



THE LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN REALIZING THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT

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Abstract

This study was conducted to examine the leadership role of the school principal in realizing the Pancasila Learner Profile through the strengthening project implemented in the school. This study is important because the implementation of the Pancasila Learner Profile is one of the main focuses in the current national education system, and the role of the principal as an educational leader determines the success of the program. This research took data using a qualitative approach with descriptive methods. The techniques used were observation, interview, and literature study as data collection techniques. This research was conducted in seven schools, representing each cluster in the Purwakarta sub-district. The results of this study obtained information about the cultivation of character values from the 5 Flower Character Program implemented in elementary schools in Purwakarta sub-district, which has been implemented and instilled character values in students through several different activities every day. The purpose of this study is to examine the principal's leadership role in implementing the Student Profile Strengthening Project (P5) at SMP 10 Purwakarta. Active observation while engaging in P5 tasks. The findings demonstrated that the principal is crucial in fostering stakeholder cooperation, socializing P5's vision and goal, and establishing a learning environment that fosters the growth of Pancasila values. This study adds to our knowledge of the principal's leadership responsibilities in promoting character education initiatives in schools. The results can serve as a guide for other educational institutions seeking to improve students' identity and character as Pancasila citizens of Indonesia by implementing P5 or programs akin to it.

Key words: *Principal Leadership, Strengthening Pancasila Student Profile, Character Education, School Program Implementation*

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INTRODUCTION

The responsibility of the principal in overseeing the school to ensure that the vision, mission, and goals are all met in order to provide high-quality education is something that frequently causes concern in the field of education. The school's constant goals are to turn out well-mannered, capable learners who can apply their information, and of course, excellent pupils. Thus, in keeping with this, collaboration between the school, parents, and the community at large is required. Of the three auxiliary components, a leader is required who can envision and develop school programs to decide how to sustain what is thought to be able to meet the established objectives (Wahyudin, 2018).

Having an education is essential in life as it offers numerous advantages. Article 3 of the National Education System (Sisdiknas), which states: "National education develops the potential of students to become human beings who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens," (Damayanti, 2024) is based on the purpose of national education as defined by Law No. 20 of 2003. In order to increase students' potential for having a good personality, noble character, spiritual abilities, discipline, intelligence, and other qualities needed by themselves, society, the nation, and state, education is a deliberate and planned endeavor to create the ideal learning environment (Sulistiyowati et al., 2023).

The goal of national education is to raise potential and competence while educating the populace. It also helps the country's character to become more respectable and civilized. As a result, education influences students' character development in addition to their capacity to study. Technical expertise (hard skills) and self-management abilities (soft skills) are prerequisites for success (Sydorenko, 2020). This demonstrates the need of enhancing character education for students (Suwartini, 2017). According to KPAI data from 2020, there was a rise in cybercrime, brawls, and pornography cases, all of which contributed to the growing number of cases that KPAI handled (Wandasari, 2017).

As a result, the government developed a national and cultural character education program. In order to realize the vision of national development—that is, to realize a

nation with good manners, character, manners, culture, and morals in accordance with Pancasila ideology and the 1945 Constitution character education is crucial because character is the foundation of the nation (Setiyaningsih & Wiryanto, 2022). Because they pertain to human resources that are ready to compete in the global arena, Indonesia's current concerns are extremely important (Hamied, 2012). In order for the younger generation to acquire the knowledge and comprehension necessary to develop positive habits and become informed, civilized citizens, cooperation between the government and citizens is required.

The idea of a driving school that incorporates the objective of strengthening the Pancasila student profile (P5) is one of the ways that the Minister of Education and Culture has established policies to further aim and for the solution of this problem. The six main components of this P5 are global variety, mutual cooperation, independence, critical thinking, creativity, fear of God, and noble character. It is further explained that character cultivation techniques for students are distributed with a work in the form of content to families, educational institutions, and the surrounding community in coordination with the Center for Character Strengthening, in addition to various programs that lead to the implementation of the P5. P5 is a co-curricular activity that is led by a project produced based on the Graduate Competency Standards and intended to strengthen students' character in order to fulfill the dimensions of the Pancasila learner profile, according to the Ministry of Education and Culture No.56/M/2022.

Although project-based learning is designed differently in P5 than it is in intracurricular learning, it can still be used in classroom activities. While P5 attempts to acquire the competences of the Pancasila learner profile, project-based learning activities in the intracurricular domain serve the purpose of achieving learning outcomes (CP). Throughout both the colonial and independent eras, the nation's fundamental national dynamics have been strengthened continuously. A multicultural country has to be able to forge a sense of identity (Ismail et al., 2020). This PPK places a strong emphasis on discipline; for it to be achieved, pupils must become better individuals on the inside. In order to prevent and correct conduct as well as monitor it, effective discipline must be based on character development and strengthening in students. Appropriate prevention can lower the incidence of behavioral issues (Maulana, 2023). Leaders play an

important role in the organization, because the success of the organization in achieving high performance depends on them (Riski et al., 2023). Principals at the primary or secondary education levels may need to learn the fundamentals of technology and implementation strategies appropriate to their context, whereas 243 principals at the tertiary education level may need to understand current trends in technology and their applications in higher education (Riski & Rino, 2024).

The direction of school policies and objectives is greatly dependent on the principal's leadership position (Day et al., 2016). Both the good and poor aspects of the school are under the principal's control. Therefore, in order to progress the school they oversee, principals need to possess an understanding of managerial skills. To strengthen and implement P5, the principal needs to be a Pancasila leader. Prioritizing attitudes and values above all else, Pancasila leadership works to actualize and absorb the aspects of the Pancasila learner profile that are outlined in P5 (Taali et al., 2023). Principal leadership plays a crucial role in organizing and mobilizing the resources that are available, and it plays a significant part in defining the identity of Pancasila students.

At SMPN 10 Purwakarta, the P5 strengthening project is implemented starting with in-house training (IHT). Two educators have been designated as coordinators for this project. The P5 implementation process involves multiple steps. Understanding P5, including an outline of its use, its guiding principles, and its advantages, is the first step. The second phase involves getting the school ecosystem ready by creating a culture that encourages the application of P5 and strengthening teachers' abilities to do so. As part of the third process, which is designing P5, teams are formed, time allocations are designed, modules are compiled, themes are chosen, and subjects are designed. Managing P5, which includes initiating P5, optimizing P5 implementation, concluding P5 activities, and maximizing partner involvement, is the fourth step. Recording and presenting P5's outcomes is the fifth phase. The final phase is to assess and monitor P5.

METHODOLOGY

This article's authoring employs a qualitative approach method by using a descriptive analysis of the data, as described

in a qualitative research report. Because the goal of this research approach is to fully examine, comprehend, and define the leadership role played by the principal in implementing the project of improving the Pancasila student profile (P5) at the school, qualitative research methods are used in this study. Sugiyono defines a qualitative approach as a non-statistical or non-mathematical subjective assessment guided research work mechanism. In this study, the assessed value is the classification of value or quality rather than the number of scores.

Data objects in this study include direct observation of the principal's leadership behavior, in-depth interviews with teachers and staff, and analysis of school policy documents related to the implementation of the Pancasila Learner Profile. This data includes field notes on the principal's interactions with the school community, interview transcripts describing teachers' perceptions of the principal's leadership role, and official documents such as school program plans and activity reports related to strengthening the Pancasila Student Profile at SPN 10 Purwakarta.

In order to conduct a thorough investigation, the researcher hopes to use this qualitative approach to gather data and findings from pure research based on observations made in the field, free from the researcher's viewpoint regarding the principal's leadership role in putting P5 into practice. The qualitative approach was chosen by the researchers because it is transparent and comprehensive, facilitating the exploration of information in greater detail about a research topic. The information gathered may then be utilized to establish the study's objectives.

This qualitative research approach method gathers descriptive data from observations, interviews, and documentation regarding the principal's leadership in achieving P5. The data is then presented in the form of a description report. From the start of the study to its conclusion, more analysis will be done on the collected data. Because it provides a summary of the research findings by describing the actual data obtained in the field, this study is classified as descriptive qualitative research. This study will undoubtedly cover the topic, which is the role that science management plays in enhancing student achievement at SMP 10 Purwakarta. Consequently, rather than testing theories or hypotheses, the goal of qualitative research is to disclose diverse occurrences from the research location. To gather this particular data, researchers do field research, which entails conducting on-site or field studies.

Within the data analysis technique used is the interactive model analysis developed by Miles, Huberman, and Saldana (2014), among others.

a. Data Collection

In order to gather data for this study, interviews, documentation, and observation were used. The researcher collected all of the data impartially, accurately reflecting the information gleaned from field observations and interviews.

b. Data Condensation

The process of choosing, streamlining, concentrating, abstracting, and modifying data that approaches written field notes, empirical papers and materials, and interview results is known as data condensation. After doing observations, interviews, documentation studies, and gathering field data, researchers were able to get the data condensation process. Following the collection of field data, the data must be sorted to determine the researcher's desired research focus.

c. Data Display

Information is arranged, combined, and summarized in the process of data presentation. To make data easier to exhibit, researchers can transform descriptive language into charts, tables, graphs, photographs, presentations, or other formats. During the data display stage, the research emphasis is the main focus. The study's findings can be contrasted with those of earlier, pertinent studies found in the literature.

d. Conclusion

Sketching and confirming at the start of data collection, researchers create a picture and make conclusions by noting patterns of explanation, searching for understanding that is not patterned, and observing the causal flow. At the end, researchers form conclusions based on all the data they have collected. In qualitative research, conclusions should address the main question that the study set out to address. Subsequently, the process of developing a conclusion involves aligning the current hypotheses with the provided evidence.

RESULT AND DISCUSSION

Based on the results of research conducted by the author related to the role of the principal's leadership in realizing the project of strengthening the Pancasila student profile at SMP Negeri 10 Purwakarta, there are at least 2 outlines of the principal's leadership message, including the following:

1. The Principal's Leadership Role as a Driver

In order to implement the Pancasila Student Profile Strengthening Project (P5), the principal is crucial. As the main motivator, the principal is in charge of organizing teachers, pupils, and the P5 facilitator team. The principal's actions have a significant impact on how P5 is implemented. In-person interviews revealed that the principal plays a key role in assisting teachers in becoming mobilized by offering guidance and direction on how to carry out effective teaching and learning in compliance with the P5 module. The principal is also involved in the formation of project teams, project planning, and project implementation supervision. The principal constantly pays attention to and encourages pupils. To get students involved, the principal frequently stops by the classroom to give them motivational advice about how hard they should study.

The principal then took part in this P5 activity by keeping an eye on the sequence of P5 activities. Visiting classes to share and inspire students to be more excited about studying is one of the principal's strategies for getting students involved. The principal and one of the grade 4 teachers choose the P5 coordinator. Following the formation of the P5 coordinator, the principal collaborates with the coordinator to plan out and identify the P5 facilitator team. The principle takes the lead in organizing the P5 facilitator team by facilitating meetings and conversations about P5 implementation. In meetings, the principal makes a constant effort to foster open communication by talking about and exchanging information about any challenges encountered.

The research findings from SMP 10 Purwakarta indicate that the principal plays a critical role in motivating teachers. Specifically, the principal gives instructors clear instructions. Subsequently, the principal takes part in P5 project preparation by assembling a facilitator team, fostering positive relationships with teachers and students, and overseeing P5 implementation. This is consistent with the assertion made by Wibawani et al. that the principal serves as the motivator for all staff members in the school. The principal's leadership abilities and judgment are crucial to

achieving P5 goals; they must be able to oversee and support all aspects of the school. The success of school projects must fall within the purview of the principle, who serves as the primary force behind the growth and advancement of the institution.

The principle's leadership must be strengthened in order for this to be accomplished effectively, enabling the principal to carry out his obligations in line with his power and duties. This is also consistent with (Setiyati, 2014), which claims that principals of schools are in charge of maintaining the quality of instruction in their institutions. If the principal is able to effectively fulfill his function as the person tasked with leading the school, then his tenure can be considered successful. In order to get pupils more excited about studying and to keep an eye on the development of the kids' projects, the principal visits the classes. The principal always tries to communicate with students through class visits.

The principal constantly keeps an eye on how the kids' projects are coming along and rewards the pupils. This is comparable to the expectation (Minsih et al., 2019) that school principals be creative thinkers and learners' motivators. As a result, the effectiveness of the school's programming is impacted by the principal's leadership. This is comparable to (Adriantoni & Atmaja, 2023), where the principal serves as the center of the school, supervises all student activities, and offers answers to issues that arise in and around the building. In order for pupils to be more motivated and learn with zeal and sincerity, the principle has a responsibility to play in organizing, facilitating, and inspiring them.

The P5 facilitator team is determined and mapped out in collaboration with the principle and P5 coordinator. Regular meetings are always held by the principle to discuss P5 in order to mobilize the P5 facilitator team. When there are issues, the principal fosters open communication by talking about them and exchanging information during meetings. The principal arranges meetings with the concerned teachers in order to coordinate the formation of a coherent P5 facilitator team. The principle oversees P5 programs and serves as the P5 facilitator. The P5 facilitator team is mapped out, pupils and the facilitator team are mobilized, and P5 activities are supervised by the principal.

2. The Principal's Leadership Role as a Policy and Goal Setter

The route that P5 policies and objectives take is mostly determined by the principal of the school. The P5 facilitator team is led by the principle in deciding on the P5 modules, themes, dimensions, and time allotment. For P5 to be implemented successfully, the principal and the P5 facilitator team must get along well. The principal's leadership role in establishing the P5 policy is to form a P5 facilitator team first, then take on the roles of supervisor and communication builder, and routinely offer P5 training to educators, according to the data gathered from the interview. One of SMP 10 Purwakarta's limitations is that the application of P5 is not too broad. The principal intends to involve the surrounding community in P5 policy making starting in the upcoming semester. Currently, the community is not involved in deciding P5 policy.

several policies carried out by the principal in optimizing the project of strengthening the student profile of Pancasila. First, the principal of SMPN 10 Purwakarta implemented a policy of integrating Pancasila values into the school curriculum. He requires each subject to include aspects of Pancasila in lesson plans and teaching and learning activities. This aims to strengthen students' understanding and appreciation of state ideology, while shaping their character in accordance with Pancasila values.

Second, the principal initiated the "Pancasila Day" program, which is held every month. In this program, all school members are involved in various activities that promote and practice the values of Pancasila, such as gotong royong, discussions on diversity, and Pancasila-themed competitions. This policy aims to create a school environment that reflects the spirit of Pancasila in daily life.

Third, the principal formed a special team consisting of selected teachers to develop a learning module for the Pancasila Student Profile. This team is tasked with designing innovative learning materials and methods to strengthen students' understanding of the Pancasila student character. This policy aims to ensure a structured and consistent approach to shaping the Pancasila Learner Profile at school.

Fourth, the principal implements a policy of periodic evaluation of the implementation of the Pancasila Learner Profile Strengthening program. She requires each teacher to report on student progress in aspects related to the Pancasila Learner Profile on a regular basis. This policy aims to monitor the effectiveness of the

program and make necessary improvements on an ongoing basis.

Fifth, the principal collaborates with various external parties, including community leaders, government agencies, and youth organizations, to support the Pancasila Learner Profile Strengthening program. He conducts various joint activities, such as seminars, workshops and internship programs, involving these parties. This policy aims to broaden students' horizons and provide practical experience in implementing Pancasila values outside the school environment.

The reason why parents of students are closely involved in project creation is that they are in charge of keeping an eye on their children as they work on their projects at home. Additionally, as the student work title event takes place at the same time as the gathering of student report cards, parents of students are also involved. Since supervisors are stakeholders, they participate in the creation of P5 policies and objectives. It is the duty of principals and supervisors to supervise P5 policy-making and goal-setting. Principals collaborate with the P5 facilitator team to decide P5 objectives. As a result, the principal and the P5 facilitator team collaborate to decide on the theme and create the goals. In order to foster positive relationships with the teachers, the principal frequently asks the team to talk and collaborate.

At SMP 10 Purwakarta, the P5 implementation has gone smoothly and has met its objectives. Additionally successful is the student-made garbage recycling project, which is on display at the student work title. P5's objective is to enhance students' aptitude and inventiveness, yielding graduates who possess competence and moral qualities consistent with Pancasila's objectives.

Based on the conclusions and research findings about the principal's leadership role as a determinant of policy direction and objectives gathered from observations, interviews, and documents, it is evident that the principal initiates the project implementation team, takes on the role of supervisor in the P5 implementation, interacts with teachers, and offers ongoing or periodic professional development to teachers. The principle determines the topics and sub-themes to be used in collaboration with the P5 coordinator and facilitator team. The principal then develops the P5 objectives to be met during project implementation.

According to (Angga & Iskandar, 2022) perspective, the principal plays a crucial role in educational institutions, as their role and standing influence the direction of policy execution in the field of education.

The principal's capacity to guide the organization determines the standard of instruction in the schools. This also supports the assertion made by (Setiyati, 2014) that the principal's role as an administrator is to plan, oversee, and coordinate every activity conducted in the school. One of the issues with P5's first semester of implementation was that the neighborhood around the school was not included in creating the policy. The principal intends to engage the local community in the upcoming semester in order to improve P5 activities at SMP 10 Purwakarta. In order to accomplish educational goals, the community must be involved in the management of education (Bararah, 2020).

Supervisors are accountable for managing P5 goals and policy-making. This is consistent with the findings of (Hadian et al., 2022) that supervisors must actively promote the successful implementation of P5. In P5 activities, supervisors play a crucial role by conducting socialization, offering advice and ideas, and overseeing P5 activities. This is also consistent which states that school principals set the direction of policies and determine the objectives of education. The P5 facilitator team and the principal collaborate to define P5 objectives.

The P5 facilitator team and the principal collaborate to decide on the theme and create the goals. The P5 facilitator team and the principal convened to determine the P5 objectives. This is consistent (Dewi, 2016) which asserts that the principal's leadership position is critical to achieving school objectives. As such, the principle plays a critical role in ensuring the successful implementation of P5. P5 activities aim to foster critical thinking and creativity in students, resulting in graduates who exhibit competence and align with Pancasila principles. Since P5 has been implemented successfully in SMP 10 Purwakarta, it can be claimed that P5 has been implemented in accordance with the objectives.

CONCLUSION

The following are inferences that can be made from this study: The conclusion that can be drawn from the research and discussion regarding the Principal's Leadership Role in Realizing P5 is that the principal has a responsibility to organize teachers, students, and the P5 facilitator team. In order to mobilize

educators, the principal plays a leadership role by offering guidance and direction on how to teach pupils well and in line with the P5 module. In addition, the principal plans projects with teachers, oversees the P5 implementation, and helps to establish the P5 facilitator team.

In deciding on the initial P5 policy, the principal took the lead in forming a P5 facilitator team, which the P5 coordinator had established. In addition, the principal often conducts P5 training for teachers and serves as a supervisor and communicator. Prior to creating P5 objectives, the principal needs to work in tandem with the facilitator team. As a result, the principal and the P5 facilitator team collaborate to choose and develop the subject. By creating a garbage recycling initiative, SMP 10 Purwakarta implemented P5 with the topic of sustainable living. After completing intracurricular learning, P5 learning is completed at the conclusion of the semester utilizing a block method for time allocation.

Following P5, students exhibit even greater character traits, improved behavior, and more inventiveness. The first challenge faced by SMP 10 Purwakarta is funding; in order to get over this obstacle, we typically recommend to students that they work on projects that don't require a lot of money. The creation of project results that cannot be completed in school is the second barrier to P5 adoption. To get over these challenges, teachers monitor each student's progress through their guardians. The third barrier is low student motivation, which can be solved by helping students through their parents finish their assignments.

The principal of SMP 10 Purwakarta is hoped to continue supporting, facilitating, and improving P5 in terms of working with outside parties in the waste recycling project so that the P5 program can be developed for the better. This is just one of several suggestions that can be used as input based on the above conclusions. Principals can also help teachers reflect on themselves in order to raise their level of professionalism in the classroom. Principals are also encouraged to help students by giving them incentives as a way of showing their appreciation. Regarding the P5 coordinator It is anticipated that the P5 coordinator would enhance and incorporate more activities into the P5 implementation.

For example, garbage recycling workshops. In order to improve students' comprehension of the project to be

completed, the P5 facilitator team is expected to set up P5, from planning to evaluation and reflection of P5, and to provide opportunities for collaboration with sources outside the school. To ensure that all instructors are familiar with the process of implementing P5, classroom teachers are asked to take part in creating P5 modules for each class. It is also expected of teachers to complete all projects in line with the previously created plans. Regarding additional researchers It is envisaged that it will serve as a foundation for future research development and as extra information about the leadership role that school principals play in implementing the initiative to raise the profile of Pancasila pupils.

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