

Teacher Strategies in Fostering Literacy and Honesty in Merdeka Curriculum Implementation

Nurma Susanti^{1*}, Triyanto², Joko Daryanto³

¹Universitas Sebelas Maret, Indonesia

²Universitas Sebelas Maret, Indonesia

³Universitas Sebelas Maret, Indonesia

*) Corresponding author: nurma.susanti51@admin.sd.belajar.id

Abstract

This study focuses on teachers' strategies in instilling honesty through literacy activities in elementary schools, particularly in the implementation of the Merdeka curriculum. The research background is based on the importance of integrating character education with literacy development, considering that literacy plays a role not only in building cognitive abilities but also as a means of forming students' moral values. The purpose of this study is to identify the strategies used by teachers in designing and implementing honesty-based literacy activities and the challenges faced in the process. The study used a descriptive qualitative approach with data collection techniques through semi-structured interviews and non-participant observation of first and second grade teachers at Sine 2 Public Elementary School, Sragen. Data were analyzed thematically to identify patterns and key findings. The results show that teachers integrate honesty into literacy through selecting morally charged reading materials, reflective discussions, and writing activities related to students' experiences. The main challenges include limited time, the availability of learning media, and students' varying understandings. The conclusion of this study confirms that literacy can be an effective medium for instilling honesty when designed contextually and participatory. These findings can also form the basis for developing a character based literacy learning model at the elementary school level.

Keywords: literacy, honesty, Merdeka curriculum

Introduction

Literacy plays a pivotal role in fostering critical thinking and language skills during the formative years of elementary education. It is through literacy that children grasp fundamental concepts, articulate ideas, and develop a framework for understanding their environment. The emphasis on literacy in early childhood education is well-supported, as it has been shown to enhance cognitive skills and promote language development that are crucial for academic success (Yufiarti et al., 2018). Studies suggest that early literacy is not merely about the acquisition of reading and writing skills, but also about developing the ability to think critically and communicate effectively, forming a foundation for lifelong learning (Metcalf & Moulin-Stožek, 2020).

Moreover, there has been a notable shift in the understanding of literacy's role in education, transitioning from a primary focus on language skills to a more holistic approach that encompasses character development. Contemporary educational philosophies advocate for integrating character education within literacy programs, particularly focusing on values such as honesty and integrity (Fauzi et al., 2023). Emphasizing character development alongside literacy helps in nurturing students who not only excel academically but also exhibit strong moral principles (Fifolt et al., 2022). This integrative approach underscores the belief that cultivating virtues is as important as imparting knowledge, enabling students to develop into well-rounded individuals (Wakhudin et al., 2023).

However, this shift towards character education in literacy faces significant challenges, particularly within the framework of elementary education. One major obstacle is the prevailing dominance of cognitive approaches that often neglect the importance of values and moral instruction within classroom practices (Pritchard, 2018). Many educational systems still prioritize cognitive skills, which may result in the marginalization of character education efforts. As a result, character education is frequently inadequately integrated or entirely overlooked in curricula, leading to a disconnect between academic learning and ethical development (Rasima, 2018). Effective character education requires a multifaceted approach that harmonizes cognitive learning with moral and emotional growth, yet this balance continues to be a challenge for educators (Imawan & Ismail, 2023). Furthermore, there are calls for educational reforms that align character development with modern pedagogical practices. To overcome these challenges, the incorporation of varied teaching methods and approaches that promote both cognitive and character education is essential (Masrukhi et al., 2019). Addressing these challenges necessitates innovative educational models that prioritize both intellectual growth and moral integrity to prepare children for a responsible and principled future.

The Merdeka Curriculum offers an opportunity for educators to reinforce character values through a contextual, flexible, and student-centered approach. This educational framework allows teachers to design their programs selectively, integrating various character-building elements into the learning experience. Such an approach aligns with modern pedagogical trends that prioritize flexibility and ensures that students are engaged in contexts that resonate with their lives and communities, fostering a deeper understanding of essential values through real-world applications (Kasmawati et al., 2023). Research indicates that curricula infused with character education elements significantly enhance students' moral and ethical understanding, creating a deeper internalization of these values (Saifudin et al., 2024). Moreover, this curriculum allows for the incorporation of practices that cultivate

honesty and integrity as fundamental components of the educational process, thereby nurturing students' moral development alongside their academic growth.

However, teachers often face challenges when designing literacy strategies that effectively instill the value of honesty within this framework. These complexities arise from the necessity to balance curriculum demands with the imperative to foster character development, particularly in promoting ethical behaviors like honesty (Sudrajat et al., 2024). Effective literacy instruction requires teachers to be innovative in their methodologies, employing varied strategies that encourage critical thinking and moral reasoning, challenges that can sometimes be limited by traditional educational paradigms (Puzio et al., 2020). By overcoming these limitations, educators can craft literacy experiences that are academically enriching and promote character strengths through questioning techniques and interactive literacy practices that facilitate discussions about integrity and honesty (Hasselquist et al., 2019). Consequently, understanding how teachers negotiate these challenges is crucial for developing comprehensive literacy programs that support ethical character formation while fulfilling academic objectives.

This research stems from the need to understand how elementary school teachers design and implement literacy learning that is not only cognitively oriented but also integrates character values, particularly honesty. In the context of implementing the Merdeka Curriculum, literacy strategies are a crucial instrument for instilling moral values through meaningful reading and writing activities. Literacy is understood not only as the ability to read and write but also as a means to develop critical thinking and ethical communication skills in students from an early age (Metcalf & Moulin-Stožek, 2020). Therefore, this research seeks to examine how teachers structure literacy learning that incorporates the value of honesty, how these activities are implemented in classroom practice, and how teachers address challenges in instilling honesty through literacy, including pedagogically and structurally developed solutions. This is crucial given the continued dominance of learning approaches that

emphasize solely cognitive aspects and provide little room for the internalization of moral values in classroom practice (Pritchard, 2018). This research problem is designed to capture the dynamics of the learning process that reflects the integration between literacy competency development and character formation in the classroom.

This research is important given the limited number of studies specifically documenting teachers' actual practices in character building, particularly honesty, through literacy activities in lower grades. Yet, in the context of the Merdeka Curriculum, literacy has strategic potential as a bridge between the development of basic reading and writing skills and the learning of character values that are integrated thematically and contextually. Literacy is not only related to reading and writing skills but also serves as an important tool in shaping students' ethical frameworks and understanding (Metcalf & Moulin-Stožek, 2020). In addition to supporting cognitive aspects, literacy can also be directed towards fostering moral values through a comprehensive learning approach (Fauzi et al., 2023). However, many education systems still prioritize cognitive aspects over affective dimensions, resulting in values such as honesty often being marginalized in classroom practice (Pritchard, 2018). Therefore, this research is expected to provide concrete contributions to strengthening the implementation policy of the *Profil Pelajar Pancasila* especially in phase A, as well as serve as a foundation for the development of a literacy-based character learning model. Conceptually, this research is based on the understanding of literacy in the Merdeka Curriculum, which includes reading, writing, and critical thinking skills as the foundation for meaningful learning (Yufiarti et al., 2018). The theoretical framework used refers to the Experiential Learning Theory (Kolb), which emphasizes the importance of direct experience in the learning process (Gillesen et al., 2022), as well as Bandura's social cognitive learning theory, which emphasizes the role of observation and the social environment in shaping behavior (de Bruin et al., 2019). The value of honesty is positioned as an integral part of students' social-emotional competencies that need to be instilled from an

early age through a contextual, reflective, and interactive learning process.

Therefore, this study aims to describe the strategies used by teachers to instill the value of honesty through reading and writing literacy activities in lower grades during the implementation of the Merdeka Curriculum. This research focuses on how teachers design and implement literacy learning that not only develops basic reading and writing skills but also internalizes character values, particularly honesty.

Method

This study used a descriptive qualitative approach, with the aim of gaining an in-depth understanding of teachers' strategies in instilling honesty through literacy activities in lower grades within the context of the Merdeka Curriculum implementation (Djafar et al., 2021). Accordingly, this research was conducted at Sine 2 Public Elementary School, Sragen District, Sragen Regency, Central Java, which is a school implementing the Merdeka Curriculum with an active reading and writing literacy program in phase A (grades I and II). The study subjects included the principal, grade I and II teachers, and students. Informants were selected purposively based on the following criteria: having at least one year of teaching experience in phase A, being directly involved in the implementation of the literacy program, and being willing to participate in interviews and observations.

Data in this study were collected through two main techniques: semi-structured interviews and non-participant observation (Otani, 2017). In-depth interviews were conducted with the principal and grade I and II teachers to obtain information regarding the literacy learning strategies used, the methods applied, and the integration of character values, particularly honesty, into reading and writing literacy activities. Meanwhile, non-participant observation was conducted to obtain direct data regarding the implementation of learning in the classroom, including interactions between teachers and students, media and teaching materials used, and class dynamics in reading and writing activities.

The research instrument was developed in the form of an interview and observation guide grid, which was compiled based on the research focus and relevant indicators. The main indicators include: (1) planning and implementation of reading and writing literacy programs, (2) integration of honesty values in learning activities, (3) media and methods used in teaching literacy, and (4) student responses and class dynamics. The compilation of this grid refers to the principles of content relevance and direct linkage to the research objectives.

Table 1. Interview and Observation Instrument Grid

No	Aspects Studied	Indicators	Techniques	Data source
1	Reading and Writing Literacy Planning	Teachers develop lesson plans or a flow of learning objectives with literacy activities.	Interviews, Observations	Teacher, learning document
2	Implementation of Literacy Activities	Reading/writing activities are implemented in a structured manner in class.	Observations	Teacher
3	Integration of Honesty Values	Teachers instill the value of honesty in discussions, assignments, and habits.	Interviews, Observations	Teacher
4	Learning Media and Methods	Teachers use media such as picture stories, reading books, or videos.	Interviews, Observations	Teacher

The data in this study were analyzed using the interactive model by Miles and Huberman, which consists of three main stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction was carried out by sorting, organizing, and simplifying the interview and observation results based on the research focus (Otani, 2017).

To ensure the validity of the findings, this study employed several data validation techniques. Source triangulation was conducted by comparing information from several teachers and school principal (Lochmiller, 2021). Furthermore, member checking was conducted, which involved confirming the researcher's interpretations with

informants to ensure that the findings accurately reflected their experiences and perspectives.

Result and Discussion

Teacher Strategies in Literacy Planning

Literacy planning in Phase A at Sine 2 Public Elementary School demonstrates that teachers not only focus on improving students' reading and writing skills but also consciously integrate character values into learning, particularly honesty. Teachers develop Learning Objectives (ATP) and teaching modules, incorporating literacy activities rich in moral meaning and aligning them with the learning outcomes of the Merdeka Curriculum. The value of honesty is explicitly designed through reading activities featuring honest characters, value discussions, and reflective writing assignments that raise students' awareness of honest behavior in everyday life.

Interviews with Teacher 1 indicate that character integration has become a part of the learning planning process. She stated, "In every reading activity, I choose stories with characters who can serve as role models, such as those who are honest despite facing risks. I convey to the children that honesty is important, even if it gets us scolded." This statement indicates that teachers not only focus on the cognitive aspects of literacy but also utilize reading activities as a medium for value formation. Teacher 2 added that she usually includes short writing activities after reading, such as making an "honesty promise" or writing about personal experiences related to honesty, so that students can internalize these values through personal expression.

Based on the data collected, it can be summarized that teachers' strategies in literacy planning include: (1) selecting reading texts containing the value of honesty, (2) developing a learning flow that connects the story theme to students' real lives, and (3) providing reflective writing assignments that stimulate critical thinking and build character. The following table summarizes the literacy planning strategies used by each teacher:

Table 2. Literacy Planning Strategies that Integrate the Value of Honesty

Teacher	Literacy Strategies	Honesty Value Integration
Teacher 1	Reading stories about honest characters, discussing the meaning of the story, practicing reading in groups	Value Discussion: Honesty vs. Lying in Stories
Teacher 2	Writing reflections after reading, making honest promises, listening to stories	Honest Personal Experience Writing Assignment
Teacher 3	Morning literacy activities with the theme of honesty, role-playing stories	Role-playing honest situations in everyday life

Implementing Literacy that Internalizes Honesty

The implementation of literacy activities in Phase A classes at Sine 2 Public Elementary School demonstrated that teachers actively integrate the value of honesty into every stage of learning. Based on observations, literacy activities began with a group reading of a short story about honesty, such as a story about a child admitting a mistake or a character who chooses to tell the truth despite facing consequences. After the reading session, the teacher guided the discussion of the values by asking reflective questions such as "Why did the character in the story choose to tell the truth?" or "What can we learn from this story?" The activity continued with a simple reflective writing assignment, such as "Tell me about an experience when you chose to be honest." With this approach, students not only understood the content of the reading but also engaged in the affective internalization of the values.

Classroom situations demonstrated how teachers used spontaneous moments to instill the value of honesty. For example, in one observation, when a student admitted to not doing an assignment because they forgot to bring their book, the teacher responded by appreciating the student's honesty and setting a positive example for their peers. Conversations such as, "Thank you for being honest. It's better to be honest than to make excuses," demonstrated how the value of honesty was reinforced contextually and directly. These interactions created a learning environment

that encouraged students to be honest without fear of being judged. The following is an excerpt from a teacher-student interaction that reflects the process of internalizing the value of honesty.

Table 3. Examples of Teacher-Student Interactions in Instilling the Value of Honesty

Activities	Interaction	Meaning of Values
Post-reading discussion	Teacher: "What happens if a character chooses to lie?"	Honesty Avoids Problems
Reflective writing assignment	Student: "They'll get in trouble."	Strengthening the Courage to Be Honest
Spontaneous classroom situations	Teacher: "Have you ever been dishonest when asked to help me?"	Appreciation for Honesty

Media and Methods Used

Phase A teachers at Sine 2 Public Elementary School utilize a variety of media and learning methods to support reading and writing literacy while instilling the value of honesty. Based on interviews, teachers tend to choose contextual and simple media, such as picture books, fable books, and thematic literacy activity sheets. For example, Teacher 1 uses a storybook titled "The Child Who Didn't Lie," which then becomes the subject of class discussion and reflection. She also uses a series of pictures depicting the sequence of events when a child is honest with his parents to practice listening and reasoning skills, while also introducing the meaning of honesty in real life.

The methods used by teachers are quite varied, ranging from storytelling and value discussions to simple reflective writing. Teacher 2, for example, combines group discussions with role-playing. In one observation, students were asked to portray characters from the story who were honest and who lied, and then their peers assessed their actions. This strategy effectively builds empathy and students' understanding of the value of honesty. Activity narratives also show that teachers relate the value of honesty to the context of students' daily lives, such as being honest when doing assignments, when asked for help from parents, or when playing with

friends. The following is a summary of the media and methods used by each teacher.

Table 4. Media and Literacy Learning Methods that Strengthen the Value of Honesty

Teacher	Literacy Media	Methods Used	Honesty Value Integration
Teacher 1	Picture books, story sequences	Shared reading, value discussions	Story of an honest character and reflective discussion
Teacher 2	Short videos, reflection sheets	Role-playing, writing about personal experiences	Honest/lie simulation and written reflection
Teacher 3	Word cards with moral values	Storytelling, interactive Q&A	Choosing value words (honest, responsible, fair, etc.)

Obstacles and Solutions in Implementing Character-Based Literacy

Although the implementation of literacy that internalizes the value of honesty is progressing well, teachers at Sine 2 Public Elementary School face several challenges that impact the effectiveness of the learning process. Interviews revealed that the main obstacles include limited time for implementation, primarily due to the administrative burden and the intensive thematic learning. Teachers also reported that students' understanding of the value of honesty remains unstable, especially among first-grade students who are just beginning the basic literacy stage. Furthermore, there are limitations in supporting media, such as a lack of character-themed storybooks and limited access to relevant and age-appropriate digital media.

Facing these challenges, teachers have made several efforts to adapt their strategies. One example is integrating value instillation into routine classroom activities, such as morning literacy sessions or daily reinforcement of Pancasila student profiles. Teachers have also taken the initiative to develop Merdeka learning materials, for example by creating activity sheets and simple

short stories. The principal's support is also a crucial factor in facilitating these activities. In an interview, the principal stated, "We fully support teachers' initiatives to develop character literacy, despite limited resources. We have always provided space for innovation and arranged additional hours when literacy is a priority." This shows a positive synergy between teachers and school management in creating a literacy environment that educates character.

Table 5. Obstacles and Solution Strategies in the Implementation of Honesty-Based Literacy

Constraint Categories	Problem Description	Solution Strategy
Implementation Time	Tight schedules often push literacy activities aside from core subjects	Integrating the value of honesty into morning routines and thematic learning
Student Understanding of Values	Students are unable to connect reading material to personal experiences	Discussion of values and Q&A sessions with concrete examples from everyday life
Media Limitations	Storybooks and media on the theme of honesty are still very limited	Teachers create their own contextual teaching materials, such as short stories and scorecards
Managerial Support	Need for flexibility and room for innovation	The principal provides support through scheduling policies and motivational media development

Literacy planning in the implementation of the Merdeka Curriculum is not only focused on improving language skills but also utilized as a strategic medium for instilling character values. Teachers in the lower grades of Sine 2 Public Elementary School utilize the Learning Objectives Flow (ATP) and teaching modules to explicitly incorporate the value of honesty through the selection of thematic reading materials, reflective activities, and discussions directed at developing attitudes. This approach demonstrates that literacy is designed not solely for achieving cognitive competencies but also as a transformative space for building students' overall character. These findings

align with various recent studies that emphasize the importance of integrating character education and anti-corruption values into the curriculum at various levels of education. The application of principled innovation frameworks and anti-corruption education has been proven to foster ethical attitudes and honest behavior in students (González-Doğan et al., 2024; Sakban et al., 2025), as demonstrated by the RECE model and novel-based approaches that are effective in instilling the values of social responsibility and honesty (Sarkadi et al., 2022). Traditional institutions such as Islamic boarding schools (dayah) in Aceh also demonstrate that character education can be integrated contextually through faith-based learning (Mariamah et al., 2024). Even in higher education, character education contributes to students' socio-emotional development, including honesty and respect (Rianawati et al., 2023), while civic education plays a crucial role in instilling integrity in the post-truth era (Stitzlein, 2023). Other studies also highlight the contribution of physical education in shaping adolescent character, particularly social values (Suyato et al., 2024).

Accordingly, strengthening the Pancasila Student Profile is a priority in Indonesian education today. Various approaches have been developed, ranging from local wisdom-based learning (Fauziah et al., 2023), culture (Mariamah et al., 2024), to physical education (Zuriah et al., 2024), which aim to foster critical thinking, creativity, and awareness of global diversity. Support for strengthening implementation is also evident in the development of instruments such as the KT P5 questionnaire (Rachman et al., 2024), interactive learning media (Ndaryanti et al., 2024), and the strategic role of school counselors in character formation (Pratiwi et al., 2023). Evaluation of learning management strategies also shows a positive impact on improving student competencies aligned with Pancasila values (Chotimah, 2025). However, challenges such as teacher preparedness and resource disparities still need to be addressed. Therefore, strengthening literacy-based character education in the Merdeka Curriculum requires a comprehensive approach so that values such as honesty are truly internalized in students' daily lives.

Observations indicate that literacy implementation in lower grades is carried out through story reading, value discussions, and reflective assignments that directly incorporate the value of honesty into daily learning activities. This strategy not only involves cognitive aspects but also provides space for students to experience and reflect on these values in real-world contexts. This approach aligns with the principles of Experiential Learning Theory developed by Kolb, where the learning cycle involves concrete experience, reflection, conceptualization, and active application (Imawan & Ismail, 2023). The experience of reading stories and discussing the value of honesty allows students to form affective understandings through direct engagement, similar to the application of this theory in various fields such as professional development and social support programs (Conner, 2022)(Arakawa & Anme, 2020). Furthermore, the interpretation of values through social interactions during learning reflects Bandura's views in Social Cognition Theory, which emphasizes the role of social context and observation in the learning process (de Bruin et al., 2019). In this context, teachers not only act as facilitators, but also become role models who significantly influence the internalization of honesty values in students through their actions, language, and daily interactions.

Selecting appropriate media and learning methods has been shown to play a crucial role in instilling moral values in elementary grades. Research shows that teachers utilize contextual media such as picture books, scorecards, short videos, and sequential images to illustrate the meaning of honesty in a concrete way that relates to students' daily lives. Furthermore, participatory methods such as group discussions, role-playing, and reflective writing provide space for students to not only understand but also actively experience and express these values. This approach aligns with recent research findings that emphasize the importance of context and participation in moral formation, particularly among early childhood learners. The use of interactive and multi-format media has been shown to be effective in fostering an understanding of values (Zvereva & Khvorova, 2022), while culturally based storytelling, such as puppet

shows, is a powerful tool in children's character education (Halimah et al., 2020). E-learning platforms and culturally nuanced math comics (Lestari et al., 2021) have also shown positive results in improving moral understanding and critical thinking. On the other hand, challenges remain, such as teachers' low awareness of the fundamentals of moral philosophy (Akram et al., 2021), necessitating a contextual approach and diverse methods to broaden moral understanding (Schein, 2020). In this regard, teacher creativity is key to developing media and methods that are relevant, enjoyable, and meaningful for students, while simultaneously bridging abstract values with concrete classroom experiences.

The dynamics of character-based literacy implementation in lower grades demonstrate complex structural and pedagogical challenges, ranging from time constraints, low teacher preparedness, to a lack of contextual learning media. Nevertheless, teachers demonstrate resilient responses through adaptive strategies such as establishing morning literacy routines, implicitly embedding honesty values in stories, and modifying writing activities to make them relevant to students' lives. This approach reflects the spirit of resilient pedagogy, which emphasizes flexibility in addressing classroom constraints and the support of the principal's instructional leadership, which consistently promotes character learning. These findings align with previous studies that identified barriers to the implementation of the Merdeka Curriculum, such as resource disparities, administrative burdens, and gaps in teacher training (Chotimah, 2025; Pratiwi et al., 2023). In this context, the research findings provide important implications for strengthening the implementation of the Merdeka Curriculum at the policy and practice levels. The literacy approach that not only develops reading and writing skills, but also forms the value of honesty, opens up opportunities for the development of an honesty-based character literacy model, especially for phase A. This model can be the initial foundation in building students' moral awareness from an early age, in line with the Pancasila Student Profile, and provides a new direction for the development

of more integrated and meaningful thematic learning modules.

Conclusion

Based on the research results, it can be concluded that the literacy strategies implemented by teachers in phase A of Sine 2 Public Elementary School were not only oriented towards strengthening reading and writing skills but were also consciously designed to instill character values, particularly honesty. Through the selection of contextual media, participatory methods such as role-playing and written reflection, and the integration of values into classroom routines, teachers successfully created literacy learning that was cognitively and affectively meaningful. This approach demonstrates the effectiveness of literacy as a means of character building, while also reflecting the pedagogical resilience and support of school leadership in overcoming various obstacles to the implementation of the Merdeka Curriculum. Therefore, it is recommended that literacy practices integrated with the value of honesty be further developed into a systematic character learning model, particularly in phase A. In addition, the government and schools need to provide support in the form of training, learning media, and flexible policies so that the strengthening of the Pancasila Student Profile can be optimally and sustainably implemented in elementary education.

References

- Akram, H., Al-Adwan, A. S., Aslam, S., & Khan, M. I. (2021). Pedagogical practices and challenges in cultivating moral values: A qualitative study of primary school teachers in Pakistan. *Education 3-13*, 51(4), 607–619. <https://doi.org/10.1080/03004279.2021.1992471>
- Arakawa, H., & Anme, T. (2020). The effect of an experiential learning program on motivations and activity involvement among dementia supporters in Japan. *PLOS ONE*, 15(12), e0244337. <https://doi.org/10.1371/journal.pone.0244337>
- Chotimah, U. (2025). Evaluation of the Effectiveness of Learning Management in Realizing the Pancasila Student Profile in Senior High Schools. *Journal of Information*

- Systems Engineering and Management*, 10(51s), 699–706.
<https://doi.org/10.52783/jisem.v10i51s.10444>
- Conner, J. O. (2022). Applying experiential learning theory to student activism. *Journal of Further and Higher Education*, 46(9), 1229–1242.
<https://doi.org/10.1080/0309877x.2022.2061843>
- de Bruin, L. R., Williamson, P., & Wilson, E. (2019). Apprenticing the jazz performer through ensemble collaboration: A qualitative enquiry. *International Journal of Music Education*, 38(2), 208–225.
<https://doi.org/10.1177/0255761419887209>
- Djafar, H., Yunus, R., DJ Pomalato, S. W., & Rasid, R. (2021). Qualitative and Quantitative Paradigm Constellation In Educational Research Methodology. *International Journal of Educational Research & Social Sciences*, 2(2).
<https://doi.org/10.51601/ijersc.v2i2.70>
- Fauzi, M. R., Hasanah, A., & Arifin, B. S. (2023). Development of Character Education Evaluation Model (In Schools and Islamic Boarding Schools). *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6(11), 9267–9277.
<https://doi.org/10.54371/jiip.v6i11.3162>
- Fauziah, F. N., Saddhono, K., & Suryanto, E. (2023). Implementation of Local Wisdom-Based Indonesian Learning to Strengthen Pancasila Student Profiles (P5): Case Studies in Vocational High Schools. *Journal of Curriculum and Teaching*, 12(6), 283.
<https://doi.org/10.5430/jct.v12n6p283>
- Fifolt, M., McCormick, L. C., Zhong, D., Lloyd, L. M., & Alperin, M. (2022). Reconsidering the “Place” in Field Placement. *Health Promotion Practice*, 23(5), 753–756.
<https://doi.org/10.1177/15248399221079387>
- Gillessen, A., Angelico, F., Chen, J., Lu, L., Lucena, M. I., Fu, Q., Xie, Q., Andrade, R. J., Xie, W., Xu, X., Yu, Y., Mao, Y., & Nan, Y. (2022). Silymarin for Treating Toxic Liver Disease: International Consensus Recommendations. *Gastro Hep Advances*, 1(5), 882–893.
<https://doi.org/10.1016/j.gastha.2022.05.006>
- González-Doğan, S., Foulger, T. S., & King, A. M. (2024). Integrating principled innovation as a character development framework in education coursework. *Journal of Moral Education*, 1–22.
<https://doi.org/10.1080/03057240.2024.2361055>
- Halimah, L., Arifin, R. R. M., Yuliaratiningsih, M. S., Abdillah, F., & Sutini, A. (2020). Storytelling through “Wayang Golek” puppet show: Practical ways in incorporating character education in early childhood. *Cogent Education*, 7(1).
<https://doi.org/10.1080/2331186x.2020.1794495>
- Hasselquist, L., Naughton, M. R., & Kitchel, T. (2019). Preservice Teachers’ Experiences in a Required Reading in the Content Area Course. *Journal of Agricultural Education*, 60(2), 140–152.
<https://doi.org/10.5032/jae.2019.02140>
- Imawan, O. R., & Ismail, R. (2023). Analysis of Character Education Values on the Learning Achievement of Elementary School Teacher Candidates. *International Journal of Mathematics and Mathematics Education*, 103–131.
<https://doi.org/10.56855/ijmme.v1i02.331>
- Kasmawati, K., Herlian, H., Adam, A., Deluma, R. Y., Abubakar, A., & Muliyani, M. (2023). Transformation of Islamic Education: Fostering Exemplary Character Through Integrated Curriculum in Islamic Elementary Schools. *JLMP-Edu*, 1(2), 33–40.
<https://doi.org/10.51454/jlmpedu.v1i2.427>
- Lestari, F. P., Ahmadi, F., & Rochmad, R. (2021). The Implementation of Mathematics Comic through Contextual Teaching and Learning to Improve Critical Thinking Ability and Character. *European Journal of Educational Research*, volume-10-(volume-10-issue-1-january-2021), 497–508.
<https://doi.org/10.12973/eu-jer.10.1.497>
- Lochmiller, C. R. (2021). Conducting thematic analysis with qualitative data. *Qualitative Report*, 26(6). <https://doi.org/10.46743/2160-3715/2021.5008>
- Mariamah, M., Suharta, I. G. P., Ardana, I. M., & Widiana, I. W. (2024). Profile of Pancasila Students Through Culture-Based Learning in Elementary Schools within the Merdeka Curriculum in Indonesia. *International Journal of Religion*, 5(12), 135–147.
<https://doi.org/10.61707/t38qvs59>
- Masrukhi, M., Munandar, A., & Suhardiyanto, A. (2019). Padepokan Karakter: A Management Model of Training and Development of Character Education. *Kne Social Sciences*.
<https://doi.org/10.18502/kss.v3i18.4726>
- Metcalfe, J., & Moulin-Stožek, D. (2020). Religious Education Teachers’ Perspectives on Character Education. *British Journal of Religious Education*, 43(3), 349–360.
<https://doi.org/10.1080/01416200.2020.1713049>
- Ndaryanti, R. B. I., Sumardjoko, B., Musiyam, M., S., & Sutopo, A. (2024). Development Of PJBL-Oriented Interactive Learning Media to

- Develop the Profile of Pancasila Students' Creative Dimensions of Junior High School Science Subjects. *International Journal of Religion*, 5(11), 3061–3065. <https://doi.org/10.61707/x80b4t18>
- Otani, T. (2017). What is qualitative research? In *Yakugaku Zasshi* (Vol. 137, Issue 6). <https://doi.org/10.1248/yakushi.16-00224-1>
- Pratiwi, A. S., Muslihata, Zen, E. F., Sobri, A. Y., Ilmi, A. M., & Khowatim, K. (2023). Strengthening School Counselor Capacity in Implementing The Pancasila Learner Profile Through Guidance and Counseling Program. *Community Development Journal*, 7(3), 162–167. <https://doi.org/10.33086/cdj.v7i3.5359>
- Pritchard, D. (2018). Neuromedia and the Epistemology of Education. *Metaphilosophy*, 49(3), 328–349. <https://doi.org/10.1111/meta.12295>
- Puzio, K., Colby, G. T., & Algeo-Nichols, D. (2020). Differentiated Literacy Instruction: Boondoggle or Best Practice? *Review of Educational Research*, 90(4), 459–498. <https://doi.org/10.3102/0034654320933536>
- Rachman, A., Putro, H. Y. S., Rusandi, M. A., & Situmorang, D. D. B. (2024). The development and validation of the “Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila” (KT P5): A new tool for strengthening the Pancasila Student Profile in Indonesian pioneer schools. *Heliyon*, 10(16), e35912. <https://doi.org/10.1016/j.heliyon.2024.e35912>
- Rasima, H. B. (2018). Implementation of Holistic Education in Shaping Akhlakul Karimah at Madrasah Aliyah Al-Munawwarah Guppi in Parepare. *Proceedings of the 5th International Conference on Community Development (AMCA 2018)*. <https://doi.org/10.2991/amca-18.2018.38>
- Rianawati, R., Muttaqin, I., Herlambang, S., Wahab, W., & Mawardi, M. (2023). The Effect of Character Teaching on College Student Social-Emotional Character Development: A Case in Indonesia. *European Journal of Educational Research*, volume-12-(volume-12-issue-2-april-2023), 1179–1193. <https://doi.org/10.12973/eujer.12.2.1179>
- Saifudin, A., Widiarini, W., Nafisatuzzahro', N., Utari, U., & Musilawati, F. A. (2024). Character Values of the Merdeka Learning Curriculum on the Profile of Pancasila Students in the Burlian Novel. *Briliant Jurnal Riset Dan Konseptual*, 9(1), 184. <https://doi.org/10.28926/briliant.v9i1.1653>
- Sakban, A., Budimansyah, D., Darmawan, C., & Syaifullah. (2025). Integration of anti-corruption education with the nation's personality to foster anti-corruption attitudes. *Multidisciplinary Science Journal*, 7(12), 2025587. <https://doi.org/10.31893/multiscience.2025587>
- Sarkadi, Casmana, A. R., Hisyam, C. J., & Wardatussa'idah, I. (2022). Integrating Character Education Into the RECE Learning Model Through Pancasila and Citizenship Education Subjects. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.841037>
- Schein, C. (2020). The Importance of Context in Moral Judgments. *Perspectives on Psychological Science*, 15(2), 207–215. <https://doi.org/10.1177/1745691620904083>
- Stitzlein, S. (2023). Teaching Honesty and Improving Democracy in the <scp>Post-Truth</scp> Era. *Educational Theory*, 73(1), 51–73. <https://doi.org/10.1111/edth.12565>
- Sudrajat, S., Wijayanti, A. T., & Jha, G. K. (2024). Inculcating Honesty Values in Boarding School: Study in Muhammadiyah Boarding School Yogyakarta. *Al-Ishlah Jurnal Pendidikan*, 16(1), 317–327. <https://doi.org/10.35445/alishlah.v16i1.4501>
- Suyato, S., Setyawan, H., Sukarti, S. E. E., Shidiq, A. A. P., Darmawan, A., HB, G., Zulfahri, Z., Eken, Ö., Pavlovic, R., Latino, F., & Tafuri, F. (2024). The integration of social values in physical education and sport to develop teenage students' character: a systematic review. *Retos*, 58, 960–968. <https://doi.org/10.47197/retos.v58.107763>
- Wakhudin, W., Ernawati, A., & Anggoro, S. (2023). Developing the Religious Character of Primary School Students with Habituation. *Proceedings of the 2nd International Conference on Social Sciences, ICONESS 2023, 22-23 July 2023, Purwokerto, Central Java, Indonesia*. <https://doi.org/10.4108/cai.22-7-2023.2335704>
- Yufiarti, Y., Rihatno, T., Nuraini, S., & Sholikah, M. (2018). Character Building Methods Elementary School Teacher in Jakarta Region. *Proceedings of the Annual Civic Education Conference (ACEC 2018)*. <https://doi.org/10.2991/acec-18.2018.52>
- Zuriah, N., Sunaryo, H., Lutfiana, R. F., Setyawan, H., Sulistiyo, S., Sabariah, S., Ruffi'i, R., Harmanto, H., Gontara, S. Y., Ardiyanto, S. Y., Susanto, S., & Pavlovic, R. (2024). Article RETRACTED due to manipulation by the authors and citations the Pancasila student profile for Indonesian citizens

- through physical education at school. *Retos*, 61, 1261–1275.
<https://doi.org/10.47197/retos.v61.109706>
- Zvereva, E. A., & Khvorova, V. A. (2022). Transformation of value orientations of young people in a modern information and communication environment. *Communication Studies*, 9(1), 7–28.
[https://doi.org/10.24147/2413-6182.2021.9\(1\).7-28](https://doi.org/10.24147/2413-6182.2021.9(1).7-28)