



**Integrating Project-Based and Collaborative Learning Management to
Foster the Pancasila Student Profile at State Junior High School 8
Satap Alla**

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ABSTRACT

This study investigates how project-based and collaborative learning management is integrated into the Pancasila Student Profile at State Junior High School 8 Satap Alla, a remote public school in South Sulawesi, Indonesia. The research aims to describe the implementation of integrated project-based and collaborative learning, identify the challenges encountered, and analyse its impact on students' character formation. A qualitative descriptive case study design was employed, with data collected through classroom observations, semi-structured interviews with teachers, school leaders and students, as well as document analysis of lesson plans and school policies. Data were analysed using thematic procedures involving data condensation, display and conclusion drawing. The findings show that project-based and collaborative learning has been institutionalised into a three-stage cycle of planning, implementation and evaluation–reflection, in which teachers design contextual projects, facilitate active group work and guide students' reflective review of their learning processes. The implementation, however, faces interrelated challenges in teacher readiness, uneven student participation and limited facilities that require continuous adaptation of project design and classroom management. Despite these constraints, the integrated approach contributes positively to the development of key dimensions of the Pancasila Student Profile, particularly collaboration (gotong royong), critical and creative thinking and learner independence, although these character outcomes are still emerging unevenly across different students and groups. The study concludes that sustained support for teacher professional development, student collaboration skills and school infrastructure is needed to optimise the transformative potential of project-based and collaborative learning in similar rural contexts.

Keywords: Project-based Learning, Collaborative Learning, Learning Management, Pancasila Student Profile, Character Education, Lower Secondary Schools

INTRODUCTION

Education plays a fundamental role in shaping high-quality human resources in intellectual, social, and moral domains (Sakhiyya & Rahmawati, 2021). In the Indonesian context, the national education system is designed not only to produce graduates with strong academic competencies but also to cultivate learners whose character reflects the nation's ideological foundations (Juliani & Bastian, 2023). This orientation resonates with the broader goal of forming students who possess self-awareness and noble values, in line with the Qur'anic principle that social transformation must begin with the transformation of the self (Departemen Agama RI, 2019). Within this framework, the Pancasila Student Profile (Profil Pelajar Pancasila) has been formulated as a key reference for developing learners who are faithful, pious, and of noble character, as well as independent, creative, critical in their reasoning, collaborative, and appreciative of global diversity (Irawati et al., 2022).

The Pancasila Student Profile is also intended as a policy response to the increasingly complex challenges of globalization and technological development, where education must address twenty-first-century competencies—critical thinking, creativity, communication, and collaboration (4C)—rather than focusing solely on content mastery (Rusnaini et al., 2021; Mery et al., 2022). However, its implementation still faces structural and contextual obstacles. Disparities in educational access and quality between urban and rural regions, alongside uneven school resources and limited teacher training in innovative pedagogy, constrain the optimal enactment of character-oriented learning (Septiany et al., 2024; Masitoh et al., 2024). These challenges are particularly pronounced in remote or resource-limited schools such as State Junior High School 8 Satap Alla, where instruction is still dominated by teacher-centred, lecture-based, and rote-learning approaches that provide limited space for students to develop higher-order thinking, creativity, and active participation aligned with the Pancasila Student Profile.

Project-Based Learning (PjBL) and Collaborative Learning emerge as pedagogical approaches that are highly compatible with the vision of the Pancasila Student Profile and the demands of contemporary education. Empirical studies indicate that PjBL can enhance student engagement, critical thinking, and problem-solving by situating learning in authentic projects that connect classroom knowledge with real-life issues (Guo et al., 2020; Maros et al., 2023). At the same time, collaborative learning emphasizes interaction, shared responsibility, and joint meaning-making, supporting the development of social and cognitive competencies through dialogic engagement (Hmelo-Silver & Chinn, 2015; Huang & Lajoie, 2023). When systematically integrated into classroom learning management, project-based and collaborative approaches have the potential to foster key dimensions of the Pancasila Student Profile, particularly critical reasoning, creativity, independence, and gotong royong (mutual cooperation).

Despite this potential, the implementation of project-based and collaborative learning in schools with limited resources remains far from straightforward. Teachers in peripheral areas often have restricted access to sustained professional development on

innovative methods and tend to rely on conventional instructional models, which affects their readiness to design and manage project-based and collaborative activities in a structured way (Muliawan, 2024). Constraints related to infrastructure, learning facilities, and entrenched habits of teacher-led instruction further limit the effectiveness of these pedagogical models in everyday classroom practice (Acim et al., 2024). These conditions raise critical questions concerning how integrated project-based and collaborative learning can be managed effectively in a remote junior high school context, what challenges teachers and schools encounter in its implementation, and to what extent such integration can meaningfully support students' character development in line with the Pancasila Student Profile.

This study addresses these issues through a qualitative case study at State Junior High School 8 Satap Alla. The research aims to: (1) analyse the implementation of integrated project-based and collaborative learning management in classroom practice; (2) identify the main challenges experienced by teachers and the school in applying this integration; and (3) examine the perceived impact of integrated project-based and collaborative learning on students' character development in accordance with the dimensions of the Pancasila Student Profile. The findings are expected to contribute to the growing body of literature on project-based and collaborative learning in resource-constrained educational settings and to offer practical recommendations for schools and policymakers seeking to promote character-oriented, competence-based education in similar contexts.

METHOD

This study employed a qualitative descriptive case-study design to generate a holistic understanding of how project-based learning and collaborative learning are integrated within the management of teaching and learning at SMPN 8 Satap Alla. Qualitative inquiry was chosen because the research questions focus on meanings, experiences, and practices as expressed by participants in their natural school context, and the primary data take the form of words rather than numerical scores (Miles et al., 2014).

The study was conducted at SMPN 8 Satap Alla, a lower-secondary school located in a remote area, where the implementation of the Pancasila Student Profile and project-based learning faces specific contextual constraints. Participants consisted of the principal, teachers who routinely implement project-based and collaborative activities, and students involved in project work, complemented by school documents and learning artefacts. Participants were selected through purposive sampling based on their direct involvement in the planning, implementation, and evaluation of project-based and collaborative learning, in order to capture rich, information-dense cases relevant to the research focus.

Data were collected through classroom observations, semi-structured interviews, and document analysis. Observations focused on teacher–student and student–student interactions during project work and collaborative tasks. Semi-structured interviews were conducted with the principal, subject teachers, and selected students to explore their perceptions of planning, implementing, and reflecting on integrated project-based

and collaborative learning. Document analysis covered lesson plans, project scenarios, rubrics, Pancasila Student Profile project documents, and students' project products, which were used to triangulate and enrich findings from observations and interviews.

Data analysis followed the interactive model of qualitative analysis comprising data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). Field notes, interview transcripts, and documents were first condensed through coding and categorisation into themes related to implementation, challenges, and impacts on Pancasila Student Profile dimensions. Thematic displays were then developed in the form of matrices and analytic narratives to identify patterns and relationships across cases. Credibility and trustworthiness were enhanced through method triangulation (observation, interview, documentation), member checking with key participants, and the maintenance of an audit trail documenting key analytic decisions throughout the research process (Glaser & Strauss, 1967; Miles et al., 2014)

RESULT AND DISCUSSION

Result

Needs and Background (Context)

The analysis of observational records, interview transcripts, and school documents generated three interrelated themes that address the research questions. First, the study reveals how project-based and collaborative learning are planned, implemented, and reflected upon as part of the school's learning management practices. Second, it identifies a set of challenges that emerge at the levels of teacher readiness, student readiness, and external conditions, particularly in a remote and resource-limited context. Third, the findings illuminate how the integration of project-based and collaborative learning contributes to students' character development in line with the dimensions of the Pancasila Student Profile. These three themes are presented and discussed in the following subsections

Implementation of Integrated Project-Based and Collaborative Learning

The findings show that the implementation of integrated project-based and collaborative learning at State Junior High School 8 Satap Alla proceeds through three interrelated stages: planning, implementation, and evaluation–reflection. At the planning stage, teachers design project tasks that are explicitly linked to curricular objectives and to students' everyday lives. They formulate driving questions, outline project steps and timelines, and negotiate roles and responsibilities with students. Students report that teachers routinely open lessons by explaining the sequence of activities and expected outputs, which helps them prepare mentally and focus on the project tasks. This pattern indicates that planning is not merely administrative, but functions as a shared process in which teachers and students co-construct the learning trajectory.

This mode of planning is consistent with the core principles of project-based learning, which emphasise clear learning goals, authentic problems, and learner involvement in designing the project pathway. When students are invited to participate in setting goals, clarifying roles, and anticipating resources, they begin to internalise responsibility for their own learning processes. In the context of the Pancasila Student Profile, such shared planning supports the development of independence and critical reasoning, because students are encouraged to understand why they are doing a project, not only what they must produce.

At the implementation stage, classroom observations and interview data converge on the picture of active, small-group collaboration. Students divide tasks, work together on project outputs, and support peers who encounter difficulties. Teachers reposition themselves as facilitators who provide guidance, mediate group dynamics, and stimulate creativity rather than dominating classroom talk. Students explicitly state that they learn not only from the teacher, but also from peers, and that group work has become an integral part of classroom practice. This shift in interaction patterns indicates a gradual movement away from traditional teacher-centred instruction toward a more dialogic, student-centred learning environment.

This pattern aligns with the logic of collaborative learning, where knowledge is constructed through interaction, negotiation of meaning, and shared problem solving. In a rural, resource-limited school context, the emergence of such collaborative practices is particularly significant. Even in the absence of sophisticated technological tools, structured group work allows students to experience *gotong royong* in a concrete way, while teachers learn to manage participation, turn-taking, and group accountability. Integrated project-based and collaborative learning thus functions not only as a method, but also as a mechanism for reorganising classroom power relations and enabling more participatory forms of learning.

The evaluation and reflection stage completes the cycle. Teachers conduct post-project presentations, provide feedback on both products and processes, and facilitate structured reflection sessions. Students are encouraged to identify challenges, successes, and lessons learned, often through reflective questions or journals. They report that these activities help them recognise their strengths and weaknesses and plan improvements for future projects. The systematic inclusion of reflection suggests that evaluation is not limited to grading project outputs but is used as a tool for metacognitive development.

In terms of the Pancasila Student Profile, this reflective practice contributes directly to the development of self-awareness, responsibility, and continuous improvement. When students are guided to revisit their own actions and group processes, they learn to connect outcomes with effort, strategy, and collaboration. The three-stage implementation model at SMPN 8 Satap Alla therefore demonstrates that project-based and collaborative learning can be operationalised in a structured manner even in a remote setting, provided that planning, facilitation, and reflection are treated as integral components of learning management.

Challenges in Implementing Integrated Project-Based and Collaborative Learning

Despite the generally positive implementation, the study identifies three clusters of challenges: teacher readiness, student readiness, and external constraints related to facilities and resources.

In terms of teacher readiness, data reveal a dual reality. On the surface, teachers are able to design projects, provide clear instructions, and facilitate group work. At the same time, interviews show that they struggle with monitoring complex group dynamics, dealing with heterogeneous student characteristics, and managing time within a limited timetable. Teachers also report constraints related to limited funding, materials, and technological support. These challenges suggest that the transition from conventional teaching to project-based and collaborative learning demands not only pedagogical shifts, but also new forms of classroom management and resource mobilisation.

This situation reflects a common pattern in educational reform, where teachers are asked to implement innovative approaches without adequate structural support. In rural or peripheral schools, expectations to enact twenty-first-century pedagogies often collide with shortages of basic infrastructure and professional development opportunities. The case of SMPN 8 Satap Alla illustrates that teacher commitment and creativity can partially compensate for these limitations, yet long-term sustainability still depends on systemic support from school leadership and education authorities.

Student readiness presents another layer of complexity. Observations indicate that some students do not participate actively in group discussions, contribute minimally to presentations, or show limited responsibility for shared tasks. Teachers describe difficulties in motivating less engaged students and in cultivating discussion skills, responsibility, and mutual accountability within groups. Students, however, tend to downplay these problems, stating that they can overcome challenges through more frequent discussions and guidance from teachers. This discrepancy points to an important interpretive gap: what teachers perceive as serious constraints may be experienced by students as part of a normal learning process.

From a developmental perspective, such challenges are not unexpected. Collaborative work, especially in project-based contexts, requires a set of social and self-regulatory skills that cannot emerge instantaneously. The findings suggest that teachers at SMPN 8 Satap Alla are positioned not only as content experts, but also as coaches in communication, conflict resolution, and shared responsibility. The success of project-based and collaborative learning therefore depends on the gradual scaffolding of these skills, rather than assuming that students are “ready” from the outset.

External factors related to facilities and infrastructure form the third cluster of challenges. Teachers note that the school formally supports innovative methods, but that limitations in materials, equipment, and other resources sometimes restrict the scale and quality of projects. Certain project ideas cannot be fully realised, and the quality of student products may be constrained by what is physically available. Students acknowledge that facilities are not always ideal, yet they perceive teachers as capable of finding solutions that allow learning activities to continue.

This tension between ambition and constraint is typical of efforts to implement active learning in under-resourced environments. The case study indicates that integrated project-based and collaborative learning is still possible under such

conditions, but that teachers must constantly adapt project designs to fit available resources. For policymakers and school leaders, these findings underline the importance of aligning methodological reforms with investments in basic infrastructure and resource support, so that the burden of improvisation does not fall solely on individual teachers.

Impact of Integrated Project-Based and Collaborative Learning on the Pancasila Student Profile

The third major finding concerns the impact of integrated project-based and collaborative learning on students' character development in line with the Pancasila Student Profile. Empirical data indicate noticeable changes in at least three dimensions: collaboration (gotong royong), critical and creative thinking, and independence.

First, the dimension of gotong royong is strongly reflected in group project practices. Students learn to share tasks, coordinate roles, and support one another to complete common goals. Teachers observe increased cooperation and more intensive communication within groups, while students describe experiences of respecting others' opinions, prioritising group outcomes over individual preferences, and maintaining harmonious relationships. These patterns show that collaborative structures in classroom learning provide a concrete arena for practising gotong royong as more than a rhetorical slogan.

Second, the dimension of critical and creative thinking becomes visible through the problem-solving nature of project tasks. Students are required to analyse situations, generate ideas, compare options, and defend chosen solutions in group discussions and presentations. Both teachers and students report that these processes push learners to think more deeply, search for information from various sources, and connect knowledge across subjects. In this sense, integrated project-based and collaborative learning operates as a platform for operationalising the "4C" competencies—critical thinking and creativity in particular—within the daily routines of classroom life.

Third, the dimension of independence is strengthened through the responsibilities inherent in project work. Students are expected to manage their time, complete individual parts of group tasks, and make decisions within the framework agreed upon with teachers and peers. Data show that students increasingly experience themselves as responsible agents rather than passive recipients, especially when given autonomy to select topics or approaches under clear guidance. This development aligns with the Pancasila Student Profile's emphasis on independent, responsible learners who can regulate their own learning processes.

Taken together, these impacts suggest that integrated project-based and collaborative learning at SMPN 8 Satap Alla does more than improve academic engagement. It creates everyday practices through which core dimensions of the Pancasila Student Profile are enacted and internalised. The findings indicate that even in a remote school with limited resources, carefully managed project-based and collaborative learning can function as an effective vehicle for character formation. For future development, the key challenge lies in institutionalising these practices—through sustained teacher professional development, resource support, and policy alignment—so

that the observed impacts on student character can be deepened and expanded across subjects and grade levels.

DISCUSSION

The discussion of this study's findings shows that the integration of project-based and collaborative learning management at State Junior High School 8 Satap Alla has proceeded within a relatively complete cycle, starting from planning, implementation, and continuing to evaluation and reflection. Teachers design projects that are connected to students' everyday lives, explain the steps, divide roles, and agree on schedules together with students, so that the learning process appears structured and predictable from the learners' perspective (Dewey, 1938). Students also report that they are prepared from the beginning of the semester through explanations of objectives and activity sequences, which helps them build mental readiness before engaging in project tasks. This pattern indicates that project-based and collaborative learning is not positioned as an add-on activity, but has become part of the school's routine learning management (Kemendikbudristek, 2021).

At the implementation stage, classroom dynamics shift from lecture-based patterns toward more interactive group work. Students work in small groups, share tasks, support one another, and complete project products collaboratively, while teachers act as facilitators who monitor processes and provide guidance when needed (Vygotsky, 1978). Students acknowledge that they learn not only from teachers' explanations but also from discussions and exchanges of opinions with peers, which strengthens the socially constructed nature of knowledge. Although there are still groups whose participation is not fully balanced, the overall tendency shows that the classroom is moving toward learning that is more activity-based and student-centred (Johnson & Johnson, 1999).

The evaluation and reflection stage completes the emerging learning cycle. Teachers do not only assess the final project products, but also provide feedback on processes, participation, and how students carry out tasks within their groups. Students are asked to reflect on their experiences through reflective questions or simple journals, enabling them to identify successes and weaknesses encountered during the project (Brookfield, 2017). This practice shows that assessment is beginning to shift from merely measuring academic outcomes toward helping students understand their own learning processes. However, the depth of reflection still varies; some students remain at the level of describing experiences and have not fully entered into critical and in-depth reflection on the strategies and personal changes that are needed (Schön, 1983).

Behind this relatively positive implementation pattern, the study also identifies challenges arising from teacher readiness, student readiness, and limitations in facilities and infrastructure. Teachers face pressures related to time management, resource constraints, and the complexity of monitoring group dynamics, so their role becomes more demanding than in conventional instruction (Indarti, 2020). At the same time, students' readiness to work collaboratively is not yet evenly developed: there are still group members who are passive, depend on more dominant peers, or struggle to manage differences of opinion. On the other hand, school support for this model is already

visible, but limited facilities and technology mean that some project designs must be simplified and adjusted to real conditions in the field (Kementerian Pendidikan dan Kebudayaan, 2020). This situation illustrates that the success of PBL and collaborative learning is not only a matter of method design, but also of the overall readiness of the school ecosystem.

In terms of impact, the integration of project-based and collaborative learning has been shown to make a tangible contribution to students' character formation in line with the Pancasila Student Profile, especially in the dimensions of collaboration (gotong royong), critical and creative thinking, and independence (Irawati et al., 2022). The experience of working in groups with clearly defined tasks and roles habituates students to sharing responsibility, communicating, and prioritising group interests, so that the value of gotong royong is not merely a slogan but is practised in everyday classroom activities. Project tasks that require problem analysis, information seeking, and solution design encourage students to think more critically and creatively, even though the depth and courage to explore ideas still vary across individuals (Maros et al., 2023). At the same time, the demands of managing time, completing each student's share of the work, and making decisions within agreed group frameworks strengthen students' independence and sense of responsibility for their own learning processes (Guo et al., 2020). Thus, although weaknesses remain in equalising participation and deepening reflection, the observed direction of change indicates that this learning model has become an important vehicle for internalising the values of the Pancasila Student Profile at State Junior High School 8 Satap Alla.

CONCLUSION

In conclusion, the study shows that integrated project-based and collaborative learning at State Junior High School 8 Satap Alla has been implemented through a clear cycle of planning, implementation, and evaluation–reflection, in which teachers systematically design contextual projects, facilitate active group work, and guide students to review their learning processes. At the same time, the implementation is constrained by three main challenges: the heavy managerial burden on teachers in terms of time, resources, and group monitoring; uneven student readiness for intensive collaboration, with participation and responsibility not yet equally distributed; and structural limitations in facilities and infrastructure that require continuous adaptation of project designs. Despite these constraints, the approach has produced meaningful impacts on student character in line with the Pancasila Student Profile, particularly by strengthening collaboration (gotong royong), fostering emerging critical and creative thinking, and cultivating greater independence and responsibility in managing learning tasks, even though these character dimensions are still developing in an uneven and gradual manner across different students and groups.

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