project. Students interacted with their peers to develop character according to the Pancasila Student Profile, and through the Pancasila Student Profile Strengthening project, students learned through interaction with their surrounding environment so that they became more sensitive, caring, and learn to solve contextual problems around them (Asariskiansyah, 2024).

Based on the facts observed on the ground, the implementation of the Pancasila Student Profile Strengthening Project (P5) in Junior High Schools in Cirebon Regency revealed issues such as differing understandings from the socialization process, internalization process, to the implementation process. The understanding of the Pancasila Student Profile Strengthening Project (P5) varied, and even less optimal understanding was found in the Al Burhany Integrated Islamic Junior High School in Plumbon District, Cirebon Regency

(a pesantren-based school). It was reported that the teachers there did not fully understand the Pancasila Student Profile Strengthening Project (P5) due to limitations in information and insufficient intensity of training for teachers in implementing the Merdeka curriculum. In the next schools, at State Junior High School 3 Sumber and State Junior High School 1 Weru, both in Cirebon Regency, there were similar problems. Social Studies teachers were not involved in preparing the teaching module for the Pancasila Student Profile Strengthening Project (P5); only the vice-principals were involved. The issue here was that Social Studies teachers were not included in the preparation of the P5 teaching module and instead, the vice-principals were delegated, leading to misconceptions about the project's outcomes in accordance with the characteristics of the schools.

In relation to this, the understanding of the Pancasila Student Profile Strengthening Project (P5) has led to misconceptions, so the implementation of the activities was only project-outcome oriented. However, according to the Curriculum and Learning Development Coordinating Body (BSKAP) of the Ministry of Education, Culture, Research, and Technology (2022), it was stated that the Pancasila Student Profile Strengthening Project (P5) activities should not focus solely on project outcomes. What must be felt by students is that the process of the activity is meaningful for them to learn, such as planning, scheduling, discussing, and be able to present the project well. As in the study conducted by Hasanah (2022), the success of the Pancasila Student Profile Strengthening Project (P5) should be reflected in the students' understanding of each stage of the activity, understanding the moral values contained in the six dimensions of the Pancasila Student Profile, and increasing attitudes of tolerance as well as respect for differences in facing the complexity of these challenges. It is important to understand the role of the teacher as the main catalyst in shaping the Pancasila student profile.

Based on the theory of social construction, it is assumed that society living within a certain social context simultaneously interacts with its environment. Society lives in both objective dimensions and reality, which are constructed through moments of externalization and

objectification, as well as in subjective dimensions, which are constructed through moments of internalization. Both moments of externalization, objectification, and internalization always occur dialectically within society (Rifai, 2020). The social construction of Social Studies teachers that occurs in junior high schools in Cirebon Regency, based on the findings above, showed that the social construction of the reality experienced by teachers went through a dialectical process that varied according to the teachers' process of externalizing their understanding of the Pancasila Student Profile Strengthening Project by adapting to the socio-cultural world, internalizing through identification with the socio-cultural world, and objectifying through interaction with the socio-cultural world. The author found deeper issues with the differences in perception among schools and Social Studies teachers, where some have not fully achieved the externalization process, causing teachers to interpret the Pancasila Student Profile Strengthening Project differently. As a result, the patterns of internalization and objectification led to actions that were perceived differently by students. Therefore, the aim of this study was to analyse the social construction of Social Studies teachers in the P5 project, the implementation of activities, and the social behaviour of students in the Pancasila Student Profile Strengthening Project at junior high schools in Cirebon Regency.

METHOD

This research used a qualitative method with a phenomenological approach. The phenomenological approach refers to the perception of an object, event, or situation from a human perspective. Knowledge emerges from conscious experience, and phenomenology means showing things as they are (de Mooij & de Mooij, 2014). The researcher discussed the social construction of Social Studies teachers, the implementation of P5 in junior high schools in Cirebon Regency, and the social behaviour of students in Junior High Schools in Cirebon Regency after participating in P5 activities. This research design used a phenomenological approach. This study sought to understand the phenomena and forms of social behaviour embedded in the Pancasila Student Profile Strengthening Project (P5), focusing on the

role of Social Studies teachers in transmitting social values by conducting projects in schools. The phenomenological approach emphasizes human experiences with particular phenomena. The research examined a program in the form of attitude-building activities with the teachers' construction of the Pancasila Student Profile Project (P5). The focus of the research would be as follows: (1) The social construction of Social Studies teachers in the implementation of P5 in junior high schools in Cirebon Regency, (2) The implementation of P5 in junior high schools in Cirebon Regency with the theme of sustainable lifestyles in grade VIII, and the social characteristics of students after implementing P5 in Junior High Schools in Cirebon Regency.

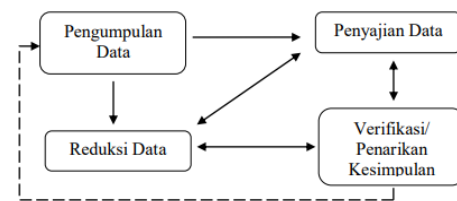
The selected schools as research objects, based on the findings from the researchers' observations, are presented in the following table of informants:

Table 1. Informants in the Study

No	Informants	Category	Quantity
1.	Main	Social Studies Teacher/Facilitator	6 Social Studies Teachers
		Student	6 Students
		P5 Coordinator	3 Coordinators
		Principal	3 Principal
Total Informants			18 Informants

The informants in this study consisted of State Junior High School 1 Weru Cirebon Regency, State Junior High School 3 Sumber, and Integrated Islamic Junior High School Al Burhany Plumbon Cirebon. In this study, the data were presented using Textual Data Analysis Techniques. This technique confirms the study of documents, findings in the field, and interview responses from research informants with the theory used, which is the social construction theory. The analysis model used in this study was the interactive model from Miles and Huberman.

Figure 1. Interactive Data Analysis Model



Data or information was collected through in-depth interviews, observations, implementation, and results of activities in P5.

RESULT AND DISCUSSION

Social Construction of Social Studies Teachers in the Pancasila Student Profile Strengthening Project (P5)

Based on the findings in the field, the externalization process in the practice of the Pancasila Student Profile Strengthening Project (P5) at school through activities such as Kombel/teacher's learning groups and In-House Training workshops showed that knowledge about P5 was not only obtained from formal sources such as the curriculum but also through social interactions between teachers. Discussions and sharing experiences in teacher's learning groups created a social reality in which P5 became part of the discourse and everyday practices, and even the teachers found similar content on the PMM (Merdeka Mengajar) application. The externalization process in each school regarding the P5 concept still required follow-up action after the training, whether through in-house training, learning groups, or the use of learning media such as the Merdeka Mengajar Platform application, strengthening the teacher's social capital network by forming learning communities, providing technical support and mentoring, as well as evaluation that is more focused on changes in P5 practices in each class. This aligns with the reflection of the dialectical dynamics of externalization by Berger, in which the Kombel/teacher's learning group activities and In-House Training workshops successfully externalized the P5 concept into a real social reality.

Next, in the objectification process, Social Studies teachers at SMP Negeri 1 Weru focused on P5 as a means of developing students' skills such as critical thinking, communication, and collaboration.

Therefore, P5 activities at this school were more oriented toward the learning process that fostering student competence. Meanwhile, SMP Negeri 3 Sumber saw P5 as a project that encouraged students to solve real problems, so values like initiative and responsibility became the centre of attention with real action, such as creating a product. On the other hand, SMPIT Al Burhany tended to view P5 as a program that must be implemented without developing the character values of students according to the Pancasila Student Profile, which is its core. As a result, the implementation of P5 in the school was more formalistic, which could influence the school community.

The Pancasila Student Profile Strengthening Project (P5) was a positive and very effective activity in increasing student participation and motivation. With all students actively involved, this activity not only helped students to understand the values of Pancasila but also developed social skills and a variety of abilities relevant to current needs, which could be implemented by all the three schools. Then, the internalization of P5 values occurred through active participation in various activities. When students consistently engaged in activities that prioritized P5 values, they would gradually adopt the values as part of themselves. Thus, the Pancasila Student Profile Strengthening Project (P5) could become an effective way to prepare students to face future challenges more effectively and responsibly.

Then, regarding internalization, the existence of the Pancasila Student Profile Strengthening Project (P5) was useful for students because they had the opportunity to learn, such as working together or engaging in mutual cooperation while carrying out the project, and applying knowledge as part of the character development process. Students had the opportunity to learn from specific environments and locations. This project could also inspire students in the form of contributions and impacts on those around them (Wahidah et al., 2023).

In order to achieve the optimal implementation of P5, more systematic and continuous efforts were needed to build teachers' capacities and provide adequate support. This became the focus of teachers, who played a key role

in externalizing new values and learning practices. As social agents, teachers not only transferred knowledge but also created a social reality within the classroom, where P5 values could be experienced and practiced. Through their roles as facilitators, mentors, supervisors, and consultants, teachers were actively involved in the objectification process of P5 values into real learning activities. Therefore, teachers, as social subjects, were able to externalize the abstract P5 concept into concrete learning practices, thus developing project-based learning to apply Pancasila values through direct interaction with students' surrounding environment (Martini dkk. 2024).

Implementation of the Pancasila Student Profile Strengthening Project (P5) in Cirebon Regency

The Merdeka Curriculum differs from the 2013 Curriculum, in that it includes the Pancasila Student Profile Strengthening Project (P5). This project is a support activity for the intra-curricular activities aimed not only at increasing competence but also at creating and enhancing students' character to become the Pancasila Student Profile through projects that address issues or problems in the environment (Asiati & Hasanah, 2022). The Merdeka Curriculum is the newest curriculum applied at each education level in Indonesia, ranging from Early Childhood Education, Basic Education, and Secondary Education, based on Regulation Number 56/M/2022 regarding Guidelines for the Implementation of the Curriculum for Learning Recovery, which includes changes in the curriculum structure, focus on essential materials, use of various teaching tools, and utilization of digital technology.

The P5 planning implemented by SMPN 1 Weru started by forming a facilitator team according to the P5 guidelines. This became a representation of the consensus for implementing P5 by involving several teachers to form project teams linked to several subjects as a construction of the P5 reality, as a collaborative and cross-disciplinary activity. In addition, the selection of different themes for each grade level was a form of social construction that gave different meanings to P5 for each group of students. This different theme selection was the

school's choice in implementing P5 according to the analysis of needs at each school. These themes not only reflected the learning objectives but also mirrored the social values that were considered important by the school and the community.. This is related to the social construction theory, showing a social reality in the application of P5 that builds meaning, which can impact the lives of students and society. The theme "Sustainable Lifestyle" directed students to develop character education and student competence, which was externalized into a real project through the formation of a facilitator team, curriculum planning, and the implementation of learning activities.

In SMP Negeri 3 Sumber, the planning of P5 was formed through meetings for the preparation of the school's operational curriculum, where curriculum activities were discussed. The formation of the P5 team conducted discussions through forums where all teachers were involved. The discussion in the meeting focused on the theme, time allocation, and funding sources. That was the planning of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sumber. Meanwhile, at SMP IT Al Burhany, the planning was seen as an activity that was carried out during free time. Based on interviews, the school has not fully understood the P5 program, and thus, they considered the project activities to be an additional activity, which did not align with the planned program. P5 implementation at SMP Islam Al Burhany was not considered a formal program because the activities still referred to the policies of the pesantren (Islamic boarding school), where school hours and pesantren activities often overlapped. For example, after school ended at 12:00 PM, students would return to the pesantren to carry out their religious activities, such as reciting the Qur'an and submitting their Qur'an memorization..

At the implementation stage in SMPN 1 Weru, according to the research findings, the P5 implementation was carried out according to the scheduled time, 150 teaching hours (JP) over three months with one project theme: Sustainable Lifestyle. The stages of P5 in line with this theme included the introduction stage, contextualization stage, action stage, reflection, and strategic steps.

The implementation of the Pancasila Student Profile Strengthening Project in SMP Negeri 3 Sumber was carried out in blocks over approximately three months. Students were required to complete three themes within one academic year, totaling 320 JP. The themes selected refer to the Pancasila Student Profile, and the selection of the themes was determined through a teacher deliberation, coordinated by the project team, which was broken down into several stages, similar to those at SMP Negeri 1 Weru.

In SMP IT Al Burhany, the P5 activities were carried out during empty class hours, so they did not go through the stages as a guideline in the teaching module (P5).

Program Evaluation: First, the implementation of the P5 program faced obstacles, particularly in the teachers' understanding of the stages of the P5 activities. Second, the challenge faced was the teachers' capability in applying P5 activities, making the process less conducive. Third, there was a lack of support from the Pesantren institution for these activities.

Students' Social Behaviour After Engaging in the Pancasila Student Profile Strengthening Project (P5)

According to Skinner in Silastuti (2016) social behaviour can be defined as the behaviour of two or more people who are related or together in respecting a shared environment.

The moral attitude towards nature is a character value embedded in the Pancasila Student Profile Strengthening Project (P5), which aims for students to create prototypes of waste management systems in educational institutions, with a focus on developing morality towards nature that results in original works and actions (Sufyadi et al., 2021).

Based on findings through respondents, such as Seno, an eighth-grade student, regarding environmental conservation, concrete actions needed to be taken, such as disposing of trash in designated places. The next action that the student took was to collect plastic bottles, such as water bottles, to be gathered and used to create flower pots at home.

This showed that students could apply P5 not only in the school environment but also outside of

school, particularly in their home environment. Thus, they could create social realities through direct actions in the field. These actions were an externalization of the awareness of the importance of environmental preservation, which has been built through the learning process in the P5 project. Therefore, the objectivity of the social reality that has been created is considered something objective and real. The school has externalized values by implementing a project to make trash bins (Lisnawati et al., 2023). This action created an objective condition that supported the habit of throwing trash in the proper place. The process of objectivization through this project made the values of environmental care become objective. The trash bins made from recycled materials became a real symbol of the school's efforts to preserve the environment, which was reflected in the students, such as Rafa and Azka, who have internalized these values. They not only performed the actions requested by the teachers, but also understood the importance of preserving the environment..

The attitude of independence is the ability to take responsibility for one's own learning process and outcomes. As independent learners, they have a high level of self-awareness and an understanding of the situations they face in the learning process. They can recognize their strengths and weaknesses and manage themselves to achieve the learning goals that have been set. The ability to control oneself and manage time, resources, and learning strategies is a key component of this trait (Shofiah, 2023). This aligned with findings from the researcher's interviews, where students followed the P5 activities in line with the stages carried out by the teacher. This reflected their responsibility as students in the contextual learning process.

However, it is important to note that active participation in the P5 project is a good first step in developing independence. Involvement in group discussions, sharing ideas, and collaborating to achieve common goals are important social skills. Nevertheless, to achieve an independent Pancasila Student Profile, further efforts are needed to encourage students to take more initiative and take responsibility for their decisions. To develop students' independence in the context of the P5 project, several things need to be considered. (1)

Teachers need to create a classroom atmosphere that is conducive to experimentation and decision-making. Students should feel safe to try new things and make mistakes without fear of being judged. (2) Teachers can give individual assignments that require students to make their own decisions. (3) Teachers can provide constructive feedback on each decision made by the students, whether right or wrong.

This shows that social factors, such as group norms and teacher expectations, significantly influence the level of students' independence. The differences in the levels of independence found among students can be explained through the lens of social construction theory. This theory emphasizes that social reality is built together through social interactions (Munawarah, 2022). Social norms, such as values, roles, and rules, are learned and internalized by individuals through the socialization process. In the context of the P5 project, students built an understanding of independence through interactions with teachers, peers, and the school environment.

Gotong royong (mutual cooperation) is a form of cooperation between individuals or groups to solve problems that are of mutual interest. In line with the goals of the Ministry of Education and Culture, gotong royong is one of the efforts to enhance school character (Mulyani et al., 2020).

The P5 project provided opportunities for students to actively build knowledge and skills through social interactions. Students engaged in the process of meaning construction, where they assigned meaning to the tasks given and related them to their own experiences (Safitri et al., 2022). This is in line with the social construction theory, which emphasizes the importance of social interaction in the formation of knowledge. Moreover, the P5 project also supported the development of the Pancasila Student Profile, especially in terms of creativity, mutual cooperation, critical thinking, and global diversity through the social construction process carried out by all parties involved in the implementation of P5 in schools.

The findings of this study have significant implications for education. First, the P5 project can be an effective learning model to develop 21st-

century competencies for students. Second, teachers need to play a more active role in facilitating project-based learning, from planning, implementation, to evaluation. Third, schools need to provide adequate support for teachers in implementing the P5 project, such as training, resources, and sufficient time (Muslim & Werdiningsih, 2023). Therefore, the P5 project provided opportunities for students to internalize values such as moral responsibility towards nature (environmental care), independence, and mutual cooperation.

CONCLUSION

The author concludes that the externalization of social studies teachers expresses views on the Pancasila Student Profile Project Strengthening activity, knowledge that can be learned from the character strengthening program through the P5 material that they study both through independent learning through the Merdeka Teaching Platform, study groups held at schools and through workshops or in-house training held at schools, then the actions taken vary, such as understanding that P5 activities are character strengthening activities, project activities in the form of products and P5 activities as formal government programs. Then the findings in three schools showed that two of the schools studied had implemented P5 activities in accordance with the stages of P5 activities in the form of preparation and planning, implementation of activities and evaluation or follow-up in P5 activities carried out by the school and finally the school that did not follow the implementation through the guidelines provided.

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