

## RESEARCH ARTICLE

## Implementation of Students Character in the Batik Them P5 Project at Elementary School

<sup>1\*</sup>Silvi Jihan Mahfiroh, <sup>1</sup>Nur Aviatul Faizah, <sup>1</sup>Farah Alifanty Rahmania, <sup>1</sup>Nadhilah Aisyah Amalia,  
<sup>1</sup>Mohammad Faizal Amir  
Email: [jihansilvi25@gmail.com](mailto:jihansilvi25@gmail.com)

<sup>[1]\*</sup> Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia

### ABSTRACT

*Character is an identity for each individual that is formed from behavior and frame of mind. An important component that must be present in students is character education. The school must consistently educate students' character so that students can get used to the school culture implemented through the P5 program. This study aims to determine the value of student character education in the batik theme P5 project with character development in line with the Pancasila Student Profile. This research uses a qualitative descriptive method to determine the facts and describe the object under study. Data were collected through observation and interviews. The result of this study is the character of Muhammadiyah 9 Ngaban Elementary School students in the P5 batik project, which refers to the dimensions of the Pancasila learner profile, including faith, devotion to God Almighty, and noble character, independence, mutual cooperation, global diversity, critical reasoning, and creativity.*

**Keywords:** Character, Pancasila Student Profile, Batik

### INTRODUCTION

In the era of globalization, Indonesian students can hardly filter the culture that has been transmitted to Indonesia, which hurts Indonesian students (Ruwaida et al., 2023). Technological advances have a positive impact on life, especially on the negative impact of communication skills between people (Sari & Muthmainnah, 2023). The independent curriculum is a way to answer educational challenges. Education is the foundation of a nation; advanced education will also give birth to an advanced nation (Astuti et al., 2023). With an advanced nation, a generation that has a strong, independent, and creative character is needed. This character is the basis for facing global challenges that are constantly changing (Baginda et al., 2018).

Character education is a fortress to overcome and filter negative influences that enter Indonesian culture. Character education is very important and

must be implemented because it forms the character of the nation, which is one of the goals of a national education (I. C. Pratomo & Herlambang, 2021). Angga et al. (2022) explained that character education is not new, but in its implementation efforts educators and education units are still not maximally implementing character education.

In this independent curriculum, it has been implemented to achieve an increase in the quality of student character through the Pancasila Learner Profile that believes if applied consistently, collaboration, care, and a variety of good if applied consistently (Kharisma et al., 2023). The Pancasila learner profile is a form of implementation of national education goals that can be a guide for educators in shaping character and developing participant competencies (Satria et al., 2022). Especially in the form of Strengthening Pancasila Project (P5). P5 is designed as an activity that

involves students in learning experiences through projects that are relevant to real life, one of which carries the theme of batik.

This batik theme was chosen by SD Muhammadiyah Ngaban 9 to foster a sense of love for culture while introducing the values of Pancasila in a concrete manner. In implementing the batik theme, students are invited to appreciate the value of art, culture, and national identity contained therein. Through activities such as getting to know batik, batik making techniques, and the philosophical values that exist in each motif, students are expected to be able to develop characters such as love for the country, cooperation, creativity, and mutual cooperation (Widiyono et al., 2022). This is in line with the values in the Pancasila Student Profile which includes faith, fear of God Almighty, and noble character, independence, mutual cooperation, global diversity, critical reasoning, and creativity. The batik theme project in P5 is implemented with various active learning methods, such as exploration of batik history, practice of making simple batik motifs, and presentation of work. In the process, students learn to develop important character traits, such as responsibility, hard work, and discipline. This approach is expected to have a positive impact on students' overall character building, as it teaches them to recognize culture while fostering a sense of pride as part of the Indonesian nation. Previous research suggests that cultural recognition through hands-on activities can improve students' understanding of national identity and strengthen their sense of belonging to Indonesian culture.

Related problems with the P5 project have known the problems of teachers in implementing the Pancasila student profile strengthening project and the factors that cause it even though, experiencing these obstacles in lessons and learning resources in the implementation of P5 (Annisa et al., 2024). The implementation of the P5 program is not only students who play an important role in the process, but teachers are also involved and process with students (Nabila et al., 2023). P5 projects can reflect the value of student character, and can foster the character of mutual cooperation where students

must form small groups to work together in overcoming a problem (Kharisma et al., 2023). Teachers must be able to carry out, design in carrying out P5 activities properly but it turns out that many teachers still feel their ability to realize P5 activities with the curriculum so that the implementation is still not going according to what is expected (Nabila et al., 2023).

Some previous studies focused more on the implementation of strengthening the Pancasila student profile project in elementary schools. Analyzing related to strengthening the profile of Pancasila students in curriculum implementation in elementary schools. Want to know the stages of the Pancasila student profile strengthening project are the challenges and obstacles of schools in implementing the strengthening of the Pancasila student profile (Astuti et al., 2023). Then research Ruwaida. (2023) has shown that the activities of those who have no contribution in a lazy group with P5 project learning with the theme of Malangan batik can foster student character and responsibility for completing P5. Therefore, the researcher wants to review the cultivation of student character in the Batik Theme P5 Project at SD Muhammadiyah 9.

The research aims to implement student character in the batik theme P5 project not only as an introduction to culture, but also as a medium for character development in line with the Pancasila Student Profile. This program is expected to be able to give birth to a young generation that is not only academically smart, but also has a strong character that supports them to become good citizens, love culture, and are ready to face global challenges in the future.

## METHOD

### *Research Design*

The research methodology used is descriptive qualitative, namely by examining various findings in the field during the research. Qualitative research is a research process that makes observations or observations of objects using experience as the basis for analysis (Baginda et al., 2018). This descriptive qualitative research aims to describe the implementation of student character with batik motifs (Sartika et al., 2022). The research method

used in the Pancasila student profile to obtain data capable of describing the formation of student character. This research was conducted at SD Muhammadiyah 9 Ngaban, by making 4th grade students as the research participants. Data collection techniques were carried out using observation and interviews. Observation was carried out by observing the activity of filling in questions about batik, while interviews were conducted by asking questions to students and teachers. Interviews with students are expected to find out the various batiks chosen to be used as an effort to strengthen the character of students embedded in students. While interviews with teachers are heavier on teaching methods and techniques as well as the implementation of student character in the batik theme P5 project that has been encountered. Data analysis techniques for this research include data reduction, data presentation, conclusions and verification (Rijali et al., 2018).

## RESULTS

The results of this study show the exposure of interview data conducted by researchers with fourth grade teachers of SD Muhammadiyah 9 Ngaban related to the application of the project to strengthen the profile of Pancasila students in the classroom which is presented in a table with 10 questions arranged in table 1 below :

**Table 1.** Results of the fourth grade teacher interview

No	Question	Answer
1.	What is the reason why teachers choose the batik theme in this P5 program?	Because batik has a strong and important culture as an Indonesian cultural heritage, initially introducing batik that is commonly known to students, for example mega mending and others, then introducing local batik in Sidoarjo so that students can know and

		preserve local batik in Sidoarjo.
2.	Have you participated in any training related to the implementation of the P5 project?	Never participated in project training to strengthen the profile of Pancasila students officially organized by the government or the education office.
3.	How do teachers prepare to implement P5 with a batik theme?	Plan the theme and learning objectives first before developing the lesson plan P5
4.	Did you have any difficulties in creating the batik theme P5 module?	I have no difficulties because I have already made teaching modules when I was a grade 1 teacher, for now the P5 teaching module on the theme of batik in grade 4 is still in the process of being worked on.
5.	When implementing the batik theme P5 project, did you experience any difficulties?	The difficulties I experienced during the project were that some students found it difficult to apply batik techniques when drawing the pattern.
6.	What character values do you want to instill through this batik theme?	Creativity, mutual cooperation, critical reasoning, global diversity
7.	What improvements in student	Students can develop their creativity, be creative and skillful in

	creativity have been influenced by this p5 batik project?	batik projects. Students are also more knowledgeable about the kinds of batik in Indonesia.
8.	Is there an increase in skills or cultural understanding in students after participating in P5 on the theme of batik?	There is an improvement, because students are more skillful in making batik patterns, students have a better understanding of culture in the development of batik today, as well as deepening their appreciation of the art of batik.
9.	How do students respond to the implementation of this project to strengthen the profile of Pancasila students?	Students really like this P5 program, they are very excited, happy and enthusiastic about participating in the project to strengthen the profile of Pancasila students.
10.	What are the teachers' hopes for the development of P5, especially for the batik theme?	For students to understand and have new insights about national batik, students can also preserve batik and improve social attitudes towards their friends.

The batik-themed P5 program has a positive impact on students especially in terms of skill development, cultural understanding, and character strengthening. Although there were some challenges in implementation, the teachers were well prepared and enthusiastic in teaching the students. The students welcomed the project with enthusiasm and were eager to join P5. The homeroom teacher of Grade 4, hopes that this program will provide an insight into various kinds

of batik and encourage positive social attitudes among the students.

**Table 2.** Observation Results of the Implementation of the Pancasila Student Profile Strengthening Project

No	Question	Results	
		Yes	No
1.	The teacher explains the purpose of P5.	√	
2.	The teacher explains the benefits of P5 to be implemented.	√	
3.	Teachers develop project modules to strengthen the profile of Pancasila students.	√	
4.	Students cooperate with their friends.	√	
5.	There are aspects of the Pancasila student profile in project activities.	√	
6.	The teacher supervises and guides students in participating in P5 activities.	√	
7.	Students enthusiastically participate in P5 project activities.	√	
8.	Teachers have difficulty in allocating time.	√	
9.	The implementation of the P5 project is in accordance with the project module.		√
10.	The teacher reflects on the application of the P5 project.	√	

When implementing the project to strengthen the Pancasila profile (P5), the teacher first explains the purpose and benefits of the project so that students have a clear understanding. In addition, the teacher prepared a structured project module to ensure that the activities went according to plan. During the activity, students showed good cooperation and

high enthusiasm, with special emphasis on aspects such as mutual cooperation, creativity, and critical thinking.

**Table 3.** Data classification of character implementation in learning implementation P5

No	Question	Answer
1.	Believing, fearing God Almighty, and having noble character.	Students have the honesty and responsibility to complete the project.
2.	Independent	Students know their strengths and weaknesses when drawing batik.
3.	Mutual Cooperation	- The teacher divides each class into 4 groups to discuss the plan for choosing batik patterns  - Students cooperate with each other to work on the batik theme P5 project  Students present the results of their batik project in front of the class together.
4.	Global Diversity	- In the Pancasila learner profile reinforcement project, the teacher explains the material about batik.  Students are in heterogeneous groups
5.	Critical Thinking	Students must be able to equate the batik patterns given by the teacher with those drawn directly.
6.	Creative	- Students are asked to draw patterns on HVS paper that has been

		distributed by the teacher  Students are asked to color batik patterns with color gradations
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The character education contained in the learning plan of the Pancasila student profile strengthening project is faithful, devoted to God Almighty, and noble, independent, mutual cooperation, global diversity, critical reasoning, and creativity.

#### 1. Faith, Piety to God Almighty

Faith, piety in God Almighty, and noble character in the batik project combine faith and piety with the teaching that batik is a cultural heritage that must be respected and preserved as a form of gratitude to God and the culture.

#### 2. Noble Morals

In addition, students are also taught to have noble character by respecting friends, being patient and careful in the batik process, and developing an attitude of responsibility and respect in their work.

#### 3. Independent

The batik process requires accuracy and patience. This project encourages students to develop independence and be responsible in every step while making batik, from drawing patterns to applying batik techniques. Students also learn to manage time and complete tasks independently, strengthening their ability to work in a disciplined manner.

#### 4. Mutual Cooperation

P5 project batik activities encourage students to work together in groups, share tasks, and help each other. Gotong royong is reflected in students helping friends working together and understanding how important cooperation is to achieve goals.

#### 5. Global Diversity



Students not only learn about batik as part of Indonesian culture but also understand and appreciate the diversity of batik motifs and philosophies from various regions. This allows us to recognize the diversity of national cultures and increase our pride as citizens of a culturally rich global society.

#### 6. Critical Reasoning

Students demonstrate the application of critical thinking aspects in analyzing batik patterns, selecting appropriate techniques, and solving problems that arise during the batik production process. Students are encouraged to improve their ability to identify and solve problems by thinking logically and critically and considering the best way to achieve the desired results.

#### 7. Creative

Creativity is at the heart of a batik project, and students are encouraged to create unique batik motifs and creatively combine colors and shapes. The project allows students to express and develop new ideas while making batik patterns, enhancing creative and imaginative thinking skills in producing original works of art.

### DISCUSSION

P5 activities at SD Muhammadiyah 9 Ngaban are a learning program in grade 4. This activity is carried out once a week on Friday. Based on the results of interviews with grade 4 teachers, the reason for choosing batik activities as an implementation of the P5 independent curriculum is that through batik activities, students can recognize the types of culture in Indonesia, one of which is batik (Kharisma et al., 2023). This batik activity begins with students making patterns on HVS paper with A3 size.

Through this batik activity, it is very beneficial for students in various aspects of the implementation of Pancasila values. The implementation of Pancasila values through batik is contained in the element of global diversity, the sub-element of recognizing and appreciating culture, namely maintaining respect for various cultures, exploring

culture and its identity, and deepening understanding related to culture which includes concepts, values, beliefs, and implementation. Children's batik activities can bring up characters, including being able to recognize existing cultures in Indonesia, love the country, have high curiosity, be creative, be able to respect Indonesian culture and preserve it (Pratomo & Herlambang, 2021).

This batik activity is part of the school curriculum, namely the Pancasila Student Profile Strengthening Project (P5). This P5 project at SD Muhammadiyah 9 Ngaban is carried out at least twice a year. Based on the results of interviews with class teachers, the reason for choosing batik activities as an implementation of the P5 curriculum is that through batik activities, students can recognize the types of culture in Indonesia, one of which is batik. The opportunity for students to make batik directly is also wide open, this is because this batik is one of the simple batik activities. In accordance with the opinion of (Nurlaili & Naufal, 2022).

In the context of the sociology of educational organizations, social systems theory helps in analysis how interactions between actors in educational organizations, such as teachers and students, can influence the implementation of Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5). This theory also helps in understanding how the organizational structure, norms and values that exist in educational organizations can influence behaviour and practices in the implementation of these programs.

Based on this, it can be concluded that the impact of the implementation of the Pancasila Student Profile Strengthening Project (P5) through batik activities is that this activity is able to provide direct learning experiences to students will be able to provide learning meaning for them and students gain knowledge and understanding from the implementation of activities directly. The practice of batik is done in a simple way and uses natural materials that are safe for children so that they are easy to find in the surrounding environment and do not require a lot of tools and materials but are able to provide meaningful learning for students. Through batik activities, values in the element of

global diversity appear character Recognize self-identity and cultural habits in the family, Recognize the identity of others and their habits, Get used to respecting cultures that are different from themselves.

Based on the Ministry of Education and Culture No.56/M/2022 in the Pancasila learner profile strengthening project development guidelines p. 5, "The Pancasila learner profile strengthening project is a curriculum-based initiative built on a project designed to be completed in order to meet the criteria of the Pancasila learner profile which is declared to be defeated based on the minimum acceptable skill level The work on the Pancasila learner profile creation project is carried out in a way that is influenced by the academic calendar, organizational structure, and time constraints. There is no need to link the goals, objectives, and management strategies of the project with the internal objectives of the curriculum and raw materials. in advancing and completing the Pancasila learner profile project, it can ask for help from the people and/or the world of work."

Global diversity is one of the dimensions in the realization of Pancasila-profiled students. The implementation of P5 activities for the dimension of global diversity at SD Muhammadiyah 9 Ngaban chose the activity of making batik. Batik is an iconic symbol of typical clothing from the country of Indonesia. Batik is classified as a unique motif fabric because its manufacture in ancient times was still manually painted using canting and produced beautiful and meaningful motif patterns. Along with the times and technological advances today, many batik motifs can be produced from the process of using technology but still display interesting motifs. One of the batik techniques that is easy and can be applied to early childhood is ecoprint batik. The activity of introducing batik in learning activities through direct practice is able to make students recognize that batik is a cultural wealth of the Indonesian nation that must be preserved so that it will realize the character of pride in the nation's culture and be able to foster the character of global diversity (Annisa et al., 2024). Students are also able to understand the importance of maintaining Indonesia's cultural wealth so that it

is not lost and remains sustainable in a way that one of them is proud to use batik clothes.

One of the aspects developed in the dimension of global diversity is recognizing noble culture. Noble culture is a culture left by predecessors for the next generation so that it is preserved and not lost. Through this batik activity, we know that batik is one of the Indonesian cultures that must be preserved. This is based on an interview conducted with one of the students who participated in a series of batik activities from start to finish saying that batik is a legacy of our grandmothers and we must be proud when using it. This opinion is corroborated by interviews conducted with parents of students who participated in accompanying their children by saying that batik activities are good activities, to introduce children to the culture that exists in Indonesia, one of which is batik cloth, children come to know how the process of making batik cloth is simple with the hope that they will be proud when wearing it. Planting the character of global diversity in students is a very important learning, introducing the existing culture in Indonesia is a goal that will be achieved in achieving the character of global diversity, one of which is being able to participate in preserving the noble culture of the Indonesian nation (Annisa et al., 2024).

This is in line with previous research that batik activities by inviting children to be directly involved in making them can increase their sense of pride in the country of Indonesia (Nabila et al., 2023). Learning in schools must be able to maintain the noble culture of the Indonesian nation. The purpose of P5 activities is to foster mutual respect and form a positive noble culture in accordance with the noble culture of the Indonesian nation (Rahmani et al., 2023).

Based on this, it turns out that P5 activities through batik are able to provide learning opportunities for students directly so that they know how the process of making batik cloth is simple, and are able to foster a sense of pride in Indonesian culture as one of the noble cultures of Indonesia's predecessors. Students are also able to understand the importance of maintaining the wealth of Indonesian culture so

that it is not lost and remains sustainable in a way that one of them is proud to wear batik clothes. SD Muhammadiyah 9 Ngaban has a habit of wearing batik on certain days as an effort to instill a sense of love for Indonesian culture. On Wednesday, October 2, 2024, all students and teachers commemorated the National Batik Day by wearing batik clothes. This is based on observations that have been made when students and teachers come to school. On Tuesdays and holidays, children are accustomed to wearing free and polite batik clothes. Preserving batik is an effort to foster awareness to preserve culture. This habit is certainly an effort to maintain and preserve Indonesian culture, namely batik cloth as the local wisdom of the Indonesian people.

The impact of the implementation of the Pancasila Student Profile Strengthening Project for students, the activities of the Pancasila Student Profile Strengthening project in schools aim to create a generation that has characteristics in accordance with the noble values of the foundation of the Indonesian state, namely Pancasila (Ruwaida et al., 2023).

Drawing batik motifs can be used as an effort to introduce, understand, and inherit the values of students' regional specialties and instill cultural values of love for the country in accordance with the environment where students are. The implementation of drawing batik motifs is a hereditary skill during the time of R.A. Kartini, namely between 1879 and 1904, this activity needs to be preserved (Satria et al., 2022).

Implementation means the action to carry out the plan that has been made. To be able to do this requires planning and the same process of understanding concepts, images, and ideas. Understanding batik motifs is nothing but an implementation of the batik work itself. In addition, students can implement batik works with various activities, such as learning batik, studying various batik arts combined from dance, music, and drama, wearing clothes with batik motifs (fashion), publishing batik works etc. In the process of drawing batik motifs, teachers transfer knowledge about the history of batik starting from philosophy,

types, batik characters, motifs to how and techniques for drawing good batik motifs (Pratomo et al., 2021).

Character values in the batik art project based on the implementation of P5 in the independent curriculum at SD Muhammadiyah 9 Ngaban. The implementation of student character is closely related to the art of batik. By recognizing batik, students can have a positive character. There are positive and negative character values in batik art. The motifs in batik have philosophical values about human life. In the art of batik symbolizes the dynamics of positive, negative values, loyalty, obedience, nationalism and others. With the introduction of batik art can shape the character of students. In addition, batik art can preserve the nation's culture which contains deep meaning for human life. As for character education in the P5 batik megamendung project at SD Muhammadiyah 9 Ngaban, namely character education that refers to the dimensions of the Pancasila student profile, including Faithful, devoted to God Almighty, and noble, Independent, Mutual Cooperation, Global Diversity, Critical Reasoning, and Creative.

## CONCLUSION

Project Strengthening the profile of Pancasila students (P5) through batik activities. The value of character education in the P5 project at SD Muhammadiyah 9 Ngaban includes Belief, fear of God Almighty, and noble character, Independence, Gotong Royong, Global Diversity, Critical Reasoning, and Creative.

The challenges faced by teachers In the P5 program (project to strengthen the profile of Pancasila students) batik theme include students who find it difficult to apply batik techniques when drawing the pattern. Evaluation of learning on the project of strengthening the profile of Pancasila students with the theme of batik can form responsible character education in students.



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