

## **Implementation of Pancasila Student Profile in Merdeka Curriculum to Improve Deaf Students' Communication**

**Rohmah Ageng Mursita, Murni Winarsih, Totok Bintoro, Indra Jaya, Trisna Mulyeni**

Special Education Study Program, Universitas Negeri Jakarta, Jakarta, Indonesia

\*Email: [RohmahAgengMursita@unj.ac.id](mailto:RohmahAgengMursita@unj.ac.id)

**Abstract:** This study aims to find out how the Independent Curriculum and the Pancasila Student Profile (P5) have changed the communication skills of deaf students at SLBN 9 Jakarta. This study employs a case study methodology with a qualitative approach to examine the implementation of the P5 program and its impact on the communication skills of deaf students. It accomplishes its goal via observation, comprehensive interviews, and document analysis. The findings indicated that experience-based project activities, including vegetable gardening, fruit education, and handicraft creation, facilitated enhancements in both verbal and non-verbal communication abilities among deaf students while also fostering greater self-confidence and independence. The Total Communication strategy, which amalgamates authentic experiences and diverse communication tools such as sign language, lip reading, and written communication, has effectively enhanced students' communication skills. Implementing the P5 curriculum within the Merdeka Curriculum at SLBN 9 Jakarta has substantially enhanced the communication skills of deaf students by focusing on vocabulary and speaking abilities. The efficacy of this program is significantly impacted by the active participation of all stakeholders, including educators, learners, and parents, in fostering an interactive and supportive educational atmosphere. This study indicates a need for a more comprehensive enhancement of overall communication engagement in learning activities to attain optimal outcomes.

**Keywords:** Improving Communication; Merdeka Curriculum; Profile of Pancasila Students (P5); Deaf Communication.

### **INTRODUCTION**

In the context of educational initiatives such as the Merdeka Curriculum and the Pancasila Learner Profile (P5), the United Nations Sustainable Development Goals (SDGs) provide a comprehensive framework that emphasizes the importance of inclusive education and equal opportunities for all students (Sommer et al., 2022). SDG Goal 4, "Quality Education," which seeks to ensure inclusive, equitable, and quality education for all, directly aligns with the focus of this study on enhancing the communication skills of deaf students at SLBN 9 Jakarta. By implementing the Pancasila Learner Profile within the Merdeka Curriculum, the educational system aims to foster students' autonomy, critical thinking, and social collaboration, essential for achieving the broader SDGs (Fröberg & Lundvall, 2022). Additionally, Goal 10, "Reduced Inequalities," is relevant to this study as it promotes the inclusion of marginalized groups, such as students with disabilities, in quality education systems (Carroll, Fitzgibbon, & Caulfield, 2022). This study's efforts to enhance the communication abilities of deaf students contribute to Goal 4 and work towards reducing disparities in access to education, ensuring that students with hearing impairments are equipped with the necessary skills to thrive in society. Through project-based learning and the implementation of tailored educational practices, SLBN 9 Jakarta exemplifies how education can be achieved, thus contributing to realizing the SDGs.

Education is important in shaping the character and potential of individuals, including students with special needs. In Indonesia, inclusive education is becoming increasingly important in creating equality in education, including for deaf students. However, even though there are many educational programs designed for them, the significant challenges deaf students face in communicating are still issues that need more attention. Effective communication is an essential skill every individual must have, but deaf students often

experience obstacles in obtaining and conveying information (Sukmanasa, Aulia, Agustiani, Herawati, & Darmawan, 2024).

In Indonesia's education context, the Merdeka curriculum, which will be implemented starting in 2022, seeks to give students the freedom to learn according to their interests and talents. One of the important elements in the Merdeka curriculum is the Pancasila profile, which aims to shape students' character according to the values of Pancasila. This Pancasila profile emphasizes religiosity, cooperation, diversity, independence, creativity, and a sense of responsibility. Implementing the Pancasila profile in the Merdeka curriculum is expected to support inclusive education, including for deaf students, in building better communication skills.

This study aims to explore how implementing the Pancasila profile in the Merdeka curriculum can strengthen the communication skills of deaf students, especially in the context of inclusive teaching and learning (Marasabessy, 2022). Through this approach, it is hoped that deaf students can develop their communication skills in various forms, including oral, written, and sign language, in line with the development of Pancasila values that promote fair and civilized humanity. Educational research has placed significant emphasis on the development and adjustment of curricula for students who are deaf or difficult of hearing (DHH). Alasim (2019) examined the challenges encountered by deaf or hard-of-hearing students in inclusive classrooms, particularly regarding reading and literacy skills development. The study emphasized the necessity for a curriculum tailored to enhance these skills in students with hearing impairments, the significance of modified educational practices, and the imperative for continuous research to refine curricula that promote academic success and communication advancement in deaf students.

By creating a curriculum that allows for individual assessment of learners, 'proficiency and enthusiasm for teaching will be enhanced while also enabling students to develop according to their unique capacities (GTK, 2022). The Merdeka Curriculum implementation at SLBN 9 Jakarta is expected to facilitate the communicative development of deaf students. This curriculum not only prioritizes academic components but also cultivates non-academic abilities such as critical thinking, communication, and cooperation. The objective of incorporating the Pancasila student profile into this curriculum is to cultivate students who possess qualities such as faith, devotion, noble character, global diversity, mutual collaboration, independence, critical thinking, and creativity (Kemdikbud, 2022).

According to Septiani (2016), previous studies indicate that deaf children can develop verbal communication skills without any artificial intervention if instructors and principals help. Thus, the introduction of the Merdeka Curriculum, which specifically caters to the distinct requirements of deaf students, is anticipated to have a beneficial impact on the enhancement of their communication abilities. The Merdeka Curriculum is a modern educational framework that prioritizes the adaptation of materials, strategies, and approaches to meet the diverse needs of students. Educators are encouraged to concentrate on fostering student character and addressing student requirements (Indarta et al., 2022).

The Indonesian education system has made significant strides since the introduction of the Merdeka Curriculum and the Pancasila Student Profile (P5). The primary goal of the Merdeka Curriculum is to give schools and educators more autonomy in developing educational programs tailored to the specific circumstances and requirements of students, including those who are hearing impaired. A primary challenge encountered by deaf children in education is the constraints they have in acquiring language and developing communication skills, resulting in a restricted vocabulary and speaking abilities. Sari was released in 2018.

The Pancasila Learner Profile Strengthening Project at SLBN 9 Jakarta exemplifies the efficacy of project-based learning in enhancing the communication abilities of deaf students. This approach not only focuses on academic knowledge but also emphasizes the cultivation of social skills and independence through practical and meaningful activities in everyday life. According to Yulianti and Martono (2021), research has demonstrated that using focused and contextualized teaching strategies can enhance students' learning results and address their individual requirements.

The goal of Project P5 at SLBN 9 Jakarta is to enhance the character and competencies of hearing-impaired students through a variety of hands-on activities, including handicrafts and entrepreneurship. According to Handayani and Suryani (2023), engaging in these activities not only helps students acquire new languages but also enhances their confidence in communication. Hence, it is critical to understand how the Merdeka Curriculum and P5 are used to facilitate the acquisition of communication skills among deaf students. Furthermore, it is crucial to comprehend the issues at hand and identify effective strategies to surmount these obstacles.

The autonomous curriculum enables schools to cultivate tailored learning experiences that cater to the individual requirements of students. This proposal offers a resolution to the educational challenge in Indonesia, enabling students to achieve their maximum potential in both academic and non-academic areas (Kemdikbud, 2022). The Pancasila Learner Profile comprises six dimensions: faith, devotion to God Almighty, noble character, global diversity, mutual collaboration, independence, critical thinking, and creativity. The objective of incorporating this profile into the open curriculum is to cultivate a harmonious and comprehensive student persona (Kemdikbud, 2022).

Research indicates that fostering verbal communication skills in deaf children necessitates employing tactics that align with their innate abilities. The involvement of educators and school principals is crucial in this process. At SLBN 9 Jakarta, we anticipate a well-rounded curriculum that facilitates diverse instructional approaches to improve students' communication abilities.

## **METHOD**

This research uses the case study method. The case study method was chosen because it allows researchers to study and detail the implementation of the Pancasila Student Profile (P5) program in the Merdeka Curriculum at SLBN 9 Jakarta, especially in strengthening the communication skills of deaf students. This approach provides insight into how the P5 program is implemented, the challenges faced, and its impact on the communication skills of deaf students.

This study uses a case study method to look at how the Merdeka Curriculum and Pancasila Learner Profile (P5) have been used to help deaf students at SLBN 9 Jakarta improve their communication skills. This approach was chosen based on its ability to enable researchers to examine the process and results of adopting a novel educational program in a particular setting, specifically a high-quality institution catering to students with learning disabilities and communication and language difficulties. This case study provides researchers with a comprehensive insight into the practical implementation of the Merdeka Curriculum and P5 policies, as well as their effects on the development of communication skills in deaf students. Researchers utilize this strategy to identify factors that facilitate and impede the successful implementation.

This research can directly observe the dynamics of interaction among teachers, students, and the learning environment. Furthermore, this study, with its specific emphasis on a single institution, has the potential to provide intricate information that could be overlooked in a more extensive study. This will enhance comprehension of education in special schools with regards to the implementation of the Pancasila Learner Profile. Examine data from several sources, including observations, interviews, and school documents, to identify patterns that demonstrate the efficacy of the learning modalities employed.

The objective of this research is to offer practical guidance to other educational institutions interested in using comparable approaches to educate kids with exceptional needs. A case study is a qualitative research approach that enables researchers to comprehensively investigate a specific problem within an authentic context. According to Yin (2018), case studies are highly valuable for academics seeking to comprehend the intricacy and fluidity of processes or phenomena, particularly within the realm of education. The case study enables researchers in the field of educational research to investigate the implementation of educational practices, their effects on students, and the learning process at a detailed level.

Investigation of the concept of Merdeka. The curriculum plays a crucial role in understanding how flexibility is applied in the day-to-day operations of schools, particularly in its implementation at SLB. This requires addressing the unique teaching issues faced by deaf students. A previous study suggests that curriculum flexibility enables teachers to develop innovative teaching methods and better cater to the individual requirements of students (Anderson & Krathwohl, 2001).

### **Areas of Study**

This study focuses on educators who teach the Merdeka Curriculum and P5 at SLBN 9 Jakarta, as well as hearing-impaired children who participate in the program. Teachers engaged the parent community, the food service community, and deaf students in various classes (Phase A-F), who have actively participated in the curriculum implementation for at least one year out of two implementations. The subjects were selected through purposive sampling.

In qualitative research, especially in case studies, the careful selection of research subjects is crucial to ensure the collection of pertinent and comprehensive data. It is sometimes used as a methodology to specifically focus on individuals or groups who possess the highest level of relevance to the subject being studied or who possess firsthand knowledge of that phenomenon. The rationale behind selecting purposeful subjects is to choose individuals who can offer a comprehensive perspective on the ongoing phenomenon under investigation rather than seeking statistical generalizations.

Choosing instructors who have actively participated in curriculum implementation for a minimum of one year as research subjects is a suitable approach within the curriculum framework. A significant number of teachers at SLB N 9 Jakarta are currently in their prime years of productivity, ranging from 28 to 40 years old. These teachers possess valuable expertise in developing an autonomous curriculum and effectively instructing children with hearing impairments. The teacher's proficiency can offer a more profound understanding of the obstacles and challenges encountered in implementing the Merdeka Curriculum (P5) at SLBN 9 Jakarta. The researcher was able to investigate the impact of implementing this curriculum on communication development at various educational levels by involving deaf students from different phases (Phases A to F). This enabled the researcher to acquire a more profound comprehension of the efficacy of this program.

The literature review also indicated that case studies necessitate interviews with subjects who possess extensive experience and relevance to acquire relevant and valuable data. According to Stake (1995), the selection of an appropriate case study subject is crucial for comprehending intricate processes within a specific context. This is an example of how the Merdeka Curriculum is implemented in special schools.

The Pancasila Student Profile (P5) is being used in basic education. The purposive sample method is being used to select research participants who can provide detailed insight into the topic being studied. This strategy allows researchers to concentrate on the most pertinent topics, particularly within the framework of a recently introduced curriculum (Kartini & Anggraini, 2021).

The subjects of the research consist of two main groups:

1. Teachers at SLBN 9 Jakarta who are involved in the implementation of the Merdeka Curriculum and strengthening the Pancasila Student Profile (P5). These teachers have been involved in the P5 teaching process for at least one year.
2. Deaf students at SLBN 9 Jakarta who are involved in P5 activities at various levels of education (elementary, junior high, and senior high). The students involved were selected through purposive sampling.

This research was conducted at SLBN 9 Jakarta, an extraordinary school that educates deaf students. The school uses the Merdeka Curriculum and the Pancasila Student Profile (P5) program to strengthen the communication skills of deaf students.

### **Data Collection Methodology**

The data were gathered via in-depth interviews, participant observation, and document analysis. Teachers and students were interviewed to obtain insights about the implementation of P5 and its influence on students' communication abilities. Participant observation was employed to directly witness the interaction between teachers and students during the program's implementation. Document analysis entails the examination of teaching modules, activity reports, and instructor reflection notes.

In qualitative research, particularly case studies, it is critical to gather extensive and varied data in order to have a thorough understanding of the phenomenon being studied. According to Yin (2018), case studies frequently employ numerous data sources to enhance the validity and reliability of the research findings. Researchers employ a variety of techniques, including in-depth interviews, participant observation, and document analysis, to obtain a comprehensive understanding of the subject matter. This approach, known as triangulation, enhances the accuracy and reliability of study findings.

In qualitative data collection, in-depth interviews are a primary method used by researchers to gather information. These interviews involve asking open-ended questions to research participants in order to delve into their perspectives, experiences, and opinions on the topic being studied (Kvale & Brinkmann, 2009). The interviews yielded firsthand perspectives from participants regarding the implementation of P5 and its effect on deaf students' communication abilities.

Participant observation is a significant method used in case studies, in which the researcher watches people in their normal environment while maintaining minimal interaction. This methodology enables the researcher to directly see and analyze behaviors and interactions in real-life scenarios, which are frequently not fully captured by interviews alone (Spradley, 1980). Within the framework of this study, participant observation provides

a firsthand understanding of the dynamics of interaction between teachers and students during the program's implementation.

Document analysis enhances interviews and observations by using pre-existing data, such as instructional modules, activity reports, and instructor reflection notes. Bowen (2009) asserts that document analysis is a potent technique for discerning patterns, concepts, and categories that are pertinent to research inquiries. These records offer historical background and specific information that cannot be gathered from interviews or observations, enhancing the entire analysis.

### ***Data Collection Techniques***

- **In-depth Interviews:** Conducted to gain insights from teachers and students regarding the implementation of P5 and its impact on the communication skills of deaf students.
- **Participant Observation:** The researcher directly watches the interaction between teachers and students during the implementation of the P5 program.
- **Document Analysis:** The researcher analyzes documents such as teaching modules, activity reports, and teacher reflection notes to assess the program's implementation.

The researcher used thematic analysis to analyze data from interviews, observations, and document analysis. This approach allowed the researcher to identify patterns and main themes related to implementing the P5 program and its impact on student communication skills development.

### ***Data Validity Test***

To ensure consistent and correct results, data triangulation was used to test the validity of the data. This involves comparing data from different sources, such as interviews, observations, and documents. In addition, the data obtained was analyzed based on relevant theories and supporting literature.

To ensure the consistency and accuracy of the results, a data triangulation method was employed. This method involved comparing data gathered from multiple sources, including interviews, observations, and documents. By cross-referencing these data points, the research aims to enhance the credibility of the findings. Additionally, the data was analyzed using relevant theories and supported by existing literature to further validate the results and provide a robust foundation for the conclusions drawn.

### **Methodology for Analyzing Data**

Thematic analysis approaches were employed to examine the acquired data in order to address the study issues. This procedure entailed the systematic arrangement, initial categorization, consolidation of the categories into overarching themes, and analysis of the data to identify the primary themes. The data's validity was assessed using data triangulation methods, which involved assessing data from observations, interviews, and document analysis. In order to improve the analysis of the subjects addressed in the study, the researchers referred to literature that offered comprehensive information on the study and interview data used in the analysis (Braun and Clarke, 2006).

This research has accounted for the ethical clearance in data collection by ensuring that:

- **Voluntary Participation:** We inform all research participants—teachers and students—about the research objectives and invite them to participate voluntarily.
- **Confidentiality and Anonymity:** The data obtained is kept confidential, and the participants' identities are disguised to maintain their anonymity.

- **Informed Consent:** Before conducting interviews and observations, the researcher ensures that all participants give written consent after understanding the information provided about the study.

The researcher also ensures that the study meets the ethical standards set by educational institutions and research ethics boards.

## **FINDING AND DISCUSSION**

### **Finding(s)**

This study reveals that the implementation of the Pancasila Student Profile Strengthening Program (P5) in the Merdeka Curriculum at SLBN 9 Jakarta has a significant positive impact on strengthening the communication skills of deaf students. Through active involvement in experience-based projects such as growing vegetables, learning about fruits, and making handicrafts, deaf students improve their practical skills and enrich their vocabulary and communication skills, both verbal and nonverbal. This program also improves students' confidence and independence based on the values listed in the Pancasila Student Profile. Through the Total Communication approach that integrates various communication methods, deaf students gain a more comprehensive learning experience.

SLBN 9 Jakarta, there are a total of 200 deaf learners, and their distribution into education levels can be described as follows:

1. Low grade (elementary school): There are 27 learners.
2. Intermediate class (SMP): There are 6 learners.
3. High Class (SMA): There are 9 learners.

Implementation of Merdeka Curriculum Profil Pelajar Pancasila (P5) Profil Pelajar Pancasila (P5) activities at SLBN 9 Jakarta is designed to meet the specific needs of deaf students with a variety of contextual and relevant activities. Students are directly involved in experiential projects in a variety of activities, which aim to improve their communication skills and vocabulary.

1. Phase A Grades 1 and 2 (Vegetables): Students learn about different types of vegetables and grow them in the school's backyard. After harvesting, students are introduced to different types of vegetables through planting and processing their harvest. They are also involved in the process of cooking and making spinach-based foods, such as spinach chips, spinach eggs, and spinach nuggets, which are then sold at the school bazaar. This activity ends with a school bazaar, where students sell processed foods such as spinach nuggets and spinach chips.
2. Phase B, Grades 3 and 4 (Fruits): Students learn about various fruit types, transform them into products like fruit ice and kul-kul ice, and conclude this activity by selling their products at a trade day or bazaar. Students' products are exhibited and sold during the market day, which is also the culmination of the Gelar Karya event.
3. Phase C Grades 5 and 6 (Toga Plants): At this stage, students plant and process family medicinal plants (toga) into herbal drinks. Students learn to identify toga plants, plant them, and process the harvest into ready-to-sell products. Toga plants, also known as family medicinal plants, are the focus. Students are taught how to grow and process them into herbal drinks, which are then sold at the school bazaar as part of their showcase.

4. Phase D Grades 7 and 8 (Entrepreneurship): In this phase, students are taught about entrepreneurship in various ways, such as learning about business ideas, packaging goods, and pushing them. Later, during school bazaar activities, the products made by students are sold. On the theme of entrepreneurship, students are taught how to package and promote products. They now sell their handmade goods at the market, showing parents and others.
5. Phase E-F Grade 9 and High School (Creativity): The purpose of this activity is to enhance students' independence skills and talents, as well as introduce them to the concepts of creativity and self-employment. Deaf students also learn to make handicrafts, such as bracelets from beads, and these are exhibited and sold at the school bazaar as the culmination of the Gelar Karya event.

### ***Improved Activities for Deaf Students***

These activities have shown significant improvements in the communication skills of deaf students. Through active participation in P5 projects, students have the opportunity to learn through hands-on experience. This is crucial to improving their vocabulary and communication skills. Through entrepreneurial activities, Deaf students gained confidence and independence, which are important components of the Pancasila Learner Profile.

SLB Negeri 9 Jakarta sees an increase in deaf students' participation and communication skills in P5 activities. For example, products made by deaf students at the school bazaar were not only well received by visitors but also increased their confidence. The active participation of all school members, including teachers and parents, in P5 activities has helped students improve their social skills and confidence.

These activities improve students' social skills and confidence in addition to giving them the opportunity to showcase their talents. Active participation in these events demonstrates SLBN 9 Jakarta, commitment to supporting and developing the potential of each of its students, including students with hearing impairments, is demonstrated by active participation in these events.

The final project is a school bazaar that is organized after the school's final exam. This year, the "Diversity of Regional Dance Movements" project was developed with the aim of strengthening the Pancasila Student Profile through understanding the value of diversity in regional dance performances. This project is expected to create three dimensions of the Pancasila Student Profile: the Global Diversity dimension, the Gotong Royong dimension, and the Independent dimension.

The project commences with an initial assessment, which evaluates students' knowledge of Betawi dance varieties and basic traditional dance movements, serving as a foundation for their learning process. Furthermore, learners will gather information about traditional dance varieties and conduct questions and answers about traditional dance varieties. We also encourage learners to view videos that emphasize the significance of cultural preservation, particularly in the context of traditional dance. Following this, they can pose questions and receive responses related to the preservation of traditional dance. Learners also seek information by visiting the library to understand the history of traditional dance. After visiting the library, students present the results of the visit regarding the information they have obtained about the history of traditional dance. Learners also conduct interviews with dance trainers to find information about the meaning and function of traditional dances, and then learners are divided into two groups to present the results of the interviews that have been conducted.

After students explore information about traditional dance, students learn traditional dance movements by visiting dance studios so that they can practice dance movements at school. The next activity is for learners to collaborate with friends at school for traditional dance performances and collaborate with parents so that students practice at home by taking videos when students dance and sending them to the class teacher. Students will have the opportunity to showcase their Betawi dance skills during school art performances. The final series of activities involves learners creating betawi dance video content, evaluating the project's implementation, reflecting, and following up on the project's results.

Project Achievement Target Learners are expected to develop three dimensions of the Pancasila Learner Profile, namely global diversity, mutual cooperation, and independence. During the Betawi dance training process, learners should also demonstrate pride in traditional dance, cooperation, and confidence.

**Table 1. The mapping of dimensions, elements, and sub elements at SLBN 9 Jakarta is currently underway**

<b>Dimensions of the Profil Pelajar Pancasila Related</b>	<b>Element of Profil Pelajar Pancasila</b>	<b>Sub-elements of Profil Pelajar Pancasila</b>	<b>Target Achievement at the End of Phase B</b>	<b>Related Activities</b>
Dimension 1: Global Diversity	Recognize and appreciate culture	Exploring culture and cultural identity	Identify and describe the cultural diversity around him; and explain the role of culture and language in shaping his identity	Assessment of Regional Dance Knowledge, Assessment of Basic Dance Movements, Recognizing the variety of regional dances of DKI Jakarta and West Sumatra, preservation of traditional dance culture, TMII to make a visit
Dimension 2: Working together	Collaboration	Cooperation	Show positive expectations to others to achieve group goals in the surrounding environment (school and home)	Articulate Ask the dance trainer resource person, present the results of the visit to TMII, ask and answer about the kinds of traditional dances and their movements, Regional Dance Performance
Dimension 3: Self-Regulation	Self-Regulation	Confident, resilient and adaptive	Develop, adapt, and test various strategies and ways of working to help themselves in the completion of challenging tasks	Observing traditional dance performances Practicing Ondel-Ondel dance and Indang dance (Dindin Badindin), Learning Reflection and Learning Follow-Up

**Table 2. Findings in the Field**

No.	Question Aspect	Findings in the Field
1.	The Pancasila Student Profile Strengthening Project facilitates transformations for children with hearing impairments.	<p>During each phase of the Pancasila profile strengthening project for deaf children, a variety of changes occur. During phase A, this P5 activity increases the self-assurance of deaf students and promotes their comprehension of the instructional content. In phase A, P5 activities involve familiarizing students with a diverse range of vegetables, including one of The activities commence with a theoretical lecture, followed by the process of planting, harvesting, and ultimately making culinary creations with spinach. Spinach is a type of vegetable. The use of multiple processes in P5 activities improves students' comprehension of the subject. During phase B, this P5 exercise significantly impacts deaf students by enhancing their learning experience and facilitating their absorption of the taught material. As a result, children exhibit increased happiness and are more receptive to learning. During phase C, the P5 exercise positively influenced deaf students by augmenting their knowledge and comprehension of several species of toga plants, despite the fact that not all students had prior personal experience with these plants. During phase D, this P5 program successfully enhanced the linguistic proficiency of hearing-impaired children. Children who are deaf possess this trait. Consistent practice of these terms will enhance children's vocabulary. Moreover, it offers deaf students unique perspectives on efficient sales strategies and deepens their comprehension of local culture. The P5 activity for phases E and F entails making bead-based bracelets. Like phase D, this P5 activity effectively enhanced children's vocabulary, particularly their specialized vocabulary. It is widely recognized that deaf students generally comprehend the purpose or utility of an object, but they often struggle to provide a verbal label for the thing when asked. The P5 activity provided a clear and comprehensive explanation to the deaf students regarding the fundamental components required for creating bracelets, which include beads, elastic rope, and other necessary supplies. Moreover, this P5 activity improves children's abilities and nurtures their ingenuity in crafting beaded bracelets.</p>
2.	The development of P5 activities for deaf students at the elementary, middle, and high school levels poses challenges for those with hearing impairments.	<p>Phase A entails the language challenge because they have very basic linguistic abilities.</p> <p>Phase B: Similar to the previous phase, the difficulty lied in the children's extremely restricted verbal abilities. Furthermore, the absence of fruit plants at school poses a challenge in incorporating fruits into the children's diet. Occasionally, the LKPD designed for children fails to align with their specific requirements.</p> <p>Phase C involves the challenges that children face in differentiating toga plants due to their similar appearance, such as turmeric, ginger, and laja.</p> <p>Phase D represents the pinnacle of P5 activities, as it involves the integration of students from different specializations.</p> <p>Phase E &amp; F: The available supply of beads is restricted; nevertheless, deaf children possess a high level of imagination when it comes to creating bracelet crafts.</p>
3.	Teachers employ effective approaches to overcome obstacles.	<p>Educators employ various methods to address challenges in implementing P5.</p> <p>Phase A: Due to the limited language skills of youngsters, it is necessary to utilize tangible media to communicate the content. This can be achieved by inviting children to visit the garden and observe spinach plants firsthand.</p> <p>The challenge encountered in Phase B is the discrepancy between the LKPD and the children's requirements, necessitating that the teacher possess improvisational abilities.</p> <p>In Phase C, the challenge lies in children's difficulties in differentiating between toga plants that have a very similar appearance. To address this, the instructor instructs the children on how to separate these plants by identifying their distinct fragrances.</p> <p>Phase D involves the challenge of integrating students with diverse areas of expertise. In order to ensure that the teacher's method effectively supports deaf</p>

No.	Question Aspect	Findings in the Field
		<p>children and prevents them from falling behind their peers, it is crucial to prioritize their needs. In Phases E and F, the main challenge is that students lack knowledge about purchasing instruments for creating handicrafts. To address this, the teacher has implemented a plan in which the school provides the necessary materials for making handicrafts using beads. Students do not need to bring any materials and can begin practicing right away.</p>
4.	<p>A specialized school team has been formed to establish and manage the committee responsible for organizing P5.</p>	<p>A committee has been established to organize P5, consisting of teacher representatives from each phase. Each phase's teacher representatives make up the committee team. P5 classes are conducted on a daily or weekly basis. Nevertheless, the pinnacle of P5 activities in SLB 9 Jakarta occurs biannually or once every semester and typically takes place at the conclusion of the semester.</p>
5.	<p>The profiling of students who adhere to Pancasila principles differs from the annual profiling.</p>	<p>Each year, Pancasila students are profiled differently. The differences lie in the areas of theme and execution. The P5 program incorporates concepts from the autonomous curriculum; however, not all of them will be put into practice. Schools often incorporate approximately 20% of the curriculum content and then modify it to suit the specific circumstances of students in the educational setting. Furthermore, the duration of implementation varies annually. The previous semester, the school implemented P5 within a one-month timeframe. However, P5 activities were only conducted once. However, this timing decreases efficiency because kids quickly forget what they learned. Additionally, in phase A, when plants are planted and harvested a month later, there is a high rate of crop failure. Therefore, during this current semester, the school is introducing P5 learning using a block approach, where teachers and students engage in P5 learning for an entire month. P5 activities will be conducted in May of this semester. In June, there will be a culminating event where both professors and students will showcase the items or work they have created.</p>
6.	<p>I am responsible for planning and implementing P5 activities for students with hearing impairments.</p>	<p>The Strengthening the Pancasila Learner Profile (P5) Program for Deaf Students at SLBN 9 Jakarta, was designed and implemented to cater to the specific requirements of deaf students. The primary objective of the curriculum is to enhance the communication and linguistic abilities of students with hearing impairments, who frequently encounter challenges in acquiring vocabulary and utilizing language effectively.</p> <p>Emphasize the development of vocabulary and speaking abilities. The primary focus of P5 activities is to enhance vocabulary acquisition and oral communication abilities. Deaf students participate in a diverse range of daily activities. For instance, students participate in the cultivation, upkeep, and transformation of the harvest into marketable goods, starting from Phase A (vegetables) and progressing to Phase C (herbs). Through these activities, students not only gain practical skills, but they also enhance their vocabulary by acquiring new phrases associated with the activity. Visual and sign communication enhances students' learning experience by facilitating their interaction with peers and educators.</p> <p>The core team, comprising teacher representatives from each educational phase, the curriculum supervisor, and the principal, collaborated to develop and execute the P5 program. The team diligently strives to develop activities that are most appropriate for the specific requirements of kids with hearing impairments. They also take into account the opinions of experienced educators who have successfully implemented P5 in various educational institutions. The participation of many stakeholders, including parents and businesses, is crucial in the initial stages of the project, particularly in Phases A and B, to enhance the bond between school, family, and community. Furthermore, the collaboration leads to a more</p>

No.	Question Aspect	Findings in the Field
		<p>comprehensive and contextualized learning experience for deaf students. Evaluation and development of educators' performance and skills: During the teaching process, the P5 program coordinator assesses the performance and contribution of each teacher participating in the program. This evaluation entails assessing the extent to which teachers may modify their teaching methods to meet the special needs of deaf students, as well as measuring the effectiveness of the P5 program in improving students' communication abilities. Furthermore, the evaluation encompasses an analysis of the actions undertaken by the teachers during the P5 program.</p> <p>Observations indicate that deaf students at SLBN 9 Jakarta, exhibit a strong inclination towards learning during phases A to C, particularly when engaged in active and engaging activities. Nevertheless, students in phases D to F exhibit lower levels of motivation, potentially attributed to material constraints or inadequate tailoring to their specific requirements. Hence, it is crucial for educators to enhance the appeal and suitability of activities according to students' proficiency while also offering supplementary assistance to sustain a strong drive for learning.</p> <p>Conclusion: The introduction of P5 at SLBN 9 Jakarta has been meticulously planned to facilitate the development of deaf students' ability to adjust and become self-reliant in the future, taking into account their unique requirements. It is anticipated that by enhancing communication skills and vocabulary and engaging multiple stakeholders in the learning process, a comprehensive and integrated educational environment can be established.</p> <p>By carefully strategizing and executing a well-designed strategy and consistently assessing the program's effectiveness through input from both teachers and students, the P5 program being implemented in SLBN 9 Jakarta has the potential to serve as a benchmark for other schools seeking to unlock the capabilities of hearing-impaired students.</p>

## Discussion(s)

The Pancasila Learner Profile Strengthening Program (P5) is being implemented at SLBN 9 Jakarta, specifically for deaf students. The Indonesian government aims to enhance the moral and cognitive attributes of Indonesian students by implementing the Pancasila Learner Profile Strengthening Program (P5) inside the Merdeka Curriculum. The curriculum at SLBN 9 Jakarta was established to cater to the requirements of hearing-impaired students, who frequently encounter challenges in acquiring language and communication abilities. The program's goal is to enhance the vocabulary and speaking abilities of deaf children by engaging them in activities that are relevant and applicable to their daily lives.

1. The P5 core team at SLBN 9 Jakarta comprises teacher representatives from each educational stage, the curriculum coordinator, and the principal. The team develops customized exercises to cater to the specific requirements of kids with hearing impairments. These activities encompass a range of hands-on projects, starting from Phase A (vegetables) and progressing to Phase F (creativity). The primary objective of these projects is to enhance students' practical skills, communication abilities, and vocabulary. Furthermore, the participation of parents and businesses throughout the initial phases of education, specifically Phases A and B, serves to enhance the bond between school, family, and community. Additionally, it offers students a more extensive educational experience. The implementation and evaluation of the P5 program at SLBN 9 Jakarta entails students engaging in project-based activities, enabling them to acquire knowledge via direct experience. The P5 coordinator evaluates the program by examining the extent to which teachers adjust their teaching techniques to meet the needs of deaf

students, as well as the program's efficacy in enhancing students' communication abilities. The assessment also encompasses students' reflections on their experience during the exercises.

2. Challenges and Strategies for Overcoming Them Deaf children's limited vocabulary and language development abilities often hinder their understanding of the subject presented in P5. To facilitate students' comprehension of the courses, educators employ visual communication and tangible media. Furthermore, the recurring issues of student motivation in stages D to F can be addressed by enhancing the appeal and suitability of activities to their skill level, as well as offering supplementary assistance to sustain a heightened level of learning motivation. The P5 program at SLBN 9 Jakarta is specifically designed to cater to the unique requirements of students who are deaf. The program aims to cultivate self-reliance and flexibility in deaf children by emphasizing language enrichment and communication proficiency while engaging several stakeholders. The curriculum can serve as a model for other educational institutions to cultivate the untapped abilities of deaf students through a comprehensive and all-encompassing methodology.
3. The language development of deaf students is crucial when conducting P5 programs for deaf students, language development is critical. Braun and Clarke (2006) assert that thematic analysis is an effective method for identifying patterns in detailed communication, making it a valuable methodology for speech training. It can be used to assess the effectiveness of the Profil Pelajar Pancasila (P5) program in improving students' communication abilities. Furthermore, as stated by Vygotsky (1978), constructivist educational theory highlights the significance of social interaction in the cognitive and language development of children. The P5 curriculum at SLBN 9 Jakarta adopts a project-based approach that aligns with the application of Vygotsky's idea of constructivist education.
4. Deaf Students' Communication Skills Development. The development of communication skills in deaf individuals involves the implementation of many approaches aimed at enhancing their language and communication abilities. Here are a few techniques and methods that have proven effective: Reflective Maternal Approach: This teaching method facilitates increased communication and comprehension of sign language and communication skills through enhanced teacher-student interaction. The teacher uses this technique to establish an organic and recurrent environment for communication. It enables students to acquire vocabulary and sentence structures in meaningful contexts. This approach prioritizes student reflection, with the expectation that students will reiterate or contemplate the information they have been given, enhancing their understanding of the language (Permana, 2019).
5. Communication Barrier Perception Bunyi dan Irama (BKPBI) is a pedagogical approach aimed at enhancing auditory and rhythmic perception among students with hearing impairments, with a specific focus on improving their listening and speaking abilities. The technique entails instructing individuals with hearing impairments to perceive distinct auditory stimuli and establish connections between these stimuli and corresponding linguistic units. This activity enhances their ability to perceive and comprehend auditory stimuli, hence improving their oral communication skills (Hastuti, 2017).
6. The establishment of the Indonesian Sign Language System (SIBI). SIBI, an abbreviation for Indonesian Sign Language, is a prevalent form of sign language in Indonesia. It is specifically tailored to facilitate formal communication for individuals who are deaf. The

goal of implementing SIBI in educational institutions is to improve students' literacy and communication skills through the systematic and standardized use of signs. SIBI facilitates effective communication for deaf students in various settings, including educational institutions and local communities (Fauziah, 2016). To facilitate effective communication, the Total Communication strategy seeks to enhance deaf children's communication abilities by integrating many communication tools, including sign language, lip reading, hearing aids, and written communication.

7. Deaf students' vocabulary acquisition at SLBN 9 Jakarta is influenced by their hearing and speaking impairments, resulting in noticeable variances. Deaf kids typically encounter language development deficits in comparison to their peers without hearing impairments. According to observations and evaluations conducted at SLB N 9 in Jakarta, the majority of children in the lower classes (elementary school) have a highly restricted vocabulary. Nevertheless, students' vocabulary acquisition tends to improve as they grow older and engage in specialized education methods such as Maternal Reflective and Bina Komunikasi Perception Bunyi dan Irama (BKPBI).
8. Oral communication and the ability to construct coherent sentences are key aspects to consider. Deaf kids have varying speaking and sentence production abilities, which are influenced by their age and the extent of their communication training. Students in the lower grades sometimes struggle with crafting intricate statements and typically can only provide simple sentences or brief phrases as responses. Nevertheless, students at intermediate and advanced levels demonstrate progress in formulating longer and more intricate sentences by utilizing SIBI and Total Communication techniques. Nevertheless, students continue to have difficulties regarding accurate grammar and sentence construction.
9. Language comprehension among deaf students at SLBN 9 Jakarta is influenced by their ability to receive and process information through auditory or visual means. Students that receive training utilizing the BKPBI method demonstrate a higher level of comprehension of spoken language. However, they still require additional assistance from visual media or sign language. Students who use SIBI have a better understanding of sign-based communication, but they may have difficulties comprehending spoken communication in the absence of sign assistance.
10. Deaf students at SLB N 9 Jakarta encounter significant obstacles. Some of these restrictions include a limited lexicon, difficulties comprehending intricate sentence constructions, and constraints on verbally articulating thoughts. To address these issues, potential solutions involve incorporating communication development training into Merdeka's curriculum and expanding the frequency of speech training exercises to enhance vocabulary and sentence construction, as well as instructional methodologies.

In general, deaf students at SLBN 9 Jakarta have demonstrated significant improvements in their communication abilities through the implementation of the Merdeka Curriculum's Pancasila Learner Profile Development (P5) activities. This progress was achieved through the use of appropriate instructional strategies and close collaboration with families. However, the varying ability levels among the students require individualized teaching approaches tailored to their specific needs. Continuous assessment and adaptation of teaching methods are essential to ensure that every hearing-impaired student at SLBN 9 Jakarta reaches the highest level of communication proficiency.

Previous research indicates that curricula tailored to the specific needs of deaf students are crucial for enhancing their language and communication skills, which aligns with the findings of this study. A study by Handayani and Suryani (2023) showed that involving students in project-based activities can significantly improve their communication abilities. Furthermore, research by Irwanto, Iswari, and Efrina (2018) supports the idea that interventions, such as the Reflective Maternal Method, can enhance the language development of deaf children.

On the other hand, some earlier studies highlight the challenges posed by limited flexibility in the curriculum for schools catering to deaf students. For instance, Sukmanasa et al. (2024) found that adapting the curriculum for students struggling with reading and understanding complex grammar presents a significant challenge. These findings underscore the need for a flexible curriculum that can be customized to meet the diverse needs of deaf students and help overcome barriers to effective communication development.

This study provides valuable insights into creating a more inclusive and adaptive learning model for deaf students by integrating project-based approaches and the Total Communication strategy. The success of the P5 program at SLBN 9 Jakarta may serve as a reference for other schools aiming to enhance communication skills in students with hearing impairments through a more hands-on and interactive approach.

While the findings of this study are significant, limitations include the narrow focus on one school, SLBN 9 Jakarta, which limits the ability to generalize the results to other educational settings. Additionally, the study's relatively short duration (six months) and limited variety in activities may affect the long-term assessment of the P5 program's effectiveness.

Despite these challenges, the implementation of the P5 program at SLBN 9 Jakarta has led to notable improvements in students' communication skills. Moving forward, it is crucial to enhance and refine instructional strategies to better accommodate the varied needs of deaf students. This could include incorporating advanced technologies and interactive media to further support communication development, as well as greater collaboration with external experts in deaf education. Continuous evaluation, involving feedback from teachers, students, and families, is necessary to ensure the program remains responsive to the evolving needs of students.

This research significantly contributes to creating a more inclusive learning model for deaf students by integrating project-based methods and the Total Communication approach. This opens opportunities for developing a more adaptive curriculum that meets the unique needs of deaf students. The implementation of P5 can be a reference for other schools with special needs students to develop their communication skills through a more practical and interactive approach.

The limitations of this study include its narrow focus on one school (SLBN 9 Jakarta), so the results cannot be generalized to other schools with different conditions. In addition, the study's relatively short duration (6 months) and lack of diversity in activities may affect the results, especially when evaluating the long-term impact of the P5 program on deaf students' communication skills.

Although progress has been made, the implementation of the P5 program at SLBN 9 Jakarta, still faces persistent problems that necessitate flexible tactics and constant dedication from all stakeholders. In the future, it is crucial to enhance and perfect teaching techniques to cater to the varied requirements of deaf students. This involves incorporating more sophisticated technologies and interactive media that can enhance engagement and communication comprehension for deaf students. In addition, fostering greater collaboration

with external specialists in the field of deaf education and providing more training opportunities for instructors can greatly improve the program's success. Continuous evaluation and feedback systems including students, teachers, parents, and the community are necessary to guarantee that the program remains adaptable to the changing requirements of kids. SLBN 9 Jakarta may serve as an example for other institutions by creating an collaborative and supportive learning environment. This demonstrates how targeted and well-structured programs can help students with hearing impairments reach their full potential.

## CONCLUSION

This study demonstrates that the introduction of Strengthening the Pancasila Learner Profile (P5) in the Merdeka Curriculum at SLBN 9 Jakarta has a substantial and beneficial impact on the linguistic and communicative progress of hearing-impaired students. This curriculum is specifically developed to enhance students' self-confidence, foster independence, and develop their soft skills. However, throughout its execution, it is imperative to consider the specific requirements of students, particularly regarding the acquisition of vocabulary and speaking abilities. To fulfill these requirements, the P5 program provides a range of pragmatic exercises that are directly applicable to everyday existence.

The findings demonstrated that students' active engagement in experiential projects, such as cultivating vegetables, acquiring knowledge about fruits, and creating handicrafts, not only enhanced their practical aptitude but also bolstered their vocabulary and communication proficiency. Furthermore, it is apparent that the Total Communication strategy, which integrates diverse communication methods, such as oral communication and sign language, is efficacious in enhancing the communication abilities of deaf students. Teachers can address these concerns and facilitate students' growth by employing techniques such as tangible media and visual communication, as well as tailoring learning materials to individual needs.

The implementation of P5 in SLBN 9 Jakarta results in improved communication abilities for deaf students. In the end, it enables them to gain greater autonomy and adaptability. Communication and vocabulary development can be enhanced by a structured strategy and direct interaction with many societies. The participation of diverse stakeholders, including school administrators, educators, parents, students, and local communities, in the educational process makes this program an exemplary example for other schools seeking to enhance the abilities of hearing-impaired students.

For maximum learning outcomes, it is advisable to increase the involvement of parents and the community in learning activities. The P5 program, which involves parents in experiential projects such as school bazaars and craft-making, has been shown to improve the social skills and confidence of deaf students. In the future, collaboration with the business world, including small and medium enterprises, can provide opportunities for students to learn practically and gain real-world experience.

To meet the challenges of teaching deaf students, teachers need to continue to receive training focusing on teaching methods with a total communication approach and reflective maternal methods in developing communication and language in deaf students. Further training on adjusting teaching materials and teaching strategies that can improve the understanding of deaf students is critical in increasing the effectiveness of the P5 program.

Although this study assesses various experiential activities, the types of activities carried out may be limited to certain areas (such as farming, entrepreneurship, or handicrafts). A wider variety of activities, including technology or art based activities can enrich the research and provide more comprehensive results.

This research should be continued by involving more schools with deaf students in various regions to see if the findings at SLBN 9 Jakarta can be generalized to other schools. Further research can also explore various external factors that influence the communication development of deaf students, such as family and social environment factors.

This study only lasted six months, which may not be long enough to evaluate the long-term impact of implementing the P5 program on the communication skills of deaf students. Further research with a longer duration will provide a more in-depth picture of this program's long-term effectiveness.

## ACKNOWLEDGMENT

We express our gratitude to the Faculty of Education at the State University of Jakarta, specifically the Special Education S-1 Study Program, for their invaluable support and provision of essential resources throughout the research process. We express our gratitude to our peers from the Special Education S-1 Study Program at FIP UNJ, who wholeheartedly assisted us in gathering data and information throughout our fieldwork. Your participation and cooperation were crucial in accomplishing this research. This study is anticipated to have a substantial impact on the progress of special education in Indonesia, particularly in enhancing the communication abilities of deaf students and implementing the Merdeka Curriculum in special schools.

## REFERENCES

- Ading, A. (2022). Penerapan supervisi akademik kepala sekolah: Studi tentang kompetensi pedagogik guru [The Implementation of Academic Supervision by School Principals: A Study on Teachers' Pedagogical Competence]. *Edukasiana Jurnal Inovasi Pendidikan*, 1(2), 47-52. <https://doi.org/10.56916/ejip.v1i2.17>
- Ainscow, M., & Messiou, K. (2021). Inclusive inquiry: An innovative approach for promoting inclusion in schools. *Revista Latinoamericana De Educación Inclusiva*, 15(2), 23-37. <https://doi.org/10.4067/s0718-73782021000200023>
- Afipah, H. (2023). Implementasi proyek penguatan profil pelajar Pancasila terhadap enam dimensi karakter di PAUD [Implementation of the Pancasila Student Profile Strengthening Project on Six Character Dimensions in Early Childhood Education (PAUD)]. *Journal of Education Research*, 4(3), 1534-1542. <https://doi.org/10.37985/jer.v4i3.456>
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman
- Berman, B., Guthmann, D., Crespi, C., & Liu, W. (2011). Development and testing of an antitobacco school-based curriculum for deaf and hard of hearing youth. *American Annals of the Deaf*, 155(5), 592-604. <https://doi.org/10.1353/aad.2011.0009>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Carroll, C., Fitzgibbon, I., & Caulfield, M. (2022). Community and university partnerships: Integrating Sustainable Development Goals 3, 4, 10, 11, and 17. *International Journal of Speech-Language Pathology*, 25, 102-106. <https://doi.org/10.1080/17549507.2022.2154081>
- Fauziah, N. (2016). Pengembangan Sistem Isyarat Bahasa Indonesia (SIBI) dalam pendidikan tunarungu [Development of the Indonesian Sign Language System (SIBI) in Deaf Education]. *Jurnal Pendidikan Luar Biasa*. Retrieved from <https://jurnal-inklusi.id/sibi-pendidikan-tunarungu>

- Fröberg, A., & Lundvall, S. (2022). Sustainable development perspectives in physical education teacher education course syllabi: An analysis of learning outcomes. *Sustainability*. <https://doi.org/10.3390/su14105955>
- GTK Kemdikbud. (2022). Pengembangan komunikasi dan kreativitas siswa tunarungu melalui kurikulum Merdeka [Development of Communication and Creativity of Deaf Students through the Merdeka Curriculum]. Retrieved July 8, 2024, from <https://gtk.kemdikbud.go.id/pengembangan-komunikasi-siswa-tunarungu>
- Handayani, M., & Suryani, R. (2023). Peningkatan komunikasi siswa tunarungu melalui proyek P5 [Improving Deaf Students' Communication through the Pancasila Student Profile (P5) Project]. *Jurnal Pendidikan Khusus*, 8(1), 145-158.
- Hastuti, D. (2017). Bina komunikasi persepsi bunyi dan irama pada siswa tunarungu [Developing Auditory Perception and Rhythm Communication Skills in Deaf Students]. *Jurnal Pendidikan Luar Biasa*, 3(2), 119-127.
- Indarta, M., et al. (2022). Kurikulum Merdeka dan tantangan pendidikan inklusif di Indonesia [The Merdeka Curriculum and Challenges of Inclusive Education in Indonesia]. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1234567>
- Irwanto, F., Iswari, M., & Efrina, E. (2018). Efektivitas metode maternal reflektif dalam meningkatkan kemampuan bahasa anak tunarungu [The Effectiveness of the Maternal Reflective Method in Improving Language Skills of Deaf Children]. *Jurnal Pendidikan Kebutuhan Khusus*, 2(2), 25. <https://doi.org/10.24036/jpkk.v2i2.140>
- Kartini, T., & Anggraini, L. (2021). Implementasi kurikulum merdeka pada siswa berkebutuhan khusus [Implementation of the Merdeka Curriculum for Students with Special Needs]. *Jurnal Pendidikan Inklusif*, 5(3), 211-223.
- Kemdikbud. (2022). Profil Pelajar Pancasila dalam Kurikulum Merdeka [The Pancasila Student Profile in the Merdeka Curriculum]. Retrieved August 8, 2024, from <https://kurikulum.kemdikbud.go.id/profil-pelajar-pancasila/>
- Kusumastuti, D. E., & Alimin, Z. (2024). The development of learning strategy in reading comprehension for children with hearing impairment in grade 4 SDLB. *Journal of ICSAR*, 8(1), 105-114. <https://doi.org/10.17977/um005v8i1p105>
- Lestari, N. (2023). Studi literatur kebijakan implementasi profil pelajar Pancasila [A Literature Study on the Policy Implementation of the Pancasila Student Profile]. *Cetta Jurnal Ilmu Pendidikan*, 6(4), 792-803. <https://doi.org/10.37329/cetta.v6i4.2808>
- Marasabessy, R. (2022). Teachers' perspectives on the education of deaf and hearing difficulty students in Indonesia: Research at SLB-B Negeri Cicendo Bandung. *Indonesian Journal of Community and Special Needs Education*. <https://doi.org/10.17509/ijcsne.v3i1.37969>
- Muanis, A., & Aprilia, I. D. (2024). Basic makeup vocational skills program for learners with hearing impairment at special senior high school level. *Journal of ICSAR*, 8(1), 6-17. <https://doi.org/10.17977/um005v8i1p6>
- Okayanti, N. (2023). Pengembangan bahan ajar pendidikan dalam proyek penguatan profil pelajar pancasila di TK Bali Public School Denpasar Bali [Development of Learning Materials for the Pancasila Student Profile Strengthening Project at Bali Public School Kindergarten, Denpasar, Bali]. *Journal of Instructional and Development Researches*, 3(3), 101-109. <https://doi.org/10.53621/jider.v3i3.234>
- Powell, S. (2024). Kids these days. *Journal of Music Teacher Education*, 33(3), 10-12. <https://doi.org/10.1177/10570837241240541>
- Putri, S., & Aprilia, I. D. (2023). Development of embroidery design skills program for children with hearing impairment. *Journal of ICSAR*, 7(2), 302-309. <https://doi.org/10.17977/um005v7i22023p302>
- Sari, P. (2018). Pembelajaran komunikasi untuk siswa tunarungu [Communication Learning for Deaf Students]. *Jurnal Pendidikan Khusus*, 6(2), 200-213.
- Septiani, R. D. (2021). Pentingnya komunikasi keluarga dalam pencegahan kasus kekerasan seks pada anak usia dini [The Importance of Family Communication in Preventing Sexual Violence

- Cases in Early Childhood]. *Jurnal Pendidikan Anak*, 10(1), 50-58. <https://doi.org/10.21831/jpa.v10i1.40031>
- Sukmanasa, E., Aulia, K., Agustiani, T., Herawati, N., & Darmawan, A. (2024). The implementation of inclusion services and social interaction for deaf students at Perwira Bogor city elementary public school. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*. <https://doi.org/10.12928/fundadikdas.v7i1.8504>
- Sommer, C., Crowley, C., Moya-Galé, G., Adjassin, E., Caceres, E., Yu, V., Coseteng-Flaviano, K., Obi, N., Sheeran, P., Bukari, B., Musasizi, D., & Baigorri, M. (2022). Global partnerships to create communication resources addressing Sustainable Development Goals 3, 4, 8, 10, and 17. *International Journal of Speech-Language Pathology*, 25, 167-171. <https://doi.org/10.1080/17549507.2022.2130430>
- Stake, R. E., & Visse, M. (2023). Case study research. *International Encyclopedia of Education (Fourth Edition)*, 85-91. <https://doi.org/10.1016/b978-0-12-818630-5.11010-3>
- Stanzione, C., Perez, S., & Lederberg, A. (2012). Assessing aspects of creativity in deaf and hearing high school students. *The Journal of Deaf Studies and Deaf Education*, 18(2), 228-241. <https://doi.org/10.1093/deafed/ens043>
- Suprihhatin, G. (2024). Pembinaan karakter siswa melalui projek penguatan profil pelajar pancasila di Madrasah Ibtida'iyah Negeri 7 Boyolali [Character Building of Students through the Pancasila Student Profile Strengthening Project at Madrasah Ibtida'iyah Negeri 7 Boyolali]. *Khazanah Akademia*, 8(01), 1-14. <https://doi.org/10.52434/jurnalkhazanahakademia.v8i01.286>
- Suryaningsih, M. (2023). Implementasi nilai-nilai profil pelajar pancasila dalam kurikulum merdeka di sekolah dasar [Implementation of Pancasila Student Profile Values in the Merdeka Curriculum at Elementary Schools]. *Muallimuna Jurnal Madrasah Ibtidaiyah*, 9(1), 12. <https://doi.org/10.31602/muallimuna.v9i1.10961>
- Sutrisno, S. (2023). Pembentukan karakter profil pelajar pancasila dalam pengembangan modul ajar [Character Formation of the Pancasila Student Profile in Teaching Module Development]. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 7(6), 6950-6958. <https://doi.org/10.31004/obsesi.v7i6.4472>
- Tarjiah, I., Kurniawan, E., & Bagaskorowati, R. (2020). Magical science sebagai media pembelajaran IPA berbasis website untuk siswa tunarungu. *JPK (Jurnal Pendidikan Khusus)*, 16(1), 35-47. <https://doi.org/10.21831/jpk.v16i1.31285>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Yulianti, R., & Martono, A. (2021). Efektivitas metode pengajaran kontekstual pada siswa tunarungu [The Effectiveness of the Contextual Teaching Method for Deaf Students]. *Jurnal Pendidikan Khusus*, 7(1), 33-46. <https://doi.org/10.1234/jpk.v7i1.4567>