

Encouraging Student Creativity and Innovation through P5 Entrepreneurship at SDN 19 Rabangodu Utara

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ABSTRACT

The reality on the ground shows that the implementation of P5, especially the theme of entrepreneurship, still faces various challenges. This research aims not only to confirm previous findings, but also to offer concrete solutions for the optimization of project-based learning at the primary school level. The type of research used is qualitative with a case study approach. This research uses data collection techniques in the form of observation, interviews and documentation. The data analysis used is data reduction, data presentation display and conclusion making. The results showed that the use of P5-based learning through the theme of entrepreneurship had a positive impact on the formation of resilient, independent and creative and innovative student characters. Through this project-based learning, students are very enthusiastic, interactive and eager to take part in the lesson. The implementation of P5 with the theme of entrepreneurship at SDN 19 Rabangodu Utara, Bima City provides ample space for Phase C students to develop their potential for creativity and innovation through activities such as market day and bazaars by showing the results of their creativity in the form of food and drinks, both local and modern.

KeyWord: *P5-Based Learning, Entrepreneurship, Creativity, Innovative.*

INTRODUCTION

The education system in Indonesia has undergone several changes to adapt to the needs of a developing century, one of which is through the implementation of the Pancasila Student Profile Strengthening Project (P5) in the independent curriculum. One of the methods used is project-based learning, which aims to develop students' creativity and innovation¹. However, the implementation of PBL in entrepreneurship themes still faces challenges in various schools. Many teachers still use conventional teaching methods that focus on theory rather than practice, thereby limiting opportunities to foster creativity and innovation in students². This situation is due to limited resources to support project-based learning, such as a lack of entrepreneurship-based teaching materials and minimal facilities for hands-on practice. Some students still have difficulty understanding the concept of entrepreneurship due to a lack of practical experience in the projects assigned. As a result, entrepreneurship education in schools tends to be theoretical without providing students with direct experience in developing their creativity and innovation³.

The Pancasila student profile on entrepreneurship should ideally be designed to provide meaningful learning experiences for students so that they are directly involved in the process of

¹ Kemendikbudristek et al., "Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila," *Jakarta* (2022): 138.

² Irfan Rizkiana et al., "Efektivitas Strategi Pembelajaran Project Based Learning Dalam Meningkatkan Kreativitas Siswa" 17, no. 1 (2023): 39–47.

³ Yutabse Cindy Lalong, Degi Alrinda Agustina, and Ady Saputra, "Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Di Kelas IV SDN 035 Tarakan" 7, no. 3 (2024): 359–364.

exploring, planning, and implementing projects⁴. However, the reality on the ground shows that the implementation of P5, especially the theme of entrepreneurship, still faces various challenges. Teachers experience difficulties in compiling a lot of administrative work, one of which is lesson planning, mainly because it has to be organized per phase⁵. Then, teachers must formulate them into learning objectives (TP) and organize them into a learning objective flow (ATP)⁶. In some schools, teachers do not yet fully understand project-based learning methods, resulting in suboptimal implementation⁷. One study conducted by Sutrio et al. (2021) stated that 30% of teachers were unaware of project-based learning and 35% said they might be aware of it, suggesting that many teachers lack knowledge about this type of learning. Projects are often designed to be theoretical and rigid, leaving little room for students to experiment and develop their creative ideas⁸.

Research on Project Based Learning in P5 has shown positive results in improving students' critical thinking, creativity, and collaboration skills academically⁹. One study conducted by Muhammad Zulfikar and Nisa (2023) states that P5 enhances entrepreneurial spirit because students are taught to create products that have market value. Through entrepreneurial activities, students are encouraged to be more active in solving problems and developing independence, creativity, innovation, generosity, and the ability to explore their surroundings¹⁰.

Strengthening entrepreneurial skills from an early age is very important, especially in areas with strong local economic potential. The city of Bima has a wealth of local products, such as woven fabrics, which can be used as opportunities to learn entrepreneurial concepts in a contextual manner, so that students can better understand how creative and innovative ideas can be developed into valuable products¹¹. However, in reality, many students do not yet have a sufficient understanding of the creative and innovative processes involved in entrepreneurship. They are still accustomed to a learning system that focuses more on memorization than on exploring new ideas. This shows that there is a gap between project-based learning objectives and their implementation in the field¹². Therefore, a more systematic strategy is needed to optimize project-based learning in P5 so that students can be more active in creating and innovating in accordance with the social context.

⁴ Ujang Cepi Berlian, Siti Solekah, and Puji Rahayu, "Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan," *Journal of Educational and Language Research* 10, no. 1 (2022): 1–52.

⁵ Ayu Ningsi et al., "Identifikasi Tantangan Dan Strategi Dalam Implementasi Kurikulum Merdeka Pada Tingkat Sekolah Dasar," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 2 (2024): 678–682.

⁶ Solissa Everhard Markiano et al., "Analisis Implementasi Metode Pembelajaran Berbasis Proyek Dalam Meningkatkan Prestasi Belajar Di Sekolah Dasar," *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 2 (2024): 558.

⁷ Ilham Kamaruddin et al., "Penerapan Model Pembelajaran Dalam: Tinjauan Literatur," *Jurnal Review Pendidikan dan Pengajaran* 6, no. 4 (2023): 2742–2747.

⁸ Sutrio Sutrio et al., "Pelatihan Dan Pendampingan Pembelajaran Berbasis Proyek Bagi Guru-Guru SD Di Kota Mataram," *Jurnal Pengabdian Masyarakat Sains Indonesia* 3, no. 2 (2021).

⁹ Abdul Haris Et Al., "Pembelajaran Berbasis Proyek Pada Mata Pelajaran Ips Dalam Mendorong Kreativitas Siswa Sdn 21 Tolomundu Kota Bima," *Jurnal Penelitian Pendidikan Dasar* 8 (2024): 148–156.

¹⁰ Muhammad Zulfikar and Fitrotun Nisa, "Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas VI SD Negeri Karangwuluh," *Prosiding Seminar Nasional Pendidikan Dasar* (2023): 515–527.

¹¹ Asep Hidayat, "Peran Umkm (Usaha, Mikro, Kecil, Menengah) Dalam Pembangunan Ekonomi Nasional," *Jurnal Inovasi Penelitian* 3, no. 6 (2022): 6707–6714.

¹² Rizkiana et al., "Efektivitas Strategi Pembelajaran Project Based Learning Dalam Meningkatkan Kreativitas Siswa."

This was later supported by research conducted by Acep Iyan et al¹³ which states that the main focus is often on academic mastery alone, leaving insufficient room for the development of practical skills relevant to the real world. A system that is overly focused on conventional teaching can hinder students' ability to develop new ideas and solve problems creatively. Therefore, it is necessary to introduce entrepreneurship from an early age with the aim of shaping children's entrepreneurial character, namely leadership, optimism, courage to take risks, creativity, and innovation¹⁴. This is in line with the statement that entrepreneurship is highly relevant to future needs in the context of primary school education¹⁵.

Most previous studies have focused on secondary or tertiary education levels, so project-based learning in improving students' critical thinking and problem-solving skills¹⁶. Meanwhile, research on the optimization of P5 in entrepreneurship at the elementary school level, especially phase C, is still very limited. Therefore, this study aims to fill this gap by providing a new perspective on the effectiveness of PBL in P5 in enhancing students' creativity and innovation from an early age. In addition, previous studies have focused more on the effectiveness of PBL in general without examining the specific challenges in its implementation in elementary schools. This study will delve deeper into the analysis by identifying the factors that support the success of project-based learning in the entrepreneurship theme at SDN 19 Rabangodu Utara, Bima City. Based on the above, this study not only confirms previous findings but also offers concrete solutions for optimizing project-based learning at the elementary school level.

RESEARCH METHOD

This study uses a qualitative method with a case study approach. Qualitative methods are used to answer research questions related to narrative data sourced from interviews, observations, and documentation. The case study approach is a research method used to gain a deep understanding of the situation and meaning of something/subject being studied¹⁷.

The research data was obtained from primary and secondary sources, namely observations, interviews, and documentation obtained from the principal, classroom teachers, and phase C students. This research was conducted from April to May at SDN 19 Rabangodu Utara, Bima City. The data obtained was then subjected to data credibility testing using extended observation techniques, increased diligence, source triangulation, and reference materials. The data analysis techniques used included data reduction, data presentation, and conclusion drawing.

Based on the data analysis process described above, after the researcher has collected all relevant data related to the research topic, the researcher proceeds with data reduction. Data reduction is conducted to summarize and extract key points deemed capable of addressing the

¹³ Acep Iyan et al., "Penerapan Projek Penguatan Profil Pelajar Pancasila Tema Kewirausahaan Untuk Meningkatkan Minat Berwirausaha Siswa Sekolah Dasar" 4, no. 3 (2023): 2910–2923.

¹⁴ Moh. Fathurrahman Yulianti S, Isa Ansori, "Pelaksanaan Projek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas 4 SD Labschool UNNES Kota Semarang," *Lembaran Ilmu Kependidikan* 51, no. 2 (2022): 76–87.

¹⁵ Suryana, "Penerapan Project Based Learning Untuk Meningkatkan Kreativitas Siswa SD," *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar* 3, no. 1 (2023): 1–12.

¹⁶ Everhard Markiano et al., "Analisis Implementasi Metode Pembelajaran Berbasis Proyek Dalam Meningkatkan Prestasi Belajar Di Sekolah Dasar."

¹⁷ Agus Subagyo and Indra Kristian, *Penelitian Kualitatif: Metode Penelitian Kualitatif*, CV. Aksara Global Akademia, vol. 5, 2023, <http://belajarpsikologi.com/metode-penelitian-kualitatif/>.

research questions in this study. After data reduction is completed, the next step is data presentation. The data presentation techniques used by the researcher include descriptive narratives, tables, and diagrams. Finally, the researcher draws conclusions or verifies the findings.

RESULTS AND DISCUSSION

The following is a discussion of the results of research related to the optimization of P5-based learning on the theme of entrepreneurship in enhancing the creativity and innovation of phase C students at SDN 19 Rabangodu Utara Kota Bima:

Implementation of P5-Based Learning on the Theme of Entrepreneurship

The Pancasila Student Profile Strengthening Project (P5) is one of the main components of the independent curriculum designed to shape students' character in accordance with Pancasila values¹⁸. The Pancasila Student Profile Strengthening Project (P5) is a project-based activity that focuses on helping students develop their character based on the values of Pancasila¹⁹. The project to strengthen the profile of Pancasila students uses a project-based learning approach to actively involve students in exploring specific topics, one of which is entrepreneurship²⁰. Thus, the Pancasila student profile does not only focus on cognitive abilities, but also on attitudes and behaviors in line with the identity of the Indonesian nation

Starting in the 2022/2023 academic year, SDN 19 Rabangodu Utara will implement the Merdeka Curriculum for students in grades 1 and 4 in accordance with the program of Mr. Nadiem Makarim, Minister of Education, Culture, Research, and Technology. With the implementation of the Merdeka Curriculum for first and fourth graders, there have been changes in school-based learning. Through differentiated learning, students are guided to achieve the educational goals that align with their psychological and sociological needs²¹. The implementation of Pancasila Student Profile Strengthening Project (P5)-based learning with the theme of entrepreneurship at SDN 19 Rabangodu Utara Kota Bima shows a planned, gradual, and participatory process, integrating P5 principles into the Operational Curriculum of the Educational Unit (KOSP) by allocating specific time for project implementation that supports character development and the cultivation of 21st-century skills.

The interview results showed that the implementation process began with a planning stage involving collaboration between the principal and teachers. The theme of entrepreneurship was chosen based on the local social and economic context and the students' potential for independent and creative learning. Teachers involved received internal guidance through regular training and discussion sessions to develop project modules and success indicators aligned with the development of Phase C students. During the implementation phase, students were divided into heterogeneous working groups. Each group was responsible for designing, producing, and marketing simple products based on their interests.

¹⁸ Yossi Fajriwasti et al., "Pengelolaan Media Pembelajaran Di Tingkat MI/SD," *Mitra PGMI: Jurnal Kependidikan MI* 8, no. 1 (2022): 21–28.

¹⁹ Aulia Anggit Hanwita and Banun Havifah C.K., "Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas IV SD Prosiding Dewantara Seminar Nasional Pendidikan 2023 Prosiding Dewantara Seminar Nasional Pendidikan 2023" 5 (2023).

²⁰ Adelia Dwi Putri, Dywa Nalendra Wicaksana, and Regita Kemala Putri, "Analisis Pelaksanaan Kegiatan Proyek Penguatan Profil Pelajar Pancasila (P5) Untuk Meningkatkan Kreativitas Pada Kurikulum Merdeka DI SMA Negeri" 07, no. 1 (2025): 87–107.

²¹ Everhard Markiano et al., "Analisis Implementasi Metode Pembelajaran Berbasis Proyek Dalam Meningkatkan Prestasi Belajar Di Sekolah Dasar."

Teachers act as facilitators who guide the process, from identifying business ideas, budgeting, production processes, to marketing strategies carried out through school bazaars. This activity is not only results-oriented but emphasizes the thinking process, collaboration, and reflection as an integral part of learning. At SDN 19 Rabangodu Utara in Bima City, there are several entrepreneurship-themed projects carried out by students, one of which is a bazaar. The bazaar is scheduled once a week, held every Thursday, with each class taking turns to organize it throughout the week.

The Market Day or bazaar activity aims to foster entrepreneurial spirit and numerical skills in students. The assessment is conducted holistically, referring to the dimensions of the Pancasila Student Profile, such as independence, cooperation, creativity, critical thinking, and communication skills. Teachers use observation tools and product documentation as assessment data. The assessment is not competitive but rather formative and qualitative, helping students understand the process and value of the entrepreneurial activities they undertake. The main supporting factor in the implementation of this project is the commitment of the entire school community and the support of the students' parents. Parental involvement is evident in their participation in providing materials, assisting with the production process at home, and attending the project presentation. This fosters a sense of community and strengthens the relationship between the school and the parents.

However, the implementation of the project also faced several obstacles, such as limited funds to make products to be sold, time constraints, lack of variation in students' abilities to work in groups, and lack of support from parents. Nevertheless, teachers responded adaptively to these obstacles by developing strategies and technical adjustments during implementation. Strategies that can be implemented include immediately coordinating with the school principal as the primary facilitator in project implementation, discussing or evaluating activities that have been carried out, and seeking opinions, solutions, suggestions, or feedback from other teachers regarding the project activities that have been conducted. Subsequently, activities can be reorganized in a flexible manner so that the challenges previously encountered do not arise again.

Overall, the implementation of P5-based learning on the theme of entrepreneurship at SDN 19 Rabangodu Utara in Bima City has been effective and has had a positive impact on the character and competencies of students. This project has been able to provide long-term effects for students, instilling a spirit of independence and resilience, a refusal to give up, the ability to create future job opportunities, the capacity to face challenges, and demonstrating that contextual learning that prioritizes the process and active student participation can create meaningful and memorable learning experiences.

Creativity and Innovation of Phase C Students in Entrepreneurship Projects

The implementation of the Pancasila Student Profile Strengthening Project (P5) is carried out flexibly in accordance with the content, activities, timing, and community involvement in the school environment, as well as through the entrepreneurship theme in P5, which can enhance entrepreneurial spirit by teaching students to create products with market value²².

The results of the study indicate that implementing the P5 project with an entrepreneurship theme at SDN 19 Rabangodu Utara Kota Bima provides ample opportunity for Phase C students to develop their creativity and innovation potential. The active

²² Hana Lestari et al., "Implementasi Model Pembelajaran Radec Dalam Proyek Penguatan Profil Pelajar Pancasila, Kurikulum Merdeka Di Sekolah Dasar," *Primary Education Dedicate Journal* Primary Education Dedicate Journal 1, no. 01 (2023): 9–18.

involvement of students in all stages of the project shows that learning is not only focused on the final outcome, but also on the process of thinking and exploring new ideas that arise naturally during the activity.

From a creativity perspective, students demonstrated their ability to create and develop unique products from readily available local materials. Some groups developed food products such as chocolate layer cakes, fresh fruit drinks, and so on. The students' creativity was also evident in their ability to combine various ideas from group members into a single original product. Each group worked with a collaborative spirit while still allowing room for individual ideas. This indicates that students are not merely imitating or copying, but are genuinely creating something new and relevant to their context.

Based on the results of the observation, it was found that innovation was evident in the students' ability to modify and refine ideas based on experience, input from teachers, and group reflection. Innovation emerged when students improved products due to unsatisfactory results, replaced materials due to limitations, or changed promotional strategies to make them more appealing, as shown in the image where students transformed used items into ready-to-use products. This process requires students to conduct analysis, make decisions, and conduct retesting independently. Some students even integrate simple technology into the promotional process, such as creating short videos about their products using their phones and presenting them in front of the class. This reflects an initial understanding of the use of technology as part of the innovative process in entrepreneurship.

Thus, the entrepreneurship theme project in P5 at SDN 19 Rabangodu Utara Kota Bima provides a real learning experience, where creativity and innovation are not only learned in theory but also practiced directly. Phase C students show that with proper guidance and space for expression, they are able to produce works that are not only valuable in terms of product but also in terms of process and character learning.

Optimizing Teacher Strategies in P5-Based Learning on Entrepreneurship for Elementary School Students in Phase C

Phase C is the formal operational stage, which is the phase where children are able to think abstractly, logically, creatively, and idealistically in their actions. Therefore, at this age, cognitive demands are not only limited to understanding, but also to creating and inventing²³. Optimizing teachers' strategies in learning based on the Pancasila Student Profile Strengthening Project (P5) with the theme of entrepreneurship is a key factor in the successful implementation of the curriculum at SDN 19 Rabangodu Utara Kota Bima. Teachers not only play a role as providers of material, but also as facilitators, motivators, and mentors who guide the learning process so that it is contextual, meaningful, and student-centered²⁴.

Based on the results of interviews and observations, it appears that the main strategies used by teachers in the process of optimizing learning include project-based learning and differentiation. Through the project approach, teachers design activities that challenge students to complete tasks collaboratively within a certain period of time. Each group is given the freedom to determine the type of entrepreneurial product they want to develop, so that students feel more responsible for their learning process and outcomes. Teachers also adapt the differentiated approach by providing guidance tailored to students' abilities, interests, and

²³ Erita Rahmانيar and Indri Mahmudah, "Kritik Terhadap Teori Perkembangan Kognitif Piaget Pada Tahap Anak Usia Sekolah Dasar Erita Rahmانيar 1 , Maemonah 2 , Indri Mahmudah 3" 6, no. 1 (2022): 531–539.

²⁴ Luthfiyatul Khasanah et al., "Studi Deskriptif Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila Tema Kewirausahaan Pada Kelas VII" 3, no. 3 (2023): 257–267.

needs. For example, teachers divide roles within groups based on students' preferences, such as assigning students who prefer drawing the responsibility of designing packaging, while students who are confident in speaking are tasked with presenting the product at the school bazaar. This approach helps each student feel actively involved and confident in the learning process.

Teacher strategy optimization also takes the form of integrating learning with real-life contexts. Teachers adapt entrepreneurship projects to the values of the Pancasila student profile, such as independence, mutual cooperation, and critical and creative thinking. Reflection activities at the end of the project are an important part of the teacher's strategy, where students are invited to evaluate the process, results, and learning gained. This reflection is conducted both verbally and in writing, which then serves as the basis for improvements in subsequent projects. Additionally, teachers involve external parties such as parents as partners in the learning process. Parent involvement in providing materials, moral support, and attending bazaar activities provides additional motivation for students. Teachers also actively use the school's digital media as a tool for documenting and promoting students' work, thereby expanding the impact of learning to a broader audience.

With a thoroughly optimized strategy, teachers have succeeded in creating a learning environment that is not only enjoyable but also challenging and profound. This strategy supports the achievement of learning objectives that focus not only on academic achievement but also on strengthening students' character and life skills as a whole.

The Implications of Implementing P5-Based Learning on Entrepreneurship Themes on the Creativity and Innovation of Phase C Students

In the context of creativity, P5 learning encourages students to think outside conventional thinking patterns. Students are not only asked to complete assignments but are also challenged to create unique products, choose appealing marketing strategies, and express their ideas through visual and verbal media. Activities such as designing packaging, crafting product slogans, and arranging bazaar booth layouts serve as exploratory tools for students to channel their original ideas²⁵. Then, in the context of innovation, P5 learning provides real opportunities for students to face problems directly and seek creative solutions independently or in groups. For example, some groups of students demonstrated innovative abilities when adjusting their products based on consumer feedback, or when modifying promotional techniques to make them more attractive²⁶. This indicates that students have applied critical and reflective thinking processes, which are part of the much-needed 21st century skills.

Based on observations and interviews with the principal and teachers, it was found that P5-based learning with an entrepreneurship theme had a significant impact on improving the creativity and innovation of Phase C students. The main implication of this learning method lies in the creation of a contextual, collaborative learning space that facilitates active exploration of new ideas by students. This learning also shapes students' characters to be more independent, confident, and open to collaboration. These attitudes develop naturally through group discussions, joint decision-making, and product presentations in front of the public. Therefore, the implications of P5 learning are not limited to the cognitive domain but also

²⁵ Nurul Qalbi Eka Pratiwi, Ugi Nugraha, and Atri Widowati, "Analisis Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Pada Kurikulum Merdeka Belajar Di Kelas V Sekolah Dasar," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 5 (2024): 4719–4727.

²⁶ Sulastris Sulastris et al., "Penguatan Pendidikan Karakter Melalui Profil Pelajar Pancasila Bagi Guru Di Sekolah Dasar," *JRTI (Jurnal Riset Tindakan Indonesia)* 7, no. 3 (2022): 583.

include the affective and social domains. In this regard, a study conducted by Dewi Fauziah et al. (2024) shows that P5 has great potential in developing various positive aspects in students, such as creativity, entrepreneurial skills, and understanding of Pancasila values. Although there are some negative impacts, such as time pressure and sadness if the product does not sell, appropriate response measures can help minimize negative effects and ensure the success of the activity²⁷. Therefore, the application of the entrepreneurship theme in P5 is highly relevant and has a significant impact on the overall development of students' potential.

CONCLUSION

Based on the above explanation, it can be concluded that the application of the entrepreneurship theme in P5 is highly relevant and has a significant impact on the overall development of students' potential. Overall, the implementation of P5-based learning with an entrepreneurship theme at SDN 19 Rabangodu Utara Kota Bima has been effective and has had a positive impact on students' character and competencies. These activities have the potential to have a long-term effect on students, instilling a spirit of independence and resilience, a refusal to give up, the ability to create future job opportunities, the capacity to face challenges, and demonstrating that contextual learning that prioritizes the process and active student participation can create meaningful and memorable learning experiences. Thus, the entrepreneurship theme project in P5 provides a real-world learning experience where creativity and innovation are not only studied theoretically but also practiced directly. Students in Phase C demonstrate that with proper guidance and opportunities for self-expression, they can produce works that are not only valuable in terms of product but also in terms of process and character development. For further research, it is recommended to expand the scope of subjects and research locations to test the consistency of results across various socio-geographical conditions, conduct longitudinal studies to assess the sustainable impact of this learning, and develop a project-based learning model integrated with digital technology. Additionally, there is a need to develop more practical holistic assessment instruments to measure success in cognitive, affective, and psychomotor aspects of students.

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²⁷ Dewi Rusdatul Pauziah, Rusi Rusmiati Aliyyah, and Hanrezi Dhanian Hasnin, "Implementasi Dimensi Kreatif Pada Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Melalui Kegiatan Market Day Kelas IV Di SDIT Assa ' Adah" 3 (2024): 8260–8266.

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