

Analysis Character Values Semester 2 Student Books Learning Pancasila Education Grade 5 Elementary School

Lilik Maysuri Sari Dewanti

Elementary School Teacher Education Study Program, Semarang State University, Indonesia

Email: Lilikmaysuri17@gmail.com

Abstrak

Pendidikan karakter merupakan aspek penting dari pendidikan formal untuk membentuk generasi yang berkualitas dan bermoral tinggi. Salah satu mata pelajaran yang memiliki peran penting dalam pendidikan karakter adalah Pendidikan Pancasila. Dalam buku Pendidikan Pancasila kelas V SDN Ngaliyan 02 Semarang Merdeka memiliki peran penting untuk mengarahkan peserta didik menjadi pembelajar sepanjang hayat yang berkarakter, kompeten, dan berperilaku sesuai nilai-nilai Pancasila. Metode analisis kualitatif digunakan untuk mengidentifikasi nilai-nilai karakter yang tersirat dalam teks buku siswa. Dengan menggunakan teknik pengumpulan data dokumentasi. Untuk menganalisis data menggunakan teknik analisis data berupa reduksi data, penyajian data dan verifikasi/kesimpulan. Hasil penelitian menunjukkan bahwa buku mahasiswa semester 2 Kurikulum Merdeka memuat berbagai nilai karakter, seperti gotong royong, kemandirian, penalaran kritis dan kreatif. Namun, ada juga kekurangan dalam representasi beberapa nilai karakter yang tidak seimbang bahkan tidak ada nilai karakter yang tertera dibuku tersebut. Penelitian ini memberikan kontribusi penting dalam memahami apa saja nilai-nilai karakter dalam kurikulum Merdeka dalam buku siswa ini dan memberikan rekomendasi untuk perbaikan lebih lanjut bagi penulis buku siswa tersebut dalam pengembangan nilai-nilai karakter yang kurang dalam pembelajaran Pendidikan Pancasila yang lebih holistik dan komprehensif, sehingga dampaknya jika semua nilai tercakup dalam masing-masing 2 bab tersebut ataupun setidaknya seimbang minimal ada 1 nilai karakter, maka siswa akan lebih mudah memahami dan pendidikpun juga tidak kebingungan dalam menerapkan nilai karakter pada proses pembelajaran.

Kata Kunci: Analisis, Nilai Pendidikan Karakter, Buku Siswa Pendidikan Pancasila Kelas V semester 2

Abstract

Character education is an important aspect of formal education to form a quality and high moral generation. One of the subjects that has an important role in character education is Pancasila Education. In the book Pancasila Education grade V SDN Ngaliyan 02 Semarang Merdeka has an important role to direct students to become lifelong learners who are characteristic, competent, and behave according to Pancasila values. The method of qualitative analysis is used to identify the character values implied in the text of the student's book. By using documentation data collection techniques. To analyze data using data analysis techniques in the form of data reduction, data presentation and verification. The results showed that the 2nd semester student book of the Independent Curriculum contains various character values, such as mutual assistance, independence, critical and creative reasoning. However, there are also shortcomings in the representation of some character values that are not balanced and there are even no character values listed in the book. This research makes an important contribution in understanding what are the character values in the Merdeka curriculum in this student book and provides recommendations for further improvement for the author of the student book in the development of character values that are lacking in learning Pancasila Education which is more comprehensive, so that the impact if all values are covered in each of the 2 chapters or at least balanced there is at least 1 character value, Then students will be easier to understand and educators are also not confused in applying character values to the learning process.

Keywords: Analysis, Character Education Value, Pancasila Education Student Book Semester 2



Ciptaan disebarluaskan di bawah [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

Along with the changing times, people's lives in Indonesia have undergone very drastic changes, due to the influence of digital media, knowledge, and other sciences. The changing times make many problems and challenges that must be faced. The problem that arises today is the lack of community ability in terms of educational literacy, technology, and an inappropriate education system. Therefore, the existence of education at various levels from elementary school to college is highly expected, in order to be able to produce a generation that has literacy abilities both in skills, knowledge, and attitudes (Haryati & Khoiriyah, 2017) Education is an effort to transform knowledge or educational values carried out in the teaching and learning process for the implementation of the process of student self-development activities in order to become useful humans in accordance with the goals that have been made (Wulandari et al., 2023). Education is the main capital for an institution or government where the main goal is to produce qualified and intelligent people and build the nation and state of Indonesia, therefore the role of various parties is needed such as the role of family, environment and government institutions so that the goals of education can be realized properly. In addition, the role of various parties is needed, of course, in paying attention to and solving various problems that occur in education (Chabibah, 2016).

To create educational goals desired by the Indonesian nation as explained in the Preamble to the Constitution of the Republic of Indonesia in 1945 that: "The Government of the State of Indonesia that protects the entire Indonesian nation, and all Indonesian bloodshed, and to promote the general welfare, educate the life of the nation, and participate in implementing world order based on independence, lasting peace and social justice". (Mujtahidin, 2015) To be able to realize the function of national education, efforts are needed to improve the quality of the learning process at the education unit level. This shows that Indonesian national education prioritizes character building, attitudes, and transformation of existing values. The components expected in the education unit include educators, students, goals, learning strategies, goals, and curriculum (Rosdiana et al., 2022). With the existence of the Pancasila Student Profile in the Independent Curriculum, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia has published textbooks as a means of learning, especially for grade V students. This is very influential on the process carried out in education to instill character values in students in order to build a better personality, be it human values with their gods, humans with the environment, or humans with humans (Santosa & Zaenuri, 2022).

There are several factors that cause the damage to the value of character education at this time. Like the case that occurred at SD Negeri 1 Teluk Pandan, Pesawaran Regency, Lampung, the occurrence of school bullying cases in grade V students with the initials SK, the child was bullied not the first time, but has happened repeatedly by his own upperclassmen. The motive is because the victim does not want to play with the perpetrators who are in grade 6 (Bukit et al., 2023). Furthermore, regarding Pancasila Education, which used to be Pancasila and Civic Education, was changed since the Merdeka curriculum was enacted. The meaning or purpose remains the same to make the character of students in accordance with the existing curriculum and appropriate in Indonesia. While the Merdeka curriculum itself is a new idea from the Minister of Education and Culture Mr. Nadiem Makarim, changed which was previously the 2013 curriculum. Due to the incompatibility of the 2013 curriculum with today, the Merdeka curriculum was changed (Zai et al., 2024).

Based on the background above, the researcher would like to discuss about "Analysis of Character Values in the Pancasila Education Textbook Class V Elementary School". Where it is very necessary to do some analysis related to the character values contained in the book (Zuriah & Sunaryo, 2022a). Because based on what researchers read there is conformity with

the independent curriculum, there are character values in it that can emphasize the formation of student character in accordance with the dimensions of the Pancasila Student Profile. Because today there are so many deviations in character decline that occur everywhere, even in the researcher's own environment. Many students perform actions beyond reason such as saying rude words, disrespecting elders, and bullying (Zuriah & Sunaryo, 2022b).

RESEARCH METHODS

Types of Research

This research uses a qualitative research approach, which is a form of data that is descriptive or systematic. This research is used to examine a natural object without any change and without hypothesis test. Qualitative data is a form of data that is descriptive or describes a phenomenon and event in human life, both directly and indirectly, in the event under contextual study (Ramadhan et al., 2021). This research is included in library research, which is the object studied using literature data in the form of books. This research was conducted by reading, studying, and analyzing various literature and textbooks. As well as relevant research results, to get answers from theoretical foundations regarding the problem to be researched (Ariyanti et al., 2019).

Data Source

In this study, researchers used two kinds of data, namely primary data and secondary data.

1. Primary Data Source. The Primary Data Source is data obtained from the textbook of Pancasila Education Curriculum Merdeka Class V SDN Ngaliyan 02 Semarang.
2. Secondary Data Source. Secondary Data Source is a data source that is used as a complement to a study or through other media intermediaries, where the data has been processed directly. This secondary data source includes several journals, previous theses, and student characteristics that are related and relevant to the research researched by the author (Susilawati & Amrillah, 2023).

Data Collection and Data Analysis Methods

1. Data Collection Methods. The documentation method is a data collection technique carried out by researching and analyzing various kinds of documents from the object of research. This document is obtained from written sources that are already available such as books, magazines, articles, and others. In this study, the documentation obtained is from sentences contained in several student character building values in the Pancasila Education class V textbook in 2024 (Zai et al., 2024)
2. Data Analysis. Data analysis techniques carried out include data reduction, data presentation, and data verification (Hartita et al., 2023).

RESEARCH RESULT AND DISCUSSION

Result

The Results of this study are in the form of character education value content in the textbook of grade V elementary / mi students semester 2 of the Merdeka curriculum. The data obtained after reading and analyzing based on the values of character education are 1) faith, fear of True Source, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creative. As for describing the value of character education in student textbooks, researchers conducted book analysis. Based on these activities, the results of the research obtained regarding the content of character education values in the

textbook of Pancasila Education class V SD / MI semester 2 of the Merdeka curriculum are described as explained in the table below (Damayanti & Rahmawati, 2021).

Table 1. Chapter 3

Sub Bab	Character Value					
	Believe, fear the Lord YME, and blessed gloriously	Globally binding	Worked Together	Independent	Critical Reasoning	Creative
a. Regional Culture in Indonesia	1	2	2	6	3	0
b. Lets Preserve Regional Culture	1	1	1	2	2	1

Table 2. Chapter 4

Subchapter	Character Value					
	Believe, fear the Lord YME, and blessed gloriously	Globally binding	Worked Together	Independent	Critical Reasoning	Creative
a. Know the Characteristics of the Area of Residence	0	1	1	2	5	1
b. Worked Together in the Surrounding Environment	1	1	1	0	1	0
c. Worked Together Practices in the Surrounding Environment	1	1	2	1	1	1

Discussion

Table 1. Chapter 3

Discussion A. Regional Culture in Indonesia:

- a. The Character of Faith, Devotion to True Source, and Noble Morality
 1. Page 1, indicated in the sentence "Ida Ayu introduced herself using Balinese, Adi introduced herself using Madurese, other children were very enthusiastic about her friend's regional language. They want to learn another regional language. Learning other regional languages is an example of appreciating the diversity of regional languages".

⇒ The meaning of faith, devotion to True Source, and noble character Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.
- b. The value of globally diverse characters
 1. Page 1, indicated in the sentence "Ida Ayu introduced herself using Balinese, Adi introduced herself using Madurese, other children were very enthusiastic about her friend's regional language. They want to learn another regional language. Learning other regional languages is an example of appreciating the diversity of regional languages".
 2. Page 10, The sentence "Have you ever seen the saman dance, what is the uniqueness of the saman dance, cob find out the uniqueness of the saman dance from relevant sources".

⇒ The purpose of global diversity is to appreciate and understand the diversity of cultures, religions, tribes. It includes tolerance, empathy in creating a peaceful environment.
- c. The Value of Working Together Characters
 1. Page 12, The sentence "each group will find out about the diversity of several provinces in Indonesia".

2. Page 15, The sentence "Get together with five of your friends, ask your friends to join hands and make a circle".
 - ⇒ The purpose of the character value of working together is to encourage cooperation and mutual help between individuals or groups in achieving the same goal regardless of anything.
- d. Self-contained Character Values
 1. Page 5, The phrase "try to mention the traditions that are often carried out by the people of your tribe".
 2. Page 10, The sentence "Have you ever seen the saman dance, what is the uniqueness of the saman dance, cob find out the uniqueness of the saman dance from relevant sources".
 3. Page 12, The sentence "Read the results in front of the class vigorously".
 4. Page 14, The sentence "Try introducing yourself in front of the class using your local language".
 5. Page 15, The sentence "Ask them to sing a folk song".
 6. Page 19, The sentence "Tell the results in front of the class with confidence".
 - ⇒ The purpose of independent character value is a person's ability to act, make decisions, and take responsibility for himself without the help of others. Includes learning, developing.
- e. The Value of Critical Reasoning Character
 1. Page 2, The sentence "What are the cultural diversity in Indonesia and what attitudes need to be developed in the midst of this diversity"?
 2. Page 10, The sentence "Have you ever seen the dance suit, what is the uniqueness of the dance suit, try to find out the uniqueness of the dance suit from the relevant source".
 3. Page 12, The sentence "Identify the diversity of each province, in the form of ethnic groups, traditional houses, and others".
 - ⇒ The purpose of the character value of critical reasoning is the ability of a person to carefully evaluate information, question, and analyze critically before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.
- f. The Value of Creative Characters
 1. None

Discussion B. Let's Preserve Regional Culture:

- a. The Character of Faith, Devotion to True Source, and Noble Morality
 1. Page 22, The sentence "This cultural diversity is a gift of God Almighty that we should be grateful for".
 - ⇒ The meaning of faith, devotion to True Source, and noble character Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.
- b. The value of globally diverse characters
 1. Page 47, The sentence "Performing arts not only show visual beauty, but also depict life, beliefs. We can get to know more about the variety of cultures and their uniqueness. Did you know, even now there are many regional cultural performance arts that are famous abroad, then become high-value art tourism".
 - ⇒ The purpose of global diversity is to appreciate and understand the diversity of cultures, religions, tribes. It includes tolerance, empathy in creating a peaceful environment.

- c. The Value of Working Together Characters
 - 1. Page 35, The sentence “Form a group of 2 children and each child asks questions about cultural diversity”.
 - ⇒ The purpose of the character value of working together is to encourage cooperation and mutual help between individuals or groups in achieving the same goal regardless of anything.
- d. Self-contained Character Values
 - 1. Page 26, The sentence “Tell it briefly in front of the class”.
 - 2. Page 48, The sentence “Tell us about your experience, then read the results in front of the class with enthusiasm”.
 - ⇒ The purpose of independent character value is a person's ability to act, make decisions, and take responsibility for himself without the help of others. Includes learning, developing.
- e. The Value of Critical Reasoned Character
 - 1. Page 22, The sentence “How do you appreciate and preserve culture in Indonesia”?
 - 2. Page 28, The sentence “What should Dodi's attitude be towards sellers who speak Manado regional language to him? Give your opinion and What is the form of respect for cultural diversity shown by Mira in the reading”?
 - ⇒ The purpose of the character value of critical reasoning is the ability of a person to carefully evaluate information, question, and analyze critically before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.
- f. Creative Character Value
 - 1. Page 35, The sentence “When finished, each child closes and shuffles his question cards, then ask your friend to take one by one your question cards at random, then answer the questions you have made”.
 - ⇒ The purpose of creative character value is a person's ability to think, generate new ideas, and find solutions. Involves imagination, willingness to experiment creating new things.

Table 4. Chapter 4

Discussion A. Getting to Know the Characteristics of the Area of Residence:

- a. The Value of Faithful Character
 - 1. None
- b. Global Diversity Character Values
 - 1. Page 78, The sentence “Try to visit an important place or a place that is characteristic in your area”.
 - ⇒ The purpose of global diversity is to appreciate and understand the diversity of cultures, religions, tribes. It includes tolerance, empathy in creating a peaceful environment.
- c. The Value of Character Working Together
 - 1. Page 78, The sentence “Ask for the assistance of your teacher or guardian so that you are safe in carrying out the visit activities”.
 - ⇒ The purpose of the character value of working together is to encourage cooperation and mutual help between individuals or groups in achieving the same goal regardless of anything.
- d. Independent Character Value
 - 1. Page 60, The sentence “Tell the story up front in a loud and confident voice”.

2. Page 71, The sentence "Present your opinion in front of the class with confidence".
⇒ The purpose of independent character value is a person's ability to act, make decisions, and take responsibility for himself without the help of others. Includes learning, developing.
- e. The Value of Critical Reasoned Character
 1. Page 64, The sentence "What is the name of the sub-district where you live, how many sub-districts there are in your residence, mention each Name".
 2. Page 66, The sentence "Write down the address of the Regency / City DPRD office where you live, and write down the names of its members".
 3. Page 69, The sentence "What is the difference between the district and the city and Where is your current residence, district or city?".
 4. Page 71, The sentence "Has there been a change in the area where you live, has it been improved, whether the role of the DPRD where you have carried out your duties properly".
 5. Page 72, The sentence " Find out where the number of the governor's office where you live and state the governor's name".
⇒ The purpose of the character value of critical reasoning is the ability of a person to carefully evaluate information, question, and analyze critically before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.
- f. Creative Character Value
 1. Page 60, The sentence "Include complementary photos that make the characteristics of your residence".
⇒ The purpose of creative character value is a person's ability to think, generate new ideas, and find solutions. Involves imagination, willingness to experiment creating new things.

Discussion B. Worked Together the Surrounding Environment:

- a. The Value of Faithful Character
 1. Page 81, The sentence "Activities to maintain school cleanliness are a form of mutual assistance in the school environment, besides that it can also foster a sense of unity and unity between residents in the school. The explanation is more about the value of noble character".
⇒ The meaning of faith, devotion to True Source, and noble character Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.
- b. Global Diversity Character Values
 1. Page 81, The sentence "Activities to maintain school cleanliness are a form of mutual assistance in the school environment, besides that it can also foster a sense of unity and unity between residents in the school".
⇒ The purpose of global diversity is to appreciate and understand the diversity of cultures, religions, tribes. It includes tolerance, empathy in creating a peaceful environment.
- c. The Value of Character Working Together
 1. Page 81, The sentence "Activities to maintain school cleanliness are a form of mutual assistance in the school environment, besides that it can also foster a sense of unity and unity between residents in the school".

⇒ The purpose of the character value of working together is to encourage cooperation and mutual help between individuals or groups in achieving the same goal regardless of anything.

d. Independent Character Value

1. None

e. The Value of Critical Reasoned Character

1. Page 81, The sentence “Have you ever seen the practice of mutual aid carried out in the environment around you”.

⇒ The purpose of the character value of critical reasoning is the ability of a person to carefully evaluate information, question, and analyze critically before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

f. Creative Character Value

1. None

Discussion C. Mutual Aid Practices in the Surrounding Environment:

a. The Value of Faithful Character

1. Page 93, The sentence “Worked together is a characteristic of the Indonesian nation. These characteristics must be maintained whenever and wherever you are. Then the benefits of doing mutual aid are maintaining unity, cultivating the habit of helping”.

⇒ The meaning of faith, devotion to True Source, and noble character Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.

b. Global Global Diversity Character Values

1. Page 93, The sentence “Worked together is a characteristic of the Indonesian nation. These characteristics must be maintained whenever and wherever you are. Then the benefits of doing mutual aid are maintaining unity, cultivating the habit of helping”.

⇒ The purpose of global diversity is to appreciate and understand the diversity of cultures, religions, tribes. It includes tolerance, empathy in creating a peaceful environment.

c. The Value of Character Working Together

1. Page 99, The sentence “Choose one of the games to play with your group, then play compactly and always maintain sprativity”.

2. Page 115, The sentence “If necessary, you can see or even participate in traditional activities, such as working together”.

⇒ The purpose of the character value of working together is to encourage cooperation and mutual help between individuals or groups in achieving the same goal regardless of anything.

d. Independent Character Value

1. Page 115, The sentence “Read the story in front of the class aloud”.

⇒ The purpose of independent character value is a person's ability to act, make decisions, and take responsibility for himself without the help of others. Includes learning, developing.

e. The Value of Critical Reasoned Character

1. Page 93, The sentence “ Have you ever played a traditional game or activity with your other friends and whether the game applies mutual cooperation”.

⇒ The purpose of the character value of critical reasoning is the ability of a person to carefully evaluate information, question, and analyze critically before making

decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

f. Creative Character Value

1. Page 115, The sentence "You can include photos to support your activities".

⇒ The purpose of creative character value is a person's ability to think, generate new ideas, and find solutions. Involves imagination, willingness to experiment creating new things.

CONCLUSION

Based on the results of the analysis of the content of character education values in student books published by CV Pustaka Persada class V volume 2 or semester 2, in chapter 3 there are 2 subchapters or subchapter a, namely Indonesian regional culture only contains 5 character values, namely 1 character value of faith, devotion to God Almighty and noble character, 2 character values of global diversity, 2 character values work together, 6 character values are independent, and 3 character values reason critically, while for creative character values there is none. In subchapter b, let's preserve regional culture, it is enough to meet 6 character values, namely 1 character value of faith, devotion to God Almighty and noble character, 1 character value of global diversity, 1 character value of mutual cooperation, 2 independent character values, and 2 critical reasoning character values, and the last for creative character values there is 1 creative character value.

So that in conclusion, in total chapter 3 in subchapter a there are 14 character values with those that appear a lot are independent character values and the least or even no creative character values, for a total of subchapter b there are 8 character values with those that appear a lot are independent character values and critical reasoning and the least or equal are all in the rest of the character values other than independent and critical reasoning. Furthermore, for chapter 4 there are 3 subchapters, subchapter a Knowing the characteristics of the region where you live, there are a total of 10 character values with 0 character values of faith, devotion to God and noble character, 1 character value of global diversity, 1 character value of mutual cooperation, 2 independent character values, and 5 critical reasoning character values, while for creative character values there is 1. So that the most character values appear critical reasoning and there is no character value of faith, devotion to God Almighty and noble character. In subchapter b of Mutual Assistance in the surrounding environment, there are a total of 4 character values, with 1 character value of faith, devotion to God Almighty and noble character, 1 character value of global diversity, 1 character value of mutual cooperation, 0 independent character values, and 1 critical reasoning character value, while there is no creative character value, so that subab b in chapter 4 does not appear the most because it is flat. Finally, in subchapter c of the practice of mutual assistance in the surrounding environment, there are a total of 7 character values with 1 character value of faith, devotion to God and noble character, 1 character value of global diversity, 2 character values of mutual cooperation, 1 independent character value, and 1 critical reasoning character value, while for creative character values there is 1. So that what stands out in the value of other mutual cooperation characters is equal.

Therefore, the gap of 1 empty character value should be corrected by the author of the book because there are only 6 character values in the Merdeka curriculum, but it turns out that there are some character values that have not been included in each subchapter. In order to become a complete unity, even if at least only 1 character should exist so that the character value of the Pancasila Student Profile is at least carried out in all of the subchapters. So my suggestion is that the frequency of the appearance of each character education value in the

textbook of grade V elementary school / MI semester 2 students is spread unevenly and depends on the focus of developing character values from the textbook, so it is hoped that further research will analyze more themes regarding the value of character education and also the author of student books, especially those I researched to pay more attention to character values which should also be more Highlighted, even though it is good enough, maybe in the future it can be improved again. The value of character education should be integrated into every learning content and distributed equally.

Acknowledge

This appropriate paper will not be completed without various supports from various parties. The author is certainly very grateful to various lecturers, and others that I cannot mention one by one who have provided advice and support so that this article has been completed properly.

REFERENCES

- Ariyanti, F., Rustopo, R., & Putri, A. D. S. (2019). Analisis Nilai Karakter dalam Pembelajaran Tematik Tema Cita-Citaku. *Indonesian Values and Character Education Journal*, 2(1), 43–50.
- Bukit, S., Ernawati, E., & Ramadhani, R. (2023). Analisis nilai karakter pada lagu anak dalam buku tematik siswa kelas v sekolah dasar. *Jurnal Pendidikan Dan Pengajaran*, 2(1), 43–55.
- Canika Nur Asmauna, L. R. (2024). Development Of Comic Media Based On Pancasila Student Profiles On The Dimensions Of Faith , Piety , And Noble Character. 6(1), 33–52. <https://doi.org/10.37680/scaffolding.v6i1.4196>
- Chabibah, L. (2016). Analisis muatan nilai-nilai karakter pada buku siswa kelas VI semester 2 sekolah dasar [Disertasi]. Universitas Negeri Malang.
- Chaeroh, M. (2022). The Effect of Modernization on Moral Degradation in the Independent Curriculum at Elementary Schools. *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran*, 7(1), 65–75. <https://scholar.archive.org/work/e5r2yw6hajdgpkxkvp44fqbsz4/access/wayback/http://jurnalftijayabaya.ac.id/index.php/JTek/article/download/149/pdf>
- Damayanti, I., & Rahmawati, R. (2021). Analisis Nilai-Nilai Karakter Dalam Materi Pkn Kelas Tinggi Untuk Tingkat Madrasah Ibtidaiyah. *Pema (Jurnal Pendidikan Dan Pengabdian Kepada Masyarakat)*, 1(1), 35–43.
- Fauzan, F., Ansori, R. A. M., Dannur, M., Pratama, A., & Hairit, A. (2023). The Implementation of the Merdeka Curriculum (Independent Curriculum) in Strengthening Students' Character in Indonesia. *Aqlamuna: Journal of Educational Studies*, 1(1), 136–155. <https://doi.org/10.58223/aqlamuna.v1i1.237>
- Fransiska, J., Dumiyati, D., Mariam, P., Hikmah, N., & Haris, M. (2023). Education Management in the Independent Curriculum in Elementary Schools. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 11(1), 78. <https://doi.org/10.31958/jaf.v11i1.8696>
- Hartita, Y., Tahir, M., & Hasnawati, H. (2023). Muatan Nilai Pendidikan Karakter pada Buku Tematik Tema 4 Kewajiban dan Hakku Subtema 1 Kelas III SD. *Jurnal Educatio FKIP UNMA*, 9(2), 983–992.
- Haryati, T., & Khoiriyah, N. (2017). Analisis Muatan Nilai Karakter dalam Buku Teks Pendidikan Pancasila dan Kewarganegaraan SMP Kelas VIII. *Jurnal Pendidikan Karakter*, 8(1).
- Japar, M. (2024). Educational Administration : Theory and Practice Analysis of Character Character in Indonesia *Education Values* : 30(1), 334–347.

- Latifatul, C., Suharjo, & Muchtar. (2016). Analisis Muatan Nilai-Nilai Karakter Pada Buku Siswa Kelas Vi Semester 2 Sekolah Dasar. *Jurnal Prosiding Seminar Nasional KSDP Prodi S1 PGSD*, 321–322. <http://pgsd.fip.um.ac.id/wp-content/uploads/2017/01/39.pdf>
- Mariyani, A., Sari, E. S., & Efendi, A. (2024). International Journal of Multicultural and Multireligious Understanding Implementation of Pancasila Student Profile Values in the Package Book Indonesian Junior High School Class VII Curriculum Merdeka. 3, 251–258.
- Mas'ula, S., Listiawan, D., Aprilia, D., & Nugraha, G. (2024). Literature Study: The Importance of Character Education for Elementary Students in the Digital Era in Forming. 20–24. <https://doi.org/10.5220/0012196000003738>
- Mujtahidin, M. (2015). Analisis Integrasi Nilai-Nilai Karakter Dalam Kompetensi Dasar Mata Pelajaran PKn Kelas IV Sekolah Dasar. *Widyagogik: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 3(1), 43–65.
- Nurhayati, Jamaris, & Sufyarma Marsidin. (2022). Strengthening Pancasila Student Profiles In Independent Learning Curriculum In Elementary School. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 1(6), 976–988.
- Prillya Komala Putri, I. D. (2022). Licensed under a Creative Commons Attribution 4.0 International License Journal of Elementary School Education Application of Pancasila Values in Character Building Efforts Elementary School Students in the Era of 21 st Century. *Journal of Elementary School Education*, 1(2), 62–68.
- Putu, N., Parwati, Y., & Suastra, I. W. (2024). Indonesian Journal of Educational Development (IJED) Critical Study Of Educational Philosophy: Implementation Of Character Education In The. *Indonesian Journal of Educational Development (IJED)*, 4(4), 492–499.
- Ramadhan, W., Asril, Z., & Frasandy, R. N. (2021). Analisis Penguatan Pendidikan Karakter (PPK) Dalam Pembelajaran Pendidikan Kewarganegaraan (PKn) Di SD/MI. *Journal Cerdas Mahasiswa*, 3(2), 149–159.
- Rochmiyati, S., Khosiyono, B. H. C., Nartani, C. I., Nurmawati, A. D., Hamida, A., & Pangestuningtyas, C. (2022). Representation of Character Education to Realize Pancasila Student Profile of Indonesian Textbook in Elementary School. The 4 Th International Conference on Technology, Education and Sciences, November, 178–187.
- Rosdiana, Muhammad Yaumi, Nurhikmah, & Suharti. (2022). Analisis Nilai-Nilai Pendidikan Karakter Dalam Buku Teks Tematik Tema VII “Peristiwa Dalam Kehidupan” Pada Siswa Kelas V. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 9(2), 199–216. <https://doi.org/10.24252/auladuna.v9i2a7.2022>
- Saepuddin, (2023). Pancasila Values As Basic Values for Elementary School Students in the National Education System. *Jurnal Basicedu*, 7(6), 3358–3367. <https://doi.org/10.31004/basicedu.v7i6.6376>
- Salsabila, A. P., Sunaryati, T., & Bangsa, U. P. (2024). Development of Picture Storybooks to Improve Students' Independent Character in Pancasila Education Learning. *Journal of Science and Research*, 5(1), 7–23.
- Santosa, S., & Zaenuri, Z. (2022). Analisis Materi Pendidikan dan Kewarganegaraan (PKn) Di SD/MI. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(3), 1495–1504.
- Susilawati, & Amrillah, H. M. (2023). Analisis Nilai-Nilai Pendidikan Karakter Yang Terkandung Pada Pembelajaran Ppkn Kelas 5 Dalam Kurikulum Merdeka Belajar Di Sdn 17 Rejang Lebong. *Institusi Agama Islam Negeri Curup*.
- Utaminingsih, S., Putri, J., Rondli, W. S., Fathurohman, I., & Hariyadi, A. (2023). Project P5: How is assistance in implementing the independent curriculum in elementary schools? *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1(2), 73–79. <https://doi.org/10.61650/jip-dimas.v1i2.229>

- Waruwu, E. (2024). Project on Strengthening the Profile of Pancasila Students : Implementation, Role of Teachers, and Student Character Ermina. 10(1), 169–182.
- Wulandari, D., Salimi, A., & Pranata, R. (2023). Deskripsi Muatan Nilai Pendidikan Karakter pada Buku Teks Siswa Kelas IV SD/MI Tema 1 Indahnya Kebersamaan Kurikulum 2013. ISLAMIKA, 5(1), 98–110.
- Zai, E. P., Lase, W., Harefa, E., Gulo, S., & Duha, M. M. (2024). Implementasi Nilai Pendidikan Karakter Dalam Pembelajaran PKn di Sekolah Dasar. INNOVATIVE: Journal Of Social Science Research, 4(1), 6676–6691. <https://j-innovative.org/index.php/Innovative>
- Zuriah, N., & Sunaryo, H. (2022a). Konstruksi profil pelajar pancasila dalam buku panduan guru PPKN di sekolah dasar. Jurnal Civic Hukum, 7(1).