Al-Ishlah: Jurnal Pendidikan
Vol.16, 2 (June, 2024), pp. 651-660
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v16i2.4714

Mapping of Co-curricular Achievements in *Kurikulum Merdeka* with the Problem-Centered Thinking Skills Model

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ARTICLE INFO

Keywords:

co-curricular achievements;
adaptive co-curricular programs;
kurikulum merdeka;
Problem-Centered Thinking Skills (PCTS)

Article history:

Received 2023-10-13
Revised 2023-12-24
Accepted 2024-04-03

ABSTRACT

This study aims to illustrate the mapping of co-curricular achievements in *Kurikulum Merdeka* as an effort to build adaptive co-curricular programs utilizing the Problem-Centered Thinking Skills (PCTS) model. By analyzing the relevant documents and regulations, including the implementation guidelines of *Kurikulum Merdeka*, the dimensions, elements, and sub-elements of the co-curricular programs are analyzed. The findings indicate that a significant portion of co-curricular achievements can be effectively developed into adaptive programs through the application of the PCTS model. This study highlights the importance of integrating the PCTS model in shaping adaptive co-curricular activities that promote critical thinking skills and enhance students' critical thinking within the framework of *Kurikulum Merdeka*. These insights provide practical recommendations for educators, curriculum designers, and policymakers to facilitate the formation of adaptive co-curricular programs that foster student engagement and develop essential skills. By incorporating the PCTS model, co-curricular activities can become dynamic platforms for students to actively participate in real-world problem-solving, nurturing their critical thinking abilities.

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1. INTRODUCTION

Co-curricular activities are integral to holistic education, offering students essential opportunities for skill development beyond the academic curriculum. Singh (2017) emphasizes that these activities not only complement classroom learning but also provide a spectrum of experiences that are pivotal in nurturing critical thinking, creativity, teamwork, leadership, and social awareness. Through engagement in diverse settings, students are able to apply theoretical knowledge practically, thereby reinforcing their learning and fostering a well-rounded educational experience (Singh, 2017).

In the context of *Kurikulum Merdeka*, the new curriculum framework in Indonesia, it is important to ensure that co-curricular programs align with the goals of fostering adaptive skills and critical thinking (Ministry of Education, 2022). *Kurikulum Merdeka* emphasizes the development of 21st-century skills and encourages student-centered approaches to education. Integrating co-curricular activities

that promote critical thinking, problem-solving, collaboration, creativity, and effective communication becomes crucial in line with the objectives of *Kurikulum Merdeka* (Fisher, Bagiati, & Sarma, 2014).

Profil Pelajar Pancasila, a set of character traits and competencies based on Pancasila values, is developed through systematic co-curricular activities within the framework of *Kurikulum Merdeka* (Ministry of Education, 2022). The implementation of an integrated cross-curricular project model is instrumental in developing the six dimensions of *Profil Pelajar Pancasila* in students (Setiawan, Dewi, Rusman, Arifin, & Hernawan, 2016).

By aligning co-curricular programs with the goals of *Kurikulum Merdeka*, students acquire practical skills relevant to their personal and professional lives. They learn to adapt, think critically and creatively, and effectively communicate ideas (Ahmad & Mancha, 2016). Engagement in co-curricular activities nurtures a growth mindset, encouraging students to embrace challenges, persist, and seek improvement. Through active participation, students contribute positively to their communities by applying acquired skills and knowledge to address local and societal issues (Ahmad & Mancha, 2016). Engagement in co-curricular activities nurtures a growth mindset, encouraging students to embrace challenges, persist, and seek improvement. Through active participation, students contribute positively to their communities by applying acquired skills and knowledge to address local and societal issues (Ahmad & Mancha, 2016).

A significant number of educators have not uniformly integrated co-curricular activities into their daily teaching routines. This situation arises from a lack of understanding among both educators and schools regarding the *Kurikulum Merdeka*. Many teachers or educators have yet to incorporate co-curricular activities, particularly within the ongoing teaching processes (Sudibya, Arshiniwati, & Sustiawati, 2022). In addressing these challenges, it becomes essential to analyze co-curricular achievements and their mapping. This analysis can serve as a guiding framework for teachers to design and implement these co-curricular activities in *Kurikulum Merdeka*.

The adaptive curriculum, a bespoke educational framework, is thoughtfully crafted to address the diverse educational demands of students. It integrates considerations of their distinct learning styles, abilities, and interests, thereby offering a tailored and flexible learning pathway. This approach facilitates a personalized and adaptable educational experience, ensuring that each student's unique needs are met and nurtured (Davis & Karunathilake, 2004; Harden, Sowden, & Dunn, 1984; Kong, Liu, Wang, & Tao, 2021).

Adaptive curriculum is essential in response to the diverse educational needs that exist today. Unlike uniform curricula that fail to accommodate variations in learning styles and abilities among students, adaptive curriculum offers a customized approach. It allows for fast-tracking of high-achieving students and deceleration for students who may be performing at a lower level. This approach recognizes the importance of catering to individual differences and provides opportunities for students to learn at their own pace and according to their unique abilities and interests. Adaptive curriculum aims to create a more inclusive and effective learning environment, promoting optimal educational outcomes for all students.

The PCTS model, which stands for Problem-Centered Thinking Skill, introduces a new approach to science education that integrates critical thinking and scientific reasoning (Dewi et al., 2023). According to (Amin, Utaya, Bachri, Sumarmi, & Susilo, 2020), the implementation of problem-based learning, a key component of the PCTS model, has been shown to impact critical thinking skills and environmental attitudes among students positively. This research highlights the effectiveness of problem-centered approaches in promoting critical thinking. The PCTS model, based on problem-centered thinking, emphasizes the development of critical thinking skills and the ability to approach real-life issues with a problem-solving mindset. By integrating this model into co-curricular activities, educators and curriculum designers can create dynamic and engaging learning experiences that promote active student participation and meaningful contributions to problem-solving efforts. The PCTS model encourages students to approach real-life issues with a problem-solving mindset, enhancing their ability to think critically and find innovative solutions. The application of the PCTS

model in co-curricular programs within the framework of *Kurikulum Merdeka* holds great potential for enhancing students' critical thinking abilities and preparing them for real-world challenges.

As mentioned earlier, several previous studies indicate that co-curricular programs play a crucial role in shaping students' critical thinking abilities. In the *Kurikulum Merdeka*, co-curricular programs are allocated specific time, but unfortunately, in reality some teachers find it challenging to implement these co-curricular programs in *Kurikulum Merdeka*. Previous research has outlined several relevant learning models for developing critical thinking skills. However, the introduction of a new model (PCTS) can serve as an alternative in fostering students' critical thinking abilities through co-curricular programs in *Kurikulum Merdeka*. Since this model is new, there have been no previous studies explaining its implementation.

This paper aims to elucidate the mapping of co-curricular achievements within the framework of Kurikulum Merdeka, focusing on adaptive co-curricular programs utilizing the Problem-Centered Thinking Skills (PCTS) model. The goal is to incorporate the PCTS model into co-curricular activities to boost student engagement, critical thinking skills, and problem-solving abilities. Through a thorough analysis of relevant documents and regulations, this research seeks to identify the dimensions, elements, and sub-elements of co-curricular programs aligned with the PCTS model. The study will offer valuable insights into the effective implementation of adaptive co-curricular activities within the *Kurikulum Merdeka* context.

2. METHODS

This study applies a qualitative approach using the descriptive method to offer an overall understanding of the phenomenon being researched. Descriptive research aims to systematically portray and elucidate the phenomenon (Aalberg, Strabac, & Brekken, 2012; John W. Creswell, 2014). The research was conducted in a junior high school located in West Bandung Regency during the second semester of the 2022-2023 academic year, specifically spanning from January to April 2023. The primary data in this research were obtained from the analysis of school curricula, co-curricular implementation guidelines from the Ministry of Education of Indonesia, particularly focusing on co-curricular achievements.

The method of collecting secondary data in this research was carried out through literature study techniques. A literature study involves searching, selecting, and reviewing relevant literature to gather information that supports the research (Fraenkel, Wallen, & Hyun, 2011). The primary focus is on identifying co-curricular project themes along with their achievements, elements, and sub-elements as stated in the Minister's Regulation, strengthening the *Profil Pelajar Pancasila* project guidelines, and other relevant documents. The identified themes and achievements are then analyzed and mapped within the Problem-Centered Thinking Skills (PCTS) framework.

3. FINDINGS AND DISCUSSION

As previously explained, supported by previous research, it has been shown that critical thinking skills can be developed not only in regular teaching and learning activities but also in co-curricular activities or other activities outside the classroom (Marlina, 2020; Singh, 2017). Efforts to enhance critical thinking skills can also be made through problem-based learning (Nurkhasanah et al., 2023; Rahmawati, Wardhani, & Ummah, 2023). However, this approach may not fully accommodate the diverse needs of students in different regions. Therefore, there is a need for a comprehensive model that can address these needs, such as the Problem-Centered Thinking Skills (PCTS) model (Dewi et al., 2023). Adaptive learning, as suggested by Davis, is essential in the current era. In line with this, the Indonesian government has implemented the *Kurikulum merdeka* (Independent Curriculum) and co-curricular activities (*Projek Penguatan Profil Pelajar Pancasila*) with specific targets and outcomes, including the development of critical thinking skills (Ministry of Education, 2022).

The P5 (Pancasila Student Profile Strengthening Project) is a project-oriented co-curricular initiative aimed at reinforcing endeavors to attain both competency and character aligned with the Pancasila student profile. This profile is crafted by the Graduate Competency Standards, with the ultimate goal of ensuring that every participant graduating from the school possesses individual capabilities. This, in turn, enables them to seamlessly continue their student profile progression at the subsequent educational level, in line with the government's aspirations (Nufus, 2023). Due to this, designing co-curricular activities within the *Kurikulum Merdeka* should be undertaken meticulously to ensure the creation of a co-curricular program that aligns with the government's aspirations and meets the future needs of the learners. This paper is written to map out the co-curricular achievements provided by the government within the framework of the Problem-Centered Thinking Skills (PCTS). This mapping will serve as the foundation for designing adaptive co-curricular programs.

Co-curricular activities in the *Kurikulum Merdeka* consist of eight themes that cover various areas. The themes include sustainable lifestyle, local wisdom, unity in diversity, engineering and technology, physical and mental well-being, democracy voice, entrepreneurship, and employment. These themes provide students with a comprehensive and holistic learning experience outside of their regular academic curriculum. This is in line with the research by (Lutfiana, 2023) which asserts that the cultivation of character through habitual practice can be realized through a blend of intracurricular, co-curricular, and extracurricular activities.

In early childhood education (PAUD), the first four themes are introduced as "I Love Earth," "I Love Indonesia," "We Are All Brothers and Sisters," and "My Imagination and Creativity." From elementary school to high school, students can choose the fifth to seventh themes. However, the eighth theme, focused on employment, is exclusively available for students in vocational high schools (SMK). This allows students to explore different areas of interest and gain relevant skills throughout their educational journey.

Table 1. The theme "Pancasila Student Profile".

Theme	School Level				
	PAUD (Early childhood)	Elementary	JHS	SHS	Vocational	Equity Edu.
Sustainable lifestyle	I Love Earth	√	√	√	√	√
Local wisdom	I Love Indonesia	√	√	√	√	√
Unity in diversity	We Are All Brothers and Sisters	√	√	√	√	√
Engineering and technology	My Imagination and Creativity	√	√	√	√	√
Physical and mental well-being		√	√	√	√	√
Democracy voice		√	√	√	√	√
Entrepreneurship		√	√	√	√	√
Employment					√	

Taken from: Indonesian Ministry of education

The Ministry of Education has developed guidelines for co-curricular activities that encompass themes, dimensions, elements, sub-elements and achievement target for each stage of education, from preschool to high school. The Pancasila student profile dimension includes six aspects: belief in and devotion to the One Supreme God and noble character, global diversity, mutual cooperation, independence, creativity, and critical thinking. These aspects form the foundation for co-curricular achievements in developing well-rounded students.

To ensure clarity and organization, these dimensions are meticulously analyzed and categorized into their specific elements and sub-elements. In order to streamline the writing process within this article, a unique writing code is assigned to each dimension, element, and sub-element. This coding system allows for easy referencing and identification. To provide a comprehensive visual

representation, a table is presented below, depicting the intricate mapping of theme, dimensions, elements, sub-elements and achievement target about the PCTS framework.

Table 2. Mapping of dimensions, elements, and sub-elements of the Pancasila Student Profile.

Dimension	Element	Sub-element	PCTS	
			Yes	No
[1]	[1.1]	[1.1.1]		√
		[1.1.2]		√
		[1.1.3]		√
	[1.2]	[1.2.1]	√	
		[1.2.2]	√	
	[1.3]	[1.3.1]	√	
		[1.3.2]	√	
	[1.4]	[1.4.1]	√	
		[1.4.2]	√	
	[1.5]	[1.5.1]	√	
[2]	[2.1]	[2.1.1]		√
		[2.1.2]		√
		[2.1.3]		√
	[2.2]	[2.2.1]	√	
		[2.2.2]	√	
	[2.3]	[2.3.1]	√	
		[2.3.2]	√	
		[2.3.3]	√	
	[2.4]	[2.4.1]	√	
		[2.4.2]	√	
		[2.4.3]	√	
[3]	[3.1]	[3.1.1]	√	
		[3.1.2]	√	
		[3.1.3]	√	
		[3.1.4]	√	
	[3.2]	[3.2.1]	√	
		[3.2.2]	√	
	[3.3]	[3.3.1]	√	
[4]	[4.1]	[4.1.1]		√
		[4.1.2]		√
	[4.2]	[4.2.1]	√	
		[4.2.2]	√	
		[4.2.3]	√	
		[4.2.4]	√	
		[4.2.5]	√	
[5]	[5.1]	[5.1.1]	√	
		[5.1.2]	√	
	[5.2]	[5.2.1]	√	
	[5.3]	[5.3.1]	√	
[6]	[6.1]	[6.1.1]	√	
	[6.2]	[6.2.1]	√	

The results of the mapping conducted show that out of the 6 dimensions, there are 19 elements and 41 sub-elements. It is found that 32 sub-elements (78.05%) can be developed using the PCTS model,

while the remaining 9 sub-elements (21.95%) are considered difficult or unable to be developed using the PCTS model.

The nine sub-elements that are considered difficult or unable to be developed using the PCTS model are sub-elements 1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3, 4.1.1, 4.1.2, and 4.2.1. The explanations for each of these sub-elements are as follows: Knowing and loving God Almighty (*mengenal dan mencintai Tuhan YME*), Understanding Religion/Beliefs (*Pemahaman Agama/ Kepercayaan*), Performing religious rituals (*Pelaksanaan ritual ibadah*), Exploring and comparing cultural knowledge, beliefs, and practices (*Mengeksplorasi dan membandingkan pengetahuan budaya, ke-percayaan serta praktiknya*), Cultivating respect for cultural diversity (*Menumbuhkan rasa menghormati terhadap keanekaragaman budaya),* Recognizing self-qualities, interests, and challenges faced (*Mengenali kualitas dan minat diri serta tantangan yang dihadapi*), Developing self-reflection (*Mengembangkan refleksi diri*) and Emotional Regulation (*Regulasi Emosi*). The complete file can be accessed through the attachment.

The co-curricular achievement sub-elements within the Merdeka Curriculum can be transformed into adaptive co-curricular activities through the utilization of the PCTS model. This adaptability is due to the inherent exploratory and contextual nature of these sub-elements. However, the remaining nine sub-elements present challenges when integrated with the PCTS model. This is primarily because they encompass internal regulations, individual spiritual aspects, and elements related to SARA (religion, ethnicity, race, and intergroup relations). Concerns arise that addressing these sub-elements using the PCTS model, which prioritizes problem-solving as the core of learning to enhance students' critical thinking abilities, could potentially spark conflicts. Similar to other skills that require stages in their formation process, critical thinking skills also have stages.

Based on the guidelines issued by the Ministry of Education in Indonesia, in Junior High School (Phase D), co-curricular programs are allocated a total of 320 hours per year. This program must cover at least three themes each year. Within each theme, there should be at least 2-3 dimensions, 1-2 elements and sub-elements for each dimension, and 4-5 achievement targets for each dimension to achieve the ultimate goal, which is the *Profil Pelajar Pancasila*.

The researcher's observations in the field over the course of a year, particularly concerning teachers' perceptions of the implementation of the Merdeka curriculum, specifically in the execution of co-curricular programs, led to the conclusion that some teachers do not fully understand and find it challenging to initiate co-curricular programs. This aligns with a study conducted by (Waode Munaeni, Muhammad Aris, Ismi Musdalifah Darsan, Rusmawati Labenua, 2022) which states that some teachers encounter difficulties in carrying out co-curricular programs. Therefore, an alternative approach to mapping co-curricular achievements as the initial step in implementing co-curricular activities was undertaken. The following table illustrates the mapping of co-curricular achievements for the junior high school level (Phase D).

Table 3. Mapping of co-curricular achievement.

Class	Theme	Dimension	Element	Sub-element	PCTS	
					Yes	No
7	7.1	1	1.1	1.1.1		
			1.4	1.4.1		
		5	5.1	5.1.2	√	
			5.3	5.3.1		
		6	6.2	6.2.1		
	7.2	1	1.3	1.3.1		
		2	2.1	2.1.1		
			2.3	2.3.3		√
			2.4	2.4.1		
		3	3.2	3.2.1		
				3.2.2		

	7.3	1	1.1	1.1.2		
				1.1.3		
		4	4.1	4.1.1		√
				4.1.2		
			4.2	4.2.1		
8	8.1	3	3.1	3.1.2		
				3.1.4	√	
		4	4.2	4.2.5		
		6	6.2	6.2.2		
	8.2	1	1.3	1.3.2		
		2	2.3	2.3.2		
			2.4	2.4.2		√
				2.4.3		
		4	4.2	4.2.2		
	8.3	1	1.4	1.4.2	√	
		3	3.1	3.1.3		
		5	5.2	5.2.1		
9	9.1	2	2.1	2.1.2		
				2.1.3		
			2.2	2.2.1		√
				2.2.2		
			2.3	2.3.1		
		3	3.1	3.1.3		
	9.2	1	1.2	1.2.1		
				1.2.2		
		3	3.1	3.1.1		√
			3.3	3.3.1		
		4	4.2	4.2.3		
				4.2.4		

Mapping using the PCTS framework has been carried out on each individual achievement point. The results show that only about 19 achievement points are challenging to develop using the PCTS model. However, considering that co-curricular programs are implemented as integrated activities involving many achievement points, a comprehensive analysis and mapping of co-curricular achievements were also conducted thematically for each grade level in junior high school (Phase D).

The results reveal that out of the eight project themes from grade 7 to grade 9, there are three themes that can be developed with the PCTS model. The rest are either difficult or cannot be developed with the PCTS model. The three themes that are possible to develop with PCTS are theme 7.1 (Sustainable Lifestyle), theme 8.1 (Entrepreneurship), and theme 8.3 (Engineering and Technology). These three themes are considered feasible for development with the PCTS model because they include dimensions of critical thinking or skills related to science processes and the engineering design process. On the other hand, the other five themes emphasize competencies related to dimensions of mental attitudes, character, culture, and the values of society, which are more suitable for development with another model.

This mapping serves as an alternative path and guide for teachers. This aligns with a study by (Fitriyani, Kurnia, Fadillah, & Oktaviani, 2023) which emphasizes the need for a systematic guide for teachers in implementing co-curricular programs. The mapping that has been conducted will then be followed by module development using the PCTS syntax. The following schematic representation illustrates the mapping of co-curricular achievements and the implementation of the PCTS model as an adaptive co-curricular program.

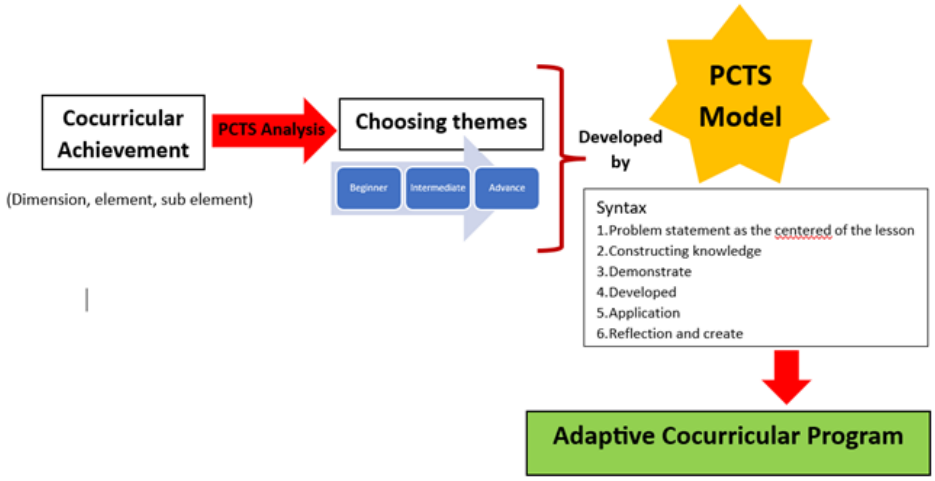

Figure 1. Mapping co-curricular achievements with the PCTS model for an adaptive co-curricular program.

From the diagram, it can be observed that after co-curricular achievements are mapped and analyzed using the PCTS framework, the next step is to select themes with varying levels of difficulty. These themes are then developed using the syntax of the PCTS model. In this way, an adaptive co-curricular program can be realized. The design of these co-curricular activities can be facilitated with the support of fellow educators through Forum Group Discussions (FGD) or Subject Teacher Working Groups (MGMP), starting from the school level up to the district level. This aligns with (Martiani, Febrianti, & Banat, 2023), which emphasizes that clusters of like-minded teachers can offer positive perspectives and substantial assistance to teachers in effectively implementing the *Kurikulum merdeka* within the school.

4. CONCLUSION

The integration of the Problem-Centered Thinking Skill (PCTS) model is crucial in designing adaptive co-curricular activities within the framework of *Kurikulum merdeka*. This research provides a comprehensive mapping of the dimensions, elements, sub-elements and achievement targets of co-curricular achievements. It highlights the effectiveness of the PCTS model in developing critical thinking skills and enhancing student's ability to think critically. Based on the findings, it is recommended that educators, curriculum designers, and policymakers utilize the PCTS model as a guide in structuring adaptive co-curricular programs. By incorporating the PCTS model, co-curricular activities can be designed to actively engage students in real-world problem-solving, fostering their critical thinking abilities. Furthermore, future research should focus on providing practical examples and guidelines for the implementation of adaptive co-curricular programs using the PCTS framework. Developing modules that can be used to enhance students' critical thinking skills would be a valuable contribution to the field.

Acknowledgments: I would like to thank the PCTS Model Development Project Team which is chaired by Prof. Dr. Rudi Susilana, M.Si who has provided funds for writing this journal. I would also like to thank the editorial team of the journal for providing valuable input in the process of reviewing this journal.

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism. Of interest or state, "The authors declare no conflict of interest." Authors must identify and declare any personal circumstances or interests that may be perceived as inappropriately influencing the representation or interpretation of reported research results.

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