



Development of the P5 Module (Adipura Module) with The Entrepreneurship Theme for Elementary School Students as An Effort to Strengthen the Values of The Pancasila Student Profile

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Abstract: This research aims to develop the P5 Adipura Module with the theme of entrepreneurship for elementary school students as an effort to strengthen the values of the Pancasila student profile (P3). The research method used was research and development adopting Sugiyono's development model with 7 stages including potential and problems, data collection, product design, design validation, design revision, product testing, and product revision. The test subjects were students in class 4 phase B elementary school. The trial was carried out in small groups. The data collection process was in the form of interviews, observations, and distributing questionnaires. Data analysis uses quantitative and qualitative descriptives. The result of this research was a product in the form of the P5 Adipura Module on the use of family medicinal plants (TOGA) on the theme of entrepreneurship. The average result of material expert validation was 3.29 with valid criteria. Likewise, the average media expert validation result was 3.20 with valid criteria, suitable for use in the project learning process by educators and students. Experiments in small groups to show the practicality of the module can be seen from the score interval obtained from the practicality sheet instrument by users (teachers and students) of 3.86 with very practical criteria. The Adipura P5 module is suitable for use, making it easier for educators and students in the learning process.

Article History

Received: 07-02-2024
Revised: 14-03-2024
Accepted: 29-03-2024
Published: 22-04-2024

Key Words:

Module P5; Adipura;
Entrepreneurship; TOGA
Plants; Pancasila
Students.

How to Cite: Azizah, A., Wahyuni, S., Asriani, A., Hardianti, S., Rosnadi, R., Naimi, N., & Sitepu, M. (2024). Development of the P5 Module (Adipura Module) with The Entrepreneurship Theme for Elementary School Students as An Effort to Strengthen the Values of The Pancasila Student Profile. *Jurnal Paedagogy*, 11(2), 388-399. doi:<https://doi.org/10.33394/jp.v11i2.11031>



<https://doi.org/10.33394/jp.v11i2.11031>

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Introduction

In the Merdeka Curriculum, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Nadiem Nakarim stated that strengthening the character education of students will be manifested by the Ministry of Education and Culture through various strategies centered on efforts to realize Pancasila Students (Ismail et al., 2021). The independent curriculum focuses on efforts to form national character in the form of a Pancasila Student Profile (P3) for each student in the education unit (Uswatun Hasanah, 2022). Quality learning is not just about using technology, but can also make students have a character so as to produce a "gold generation" (Susilawati et al., 2022).

Pancasila Student Profile (P3), the term used for Indonesian students, is those who are lifelong students who are competent, have character and behave according to Pancasila values (Sufyadi Susanti, 2021). This is in line with the vision of Indonesian Education, namely "Creating an advanced Indonesia that is sovereign, independent and has personality



through the creation of Pancasila Students". The Pancasila Student Profile (P3) has six competencies as key dimensions, namely 1) Faith, devotion to God Almighty and noble character, 2) Global diversity, 3) working together, 4) independence, 5) critical reasoning, 6) creativity. These six dimensions are interrelated and strengthen each other to realize students' daily lives through culture, intracurricular learning, the Pancasila Student Profile Strengthening Project (P5) and extracurricular activities (Sufyadi Susanti, 2021).

Based on the Ministry of Education and Culture No.56/M/2022, the Project for Strengthening the Pancasila Student Profile (P5) is a project-based co-curricular activity designed to strengthen efforts to achieve competency and character in accordance with the Pancasila Student Profile (P3) which is prepared based on Graduate Competency Standards. The implementation of the Strengthening the Pancasila Student Profile (P5) Project is carried out flexibly in terms of content, activities and implementation time. The Pancasila Student Profile Strengthening Project (P5) was designed separately from intracurricular activities. The objectives, content and learning activities of the project do not have to be linked to the objectives and material of extracurricular lessons. Education units can involve the community and/or the world of work to design and implement the Pancasila Student Profile Strengthening Project (P5). Project Learning for Strengthening Pancasila Student Profiles (P5) is learning that can be said to be the same as the PjBl (Project Based Learning) learning model, both of which apply project learning that can be carried out inside and outside the classroom. Learning from the Pancasila Student Profile Strengthening Project (P5) is a favorite learning for students, starting from the introduction stage, learning the material, going directly into the environment, to practical presentations or celebrations (Nurul Ilmiah, 2023).

According to Satria et al (2022), in the development guide for the Strengthening Pancasila Student Profile (P5) Project, it is further explained that the main theme of the Pancasila Student Profile Strengthening Project (P5) which can be chosen by elementary school level education units is 1) Sustainable Lifestyle, namely understanding the impact from human activities, both short and long term, to the continuity of life in the world and the surrounding environment. 2) Local Wisdom, namely building curiosity and inquiry skills through exploration of the culture and local wisdom of the surrounding community or area, as well as their development. 3) Bhinneka Tunggal Ika, namely, getting to know and learn to build respectful dialogue about the diversity of religious groups and beliefs held by local communities and in Indonesia, as well as the teaching values they adhere to. 4) Build your body and soul 5) Engineering and Technology, namely collaborating in training critical, creative, and innovative thinking, as well as the ability to empathize to engineer technological products that facilitate your activities and those around you. 6) Entrepreneurship: Identifying economic potential at the local level and the problems that exist in developing this potential, as well as its relationship to environmental, social and community welfare aspects.

After conducting initial observations carried out at SD Inpres Bumi Sagu, Palu City, the learning curriculum used was K13 and the Independent Curriculum. The curriculum transition process period, so that K13 is still used and combined with the independent curriculum, looks at the values/aspects contained in the Pancasila Student Profile (P3). The Project for Strengthening the Profile of Pancasila Students (P5) itself has not yet been implemented. There are several obstacles faced by teachers at this school; these problems include the Independent Curriculum book, which already exists but has not been distributed to teachers, there is no module (P5), especially on the theme of entrepreneurship, which can be used by teachers as a support for teaching and learning activities for teachers.



Through entrepreneurship, students can identify economic potential at the local level and the problems that exist in developing this potential, as well as its relationship to environmental, social and community welfare aspects. This is in line with research conducted by Yuliastuti et al (2022), namely that P5 activities regarding entrepreneurship can increase the entrepreneurial spirit because students are taught to make products that have selling value. Through entrepreneurial activities, students become embedded with an independent, creative, innovative spirit and are able to explore the potential that exists around them. Implementation of the Pancasila Student Profile Strengthening Project (P5) can encourage students' entrepreneurial spirit; this happens because teachers act as facilitators for students, while the students themselves play an active role in these activities. This has resulted in increased innovation, motivation to actively contribute to face-to-face learning, creativity and expression to present students' ideas through actions that can have an impact on both students and the surrounding environment and create a more advanced Indonesian country that is independent, sovereign and has a Nurul personality. Scientific (2023). Through this activity, creativity and entrepreneurial culture will be developed. Students also open their minds about future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become professional workers full of integrity. The contextualization of the theme is to create products with local content that have selling power, for example, the TOGA herbal drink.

Family Medicinal Plants (TOGA) are plants planted by the family around the home environment that have healing properties as a living pharmacy, which is used by the family simply and cultivate plants that have medicinal properties in order to meet the family's need for medicines (Muryani, 2020). Family medicinal plants (TOGA) are used by the community as medicine. This is because medicinal plants used as medicine contain active ingredients or substances that function to prevent and treat disease, whether diseases caused by weather changes or other diseases (Harefa, 2020). According to Harefa (2020), the benefits of Family Medicinal Plants (TOGA) are 1) maintaining good health, 2) improving nutritional status for the community, 3) greening the environment and 4) increasing community income.

To overcome the problems that occur at SD Inpres Bumi Sagu, one of the solutions offered is to develop teaching materials, one of which is Modules. A module is a set of teaching materials containing material arranged thematically, interestingly, and completely so that it can help students achieve specific and well-planned goals and is used to support the student learning process (Safitri, 2020). A module is a learning unit that is structured systematically, directed, operationally using language that is easy to understand to support independent and conventional learning processes in achieving learning goals (Elisabeth et al., 2020).

A module is a series of material presented in a teaching material where the preparation process is packaged systematically and is easy to understand, and is able to make it easier for students to understand the material. Modules are also packaged with the hope of being able to make students more independent in the learning process (Widayanti, 2020). With modules, students can also measure their own level of mastery of the material discussed in each module unit (Azizah, et.al., 2020). According to Ramadhany & Prithanani (2020), modules have advantages, namely: 1) Modules can provide feedback, 2) clear learning objectives, 3) modules are designed to dance, are easy to learn, can answer needs that create student motivation to learn, 4) the module is flexible, 5) cooperation can be established because with the module competition can be minimized between students, and 6) remediation



can be carried out because the module gives students the opportunity to find their weaknesses based on the evaluation given.

The learning module in question is Module P5 Concerning the Use of Family Medicinal Plants. Module P5 Concerning the Use of Family Medicinal Plants (TOGA) is a learning module that can be studied independently containing learning objectives, material summaries and entrepreneurial practice activities in managing Family Medicinal Plants (TOGA). Practical activities are accompanied by several questions that require students to carry out skills in the production process of managing Family Medicinal Plants (TOGA). Based on this explanation, the aim of this research is to develop the P5 Adipura Module with the Entrepreneurship Theme for elementary school students as an effort to strengthen the values of the Pancasila student profile (P3).

Research Method

This research was development research (Research and Development) covering 7 stages, namely potential and problems, data collection, product design, design validation, design revision, product testing, product revision (Sugiyono, 2014).

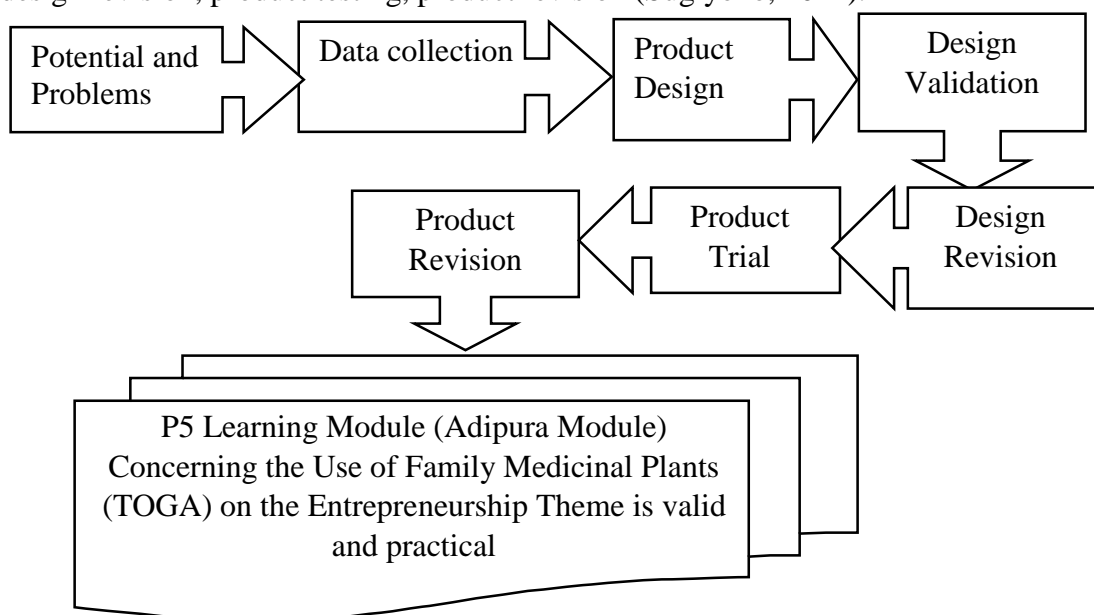


Figure 1. Steps for using the R&D model

The potential and problem stage is the initial stage for formulating problems regarding real conditions in the field. The problem found at Bumi Sagu Elementary School is that the Project for Strengthening the Profile of Pancasila Students (P5) has not yet been implemented. This is due to several obstacles, such as the Independent Curriculum book which already exists but has not been distributed to teachers and there is no module (P5) that teachers can use as a support for teaching and learning activities.

The second is the data collection stage. Data collection was carried out through field studies and literacy. In the field study, information was obtained that the existing modules were not diverse according to student characteristics or the characteristics of the learning material. In the literacy study, researchers carried out curriculum analysis, material analysis, identified project achievements (CP), detailed, and systematically developed concepts for organizing lesson material through the Learning Objectives Flow (ATP).



The third is the product design stage. This stage produces a sketch of the design of the P5 Module teaching materials, which contains the elements required in the P5 Module teaching materials, namely: Project Achievements (CP), Learning Objectives (TP), Learning Objectives Flow (ATP), P3 Dimensions and Sub-Elements, practical activities in learning and analyzing material.

Fourth is the design validation stage. The validated P5 module consists of learning media, material suitability and language in the P5 Module. This validation stage was carried out by two Tadulako University lecturers. The fifth is the design revision stage. Revise the module based on expert advice.

The sixth is the product testing or implementation stage. At this stage, researchers test the product or module on users (teachers and students). The seventh is the product revision stage. Revisions are made based on input or suggestions from teachers and students after using the module.

Product testing was carried out through several stages as explained in the development procedure. The test subjects of the development research were students in class 4, phase B, elementary school. The trial was carried out in small groups. The number of students involved was 7 people taken randomly from class 4 students in phase B of elementary schools.

The process of collecting data in the form of interviews, observations, and distributing questionnaires. Data collection is carried out to obtain the data and information needed for data analysis. Interviews and observations were used to obtain data at the analysis stage for development, then questionnaires were used to collect validity assessment data by experts and module users.

The questionnaire contains three types, including media expert validation questionnaires, material expert validation, and user (teacher and student) assessment questionnaires. Material expert instruments are used to see the quality of the material and the usefulness of the P5 module. Several aspects were found to be used as material expert instrument assessments. These aspects include: self instructional aspect, self contained aspect, stand alone aspect, adaptive aspect, and user friendly aspect. The expert or expert judgment appointed to validate the material from the P5 Adipura Module is Mr. Pahriadi, S.Pd., M.Pd. Media Expert Instrument to determine the level of appropriateness of the media. Aspects of assessing media suitability include module size, module size design and module content design. The media expert (expert judgment) is Mr. Kadek Hariana, S.Pd., M.Pd. Instrument for users to research the feasibility level of modules in the field.

The data analysis technique used descriptive quantitative and qualitative data. Quantitative data analysis includes measuring material expert validation, media expert validation, user practicality (teachers and students), and data categorization. Measuring the validation of material, media and user practicality (teachers and students) is a statistical method of measuring a data set. This data measurement can be determined using the 4 scale formula according to (Kunandar, 2014) as follows.

$$\text{Nilai} = \frac{\sum \text{skor perolehan}}{\sum \text{skor maksimal}} \times 100$$

The results obtained are then converted to a scale of 4 using the following formula.



$$\text{Konversi Skala 4} = \frac{\text{Nilai}}{100} \times 4$$

The data resulting from the analysis has data categorization in the form of quantitative data which is converted into qualitative data by categorizing scores into score intervals. This stage is carried out to determine the score category of the analysis results. Based on validation and practicality assessment criteria according to Kunandar (2014) by converting values into a scale of 4. The following is a table used in categorizing research data.

Table 1. Criteria for assessing product validity and practicality scores

Rating Level	Valid and Practical Criteria
3,34 – 4	Very Valid (No revision needed)
2,34 – 3,33	Valid (No revision required)
1,34 – 2,33	Invalid (Revised)
0 – 1,33	Invalid (Revised)

Based on these calculations, the P5 Adipura Module is considered valid and practical if it meets the assessment criteria on scale 4 with a score of >2.33 from all aspects (Kunandar, 2014).

Results and Discussion

The product resulting from the development of this research is a printed module, namely the P5 Adipura Module, on material on the use of family medicinal plants (TOGA) with the theme of entrepreneurship for elementary school students. The Adipura P5 media or module trial was carried out at SD Inpres Bumi Sagu. The Adipura P5 Module development process is described as follows.

The first stage is potential and problems. Based on the results of observations, researchers discovered the potential that fourth grade students at SD Inpres Bumi Sago had various characteristics. Where most of them were very enthusiastic about participating in the learning process in class. However, in this elementary school there was also a problem, namely the transition period of the curriculum from K13 to the Independent Curriculum combined to see the values in the Pancasila Student Profile (P3). Learning for the Strengthening Pancasila Student Profile Project (P5) has not yet been implemented. This is because there were several obstacles, namely the absence of a P5 Module that teachers can use as a support for teaching and learning activities.

The second stage is data collection. Data collection was carried out in 2 ways, namely observation and interviews. Based on the results of observations and interviews at SD Inpres Bumi Sago in 2023, it was found that there was no use of the P5 Module. There are still very few examples of P5 modules found on the Internet, so there is a need to develop a P5 Module that is able to make it easy for students to understand the material. Apart from that, so that the learning objectives of the project module are achieved, namely the application of the dimensions of the Pancasila Student Profile (P3) to the character of students.

The third stage is product design. At this stage the researcher designed the P5 Adipura Module on the Use of Family Medicinal Plants (TOGA) on the Entrepreneurship Theme. This media was designed using the Canva Pro application by selecting the components used starting from font, font size, cover and background, images, videos, learning outcomes (CP), flow of learning objectives, materials, learning activities, experimental activities, to evaluation questions. The font used in the P5 Adipura Module uses the Luckiest Guy font and



the Poppins font with a font size adjusted to the appearance of the P5 Adipura Module. Project Achievements (CP), learning objective flow (ATP), materials, learning activities, experimental activities, and evaluation questions contained in the P5 Adipura Module are adapted to material on types of family medicinal plants (TOGA), material on the benefits of Family Medicinal Plants (TOGA), and material introducing various herbal preparations from (TOGA). The module display can be seen in the image below.



Figure 2
Module Cover



Figure 3
Summary



Figure 4
Project Description



Figure 5
Project Objectives



Figure 6
Project Stages



Figure 7 Barcode QR Module P5 Adipura



The product trial phase is a phase of testing the feasibility of the P5 module being developed. The aim is to find out user responses and responses to the module that has been developed. Activities carried out include module validation by expert judgment (Experts), and user testing in small groups (teachers and students).

After the Adipura P5 Module has been created, the next step is to validate and practicalize the Adipura P5 Module by experts and module users. As stated by Susilawati et al., (2023), the P5 module is said to be valid and practical if it is in accordance with expert and practical opinions. The first validation is carried out by media experts aimed at assessing the validity of the media product. Media validation data is as follows.

Table 2. Results of media validation by validator experts

Aspect	Numbers	Category
Module Size	3,2	Valid
Module Size Design	3,2	Valid
Module Content Design	3,2	Valid
Average	3,2	Valid

The results of the media validation assessment consist of 3 aspects, namely module size, module size design (cover) and module content design. Based on table 2, the results of media validation by media experts after being converted to scale 4, the average value obtained from these three aspects is 3.2, so it is included in the valid criteria.

The second step is validation by material experts, to assess the validity of the material. The results of this assessment obtained the following data.

Table 3. Results of material validation by expert validators

Aspect	Numbers	Category
<i>Self instruction</i>	3,33	Valid
<i>Self contained</i>	3,66	Very Valid
<i>Stand alone</i>	3	Valid
<i>Adaptif</i>	3,5	Very Valid
<i>User friendly</i>	3	Valid
Average	3,29	Valid

Based on table 3, in the self-instruction aspect, a value of 3.33 or valid criteria was obtained. The self-contained aspect obtained a value of 3.66 or very valid criteria. The stand alone aspect obtained a score of 3 or valid criteria. The adaptive aspect obtained a value of 3.5 or very valid criteria. The user-friendly aspect obtained a score of 3 or valid criteria. From these five aspects, an average value of 3.29 or valid criteria was obtained. Overall, the assessment of the Adipura P5 module is in the valid category. This means that the Adipura P5 module is ready to be used or tested on users (teachers and students).

Next, trials were carried out on users (teachers and students) to determine the practicality of the Adipura P5 module. The results of the practicality assessment consist of two aspects, namely the feasibility aspect.

Table 4. User trial results (teachers and students)

Aspect	Numbers	Category
Appropriateness	3,84	Very practical
User	3,89	Very practical
Average	3,86	Very practical

Based on the table above, the feasibility aspect obtained a score of 3.84, which is included in the very practical criteria. The user aspect obtained a score of 3.89, which is also very practical. From these two aspects, an average value of 3.86, or very practical criteria, was



obtained. These results show that the P5 Adipura module developed is practically used by teachers and students.

The P5 Adipura Module is a learning media using printed, project-based teaching materials, systematically structured, which contain knowledge and skills competencies that are adjusted to the student's level of understanding. Apart from that, it is also adjusted to the age of the students. The Adipura P5 module aims to help teachers and students in implementing P5. Through this module, students can learn independently with the help or guidance of a teacher. This is in accordance with the opinion of Widiastuti, (2021), namely that modules are systematically arranged based on learning material content, learning objectives, and methods based on basic competencies and/or indicators of competency achievement, as well as instructions for independent learning activities (Self-Introductory) which then provide opportunities for students. to test himself through practice questions that have been prepared in the module. Therefore, the printed P5 Adipura module can help the learning process. As Desstya et al., (2018) argue, modules are one of the teaching materials that can be used to help the learning process.

Based on the results of development and use trials, the researchers determined that the use of the P5 Adipura module allows students to learn independently with teacher guidance and the teacher is no longer the only source of learning for students. Apart from that, the integration of the Adipura P5 module with a contextual approach makes it easier for teachers to present material that is linked to students' real world, so that they are able to encourage students to make connections between the knowledge they have and its application in everyday life. If viewed from a design perspective, the P5 Adipura module has an attractive appearance because it is equipped with images and QR Barcodes of learning videos that match the material, making it easier for students to understand the material. Apart from that, it helps students to be active and motivated to learn so that the Adipura P5 module with a contextual approach is interesting if applied in the subsequent learning process.

The benefits of using the P5 Adipura module are providing solutions so that students can take advantage of developments in entrepreneurship education through learning. Through the development of entrepreneurship education, students have an entrepreneurial character, can learn how to recognize opportunities, develop ideas and manage existing resources based on local content that has selling value. The positive impact of P5 project activities with the theme of entrepreneurship on the values of the Pancasila student profile (P3) can shape the character and ability of students to become creative, independent and critical thinking individuals. Through entrepreneurial projects, students are invited to take initiative, manage time, communicate, and take responsibility for the projects they work on, which is useful in various aspects of their lives in the future. Apart from that, through entrepreneurship education, students can hone their critical thinking skills, namely by solving the problems they face and being able to make decisions. This is in line with research conducted by Ali & Halqi (2023), namely that the development of entrepreneurship education in elementary schools is the first step which can be an effective forum in forming entrepreneurial character in students, recognizing business opportunities, honing creativity and innovation, preparing them for the future. competitive future and as an investment in future generations who are able to compete globally, able to live their lives and can contribute to economic development.

One of the entrepreneurial activities carried out by researchers and students with reference to the Adipura Module is holding market day activities by selling products made by students by utilizing local content that has selling value in the form of herbal ginger wedang products which are bought and sold to the school community. This activity can provide direct



experience to students in interacting and making transactions in carrying out simple entrepreneurship in elementary school. The P5 Adipura module is a reference for teachers and students. Teachers can use the Adipura Module in P5 activities at school. Through the P5 Adipura module, students are more active and independent in learning. Students are skilled in entrepreneurial project activities, as well as increasing the creative, cooperative and collaborative dimensions of students.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that Module P5 (Adipura Module) Concerning the Use of Family Medicinal Plants (TOGA) on the Entrepreneurship Theme in Class IV Phase B of SD Inpres Bumi Sago which was developed has met the valid and practical criteria. This is proven by the results of questionnaires from small group trials at SD Inpres Bumi Sagu. The average result of material expert validation was 3.29 with valid criteria. Likewise, the average media expert validation result was 3.20 with valid criteria, suitable for use in the project learning process by educators and students. The P5 Module (Adipira Module) developed has met practical criteria. This is proven by the score interval obtained from the practicality sheet instrument by teacher and student users of 3.86 with very practical criteria. The Adipura P5 module is suitable for use which can make it easier for educators and students in the learning process.

Recommendation

Based on the results of research regarding the development of the P5 Adipura module, there are several recommendations, namely:

- 1) For teachers, they must continue to implement the P5 module in schools so that students' character values can continue to develop and become entrenched.
- 2) For other researchers, it is hoped that the results of this research can be used as reference material for consideration in designing the same or different research.

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