

Implementation of Global Diversity Dimension in Education of Pancasila Student Profile Strengthening Project at Kemala Bhayangkari Kindergarten Palembang

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ARTICLE INFO

Keywords:

Implementation; Dimensions of Global Diversity; Education of Pancasila Students Profile Strengthening Project

Article history:

Received 2023-12-14

Revised 2024-04-13

Accepted 2024-10-28

ABSTRACT

This study aims to describe the implementation of the dimensions of global diversity in the education project of strengthening the profile of Pancasila students at Kemala Bhayangkari 1 Palembang Kindergarten and analyze what are the supporting and inhibiting factors in the implementation of the project at the school. The research method used is phenomenological qualitative method. The data collection process is done directly through interviews, observation, and documentation. To ensure the trustworthiness of the data, information obtained from informants is then validated using triangulation. The analysis techniques used in this research are data collection, data reduction, data presentation, and conclusion. Based on the results of the study, it shows that the implementation of the dimensions of global diversity in the education project of strengthening the profile of Pancasila students at Kemala Bhayangkari 1 Palembang Kindergarten has been carried out in accordance with the learning objectives in the teaching module that has been designed and students have a better sense of diversity. The implementation of this project is supported by very adequate school facilities and infrastructure as well as teachers who are very instrumental in implementing the project where teachers design modules and carry out each stage of project activities in accordance with their focus, namely the dimensions of global diversity.

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INTRODUCTION

National education, as one of the efforts in educating the nation's life, has a vision of realizing Indonesian humans who have quality and are expected to compete in following the times that change over time (Syarnubi.S., 2024). The meaning of human quality, according to Law No. 20 of 2003 concerning the National Education System which functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Syarnubi, S., Alimron, A., & Muhammad, 2022).

Among the many elements to run the education system, the curriculum is the most important part of learning in the world of education (Syarnubi.S., Syarifuddin, A., & Sukirman, 2023). When viewed from the eight national standards of education, the curriculum is part of the content

standards. Content standards are the main ideas that become the foundation and guidelines in preparing learning activities at school (Syarnubi, S, et al, 2024). Along with the rapid development of technology, of course in the world of education will also experience changes. These changes will certainly have an impact on changes in the education curriculum (Sari, Kartika I., Pifianti, A., 2023). Changes in the education curriculum occur not only planned for the future, but changes also occur because of the response to the challenges being faced now, in order to adapt to the needs of the development of the world of education itself (Syarnubi, 2022).

The occurrence of changes in the education curriculum in Indonesia is not only due to the rapid development of technology, but is the impact of the co-19 pandemic (Syarnubi, 2019). Due to the limitations of teaching and learning activities at school, students' learning progress is reduced which causes learning loss (Syarnubi, 2016). Therefore, curriculum changes were made. The previous curriculum, namely the 2013 Curriculum, was deemed less effective when the pandemic occurred, so the government launched a curriculum change from the 2013 Curriculum to the prototype curriculum or now known as the Merdeka Curriculum (Syarnubi, 2023).

The Merdeka Curriculum launched by the Ministry of Education and Culture under the leadership of Nadiem Makarim is predicted to help restore education in Indonesia (Sugiri., 2020). The Merdeka Curriculum directs teachers to carry out learning activities in a fun way, teacher innovation greatly influences students' positive thoughts in responding to learning (Syarnubi, 2019).

One of the programs of the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project, the Pancasila Student Profile is an independent learning program to strengthen character education which is expected to produce superior human resources and character in accordance with the values of Pancasila (Wijania, 2020). While the Pancasila Student Profile Strengthening Project is a means of providing opportunities for students to study important themes or issues as a process of strengthening character and learning opportunities from the surrounding environment (RI., 2022) This program is designed to produce graduate competency standards at each level of education units that excel in terms of character in accordance with the values of Pancasila (Syarnubi, 2020). However, not only to shape the character of Pancasila values in students but the Pancasila student profile strengthening project is designed so that graduates are ready to face the challenges of Revolution 4.0 (Aristiawan, A., Masitoh, S., & Nursalim, 2023). There are four skills that must be possessed in the Revolution 4.0 era, namely: critical thinking, creativity, collaboration and communication (Lieung, K. W., & Rahayu, 2022). These four skills are found in the six dimensions of the Pancasila learner profile, namely: 1) faith and fear of God Almighty and noble character, 2) global diversity, 3) mutual cooperation, 4) independence, 5) critical reasoning, 6) creativity. (Yana, Ariyanto, & Huda, 2022) These six dimensions can be realized in the daily lives of students through school culture, intracurricular, extracurricular learning or during education projects to strengthen the profile of Pancasila students.

The research on the education of Pancasila student profile strengthening project has previously been carried out by Prihatinna Kristi Dwi Aryanti, Raden Mas Said State Islamic University Surakarta, with the title "Implementation of the Pancasila Student Profile Strengthening Project at Orbit 2 Surakarta Islamic Kindergarten in 2022/2023" (Aryati, 2023). This type of research is descriptive qualitative. Based on the results of research on the implementation of the Pancasila strengthening project at Orbit 2 Islamic Kindergarten, the researcher describes in detail the project implemented at the school by implementing the six dimensions of strengthening the Pancasila student profile.

Then the second research is research made by Indra Kartika Sari, Ade Pifianti, and Chairunnisa with the title "Implementation of the Pancasila Student Profile Strengthening Project Phase A". This research was conducted in 2023 at Aicenna Cinere Elementary School. The type of research is descriptive qualitative. Where the dimensions selected in phase A carried out by researchers are; 1) Believing, Fearing God Almighty, and Having Noble Character, 2) Global Diversity, 3) Mutual Cooperation and 4) Creative.

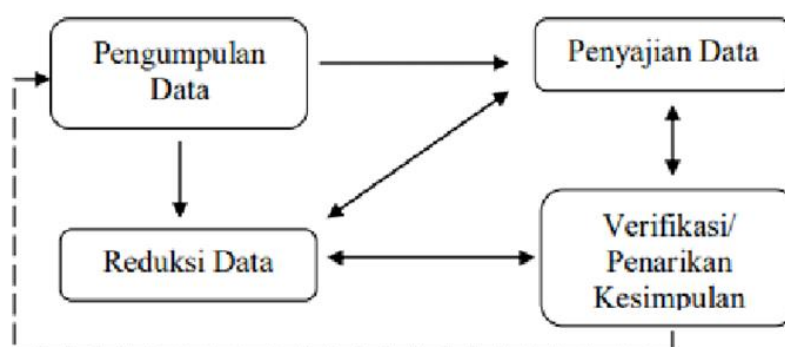
Furthermore, what will distinguish the two previous studies from the research that will be carried out is that the previous research focused on the six dimensions of strengthening the profile

of Pancasila students, while this research will focus more on one dimension, namely the implementation of the global diversity dimension in the education of the Pancasila student profile strengthening project. Where there are key elements of global diversity that are the focus of research including recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity (Kemendikbudristek., 2022).

METHOD

This research uses a qualitative approach to describe the problems and focus of the research. (Moleong, 2007). The data collected in qualitative research are in the form of words, pictures, and not numbers. A qualitative research approach is an approach that does not use the basis of statistical work, but is based on qualitative evidence. In this case, the research uses phenomenological methods. (John W, 2014). Phenomenology is research that illustrates a person's experience of an event. This type of research does not use temporary conjectures when analyzing. Researchers conducted research at Kemala Bhayangkari 1 Palembang Kindergarten which is one of the driving schools in Palembang city. While the informants in this study were the principal of Kemala Bhayangkari 1 Palembang Kindergarten, class teachers and also one of the student guardians.

Data is collected through interview, observation, and documentation techniques. In this study, researchers will use semi-structured interviews, namely the type of interview that has been made a series of structured questions, then one by one deepened to drill further questions. While the observation method used is passive participation, so in this study researchers came to the research location to observe, pay attention, interview, but did not involve themselves (Sugiyono., 2022). Researchers used the documentation method to obtain an overview of Kemala Bhayangkari 1 Palembang Kindergarten which includes geographical location, vision and mission of Kemala Bhayangkari 1 Palembang Kindergarten, organizational structure, teachers and TU staff, students, components of the School Operational Curriculum, teaching modules, student assessment results, and other data needed in this study. The data that has been collected is tested for validity using data source triangulation techniques, then the data that has been declared valid is analyzed using the Miles and Huberman model data analysis technique which consists of three stages, namely data reduction, data presentation, and conclusions.



Picture 1 : Desain Research and Data Analysis

FINDINGS AND DISCUSSION

Based on the data that has been collected by researchers when conducting research at Kemala Bhayangkari 1 Palembang Kindergarten using observation, interview, and documentation methods, namely with informants the Principal, Class B3 Teacher, and one of the student guardians. Then the researcher can analyze what things are related to the implementation of the global diversity dimension in the Pancasila student profile strengthening project at Kemala Bhayangkari 1 Palembang Kindergarten.

1. Implementation of Global Diversity Dimension in Education of Pancasila Student Profile Strengthening Project at Kemala Bhayangkari 1 Palembang Kindergarten

In the implementation of the global diversity dimension in the Pancasila student strengthening project at Kemala Bhayangkari 1 Palembang Kindergarten, researchers see four elements contained in this dimension, namely: 1) Recognize and appreciate culture, 2) The ability to communicate interculturality in interacting with others, 3) Reflection and responsibility for the experience of diversity, 4) Social justice towards the surrounding environment. Therefore, in this chapter the researcher will describe how the implementation of the global diversity dimension in the Pancasila student profile strengthening project at Kemala Bhayangkari 1 Palembang Kindergarten.

a. Elements of recognizing and appreciating culture

Culture is a valuable heritage, recognizing and appreciating it is very important to strengthen identity and maintain diversity (Fauzi, M., Lestari, A.R.S., & Ali, 2023). Through an understanding of culture, children can recognize their identity and others around them, respecting any differences between themselves and those around them (Kemendikbudristek., 2022). Based on the results of interviews with the B3 class teacher and also one of the B3 class student guardians, it can be concluded that the implementation of the Pancasila learner profile strengthening project has been well implemented in the dimension of global diversity with elements of recognizing and appreciating culture. Children have been able to introduce themselves and mention their respective physical characteristics, children are also able to mention the names of family members and their daily routine activities.

This is reinforced by the results of direct observations in the field that the researchers made, when the B3 class teacher asked the children to reintroduce themselves and tell about their activities during the holidays after the odd semester break in the 2023/2024 academic year, it was seen that the children with the initials AB, AU, D, E, N, came forward in front of the class and were able to introduce themselves by mentioning their full names, nicknames, places of residence, ages, etc. Learners also introduce their family members and tell about their daily activities. Learners also introduce their family members and tell what routines or activities they usually do every day. At the beginning of each lesson the class teacher will take attendance by calling the children's full names, all children enthusiastically point their hands. When asked the name of a friend next to them, children also recognize and memorize the names of their friends.

From the explanation above, it can be concluded that the element of recognizing and appreciating culture in Kemala Bhayangkari 1 Palembang Kindergarten has been carried out well. This is also supported by the opinion of (Munthe, 2021). that respect is an attitude or way to give judgment, respect, or see the importance of a person or work. From the results of interviews and direct observations conducted by researchers, it shows that students in class B3 Kemala Bhayangkari 1 Palembang Kindergarten already know each other very well, and also respect each other's cultural differences with their friends.

b. Elements of intercultural communication skills in interacting with others

In every teaching and learning activity, communication and interaction between teachers and students and students with other students is the main thing (Syarnubi, S, Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... Ulvya, 2023). In every process of communication and interaction, it is necessary to pay attention to, understand, accept the existence, and appreciate the uniqueness of each teacher and learner (Kemdikbudristek, 2022). After conducting interviews with Mrs. DR as the teacher of class B3 and also the guardian of class B3 students, the use of Indonesian in teaching and learning activities makes it easier for students to digest the lessons given by the teacher in class. The determination of one mandatory language at school makes it easier for students to communicate with friends, teachers, and people in the school environment, so that intercultural communication goes well.

This can also be seen by researchers when carrying out direct observation in the field. The teacher in the class when explaining using Indonesian, and during the question and answer session the children answered using Indonesian too. But during the lesson, there was a child with the initials D who accidentally mixed Indonesian with Palembang language, but none of his friends laughed at him, the teacher was also swift to straighten out the meaning of the words of the child who was wrong in his pronunciation. According to Larry A Samovar, the definition of intercultural communication is a form of communication that involves interaction between people whose cultural perceptions and symbol systems are quite different in a communication (Darmastuti, 2013).). From the above opinion, connected with the elements of intercultural communication skills in interacting with others that have been implemented at Kemala Bhayangkari 1 Palembang Kindergarten, it shows that the interaction between individuals at the school has been carried out very well. Although in communicating there are differences in perceptions about the language used daily. However, the school wisely regulates that in the school environment it is mandatory to use Indonesian so that language differences do not hinder interactions between teachers and students at the school.

c. Elements of reflection and responsibility for the experience of diversity

Pancasila learners reflectively utilize their awareness and experience of diversity in order to avoid prejudice and stereotypes against different cultures, including bullying, intolerance and violence, by learning about cultural diversity and gaining experience in diversity (Kemdikbudristek, 2022) The introduction and understanding of diversity must be done as early as possible, namely from early childhood, this aims to harmonize cultural differences in order to create an equal and harmonious life between people (Syarnubi, S, Mansir F., M.E., Purnom, M.E., M.E., M.E., M.E.), Purnom, M.E., Harto, K., & Hawi, 2021). Based on interviews that researchers conducted in the field with Mrs. DR as the teacher of class B3 and the guardian of class B3 students, the diversity of regional, cultural, linguistic, and physical backgrounds at Kemala Bhayangkari 1 Palembang Kindergarten does not prevent students from interacting with each other. Support from the school where diversity is always socialized to strengthen the bond between learners makes the school a comfortable place to learn and play for its learners.

From the results of direct observation, it appears that children are very enthusiastic when learning about diversity, starting from singing, coloring, and listening to teachers tell stories about the diversity around them, and are very eager to do practices that discuss diversity at the school, especially when singing which is carried out every day when starting lessons outside the classroom, students will sing the song "Tepuk P5" all children are enthusiastic about singing the song, Global diversity requires respect and tolerance for diversity. Tolerance is an understanding and talent that everyone must have in order to survive in this multicultural world. From the above opinion, it can be concluded that in the element of reflection and responsibility for the experience of diversity in the dimension of global diversity implemented at Kemala Bhayangkari 1 Palembang Kindergarten after interviews and direct observation by researchers has been carried out very well. This can be seen from the enthusiasm of students in every teaching and learning process activity that discusses diversity in Indonesia, mutual tolerance between fellow students in their school environment and then the absence of bullying cases that occur at school even though students come from different backgrounds, ethnicities, religions, or regions. They share with each other in any case at school without discriminating against friends. From the above, it certainly shows that the elements of reflection and accountability for the experience of diversity have indeed been implemented.

d. Elements of social justice towards the surrounding environment

Every individual is a social being, where he must interact with other individuals, including children (Syarnubi, S & ahiroh, 2024). Therefore, children who make friends as early as possible should be given an understanding so that they do not see their differences

with their friends, and participate in determining several choices for common needs in their environment (Kemdikbudristek, 2022). Based on the results of interviews conducted by researchers in the field with Mrs. DR as a B3 class teacher, it shows that students are invited to be tolerant and socialize among friends regardless of differences, and accept each other's differences between individuals. The element of social justice towards the environment was also conveyed by the guardian of student S data interviewed by the researcher, he said: Based on the interview above, the element of social justice towards the surrounding environment has been seen in children, where children can respect each other and accept differences in their respective roles as social beings. Children also dare to convey their ideas during discussions. This was evident when researchers made direct observations, students in class 3B were discussing the conclusion of the sheep story that had previously been told by their class teacher. Each learner conveyed ideas and conclusions about it.

When viewed from the Big Indonesian Dictionary, the word fair itself means equal weight, impartial, not arbitrary. And justice which means the nature (actions, treatment, and so on) that is fair (KKBI, 2005). From the above understanding that social justice towards the surrounding environment describes the attitude of not discriminating or taking sides with one individual with another. So from this statement it can be concluded that in Kemala Bhayangkari 1 Palembang Kindergarten the element of social justice towards the surrounding environment has certainly been carried out very well. Starting from small things that have been considered by the school, such as seating arrangements for students who do not look at gender, students mingle between men and women so that no one feels differentiated. In addition, when discussing in teaching and learning activities, teachers always provide opportunities for students to express their opinions and listen carefully to what students say. Although at school teachers socialize differences in roles between the opposite sex, this has a positive impact on students. Where students realize their roles as men and women, so that there is a sense of shame in appearing to invite the attention of the opposite sex.

2. Implementation of the Pancasila Student Profile Strengthening Project Education in Kemala Bhayangkari 1 Palembang Kindergarten

Previously in the odd semester of the 2023/2024 academic year at Kemala Bhayangkari 1 Palembang Kindergarten, P5 took the theme I Love Indonesia with the topic "Making Jumputan Cloth" which was expected to build three dimensions of the Pancasila learner profile, namely the creative dimension, global diversity, and mutual cooperation. From the project to strengthen the profile of Pancasila students with the topic "Making Jumputan Cloth", it shows that the implementation of the global diversity dimension which has four elements, namely: 1) Recognize and appreciate culture, 2) The ability to communicate interculturality in interacting with others, 3) Reflection and responsibility for the experience of diversity, 4) Social justice towards the surrounding environment. In the element of knowing and appreciating culture where Pancasila students are able to recognize, identify, and describe various groups based on their behavior, gender, communication methods, and culture. From the interview notes and field notes it can be concluded that in the element of recognizing and appreciating culture, the project that has been implemented at Kemala Bhayangkari 1 Palembang Kindergarten makes students recognize one of the cultural characteristics of their region, namely jumputan cloth, the implementation of the project fosters a sense of love for the country to students as seen from the enthusiasm of students in implementing the project, and remains enthusiastic when retelling about the project.

While in the element of intercultural communication skills in peer interaction, Pancasila students communicate with cultures that are different from themselves equally by paying attention, understanding, accepting the existence, and appreciating the uniqueness of each culture. From the results of interviews regarding the elements of intercultural communication skills in peer interaction in the implementation of the project to strengthen the profile of

Pancasila students by making jumputan cloth, it shows that teachers and students communicate very well. This can be seen when the researchers made direct observations at Kemala Bhayangkari 1 Palembang Kindergarten. During the learning process in the classroom, the teacher explained using Indonesian and the learners responded using Indonesian as well. Although there are still some learners who accidentally use regional languages, but during the learning process the teacher still directs students so that the discussion continues to run smoothly.

Then for the element of reflection and responsibility for the experience of diversity, Pancasila learners reflectively utilize awareness and experience by studying cultural diversity and gaining experience in diversity. It can be concluded that from the results of interviews and observations of the implementation of making "Jumputan Fabric" in the Pancasila student profile strengthening project on the element of reflection and responsibility for the experience of diversity, students realize every difference and diversity in their class, but still accept each other, appreciate and do not reproach each other for these differences. In the element of social justice towards the surrounding environment, Pancasila students are expected to care and actively participate in realizing social justice. In the implementation of the project to strengthen the profile of Pancasila students at Kemala Bhayangkari 1 Palembang Kindergarten, this element of social justice is well implemented. From the results of interviews reinforced by observations of researchers at Kemala Bhayangkari 1 Palembang Kindergarten, it appears during the process of teaching and learning activities that students as social beings can share with each other if a friend needs stationery that they do not have. Based on the results of the project to strengthen the profile of Pancasila students with the topic "Making Jumputan Cloth", it can be concluded that the implementation of the dimensions of global diversity has been well implemented. the elements of the dimensions of global diversity have also appeared during teaching and learning activities and it can be seen that students can respect and appreciate each other's work.

3. Supporting and inhibiting factors and solutions from the implementation of the Pancasila Student Profile Strengthening Project at Kemala Bhayangkari 1 Palembang Kindergarten

Based on the results of the research in implementing the education project to strengthen the profile of Pancasila students at Kemala Bhayangkari 1 Palembang Kindergarten, there are supporting factors that influence the success in implementing the project and there are inhibiting factors that affect the process of running the project which of course can be resolved with various solutions.

a. Supporting Factors for the Implementation of the Pancasila Student Profile Strengthening Project Education at Kemala Bhayangkari 1 Palembang Kindergarten

Based on the opinions of informants who have been interviewed, it can be concluded that the supporting factors for project education to strengthen the profile of Pancasila students at Kemala Bhayangkari 1 Palembang Kindergarten are the cooperation of all school residents, namely the principal, teachers, TU staff, and also students in the process of implementing this activity in accordance with the objectives planned in the previous teaching module. In addition, the availability of school facilities and infrastructure in facilitating the implementation of project activities to strengthen the profile of Pancasila students themselves, and also the enthusiasm of teachers and children in carrying out project activities to strengthen the profile of Pancasila students.

b. Obstacles to the Implementation of the Pancasila Student Profile Strengthening Project Education at Kemala Bhayangkari 1 Palembang Kindergarten

Based on the results of interviews with informants, it can be concluded that the inhibiting factor in implementing the dimensions of global diversity in the Pancasila student profile strengthening project at Kemala Bhayangkari Kindergarten is the lack of support from parents of students in the implementation of Pancasila student profile strengthening project activities at school. Where motivational support from parents is needed by the school in conditioning children before carrying out activities. In addition,

parental support to help prepare equipment or materials in project activities is also very helpful for the school.

c. Solutions to the Barriers to the Implementation of the Pancasila Student Profile Strengthening Project Education at Tk Kemala Bhayangkari 1 Palembang.

Based on the inhibiting factors that have been described, of course there are solutions that must be done to avoid these obstacles. Researchers have conducted interviews with the Principal of Kemala Bhayangkari 1 Palembang Kindergarten, namely Mrs. WK, then Mrs. DR as the B3 class teacher can also be concluded that the solution to the inhibiting factors in implementing the Pancasila Learner Profile Strengthening Project at Kemala Bhayangkari 1 Palembang Kindergarten is that the school will continue to play an active role in communicating with parents of students and holding parenting seminars for parents of students so that parents can understand the importance of cooperation with the school and support every activity held at school so that the development of students can develop optimally.

CONCLUSION

Based on the results of the research and discussion that has been described in full and detailed regarding the implementation of the dimensions of global diversity in the Pancasila learner profile strengthening project at Kemala Bhayangkari 1 Palembang Kindergarten, it has been carried out well and in accordance with the learning objectives in the teaching module that the school has designed. Overall, after the implementation of the Pancasila learner profile strengthening project that focuses on the dimensions of global diversity, all learners who are the object of research have a better sense of diversity. This can be seen from 1) learners dare to introduce themselves in detail in front of others, 2) learners can communicate and discuss better with their friends, 3) learners can respect each other's differences in opinion, 4) learners appreciate each other's work without criticizing each other. The implementation of the global diversity dimension in the Pancasila learner profile strengthening project is supported by every school community that has carried out its role well.

The school principal is very responsible for preparing the infrastructure for the implementation of the project properly. Classroom teachers play a very important role in the implementation of these project activities, where teachers in addition to preparing modules they also carry out each stage of the project activities to strengthen the profile of Pancasila students in accordance with their focus, namely the dimensions of global diversity. In its implementation, there are inhibiting factors during the implementation of the global diversity dimension in the Pancasila learner profile strengthening project where the school hopes for full support from parents to motivate students to carry out project activities to strengthen the Pancasila learner profile itself. From the explanation above, it can be concluded that, the implementation of global diversity in the Pancasila student profile strengthening project at Kemala Bhayangkari 1 Palembang Kindergarten has been implemented very well.

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