

IMPROVING THE CHARACTER OF STUDENT COOPERATION THROUGH THE IMPLEMENTATION OF P5 CLASS V

Siti Dewi Maharani^{1*}, Esti Susiloningsih², Magdalena Vianty³, Zona Anggraini⁴, Nurdin Kamil⁵, Vinencia Ika Indralin⁶

^{1,2,3,4,5}Universitas Sriwijaya

⁶SDN 112 Palembang

¹siti_dewi_maharani@fkip.unsri.ac.id

Abstract

This research aims to improve the character of student cooperation through the implementation of Project-Based Learning on the topic of Indonesian cultural diversity in grade V of SDN 112 Palembang. The background of the research is based on the low cooperative skills of students as seen from the lack of active participation, communication, and responsibility in group activities. This research is a Class Action Research (PTK) which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. In the first cycle, most of the students have not shown optimal cooperation character. However, after improvements were made in cycle II with an emphasis on role sharing, intensive guidance, and the use of lighter media, there was a significant increase. The results of observations in the second cycle showed that 20 students (76.9%) were in the good cooperation category, 5 students (19.2%) in the medium category, and only 1 student (3.9%) in the low category. These results are in line with several previous studies that state that the Project-Based Learning approach is effective in fostering students' collaborative skills and character. Thus, project-based learning can be used as an alternative learning strategy to build the character of student cooperation holistically.

Keywords: Cooperation; P5; Project-Based Learning; PTK; Elementary School

Abstrak

Penelitian ini bertujuan untuk meningkatkan karakter kerja sama siswa melalui implementasi pembelajaran berbasis proyek (*Project-Based Learning*) dalam topik keberagaman budaya Indonesia di kelas V SDN 112 Palembang. Latar belakang penelitian didasarkan pada rendahnya keterampilan kerja sama siswa yang terlihat dari kurangnya partisipasi aktif, komunikasi, dan tanggung jawab dalam kegiatan kelompok. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi. Pada siklus I, sebagian besar siswa belum menunjukkan karakter kerja sama yang optimal. Namun, setelah dilakukan perbaikan pada siklus II dengan penekanan pada pembagian peran, bimbingan intensif, dan penggunaan media pemantik, terjadi peningkatan signifikan. Hasil observasi pada siklus II menunjukkan bahwa 20 siswa (76,9%) berada pada kategori kerja sama baik, 5 siswa (19,2%) pada kategori sedang, dan hanya 1 siswa (3,9%) pada kategori rendah. Hasil ini sejalan dengan beberapa penelitian terdahulu yang menyatakan bahwa pendekatan *Project-Based Learning* efektif dalam menumbuhkan keterampilan kolaboratif dan karakter siswa. Dengan demikian, pembelajaran berbasis proyek dapat dijadikan sebagai salah satu alternatif strategi pembelajaran untuk membangun karakter kerja sama siswa secara holistik.

Kata Kunci: Kerjasama; P5; *Project-Based Learning*; PTK; Sekolah Dasar

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Introduction

The formation of student character is one of the main goals in education in Indonesia, especially at the basic education level. Good character in children is an important foundation in facing future challenges. Therefore, the government through the Independent Curriculum has launched the Pancasila Student Profile Strengthening Project (P5) as one of the strategic steps to instill moral values and character in students. Azkia et al., (2025) stated that the Pancasila Student Profile is expected to strengthen Pancasila values and influence students' perspectives in life. P5 is designed to help students understand and internalize the noble values that exist in Pancasila, so that students are expected to grow into a generation that is moral, creative, independent, and cares about their social environment. Education has an important role in shaping the character and personality of students. In Indonesia, student character development is one of the main focuses in the educational curriculum. However, in practice, many schools still face challenges in implementing the expected character values, including at SDN 112 Palembang.

Grade V students at SDN 112 Palembang are an age group that is very vulnerable to the influence of the surrounding environment. At this stage, children begin to form self-identity and understand important social values. However, observations show that some students have difficulty in demonstrating the expected positive behaviors, such as cooperation, responsibility, and caring for the environment. One of the striking character problems in this class is the existence of a strong attitude of individualism among students. Many students prefer to focus on their personal interests, thus ignoring the interests of the group. This attitude results in low cooperation in the group. Students tend to be selfish, unwilling to share assignments, and reluctant to help classmates complete assignments. This has an impact on class dynamics and creates an atmosphere that is less conducive to collaboration.

Individualism also affects students' responsibility for schoolwork. Some students often do not complete the assignments given, either due to a lack of motivation or an understanding of the importance of completing the assignment. They prefer to work independently without considering contributions to the group. This attitude indicates a lack of responsibility and concern for friends, which can hinder the development of good character. Students' creativity also seems to be underdeveloped, partly due to individualism that hinders interaction between students. In learning activities, students often rely on the same ideas and lack the courage to innovate. This shows the need for a more effective approach to explore students' creative potential as well as encourage them to think critically and out-of-the-box.

Realizing the existing character problems, the urgency of character formation through the Pancasila Student Profile Strengthening Project (P5) is becoming increasingly important. P5 is a program designed to integrate character values in every learning activity, as well as emphasizing the importance of cooperation, responsibility, and creativity. Through this approach, students are expected to be actively learning and engaging in learning processes that promote positive values. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes the importance of character education in building a generation of quality and integrity. Article 3 of the law states that national education functions to develop the potential of students to become human beings who believe and fear God Almighty, have noble ethics, and have good morals. This is in line with the goal of P5 which wants to form a student profile with Pancasila character.

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is a program designed to integrate character values in every learning activity, as well as emphasizing the importance of cooperation, responsibility, and creativity. Through this approach, students are expected to be actively learning and engaging in learning processes that promote positive values. According to Pingge et al., (2023) Social skills are a way that unites groups, communities, and individuals in a single unit. This is expected to be solved with social skills capital in any situation. This is the basis for classroom action research, which is to improve students' cooperation skills.

Research Methods

This research uses Classroom Action Research (PTK) which aims to improve the character of 5th grade elementary school students through the Pancasila Student Profile Strengthening Project (P5). PTK was chosen because it allows teachers to intervene directly in the learning process to improve the expected outcomes, in this case improving student character. This research was carried out in several cycles involving planning, implementation of actions, observation, and reflection. This research method refers to the outline of the stages of the Classroom Action Research method as shown in the figure below:

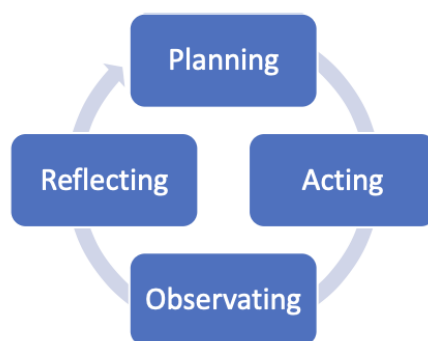


Figure 1. Outline of the research procedure.

Based on the image above, according to (Marta, 2020) The research stage begins with planning which consists of identifying problems, formulating hypotheses, analyzing the feasibility of action hypotheses, and preparing actions. In this study, the preparation steps are carried out by paying attention to several things, namely; 1). Make learning scenarios that have been prepared to be developed by analyzing the curriculum and teaching materials, 2. Preparing the necessary facilities and supporting facilities, 3) adjusting the learning activities carried out to improve the skills needed. Step 2 is action, at this stage the researcher or teacher begins to carry out the research steps that have been prepared in the previous stage by preparing all the necessary tools and materials. Step 3 is to make observations and observations. At this stage, the teacher/researcher makes observations. At this stage, the researcher begins to analyze the implementation of the research conducted, adjusting to the observation sheets and observations made, then the 4th step is to conduct analysis and reflection (reflecting). Reflecting is an activity of critically reviewing the changes that occur both in students, the classroom atmosphere and the teacher, whether the intervention/treatment brings about significant changes.

The location in this study is 5th grade students of SD Negeri 112 Palembang which totals 28 students. The research is focused on observing the development of students' character in terms of cooperation, diversity, mutual cooperation, responsibility, and creativity during the implementation of the P5 project. This research will be carried out at SD Negeri 112 Palembang, in grade 5, with an implementation schedule of 8 weeks divided into 2 cycles. Each cycle will last for 4 weeks, of which the first 2 weeks are planning and executing actions, and the next 2

weeks are observation and reflection. Observation Data about student character was collected through direct observation during P5 activities. The aspects observed include students' ability to work together, responsibility, and creativity. The data obtained from observations, questionnaires, and interviews will be analyzed descriptively, qualitatively, and quantitatively.

Qualitative analysis was carried out on observation and interview data to see patterns of changes in student behavior during P5 activities. Quantitative analysis was carried out on the questionnaire data to see the difference in results before and after the action using descriptive statistics such as percentages and averages. This classroom action research (PTK) was carried out in two cycles to improve student character through the Pancasila Student Profile Strengthening Project (P5) in grade V of SDN 112 Palembang. An indicator of the success of this research is a significant improvement in student character, especially in terms of Gotong Royong in the form of students being able to work together with their peers in completing the P5 project. Then in terms of Responsibility, students are able to complete tasks according to the assigned role and show a sense of responsibility for the group's results. Furthermore, the creativity of students is able to provide new and innovative ideas in completing projects.

One of the learning approaches that has been proven to be effective in improving collaboration skills is the *Project-Based Learning* (PjBL) model. This model encourages students to actively engage in the learning process through real-world projects that require teamwork, effective communication, and collective problem-solving. Research by Rahmadhani and Ardi (2023) concluded that the implementation of PjBL has a positive influence on students' collaboration skills, by creating a meaningful learning experience that is relevant to real life. In addition, research by Rachmat and Rabia (2023) shows that the use of the PjBL model in learning can significantly improve students' cooperative skills. Through the implementation of PjBL, students are encouraged to actively participate in groups, share tasks, and take responsibility for the results of joint work, which ultimately strengthens their collaborative skills.

Furthermore, a study conducted by Syam, Makkasau, and Azizah (2023) confirms that the implementation of PjBL can increase students' cooperative attitudes. In the study, students showed an improvement in terms of active participation, communication, and responsibility in completing group projects. In addition to improving collaboration skills, PjBL also contributes to increasing students' learning motivation. Lestari, Juaini, and Rokhmat (2023) found that the implementation of PjBL was able to increase students' motivation to learn, which indirectly also supported the development of social skills such as cooperation and communication.

Based on these findings, the application of the Project-Based Learning model is expected to be an effective solution in improving the character of student cooperation, especially in grade IV of SDN 112 Palembang. Through this approach, students not only acquire academic knowledge, but also social skills that are essential for their future personal and professional development.

Results and Discussion

Description of Initial Conditions

Before the implementation of the action, observations were made to determine the level of cooperation of grade V students of SDN 112 Palembang. The results of the initial observations showed that most of the students did not show a cooperative attitude in group activities. Of the 26 students, only 9 students (34.6%) showed good cooperation character, 10 students (38.4%) showed moderate cooperation, and 7 students (27%) showed low cooperation.

Results of Cycle I

In the first cycle, learning based on the Pancasila Student Profile Strengthening Project (P5) with the theme 'Global Diversity' was implemented. Students were divided into groups and asked to prepare a mini project in the form of a presentation on cultural diversity in Indonesia. Each group is given the responsibility to research and present one particular regional culture. The results of the observation show an increase in the character of cooperation. Of the 26 students, 12 students (46.1%) showed good cooperation;. In addition, teachers emphasized the importance of mutual respect for differences of opinion, responsibility for group tasks, and deliberative conflict resolution. The activity was closed with a presentation session on the results of the mini project in front of all students in the class. Each group was given the opportunity to present their work, followed by a question and answer session. Teachers appreciate students' efforts and creativity, as well as provide constructive feedback related to content, delivery, and teamwork. This activity is expected to form an attitude of tolerance, foster a sense of pride in the nation's culture, and actively train students' collaborative and communication skills.

Results of Cycle II

In cycle II, improvements were made by clarifying the division of roles in groups, providing group assessment rubrics, and instilling the values of collaboration at the beginning of learning. In addition, teachers provide regular feedback to ensure each group member contributes. Cycle II was carried out as a follow-up to the evaluation in the previous cycle, with the aim of improving the character of student cooperation in project-based learning activities. Based on the reflection of the first cycle, several adjustments were made, including by providing more intensive guidance during group discussions, setting a more structured work schedule, and clarifying the division of tasks between group members. The teacher also emphasized the importance of active involvement of all group members and strengthened the character of cooperation through instilling the values of responsibility, mutual respect, and deliberation in decision-making.

In the core activity, students were again divided into the same groups as in cycle I to maintain the continuity of the group's work dynamics. Each group continued and perfected a mini presentation project on cultural diversity in Indonesia. Teachers provided an initial stimulus through the screening of short videos describing the rich culture of the archipelago, followed by a class discussion session to strengthen the understanding of the concept of cultural diversity. Furthermore, students continue the preparation of presentation materials by paying attention to input and evaluation from the previous cycle. During the process, teachers observe student interactions in groups using a cooperative character observation sheet which includes indicators: active participation, willingness to share tasks, ability to resolve conflicts, and help each other in completing tasks. Teachers also provide direct feedback during the activity to encourage increased cooperation and maintain a collaborative spirit between group members.

After the project is completed, students present the results of the group's work in front of the class. In this presentation session, all groups showed improvements in terms of coordination, more equitable division of tasks, and the ability to deliver results together. This session ended with a joint reflection and appreciation for the efforts and cooperation of the entire group.

Based on the results of observations made during the learning process in cycle II, there was a significant increase in the character of student cooperation. Out of a total of 26 students: 20 students (76.9%) showed a cooperative character in the good category, which was demonstrated through active participation, the ability to cooperate without significant conflicts, and commitment to group tasks. five students (19.2%) were in the medium category, which means that students have shown cooperation, but still need teacher guidance in some aspects,

such as communication or division of tasks. one student (3.9%) still showed a cooperative character in the low category, with minimal indications of involvement and difficulty in adjusting to group dynamics.

This significant improvement suggests that clarity of roles and responsibilities within the group, as well as constructive feedback, can improve the effectiveness of student cooperation. According to Lestari et al. (2023), the implementation of P5 is able to form an independent character in elementary school students through a structured project approach. In addition, research by Veronika et al. (2023) confirms that the P5 project has succeeded in improving students' character in various dimensions, including critical reasoning and creativity. The implementation of actions in cycle II showed a significant increase in the character of student cooperation. The results of the observation showed that as many as 20 students (76.9%) showed cooperation in the good category, 5 students (19.2%) were in the medium category, and only 1 student (3.9%) was in the low category. Compared to the results in the first cycle, there was an increase in the number of students who were actively involved in group work, showed a mutually helpful attitude, divided tasks fairly, and resolved conflicts by deliberation.

This increase is closely related to the implementation of Project-Based Learning (PjBL) combined with a collaborative approach. In cycle II, teachers provide more intensive guidance, form a more systematic work schedule, and emphasize the division of roles in groups. This strategy has been proven to help students in understanding the importance of cooperation as part of the success of the project. Research conducted by Pratiwi, Jailani, and Iksan (2023) shows that project-based cooperative learning is effective in improving students' social and cognitive skills. They state that "the use of the Project-Based Learning approach is able to encourage students to work collaboratively in finding and solving real problems, as well as developing characters such as cooperation, responsibility, and tolerance" (Pratiwi et al., 2023)

In line with that, a study from Ardiansyah et al. (2023) concluded that the Inquiry Collaboration Project-Based Learning model encourages students' active participation and provides space for them to think creatively and work together in the real-life context of daily life. These results support the findings in this classroom action study, where students showed high enthusiasm in sharing information, discussing, and completing group assignments in a more organized manner. Apart from method, the role of teachers as facilitators is very important in forming a conducive climate of cooperation. Research from Puspasari et al. (2023) shows that strengthening character through collaborative activities between teachers, students, and parents contributes to the development of student cooperative character. They stated that "the role of teachers in directing and facilitating group interactions is positively able to strengthen character values, especially in the context of online and offline learning" (Puspasari et al., 2023). Thus, it can be concluded that the success of the implementation of the second cycle in improving the character of student cooperation is supported by a combination of project-based learning approaches, collaborative strategies, and the active role of teachers in directing the group work process. These findings suggest that learning designs that emphasize the values of cooperation can shape students' character in a more holistic and sustainable way.

The increase in student cooperation through P5 was evident in their ability to collaborate better in the second cycle, with 85% of students demonstrating active engagement. Collaboration is key in creating a collaborative learning environment, which can improve student engagement and performance. As students' ability to work together increases, they not only develop social skills, but also deeper cognitive skills. As revealed by Dillenbourg (2016), collaborative learning assists students in building their social and cognitive skills in a meaningful

context. In the context of the P5 project, students engage in group-based tasks that require collaboration, such as Gotong Royong in the School Environment. This allows them to share responsibilities and support each other, reinforcing group dynamics. Based on the results of research conducted by (Jayadi et al., 2024), there is a gap between the government's goal to provide learning opportunities that are in line with local environmental issues through the P5 (Pancasila Student Profile Strengthening Project) and the reality in schools.

In addition, cooperation skills are becoming increasingly important in the world of the 21st century. As stated by (Rahayu et al., 2024) provide significant benefits for students in increased motivation, material knowledge, engagement, and better interpersonal relationships. Project-based learning like P5 teaches students to work in groups of individuals with different backgrounds, so they learn to overcome differences and work toward a common goal. Barokah et al., (2024) Collaboration skills are cooperation between two or more students who share responsibilities and roles to achieve a shared understanding of a problem and its solution. Collaboration is also referred to as a skill that students have in discussing to exchange ideas or ideas. Collaborative learning can enhance students' social and cognitive abilities in a meaningful context. (Anggraini et al., 2024) The PjBL model is effective in improving collaboration skills by involving learners directly in learning activities. PjBL encourages students to be involved in problem-solving projects. Along with that, group-based projects such as "Gotong Royong in the School Environment" encourage students to support each other in completing tasks, allowing them to learn to share responsibilities and create more effective working relationships. This is relevant to the needs of the 21st century, where collaboration is one of the core skills for student success, seperti yang disampaikan oleh Despriyanti et al., (2024) Keterampilan kolaborasi menjadi salah satu dari keterampilan abad 21 yang harus dimiliki oleh peserta didik agar mereka mampu berinteraksi dan bertindak dengan baik di dalam sebuah aktivitas yang menuntutnya untuk bersama-sama dengan anggota lain dalam mencapai sebuah hasil atau tujuan bersama melalui kerja tim. Through the P5 project, students are invited to appreciate differences and bring their ideas together in heterogeneous groups. Additionally, team-based learning encourages individual accountability in achieving shared goals. Michaelsen et al. (2018) state that this learning encourages each member to take responsibility for their role, which is reflected in a more structured division of tasks in the second cycle of this project.

The success of collaboration is also influenced by effective group dynamics. Mutual trust and respect between group members are very important, which makes the role of teachers in guiding and facilitating the group very crucial to create a harmonious atmosphere of cooperation. Finally, the theory of distributed cognition put forward oleh Hervin et al., (2024) Collaboration is about learning to design and collaborate, considering different perspectives and participating in the discussion of specific topics by contributing, listening and supporting others. Projects such as "Making Miniatures of a Clean Environment" provide opportunities for students to work together in solving challenges in a more creative and collective way.

Conclusion

The implementation of actions in cycles I and II shows that a structured project-based learning approach supported by the right collaborative strategy is able to significantly improve the character of student cooperation. Students not only show an increase in engagement during group activities, but also show changes in attitudes in the form of helping each other, actively discussing, respecting friends' opinions, and completing tasks together.

Reflection from the implementation of research This class action shows that the success of improving the character of cooperation is influenced by several factors, including: The role of the teacher as a facilitator who provides direction and guidance during the group work process. Application of interesting media and methods, such as lighter videos, cultural projects, and creative presentations. Stable group structure and clear division of roles, so that each member has equal responsibilities. Most students show improvements in terms of active participation, responsibility for group tasks, the ability to resolve conflicts peacefully, and mutual respect for dissent. This shows that learning that is designed with a collaborative and meaningful approach can shape students' character more comprehensively. These findings corroborate that learning that prioritizes cooperation, discussion, and active participation in a real context not only improves cognitive learning outcomes, but also students' social character.

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