



Progressive Commodification of Pancasila Values In Schools: Study of The Implications of Implementing P5 by IPS Teachers

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Abstract

The purpose of this study was to find out how far the role of the social studies teacher plays in shaping student's character based on the Pancasila student profile in social studies subjects that driving in madrasas. This study uses a qualitative method. The research location is MAN 1 Probolinggo. The sample in this study included madrasa heads, social studies teachers, and curriculum assistants. Collection techniques used interviews, observation, and documentation. Furthermore, the process of testing the validity of the researcher's data used two techniques, namely source triangulation techniques and theoretical triangulation techniques. The results and conclusions, a social studies teachers in forming a Pancasila student profile at MAN 1 Probolinggo including first, teacher as role model. Second, teacher as a motivator, third, teacher as a facilitator, as well fourth, the teacher as evaluator. As for the Pancasila values formed by social studies teachers, there are six indicators of them First, have faith, betaqwa to God Almighty, and have good morals. Second, gotomg royong. Third, doing bhineka's value in their behavior. Fourth, independent. Fifth, critical reasoning, sixth, creative. There are inhibiting factors experienced by IPS teachers in forming Pancasila student profiles including student's parent and the lack of maximum performance of IPS teachers in forming Pancasila student profiles.

Keywords: social studies teacher, p5, pancasila values

Abstrak

Tujuan penelitian ini adalah untuk mengetahui sejauh mana peran guru IPS, dalam membentuk karakter peserta didik yang berasas profil pelajar Pancasila pada mata pelajaran IPS di madrasah penggerak. Penelitian ini menggunakan metode kualitatif. Lokasi penelitian di MAN 1 Probolinggo. Sampel pada penelitian ini meliputi kepala madrasah, guru IPS, dan Waka kurikulum. Teknik pengumpulan yang digunakan wawancara, observasi, dan dokumentasi. Selanjutnya proses menguji keabsahan data peneliti menggunakan dua teknik yakni teknik tringulasi sumber dan tringulasi teori. Hasil dan simpulan yakni guru IPS dalam mebentuk profil pelajar pancasila di MAN 1 Probolinggo meliputi pertama, guru sebagai keteladanan, kedua, guru sebagai motivator, ketiga, guru sebagai fasiltator, serta keempat, guru sebagai evaluator. Adapun nilai-nilai pancasila yang dibentuk oleh guru IPS terdapat enam indikator diantaranya pertama, beriman, betaqwa kepada tuhan yang maha esa, dan berakhlak muli. Kedua, gotomg royomg. Ketiga, berbhineka global. Keempat, mandiri. Kelima, bernalar kritis. Serta keenam, kreatif. Terdapat faktor penghambat yang dialami guru IPS dalam membentuk profil pelajar pancasila diantaranya kurangnya dukungan dari orang tua peserta didik dan masih kurang maksimalnya kinerja guru IPS dalam membentuk profil pelajar pancasila.

Kata Kunci: guru IPS, p5, nilai-nilai Pancasila

Received : 15-05-2023; Revised: 1-06-2023; Accepted: 19-06-2023



Introduction

Indonesia is a unitary state that comes from various ethnic groups, races, beliefs, regional languages, norms, and arts from several thousand islands (Dafitri et al., 2022). So that society in Indonesia is called a pluralistic society (Yayang & Sudigdo, 2022). The diversity that exists in Indonesia can be unified by the motto "bhineka Tunggal Ika" which means different but still one. As the largest archipelagic country in the world, Indonesia must have a national basis, ideology and way of life so that it can bind and unite all nations. Pancasila has accurately become the best foundation for Indonesia, which consists of more than 17,000 islands, 300 ethnic groups and 700 regional languages (Setiawan, 2020).

Indonesian people consider Pancasila as a way of life that describes the national character with national values (Kunarsih & Adlina, 2021). So that people in Indonesia in their daily activities must be in accordance with the values contained in Pancasila. In addition, the Indonesian people are also obliged to know, understand, and live up to the values contained in Pancasila. Currents from globalization and modernization are very evident in the national and international environment. This reigns over the thinking frame, gestures and steps of the young generation in addressing the nation's problems (Khairi Wilda Prihati, M. Salam, 2021). The young generation has not mastered and integrated the values of Pancasila in totality, while new values appear in a fast time due to modernization, this has an impact on the deterioration of the level of interpretation of the young generation about Pancasila.

The current 4.0 era, there are several phenomena of negative influence in Indonesia as a result of globalization, including the fading of the noble values of Pancasila (Dafitri et al., 2022). The impact that has entered Indonesia is that there is an external culture that clashes with the values of Pancasila. This is proven by many young people who have a negative attitude due to globalization with the term "trend". Free association that is getting out of control has resulted in deviant attitudes of the younger generation including online gambling cases among the younger generation (Winarsih, Nining, 2022), juvenile delinquency, lack of respect for others, drugs, harassment, dropping out of school, and conflict in schools (Birhan et al., 2021). This phenomenon is a

form of moral degradation that occurs due to globalization and modernity, so it is necessary to learn about moral and character education.

Education is the transformation of students to become human beings who are moral and essential (Rizkasari, 2020). The purpose of education has different ideals and adjustments. All countries certainly have their own educational goals (Hastangka, 2023). In our own country, we also have a national education goal, namely to build a generation that is not only intellectually intelligent, but also produces a generation that has character based on Pancasila values.

In the 21st century, the world of education is required to continue to develop in improving the quality of learning. One aspect that cannot be separated from the education system is the curriculum. The curriculum is the essence of the learning process so that it runs regularly. The curriculum is always evolving, so that the curriculum is always undergoing modifications in tandem with the changing times (Desi Rahmatika, 2022). The government in designing and compiling the curriculum must look at the diverse personalities of the people (Tadege et al., 2022).

Obstacles in the educational environment in Indonesia are optimizing character education for students due to the circulation of globalization. Education can be trusted to build students' knowledge and morale (Prayitno et al., 2022). In this case the government must organize and prepare an effective educational design in increasing the morality of students in schools (Chang, 2022). A stable school environment is proven to significantly build student morality (Lee et al., 2021).

The character values that are integrated into the curriculum in Indonesia are known as the Pancasila student profile (Muzakkir et al., 2022). Strengthening the Pancasila student profile is a project-based curricular activity that is prepared to reach the abilities and morality of students based on Pancasila values. The application of the Pancasila student profile to Indonesian education is truly substantive in accordance with the ideology of the State. So that this can print national administrators who have a Pancasila spirit (Martanti et al., 2021).

The Pancasila student profile aims to stabilize Pancasila-based character education. Six indicators of the Pancasila student profile include noble personality, independence, critical thinking, creativity, mutual cooperation, and global

diversity(Suherman et al., 2021). From the six indicators, it was sparked to build superior human resources, lifelong students who have global capabilities and behave based on Pancasila values. The profile of Pancasila students is the character and skills of students that are implemented into everyday life through social culture, intra-curricular and extra-curricular learning. Intra-curricular learning includes visits to museums or other educational places, while extracurricular learning includes scouting activities.

IPS learning is learning that does not only provide material interpretation to students but also builds social emotion and builds student morality(Ji et al., 2021). In addition, social studies learning has a goal, namely that students are able to examine social problems so that they become good citizens(Megawati & Ningsih, 2020). So that social studies learning does not only discuss material insights, but also inserts moral values and students' personalities. In this case the teacher is obliged to build an interesting class atmosphere, as well as the teacher as public figure in class must lead students to positive activities.

The purpose of this study was to find out how far the role of the social studies teacher plays in shaping the character of students based on the Pancasila student profile in social studies subjects in driving madrasas. This research was conducted at MAN 1 Probolinggo. The location determination was based on the main reason that MAN 1 Probolinggo was one of the driving madrasas that had implemented an independent curriculum by implementing Pancasila student profile-based learning, and the number of students 400 students was the reason for improving the character of students so that they were in line with Pancasila values. . This study uses a qualitative approach with the data obtained in the form of primary data from the research results. Primary data was obtained directly from teachers, madrasah heads, and curricula deputy heads through various data collection techniques. The informants in this study were the principal, social studies teacher, and the head of curriculum. Determination of informants using purposive sampling. Where the researcher believes that the informant has the best insight into the issues to be studied. The data collection technique in this study was by using interview techniques, documentation and direct observation in the field. Interviews were conducted to explore the involvement and role of social studies teachers, such as the driving and inhibiting factors in implementing P5. Documentation techniques are carried out to see some documentation of the learning process such as teaching journals or notes on the learning process and documentation of student learning outcomes by implementing P5 on social

studies subjects. The observation is used to see the activities of students and teacher activities in learning, so that the description of the implementation of differentiated learning will appear more clearly.

Based on the results of initial field observations, several social phenomena were found which included, first, there were several students who smoked in the madrasah environment, such as in the madrasah bathroom and outside the classroom, second, there were several students who interacted with the teacher using impolite sentences and behaving indifferent to the teacher during the learning process, thirdly there are some students who do not participate in flag ceremony activities every Monday and are in class. From these problems, it shows that the role of the younger generation, especially the students of MAN 1 Probolinggo, is declining in implementing Pancasila values, the behavior of loving the motherland and defending the country. This is a very important task for social studies teachers who in fact have a big responsibility in shaping the character of students in the field of socio-cultural literacy.

Method

In this study using qualitative methods. The location in this study was at MAN 1 Probolinggo, the determination of the research location was reviewed because the researcher knew the location in depth with various experiences, such as being a PPLK at MAN 1 Probolinggo and having been a teaching staff at MAN 1 Probolinggo, so it was easy to retrieve research data. Determination of the sample in this study using a purposive sampling technique includes madrasa heads, social studies teachers, and curriculum deputy heads.

The data collection techniques in this study are observation, in-depth interviews, and documentation. In the research interview technique uses structured interviews, meaning that the questions that will be given to respondents to gather information have been systematically arranged by the interviewer. In the observation/observation technique, the research conducted participant observations in which the researchers directly observed in the field. Observation techniques observe several aspects including the personality of students, as well as the learning process applied by social studies teachers. In addition, documentation techniques, this technique is in the form of writing or pictures. Documentation techniques focus on learning processes, projects and activities applied by

social studies teachers in forming Pancasila student profiles. Testing the validity of the researcher's data using source triangulation techniques and theoretical triangulation techniques. The theory used in this study is a social learning theory developed by Albert Bundara. Analyzing the data obtained is examined through several step includes data collection, data reduction, data presentation, and verification/conclusion.

Below is research flowchart

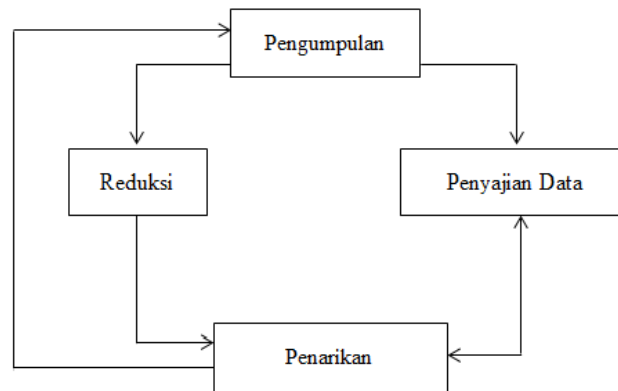


Figure 1. Research Flowchart

Result and Discussion

The Role of the IPS Teacher

The role of a teacher is very important in the learning process. In addition to transferring knowledge, teachers are required to print, foster, control, and evaluate the potential of students. Being an ideal teacher is a teacher who can be a communicator, broad-minded, independent in making a decision, can unite theory with practice, and has a variety of approaches to students.

The teacher carries out a very difficult task because it is not easy to educate students who have diverse personalities. In addition, the teacher also plays the role of a mandatory teacher in instilling moral values to students during learning. Related to the teacher's role as an educator, the teacher must have the characteristic of being responsible for student learning outcomes, and being responsible for developing the skills possessed by students, creating a disciplined attitude of students in complying with

regulations that apply in madrasas and forming students to become good students. character.

The existence of social studies learning in madrasah is a contribution in shaping the morality and character of students so that they become good generations of national administrators. This has something to do with the profile of Pancasila students requiring the role of a teacher in building awareness of students in practicing Pancasila values.

a. Exemplary

The exemplary teacher has is the harmony of the teacher in giving an example to students both in terms of personality, behavior and social aspects. By always providing examples of consistent behavior in maintaining the exemplary that the teacher exemplifies for students. So that he will become a teacher who has a commendable character with the example that is in him. In addition, it can be a teacher who deserves to be emulated by students.

Based on the results of an interview conducted with Mr. As'adi as the head of MAN 1 Probolinggo (11 February 2023), he said that the role of the social studies teacher is very important.urgent in forming the profile of Pancasila students. The values contained in the Pancasila student profile consist of faith, devotion to God Almighty, and have noble character, mutual cooperation, independence, creativity, global diversity and creativity. This cannot be obtained simply from learning teaching materials and textbooks, but requires examples that originate from the teacher's example.

The statement above is in line with the results of an interview with Ms. Luayyibni as a social studies teacher at MAN 1 Probolinggo (13 February 2023), she stated that character changes in students do not just happen suddenly. Changing the character of students who were originally not good to be good and shaping the character of students based on Pancasila student profiles requires a process and assistance, especially from the social studies teacher as an exemplary teacher. But every day the IPS teacher plays a roleurgent in shaping the character of students based on Pancasila values.

Thus, the IPS teacher's role is to be a role model in shaping the student profile of students. Everything done by the teacher in the form of speech, personality and morality of the teacher as a reflection for the students. Because of this, IPS teachers have a very urgent responsibility in forming students who have the character of a Pancasila student profile.

b. Teacher as a Motivator

As a motivator, the social studies teacher is obliged to provide encouragement to students, especially in terms of the character of the Pancasila student profile. Pancasila student. By providing encouragement in character according to Pancasila values on an ongoing basis to students, they will slowly be able to form the personality of students who are familiar with Pancasila values. This statement is also in line with the interview with Mr. Taufiq as deputy head of the curriculum (13 February 2023), said that social studies teachers always provide motivation in madrasas both inside and outside the classroom and when serving as ceremonial supervisors, For example, in entrepreneurship material, the ips teacher invites students to make their own products and sell the products that have been made and promote them, this can arouse students' talent interest in learning happily and not boring. So that with the motivation given by the IPS teacher, it will slowly shape the character of the students.

By providing regular motivation and with good delivery methods, it will slowly change behavior from initially doing it out of pleasure, gradually becoming a routine that sticks to itself, so that students do not only practice it in the madrasa environment, but also in everyday life. .

c. The Teacher as a Facilitator

The role as a facilitator, the teacher provides facilities when learning takes place, includes the teacher creating a learning atmosphere that is in accordance with the development of the participants so that learning runs efficiently. The teacher as a facilitator should be able to prepare interesting learning media and models, as well as insert the values contained in the Pancasila student profile

consisting of faith, devotion to the one and only God, and noble, mutual cooperation, independent, creative, global and creative diversity .

This statement is in accordance with an interview conducted by Mr. Khoyyum as a social studies teacher (16 February 2023), who said that in forming a Pancasila student profile, the teacher's role as a facilitator is needed. The teacher prepares interesting learning media and models, so that they can insert values into the Pancasila student profile. Media that is often used by social studies teachers at MAN 1 Probolinggo includes LCD media, smart tv media, technology and other interesting learning media. In addition, learning models that are often used include project-based, basic learning and inquiry problems.

By providing facilities to the learning process through media and learning models as learning resources. can trigger the process of slowly forming the character of the Pancasila student profile.

d. Teacher as Evaluator

As an evaluator, the teacher must be kind and honest, in giving evaluations as learning evaluation materials that have been implemented in shaping the character of the students. Based on the results of the interview with IPS teacher Mr. Roby Seaku on (February 13, 2021), he stated that teachers as evaluators can review the extent to which the character profile of Pancasila students is formed in students. And teachers ensure success in achieving learning goals

The teacher as an evaluator has an obligation to drive the process of forming the character of Pancasila student profiles based on student learning outcomes. In addition, the teacher must also try to improve the learning process,

The role of the teacher has relevance to the contruivistic learning theory developed by Vygotsky in that the teacher's role is very clear in providing changes to the personality of students. In this case students configure the understanding received through interaction through interpretation and objects encountered in this way the teacher can shape the personality of students for the better.

Values Profile of Pancasila Students Formed by IPS Teachers

a. Creative

In forming social studies teacher student profiles implementing a project based on entrepreneurship in the form of a bazaar. Through this activity, students are given the opportunity to learn to become business executors. Students are also asked to become economic wheel activists on a small scale, this activity can train the spirit of entrepreneurship. Through entrepreneurial projects, a profile of Pancasila students with creative indicators can be formed. This activity is not only a place to implement theoretical knowledge about economics, production and entrepreneurship during the learning process. Rather, this activity is a forum for students to compete between majors in showing off the best product results. Through projects that have been carried out spontaneously, it will shape the personality of students based on Pancasila values.

b. Believing, Previous to God who is almighty and Noble

In forming the profile of Pancasila students on indicators of faith, piety to God almighty and noble, madrasas make it a habit to do worship in congregation, such as starting with the Duha prayer before starting learning, followed by the noon prayer and Ashar prayer in congregation every school day. Welcoming students at the gate, reading Asmaul Husna after the Duha prayer, reading the Koran after the Duha prayer, istigosah. Habituation in having noble morals such as applying 4S (greetings, smiles, greetings and courtesy) when meeting teachers and fellow friends, praying before and after carrying out the learning process, behaving politely to all madrasa residents, and saying good and polite things.

c. Worked together

In forming a mutual cooperation attitude towards students, the social studies teacher warns and forms agreements with students in caring for and protecting the madrasah environment such as disposing of trash in its place, and watering and caring for plants in front of the class and green house .

d. Berbhineka global

In forming a Pancasila student profile with global diversity indicators, social studies teachers introduce, teach and foster local culture through dance. So that students can maintain local culture as an Indonesian identity. In this activity, social studies teachers collaborate with extracurriculars or student councils to organize activities to channel students' interests and talents. This can build a frame of mind for students regarding noble culture, and this activity can shape the character of students based on the Pancasila student profile. In this activity, the profile character of Pancasila students can be formed which has an indicator of global diversity.



Picture 1. Students Practice Pancasila Values



Picture 2. Students Practice Pancasila Values

e. Critical reasoning

social studies teachers use interesting and creative models and learning so that they can attract the attention of students such as teachers conducting learning outside the classroom, this will form students who think critically like learning is done in kitoz, where students are given the opportunity to analyze related operational management as well as product marketing. During the learning process social studies teachers also use interesting learning media such as dominoes, this media invites students to solve problems that they receive indirectly leading to cognitive learners. In addition, social studies teachers also use a project-based learning model, this step manifests the information and experience students receive. The importance of using media and learning models that are centered on students.

f. Independent

One indicator of the Pancasila student profile is independence. In forming students' independent attitudes, social studies teachers create a conducive and efficient learning atmosphere. In this case the IPS teacher gives individual assignments to students, the teacher expects students to be able to do the assignments given independently. In addition, social studies teachers also train and guide students to become ceremonial officers, MCs, and other activities that require student staff. In this case the participants are formed to have independent character and can make students become more confident people.

Factors Influencing the Role of Social Studies Teachers in Shaping the Profile of Pancasila Students

In forming a Pancasila student profile, the role of the social studies teacher has several inhibiting factors. These factors are internal and external factors. Internal factors include inadequate facilities and infrastructure, namely the media learning in the form of projectors is still limited, as well as learning media in the form of smart TVs which are still limited. Another factor is that the planning and processes carried out by Social Sciences teachers in forming Pancasila student profiles are still not optimal, Social Sciences teachers still lack references to Pancasila student profiles. Because the Pancasila student

profile is a program of the independent learning curriculum. Where is the new curriculum implemented in the 2022-2023 school year.

There are obstacles from an external perspective, namely the lack of encouragement from the students' families. Because the different parenting styles applied by parents can shape the diverse character of students. This diversity of characters indirectly hinders the process of forming Pancasila student profiles. Sometimes there are parents of students who don't want to know about the child's character development and about the child's school problems. The next obstacle is in terms of the environment which greatly influences the character of students.

In overcoming these problems social studies teachers coordinate with one another by providing motivation to students. Take an individual approach to students. Drafting projects in forming Pancasila with careful planning, so that the project can be carried out effectively.

Conclusion

The role of the social studies teacher in shaping the profile of Pancasila students at MAN 1 Probolinggo includes being formed by social studies teachers, including six indicators. First, have faith, betaqwa to God Almighty, and have good morals. Second, gotong royong. Third, berbhineka global. Fourth, independent. Fifth, critical reasoning. As well as sixth, creative. The role of the teacher in forming the profile of Pancasila students has a relevance to constructivist learning theory, which in this theory explains the role of the teacher who has a relationship in changing the individual character of students. In addition, teachers face several obstacles in forming Pancasila student profiles, including first, the process and planning of forming a Pancasila student profile are not optimal, which is carried out by social studies teachers. the lack of references obtained by social studies teachers. Inadequate advice and infrastructure. As well as the family environment of students who are less supportive.

Suggestion

Suggestions for education stake holders to always coordinate to form students with the character of a Pancasila student profile. So that the goals of national education can be implemented effectively.

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