



Implementation of Creative Dance in the Pancasila Student Profile Strengthening Project

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ABSTRACT

The project to strengthen the profile of Pancasila students is implemented through the topic of creative dance learning in full and is able to improve students' character according to the dimensions of the Pancasila student profile. The embodiment of competent Indonesian students, with character and acting in accordance with the values of Pancasila and lifelong learners is what is stated in the profile of Pancasila students which at this time must be inherent in students so that through dance learning it can improve the dimensions of the Pancasila student profile. This study aims to describe the process and results of dance learning in the implementation of the Pancasila student profile strengthening project at SMP Negeri 7 Bandung which refers to the dimensions of the Pancasila student profile. This researcher uses a qualitative approach with a descriptive analysis method. With data collection techniques in the form of observation, interviews, literature studies and documentation. The results of this study indicate that the creative dance learning process in the application of the Pancasila student profile is very developed as an effort to achieve student character education seen during the student project process in choosing the topic of creative dance showing an attitude of faith, devotion to God Almighty and noble character, mutual cooperation attitude, creative attitude, critical thinking attitude, and global diversity in accordance with the expected learning achievements. So that the results of this project, student development is very developed in student behavior during activities, and through the topic of dance the application of the P5 project in student behavior can develop very well

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1. INTRODUCTION

Information and communication technology is developing very rapidly in this era of globalization (Badaruddin 2023). Schools that are able to develop new innovations in learning, especially technology, are needed for "innovative schools" because it is hoped that the presence of technology in the learning process will improve the quality of learning and teaching, productivity, efficiency, attitudes, and increase the profile of student recognition (Sabaria and Budiman 2022; Sulistiyawati, Prabowo, and Ulumuddin 2017). According to Nazarudin (2007) "an event or situation designed to help and facilitate the learning process is a form of learning". One of the changes to make new innovations in the educational environment is the curriculum change, namely the independent curriculum with the P5 program (Pancasila Student Profile Strengthening Project). This program is a series of activities that help students think critically and analytically to find issues or topics in a problem (Diah Ayu Saraswati et al. 2022; Mery et al. 2022). In its implementation, one of the topics brought up is dance learning, which is expected to be able to become a medium for character formation in students. This is because dance education is based on moral principles that enable students to build character in accordance with the values and standards that apply in society, school and the environment.

Sudibya et al., (2022) has researched P5 through the creation of the weed penida dance artwork in the independent curriculum. This researcher focuses on the process of creating the weed penida dance in order to explore the local wisdom of the Nusa Penida community. Qomariyah et al., (2022) has researched on improving the character of Pancasila students in students through the P5 program. This researcher focused on the creative dance performance at *SDN Mangunharjo 6* with the theme Bhineka Global. Diah Ayu Saraswati et al., (2022) has studied the analysis of P5 activities at *SMA Negeri 4 Kota Tangerang* as an application of differentiated learning in the independent curriculum. This researcher focuses on the application of the independent curriculum in P5 activities in differentiated learning. Research Budiman & Sabaria (2020) In education, teachers have a very important role in supporting students to learn and grow. They use their knowledge and skills to create lesson plans that will help students become smarter and learn things. However, until now there has been no research that examines the project of strengthening the profile of Pancasila students in the topic of creative dance that includes the dimensions of the Pancasila student profile at *SMP Negeri 7 Bandung*.

The theory of the dimensions of the Pancasila student profile is used to describe the project to strengthen the Pancasila student profile used in dance learning in the topic of creative dance at *SMP Negeri 7 Bandung*. According to Safitri in (Mery et al., 2022) Project activities are designed so that students can develop their potential and skills in various fields. Carrying out activities known as P5 is one of the project activities in the independent curriculum. The ability to determine students' interests and talents in certain fields, as well as the ability to improve students' potential, is one of the advantages of implementing P5 activities. (Rusnaini et al. 2021; Sudibya et al. 2022). The project of implementing the Pancasila student profile is linked to the 5 dimensions of the Pancasila

student profile who are following the dance topic in class VIII B of *SMP Negeri 7 Bandung*. Rusnaini et al (2021) stated that the Minister of Education and Culture Nadiem Anwar introduced six indicators of the profile of Pancasila students who are faithful and devoted to God Almighty, independent, critical thinking, creative, mutual cooperation, and global diversity. Through the P5 project, it can develop characters that are in accordance with the P5 dimensions that the formation of character is very important for the progress of education in the Indonesian nation to be more advanced, this is reinforced by Aisha (2018) "character formation is important because some people in our country do not always make the right choices due to changes in the lifestyle of higher humans." So it is very necessary to have formation in learning activities.

According to Slameto 2015 in (Aliya Putri 2022) learning is a business process that seeks to achieve new behavioral changes in totality, becoming the result of his experience in socializing between himself and his environment. According to article 1 paragraph 1 of the National Education System Law "students work hard to develop strength, religious spirituality, discipline, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state." Strengthened by Hendratmoko et al (2017) states that knowledge, skills, and attitudes that strengthen learning to carry out certain tasks and work tasks in accordance with the provisions that have been given are learning objectives. The relationship between learning and dance learning has a connection in character development as stated by Masunah & Tati (2012) namely dance learning functions as a tool in developing one's personality and the growth of aesthetic sensitivity to provide experience and contribution to students in public schools. This statement needs to be based on prospective teachers and in formal schools, so that dance learning contributes to the development of student character. Learning dance not only teaches to move and dance well, but learning to dance can create new experiences that bring a sense of love for culture according to the statement Masunah & Tati (2012) that is, children are not required to have dancing skills, because the goal is not to become dancers, but to train their creativity through dance preparation activities and lead to aesthetic experiences.

From the statement above, this research is a different research from previous research. This research emphasizes more that the implementation of the Pancasila student profile project in dance learning can improve students' character with good and the methods delivered by the teacher are well received by students. and knowing the process of implementing P5 which aims to improve students' character and the results obtained. This research emphasizes more that the implementation of the Pancasila student profile project in dance learning can improve good students according to the Pancasila student profile. therefore the researcher is interested in the process and results obtained from *SMP Negeri 7 Bandung* which is a driving school.

The purpose of this study is to describe the process and results of the project of implementing the Pancasila student profile in the topic of creative dance in class VIII B at *SMP Negeri 7 Bandung*, which is successful and the dimensions achieved according to the learning outcomes obtained in the dimensions of the Pancasila student profile.

2. METHODS

Descriptive analysis method with qualitative approach is the method used in this research. This descriptive method is related to non-numerical data, it helps researchers understand things better (Umar Sidiq, M. Miftachul Choiri 2019). This qualitative approach is used to obtain meaningful and in-depth information about the problem or issue to be solved. This helps researchers understand how to solve the problem well. Researchers do this by asking in-depth questions and participant observation to collect data Dukeshire & Thurlow in (Bekut, 2019).

This research is located in *SMP Negeri 7 Bandung*, West Java. The research target is the process and results of the project to strengthen the profile of Pancasila students in the topic of creative dance learning at *SMP Negeri 7 Bandung*. In the research process and results of the project to apply the profile of Pancasila students in the topic of creative dance, the researcher focused the research on four students who chose the topic of dance in class VIII B *SMP Negeri 7 Bandung*. In the instrument, this researcher used: observation guidelines, interview guidelines, documentation guidelines. According to Moeloeng, 2012 in (Budiman, Risnayanti, and Rohayani 2020) these rules help researchers conduct research and collect information easily and validly.

The researcher used data collection by means of observation regarding the general conditions of *SMP Negeri 7 Bandung* consisting of facilities and infrastructure, physical conditions, conditions of teachers and students, project learning process, student activity, student effectiveness in the process, teacher effectiveness, and the results of dance learning in the project. In addition, interviews were conducted individually with the principal, vice principal of curriculum, supervising teacher, and students of the dance topic. To obtain information related to the process and results of the project to strengthen the profile of Pancasila students in the topic of dance at *SMP Negeri 7 Bandung* in more depth, the researcher conducted interviews. Then a literature study in the form of analyzing problems to produce accurate descriptions of the process and results. Then a documentation study from the field, namely about the condition of school facilities and infrastructure, the number of students and teachers, the "bhineka tunggal ika" project module, and school activities in the field of dance. The researcher also took photos related to the project with a camera to raise the profile of Pancasila students in creative dance art.

Data analysis is used systematically and simultaneously, through the process of data collection, data reduction, data presentation, and conclusions (Trianziani 2020). The process of collecting and selecting the data obtained, then simplifying the data by reducing or eliminating unnecessary data, then grouping it separately according to its format and type. Data analysis through data triangulation is obtained interactively through the process of data reduction, data presentation, and selective data conclusion drawing from collected data Huberman & Miles, 1992 in (Sirajudin 2017).

3. RESULTS AND DISCUSSION

3.1 Project Process of Implementing Pancasila Student Profile in Creative Dance Topic

The dance learning process at SMP Negeri 7 Bandung is implemented in the independent curriculum, which is a program in the form of a project, the learning process of which is implemented on Fridays outside of intracurricular learning with a long time span. In the implementation process, students must be more active in the learning process, to produce lifelong Indonesian students by referring to the six main dimensions of the Pancasila student profile. The researcher describes the process in class VIII B at SMP Negeri 7 Bandung on the topic of dance where the assessment is in the form of a rubric that includes faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. In this project learning, the school uses an inquiry learning model with the project based learning method. So what is emphasized is the dance learning carried out during the 3 stages in the Bhineka Tunggal Ika project as follows:

1) Briefing Stage

The implementation of this briefing stage of learning was carried out in 1 meeting, namely Friday, January 27, 2023, in this study the researcher monitored 4 students who only chose the topic of dance in the project in class VIII B. with the main topic of recognizing and building student awareness of Bhineka Tunggal Ika. Before starting the briefing, the teacher greeted then the teacher provided an initial socialization of the Bhineka Tunggal Ika project to students. This was done by the instructor explaining the diversity in Indonesia in the form of SARA, as well as several trigger questions regarding the project. Then the selection of the province whose diversity will be identified by each class. And class VIII B got the province of West Kalimantan. The teacher asked the students' understanding again at the end of the meeting, then the teacher gave directions for the material at the meeting next week. After that, it ended with all students carrying out worship according to their beliefs, such as women carrying out their daughterhood.



Figure 1. The Process of Guidance from Supervisors to Students
(Documentation by Ghina Nur Azizah, 2023)

At the introduction stage, students have not fully responded well. It can be seen during observations and interviews because all students are gathered in the hall

which results in a less conducive situation and students become indifferent. When the principal gives initial motivation to all students so that they are more enthusiastic, the teacher starts the learning at this stage by asking all students to pray. This is done to balance the objectives of education stated in (Noor 2018) Law No. 20 Article 3 is as follows:

"the task of national education together with education for the life of the nation develops skills and forms the character and civilization of a dignified nation. Making students become those who believe and are devoted to God Almighty. Having noble character, healthy, knowledgeable, capable, creative, independent, and becoming democratic and responsible citizens is the goal of national education"

In the statement above, the school has implemented activities that are in line with the dimensions of the Pancasila student profile to be implemented by all school residents so that students are accustomed to this good attitude, and it has become a habit at SMP Negeri 7 Bandung that they continue by always praying for their teachers. The teacher gave several trigger questions so that students could develop critical thinking processes and try to express their opinions. Although the minority of students did not respond well. When the teacher opened the Q&A session, SE students responded well and asked questions. After that, because each project was carried out on Friday, all Muslim students had to carry out their worship obligations before going home, as well as non-Muslim students. In this activity, it is in accordance with the dimensions of faith, devotion to God Almighty, namely prioritizing similarities in opinion with others and respecting differences. This makes students more appreciative of differences and tolerant of each other between religions, the statement above is in accordance with what students stated during the interview "with the topic of dance in the project, it encourages students to be kind to friends where we respect each other's opinions, especially asking each other directly and discussing"

2) Contextualization Stage

The implementation of contextual learning was carried out for 6 meetings on February 3 - March 10, 2023. With the main topic, namely students are able to contextualize the topic because in the previous meeting the teacher had given direction and provided opportunities for socialization. And students have been able to recognize and build a foundation for Bhineka Tunggal Ika. At this stage, students have started to work independently and the teacher is not too active, because the teacher only guides and accompanies, but it is possible that if there are students who ask questions or are confused about the teacher's duties, they must be able to play a good role.

At this contextualization stage, the students' responses were quite good, at each meeting at this contextualization stage, the students' development was getting better in each project. At this first meeting, students worked on LKPD 1, and students also had to be able to make infographics, with the aim of honing their critical thinking in making decisions and using the best facts based on information and facts and how to process information objectively from different information, analyze, evaluate and collect ([Ministry of Education, Culture, Research and Technology 2022](#)) at the next meeting students worked on LKPD 2 regarding conflicts caused by SARA. After students worked on LKPD and got different provinces in each class. After that all students of class VIII B one by one chose the

projects they liked according to the students' hobbies and talents. in accordance with the contextual principle of P5, namely an education that is tasked with organizing P5 activities must provide opportunities and space for participants to explore ideas outside the scope of the educational unit ([Ministry of Education and Culture 2022](#)). In the group division activity, students became noisy because they wanted their close friends to choose the same topic so they could be in one group. But the teacher immediately gave directions, according to what Sudirman said ([2023](#)) "teaching is an activity where the environment is arranged and managed as well as possible and a relationship is established with the child, until the teaching and learning process occurs". The atmosphere improved and the students listened to the guidance of the supervising teacher. Students began to join groups to work together according to the topic in a good way to analyze, and relate to their exploration and literacy studies. Researchers have seen that there is an understanding of students who choose their dance project, they already understand the relationship between the topic and the theme of Bhineka Tunggal Ika.

The students then make a project implementation plan in the form of a concept, they discuss with each other about the concept of dance and the dance work that they will bring, while they get closer to each other because basically they are not too close, then they combine their perceptions into one, namely the ruai dance will be raised as 1 topic in their dance and the teacher provides motivation and reinforcement about how important dance learning is in the application of P5 through six dimensions, this is in accordance with what was stated by ([Masunah & Tati, 2012](#)) namely that dance in public schools is a means that enables children to experience the contribution of dance to personal development and the growth of natural aesthetic sensitivity.

The next meeting, the students were ready to learn, even the classroom was neat and clean, they even reminded each other if there was trash under each student's desk, this was in accordance with the main dimensions of P5, namely having faith, being devoted to God Almighty and having noble morals, namely "as Indonesian students, students must be able to be responsible, have compassion, and care for the surrounding natural environment." ([Ministry of Education, Culture, Research and Technology, 2022](#)). At the beginning of the learning process, students showed good changes in attitude, that the development of their behavior was seen in accordance with the character profile of Pancasila students from what the researcher saw and the results of the interview. As stated by Rudi Susila, et al. In ([Aidilla, 2018](#)) "a person is considered sufficiently educated when they can show changes in their behavior". Students with the topic of dance collect data and process data, they conduct independent literacy studies in groups from several internet reading sources by discussing together, they even divide tasks so that data collection does not feel difficult because it is carried out simultaneously without hurting each other's opinions to produce appropriate data. According to Ratna Megawangi ([Aidilla, 2018](#)) "character education makes sense and must be practiced in everyday life to have a positive impact on the people around you". Students with their dance topic present their work in the form of PPT, students in this case have been able to process and convey clearly in front of their friends according to the P5 dimension, namely critical reasoning "students produce and process information

and ideas, examine and evaluate students, and reflect on their own thoughts" (Ministry of Education, Culture, Research and Technology 2022).

In the analysis of the next meeting, students are getting better, even very good in their independence process. In the learning process of the fourth meeting until the end of the contextualization stage of student learning, it is the same, namely dance movement exploration. Students explore together and discuss it. That in their group coordination they have applied the theme of Bhineka Tunggal Ika. The researcher saw the process directly, they corrected each other's inappropriate movements without any insults or ridicule, students were creative by not plagiarizing 100% of one video in its entirety, but they made changes to the movements that were adjusted to their needs. That they grow their creative elements as lifelong learners without plagiarizing.



Figure 2.Contextualization Process
(Ghina Documentation, 2023)



Figure 3.Concept Discussion Process
(Ghina Documentation, 2023)

3) Action Stage

Project learning at the action stage is divided into 1 meeting which is the preparation and implementation of the gebyar expo on March 17, 2023. At this action stage, all class VIII students display their exploration results in full. Students at this stage work together to create lessons learned by students through the gebyar expo. In the class VIII B dance project, students performed the ruai dance that had been arranged together and all students took turns displaying their results, students who did not perform gave their appreciation. After finishing, all students performed religious activities according to their respective religions as usual.

At the action stage, it is the stage of performance of all students involved. The attitude of students at this stage is very ready to display the results of student exploration and creativity. They are very confident, it is proven that they are very serious during the process. During the performance, they also look very enthusiastic, in accordance with what the teacher said "when they are in the process, there is a change in character, among those who at the beginning were not close to each other and felt insecure, after the process together it is proven that they are compact and show their best".



Figure 4. Student Performance During Gebyar Expo
(Documentation by Ghina Nur Azizah, 2023)

3.2 Project Results on the Implementation of the Pancasila Student Profile in the Topic of Creative Dance

Based on the results of the research project activities for approximately 1 month, an assessment was carried out in the form of a rubric for the development of the P5 project in dance learning. During the P5 project process in the topic of creative dance, it can be seen from the following table:

Table 1. Results of the Assessment Rubric Regarding the Project on the Implementation of the Pancasila Student Profile in the Topic of Creative Dance

No	Name	Evaluation					Score
		Have faith and devotion to God Almighty and have noble character	Mutual cooperation	Creative	Critical Thinking	Global Unity	
1.	Gia	SB	SB	BSH	BSH	BSH	17
2.	Kayla	BSH	SB	SB	BSH	BSH	16
3.	Keyla	SB	SB	SB	BSH	SB	19
4.	Kirana	SB	SB	SB	SB	SB	24

Information :

SB = (4) Very Developed

BSH = (3) Developing According to Expectations

MB = (2) Starting to Develop

BB = (1) Not Yet Developed

From the table above, the final result value in the implementation of the Pancasila student profile strengthening project can be seen that students who get a "very developed" value in the dimension of faith, devotion to God Almighty are 3 people, these students are categorized as students who are very developed in appreciating every difference by respecting each other, respecting, and giving freedom to others to be able to worship and be cultured according to their respective regions and beliefs. And carry out worship according to their respective beliefs by always following the

habits at school such as congregational Dhuha / Dzuhur prayers, morning services ETC, with enthusiasm and joy.

There are 4 students who get a "very developed" score in the mutual cooperation dimension, these students are categorized as students who are very developed in coordinating one's actions with one's activities in carrying out actions and achieving group goals in their environment, and encouraging someone to work successfully and achieve common goals, as well as sharing roles and coordinating and supporting activities to work together fairly and equally to achieve common goals.

There were 3 students who received a "very developed" score in the creative dimension, these students were categorized as students who were very developed in exploring and expressing thoughts and feelings.

3.3 Discussion

The results of creative dance learning in the application of P5 have had a positive impact in strengthening student behavior that is appropriate to the dimensions of the Pancasila student profile, as stated by Slameto 2015 in (Anggun Putri 2018) "learning is a process that tends to produce new changes in behavior as a whole due to experiences that interact between oneself and one's environment". This statement is reinforced by the statement (Masunah & Tati, 2012) "dance in public schools is a tool that allows children to experience naturally the role of dance in personality development and the development of artistic sensitivity."

With the existence of creative dance topics in the implementation of the Pancasila student profile strengthening project at SMP Negeri 7 Bandung, it has proven effective in strengthening the formation of student character that is felt in the learning process. Students in its implementation are able to apply the five dimensions of the Pancasila student profile according to the learning achievements in the project, and they are able to apply it to everyday life, and they understand the benefits of dance learning in the implementation of the Pancasila student profile strengthening project. and students who choose the Creative Dance project are able to appreciate differences and have an attitude of tolerance that is applied in everyday life as a form of devotion to God Almighty, then in the dimension of mutual cooperation, dance students are able to work together and collaborate in carrying out the Bhineka Tunggal Ika project process until this project is completed by creating a creative dance related to differences based on the region they have chosen, then in the creative dimension, dance students can develop their interests and talents by creating an interesting work, then in the critical reasoning dimension, dance students are able to find information related to diversity from the region they have chosen, by finding out the facts that occur through various types of information media, both electronic and print media so that they can increase students' insight and understanding of Bhineka Tunggal Ika, and in the dimension of Global Diversity, students are able to respect and tolerate each other through their differences, and understand that with these differences, it will create unity and integrity of the Indonesian state.

From the assessment rubric of the Pancasila Student Profile in creative dance learning that the researcher analyzed, namely students have developed greatly

according to the dimensions of Faith and Devotion to God Almighty 75%, students have developed greatly according to the dimensions of mutual cooperation 100%, students have developed greatly according to the creative dimension 75%, students have developed greatly according to the Critical Reasoning dimension 50%, students have developed greatly according to the Bhineka Global dimension 50%. From these results, it can be concluded that student behavior is that almost all students behave very well in strengthening the character of the Pancasila Student Profile. This is a description of how researchers can use creative dance learning projects to improve student character formation along the dimensions of the Pancasila student profile.

4. CONCLUSION

After the researcher conducted interviews and observations that the topic of dance at SMP Negeri 7 Bandung helps students become better human beings by following the five dimensions of the Pancasila student profile. When they learn to dance, they also learn how to express themselves and work on projects, such as creating their own dances. In the process of implementing creative dance learning, students are taught about good character that is important in Indonesia. Students do it in three stages, first, students explain what they will learn, then students start practicing and see how students can improve their behavior and work together better, finally, students perform their dance in front of others and feel proud of what they have learned and achieved. During this process, learning about different cultures and ways of thinking, and students become more confident and creative. The results of creative dance learning in the project make students better follow the Pancasila student profile very good. At first the students seemed uninterested, but after learning creative dance, they showed positive changes in character. The final result was also very good, and the vice principal said that dance helps improve students' character. The teacher also said that students should use the Pancasila student profile in everyday life, not just at school.

5. AUTHORES'NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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