

## Internalization of Democracy Values Through Proyek Pengutan Profil Pelajar Pancasila to Determine Radicalism in Adolescents

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Received: 07 June 2023; Accepted: 09 June 2023; Published: 14 June 2023

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### ABSTRACT

The purpose of this study was to find out the implementation of the Pancasila Student Profile Project (P5) activities and the internalization of democratic values in order to ward off radicalism among teenagers, especially students at SMKN 1 Kemlagi. The method used is descriptive qualitative using a case study approach. Primary data sources or informants are the Principal of SMKN 1 Kemlagi, the Head of P5, the Project Facilitator, and representatives of class X students. Meanwhile, secondary data sources are project modules, student worksheets, and facilitator journals. Data collection techniques in this study used in-depth interviews, observation, documentation, and a literature study. Miles and Huberman developed data analysis techniques for data collection, reduction, presentation, and conclusion. The results of this research are: 1) the implementation of P5 activities at SMKN 1 Kemlagi is carried out in four stages. First, the introduction stage by inviting parties from the KPU Kab. Mojokerto. Second, contextualization by participating in the election of the OSIS chairman for the 2022-2023 period. Third, in the action stage, students plan to carry out general elections with a theme according to their individual choices. Fourth, in the presentation and reflection stage, students present the project results to all parties involved. 2) internalization of democratic values through P5, including values of tolerance, values of freedom, values of cooperation, and values of justice.

**Keywords:** Democratic Value; Project Strengthening Profile Pancasila Students; Radicalism.

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### INTRODUCTION

The problem of radicalism is increasingly widespread in society, especially among teenagers, and necessary become attention Serious for the government. Radicalism can be interpreted as an extreme or fanatical attitude in fighting for a particular ideology or belief, often leading to violence and conflict. Growing societal radicalism can threaten social stability, national security, democratic values, and human rights (Lubis & Siregar, 2021).

Reported to Katadata, according to the annual report from the Global Terrorism Index shows that Indonesia is a country with score index terrorism third in ASEAN after Myanmar and the Philippines. More continued, based on data from the 2017 State Intelligence Agency (BIN) survey, the percentage of students who agree with jihad and establishing an Islamic state, often known by the terms caliphate, amounted to 48.3 %. In addition, in the Dialogue of Religious Instructors in the Framework Prevention Radical Understanding of Terrorism in the East Java Region, Amrizal said that about 47.3% of

terrorists in Indonesia involve aged offenders between 20-35 years, which is part of significant perpetrator terrorism in Indonesia is circles young or teenager.

According to Monks, teenagers are a period of development covering human changes and psychological and biological experience transition from children to ongoing adulthood from ages 12-21. kindly Biology, yes characterized by the growth and development of primary sex and secondary sex. Meanwhile, in a manner psychologically can see unstable feelings, behavior, desires, and emotions or not uncertain (Sofia & Adiyanti, 2013). unique properties others owned by teenagers is a great curiosity, happy to adventures and challenges, as well tend brave bear risk on his deeds without careful consideration.

The height percentage captured teenagers' understanding of radicalism in Indonesia, according to (Aminah et al., 2016), Can happen Because of several factors. First, factor social politics exists because mastery and domination by the group that owns it strengthen politics, creating a sense of injustice and injustice. Second, factor economy, inequality resulting in economic jealousy social (social grievances). Third, factor sociological and psychological existence crisis identity (identity crisis) that occurred during the growth period of teenagers, and moral shock or the moral shock accompanied by the emergence of moral emotion.

This phenomenon shows that the understanding and internalization of democratic values that should be the primary capital in the life of the nation and state has not been fully internalized among adolescents. Therefore, as a country that adheres to a democratic system, Indonesia is responsible for ensuring that democratic values are instilled in the younger generation, especially among teenagers.

Education is an effective way to prevent and overcome radicalism among adolescents. Character building and internalizing democratic values can help develop attitudes and behaviors that are tolerant, democratic, and respect diversity. Permendikbud Number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024 explained that the goal of education in independent learning is to produce students with a Pancasila student profile, namely the embodiment of Indonesian students as lifelong students who have global competence and behave by Pancasila values.

Project Activities Strengthening Profile Pancasila students are something breakthrough in embedding character and give discretion to students in exploring recent problems like environmental or global warming and style sustainable life, tolerance and diversity, mental health, and so on. However, problems the No gave to students as eye lessons are separated and add burden to the lesson. However, Activity P5 laid as one learning unit consisting of several disciplines (interdisciplinary), without locked in Achievements Learning eye lesson specific nor medium material taught in the eyes lesson.

This project was designed to strengthen the development profile of Pancasila students, which contains six characters made in six dimensions: faith, piety to GOD YME and Bertha noble, global diversity, cooperation, reason critical, creative, and independent. Learning-based projects allow students to explore one topic or problem without a barrier between field knowledge and specific lessons. It is considered very relevant in developing

mark marks or character and students' abilities, especially in the 21st Century (OECD, 2018).

Among many unit education that has applied Merdeka Curriculum, SMK Negeri 1 Kemlagi is among the schools that apply the curriculum in learning—located on Jl. Pakutomo No. 01 Village Mojogebang, District Kemlagi, Mojokerto Regency, Province East Java, Postal Code 61353. SMK Negeri 1 Kemlagi is a middle school vocational training that was founded in 2007 and had five competencies Vocational education, namely Building Interior Modeling Design (DPIB), Accounting (Ak), Computer and Network Engineering (TKJ), Multimedia (MM), Banking (PB). The latest is Visual Communication Design (DKV). Application Merdeka curriculum at SMK Kemlagi is still relatively new because new applied year lessons 2022-2023 gradually. In one-year lessons, State Vocational School 1 applies two concurrent curricula: Merdeka Curriculum in class X and the 2013 curriculum in classes XI and XII.

Based on observation, beginning researcher SMK Negeri 1 Kemlagi has organized activities Strengthening Profile themed Pancasila students Voice Democracy for two weeks consecutively on 19-30 September 2022. That means the school has to make Profile Pancasila students as base development mark characters.

Based on the analysis results researcher related to the problem, the researcher is interested does research with the title "Internalization of Democratic Values Through Project Activities Strengthening Profile Pancasila Students to Ward off Radicalism Among Teenagers (Study Cases at Vocational High School 1 Kemlagi)". This research will discuss the process of implementing the Pancasila Student Profile Strengthening project at SMKN 1 Kemlagi and how to internalize democratic values to ward off radicalism, especially among students at SMKN 1 Kemlagi.

This research is expected to contribute to the development of democratic values education and prevention of radicalism among youth as well as provide insight for educational institutions and the community to develop effective programs in promoting democratic values and shaping student character according to the Profile of Pancasila students, to be able to form students become human beings who are tolerant, inclusive, and respect differences, and can become agents of positive change in society.

## **RESEARCH METHOD**

The type method research used in this research is descriptive-qualitative. Studying how internalization values democracy at SMKN 1 Kemlagi through Project Strengthening Profile Pancasila, students use approach studies case. Since year teaching 2022-2023, SMKN 1 Kemlagi has applied Merdeka Curriculum and has carried out P5 activities on 19 – 31 September 2022 themed Voice democracy.

Amount There were 7 participants in this study, including the Principal of SMKN 1 Kemlagi, the Head of P5 SMKN 1 Kemlagi, the Coordinator project, the Facilitator Project, and 3 Students from class X SMKN 1 Kemlagi. Secondary data sources are module project, sheet Work student, journal facilitator, and documentation of Project activities Strengthening Profile Pancasila themed students Voice democracy.

Data collection techniques in this study were obtained through in-depth interviews, observation, documentation, and literature study. Furthermore, the collected data will be analyzed using data analysis techniques developed by Miles and Huberman: data collection, data reduction, data presentation, and conclusion (Sidiq & Choiri, 2019).

The following are instruments used by researchers in data collection include:

**Table 1. Principal Interview Instrument at SMKN 1 Kemalgi**

|                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|
| What vision, mission, and goals of the school, and what hope father to the Skansagi students?                                                 |
| What how conditions and characteristics of students at SMKN 1 Kemlagi?                                                                        |
| How many schools allocate time for Project activities Strengthening Profile Pancasila students at SMKN 1 Kemlagi in one year for this lesson? |

**Table 2. Interview instrument for Head of P5 SMKN 1 Kemalgi**

|                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------|
| How is the system implementation of the themed P5 Voice democracy? Whether with the system block or One day in one week? |
| In general, how themed P5 activity flow Voice Democracy                                                                  |
| What hope for students after they finished carry out P5 Voice activities democracy?                                      |

**Table 3. Facilitator interview instrument SMKN 1 Kemalgi project**

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| What roles/responsibilities answered Mr / Ms during the P5 activity?                            |
| How is the implementation of P5 Sound democracy from start to finish?                           |
| According to your observations, what changed in students after implementing P5 sound democracy? |

**Table 4. Student interview instruments at SMKN 1 Kemalgi**

|                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|
| What do you get after implementing P5 Sound democracy?                                                        |
| Is, in its application, sound P5 democracy can increase attitude your tolerance?                              |
| When implementing P5 Sound Democracy, does the school allow you to choose and determine your selection type?  |
| In the learning, process activities teach in P5, more many mana, activity Study individual or learning group? |

## RESULT AND DISCUSSION

### Result

Based on the results of documentation and interviews with the Principal of SMKN 1 Kemlagi, it is known that SMKN 1 Kemlagi is a vocational high school located on Jl.

Pakutomo No. 01 Mojogebang Village, Kemlagi District, Mojokerto Regency, East Java Province. SMKN 1 Kemlagi is located in Mojogebang Village, which is still considered a rural area. Thus, the social situation in the SMKN 1 Kemlagi area is inseparable from the nature of friendliness, cooperation, and tolerance. In the Kemlagi area, various religions are also very thick in culture. For example, village alms activities are still being held during harvest; cultural workshops such as *ludruk* and lumping horse are also held. Therefore, SMKN 1 Kemlagi also has a similar *culture, aiming to preserve student culture through activities held at SMKN 1 Kemlagi*.

SMKN 1 Kemlagi has implemented the Independent Curriculum in the 2022/2023 school year in stages. For now, the implementation of the Independent Curriculum is only in class X, while classes XI and XII are still in the following academic year.

According to information from the Head of P5 SMKN I Kemlagi, the program or activity Project Profile Pancasila students will already be held in semester one from 19-30 September 2022. The activity uses a system block, which means students in one period only carry out learning projects without being burdened with studies routine in class.

"Yes, it is a system block, so if system block means automatic time he was at school full only for activity P5, eye the other lessons stop, off first, so it was full yesterday for two weeks, yes it was full only for P5 activities, that is the name system block. If, for example, No, using a system that blocks is rather difficult. So, for example, making a product, yet finished, it continues again, when again it was continued, so not finished. Therefore, according to the allocation time used for P5 activity, it is more effective If use system block."

The activity starts with a planning project, which includes: meetings formation of a facilitation team. Project Strengthening Profile Pancasila students at SMKN 1 Kemlagi on July 13, 2022. The facilitation team comprises the head of P5, the Coordinator project, and the facilitator project totaling 43 people. Each class consists of One coordinator and three facilitator projects. After that, the team facilitation project set the theme Voice Democracy as the theme project and made the module project used as a guidelines implementation project. After all, carried out, carried out direction and coordination to each class For socialize how the P5 activities will be will walk.

Based on observation, documentation, and interviews with the Chairperson of P5, the implementation project is divided into four stages: stage recognition, contextualization, action, exposure, and reflection.

#### 1. Stage Introduction

In this introduction, the school invites representatives from the Mojokerto District Election Commission to describe general related to secular democracy, voters' youth, and its relevance to general elections. In line with interviews with researchers do with students.

"We collected in space, meeting with another X class, and there we listened to exposure material by KPU Kab. Mojokerto about what democracy and elections are public."

Agenda in socialization the is exposure material by the KPU of Mojokerto Regency, Shearing session, as well making resumes by students, which are collected and assessed by each coordinator in each class.



**Figure 1.** Socialization of KPU Mojokerto

With it, the socialization expected of students has gotten a view of the democratic process more about how the general election process is carried out. It was conveyed by the facilitator project in the interview:

"In the socialization, KPU Kab. Mojokerto explained the ins and outs of What means democracy, and how? Practice that democracy is embodied in life every day. Well, one practice embodiment democracy right is How every member public follows actively in selecting general, acceptable level village until country level. Therefore, the exposition emphasizes how the general election process was carried out, from planning and collecting voices to evaluating the general election results.

"So in the day first, it is the kids expected Already have description general although No in a manner thorough but in a manner No direct the children are expected have understood broadly speaking How is the general election process carried out? So that later the kids already own stock or ammo For operating project related to how the general election will take place."

## 2. Stage contextualization

Based on interviews with the facilitator project, on stage this contextualization, students involved in a manner active in the election for the 2022/2023 OSIS chairman, which SMKN 1 Kemlagi held. After following This stage is expected, students' understanding of the general election process becomes Far more transparent, so later, when operating a project, students have a handle or experience that makes it easy to design the project.

"For the second day, the children are involved in a manner active or plunge directly in the general election process by following or by participating in the election for the student council president. So after the day, First, children are given a draft related to the general election, then on the day, both children apply or at least follow in a manner direct How is the election process, in this case, the election for the OSIS chairman, carried out? So we as a team the facilitation provides experience Study for kids by the way experience it in a manner direct."





**Figure 2.** Election for the 2022/2023 OSIS Chairperson of SMKN 1 Kemlagi

### 3. Stage action

The following result was based on interviews with the facilitator projects and learners and documentation.

"Well, armed draft from the material presented by the Mojokerto Regency KPU about how the general election went as well as from experience in a manner directly experienced by children through their participation in the 2022-2023 OSIS elections held by schools that work together with the OSIS SMKN 1 Kemlagi, then on the third day or coinciding on Wednesday arrived Wednesday of the week Next, it is the kids demonstrate what have got on the day first and in the day second in a project themed voice democracy by topic particular namely the general election.

"We prepared the tools and materials to be used, then made property to be used, then prepared and made the final result, Then made a report of the entire activity in the form of a short video.



**Figure 3.** Briefing by the Facilitator Project



**Figure 4.** General Election Planning



**Figure 5.** Oration Candidate for Chairman Student Council

At this stage, every class is divided into 5-6 groups. Then each group designs elections from beginning to end, from the determination of the type of general election, whether at the school and village level or province, formation of committee choice general; distribution role, who to be will the chosen candidate, who voted for it and so on; determine regulation during the election; prepare box ballots and ballot papers; stage oration open; carry out general elections in each class; calculation sound; until making a report in the form of a short video.

#### 4. Stage Exposure and Reflection

Results of interviews with the facilitator project, stage this presentation and reflection is an activity with the aim that students practice trust self as well as have the courage to speak up opinions witnessed by friends peers, as well parties related to the implementation of project activities.

In the day previously, the right kids have carried out elections. Well, every class right a different topic. There is one that simulated the student council election, one that made the head election village, and so on. That is all we instruct to be documented. After that, every class chose One representative For presented the results of the general election project that was held together with Other friends in other majors. So once the force was made one, collected, and representative, every class would present the results of his completed projects.





**Figure 6.** Presentation of Project Results

## Discussion

Value or value, according to Zamroni in Pancasila Education, value references belief and behavior psychologically united within someone—for example, reference behavior as students in learning (honesty, politeness, and togetherness). Value can too mean pattern belief something society about what is permissible and what is not may behave and act. Individuals in public must recognize and understand values that develop in society to avoid conflict or misunderstanding in the interpretation of growing values.

Next, the concept of everyday democracy used is from Abraham Lincoln (Winarno, 2010: 92) that Democracy is the government of the people, by the people, and for the people. According to Saiful Arif (2007, 58-59), democracy is the only system limiting the constitution's political or formal rules. Success or failure to run democracy is influenced by the extent of the values supported by locale democracy applied in life society. Values cover respect for others, tolerance, respect for the opinion of others, equality as citizens, and denial of discrimination.

Zamroni, in Education for Democracy (2007: 50), quotes John Dewey's opinion that values base democracy is as follows: tolerance, respect for other people's opinions, understanding and realizing diverse society, openness to upholding tall values and dignity humans, capability to control self me so as not to disturb others, togetherness, and humanity, believe self and not depend on others, as well comply with applicable regulations.

From exposure above experts, the author focuses on three values based on summarized democracy from opinion experts above value tolerance, value freedom, and value cooperation.

### 1. Value of Tolerance

Ali Anwar Yusuf, in Islamic Insights, gives an understanding of tolerance. According to him, tolerance is an open-minded attitude to held principles or embraced by others without sacrificing principle alone. So tolerance can be forced as harmonization in diversity. Thus tolerance is the willingness of an individual and society to live by the rules determined, meaning from democracy (Pitaloka, 2021).

Based on observations and documentation carried out by researchers at SMKN 1 Kemlagi, internalization mark tolerance in Project activities Strengthening Profile Pancasila students can see through several activities, including:

- a) The value of tolerance in Project Activities Strengthening Profile Pancasila students can be seen during the forming process of selecting candidates. Will the candidate point some people to become a successful team in the election?
- b) The value of tolerance is also seen during the campaign period held by the general election committee. All candidates will be chosen for the vision mission during the campaign before the selector. In those days, tolerance between team successful and aspirant voters looked like one voter had different views from other voters. However, one must still value choice without conflict between one and the other.

## 2. Value of Freedom

The concept of freedom, according to Berlin, is that humans have the ability and responsibility to develop their potential. This includes the ability of humans to choose their own goals in life and acquire the resources needed to achieve those goals (Saparina & Dewi, 2021).

Based on observations and documentation carried out by researchers at SMKN 1 Kemlagi, internalization mark tolerance in Project activities Strengthening Profile Pancasila students can see through several activities, including:

- a) The facilitator gives the most expansive possible space for students To determine the topic or type of the upcoming general election project selected so that in its implementation, there is various type of project; there is a chosen type of election for the OSIS chairman, the election for the Chair of the RT / RW, the election for the head village, some up choose the type of presidential election. It was done because in the project strengthening profile student Pancasila, there is principle oriented to students, so students become a point to focus on developing their abilities and skills for can character according to profile student Pancasila (Hamzah et al., 2022).
- b) Students are given freedom of choice of location to be made as a place For carrying out election simulation. Not restricted only to the school environment, students can choose a place outside the school environment adapted to the type of election. So, there was one group in the activity that held general elections at Balai Village, of course, only with assistance from the coordinator and facilitator of the project.
- c) Freedom of expression of opinion. At the end session, I held a presentation in scope class. Every learner has required a presentation of the progress results project in front of the Friend class at least twice in a series of themed P5 activities, Voice democracy. Not only that, at the end of the activity, a presentation of project results was represented by students in every class with all parties involved in project activities, such as the Principal, Head of P5, Coordinator and Facilitator projects, and students in class X SMKN 1 Kemlagi.

### 3. The Value of Collaboration and Mutual Cooperation

According to Dictionary Major in Indonesian, cooperation refers to the actions taken by several people working together To reach something goal without noticing the background behind the individuals involved. According to [Landsberger \(2011\)](#), cooperation or Studying together is the process where a group of people with each other support and mutually depend on each other to reach an agreement ([Febriani & Budiana, 2017](#)).

Based on observations and documentation from researchers at SMKN 1 Kemlagi, internalization mark cooperation, and cooperation in Project activities. Strengthening Profile Pancasila students can see through several activities, including:

- a) There is a distribution group in each class. The distribution of students considers competence and the ability to spread potential learners evenly.
- b) There is a distribution task between member groups. Each member group has different duties and responsibilities, adjusted to his potential. For example, in one group, someone made a box vote, another group member made a ballot paper design, and so on.
- c) There is a distribution role in the member's group. In one group, the member group chooses a role and position in the general election, whether become the election committee or become a willing candidate to be selected or a selector. This can be seen in the Project activities Strengthening Profile Student Pancasila themed Voice democracy.

## CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion above, this research shows that SMKN 1 Kemlagi has organized project activities for strengthening Profile Pancasila students in semester 1 on 19-30 September 2022 using a system block. In implementing Project activities strengthening Profile, Pancasila students have four stages: 1) Introduction, socialization by inviting a representative from KPU Mojokerto Regency. 2) Contextualization, students participate in the election of the Student Council Chair. 3) In action, students design general elections from the type of election to making reports in short videos. 4) presentation and reflection, students, through representatives of each class, present the project results with all parties involved.

In addition, this research describes How internalization marks democracy in Project activities Strengthening the Profile of Pancasila students. Democratic values in this study are classified into 3, namely, the value of tolerance, freedom, and cooperation. Tolerance values can be seen during the campaign period. Freedom Value covers freedom of choice in topic and type of selection, location selection, and freedom of expression of opinion. Cooperation value can be seen in the implementation process project done in groups, yes distribution duties and responsibilities answer each member group, as well exists distribution role in members group.

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