

Habitus in The Implementation of Pancasila Student Profile Strengthening Project Through Entrepreneurship Project at School

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Abstract

Indonesian education remains a complex challenge. In addition to quality issues, it faces the challenge of the waning character of the younger generation. This study aimed to identify the habitus in implementing Pancasila student profile strengthening project (P5) through a local wisdom-based entrepreneurship project at SMA Negeri 1 Kendal. A qualitative research method was employed in this study. The results showed that the principal, P5 team, assisting teachers, and learners' roles determine the project's success. The learners' habitus also plays an essential role in their success in completing the project. The research novelty lies in Pierre Bourdieu's utilization of the habitus concept to analyze entrepreneurship project implementation. Systematically designed project implementation activities to strengthen the Pancasila learner profile can serve as a medium for developing students with noble character, faith, devotion to God; cooperation; critical thinking; creativity; resilience, and independence. The entrepreneurship project is also an internalization of students' exterior and interior habitus. In addition, this study is expected to be beneficial as a reference for schools designing P5 activities. Schools should focus more on the existence and condition of learners' habitus in conceptualizing P5 activities in their respective schools.

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INTRODUCTION

Indonesian national education seeks to shape individuals with faith and devotion to God, noble character, health, knowledge, skill, creativity, independence, democracy, and responsibility. The impact of the industrial revolution 4.0 is increasing, which means that the challenges in the education sector are also increasing. These challenges are the demands to educate students and develop the young generation's deteriorating character. Character education is an effort to mold students to make wise decisions and put them into practice in their daily lives so they can contribute to the environment (Cahyono, 2015).

In addressing the impact of the disruption era and the growing challenges of the industrial revolution 4.0, it is reasonable for the education sector to reform, evaluate, and improve to equip students according to the demands of the situation. The national education system must always make planned, directed, and sustainable improvements. These improvements will create equitable education, improve education quality which is relevant and efficient to prepare students for the future and prepare them to face changes in life at the local, national, and global levels (Rachmawati et al., 2022).

In response to the growing conditions in the community, the government introduced a new curriculum, named Merdeka Curriculum, through the Ministry of Education, Culture, Research and Technology (Kemdikbud Ristek). According to the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim, Merdeka curriculum has a simplified and flexible structure suitable for restoring education affected by the Covid-19 pandemic.

One of the main elements of the Merdeka Curriculum is the project to reinforce the Pancasila learner profile (P5). P5 activities are the school's attempt to achieve the Pancasila learner profile as required by the Minimum Competency Standards. Project-based learning in the Merdeka Curriculum encourages students

to be critical, respond quickly to problems, and work well together (Nisa, 2022).

Project model learning is a learning model that can provide learners with an excellent experience. Furthermore, this model is also beneficial for reflecting on previous lessons and starting new ones. Moreover, this learning model enables learners to explore their ideas (Ismail, 2018).

Project-based learning offers numerous benefits, both for teachers and learners. These benefits include 1) acquiring new materials and skills; 2) building learners' competence in solving problems; 3) encouraging students to be proactive in solving complex problems; 4) developing and improving students' skills in analyzing various findings to complete tasks; and 5) reinforcing cooperation among students (Fathurrohman, 2003).

In line with the project learning model benefits and the Merdeka Curriculum implementation, SMA Negeri 1 Kendal has organized an entrepreneurship project called "Building an Entrepreneurship Based on Local Wisdom."

The decision to choose the theme and title of the project is related to the younger generation's commitment to participate in national economic development. This commitment consists of three pillars: awareness, empowerment, and development. Besides, it is also concerned with raising awareness, identifying the potential of youth and regions, and enhancing the knowledge and skills needed to develop entrepreneurship.

The project to reinforce Pancasila student profile at SMA Negeri 1 Kendal entitled "Building Entrepreneurship Based on Local Wisdom" is anticipated to empower the young people to possess high creative and innovative power, vision, leadership, independence, commitment, perseverance, and to participate in the nation's development to strengthen the national economy. Based on preliminary observations, the project activities to strengthen the profile of Pancasila students at SMA Negeri 1 Kendal proceeded as planned by the P5 committee. The entrepreneurship project

implementation has also proven to be effective in achieving the set goals. Moreover, the project's concrete action stage (showcase) was successfully implemented directly in the community alongside the Kendal Car Free Day at the Kendal Regency Main Stadium.

Despite the project's success, the implementation of P5 with the theme "Building Entrepreneurship Based on Local Wisdom" through the entrepreneurship project at SMAN 1 Kendal is subject to further research, especially regarding habitus, capital, and arena. Students' habitus and capital are correlated with the implementation of the project. Besides, the arena of SMA Negeri 1 Kendal, where the project is located, also ensures the implementation of P5.

Wijayanti et al., (2017) concluded that the habituation strategy effectively strengthens students' character education. It is because the habituation method enables students to be actively involved in accustoming good behavior and actions consistently and continuously so that the habituation of the virtues becomes a culture practiced responsibly and without coercion.

Another study by Amaruddin et al., 2020. They asserted that families play a role in educating, providing knowledge, and monitoring children's behavior and attitudes in the family, school, and community. The research also indicated that children have a habitus from their family environment (Amaruddin et al., 2020).

On the other hand, children have capital such as religious values, regulations, socialization, self-protection, politeness, moral values, leadership, and guidance in learning, evaluating, and using social media. Furthermore, there is a specific relationship between habitus and the arena (environment), which is the family conditions, such as the economy, the dominant culture in the family, and the school.

The two studies mentioned previously serve as the basis for this study. However, the distinction between those studies and this one is the study's focus and the research location's setting. The study by Tutik Wijayanti focused on

the implementation process of strengthening character education through the habituation method to achieve Pancasila student profile at MAN 1 Jepara. On the other hand, Amaruddin's study centered on the role of family and social media in establishing children's courteous character in elementary school. Meanwhile, this study focused on habitus, capital, and arena in the project's implementation of reinforcing Pancasila student profile through the execution of entrepreneurship projects at SMA Negeri 1 Kendal.

The analysis in this study employed Pierre Bourdieu's social practice theory, particularly the concepts of habitus, capital, and arena. The concept of habitus is appropriate to examine the implementation of Pancasila student profile strengthening project at SMA Negeri 1 Kendal. Also, this study aims to analyze the role of habitus in the local wisdom-based entrepreneurship project at SMA Negeri 1 Kendal. Students' habitus is presumed to play a role in the progress and success of their participation in the entrepreneurship project organized at SMA Negeri 1 Kendal.

METHOD

This study on habitus in the project implementation of reinforcing Pancasila student profile through the entrepreneurship project at SMA Negeri 1 Kendal utilized a qualitative research approach. The qualitative approach was designed to obtain descriptive data from the subject's behavior as observed in the field to determine the quality of the values behind the observed behavior.

The qualitative method was employed in this study because: First, the study aimed at assessing the implementation of P5 in SMA Negeri 1 Kendal. SMA Negeri 1 Kendal was chosen as the research location since the project to strengthen Pancasila student profile in the school has a distinct theme from other schools: entrepreneurship. In addition, implementing the entrepreneurship project at SMA Negeri 1 Kendal took a different approach, such as selling products directly to the community. For students

at the high school level, these activities are new and unique.

Second, students' habitus in the entrepreneurship project was identified. This study examined several subjects directly involved in the implementation of P5. The study was conducted objectively to comprehend the informants' experiences, which included the principal, P5 team members, supporting teachers, and grade X students. Third, the inductive way of thinking, where the purpose of information seeking is not to verify the hypothesis formulated in the preliminary observation. Moreover, the source triangulation technique was utilized in this study to determine the validity of the data by comparing interview data obtained from research informants (Artayani et al., 2020).

This study selected five teachers who acted as Pancasila student profile Strengthening project team at SMA Negeri 1 Kendal and five grade X students who executed the project. The difference between this study and other studies on the P5 project is in analyzing habitus, capital, and the social arena where the project is conducted. These aspects are crucial to the student's success in participating in the project. However, these aspects have not been studied much and have been paid less attention by schools when implementing a learning project. Therefore, schools should develop a more suitable project concept by paying attention to students' habitus and capital, as well as the social arena where the project takes place to implement it successfully.

RESULT AND DISCUSSION

The local wisdom-based entrepreneurship project activities at SMA Negeri 1 Kendal were part of Merdeka Curriculum implementation in the educational field. In addition to achieving Pancasila student profile, local wisdom-based entrepreneurship project activities at SMA Negeri 1 Kendal also serve to build students' resilient and tenacious character. The principal even views this project as an entrepreneurial learning activity and a medium to achieve the

school's vision and mission, establish character education, and promote the school. Therefore, the school regards the local wisdom-based entrepreneurship project agenda as essential to properly design and implement.

The Objectives of Implementing the Local Wisdom-based Entrepreneurship Project at SMA Negeri 1 Kendal

The objectives of the local wisdom-based entrepreneurship project activities at SMA Negeri 1 Kendal correspond to the efforts to achieve the dimensions of Pancasila student profile. In particular, the dimensions of the local wisdom-based entrepreneurship project implementation in SMA Negeri 1 Kendal to be achieved are faith, devotion to God, noble character; cooperation; independent spirit; critical thinking skills; and creative spirit. In addition to achieving these dimensions of Pancasila student profile, the SMA Negeri 1 Kendal entrepreneurship project aims to build resilient, diligent, and independent characters in students. These characters will be the provision for students in their future life.

Based on the study results, there are differences in understanding the objectives of the entrepreneurship project. This difference occurred between the project coordinator team and the facilitator team. The P5 coordinator team considered the purpose of the entrepreneurship project to be the development of students' Pancasila character. In contrast, the P5 facilitator team (P5 assistants) believed that students must understand the entrepreneurship sector. The results of interviews and field observations indicated that this difference in understanding was due to a need for more communication and coordination between the facilitator and the project facilitator teacher. Although there were differences in understanding of the project objectives, the issue did not interfere with the implementation of the project. These differences are still within the same scope, achieving the dimensions of Pancasila student profile.

Implementation Strategy of Local Wisdom-based Entrepreneurship Project at SMA Negeri 1 Kendal

The school, especially the curriculum staff, recognized that this entrepreneurship project was their first, so several obstacles were unavoidable and needed to be observed. These obstacles include teachers' understanding of Merdeka Curriculum and project-based learning models; students' knowledge and experience in project-based learning; and technical issues related to learning administration, facilities, and infrastructure supporting project-based learning.

The implementation strategy of Pancasila student profile reinforcement project at SMA Negeri 1 Kendal involves a learning-by-doing approach. Besides, in the learning process, students must practice recognizing and identifying local potentials that serve as regional advantages and developing them through entrepreneurship projects (Noviani et al., 2022).

The strategies employed in the entrepreneurship project at SMA Negeri 1 Kendal cover: setting up the school ecosystem, designing the entrepreneurship project, managing the entrepreneurship project, assessing project implementation, and conducting project evaluation and follow-up (Nafaridah, 2023).

Setting up the school ecosystem

There are several aspects of preparing a school ecosystem that supports the implementation of Merdeka Curriculum and entrepreneurship projects, such as: strengthening school culture following Merdeka Curriculum and P5; strengthening the roles of students, teachers, and schools in Pancasila student profile reinforcement project implementation; and stimulating teacher capacity building in Pancasila student profile reinforcement project implementation.

School culture is the value character of an educational unit that can define school educational activities. If the school's culture is weak, it will create uncondusive conditions in realizing educational activities at school. Conversely, if the school has a strong culture, it will establish good school conditions (Zubaidah, 2015). Some school cultural values emphasized

to support Merdeka Curriculum, and P5 are enthusiasm for learning new things, open-mindedness, and collaborative culture.

Affirming the principal's role is crucial. One of the critical roles of the principal is as a supervisor. In addition, principals also act as resource figures, consultants or advisors, facilitators, motivators, and pioneers of innovation.

Based on the study's results, nearly all components involved in the entrepreneurship project are aware of the roles and tasks they must perform. However, in practice, some components still need to be maximized. These components are the need for maximizing students' roles in project activities in their groups and maximizing facilitators in assisting students.

Designing the entrepreneurship project

The entrepreneurship project design agenda comprised several activities, such as constituting a P5 facilitator team, identifying school preparedness stages, determining P5 dimensions and themes, designing the P5 time slot, and designing Pancasila student profile project modules (Mahanani et al., 2023).

Establishing the P5 facilitator team is an essential agenda in the entrepreneurship project. In the entrepreneurship project implementation at SMA Negeri 1 Kendal, the rundown of activities is not only organized by the P5 facilitator team but also involves a larger committee such as a supervisor, committee chairman, project coordinator team, facilitator team, equipment department, transportation department, and student control department.

The identifying process of school readiness in implementing P5 correlates with learning models utilized by teachers in classroom learning activities. The learning model in question is project-based learning (PJBL). Based on observations and interviews with informants, teachers at SMA Negeri 1 Kendal frequently utilize project-based learning models. Therefore, SMA Negeri 1 Kendal is at the developing stage, where the education unit already has a project-based learning implementation system. Moreover, most teachers understand project-based learning, and

the school is familiar with involving external parties to assist with project activities.

After identifying the stages of school readiness, the next task was to determine the dimensions and themes of the profile project. As aforementioned, the dimensions of Pancasila student profile that the local wisdom-based entrepreneurship project at SMA Negeri 1 Kendal strives to achieve are faith, devotion to God, noble character; teamwork and cooperation; independence; critical thinking skills; and creative spirit. Meanwhile, the theme chosen in this project is entrepreneurship.

To ensure the efficiency of the entrepreneurship project activities, the P5 team of SMA Negeri 1 Kendal strives to appropriately design the time allocation of the entrepreneurship project. According to the observations conducted in the project module, the time allocation for entrepreneurship project implementation activities is from September 19, 2022, to October 10, 2022.

Subsequently, to support the entrepreneurship project implementation, the P5 team of SMA Negeri 1 Kendal compiled a project module to reinforce Pancasila student profile. The module is entitled "Building a Local Wisdom-Based Entrepreneurship." The primary objectives of developing the module are as a guide for the facilitator team, to assist in delivering P5 entrepreneurship materials, and for students' learning materials.

Aside from the previously mentioned activities, the P5 team also applied several other strategies to optimize the entrepreneurship project implementation, such as conducting comparative studies, initiating project activities by involving students, and optimizing project implementation by encouraging students to remain active.

Assessment and evaluation of entrepreneurship project activities

The object of project assessment is the development of student's character dimensions. On the other hand, the summative assessment takes place at the end of the project. The assessment objects include students' character dimensions based on indicators, assignment

documents, and final products (Ulandari & Dwi, 2023). In the SMA Negeri 1 Kendal entrepreneurship project, assessment activities were conducted by collecting the project activity documentation. The documentation consists of project activity journals and students' portfolios. A journal is a written documentation of thoughts, perceptions, and descriptions of ideas or concepts typically presented in book form. Meanwhile, student portfolios are evaluation documents, award documents, and student work in an area that illustrates progress (reflexive-critical) over some time.

The entrepreneurship project's evaluation activities followed several principles, such as comprehensive, flexible, process-oriented, and diverse assessment forms. Evaluation activities that were initially only scheduled at the end of the project have been revised. The evaluation then took place nearly every day during the entrepreneurship project activities. The evaluation involved the entire P5 team—the topics discussed generally concerned students' obstacles in completing the project. Evaluation activities were also utilized to equalize the facilitators' perceptions to gain a mutual understanding of the ongoing entrepreneurship project activities.

Based on the analysis of the implementation strategy of P5 activities at SMA Negeri 1 Kendal, the activities were designed with thorough and systematic planning. The entrepreneurship P5 implementation concept at SMA Negeri 1 Kendal also has coherent stages that allow the P5 implementation activities to proceed smoothly. In addition, the concept of implementing P5 entrepreneurship was properly conveyed from the project coordinator team to the facilitator team and students. Consequently, most of the activities' stages and concepts were understood accurately.

Materials in the Local Wisdom-Based Entrepreneurship Project at SMA Negeri 1 Kendal

The materials provided by the P5 team of SMA Negeri 1 Kendal adhere to the implementation principles of the P5 project:

holistic, contextual, student-centered, and exploratory. The holistic principle highlights that the P5 project is not a thematic platform for various subjects but a platform to incorporate various perspectives and knowledge content in an integrated manner. Some of the materials in the entrepreneurship project implementation at SMA Negeri 1 Kendal are as follows:

Introduce and cultivate an entrepreneurial attitude, understand the meaning of entrepreneurship, and recognize the characteristics of an entrepreneur.

Exploring and developing entrepreneurial ideas, exploring creative and innovative ideas.

Local wisdom and entrepreneurial ethics.

Exploring and developing creative ideas.

Collaboration and cooperation (out bond).

Business plan material.

Production process material.

Production of raw materials into ready-to-sell goods.

Packaging material.

Market day materials

The entrepreneurship materials designed by the P5 team are comprehensive and cater to the student's needs to accomplish the entrepreneurship project objectives. Some materials still require in-depth explanation to facilitate students in mastering the specified material. These materials include, for example, local wisdom material. Most students needed clarification on the concept of local wisdom associated with entrepreneurship. This situation prevented students from discovering creative entrepreneurial ideas appropriate to the development of the era.

Implementation of Pancasila student profile Reinforcement Project through Local Wisdom-based Entrepreneurship Project at SMA Negeri 1 Kendal

Implementation is defined as execution or application. Meanwhile, Tachjan (2006) suggested that *implementasi* is an adoption of the word "implementation," derived from "to implement". Implementation is an activity

concerned with completing a job by utilizing a means (tool) to obtain/achieve a goal or result (Gighile et al., 2018).

The entrepreneurship project at SMA Negeri 1 Kendal continues as part of the Merdeka Curriculum implementation. Students who participate in P5 implementation are grade X students who have adopted the Merdeka Curriculum. The local wisdom-based entrepreneurship project implementation took place from Monday, September 19, 2022, to Monday, October 10, 2022, with the location covering the school and community environment.

The implementation of the entrepreneurship project at SMA Negeri 1 Kendal is a co-curricular activity with a dedicated time allocation not tied to classroom learning activities.

Students' Habitus in the Local Wisdom-based Entrepreneurship Project Implementation

The entrepreneurship project implementation at SMA Negeri 1 Kendal aimed to establish students' Pancasila character or profile. The entrepreneurship project is significant as a social practice of the people involved in the project. According to Bourdieu, social practice is significantly influenced by one's habitus. The social practice integrates habitus multiplied by capital and added to the domain. Therefore, students' activities in entrepreneurship projects are a social practice affected by habitus, capital, and the surrounding arena (Rahmawati, 2020).

Habitus is a social value internalized by humans and built through a long process of socialization of values that precipitate into ways of thinking and patterns of behavior becoming a habit in humans (Itsna et al., 2016). Habitus is also a subjective structure formed from individual experiences dealing with others in a network of objective structures in social space. Habitus is a cultural subconscious, a history unconsciously considered natural (Deni, 2019).

According to Bourdieu, habitus is a system of dispositions (schemes of perception, thought, and action acquired and sustained)

through lifestyle, values, dispositions, and expectations of certain social groups (Fatmawati, 2020). Hence, students' habitus, which they have had for a long time aligned with the entrepreneurship project, is valuable for the entrepreneurship project activities to be successful.

Habitus can also be interpreted as internalizing diverse socio-cultural values and a feel for the game that produces various movements appropriate to the game played. In other words, habitus is a product of skills transformed into activity practices, intentional or unintentional, in a particular social environment (social arena) that appears natural (Elfena et al., 2020).

Based on the entrepreneurship project implementation study at SMA Negeri 1 Kendal, students have diverse habitus. The diversity of students' habitus will affect their success in participating in entrepreneurship project implementation activities. Those with a habitus compatible with the entrepreneurship project will more easily follow the stages specified by the P5 team of SMA Negeri 1 Kendal. Meanwhile, students need a habitus consistent with the entrepreneurship project to follow the entrepreneurship project activities seamlessly.

Some of the students' habitus compatible with the project are discipline, eagerness for new things, diligence, enthusiasm, perseverance, like challenges, fulfillment when accomplishing tasks, and responsibility. On the other hand, the attitudes incompatible with the entrepreneurship project are laziness, undisciplined, surrender easily, irresponsible, averse to seeking new information, neglectful of the task, and disliking challenges.

Those students' habitus is the product of internalized and embodied social world structure or social construction. They guide individuals in understanding, assessing, and appreciating their actions according to schemes or patterns in the social world. Furthermore, Takwin (2009) elaborated that "habitus is a historical product established after humans are born and interact with society in a specific space and time (Mustofa, 2019).

Habitus is a construction of historical products that take shape after humans are born and interact with society in a specific time and space. Thus, habitus is neither nature nor innate that defines humans psychologically and biologically but is the outcome of learning through upbringing and socialization with society (Samodra, 2014).

Furthermore, the study results showed that the attitudes or habits that emerged from students are not natural but rather the result of human interaction and internalization with the social life around them. Internalization of social life can occur anywhere, such as when the students are in the school environment and the environment of their friends. However, the study results of the family environment are the most influential on students' habitus. For example, undisciplined and lazy attitudes often stem from families being too leeway with their children. Such families do not adhere to the habit of disciplining their children strictly. Vice versa, students with a habit of discipline and diligence originated from families with strict and disciplined ways of managing their children's lifestyles.

Students' attitudes stem from their past learning. They acquire certain information, facts, and values in their past interactions. Later, they weighed the advantages and disadvantages of good and bad and then took the best alternative.

Students' success in participating in the entrepreneurship project depends on their ability to transfer their habitus to the social situation they are encountering. The findings indicated that students' long-established habitus in-line with the entrepreneurship project is valuable for successful implementation activities. On the contrary, students without habitus aligned with the entrepreneurship project will struggle to transfer their habitus in the entrepreneurship project implementation activities. Students with inadequate habitus will deal with issues in the success of entrepreneurship project implementation.

The local wisdom-based entrepreneurship project also serves as a medium to develop a

new habitus in students. As an arena of social practice, schools provide the space to shape the habitus of their members. The entrepreneurship project has several activities which are part of students' habituation to a particular habitus. On the other hand, SMA Negeri 1 Kendal as a social institution also has a culture and values at its disposal as capital in building students' habitus. These cultural values include the values of discipline, honesty, hard work, mutual respect, mutual assistance, courtesy, and enthusiasm for learning. Furthermore, as the oldest school in Kendal, SMA N 1 Kendal has a strong network and relationship with various government institutions in Kendal District. This enables them to access Kendal District government facilities and agendas, such as the stadium, car-free day activities, and other socio-cultural events.

CONCLUSION

Based on the study's results concerning habitus in the implementations of Pancasila student profile reinforcement projects through local wisdom-based entrepreneurship projects at SMA Negeri 1 Kendal, the study concluded that the success of the project implementation is dependent on students' habitus. On the other hand, there are two groups of students' habitus in relation to entrepreneurship projects: groups of students with a habitus in-line with the entrepreneurship project and students with an incompatible habitus. The habitus of students who fit the project includes a disciplined attitude, an inquisitive attitude towards new things, diligence, enthusiasm, perseverance mentality, like challenges, satisfaction after completing tasks, and a sense of responsibility. Meanwhile, the habitus inappropriate for the entrepreneurship project includes lazy attitude, undisciplined, quitters, irresponsible, averse to seeking new information, negligent towards tasks, and aversion to challenges.

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