

Research Article

Yumna Arifamahira^{1*}, Windy Rahmania Octaviani², Afina Rosmalia³, Baiq Wike Pratamaswari⁴,
Bq. Ulan Saswari Aji⁵, Lalu Sumardi⁶

Character Development Model for Kindergarten Students Based on the Pancasila Student Profile Strengthening Project (P5) in Mataram, Indonesia

*Corresponding Author: **Yumna Arifamahira**: Universitas Mataram, Indonesia; yumnaarifa@gmail.com

Windy Rahmania Octaviani: Universitas Mataram, Indonesia; niaoctaviani429@gmail.com

Afina Rosmalia: Universitas Mataram, Indonesia; fina36249@gmail.com

Baiq Wike Pratamaswari: Universitas Mataram, Indonesia; wikepratama03@gmail.com

Bq. Ulan Saswari Aji, Universitas Mataram, Indonesia; bqulansaswariaji@gmail.com

Lalu Sumardi, Universitas Mataram, Indonesia; lalusumardi.fkip@unram.ac.id

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Abstract: The importance of character education in early childhood cannot be ignored because this phase is the "Golden Age" or golden period where the foundation of character and personality begins to form. For this reason, the Ministry of Education and Culture of the Republic of Indonesia issued the P5 program as an effort to strengthen character from an early age. This program requires all levels of education to implement P5, but in reality the implementation of the P5 program in kindergarten is still not optimally organized, so it does not have well-structured Planning, Management, Implementation, and Processing. On the other hand, Permata Hati Islamic Preschool Kindergarten has implemented the P5 Program consistently for a long time, so that this institution shows mature readiness in its implementation as an effort to strengthen the formation of positive character in early childhood. This study aims to analyze and identify the integrated P5 growth and development model. This study uses a qualitative approach, with data collected through observation, interviews, and documentation. The results of the study show that strengthening children's character in Permata Hati Islamic Preschool Kindergarten through the P5 learning model has been carried out well, structured and systematically. The character strengthening that is focused on consists of having faith, piety and noble morals, strengthening cooperation and mutual assistance, instilling the values of responsibility and environmental concern, independence and discipline, creativity and innovative intelligence.

Keywords: Early childhood, Character, Pancasila student profile strengthening project (P5).

Introduction

Early Childhood Education (PAUD) is a crucial stage in a child's development, laying the foundation for their holistic growth. During this golden period, children undergo significant development in various domains, including cognitive, motoric, social-emotional, as well as religious and moral values. According to the Regulation of the Minister of Education and Culture Number 137 of 2014, this development aims to optimize children's potential, abilities, and intelligence. One of the most essential aspects in early childhood education is the development of religious and moral values. As Santrock (2017) explains, these values involve shaping a child's

way of thinking, feeling, and acting according to moral standards that distinguish right from wrong. These values serve as the cornerstone for building children's character, preparing them to face future challenges with integrity and self-confidence.

Strengthening religious and moral values not only helps to shape strong character, but also supports children's academic and social success. Research by Diana, Chirzin, and Bashori (2019) indicates that children with positive character traits tend to perform better academically, exhibit high social adaptability, and demonstrate self-confidence in the learning process. Early character formation plays a key role in producing a generation that is resilient, empathetic, and capable of making meaningful contributions to

society. In line with national strategies, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia launched the Pancasila Student Profile (P5) program in 2021. This initiative aims to cultivate Indonesian students who embody six main dimensions: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity.

Devianti, Suci, and Indra (2020) emphasize that early childhood education must prioritize the strengthening of these values to foster individuals who are not only knowledgeable but also have integrity, discipline, empathy, and responsibility. However, in practice, the implementation of P5 in many PAUD institutions faces significant challenges. Often, the program's focus is limited to certain aspects, and its application tends to be concentrated around major religious or national holidays. This approach is less integrated into children's daily activities and lacks sustainability.

In contrast, TK Permata Hati Islamic Preschool presents a more systematic and comprehensive approach to implementing the P5 program. Their learning process follows a structured, project-based model, including stages such as recognition, investigation, action, reflection, and follow-up. This method actively engages children, allowing them to explore, create, and learn through hands-on experience. Additionally, TK Permata Hati Islamic Preschool has successfully integrated character-building values throughout every stage of the learning process. This ensures that children develop not only academic skills but also profound social-emotional capabilities. This approach is supported by close collaboration among teachers, parents, and the community, creating a holistic learning environment. In every project, children are encouraged to think critically, collaborate in groups, and make decisions based on a deeper understanding of the topics.

The learning model at Permata Hati Kindergarten has effectively incorporated Pancasila values, such as faith and noble character, cooperation and mutual respect, responsibility and environmental awareness, independence, and creativity. Children are not only invited to hone their critical thinking skills but are also encouraged to embody these moral values in their daily lives. Astutik (2017) highlights that experiential learning plays a significant role in strengthening children's character. The creativity dimension, one of the key components of P5, is particularly emphasized through activities such as art projects, games, and discussions that stimulate innovative thinking, problem-solving, and self-expression. As a result, children at Permata Hati Kindergarten not only grow into intelligent individuals but also develop strong characters, self-confidence, and a sense of responsibility toward the environment and others.

This study aims to analyze and assess the P5-based learning model at Permata Hati Kindergarten as a strategy for building strong, noble, and integrated character in early childhood. It is expected that the findings will serve as a reference for the development of character education based on the Pancasila Student Profile (P5) for kindergartens in Mataram City and can be applied effectively by other early childhood education institutions. The results of this study are anticipated to provide valuable insights for designing a holistic learning model that not only emphasizes knowledge development but also focuses on character building. The integration of Pancasila Student Profile values in early childhood education represents a strategic approach to nurturing a generation that is well-rounded, qualified, and has a strong moral foundation from an early age.

Literature Review

The Role of Early Childhood Education (PAUD) in Character Formation

Early Childhood Education (PAUD) plays a crucial role in shaping a child's holistic development. This phase, known as the "golden period," is marked by rapid growth in cognitive, motor, social-emotional, and moral domains. Research shows that experiences during early childhood significantly influence future learning capacity, emotional regulation, and behavior (Shonkoff & Phillips, 2000). Early experiences are critical in forming the foundation for lifelong development (Heckman, 2006). Therefore, PAUD must focus not only on academic abilities but also on character development, including moral and religious values.

The importance of early moral and religious education has been highlighted in several studies. According to Santrock (2017), moral development involves changes in thinking, feeling, and acting according to societal standards that differentiate right from wrong. Children exposed to moral and religious education from an early age tend to develop empathy, responsibility, and integrity—key traits that contribute to both social and academic success. Furthermore, moral education strengthens emotional intelligence, helping children understand and regulate their emotions, which is essential for building positive relationships later in life (Eisenberg & Lennon, 1983).

Strengthening Character through Moral and Religious Education

Character education, particularly in the moral and religious domains, is essential for developing individuals who are responsible and have integrity. Research by Diana, Chirzin, and Bashori (2019) indicates that children with positive character traits tend to achieve better academically, demonstrate higher social adaptability, and exhibit confidence in learning processes. Early character formation helps create a generation that is resilient, empathetic, and actively contributes to society.

Moral and religious education also plays a crucial role in strengthening emotional intelligence, allowing children to understand their own emotions and those of others. By embedding these values in early childhood education, children are better prepared to navigate the complexities of social interactions and ethical dilemmas (Eisenberg & Lennon, 1983). In the Indonesian context, integrating religious and moral values from Pancasila becomes essential in the educational framework to foster holistic development in young children.

The Pancasila Student Profile (P5) and Its Integration into Early Childhood Education

The Pancasila Student Profile (P5) is an initiative launched by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2021 to promote character development in Indonesian students. The program aims to integrate six core values of Pancasila—faith in God, global diversity, mutual cooperation, independence, critical thinking, and creativity—into the national education system (Devianti, Suci, & Indra, 2020). The Pancasila Student Profile not only focuses on intellectual development but also on cultivating strong moral character and social responsibility.

However, the implementation of P5 in early childhood education faces several challenges. Hidayat (2020) notes that while the Pancasila framework provides a strong foundation, its implementation in PAUD institutions is often limited to commemorating national holidays or significant events, rather than being consistently integrated into daily learning activities. This results in a lack of sustainability and deep engagement with the moral values intended by the program.

Challenges in Implementing Pancasila Student Profile in Early Childhood Education

Despite the clear goals of P5, its implementation in PAUD institutions often

encounters obstacles. Astutik (2017) observes that for character education to be more impactful, a systematic and integrated approach is necessary. This involves using teaching methods that focus not only on academic achievement but also on embedding moral and religious values into children's everyday experiences.

Experiential learning, which actively involves children in real-world situations and encourages critical thinking, problem-solving, and collaboration, has been identified as an effective method for strengthening character education. Through hands-on activities, children can apply the values taught in meaningful and practical contexts (Astutik, 2017). This approach ensures that moral values are not just taught abstractly but are integrated into the children's lived experiences.

Project-Based Learning Approach in PAUD

One promising model for implementing P5 in early childhood education is the project-based learning (PBL) approach. This method encourages children to engage in structured projects that foster creativity, collaboration, and critical thinking. Research by Amalia and Syamsuddin (2021) shows that project-based learning allows children to explore, investigate, and reflect on various themes related to Pancasila values. By being actively involved in the learning process, children gain a deeper understanding of the values they are being taught.

Project-based learning also facilitates the integration of moral and religious values across various activities, allowing children to practice values such as cooperation, responsibility, and environmental care in real-world contexts. As children work together on projects, they learn to collaborate, make decisions, and problem-solve, all of which contribute to their overall character development. This approach not only nurtures intellectual abilities but also builds strong moral foundations.

Method

This study uses a case study method with a qualitative approach to explore the application of the Pancasila Student Profile (P5)-based learning model in strengthening the character of early childhood. The location of the study was Permata Hati Islamic Preschool Kindergarten, Jempong Baru, Mataram City, West Nusa Tenggara. The research was conducted in November 2024. Data were collected through direct observation involving the active participation of researchers in learning activities, face-to-face interviews with teachers, principals, and students, as well as documentation in the form of photos of activities, lesson plans, and other supporting documents. The number of students at Permata Hati Kindergarten is 150 children. Data analysis techniques include data reduction to sort out relevant information, presenting data in narrative or visual form to facilitate interpretation, and drawing conclusions that answer the research objectives. This approach provides an in-depth understanding of the integration of P5 in developing character.

Results and Discussion

One part of the effort to realize character education in schools, especially in early childhood education, is through a project to strengthen the profile of Pancasila students. The Ministry of Education, Culture, Research and Technology and the Merdeka Belajar Platform have provided guidance for the implementation of this project. Teachers learn independently, utilize, and innovate the teaching materials that have been provided to be adjusted to the conditions and readiness of the school (Rahmadayanti & Hartoyo, 2022).

P5 Stage as Character Strengthening at Permata Hati Preschool Kindergarten

The character development model at Permata Hati Islamic Preschool Kindergarten includes several stages, namely:

a. Planning Stage

P5 planning at Permata Hati Islamic Preschool Kindergarten is carried out systematically through several steps. First, the formation of a P5 team involving the principal, teachers, and supervisors as the main coordinators in designing and supervising the implementation of the Pancasila Student Profile Strengthening Project (P5). Second, identification of school readiness is carried out by changing the curriculum to the Independent Curriculum to ensure the school's ability to implement P5. Third, the determination of character dimensions that focus on mutual cooperation and creativity as the main values to be strengthened. Fourth, the selection of the P5 theme is determined with the theme "my creativity and imagination," which is designed to train creative and collaborative thinking skills. Fifth, the allocation of time for implementing P5 is set twice each semester to provide optimal time for students. Sixth, the preparation of the activity flow is carried out systematically, including clear steps for facilitators and students during the project. Seventh, assessment planning is carried out using checklists and work results to evaluate student achievement. Finally, the preparation of the P5 module is arranged systematically from the recognize stage to the investigate stage, providing clear guidance in implementing activities. With these steps, Permata Hati Islamic Preschool Kindergarten ensures that the implementation of P5 is effective, structured, and oriented towards strengthening students' character in accordance with the values of the Pancasila Student Profile.

b. Management Stage

The management of the implementation carried out at Permata Hati Islamic Preschool Kindergarten consists of the focus of activities, learning approaches, dimensions of the Pancasila student profile that are prioritized, resources and media used. The focus of activities in the implementation of P5 at Permata Hati Islamic Preschool Kindergarten is on the theme "Imagination and Creativity" through the creation of a multipurpose place from used goods. The main thing that is considered is the management of a learning environment that fosters creativity, responsibility, and concern for the environment. At this stage, the activities carried out are managing materials from used goods (plastic bottles and ice cream sticks), the teacher provides general direction to the children and builds an atmosphere of mutual cooperation in groups. The learning approach applied at Permata Hati Islamic Preschool Kindergarten is that the teacher manages group-based activities. Children are directed to work together in sharing materials, helping each other, so that this can train children's mutual cooperation and collaboration skills. The teacher provides instillation of values of responsibility and concern for the environment by explaining the benefits of recycling. In this management stage, there are dimensions of the Pancasila student profile that are prioritized by Permata Hati Islamic Preschool Kindergarten, namely to develop the dimensions of mutual cooperation or cooperation, independence, critical reasoning, and environmental awareness. All of these dimensions are supported by the design of group activities and themes based on creativity. This management stage is inseparable from the resources and learning media used. Permata Hati Islamic Preschool Kindergarten manages used goods in the form of plastic bottles and ice cream sticks to introduce children to

environmentally friendly and resource-saving management. The management of the implementation of P5 at Permata Hati Islamic Preschool Kindergarten is structured, systematic, group-based, and prioritizes sustainability through environmental awareness.

c. Implementation Stage

The implementation of the Pancasila Student Profile Strengthening Project (P5) at Permata Hati Kindergarten was carried out systematically with different time allocations for each group. Group B received a time allocation of 900 minutes which is equivalent to 2 weeks, while group A received an allocation of 210 minutes or equivalent to 1 week of meetings.



Figure 1. Implementation of P5

The implementation begins with the recognize stage, which is carried out for 1 day by both group A and group B. This stage is the initial step to introduce and strengthen the project theme that will be studied by the children. Furthermore, the Investigate Stage is carried out for 2 days by group B and 1 day by group A. At this stage, children are encouraged to explore ideas and prepare everything needed to carry out the project, thus ensuring that the activity runs smoothly. The next stage is the do stage, which lasts for 3 days for group B and 4 days for group A. This stage is the core of the activity where

children make products according to the previously prepared plan. Especially for group B, there is an additional genapi stage (Reflection) because this group has a more mature level of development than group A. Children in group B are at a stage of cognitive, emotional, and social development that is more ready to evaluate and reflect on the process they have gone through. This stage aims to invite children to reflect on the results of their work. At this stage, children evaluate the process that has been carried out, perfect the results of their work, and prepare products for the exhibition. The final stage, carried out by group A and group B, is the exhibition stage of the work. This stage provides an opportunity for children to showcase their work to an audience, including parents, teachers, and the school community. In addition to being a moment of appreciation for the children's creativity and efforts, this exhibition is also a learning tool to instill self-confidence, communication skills, and pride in their work.



Figure 2. Results of P5's work

d. Processing Stage

The assessment processing and reporting of the results of the Pancasila student profile strengthening project consists of three stages, namely collecting, processing the assessment results, and compiling the project report (Aditomo, 2022). Permata Hati Islamic Preschool Kindergarten collects project activities in the form of photos, videos, journals, and portfolios. Based on an

interview with one of the teachers, the project activities were documented and uploaded videos of the project activities on the institution's social media account. Then, in processing the assessment results, it was carried out by each class facilitator by integrating formative and summative assessments. Students carry out activities to make crafts and arts as well as several decorations to be displayed at the school exhibition or theme peak. They are also able to collect information and ideas for the project. The measurement of this ability uses a checklist assessment and work results. The assessment results are reported in the form of a Pancasila student profile strengthening project report which is combined with the intracurricular report given at the end of the semester. The project results report is presented in a simple form, in the form of a description of the development of students during the project activities. Based on interviews with teachers in processing the assessment results, teachers provide opportunities for students to prepare an exhibition of the work that the children have made. The last stage, namely reporting the results, is the same as TK Permata Hati Islamic Preschool, which is reported in the form of a report card for strengthening the profile of Pancasila students which is combined with the intracurricular report card given at the end of the semester. The project results report is presented in a simple form, in the form of a description of the development of students during the implementation of the project activities. Evaluation and follow-up of the project, the evaluation of the Pancasila student profile strengthening project is the process of examining each stage of the implementation of the Pancasila student profile strengthening project. The purpose of the evaluation is to assess a program or activity that has been implemented so that it

can be further improved. This allows the implementation of the program or activity to be carried out better (Sofiasyari et al., 2019). In accordance with the results of the interview with the project coordination teacher at TK Permata Hati Islamic Preschool, at this stage the evaluation is carried out every weekend or month of the project activities. The things that are evaluated are evaluating the project design, project management, evaluating the achievements seen in students, and evaluating the teacher's understanding of the Pancasila student profile strengthening project. Evaluation is done comprehensively, focusing on the process and finding the best solution for improvement in the next project. In evaluating the profile project, the focus is on the process, not the final result. Follow-up is an ongoing activity after the project theme is completed. At Permata Hati Islamic Preschool itself, this activity is carried out twice during one semester.

Identification of Character Values Emerging from P5 Integration

Based on the results of research and observations that have been carried out in the implementation of P5, it can be seen that there are several learning objectives as a form of character strengthening other than those listed in the teaching module where students at Permata Hati Islamic Preschool Kindergarten are actively involved in learning to create something useful from waste. The following is a discussion of strengthening children's character as seen from the results of research related to the P5 learning model at Permata Hati Islamic Preschool Kindergarten:

- a) Faithful, Devout, and Noble. During the practical activities, the teacher gave direction to the children of Permata Hati Islamic Preschool Islamic Preschool Kindergarten about the importance of preserving the environment as a form of gratitude to God

- Almighty. Strengthening character in this dimension is also accompanied by the patient attitude of children who are able to do the tasks given well until they are finished. The patient attitude shown is like being patient when cutting, thickening letters, and so on.
- b) Strengthening Cooperation and Mutual Cooperation. It was seen during the research process that the children of Permata Hati Islamic Preschool Islamic Preschool Kindergarten were actively involved in group cooperation to create a creative work. This can also train cooperation skills such as during the process of completing assignments, sharing materials, and helping each other, as well as establishing good communication with friends and teachers. This reflects the implementation of the value of mutual cooperation which is a dimension of the Pancasila student profile that prioritizes the importance of collaboration and a sense of togetherness.
 - c) Instilling the Value of Responsibility and Environmental Concern. One of the main objectives of this activity is to instill the value of responsibility towards the environment. In the P5 activity, children use learning media made from used goods, such as beverage bottles and ice cream sticks, which are used to make multipurpose containers. Through this activity, children not only learn to process used goods into useful products, but also understand the concept of recycling and the importance of maintaining a clean environment. At an early age, the habit of responsibility towards the environment is very important, because it helps children understand that they have a role in preserving nature. By getting used to processing used goods and feeling the benefits of these activities, they can be more sensitive to the importance of sustainability and wise management of natural resources.
 - d) Independence and Discipline. From the process of implementing the activity of making a multipurpose place from used goods, children are also trained to be used to being independent when completing their tasks. The habit of discipline is also instilled through time management and children's focus in completing their tasks.
 - e) Creativity and Innovative Intelligence. The P5 activities implemented here realize the process of creating a multipurpose place from used goods that can foster creativity and innovation from an early age. Through this activity, it is hoped that it can foster creative thinking skills in children, namely by processing used goods into something that can be useful. Children are trained to play their imagination through the form and function of the goods they make. This is in accordance with one of the dimensions of P5, namely global diversity which encourages children to think openly and innovatively.

Conclusion

Based on the research results, it can be concluded that the implementation of the Pancasila student profile strengthening project must be implemented as an effort to improve the character of early childhood. Permata Hati Islamic Preschool Kindergarten has implemented integrated learning of the Pancasila student profile strengthening project well, in a structured and systematic manner. The stages of implementation are (1) Planning, consisting of team formation, character dimension determination, theme selection, time allocation arrangement, P5 activity flow arrangement, assessment planning, module arrangement. (2) Management, consisting of activity focus, learning approach, Pancasila student profile dimensions, resources and media used. (3) Implementation The implementation of the Pancasila Student Profile Strengthening Project (P5) at Permata Hati Kindergarten is carried out systematically with different time

allocations for each group, starting from the recognition stage to the exhibition of work results, with an additional reflection stage for group B as an effort to strengthen children's creativity, self-confidence, and evaluation abilities. (4) Processing, consisting of three stages, namely collecting, processing assessment results, and compiling project reports. The form of strengthening children's character related to the P5 learning model focused on at Permata Hati Islamic Preschool Kindergarten is to be faithful, pious, and have noble morals, strengthening cooperation and mutual assistance, instilling values of responsibility and environmental concern, independence and discipline, as well as creativity and innovative intelligence.

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