

# Application of The Project Based Learning Model in The Implementation of Pancasila Values in History Learning in Phase E of High Schools in Salatiga

Angelique Yulica Dosmarohaa\* & Sunardi

*History Education, Faculty of Teacher Training and Education, Satya Wacana Christian University, Indonesia*

---

## Abstract

At the same time as the implementation of Pancasila principles places an emphasis on intellectual comprehension, it also places an emphasis on the application of these values in the students' actual acts in their day-to-day lives. As a result, there is a need for a learning strategy that may aid the comprehension and implementation of Pancasila ideals in a holistic and contextual manner. Within the context of the application of Pancasila Phase E values at one of the State High Schools in Salatiga, the purpose of this study is to investigate the many ways in which the Project-Based Learning Model is used. Methods of descriptive qualitative research are used in this study. Observation, interviews, questionnaires, and documentation are the approaches that are used in the process of data collection and extraction. The findings of this study indicate that the use of the Project-Based Learning model in the process of incorporating Pancasila principles into the learning of history in phase E at one of the State High Schools in Salatiga has the potential to be an efficient learning strategy for incorporating Pancasila principles into daily life. a student. This is shown by the fact that students are able to develop high-quality projects in the form of creative movies, which are subsequently shared on social media. Additionally, students are able to provide satisfactory responses to research questionnaires, which are based on the principles of equality and social justice that are promoted by Pancasila.

*Keywords:* History; Project Based Learning; Pancasila; Phase E

---

## 1. Introduction

When it comes to the formation of national character and identity, education is an essential component. The education that is used will serve as a bridge to acquire the information that is necessary to continue to be in accordance with the requirements and advancements of the globe (Amalia & Alfiansyah, 2022). It is possible to implant and apply essential principles, such as the Pancasila ideals, via education. These values may be implemented in daily life. Learning about history, which is a topic that is connected to the past of a country, plays a significant part in developing an understanding and respect of the Pancasila ideals.

Education is a tool that may be used to mould the personality of the next generation and cultivate moral and ethical ideals, including the acquisition of historical knowledge. (Awaliyah et al., 2022). In order to cultivate an awareness and comprehension of national identity, diversity, and norms that are founded in social life, it is essential to include Pancasila ideals into the study of history at the Senior High School (SMA) level in Salatiga.

The learning paradigm known as project-based learning (PBL) places an emphasis on the solution of problems, working together with others, and applying ideas to situations that are based in the real world. When applied to the study of history, problem-based learning (PBL) may be an option that is both entertaining and meaningful, particularly when it comes to the implementation of Pancasila ideals. Through projects that require critical thinking, teamwork, and the application of these principles in the context of daily life, project-based learning (PBL) may assist students in making connections between important historical themes and the Pancasila ideals. (Ertmer & Simons, 2005)

However, there are still obstacles to overcome in order to successfully encourage the practice of Pancasila ideals in the study of history. The implementation of Pancasila principles does not merely concentrate on intellectual comprehension;

---

\* Corresponding author.

*E-mail address:* angeliqueyulica2002@gmail.com

rather, it also places an emphasis on the application of these values in the activities that students actually do in their day-to-day lives. (Sianturi & Dewi, 2021). As a result, there is a need for a learning strategy that may aid the comprehension and implementation of Pancasila ideals in a holistic and contextual manner.

The Project-Based Learning Model is one of the learning models that is both relevant and unique. It is possible to integrate Pancasila ideals into history education via the use of the Project-Based Learning paradigm, which provides a comprehensive approach (Faslia et al., 2023). The students are provided with the chance to participate in collaborative projects that demand a profound comprehension of the principles that are outlined in the Pancasila and how they may be applied in daily life via the use of this model (Greetings, 2023).

However, in the context of implementing the Independent Curriculum, there is still a need for in-depth study to be conducted about the efficacy of adopting the Project-Based Learning Model in order to stimulate the implementation of Pancasila ideals in the learning of history throughout phase E. The purpose of this study is to investigate in a methodical manner how the implementation of the project learning model might help to the development of students' comprehension of the Pancasila ideals and encourage the application of those values within a historical context. In addition to that, it is essential to do research on the elements that are supportive of the implementation of the Project learning model within the framework of phase E historical learning.

In this way, effective techniques for implementing a project learning model that can better incorporate Pancasila ideals into history learning will be developed, which will be of particular assistance. In the context of phase E history education, the purpose of this study is to investigate the use of the Project Learning Model in the context of promoting the implementation of Pancasila ideals. It is anticipated that this research will make a significant contribution to the development of a learning approach that is capable of encouraging the implementation of Pancasila values in history learning. This will be accomplished by gaining a deeper understanding of the effectiveness of the project learning model, as well as the supporting factors and obstacles that are involved in its implementation.

The issue formulation for this study is as follows: (1) How is the Project-Based Learning Model applied in the implementation of Pancasila Phase E values at one of the Senior High Schools in Salatiga? This question is based on the description that was presented earlier. (2) Which factors are supportive of the implementation of the project-based learning model in Phase E history learning at one of the senior high schools in Salatiga, and which factors are inhibiting the implementation of this model? It is envisaged that this study will be able to give conceptual and practical contributions to the creation of learning approaches that are capable of enhancing the character of students and making history learning more relevant in the process of producing excellent citizens.

## **2. Literature Review**

Project-based learning is a learning model that focuses on the fundamental ideas and principles of a particular field of study. It involves students in activities that involve problem-solving and other meaningful tasks, it gives students the opportunity to work independently to construct their own learning, and it culminates in the production of products that are the result of the work of the participants. Nursing education that is both beneficial and practical (Nurfitriyanti, 2016) As a result, the Project-Based Learning Model is a learning model that gives teachers the ability to control learning in the classroom by emphasising the importance of group work. a model The incorporation of project work into the classroom setting is one way that project-based learning may provide teachers the chance to better manage student learning. Students are guided to carry out design activities, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently or in groups through the use of project work, which includes complex tasks based on problems (problems) as the first step in collecting and integrating new knowledge based on experience gained from real-world activities. As a consequence of the work that was done on the project, the end result is a product that contains, among other things, a report, presentation, or suggestion that is either written or spoken (Wahyuni, 2019).

Advantages of the Project Based Learning Model According to (Sunita et al., 2019) namely: 1) Providing learning opportunities for students to develop according to real world conditions; 2) Involving students in learning to collect information and apply that knowledge to solve problems in the real world; and 3) Create a pleasant atmosphere. Some of the advantages obtained by implementing a project-based learning model or Project Based Learning are that the project-based learning model can increase students' learning motivation and encourage them to do important work, increase students' ability to solve problems, make students more active in solving problems. complex, improve students' ability to work together, encourage students to practice communication skills, improve students' skills in managing resources, provide students with experience in organizing projects, allocating time, and managing resources such as

equipment and materials to complete tasks, provides learning opportunities for students to develop according to real world conditions, apart from that the Project Based Learning Model involves students learning to collect information and apply that knowledge to solve problems in the real world, as well as creating a fun learning atmosphere.

According to (Nugraha dkk., 2023), the following are some of the drawbacks associated with the Project-Based Learning Model:

- a. Each subject has its own difficulties, which cannot always be met in the project. (for example, in religious learning activities) because students' activities are focused on work that is similar to the actual situation (the process of observing directly).
- b. It's hard to choose the right project.
- c. Preparing assignments is not an easy thing.
- d. It is difficult to find appropriate reference sources.

The implementation of Pancasila values in education is very important to shape the character of students who care about the nation and are able to contribute positively to society. One effective approach in integrating Pancasila values is through the Project Based Learning Model.

The Project-Based Learning Model is an activity that encourages students to participate in real-world projects that call for collaboration, creativity, and the ability to solve creative problems. According to (Dewi, 2015), the Project-Based Learning Model has a significant amount of potential to influence the application of Pancasila ideals in the educational system due to the setting in which it appears. Students are given the opportunity to practice the Pancasila ideals in their relationships with groups via the use of these projects. These values include recognising differences, working together, and encouraging collaboration. Students are also encouraged to develop an entrepreneurial mindset that is in keeping with the Pancasila ideals, which include the importance of hard effort, social responsibility, and creativity. This is accomplished via the Project-Based Learning Model.

As a result of this, students are moulded into persons who are responsible, have a wide mind, and are concerned for the welfare of others. Additionally, they are strengthened in their knowledge of the significance of preserving variety and unity in Indonesia (Bukoting, 2023). Studies that have been done in the past serve as essential references and assist researchers in comprehending the primary objective of each and every research study that has been carried out. Researchers are able to make advantage of this opportunity to further investigate study areas that have not been investigated in detail. For instance, study conducted by (Amalia & Alfiansyah, 2022) aims to comprehend the implementation of the project-based learning model in the process of achieving the Pancasila Student Profile at Madrasah Ibtidaiyah.

Based on the findings and inferences drawn from the study, it can be concluded that the project-based learning model is an integral component of the learning planning process, with the goal of developing students with personalities that align with the Pancasila student profile. There are six phases involved in learning via the use of a project-based model. These stages include selecting a project, developing a plan for the development of the project, developing a timetable for the execution of the project, monitoring and supervising students, and finalising an evaluation of the project process and its outcomes. Students may be formed according to the six aspects of the Pancasila student profile via the use of project-based learning activities, which have the effect and relevance of helping students develop.

According to the findings of another study (Anggelia dkk., 2022) the purpose of this investigation was to investigate the implementation of Project-Based Learning at Muhammadiyah 4 High School Surabaya within the framework of the Independent Curriculum and to determine the influence that this implementation had on the creative aspects of Islamic Religion education among students. The findings and inferences drawn from the study indicate that the learning model that was used is in agreement with the accomplishments of creativity and the autonomous curriculum. Students acknowledge Project-Based Learning as a learning paradigm that offers them the opportunity to develop their creative learning abilities. There are several suggestions that have been put up for more study in order to investigate other variables that are associated with project-based learning and student creativity.

In addition, study conducted by (Avivi dkk., 2023) tries to establish the methodology behind the implementation of differentiated learning for high school students by using the Project-Based Learning paradigm. It has been shown via research that varied learning approaches have a beneficial effect not only on teachers but also on the pupils they teach. Due to the fact that students are more interested and excited about studying, the environment of the classroom becomes more engaging. In addition, students are given the opportunity to express their potential in accordance with their hobbies, which makes the educational experience seem more significant.

### 3. Research Methods

Qualitative descriptive research is the sort of study that takes place here. In accordance with Moleong, qualitative research is defined as study that is not aimed at comprehending phenomena about what is experienced by research subjects, such as behaviour, perceptions, motives, and actions (Sugiyono, 2013). That is Class X students from one of the State High Schools in Salatiga participated in this study, which was conducted during the academic year 2023/2024. The study was conducted between September and November of 2023. This study included the collecting of data using a variety of methods, including but not limited to: observation, interviews, the distribution of questionnaires, document studies, and the distribution of storyboards.

For the purpose of gathering information, researchers have created a product in the form of films that were created by students. The length of the movie, the filming, and the video quality (genre, editing programme, animation) were all factors that were considered by the researchers when evaluating the video. Therefore, the activity of applying the Project-Based Learning Model to students in order to produce a product in the form of a video can be considered "New." This is due to the fact that this video has never been produced before, and the students were successful in making a video about Pancasila values in a creative, innovative, and self-assured manner. In a roundabout way, this project-based learning exercise has the potential to improve students' ability to work together. As a result of the fact that the issue subjects that are presented to each group are distinct from one another, it is anticipated that students will be able to address these difficulties by developing solutions that are both useful and practical.

### 4. Results and Discussion

#### 4.1. Application of the Project Based Learning Model in Implementing Pancasila Values in Phase E History Learning

It is common knowledge that the learning paradigm known as Project-Based Learning places an emphasis on the participation of students in activities that include problem-solving based on projects or tasks that are provided by the instructor. In this context, the objective is that students have the opportunity to investigate how they might rebuild their own learning and thinking processes. In this particular instance, the implementation of Project-Based Learning in the Phase E History subject is carried out so that students can gain an understanding of how the actual implementation of Pancasila values can be incorporated. This is accomplished by means of a learning project that the author carried out for students at one of the State High Schools in Salatiga in the form of project work. conducted by students working together in groups.

The author prepared the steps for this project/group work-based history learning with the following flow:

#### a. Determining the learning project

For the purpose of this learning project, the determination has been altered to correspond with the History Phase E learning, which is comprised of eight primary learning phases. In the Phase E history learning concept, the learning goals are carried out. These objectives include first gaining a grasp of the fundamental ideas of historical science, which include people, place, time, diachronicity, synchrony, the use of history, history and social theory, historical research methodologies, and local history.

Second, students may utilise their knowledge of history to communicate historical events in a way that is both diachronic and synchronous by making use of the values that are inherent within them. Following that, the lecturers instruct the students to deliver their presentations either verbally, in writing, or via the use of digital devices.

Finally, students get the opportunity to examine and evaluate a number of historical events that took place, particularly those that took place in Indonesia. This encompasses a number of sub-materials, such as the origins of ancestors and the spice routes prevalent in Indonesia. Aside from that, students are able to carry out their analysis in line with current developments in the past, present, and future dimensions. In addition to this, they are able to take into consideration characteristics of development and change, continuity, and repetition of historical events that take place.

Students in the fourth grade are anticipated to be able to utilise a variety of historical abilities to explain historical events that are associated with the early notions of ancestral beginnings and spice routes, and to convey these explanations vocally, in writing, and digitally.

Fifth, students are able to analyse and evaluate a variety of historical events that took place in Indonesia that are related to the subtheme of Hindu-Buddhist kingdoms. In the sixth place, students should be able to vocally express and employ

a variety of historical abilities in order to be able to describe historical events in line with the notion of Hindu-Buddhist work in Indonesia.

The seventh step is to conduct an analysis and assessment of the topic of the Islamic monarchy in Indonesia, as well as to be able to synchronise with events in the past, the present, and the future. A joint follow-up project on the acculturation of Hindu, Buddhist, and Islamic culture in community culture, as well as the communication of this information in both digital and non-digital forms, is being planned by the author, as the eighth point of discussion.

b. Designing project completion steps

During this stage, the author and the students collaborate to devise activity stages for the completion of the project, starting with the beginning and continuing until the project is finished. Through the use of the social media platform Instagram, which is available to every student in class X at one of the State High Schools in Salatiga, the author decided to embark on a learning project using this medium.

c. Preparation of project completion schedule

This stage involves the author accompanying the students in order to organise a schedule of activities that are to be carried out. The author is particularly concerned with the learning and implementation of Pancasila ideals in the History Lesson phase E, which is carried out by students from class X who are employed at one of the State High Universities in Salatiga.

d. Completion of projects with teacher facilities and monitoring

The author offers support to the class throughout this stage of the process. Class projects are completed in groups. The author is responsible for directing and observing the process that takes place at one of the State High Schools in Salatiga in order to finish the History learning phase E, particularly with regard to the implementation of Pancasila ideals. In addition, the author provides documentation of the support that was offered throughout the process of teaching and learning.

e. Preparation of Reports and Presentation / Publication of Project Results

In the aftermath of supporting the students in finishing the Phase E historical learning project, particularly with the purpose of determining whether or not the class is acquainted with the use of social media, namely Instagram.

f. Evaluation of Project Process and Results

In this process the author and students carried out an evaluation regarding the Phase E History learning process, especially to find out whether students understood the implementation of the Pancasila Values contained in it. The author created a questionnaire for the process of evaluating project results with the aim of whether students were able to understand the implementation of Pancasila Values through learning History Phase E.

#### *4.2. Supporting and inhibiting factors for implementing the Project Based Learning Model in Phase E History learning*

In implementing a learning model for students, students cannot be separated from factors, both factors that support the process of implementing the learning model and processes that hinder the implementation of the learning model. Also included in the implementation of Project Based Learning cannot be separated from the surrounding factors.

In a learning process, the teacher's role is to be a central figure in providing learning material to students. This is done through various methods, such as creating conducive learning conditions, providing guidance to students and directing students to carry out learning instructions given by the teacher. However, in this Project Based Learning learning model, an important role is not only played by the teacher but also adapted to the students. This is because in the learning model through group projects, students are required in addition to understanding the directions and guidance given by the teacher from the learning material they receive, students must also be able to implement it in the form of a group work and be able to present it.

Thus, we can understand that the Project Based Learning model depends on many factors, such as the preparation of material and instruments for delivering material by the teacher, and also the need for students to be more active in following the learning methods provided.

Based on the results of research conducted by the author in teaching History Lessons, especially Phase E at one of the State High Schools in Salatiga, there are several factors that influence the implementation of learning through Project Based Learning. The explanation regarding these factors includes the following:

*a. Supporting Factors for Implementing the Project Based Learning model in implementing Pancasila values in history learning phase E*

There are a number of supporting variables that have a favourable impact on the success of the Project Based Learning approach in teaching History at one of the State High Schools in Salatiga, according to the observations that were made by the author.

First, is a factor that the instructor considers while producing educational materials. In this particular instance, the author had the opportunity to collaborate with a history instructor who was employed at one of the State High Schools in Salatiga in order to provide phase E historical learning materials. For the purpose of enhancing students' comprehension of the content that they are receiving, the selection of learning tools such as slide presentations and visualisations of the material in the form of visuals is recommended. In addition to that, the author is also responsible for carrying out the function of the instructor, which is to follow pupils and provide them with guidance while they receive the content.

This is significant because, according to the findings of the author's observations, the degree of warmth that exists between the accompanying instructor and the students has a direct bearing on the degree to which the pupils feel at ease while absorbing the content. When students are working on historical learning material utilising the Project Based Learning approach, they are able to instantly ask questions and communicate with the instructor when there is anything that they do not know. This is because the connection that is built between teachers and students helps students feel as if they are genuinely protected. During the time that each group of students is working on their learning projects, the author, in their capacity as an accompanying instructor, may also lead those pupils.

Secondly, the simplicity with which pupils may acquire new material and equipment. As a result of the teacher's careful preparation in the process of producing learning materials and the sense of connection that develops between the instructor and the students, the learning material that the teacher provides will be simple for the students to comprehend. The responses that students provided to the questionnaire that the author designed for students who participated in history learning via the Project Based Learning approach at one of the State High Schools in Salatiga are evidence that this is the case.

In addition, the implementation of the Project-Based Learning approach gives students the opportunity to investigate learning resources that can be downloaded from any location; they are not restricted to the SKI package books and LKS that are sent to them. There are, however, other publications that may be employed in addition to that one that are pertinent to the learning content that pupils are using.

Third, is a component that contributes to the level of activity among the members of the group. As a result of the fact that this is Project-Based Learning, students are given the opportunity to choose which groups they will work with once the instructor has provided them with pertinent historical learning material. As a result, students will have the opportunity to take a more active role in developing the idea of the project that they will work on under the Project-Based Learning learning method in the field of history education.

In the fourth place, one of the State High Schools in Salatiga Salatiga has been provided with sufficient facilities for studying and teaching. It may be said that infrastructure is a significant component that contributes to the success of the learning process. In addition, the Project-Based Learning approach to teaching history, which is utilised at one of the State High Schools in Salatiga, necessitates that students present the outcomes of the projects they have completed in front of the class. This is accomplished by providing facilities such as an LCD Projector and by utilising the social media accounts of each individual student. providing students with a smoother experience when it comes to project-based learning.

*b. Inhibiting factors for implementing the Project Based Learning model in implementing Pancasila values in phase E history learning*

The use of the Project-Based Learning model in the implementation of Pancasila ideals in history learning phase E at one of the State High Schools in Salatiga Salatiga also encountered various hurdles created by the following variables, in addition to the supportive elements that were present:

To begin, the allocation of time. As a result of the students' responses to the questionnaire that was sent to them using a Google form, it was discovered that the time constraint was the primary barrier to the implementation of the Project-Based Learning approach in the classroom of one of the State High Schools in Salatiga. When students complain about the many projects from other topics that are also handed to them, it is because the learning process is employing the same technique for studying history, which means that students are constrained in terms of the amount of time they have available to complete the projects. In Project-Based Learning, students are required to create video assignments in groups. This is done for two reasons: on the one hand, students are required to demonstrate their creativity in order to explore the concept of what kind of video they want to make, and on the other hand, they are required to divide their time between learning projects related to the subject matter. other people.

In the second place, students attending one of the State High Schools in Salatiga are experiencing difficulties in coordinating with the projects they are working on. It goes without saying that we are aware of the fact that throughout the process of separating into groups, not all of the students put in the same amount of effort while working on the assignments or projects that the instructor has assigned. Furthermore, this is still connected to the element that was mentioned before, which is the presence of projects from other topics. This phenomenon forces students to split their attention, which means that while they are concentrating on one project, they may have a reduced capacity to concentrate on projects from other subjects. In addition, this was experienced with the adoption of Project-Based Learning in Phase E History education at one of the State High Schools in Salatiga. After the completion of the historical learning project, they are concerned that the outcomes of their work are not optimum, and they are also concerned that the grade that the instructor will award them for the topic in question will be less than optimal.

The author believes that it is essential to coordinate with the relevant history teachers in order to find a way out of the problem formulation that has been described. This is accomplished by providing an explanation of the factors that support and inhibit the implementation of the Project-Based Learning method in Phase E History learning at one of the State High Schools in Salatiga. On the one hand, students have a good understanding of history, particularly when it is taught through the Project-Based Learning method, particularly when it comes to putting the Pancasila values into practice. Furthermore, it has been demonstrated that students are able to successfully complete the project in accordance with the capabilities and knowledge requirements of their respective groups. Nevertheless, it is also essential to pay attention to the elements that become hurdles. This is done to ensure that students do not feel burdened with projects in other disciplines and are able to concentrate on finishing what the instructor has assigned to them. This is done in order to establish learning settings that are hospitable and maximise efficiency.

## **5. Conclusion**

At one of the State High Schools in Salatiga, the use of the Project-Based study model in the process of implementing Pancasila values in phase E history study has the potential to be a successful learning technique for integrating Pancasila principles into the students' day-to-day life. Through the implementation of meticulous project planning procedures and the formation of a varied learning team, students have the opportunity to participate in a learning experience that is both comprehensive and pertinent to the principles upon which the nation is founded. Additionally, this learning paradigm offers students the opportunity to enhance their social skills, problem-solving abilities, and the ability to apply the ideals that are taught in Pancasila Phase E in real-world situations. Using this learning approach, students are able to make high-quality projects in the form of creative movies, which are subsequently shared on social media. Additionally, students are able to provide satisfactory responses to research questionnaires, which are based on the principles of equality and social justice that are promoted by Pancasila. Project-based learning has become a learning vehicle that inspires, encourages, and imbues the noble principles of Pancasila Phase E in the educational environment of one of the high schools in Salatiga. This is the consequence of the adoption of Project-Based Learning.

The following are the factors that are necessary for the implementation of the Project-Based Learning model in the process of implementing Pancasila values in phase E history learning at one of the State Senior High Schools in Salatiga: the support of the teacher in the learning process, the ease of learning material instruments, the activeness of group members, and adequate facilities. Time allocation and a lack of communication between members of the group are the obstacles that are preventing the implementation of the Project-Based Learning model in the process of adopting Pancasila ideals in phase E historical learning. These are the recommendations that have been provided: (1) Teachers can apply the Project Based Learning learning model to other learning materials by developing various forms of activities in learning to make it more interesting so that students do not feel bored and lazy and (2) Further research if they want to research students' active learning with indicators of paying attention, listening and Note taking of material should be complemented by recording activities during learning so that observations of students can be seen as a whole.

## References

- Amalia, S. S., & Alfiansyah, I. (2022). MODEL PEMBELAJARAN BERBASIS PROYEK DALAM MEWUJUDKAN PROFIL PELAJAR PANCASILA DI MADRASAH IBTIDAIYAH. *Jurnal Al-Fatih*, 5(2), 239–254.
- Angelia, D., Puspitasari, I., & Arifin, S. (2022). Penerapan Model Project-based Learning ditinjau dari Kurikulum Merdeka dalam Mengembangkan Kreativitas Belajar Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(2), Article 2. [https://doi.org/10.25299/al-thariqah.2022.vo17\(2\).11377](https://doi.org/10.25299/al-thariqah.2022.vo17(2).11377)
- Avivi, A. A., Pramadhitta, A. D., Rahayu, F. F., Saptariana, M., & Salamah, A. U. (2023). IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI DENGAN MODEL PROJECT BASED LEARNING PADA PESERTA DIDIK SEKOLAH MENENGAH ATAS KELAS X PADA MATERI BIOTEKNOLOGI. *Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, 3(3), Article 3.
- Awaliyah, F., Aisiyah, A., Putra, F. E., & Santoso, G. (2022). Peradaban Patriotisme dan Nasionalisme; Generasi Muda sebagai Landasan Pembangunan Karakter Bangsa. *Jurnal Pendidikan Transformatif*, 1(3), Article 3. <https://doi.org/10.9000/jpt.v1i3.306>
- Bukoting, S. (2023). INTEGRASI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN UNTUK MENGEMBANGKAN KARAKTER SISWA SEKOLAH DASAR. *EDUCATOR: Jurnal Inovasi Tenaga Pendidik Dan Kependidikan*, 3(2), Article 2. <https://doi.org/10.51878/educator.v3i2.2389>
- Dewi, F. (2015). PROYEK BUKU DIGITAL: UPAYA PENINGKATAN KETERAMPILAN ABAD 21 CALON GURU SEKOLAH DASAR MELALUI MODEL PEMBELAJARAN BERBASIS PROYEK. *Metodik Didaktik: Jurnal Pendidikan Ke-SD-an*, 9(2), Article 2. <https://doi.org/10.17509/md.v9i2.3248>
- Ertmer, P. A., & Simons, K. D. (2005). Scaffolding teachers' efforts to implement problem-based learning. *International Journal of Learning*, 12(4), 319–328.
- Faslia, F., Aswat, H., & Aminu, N. (2023). Pelibatan Model Projek Based Learning pada Pembelajaran Ilmi Pengetahuan Sosial (IPS) Menuju Pelajar Pancasila pada Jenjang Sekolah Dasar. *Jurnal Basicedu*, 7(6), Article 6. <https://doi.org/10.31004/basicedu.v7i6.6623>
- Nugraha, I. R. R., Supriadi, U., & Firmansyah, M. I. (2023). EFEKTIVITAS STRATEGI PEMBELAJARAN PROJECT BASED LEARNING DALAM MENINGKATKAN KREATIVITAS SISWA. *Jurnal Penelitian dan Pendidikan IPS*, 17(1), Article 1. <https://doi.org/10.21067/jppi.v17i1.8608>
- Nurfutriyanti, M. (2016). Model Pembelajaran Project Based Learning Terhadap Kemampuan Pemecahan Masalah Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(2), Article 2. <https://doi.org/10.30998/formatif.v6i2.950>
- Salam, F. (2023). Implementasi proyek penguatan profil pelajar Pancasila (P5) dalam kurikulum merdeka di homeschooling. *Proceeding Umsurabaya*. <https://journal.um-surabaya.ac.id/Pro/article/view/19743/6740>
- Sianturi, Y. R., & Dewi, D. A. (2021). Penerapan Nilai Nilai Pancasila Dalam Kehidupan Sehari Hari Dan Sebagai Pendidikan Karakter. *Jurnal Kewarganegaraan*, 5(1), 222–231.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. Alfabeta.
- Sunita, N. W., Mahendra, E., & Lesdyantari, E. (2019). PENGARUH MODEL PEMBELAJARAN PROJECT BASED LEARNING TERHADAP MINAT BELAJAR DAN HASIL BELAJAR MATEMATIKA PESERTA DIDIK. *Widyadari*, 20(1), Article 1. <https://ojs.mahadewa.ac.id/index.php/widyadari/article/view/372>
- Wahyuni, S. (2019). Pengaruh Model Pembelajaran Project Based Learning Terhadap Kemampuan Pemahaman Konsep Mahasiswa Mata Kuliah Kapita Selekt Matematika Pendidikan Dasar FKIP UMSU. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 5(1), Article 1. <https://doi.org/10.30596/edutech.v5i1.2982>