

Implementation of the Project to Strengthening the Pancasila Student Profiles in Kindergartens in Pemalang Regency

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ABSTRACT

The independent curriculum is a new curriculum in which there are co-curricular activities, namely implementing projects to strengthen the profile of Pancasila students by emphasizing the process of children's activities to stimulate the character of Pancasila in their lives. The purpose of the study is to describe the implementation of the project to strengthen the profile of Pancasila students in PAUD. The method used in this research is qualitative with a case study approach. This research was used to obtain information on the project's implementation process to strengthen the profile of Pancasila students in kindergarten through activities with the theme "I Love Indonesia" commemorating Independence Day in school activities. Data are obtained through triangulation of interviews, observations, document studies, and field notes. Research subjects of schools, teachers, and children aged 5-6 years in several kindergartens in Pemalang Regency. The results showed that schools implementing project activities to strengthen the profile of Pancasila students in kindergarten are still experiencing an adjustment stage in learning because teachers still have difficulties in making and designing teaching modules and learning activities in schools. The character of faith, cooperation, and creativity is stimulated in the project to strengthen the profile of Pancasila students on the topic of commemorating the Indonesian Independence Day. During the evaluation of the implementation of the Pancasila student profile strengthening project, there were supporting and inhibiting factors. Then, educators have an

effort to implement learning activities to implement the Pancasila student profile.

Keywords: *independent curriculum, Pancasila student profile strengthening project, early childhood*

INTRODUCTION

Curriculum changes also have adjustments to the development of zama. The development of the times makes an adjustment to the world of education. Therefore, the curriculum functions to face future challenges due to changing times to realize educational goals (Setiyorini & Setiawan, 2023). With the existence of an independent curriculum with project-based Pancasila student profile learning activities that develop and produce competent graduates by having values according to the character embedded in the Pancasila precepts (Hamzah et al., 2022).

The new educational paradigm enjoys profile achievements; Pancasila students within the framework of education and lifelong competence through six main characteristics, namely: Faith devotion to God Almighty and noble morals, global diversity, mutual cooperation, independence, critical thinking and creativity (Majir, 2020). The six dimensions of the Pancasila student profile must be integrated in the Learning Outcomes and

learning content in the School Operational Curriculum (KOS) with the hope that later children who have entered the basic education level already have the foundation of Pancasila student profile values. At the ECCE level, achieving the Pancasila student profile is usually done through project-based learning. The Ministry of Education and Culture has set project themes that can be applied to ECCE units, namely I Love the Earth, I Love Indonesia, Play and Cooperation, and My Imagination. Themes that are still Pancasila (Sulistiyati et al., 2021).

The plan to implement the independent curriculum program by developing learning based on the Pancasila Student Profile in Indonesian education units through the Ministry of Education and Culture and Technology. Quoted through the website, the Directorate General of PAUD Dikdas and Dikmen of the Ministry of Education, Culture, Research and Technology stated that the process of implementing the independent curriculum runs starting from the 2022/2023 school year and will be simultaneously in 2023 at ECCE education unit institutions in each region based on a decree (SK). The independent curriculum is one of the options voluntarily chosen by the Education unit. However, the Ministry of Education and Culture encourages education units to implement an independent curriculum according to the needs and level of readiness of each education unit (Direktorat Jenderal PAUD Dikdas dan Dikmen Kementerian Pendidikan, Kebudayaan, Riset, 2022). With activities supported by teachers, parents and stakeholders so that the activities carried out run by developing the talents and interests of children's needs (Lestarinigrum, 2022).

The Pancasila Student Profile refers to the Decree by the Minister of Education, Culture, Research and Technology number 162/M/2021 regarding driving schools, the definition of the Pancasila Student Profile means that the graduate profile aims to provide the character and competencies expected to be achieved and strengthen the

noble values of Pancasila students and stakeholders (Kementerian Pendidikan Kebudayaan, Riset, 2021). In the unit of educational institutions for the implementation of the Pancasila student profile, it is necessary to identify in order to prepare a project to strengthen the Pancasila student profile that is adapted to school conditions and the selection of themes in accordance with the phase of students (Widyastuti, 2022). In supporting learning that is packaged in a fun way, the need for an approach taken by educators in stimulation that encourages students to find their knowledge directly through learning experiences and activities (Sujarwo, 2023).

The Pancasila Student Profile Strengthening Project states that a project-based co-curricular activity designed to strengthen efforts to achieve competence and character according to the character of the Pancasila student profile is applied to the school environment and the surrounding environment. With educators involving the community and agencies collaborating to design learning projects to strengthen the profile of Pancasila students in exploring (Pratama & Indrawirawan, 2023). With learning activities, the project of strengthening the profile of Pancasila students provides knowledge to children to learn from the surrounding environment. In the project activities also, children are given the opportunity to learn themes, culture, technology, climate change, commemoration of holidays. With the activity project carried out can inspire students to have a real impact on the surrounding environment (Wiyani, 2022). Project implementation activities to strengthen the profile of Pancasila students need to prepare teaching tools that support learning to strengthen the profile of Pancasila students (Olivia Yana et al., 2022).

The problem is because the independent curriculum is a new curriculum so that school institutions and teachers still need adaptation in implementing the Pancasila Student Profile Strengthening Project. The

Education Unit in Pemalang Regency Kindergarten in the implementation of learning activities uses project activities with the theme "I Love Indonesia" with the topic of Commemoration of the Indonesian Independence Day. Learning with different activities is adjusted to the characteristics of the school and the needs of students. It is one of the real illustrations of the theme and topic of discussion. In learning activities, educators utilize the school environment and involve children directly in the learning process. The learning process of the Pancasila student profile strengthening project was carried out such as making percussion musical instruments from used bottle media, making class decorations, racing tanks (miniature combat vehicles), and making class decorations as well as carrying out the August 17 carnival parade. This is expected to improve the character profile of pancasila students (Beriman, gotong-royong and creativity) in project activities. Increase understanding of the Pancasila Student Profile Strengthening Project (Santoso & Murod, 2021). Limited facilities and infrastructure and lack of motivation to learn learners (Nadila, R & Aeni, 2023). The problems faced by teachers in implementing the independent learning curriculum, namely in planning, implementing and assessing learning are difficulties in analyzing CP, formulating TP and compiling ATP and teaching modules, teaching materials are too broad and lack of time allocation for project-based learning, determining and forms of assessment in project-based learning (Zulaiha et al., 2022). The other obstacles faced by teachers are limited literacy, technology and soft skills or competencies (Sasmita & Darmansyah, 2022). The independent curriculum supports the recovery of project-based learning by developing soft skills and character according to the profile of Pancasila students (Nisfa et al., 2022). Likewise, good early childhood policies and programs are essential to meet the Sustainable Development Goals, whereby children can

develop skills, creativity and solve problems in everyday (Black et al., 2017).

According to Hasanah et al., (2022) states that the role of teachers is needed to compile an operational curriculum by designing school backgrounds to determine the vision, mission, objectives and learning activities in school teaching modules. Then according to Magdalena et al., (2020) states that the teaching module is an elaboration derived from learning outcomes that are arranged relevantly according to the stage of child development. Teaching materials need to be designed according to the material and learning needs of students. Reinforced by statements expressed Jannah et al., (2022) Teachers are required to be more creative in designing teaching modules. All elements of the school focus on project activities to strengthen the profile of Pancasila students which are given to students.

Preparation before the implementation of the Pancasila student profile strengthening project activities begins in the preparation of the P5 coordinator, identifying the level of school readiness, determining the theme, designing the allocation of implementation time, compiling project modules and making an evaluation of reporting the results of P5 implementation activities in schools (Yulastuti et al., 2022). The application of each theme in the implementation of the Pancasila student profile strengthening project which is carried out through the beginning, development and conclusion stages (Afipah & Imamah, 2023). Planning in the implementation of the student profile of Pancasila students includes training, document readiness and completeness of facilities and infrastructure (Setiyorini & Setiawan, 2023).

One of the efforts to overcome problems in the implementation of the independent curriculum is project activities to strengthen the profile of Pancasila students with project-based implementation and habituation in learning in PAUD. With a project-based strategy, it makes an effective approach to active involvement of students

in practical and creative activities that integrate the values of Pancasila in everyday life (Hidayanto et al., 2023). Learning uses an independent curriculum that adjusts the abilities of students. With the project activities of strengthening the profile of Pancasila students in the learning process using teaching guidelines (Rohimajaya et al., 2023). Learning activities with habituation of students can actively familiarize good behavior and actions consistently and continuously in order to stimulate the implementation of strengthening character education in students (Wijayanti et al., 2022). The existence of a supportive environment, the vision and mission of the school that is in line with parents, and facilitators facilitate children to move freely (Hanum, 2020). The efforts applied by teachers in overcoming the problems of implementing the independent learning curriculum are by having regular KKG meetings, PMO assistance and special principal coaching, and attending curriculum implementation training (Zulaiha et al., 2022). Then there is active participation from teachers and principals in improving teacher competence in developing curriculum and providing teaching materials according to needs (Iskandar et al., 2023). The purpose of this study is to describe the implementation of the Pancasila student profile strengthening project in Pemalang Regency Kindergarten, namely Al-Munawaroh Kindergarten, Pemalang Baby IT Kindergarten, Istiqomah Petarukan Kindergarten and Aisyiyah Bustanul Athfal 03 Pemalang Kindergarten, describe the implementation strategy of the Pancasila student profile strengthening project, describe the implementation of the Pancasila student profile strengthening project and evaluate the implementation of the Pancasila student profile strengthening project.

There is a main component of the Pancasila student profile strengthening project can run smoothly if educators, students and the education unit environment can optimize each other's roles. By presenting a positive

school culture through this project, the cultivation and development of mutual cooperation and creativity can build cooperation and communication interaction between school parties can be implemented in students (Mery et al., 2022). The process of preparing teaching materials can be used in various media, including utilizing the surrounding potential as project-based learning support (Farliana & Sakitri, 2023). Then P5 activities are not only carried out in the classroom but can be carried out outside the classroom to increase student activity and innovate it (Jannah et al., 2022).

According to Dhia & Safitri (2022) The dynamics of the curriculum are currently experiencing a declining essence that affects the character of students at the early childhood level, for this reason, the need for renewal or curriculum systems that are in accordance with the character of the nation. With the new curriculum with the concept of Pancasila students, it will be carried out well if there is cooperation between the principal, teachers, guardians and school partners. In the research conducted (Hamzah et al., 2022) With the existence of an independent curriculum with project-based Pancasila student profile activities that develop and produce competent graduates by having noble values according to the characters embedded in the Pancasila precepts.

Based on the explanation above, research was conducted related to the Implementation of the Pancasila Student Profile Strengthening Project in Pemalang Regency Kindergarten. Research shows that research on learning activities for the project of strengthening the profile of pancasila students in Pemalang Regency Kindergarten that will be researched by researchers is different from previous research, both in studies, learning activities, dimensions of pancasila character to be studied, location, and time of research implementation. This study aims to determine the strategy, implementation and evaluation of project implementation to strengthen the profile of

Pancasila students elements of achievement of faith, mutual cooperation and creativity.

MATERIALS & METHODS

The method used by the author in this study uses qualitative methods of case study type. The object of research is the Implementation of the Pancasila Student Profile Strengthening Project. The subjects in this study were carried out in four educational units located in Pemalang Regency, namely Al-Munawaroh Kindergarten, Pemalang Baby IT Kindergarten, Istiqomah Petarukan Kindergarten and Aisyiyah Bustahul Athfal 03 Pemalang Kindergarten. The data source consists of primary and secondary data. The primary data conducted by the researchers included direct interviews with four school principals and P5 coordinating teachers in each education unit in kindergartens in Pemalang Regency, while secondary data included observations, document studies which included learning tools documents and documentation of project implementation activities to strengthen the profile of Pancasila students. This research step consists of stages, namely: data reduction; display data; and conclusions. The instruments used are interview sheets, observations and document studies. The data analysis method uses qualitative analysis which includes: data collection, data reduction, data display and verification and affirmation of conclusions.

DISCUSSION

Project Implementation Strategy for Strengthening the Profile of Pancasila Students in Pemalang District Kindergarten

The transformation of the independent curriculum applied to teacher education units must implement the "Pancasila Student Profile" as regulated through the regulation of the Minister of Education and Culture (Permendikbud) No. 22 of 2022 concerning the Ministry of Education and Culture's Strategy Plan for 2020-2024. Learning uses an independent curriculum that adjusts the abilities of students. In the education unit,

the implementation of the Pancasila student profile strengthening project as an effort to encourage the improvement of learning quality (Sri Yuliastuti et al., 2022). School readiness in preparing the implementation of this independent curriculum includes preparing school infrastructure and policies at the education unit level (Rahayu et al., 2022).

“For learning tools that we use educational units, namely P5 teaching modules, the existence of adequate activity materials and learning environments as well as guidelines or SOPs for P5 activities.” W/S1/7-08/2023

The use of a new paradigm curriculum for early childhood education requires a fairly mature readiness from both school principals and educators. Principals and educators can collaborate to prepare value needs that will be used in change (Elyana, 2021). Preparation in the Pancasila student profile strengthening project activities carried out by schools by establishing P5 activity teams, coordinating the selection of appropriate activity themes tailored to the circumstances and needs of students (Sri Yuliastuti, et al., 2022). Implementation of learning activities implementation of the Pancasila student profile strengthening project in the Pemalang Regency Kindergarten education unit, preparations carried out such as determining P5 coordinator teachers and designing learning tools tailored to the themes and activities in each educational unit using learning tools and materials tailored to the needs of students.

“The preparation carried out if you have determined the P5 coordinator teacher discusses the allocation of implementation time, then forms a theme with the theme "I Love Indonesia" at the Pemalang Baby IT Kindergarten, with the topic of Independence Day and designs the activity module to be carried out, then forms a committee.” W/S4/18-10/2023

The results of observations and interviews in the implementation process of the Pancasila student profile strengthening project with the theme and media used in

the education unit found the fact that the activity coincided with the Big Day, namely commemorating Independence Day in August became the theme in each education unit with the theme "I Love Indonesia" with different project activities according to the characteristics and learning activities in the education unit.

"In the education unit, we take 1 theme in 1 semester whose moment coincides with the Big Day, namely the Independence Day of the Republic of Indonesia, the commemoration of August 17, so the activity will be carried out in August 2023 mbk. With an allocation of 1 week 1 activity adjusted to school activities". W/S2/10-8/2023

The purpose of the Pancasila Student Profile Strengthening Project is to strengthen efforts to achieve the Pancasila student profile which refers to the Graduate Competency Standards (Child Development Achievement Level Standards for ECCE). Strengthening is carried out in the context of celebration of location traditions from large, national, and international. The implementation of the project to strengthen the profile of Pancasila students using the allocation of time for activities in PAUD. The allocation of learning time in PAUD aged 4-6 years is at least 900 (nine hundred) minutes per week. The allocation of time in early childhood education aged 3-4 years is at least 360 (three hundred sixty) minutes per week (Haq, 2022). The allocation of the implementation of the Pancasila student profile strengthening project looks at the academic calendar which is then adjusted to the calendar of each educational unit (Anwar, 2023). Learning is carried out periodically (Palvia et al., 2018). In the education units studied by researchers for activities and the allocation of learning time are adjusted to the planning and academic

calendar in each educational unit in Pemalang Regency Kindergarten. Of course, with different time allocations, various activities are made by stimulating the character of the Pancasila student profile strengthening project.

"The activity will be carried out in August 2023 mbk, a 1-week project learning activity will be carried out starting on August 14." W/S8/28-10/2023

Of course, with the learning of the Pancasila student profile strengthening project in its implementation, it requires strategies used by principals, educators and school residents so that the learning carried out runs according to the learning plan and the achievement of the objectives of a learning.

"By carrying out collaboration and socialization about P5 activities to all school residents, then making learning fun and interesting." W/ S8/ 28-10/ 2023

Strategies used in learning carried out by educational units by making learning fun and making children directly involved in the learning process. Here the role of educators is needed in developing their competence in expressing ideas in stimulating learning to strengthen the profile of Pancasila students in students.

"Making project-based learning fun and outdoor activities make it fun and not boring. Then there is a collaboration carried out by all school residents which makes the activity run well." W/ S4/ 18-10/2023

Added the starategi carried out by Al-Munawaroh Kindergarten in its learning activities, the strategy used.

"Strategies carried out with habituation learning activities and projects that utilize the environment as a fun and interesting learning tool. Then the activities are carried out according to the interests and talents of the child." W/ S2/ 10-08/2023.



Figure 1. Educational strategies in implementing learning activities for the Pancasila Student Profile Strengthening Project

Through various project activities in each educational unit create new colors and variations in reference in the world of education. Learning activities carried out outside the classroom make children closer to the environment. Then the selected learning is adjusted to the characteristics of the school and according to the needs of students.

P5 implementation strategy with project-based activities and habituation in learning in PAUD. With a project-based strategy makes an effective approach with projects that involve students actively in practical and creative activities that integrate the values of pancasila in everyday life

The strategy of the implementation of P5 with project-based activities and habituation in learning in PAUD. With a project-based strategy makes an effective approach with projects that involve students actively in practical and creative activities that integrate pancasila values in everyday life (Hidayanto et al., 2023). The profile of Pancasila students through habituation activities can actively familiarize good behavior and actions consistently and continuously in order to stimulate the implementation of strengthening character education in students (Wijayanti et al., 2017). In the practical activities, educators always try to keep children doing activities comfortably and grow according to their development (Markowitz et al., 2020). So, this is the principal and teachers consider that learning like this can make children more active in increasing children's

knowledge (Tippett, C. D. & Milford, 2017). The need to plan, implement, evaluate and improve school partnership programs is necessary (Joyce et al., 2018).

Implementation of the Pancasila Student Profile Strengthening Project in Pemalang District Kindergarten

The application of each theme in the implementation of the Pancasila student profile strengthening project which is carried out through the beginning, development and conclusion stages. By stimulating the character dimension of the Pancasila student profile through early childhood habituation activities on Pancasila characters that will produce an Indonesian generation with character (Afipah & Imamah, 2022). In addition to habituation activities, project implementation is also carried out in learning, project implementation of strengthening the profile of Pancasila students, providing knowledge to children to learn from the surrounding environment. In the project activities, children are also given the opportunity to learn the themes of culture, technology, climate change and commemoration of holidays. With the activity project carried out can inspire students to have a real impact on the surrounding environment (Wiyani, 2022).

The implementation of learning implementation of strengthening the profile of pancasila students in Pemalang Regency Kindergarten is carried out well, although

the learning activities carried out require adjustments both in terms of facilities and infrastructure used. Because of the new curriculum that runs in 2023. So both principals and educators are still developing competencies and learning about the independent curriculum in project-based learning to strengthen the profile of Pancasila students. In carrying out indoor and outdoor learning activities that are adjusted to the theme, topics, elements of Beriman achievements, mutual assistance, creativity and activities carried out in educational units. All activities coincided

with the commemoration of Independence Day, so all education units that researchers researched were themed "I Love Indonesia" with various activities in each educational unit in Pemalang Regency Kindergarten. In the learning activities, use habituation and project-based, where different projects are carried out in each educational unit. The project activities carried out provide direct learning to students. Activities to stimulate elements of faith, cooperation and creativity are encouraged to have these characteristics in everyday life as in Figure 2.



Figure 2. Implementation of the Pancasila student profile strengthening project in Pemalang District Kindergarten

Through project-based learning activities that involve students directly by stimulating elements of faith, mutual cooperation and creativity, providing direct stimulation to increase student growth and development through experience. In activities stimulate the character of faith, mutual cooperation and creativity through habituation and project-based learning. Projects used by educators utilize real and easily obtainable objects to develop children's imagination. The project with the theme "I Love Indonesia" which is used to use used bottles to be used as percussion instruments, carrying out the habituation of flag ceremonies and the project of making racing tank (miniature TNI tank) which was carried out to commemorate Independence Day August 17.

In the character dimension of the pancasila profile, there are six elements of achievement. However, the focus of the research is on three elements of achievements that have been carried out in the Pemalang Regency Kindergarten education unit. Project activities in different educational units. As in the project activity themed "I Love Indonesia" presented in Figure 3. Pemalang District Kindergarten in implementing elements of the achievement of Faith, Devotion to God Almighty, and Noble Character, Mutual Cooperation and Creativity in students.

Al-Munawaroh Pemalang Kindergarten in introducing project activities to strengthen the profile of Pancasila students, namely by making percussion musical instruments from used bottles that are used from the environment. The used bottles that students

collect are then made percussion instruments by implementing the elements of achievement of Faith, Devotion to God Almighty, and Noble Morals, Mutual Cooperation and Creativity in students.

“The character of faith is stimulated by teaching children to pray before learning, training gratitude in children to always protect the environment and love the country more so as not to litter. With the use of used bottle media, students can better appreciate and protect the surrounding environment.” W/S1/ 7-08 /2023

In habituation activities and projects for making percussion musical instruments from used bottle media (Figure 3) has a

uniqueness in learning because it uses bottles to be used as musical instruments, besides that learning is adjusted to the needs of students with activities that develop the character of Pancasila. The character of faith in the moral elements of nature from these activities is stimulated so that students can protect the surrounding natural environment by utilizing plastic waste as a learning medium. With this activity, students are stimulated to get used to being grateful for the gift of the surrounding natural environment by maintaining cleanliness and caring for the surrounding natural environment at school and in their daily lives.



Figure 3. Habituation activities and projects for making percussion instruments from used bottles

In addition to the achievements of the character of Beriman, educators stimulate the achievement of mutual cooperation character and creativity in students. Activities that are carried out outdoors and are fun. Collaboration between school residents makes learning activities run smoothly and smoothly. One of the activities to stimulate elements of mutual aid achievement and creativity in students through percussion musical instrument project activities is presented in Figure 4. Al-Munawaroh Kindergarten in stimulating the character of *gotong-royong* (cooperation) and creativity of the students. “Activities that can be observed, more visible children can work together with their friends when arranging, collecting and

decorating used bottles to be used as percussion instruments.” W/S2/10-8/2023 Al-Munawaroh Pemalang Kindergarten in stimulating the character of creativity in students makes percussion instruments with used bottles by decorating the bottles then played during carnival activities on August 17.

“For creativity, children are accustomed to making works as creatively as possible, although the teacher exemplifies it. By exporting children activities give children confidence and the learning process and work produced.” W/S1/7-08/2023

Through learning with the theme "I Love Indonesia" with the topic of commemorating the Indonesian Independence Day in the project activity of making percussion musical instruments

using students simulated by mutual cooperation characters when children carry out a project to strengthen the profile of Pancasila students in the sub-element of collaboration, namely cooperation looks simulated through collecting and making activities to decorate used bottle media with origami paper that has been cut out with their friends to be used as tools percussion music. In the activity of making decorations with origami paper with red and white nuances, it shows that students can cooperate with their friends enthusiastically.

The character of creativity in students can be seen when students decorate bottles that will be used as percussion instruments during the implementation of the Indonesian Independence Day. Students can be seen cutting out red and white paper and then sticking it to the end of the bottle. After the bottle is decorated by students, it is filled with stones to make the source of sound to be used as a percussion instrument used during carnivals.



Figure 5. Stimulation of mutual cooperation character and creativity

TK IT Buah Hati Pemalang carried out learning activities with activities themed "I Love Indonesia" the topic of lightening the Indonesian Anniversary, activities carried out by carrying out flag ceremonies, making class decoration projects and August 17 competitions. Activities carried out in addition to project activities also have habituation activities carried out by educational units that stimulate the character profile of Pancasila students, elements of Beriman, cooperation, and creativity in accordance with the characteristics of the IT kindergarten education unit Buah Hati Pemalang.

"The character of faith in the activities in P5 with the theme "I Love Indonesia" with the sub-topic of lightening the Indonesian Independence Day with flag ceremony activities where the learning activities teach children to pray for heroes by pronouncing

Surat Al-Fatiha and practicing the values of the precepts in Pancasila." W/S4/ 18-10/2023

The character of gotong royong implemented in the IT Kindergarten Buah Hati Pemalang was seen during activities carried out by students in the activities of reading pancasila, singing songs on August 17 and competition activities held by educational units in commemorating the Indonesian Independence Day. Students are stimulated by group activities to get used to working together in carrying out learning activities.

"Pancasila reading activities and singing songs on August 17 together with the class team, then during the water relay competition and bakyak competition where children are able to work in teams with their friends." W/S3/14-10/2023.

The character of creativity in TK IT Buah Hati Pemalang can be seen when students make a project for making classroom decoration activities. Children are simulated by pouring their ideas and creativity in the process of cutting decorations using origami paper.

“Activities when making classroom decorations and providing opportunities for children to devote ideas to be carried out for Independence Day activities.” W/S4/ 22-10/2023

TK Istiqomah is a project-based learning process with the theme "I Love Indonesia" with the topic of commemorating the Indonesian Independence Day. The project coincided with Indonesia's Independence Day. With activities arranged in teaching modules that have been made by the Istiqomah Petarukan Pemalang Kindergarten education unit. Project activities that have been selected in the implementation process of the Pancasila student profile strengthening project are making racing tanks, posters and carrying out the August 17 carnival in collaboration with parents. By learning using this project, students are simulated with the character of faith, mutual cooperation and creativity. One of them is a believing character stimulated in the project activities of making racing tank combat equipment. The activity taught students to be grateful and appreciate the services of heroes who had fought for Indonesian independence. Making racing

tanks with used cardboard and made into miniature racing tank combat equipment to stimulate believing characters.

“Activities when children pray before and after the activity is carried out, then children are able to be grateful to love their country Indonesia by making TNI fighting vehicle racing tanks to remind children to always remember and appreciate the services of heroes. And provide examples of differences between good and bad behavior so that children can behave well in their daily lives.” W/ S6/ 23-10/ 2023

The character of gotong-royong is stimulated for students in the project activities of making racing tanks and posters. The project activity was carried out with the topic of Commemorating the Indonesian Anniversary by collaborating with parents in the August 17 carnival parade using a drumband. The character of the gorong royong can be seen when students jointly make miniature TNI combat vehicles (racing tanks). Racing tanks are made using large cardboard and made collaboratively between students one and another. Similarly, the process of making posters with the theme of Indonesian Independence, posters are made using large manila paper and pasted the work of students. The poster depicted the environmental condition of the kindergarten education unit surrounded by rice fields. This can be seen from Figure 6.



Figure 6. Project activities at TK Istiqomah Petarukan making posters and miniature combat vehicles (racing tank)

Based on observations and interviews conducted by researchers that project

activities were carried out in the education unit of Istiqomah Petarukan Kindergarten

“Familiarize children to work together with friends in the project of making TNI combat equipment (racing tank) made using used cardboard together. And foster collaborative character in poster project making activities that are made together. What is expected in activities so that students are able and can work in teams when activities that must be done together.” W/S6/23-10/2023

Then the character of creativity in the Pancasila student profile was simulated with project activities for making racing tank equipment (miniature combat vehicles) and independence posters. Students can express their creativity in making posters that match the imagination of each student.

“Provide various references and support used to stimulate creativity in children through the story book "I Love Indonesia" where children can get to know various information and can express their feelings. The project activities carried out are the manufacture of racing tank equipment (miniature combat vehicles) and the making of independence posters.” W/S5/17-10/2023

Through learning activities themed "I Love Indonesia" with a project to make racing tanks and posters in lightening Indonesian Independence with carnival activities on August 17, 2023. The activities carried out stimulate the character of Pancasila Beriman, gotong-royong and creativity. Simulated character profile of Pancasila students through project activities that are familiarized in everyday life.

TK Aisyiyah Bustanul Athfal 03 is a barrier in implementing the Pancasila student

profile themed "I Love Indonesia" with the topic of Commemoration of Indonesian Independence which coincides on August 17, 2023. The learning activities carried out made class decorations, read Al-Fatiha letters and sang songs on August 17 in carnival activities using traditional clothes to stimulate the character profile of Pancasila Beriman students, gotong-royong and creativity. Through activities arranged in teaching modules used by educational units.

Learning activities by applying character strengthening of Pancasila student profiles in Aisyiyah Bustanul Athfal Kindergarten sub-topic of Indonesian Independence Day, by stimulating the character of faith elements of state morals carried out with habituation project activities, stimulation of learning activities provided by teachers. The character of faith is seen when students carry out habituation activities to pray dhuha together and in project activities carried out in watching videos of independence heroes. The activities carried out are instilled by educators according to the characteristics of the educational unit and the needs of students. The stimulation provided instills a sense of love for Indonesia by knowing the history and having a sense of tolerance between differences that exist in Indonesia. Instilling in students by introducing QS Ali Imran 103. In the habituation activities of dhuha prayers and learning projects (Figure 7) and interviews below.



Figure 7. Project habituation of dhuha prayers and watching independence films

“The character of faith in the project themed "I Love Indonesia" instills in children a sense of love for Indonesia by knowing history and having a sense of tolerance between differences that exist in Indonesia. The activity was simulated when watching the independence video of trained children to always be grateful for the independence of Indonesia Indonesia so that their religious morals were stimulated by children praying for heroes by reading Al-Fatima letters, children understood the traditional clothing of various religions so that children appreciated the differences that existed. In accordance with QS Ali Imran, 103 children are accustomed to adhering to their religion.”W/S7/11-10/ 2023

The character of gotong-royong is simulated in learning themed "I Love Indonesia" the dimension of gotong-royong in the collaboration element on the theme of strengthening the profile of Pancasila students. The activities carried out were making red and white classroom decorations and utilizing used cardboard carried out by students.

“Cooperation activities when children do meronce activities and make decorations together using used cardboard language used to be the basis for classroom decoration, then children connect red and white paper on the rope together to be used as decorations on the walls of the classroom with red and white nuances.” W/S8/28-20/2023

Learning activities in stimulating the dimensions of children's creativity with the theme "I Love Indonesia" are carried out projects to decorate classes and carnival parades according to the achievement goals stated in the teaching module, stimulate exploration and express thoughts or feelings in children in the form of simple works or actions.

“Children's activities to draw and color freely draw red and white flags. Then where the child can express independence about the independence video. Decorative activities together that teach children to

express the decorations made by children.” W/S8/28-10/2023

Through refraction activities and projects in the Aisyiyah Bustanul Athfal 03 Pemalang Kindergarten education unit, the character of the Pancasila student profile is stimulated in the dimensions of faith, mutual cooperation and creativity of students. Educators prepare activities that are tailored to the characteristics of the educational unit and the needs of students. Activities that are stimulated in strengthening the character profile of Pancasila students through the topic of commemorating the Commemoration of the Indonesian Anniversary on August 17, 2023. It is expected that activities to strengthen the profile of Pancasila students will be simulated in developing soft skills in habituation and daily activities.

P5 implementation activities need to prepare teaching tools that support learning to strengthen the profile of Pancasila students. P5 projects in outdoor and indoor learning (Ariyanto et al., 2022). The Indonesian Anniversary carnival project supports the strengthening of the profile of Pancasila students, namely the dimension of simulated gotong-royong characters when children can work together, show concern and want to share (Dyahningtyas & Muthmainah, 2023). The dimensions of Faith, Devotion to True Source, and noble morals are implemented in the habituation program of school activities, example, and discipline development of students to grow the profile of Pancasila students (Nadila, R & Aeni, 2023). Activities habituating the dimension of faith in learning such as praying dhuha, reciting, and praying before after learning (Amri & Pratiwi, 2022). Likewise, good early childhood policies and programs are essential to meet the Sustainable Development Goals, whereby children can develop skills, creativity and solve problems in everyday life (Black et al., 2017).

Evaluation of the Implementation of the Pancasila Student Profile Strengthening

Project in Pemalang District Kindergarten

Evaluation in addition to being used to improve the implementation of existing activities also discusses the interaction between children and teachers. Discuss the advantages and disadvantages of each student (Piasta et al., 2017). Infrastructure supported by the environment inside and outside the school provides the essence of dialogue between teachers and children that triggers children's interests and talents in improving learning. Resources and the environment can also be used to provide an understanding of their obligations to protect the environment. Learning that emphasizes the surrounding environment provides direct experience to children (Sriandila et al., 2023).

The evaluation was carried out to determine and improve the implementation of the implementation process of the Pancasila student profile strengthening project in Pemalang Regency Kindergarten, so in the process of implementing learning projects carried out by education units have supporting factors and obstacles in learning. There are efforts made by the education unit to deal with existing obstacles. In the four kindergartens in the Pemalang Regency education unit, there are supporting factors where the preparation of activities is good, then the existence of adequate facilities and infrastructure, and the collaboration between school residents in the Pancasila student profile project activities.

“The need for the preparation of supporting facilities and infrastructure in learning activities for the Pancasila mbk student profile.” W/ S7/ 11-10/2023

The same thing was also added that there are factors supporting the implementation process of the Pancasila student profile strengthening project.

“The main supporting factors are teacher cohesiveness and collaboration with students, then adequate infrastructure facilities. As well as the choaching carried out by the principal about understanding the independent curriculum.” W/S1/7-08/2023

Forms of activities that support learning activities to strengthen the profile of Pancasila students by identifying the level of school readiness (Sri Yuliasuti, Isa Ansori, 2022). Infrastructure supported by the environment inside and outside the school provides the essence of dialogue between teachers and children that triggers children's interests and talents in improving learning. Resources and the environment can also be used to provide an understanding of their obligations to protect the environment. Learning that emphasizes the surrounding environment provides direct experience to children (Sriandila et al., 2023).

The independent curriculum is a new curriculum which in the learning process is still experiencing problems faced. In implementing the project to strengthen the profile of Pancasila students, the obstacles faced are experienced by the four education units in Pemalang Regency Kindergarten. Where in the process of activities experience difficulties in making teaching modules and limitations of technology and educator competence.

“For obstacles because P5 is in the new curriculum system, namely the independent curriculum, where there are still minimal examples of independent curriculum learning carried out at the kindergarten level. So that makes teachers do not have a clear picture of this independent curriculum.” W/ S7/ 11-10/ 2023

The problems faced by teachers in implementing the independent learning curriculum, namely in planning, implementing and assessing learning are the difficulty of analyzing CP, formulating TP and compiling ATP and teaching modules, teaching materials are too broad and lack of allocation of project-based learning time, determining assessment and forms of assessment in project-based learning (Zulaiha et al., 2022). The obstacles faced by teachers in implementing the independent learning curriculum are limited literacy, technology and soft skills or competencies, but time management has

been carried out effectively in implementing the independent curriculum in schools (Sasmita & Darmansyah, 2022).

Efforts made in dealing with existing problems are the four Al-Munawaroh Kindergartens, Pemalang Children's IT Kindergarten, Istiqomah Petarukan Kindergarten and Aisiyiah Bustanul Athfal 03 Pemalang Kindergarten education units in Pemalang Regency Kindergarten have stimulation and efforts to overcome existing obstacles. Salat is the only effort made by improving teacher competence, teacher cohesiveness and carrying out bimtek whokshoop or KKG meetings in discussing the independent curriculum and the implementation of the Pancasila student profile strengthening project in education units.

“Teachers follow bimtek then increase the element of learning outcomes and increase collaboration between teachers so that they can work more together with the team. Then make the learning planning system more mature so that learning can run smoothly.”
W/ S8/ 28-10/ 2023

Regarding the research findings in the four kindergarten education units where the research was held, they have carried out learning projects to strengthen the profile of Pancasila students, but in its implementation experienced obstacles such as not being optimal in preparing and planning P5 activities. The need for efforts applied by teachers in overcoming the problems of implementing the independent learning curriculum with regular KKG meetings, PMO assistance and special coaching of school principals, and attending curriculum implementation training (Zulaiha et al., 2022). The Pancasila student profile strengthening project can run smoothly if the main components of learning, namely educators, students and the education unit environment can optimize each other's roles. By presenting a positive school culture through this project, the cultivation and development of mutual cooperation and creativity can build cooperation and communication interaction

between schools can be implemented for students (Supriyadi et al., 2022).

With the existence of an independent curriculum with learning projects to strengthen the profile of Pancasila students with the theme "I Love Indonesia" with the topic of Commemoration of the Indonesian Anniversary in August 2023 with activities in the four educational units of Al-Munawaroh Kindergarten, IT Kindergarten Buah Hati Pemalang, TK Istiqomah Petarukan and TK Aisiyiah Bustanul Athfal 03 Pemalang in TK Pemalang Regency provide opportunities for educators and students. Impact for educators to develop competence by implementing a project to strengthen the profile of Pancasila students in strengthening the topic of Commemoration of the Indonesian Independence Day with activities tailored to the vision and mission and characteristics of the school.

“Impact for educators can develop their ability to plan and create new learning tools such as teaching modules. Adding insight into the meaning of the independent curriculum and learning activities to strengthen the profile of Pancasila students.”
W/ S7/ 11-10/ 2023

The impact of learning projects to strengthen student profiles for students

“The impact of students after learning provides direct experience to children with activities that stimulate character in accordance with the profile of Pancasila students, children understand the history of Indonesian Independence with the excitement of free drawing, teachers tell history through youtube videos which then make classroom decorations with shades of red and white, and carry out carnival activities using various traditional clothes in Indonesia.” W/ S8/ 28-10/ 2023

The importance of early stimulation affects children's learning outcomes later in life (Borrego-balsalobre, 2021). Learning using the independent curriculum provides direct stimulation to support children's growth and development with experience (Sriandila et

al., 2023). The Pancasila student profile strengthening project is an implementation of the independent curriculum where the principle carried is the concept of independent play in early childhood education. The concept of independent play provides opportunities for educators and students to imagine in learning activities (Retnaningsih & Khairiyah, 2022). The teacher's view of the independent curriculum in learning prioritizes the needs and interests of students, is dynamic and flexible according to school needs (Anwar, 2022). The curriculum should produce effective educators by adjusting the field of child development, social conditions as well as the type of professional preparation for educators (Karoğlu, H., 2017).

CONCLUSION

Project Implementation Strategy
Strengthening the profile of Pancasila students begins with conducting a coordination meeting in the formation of P5 coordinating teachers, then determining the theme, dimensions of P5 achievement elements, allocation of activity time, projects to be selected and formulating teaching modules. At this stage, teachers are still transitioning to learning with an independent curriculum, so teachers must learn more about the independent curriculum and the application of learning projects to strengthen the profile of Pancasila students. **Strategy**
The implementation of the Pancasila student profile strengthening project carried out in the Pemalang District education unit uses learning that emphasizes children's talent interests through fun and child-centered activities. The theme chosen from the kindergarten that the researchers researched took the theme "I Love Indonesia" because the momentum coincided with the Big Day, namely the Independence Day of the Republic of Indonesia with different activities, time allocations and different teaching module formats. The implementation of the project to strengthen the profile of pancasila students

in Pemalang Regency Kindergarten in its implementation is adjusted to the vision and mission and each educational unit, with project-based learning with the theme "I Love Indonesia" with diverse and different activities in each institution by stimulating the dimensions of the pancasila student profile elements of Faith, Gotong Royong and creativity in students.

Evaluation of learning projects to strengthen the profile of Pancasila students in Pemalang District Kindergarten in the process of assessing activities in accordance with the understanding of educators in each institution. The end of the implementation activities is to strengthen the Pancasila student profile related to educators' understanding of project activities and the development of the Pancasila student profile. The transition of curriculum changes makes teachers learning tools that are still an obstacle in expressing ideas and ideas in activities. Efforts are carried out such as improving teacher competence and participating in bimtek, KKG and PMO activities. Learning activities provide the essence of learning for both educators and students.

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