

Strategies to Strengthen Pancasila Student Profile Character at Darul Mustafa Elementary School

Dhitami¹, Syarbaini Saleh²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Article Info

Article history:

Received 2025-06-26

Revised 2025-08-01

Accepted 2025-08-02

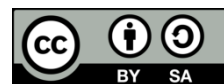
Keywords:

Character Building,
Pancasila Student Profile
Teacher Strategy.

ABSTRACT

The declining cooperation spirit among students is a significant concern in the effort to shape the character of the younger generation. Character education, particularly through the Pancasila Student Profile Strengthening Program, is crucial to instill Pancasila values from an early age. This study aims to explore the character-strengthening strategy of the Pancasila Student Profile at Darul Mustafa Elementary School, Medan, focusing on implementing the value of cooperation. Using a case study approach, this qualitative research used in-depth interviews, observation, and documentation studies as data collection techniques. The results show that Darul Mustafa Elementary School implements a holistic and integrated strategy. The values of the Pancasila Student Profile, including cooperation, independence, critical thinking, creativity, global diversity, and faith and piety, are implemented through integration in teaching and learning activities in every subject and school cultural habits (e.g., class duty, deliberation, appreciation). Outside the classroom, the application of these values is reinforced through routine activities such as "Clean Saturday" and congregational worship. Teachers act as facilitators and role models, guiding students in collaboration and conflict resolution. The school supports teachers through ongoing training and has policies encouraging the creative integration of cooperative values. Key challenges include curriculum density, student diversity, consistent value instillation, and support from home. Despite this, the school continues to strive through forums to share good practices among teachers and other adaptive strategies.

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Dhitami

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Email: dhitami0309213037@uinsu.ac.id

1. INTRODUCTION

Character education is a fundamental aspect of the national education system in Indonesia, especially in shaping a generation that is integrative, ethical, and capable of facing global challenges while remaining rooted in the noble values of the nation [1]. In this context, the Indonesian government, through the Ministry of Education, Culture, Research, and

Technology, is developing the concept of the Pancasila Student Profile as an ideal representation of Indonesian learners who possess global competencies and behave according to the values of Pancasila [2]. The six main character dimensions inherent in the Pancasila Student Profile include: (1) faith, devotion to God the Almighty, and noble character; (2) global diversity; (3) cooperation; (4) independence; (5) critical reasoning; and (6) creativity [3].

As the foundation of education, elementary schools play a strategic role in shaping students' character from an early age [4]. One of the institutions committed to strengthening character based on the values of Pancasila is Darul Mustafa Elementary School, an Islamic educational institution that integrates religious values with a national curriculum approach. This school strives to instill noble values through habituation, exemplary teaching, subject integration, and co-curricular and extracurricular activities.

Character is a set of moral values, ethics, and habits internalised within a person and reflected in everyday attitudes and behaviours [5]. In education, character is viewed as an important foundation that shapes students' personality so they can act honestly, responsibly, and with discipline, and appreciate others. Character is formed through knowledge, direct experiences, exemplary behaviour, and habituation in social and educational environments [6]. Therefore, character development becomes an important part of the educational process to create a generation that is intellectually intelligent and excels in personality and integrity.

Nevertheless, strengthening the character of the Pancasila Student Profile in the school environment still faces various challenges [7]. Some include differences in students' backgrounds, the influence of digital media, the limitations of educators' competencies in integrating values of character in learning, and the lack of systematic and sustainable strategies [8]. This creates a gap between the ideal goals of character formation and the reality of implementation in the field.

In line with the implementation of the Merdeka Curriculum, which places the Pancasila Student Profile as the main direction of learning, various studies have been conducted to explore strategies for strengthening students' character. Previous research conducted by Kurniawaty, Faiz, and Purwati shows that the application of Pancasila values in elementary schools is generally still limited to cognitive aspects and has not yet deeply addressed the affective and psychomotor aspects of students in the context of thematic learning [9]. Meanwhile, a study by Prasiska highlights the weak integration of the Pancasila Student Profile values in extracurricular activities and the daily routines of students [10].

Meanwhile, a study by Prasiska highlights the weak integration of the Pancasila Student Profile values in extracurricular activities and the daily routines of students [11]. Thus, there is a research gap in the context of the strategy to strengthen the character of the Pancasila Student Profile implemented in integrated or religious-based schools, especially in harmoniously integrating religious and national values.

Darul Mustafa Elementary School, as an Islamic educational institution that combines the values of faith with a spirit of nationalism, serves as a unique case study to fill this gap. This research highlights a novel aspect by examining strategies to strengthen the character profile of Pancasila Students in the context of religious-based schools, using an integrative approach between Islamic spiritual values and the dimensions of Pancasila character. This

approach is expected to contribute theoretically and practically to broaden the understanding of contextual and inclusive character education.

Another novelty of this study lies in using an in-depth qualitative field study approach involving various educational actors (teachers, students, school principals), which has not been widely done in previous studies. This research describes the strategies and evaluates the effectiveness and challenges of implementing these strategies in daily school life. Thus, this study provides an important contribution to enriching the literature on character education based on Pancasila values in elementary schools, especially in the context of Islamic education, which is often viewed as separate from national values.

2. METHOD

This research uses a qualitative approach with a case study type, as it aims to delve deeply into the strategies implemented by Darul Mustafa Elementary School in strengthening the character of the Pancasila Student Profile. The qualitative approach is chosen to explore the complex, dynamic, and contextual social and educational realities, particularly in a religious-based school environment with distinctive values in its character education practice [12].

The subjects in this study include the school principal, classroom teachers, Pancasila education teachers, and students. The determination of informants was carried out through purposive sampling techniques, which involved selecting individuals who are considered knowledgeable and directly involved in the character-strengthening process at school. This technique allows researchers to obtain relevant and in-depth information in accordance with the research objectives [13].

Data collection was carried out through several techniques, namely participatory observation, to directly observe the implementation of character-strengthening strategies inside and outside the classroom, such as morning habituation activities, thematic learning, and extracurricular activities. In-depth interviews with key informants to explore the strategies, values, and practices used to instill character. Documentation study, including analysis of the Lesson Implementation Plan (RPP), annual programs, and character guidebooks.

Data analysis was conducted descriptively-qualitatively using an interactive model from Sugiyono [14], including data reduction, data presentation, and conclusion verification. Data validity is maintained through source and method triangulation techniques, namely by comparing data from various collection techniques and different informants to obtain the validity of information. Through this approach, the research is expected to comprehensively understand contextual character strengthening strategies and provide a complete picture of the role of Islamic-based school environments in shaping the ideal Pancasila Student Profile character.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Strategies for Strengthening the Character of the Pancasila Student Profile in Learners

The observation results at SD Darul Mustafa indicate that the school implements two main strategies to strengthen the character of the Pancasila Student Profile. First, the integration of character values in learning and extracurricular activities, such as tahfiz and scouting, which cultivate religious, cooperation, independence, and creativity attitudes. Second, the habituation of positive culture and role models from teachers, such as the dhuha prayer activities and the Clean Saturday program, shapes a moral, responsible, and critical thinking character. These strategies create a consistent learning ecosystem in instilling Pancasila values among students. The observations' findings align with interviews with three sources: the School Principal, Class Teacher, and Subject Teacher, supporting the observational findings regarding the strategies to strengthen the character of the Pancasila Student Profile at SD Darul Mustafa.

The principal stated that the school consistently integrates the values of Pancasila into learning activities and the school culture. He emphasised, *"Regular daily worship, social activities, and the Clean Saturday program are part of our main strategy in shaping students' character."*

The class teacher added that the exemplary approach is key in the implementation of character. He stated, *"Children imitate what they see. Therefore, we as teachers strive to set an example of discipline, responsibility, and courtesy inside and outside the classroom."*

Both interviews confirmed that the character-strengthening strategy at Darul Mustafa Elementary School is integrated through teaching values, teacher role modelling, and collaboration with families. The researcher has summarised the research findings in the table below.

Table 1. Strategies in Strengthening the Character of Pancasila Student Profiles

Data Source	Strategies Identified	Strengthened Pancasila Student Profile Values
Observation	1. Integration of character values in learning and extracurricular activities (Qur'an memorisation, scouting) 2. Habituation of positive culture and teacher role-modelling (Dhuha prayer, Zuhr prayer, and Clean Saturday)	Religious, cooperative, independent, creative, virtuous, responsible, and critical thinking
Principal	Instilling Pancasila values through worship activities, social activities, and character awards	Religious, socially caring, disciplined, responsible
Class Teacher	Teacher role modelling in daily attitudes inside and outside the classroom	Responsible, polite, disciplined, and integrity

3.1.2. The Process of Intracurricular, Extracurricular, and Daily Habituation Activities in the School Environment

Based on the observation results, the implementation of strategies to strengthen the character of the Pancasila Student Profile at SD Darul Mustafa is integrated across three

main domains: intracurricular, co-curricular, and daily habituation. In intracurricular activities, teachers integrate character values such as responsibility, honesty, and tolerance into the learning materials. In co-curricular activities, students engage in programs such as scouting, Qur'an memorization (tahfiz), and Clean Saturday, fostering independence, creativity, and cooperation. Meanwhile, the school instills religious and disciplinary values through daily habituation through communal Dhuha prayer, greeting, and smiling routines. These strategies create a consistent learning environment that holistically shapes students' character. The observation findings align with the results of interviews with the Principal, Class Teachers, and Subject Teachers, which confirm the alignment in strengthening the Pancasila Student Profile through intracurricular, co-curricular, and daily habituation activities.

The principal explained that the school consciously designs a curriculum incorporating character values in every subject. He mentioned that *every teacher is directed to integrate the values of Pancasila into the learning process, not just as theory, but through discussions, practice, and exemplary behaviour.*

The class teacher stated that character strengthening is not only done in the classroom, but also through the active involvement of students in co-curricular activities. He conveyed, *"Through scouting and tahfiz, students learn responsibility, discipline, and cooperation. Even during art performances, they learn to appreciate differences and express themselves positively."*

From the two interviews, it can be concluded that implementing the character strengthening strategy at SD Darul Mustafa runs comprehensively and sustainably through an aligned curriculum approach, student activities, and daily habituation. The researcher has summarised the findings in the table below.

Table 2. Activities in Strengthening the Character of the Pancasila Student Profile

Activity Domain	Implementation Strategy	Strengthened Character Values	Support from Interviews
Intracurricular	Integration of character values into subjects (Pancasila) through discussions, practice, and teacher role-modelling	Responsibility, honesty, tolerance	Principal: The curriculum is designed to incorporate Pancasila values in every subject. Teacher: Character values are emphasised in the learning process.
Co-curricular	Scouting, Qur'an memorisation (tahfiz), and Clean Saturday as a means of character building through active student participation	Independence, creativity, cooperation, discipline	Class Teacher: Scouting and tahfiz foster cooperation, responsibility, and the courage to express oneself.
Daily Habituation	Communal Dhuha prayer, greeting and smiling, as well as rewarding positive behaviour	Religious values, discipline, politeness, and self-confidence	Parents: Children show positive changes in worship habits and reading at home. The school consistently cultivates good habits from an early age.

3.1.3. Supporting and Inhibiting Factors in the Implementation of the Strengthening Strategy of the Pancasila Student Profile in Schools

The observation results show that implementing the Pancasila Student Profile character strengthening strategy at Darul Mustafa Elementary School is supported by several key factors, namely the high commitment from school leadership and the exemplary behaviour of teachers that aligns with school values. Additionally, the religious school culture and structured activities strengthen the internalisation of character values. However, there are also inhibiting factors, such as the limited time required to implement character education deeply during formal lessons and the differences in students' backgrounds that affect the consistency of value habituation outside of school. Nonetheless, the school strives to overcome these obstacles through intensive communication with parents and strengthening daily habituation programs. The results of the observations align with the findings from interviews with the Principal, Class Teacher, and Subject Teachers, reinforcing the observations that a collective commitment supports the implementation of character-strengthening strategies at SD Darul Mustafa, but also faces several challenges.

The principal conveyed that the program's success highly depends on the commitment of the entire school community. He explained, *"We have a shared vision to shape students' character according to the Pancasila Student Profile. Our teachers are active, and parents are very cooperative in supporting the habituation that we implement."*

The class teacher expressed that exemplary behaviour and consistency are supportive, but time constraints often become obstacles. He stated, *"Limited learning time sometimes makes deepening the lessons' character values difficult. However, we try to incorporate them into daily interactions."*

Table 3. Supporting and Hindering Factors in Strengthening the Character of the Pancasila Student Profile

Aspect	Supporting Factors	Inhibiting Factors	Interview Source
Leadership	Strong commitment from school leadership in guiding the vision and strategy for character strengthening	—	Principal: All school members share a common vision in shaping students' character
Teacher's Role	Teacher role modelling and consistency in embedding character values into the learning process and student interactions	Limited time to explore character values in depth during formal lesson hours	Class Teacher: Teachers strive to embed values despite time limitations
School Culture	Religious environment and structured habituation activities (Dhuha prayer, Clean Saturday, character awards)	—	All Respondents: School culture serves as the foundation for character strengthening
Efforts to Overcome Challenges	Intensive communication between school and parents; strengthening of daily habituation programs	Technical barriers such as limited time and diverse student backgrounds	Principal & Class Teacher: The school continues to seek collaborative solutions through communication and extended programs outside formal learning hours
Aspect	Supporting Factors	Inhibiting Factors	Interview Source

From the two interviews, it can be concluded that the success of character strengthening at SD Darul Mustafa is supported by leadership, exemplary behaviour, and synergy with parents. However, there still needs to be attention to technical constraints such as time and the continuity of habituation outside of school. The researcher has summarised the findings in Table 3 above.

3.2. Discussion

3.2.1. Strategies in Strengthening the Character of the Pancasila Student Profile in Learners.

The results of this study show that SD Darul Mustafa implements a comprehensive strategy in strengthening the character of the Pancasila Student Profile through integrating values in learning, co-curricular activities, daily habituation, and the role modelling of teachers. These findings align with previous studies emphasising integrating character values within the educational ecosystem. Research by Suryadi reveals that character strengthening is most effective comprehensively through formal learning and school culture [15]. This is consistent with the findings at SD Darul Mustafa, where character is instilled through Pancasila subjects, supported by tahfiz programs, scouting, and Saturday clean-up activities that strengthen the religious, independent, and creative dimensions of the Pancasila Student Profile.

Furthermore, the study conducted by Hidayat and Mulyani emphasises that teacher modelling is a central element in character education [16]. Teachers are role models and absolute references for students in shaping their attitudes and behaviours. This is supported by the findings from interviews with teachers at SD Darul Mustafa, stating that children tend to imitate teachers' behaviour regarding discipline and social responsibility.

Overall, the strategy implemented by SD Darul Mustafa reflects a holistic approach to character education, which aligns with the principles of implementing the Pancasila Student Profile proclaimed in the Merdeka Curriculum. The school relies on cognitive instruction and reinforces students' affections and real actions in their daily lives through habituation, extracurricular activities, and modelling.

3.2.2. The Process of Intracurricular, Extracurricular, and Daily Habituation Activities in the School Environment

Implementing the character-strengthening strategy of the Pancasila Student Profile at SD Darul Mustafa, which takes place integratively in intracurricular, co-curricular, and daily habituation activities, reflects a holistic approach to character education. This finding aligns with various research results emphasizing integrating the curriculum and school culture in student character. First, in the intracurricular domain, teachers integrate character values such as honesty, responsibility, and tolerance into Pancasila subjects. This is in line with the research by Sumarni and Widodo, which states that character strengthening is effective when moral values are internalised in the curriculum, not as separate materials, but integrated into all learning activities [17].

Then, in extracurricular activities, student involvement in scouting, tahfiz, and clean Saturday activities has proven to support forming a cooperative, independent, and creative

character. This finding is consistent with the research by Rohman and Fauziah, which emphasises that extracurricular activities are an important platform for training cooperation, leadership, and social responsibility among students [18]. Furthermore, in the aspect of daily habituation, such as dhuha prayers, clean Saturdays, and greetings and smiles, the school creates a positive culture that supports the formation of religious attitudes, discipline, and manners. This is reinforced by the research results of Yuliana, which emphasise that a consistent school environment that establishes daily routines with character values will significantly impact student behaviour in school.

The interview findings also indicate that the role modelling of teachers is crucial in reinforcing the sustainability of character values. The principal emphasises the importance of a values-based curriculum, while teachers highlight the significance of role modelling. This aligns with Thomas Lickona's theory, which states that a child's character development is greatly influenced by school, family, and social environment interactions. Thus, SD Darul Mustafa's strategy reflects character education practices based on school culture and the values of Pancasila as a whole, in accordance with the essence of the Pancasila Student Profile in the Independent Curriculum, which aims to produce a generation that is faithful, independent, cooperative, critically thinking, creative, and globally diverse [19].

3.2.3. Supporting and Inhibiting Factors in the Implementation of the Strengthening Strategy of the Pancasila Student Profile in Schools

Implementing the character-strengthening strategy of the Pancasila Student Profile at SD Darul Mustafa demonstrates a comprehensive and contextual approach. The findings of this study identify that the success of this strategy's implementation is inseparable from several key supporting factors, such as visionary leadership, teacher modelling, and a religious and consistent school culture. On the other hand, technical constraints such as time limitations and diverse family backgrounds pose challenges that need to be strategically anticipated.

The school principal's leadership has proven to be the main driver in building a collective commitment to character values. This is in line with the findings of Yulianti & Sahabuddin, which state that transformational leadership plays a significant role in shaping a school culture that is value-oriented [20]. The principal of SD Darul Mustafa can encourage active participation from all school members in realising the integrated character vision in line with the spirit of the Pancasila Student Profile.

Furthermore, the exemplary behaviour of teachers becomes an important element in the internalisation of character values. Exemplarity is demonstrated in the context of learning and daily interactions with students. Isnawati states that teachers, as role models, directly influence shaping students' attitudes and behaviours, especially at the elementary school level, which is still at a high stage of social imitation [21]. Teachers at SD Darul Mustafa actively implement exemplary behaviour in discipline, responsibility, and courtesy.

However, this research also found challenges in the strategy's implementation process. Limited learning time makes it difficult for teachers to systematically delve into character values during class hours. Rachmawati and Kurniawan explain that time and a dense curriculum often hinder the optimal implementation of character education [22]. In

addition, different family backgrounds also influence the consistency of habits outside the school environment.

To overcome these obstacles, SD Darul Mustafa implements an intensive communication approach with students and strengthens the daily habituation program as a means of internalising values consistently. This strategy aligns with the concept of a whole school approach, which is an educational character approach involving all school components and the community in an integrated manner [23].

Thus, the results of this study strengthen the view that character strengthening cannot be done partially. Synergy between the curriculum, habituation, and exemplification is needed [24], [25], [26]. Darul Mustafa Elementary School has demonstrated good practices in building a character education ecosystem relevant to the spirit of the Pancasila Student Profile, and it can be used as a reference for the development of similar models in other elementary schools.

4. CONCLUSION

Based on the results of the research conducted, it can be concluded that SD Darul Mustafa has successfully implemented effective strategies to strengthen the character of the Pancasila Student Profile. These strategies are carried out by integrating character values in learning and extracurricular activities, such as tahfiz, scouting, and clean Saturday activities. In addition, the school also builds a positive culture through daily habituation and the exemplary behaviour of teachers, such as holding joint Dhuha prayers and clean Saturday activities. These two strategies create a consistent learning environment that supports the growth of students' religious, cooperation, independent, critical, and responsible character. The results show that the formation of character in accordance with the Pancasila Student Profile can be carried out tangibly and measurably through a comprehensive approach, starting from the classroom, student activities, and habituation in schools. The presence of teachers as older role models in building the continuity of values at home also strengthens the success of this strategy. However, this research has some limitations. The study was only conducted in one school, so the results do not yet reflect conditions in other schools with different backgrounds.

Additionally, students were not directly involved in interviews, so their perceptions of this strategy were not explored. The relatively short implementation time also limits the ability to observe the long-term impact of the strategy applied. Therefore, it is recommended that further research be conducted in various types of schools to obtain a broader picture. Researchers should also involve students as data sources and conduct long-term studies to observe student character development. In this way, the strategies for strengthening the character of the Pancasila Student Profile can continue to be developed and applied more optimally in various educational environments.

REFERENCES

- [1] H. Y. Sahputra, S. Wahyuni, W. Sari, D. Kurniati e T. Iskandar, "Pemanfaatan Media Sosial Sebagai Sarana Pendukung Keberhasilan Pendidikan Di SMP Bumi Qur'an Siantar," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, vol. 14, no 4, pp. 476-487, 2024.
-

-
- [2] A. Muhsinin, "Pengaruh Pendidikan Kewarganegaraan Terhadap Pembentukan Karakter Dan Moral Mahasiswa," *ADVANCES in Social Humanities Research*, no 1, p. 288–297, 2023.
- [3] Irawati, "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa," *Edumaspul: Jurnal Pendidikan*, vol. 6, no 1, p. 1224–1238, 2022.
- [4] U. Bronfenbrenner, *The Ecology of Human Development: Experiments by Nature and Design*, Amerika Serikat: Harvard University Press, 1979.
- [5] S. Hartati e T. Wahyuni, "Strategi Penguatan Karakter Religius di Sekolah Dasar," *Jurnal Pendidikan Karakter*, vol. 11, no 3, p. 315–324, 2021.
- [6] M. Purnomo, "Implementasi Pendidikan Karakter Melalui Kegiatan Keagamaan di Sekolah Dasar," *Jurnal Pendidikan Karakter*, vol. 12, no 1, p. 101–110, 2022.
- [7] S. Gunadi, N. Hanifah e R. Nugraha, "Analisis Strategi Penerapan Profil Pelajar Pancasila dalam Penguatan Karakter Peserta Didik di Sekolah Dasar," *Jurnal Kependidikan*, vol. 13, no 1, p. 177–184, 2024.
- [8] M. Kharisma, F. Faridi e Z. and Yusuf, "Penanaman Karakter Gotong Royong Berbasis P5 di SMP Muhammadiyah 8 Batu'," *Jurnal Ilmiah Profesi Pendidikan*, vol. 8, no 2, p. 1152–1161, 2023.
- [9] I. Kurniawaty, A. Faiz e P. Purwati, "Strategi Penguatan Profil Pelajar Pancasila di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan*, vol. 4, no 4, p. 5170–5175, 2022.
- [10] D. W. Prasiska, "Strategi Mewujudkan Profil Pelajar Pancasila Dalam Pendidikan Karakter Melalui Teks Naratif Di Smpn 36 Semarang," *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, vol. 9, no 2, p. 1450–1458, 2023.
- [11] R. Primantiko, I. Iswan e D. Rahayu, "Implementasi Profil Pelajar Pancasila dalam Pembentukan Karakter Siswa pada Kurikulum Merdeka di Sekolah Dasar," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, vol. 6, no 2, p. 266–273, 2024.
- [12] J. Creswell, *Desain Penelitian: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (edisi ke-4)*, Thousand Oaks: CA: Publikasi Sage, 2020.
- [13] L. J. Moleong, *Metode Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, 2000.
- [14] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, Bandung: CV. Alfabeta, 2022.
- [15] A. Suryadi, "Implementasi Pendidikan Karakter di Sekolah Dasar Melalui Pembelajaran dan Budaya Sekolah," *Jurnal Pendidikan Karakter*, vol. 11, no 1, p. 12–21, 2021.
- [16] R. Hidayat e N. Mulyani, "Peran Keteladanan Guru dalam Pembentukan Karakter Siswa di Sekolah Dasar," *Jurnal Ilmu Pendidikan*, vol. 25, no 2, p. 88–95, 2025.
- [17] Sumarni e S. Widodo, "Integrasi Pendidikan Karakter dalam Pembelajaran Sekolah Dasar," *Jurnal Pendidikan Karakter*, vol. 10, no 1, p. 45–56, 2025.
- [18] F. Rohman e U. Fauziah, "Peran Kegiatan Ekstrakurikuler dalam Pembentukan Karakter Siswa Sekolah Dasar," *Jurnal Pendidikan dan Kebudayaan*, vol. 26, no 2, p. 123–130, 2021.
- [19] T. Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, Jakarta: PT Bumi Aksara, 1992.
- [20] N. Yulianti e R. Sahabuddin, "Peran Kepala Sekolah dalam Penguatan Pendidikan Karakter di Sekolah Dasar," *Jurnal Pendidikan Karakter*, vol. 10, no 2, p. 112–120, 2025.
- [21] Isnawati, "Keteladanan Guru sebagai Model Pendidikan Karakter di Sekolah Dasar," *Jurnal Pendidikan Moral dan Karakter*, vol. 9, no 1, p. 77–85, 2023.
- [22] N. Rachmawati e E. Kurniawan, "Hambatan dan Solusi dalam Implementasi Pendidikan Karakter di Sekolah Dasar," *Jurnal Ilmiah Pendidikan*, vol. 14, no 3, p. 201–209, 2025.
- [23] Kemendikbudristek, *Panduan Implementasi Profil Pelajar Pancasila*, Jakarta: Direktorat Jenderal PAUD, Dikdas, dan Dikmen, 2022.
- [24] R. Fitriani, "Sinergi Sekolah dan Orang Tua dalam Penguatan Pendidikan Karakter Siswa," *Jurnal Pendidikan Anak*, vol. 8, no 1, p. 56–65, 2024.
- [25] R. Yuliana, "Pembiasaan sebagai Strategi Penguatan Karakter Siswa di Sekolah Dasar," *Jurnal Ilmu Pendidikan Dasar*, vol. 7, p. 66–74, 2022.
- [26] T. Iskandar, "Pendidikan Tauhid Terhadap Motivasi Hidup Dalam Perspektif Al-Quran," *Reflektika*, vol. 17, no 2, pp. 397–412, 2022.
-