

# THE IMPACT OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT ON EMPLOYMENT THEMES ON IMPROVING THE SOFT SKILLS OF VOCATIONAL HIGH SCHOOL

**Muhammad Amirul Isnaen, Dyah Lestari\*, Muhamad Imron Hamzah**

*Program Studi Pendidikan Teknik Elektro, Universitas Negeri Malang, Malang, Indonesia*

\*[dyah.lestari.ft@um.ac.id](mailto:dyah.lestari.ft@um.ac.id)

## Article History

*Received: 08 July 2025, Accepted: 15 August 2025, Published: 31 August 2025*

## Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh program Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kebekerjaan terhadap peningkatan soft skill siswa Sekolah Menengah Kejuruan. Latar belakang penelitian ini didasari kebutuhan dunia kerja yang menuntut penguasaan keterampilan non-teknis, seperti berpikir kritis, kemampuan bekerja sama, komunikasi efektif, manajemen waktu, pemecahan masalah, kepemimpinan, pengolahan informasi, serta pengambilan keputusan yang tepat. Penelitian ini menerapkan pendekatan kuantitatif melalui desain kausal komparatif guna menganalisis hubungan antar variabel. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya untuk memastikan instrumen layak digunakan. Proses analisis data dilaksanakan melalui teknik regresi linier sederhana dengan memanfaatkan perangkat lunak SPSS versi 25 untuk mengidentifikasi hubungan kausal antar variabel penelitian. Temuan penelitian mengungkapkan bahwa implementasi P5 bertema Kebekerjaan secara signifikan berkontribusi positif terhadap pengembangan kompetensi soft skill peserta didik, sekaligus menegaskan posisi strategis dalam membangun karakter dan keterampilan non-akademik. Peran aktif pendidik, optimalisasi lingkungan belajar yang mendukung, serta penyelarasan materi pembelajaran dengan kompetensi yang dibutuhkan industri untuk menghasilkan lulusan yang unggul dan adaptif terhadap dinamika dunia kerja.

**Kata Kunci:** Proyek Penguatan Profil Pelajar Pancasila; Kebekerjaan; Soft Skill; SMK

## Abstract

*This study aims to examine the influence of the Pancasila Student Profile Strengthening Project (P5) Employment Theme on improving the soft skills of Vocational High School students. The background of this research is based on the needs of the world of work that requires mastery of non-technical skills, such as critical thinking, cooperative skills, effective communication, time management, problem solving, leadership, information processing, and appropriate decision-making. This study applies a quantitative approach through comparative causal design to analyze the relationship between variables. Data is collected through questionnaires that have been tested for validity and reliability to ensure the instrument is feasible to use. The data analysis process was carried out through a simple linear regression technique by utilizing SPSS version 25 software to identify causal relationships between research variables. The findings of the study revealed that the implementation of P5 with the theme of Employment significantly contributed positively to the development of students' soft skill competencies, while affirming the strategic position in building non-academic character and skills. The active role of educators, optimization of a supportive learning environment, and alignment of learning materials with competencies needed by the industry to produce graduates who are superior and adaptive to the dynamics of the world of work.*

**Keyword:** Pancasila Student Profile Strengthening Project; employment; Soft Skill; Vocational Student

## To cite this article:

Isnaen, M.A., Lestari, D., & Hamzah, M.I. (2025). The Impact Of The Pancasila Student Profile Strengthening Project On Employment Themes On Improving The Soft Skills Of Vocational High School. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 8(3), 206–214. doi: [10.17977/um038v8i32025p206-214](https://doi.org/10.17977/um038v8i32025p206-214)

## INTRODUCTION

Entering the 21st century, technological developments triggered major changes in the workplace. The phenomenon of the Industrial Revolution 4.0 then evolved into the concept of Society 5.0, featuring the integration of cutting-edge technologies such as artificial intelligence, machine learning, and the Internet of Things (IoT), fundamentally shifting human lifestyles and work systems (Tahar et al., 2022). This shift has shifted the industrial world's workforce demand beyond merely mastering technical skills (hard skills) to also emphasize non-technical abilities (soft skills), including social, communication, and behavioral skills to support the application of knowledge in the workplace.

According to Indonesian education policy, vocational high schools (SMK) aim to prepare students to enter the workforce and industry upon graduation (Santika et al., 2023). However, research (Sandroto, 2021) indicates that the majority of vocational high school graduates still struggle to compete in the job market. One significant factor is the level of soft skills acquired during the learning process. This situation leaves most vocational high school students without a clear direction in planning their careers after graduation. Furthermore, mastery of competency skills relevant to the field of study is still suboptimal.

Amidst the increasingly complex demands of the workplace, education is required to not only provide theoretical instruction but also enhance and train the soft skills needed in today's workplace (Susianita & Riani, 2024). The learning system in vocational schools (SMK) still focuses heavily on technical mastery, while soft skills often receive insufficient attention, making a balance between the two crucial in the workplace (Rifaldy et al., 2025). According to (Anwar et al., 2020), success in the workplace is not solely determined by hard skills but is also significantly influenced by the quality of soft skills. This requires innovation in learning methods that can develop character while optimally enhancing students' soft skills.

In response to the challenges of today's education sector, the Ministry of Education, Culture, Research, and Technology introduced the Independent Curriculum, which aims to provide greater freedom to educational units and teachers in designing instructional designs that are contextualized to student characteristics. Within the framework of implementing this curriculum, the Ministry of Education, Culture, Research, and Technology initiated the Pancasila Student Profile Strengthening Project (P5) through Ministerial Regulation Number 22 of 2022 concerning the Ministry of Education and Culture's Strategic Plan 2020-2024 as part of its educational transformation strategy (Amanulloh & Wasila, 2024). P5 focuses on character development and the development of students' non-technical skills through collaborative, creative, and real-life learning experiences. This program is expected to embody the values of the Pancasila Student Profile in an interactive and meaningful way for students (Fahira et al., 2024).

Based on data from Statistics Indonesia (BPS-Statistics Indonesia, 2025), unemployment rates among vocational high school graduates have shown unstable dynamics over the past three years. In February 2023, the open unemployment rate for vocational high school graduates was recorded at 9.60%, then decreased to 9.31% in August 2023, and continued to decline to 8.62% in February 2024. This decline initially served as a positive indicator of improving the absorption rate of vocational high school graduates into the workforce. However, a rebound to 9.01% in August 2024 indicated that this improvement had not been consistent. Ultimately, the open unemployment rate declined again to 8.00% in February 2025.

This instability reflects that efforts to improve the quality of vocational high school graduates through curriculum reform still face various challenges, both in terms of program implementation and matching competencies to industry needs. The rise in the open unemployment rate in mid-

2024 indicates that the limited soft skills mastery and low job readiness of vocational high school graduates are due to a curriculum that focuses more on technical skills than on developing non-technical competencies. However, the industry needs workers not only technically competent but also those with soft skills (Arifa, 2024). This situation underscores the need for an in-depth evaluation of the implementation of P5 and empirical research to measure its impact on improving the soft skills of vocational high school students.

In vocational high schools (SMK), one of the main focuses of P5 is the theme of Employability. P5 facilitates students to gain direct experience in the work environment through a project-based learning approach. Students who have developed non-technical competencies are usually able to demonstrate critical thinking, collaboration, and communication skills, time management, information processing, influential leadership, decision-making, and problem-solving (Manullang, 2023).

Although P5 has been widely implemented, most studies still focus on aspects of creativity, independence, and general character. Few studies have specifically examined the effect of P5 on the Work Theme on improving vocational high school students' soft skills. This indicates that soft skills such as critical thinking, collaboration, communication, time management, information processing, leadership, decision-making, and problem-solving are important aspects in line with the demands of the workplace. Therefore, this study aims to analyze the impact of P5 implementation on improving vocational high school students' soft skills.

## **METHOD**

This study employed a quantitative method with a causal associative design to analyze the influence of the independent variable (P5) and the dependent variable (soft skill improvement). Quantitative methods were chosen because of their ability to provide objective measurements of the relationships between variables through numerical data analysis, ultimately yielding valid and reliable empirical findings (Waruwu et al., 2025).

This study was conducted in May–June 2025 at SMK Negeri 8 Malang. The study population consisted of 10th-grade students from the Mechatronics Engineering and Industrial Electronics Engineering programs who had participated in the P5 activity with the theme of Employability. From this population, a sample of 127 respondents was selected. The research instrument was a questionnaire that referred to soft skill indicators relevant to the study's focus, including aspects of critical thinking, collaboration, communication, time management, information processing, leadership, decision-making, and problem-solving. Each indicator was measured using a Likert scale of 1–5 to collect data on students' level of soft skill mastery after the P5 implementation.

This study employed a quantitative approach with numerical data representation and percentage-based descriptive statistical analysis. The analysis process was supported by SPSS version 25. Before collecting the primary data, the research instruments were tested for validity, reliability, and normality. Subsequent data analysis was performed using simple linear regression to statistically assess the influence of the independent variables on the dependent variable. One method that can be used to determine the influence between variables is linear regression (Darma, 2021).

## **RESULT**

This study aims to measure the influence of P5 with the theme of Employment on improving the soft skills of vocational high school students. Data were collected using a questionnaire distributed online using a closed-ended method using the Google Forms platform. Items were developed using

a Likert scale of 1-5. Prior to primary data collection, the instrument underwent a validation and reliability test to ensure its validity and reliability.

The validity test was conducted to ensure the quality and appropriateness of the instrument's content. The instrument was piloted on 34 10th-grade Software Engineering (Rekayasa Perangkat Lunak/RPL) students. The test results showed that 55 of the total items were valid and 10 were invalid, as shown in Table 1.

**Table 1. Validity Test Results**

Variable	Number of Statement Items	Number of Valid Items
Pancasila Student Profile Strengthening Project	33	33
Soft skill	22	22

Reliability testing is conducted after the instrument validation stage to evaluate the level of consistency of the instrument. This reliability test is essential to ensure that the instrument has a sufficient level of reliability in consistently measuring the constructs studied (Janna & Herianto, 2021). The reliability test in this study was conducted using SPSS version 25 software using the Cronbach's Alpha method. The analysis results showed a Cronbach's Alpha value of 0.931 for variable X and 0.881 for variable Y. These values cover all indicators in the independent variable (P5) and the dependent variable (soft skills improvement). The results of the reliability test are shown in Table 2.

**Table 2. Reliability Test Results**

Variable	Cronbach Alpha	Standard Cronbach Alpha
Pancasila Student Profile Strengthening Project (X)	0.931	0.60
Softskill (Y)	0.881	0.60

After the research instrument meets the validity and reliability criteria based on statistical tests, the next analytical step is to test the basic regression assumptions, one of which is the normality assumption test. This test aims to ensure whether the residual data from the regression model is normally distributed (Isnaini et al., 2025). Normal distribution of data is a crucial prerequisite for using a linear regression approach, as it affects the validity of the significance test and the accuracy of interpreting the relationships between variables.

This study applies the normality test using the Kolmogorov–Smirnov method, with the decision-making criterion based on the significance value (Sig.). If the Sig. value is  $> 0.05$ , the data is considered normally distributed. Conversely, if the Sig. value is  $< 0.05$ , the data does not meet the normality assumption (Munawaroh et al., 2025). The analysis results show a significance value (Asymp. Sig. 2-tailed) of 0.200, exceeding the critical value of 0.05. Thus, the residual data can be declared normally distributed.

After all research instruments met the criteria for validity and reliability, and met the assumptions of normal distribution, simple linear regression analysis was applied to test the causal relationship between the independent and dependent variables (Trianggana, 2023). This aimed to determine the effect of P5 on improving vocational high school students' soft skills.

Based on the results of the simple linear regression analysis in Table 3, the regression coefficient of variable X (P5) was 0.566, with a significance value (Sig.) of  $p = 0.000$  and a standard beta coefficient value ( $\beta$ ) of 0.760 indicating a significant and strong influence between the variables. Based on these results, the implementation of P5 has been proven to have a significant contribution to improving the soft skills of vocational school students.

**Table 3. Simple Regression Linear**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	10.476	5.685		1.843	.068
Pancasila Student Profile Strengthening Project (X)	.566	.043	.760	13.081	.000

## DISCUSSION

The implementation of P5 with the Employability Theme has been proven by the analysis results to have a significant impact on the development of soft skills of vocational high school students. The results of the simple linear regression analysis showed a p-value of 0.000 ( $\alpha < 0.05$ ), a regression coefficient of 0.566, and  $\beta = 0.760$ , which statistically proves a positive correlation and strong influence between the implementation of P5 and the improvement of students' soft skills. P5 is part of the implementation of the Independent Curriculum, which aims to create a balance between achieving academic competencies and developing students' character. The Employability Theme in P5 is relevant to the needs of vocational high school students because it is directed at strengthening readiness to enter the workforce, through the development of soft skills such as critical thinking, collaboration, communication, time management, problem solving, leadership, information processing, and decision-making.

The implementation of the P5 Employability Theme at SMK Negeri 8 Malang encompasses six stages, starting with a SWOT analysis to help students identify their potential and challenges. Next, students conduct field observations through interviews with business or professional actors in the surrounding area. The next stage involves exploring professional potential to encourage critical thinking and develop career plans. Furthermore, the project involves creating a video and preparing a group presentation as a final assignment.

This research indicates that the implementation of P5 encourages collaboration among students, particularly in the division of tasks, responsibilities, and completion of group projects. This aligns with research (Sya'bani & Kholidya, 2023), which confirms that the value of collaboration is created through group project implementation, where each member is responsible for carrying out their roles and responsibilities in an orderly manner to achieve a common goal. Meanwhile, the discussion and collaboration process within group work fosters a spirit of mutual support and shared roles. This contributes to strengthening learning motivation, the courage to express opinions, and a resilient attitude in facing learning challenges (Reni et al., 2021).

Improving communication skills is a crucial indicator of strengthening students' soft skills during the P5 Employment Theme. This involves various activities, such as interviews with business owners, preparing presentation materials, and presenting project results to teachers and peers. Through these activities, students are trained to express ideas in a structured and confident manner, both orally and in writing. This communication experience not only strengthens effective communication skills but also fosters the ability to build shared understanding, establish positive interpersonal relationships, and exchange information openly (Nurhariza, 2023).

Interviews with students involved in the P5 activities revealed a positive response to the program. One student expressed enthusiasm for the activity because of the opportunity to actively participate, both individually and collaboratively. The P5 activities were deemed to have significantly contributed to the development of soft skills such as critical thinking, cooperation, communication, time management, problem-solving, leadership, information processing, and decision-making. Therefore, these skills are essential in today's workforce.

One form of soft skill improvement during the P5 Employment Theme is critical thinking. Testimony from one student in an interview corroborates these findings, including the experience of facing technical difficulties in the form of the interview video's sound volume being too low. As a solution, the student took the initiative to create a video in a cinematic format, similar to a promotional video, demonstrating his ability to think critically and creatively in solving problems. This ability aligns with the problem-based approach in the Independent Curriculum, which encourages students to analyze information, make decisions independently and collaboratively, and take responsibility for every choice they make (Utami et al., 2025). Meanwhile, according to Linsih et al., 2025, students' weak critical thinking skills are caused by less interactive learning strategies and low learning motivation.

In the P5 Employment Theme project, students are required to complete assignments within specified deadlines, develop group work schedules, and allocate tasks and roles proportionally. This situation demands discipline, commitment to time, and strong organizational skills. Through these experiences, students indirectly develop time management skills. These abilities are beneficial for preparing vocational high school graduates to enter the professional world, particularly in relation to competency in task delegation and task scheduling, which are highly needed (Herzanita et al., 2021).

Leadership is a crucial aspect that requires each individual to be independent and develop leadership potential to prepare them for future challenges (Aprilda Yanti et al., 2023). In the P5 implementation, leadership aspects are evident when students are given the responsibility to coordinate group projects. Through this role, students not only learn to organize work strategies but also develop essential interpersonal skills such as mentoring teammates, providing direction, and encouraging harmonious cooperation. According to Rahmat (2021), leadership encompasses essential skills, including fostering and motivating team members to work together optimally to achieve common goals. Thus, the implementation of P5 provides a strategic opportunity for students to learn and develop leadership skills through hands-on experience in project management, decision-making, and teamwork. These leadership skills are essential for students facing the demands of the workplace.

The presence of a mentor teacher plays a crucial role in ensuring the smooth and effective implementation of P5 on the Employment Theme. Interviews with mentor teachers indicate that the teacher's role extends beyond providing technical guidance to facilitating the learning process, encouraging students to explore independently. By providing space for students to analyze module content and develop projects independently, mentor teachers foster critical thinking skills and individual responsibility. The mentor teacher also plays a crucial role in maintaining group dynamics, especially when there are differences in cognitive levels among students. Without consistent mentoring, students with lower abilities may not contribute optimally to their groups. Teacher support in this activity has been shown to have a positive impact on increasing student self-confidence (Rizkiana et al., 2024).

Furthermore, the success of P5 implementation is also influenced by the readiness of the school environment and student confidence. A conducive learning environment and student confidence in the learning process have been shown to strengthen the effectiveness of P5 implementation (Tarita Aprilani Sitinjak et al., 2023). The success of P5 demonstrates that factors not only stem from curriculum design but also from a learning environment that encourages student participation and fosters awareness during learning activities.

Thus, the research findings reinforce the evidence that P5 implementation is not only effective in developing academic competencies but also contributes significantly to improving

students' soft skills. The soft skills that have improved include critical thinking, collaboration, communication, time management, information processing, leadership, decision-making, and problem-solving, all of which are crucial for supporting students' readiness to face the demands of the workforce.

## CONCLUSION

Based on the research results, the implementation of P5 Employability Themes has been proven to have a statistically significant positive effect on improving the soft skills of vocational high school students, with a positive and strong relationship between variables based on the results of a simple linear regression analysis. These results confirm that the implementation of P5 can improve soft skills such as critical thinking, cooperation, communication, time management, information processing, leadership, decision-making and problem-solving relevant to industry needs. Thus, strengthening the implementation of P5 through optimal teacher mentoring, a conducive learning environment, and integration of materials with industry needs needs to be continuously pursued as a sustainable strategy in preparing adaptive and competent vocational graduates.

## REFERENCE

- Amanulloh, M. J. A., & Wasila, N. F. W. (2024). Implementasi dan Pengembangan Kurikulum Merdeka dalam Mewujudkan Pendidikan Berkualitas. *Nusantara: Jurnal Pendidikan Indonesia*, 4(1), 33–58. <https://doi.org/10.14421/njpi.2024.v4i1-3>
- Anwar, Z., 'Azizah, A. T., & Fikriyati, A. (2020). Pendampingan Soft Skill Pada Siswa-Siswi SMK Muhammadiyah 2 Malang. *Altruis: Journal of Community Services*, 1(1), 9. <https://doi.org/10.22219/altruis.v1i1.11546>
- Aprilda Yanti, Aryani Sairun, Andini Permata Putri, Nadia Nur Sahgira, & Dinda Larasati. (2023). Sosialisasi pentingnya kemandirian dan jiwa kepemimpinan pada siswa/siswi SMA Kemala Bhayangkari 1 Medan. *Jurnal Pengabdian Masyarakat Eka Prasetya*, 2(1), 21–25. <https://doi.org/10.47663/jpmep.v2i1.305>
- Arifa, F. N. (2024). Pengangguran lulusan sekolah menengah kejuruan. [https://berkas.dpr.go.id/pusaka/files/isu\\_sepekan/Isu%20Sepekan---IV-PUSLIT-Juni-2024-209.pdf](https://berkas.dpr.go.id/pusaka/files/isu_sepekan/Isu%20Sepekan---IV-PUSLIT-Juni-2024-209.pdf)
- Badan Pusat Statistik Indonesia, B. P. S. I. (2025). Tingkat Pengangguran Terbuka (TPT) sebesar 4,76 persen. Rata-rata upah buruh sebesar 3,09 juta rupiah. <https://www.bps.go.id/id/pressrelease/2025/05/05/2432/tingkat-pengangguran-terbuka--tpt--sebesar-4-76-persen--rata-rata-upah-buruh-sebesar-3-09-juta-rupiah-.html>
- Darma, B. (2021). Statistika penelitian menggunakan SPSS (Uji validitas, uji reliabilitas, regresi linier sederhana, regresi linier berganda, uji t, uji F, R2. Guepedia.
- Fahira, G. M., Apriliani, M., Arfan, H., Amami, S., & Putri, V. C. (2024). Upaya Untuk Meningkatkan Kegiatan P5 di Sekolah Menengah Atas. *Prosiding Seminar Nasional Pendidikan Matematika (SNPM)*, 1(1), 31–39.
- Herzanita, A., Perwitasari, D., & Ririh, K. R. (2021). Pelatihan manajemen proyek pada siswa smk untuk meningkatkan kompetensi. *Jurnal JANATA*, 1(1), 7–12. <https://doi.org/10.35814/janata.v1i1.2367>
- Isnaini, M., Afgani, M. W., Haqqi, A., & Azhari, I. (2025). Teknik Analisis Data Uji Normalitas. *J-CEKI : Jurnal Cendekia Ilmiah*, 4(2), 1337–1384. <https://doi.org/10.56799/jceki.v4i2.7007>
- Janna, N. M., & Herianto, H. (2021). Konsep Uji Validitas Dan Reliabilitas Dengan Menggunakan SPSS. *Open Science Framework*. <https://doi.org/10.31219/osf.io/v9j52>
- Linsih, R. A., Soepriyanto, Y., & Praherdhiono, H. (2025). The effect of collaborative inquiry-based learning model and learning motivation on critical thinking skills of elementary

- school students. *JKTP: Jurnal Kajian Teknologi Pendidikan*, Vol 8(2), 118–127. <https://doi.org/10.17977/um038v8i22025p118>
- Manullang, D. T. (2023). Pengaruh Soft Skill Siswa Terhadap Kesiapan Kerja Siswa SMK Negeri 1 Sidikalang Tahun Ajaran 2022/2023. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 6160–6174.
- Munawaroh, S., Ganie, D., & Purwanto, S. A. (2025). Pengaruh transparansi, akuntabilitas, dan partisipasi masyarakat terhadap pengelolaan keuangan desa (studi kasus di kampung labanan makmur kecamatan teluk bayur kabupaten berau). *JEMMA (Journal of Economic, Management and Accounting)*, 8(1), 60–69. <https://doi.org/10.35914/jemma.v8i1.3118>
- Nurhariza, F. M. (2023). Peran Psikologi Komunikasi Dalam Membantu Meningkatkan Kemampuan Public Speaking Mahasiswa Bimbingan Penyuluhan Islam Uin Syarif Hidayatullah Jakarta. *Tarbiyah: Jurnal Ilmu Pendidikan dan Pengajaran*, 2(1), 167–172. <https://doi.org/10.1342/tarbiyah.v2i1.63>
- Rahmat, A. (2021). Kepemimpinan Pendidikan.
- Reni, S. A., Praherdhiono, H., & Soepriyanto, Y. (2021). Peningkatan Keterampilan Kolaborasi Desain Menggunakan Model Kooperatif Tipe STAD Secara Online. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 4(3), 270–279. <https://doi.org/10.17977/um038v4i32021p270>
- Rifaldy, A., Respati, D. K., & Indriani, S. (2025). Pengaruh penguasaan soft skill, efikasi diri, dan motivasi kerja terhadap kesiapan kerja siswa program keahlian akuntansi smk negeri jakarta timur. *Jurnal Pendidikan dan Pengajaran*, 3(1), 855–866.
- Rizkiana, F., Prasiska, E., & Apriani, H. (2024). Pendampingan Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Bangunlah Jiwa dan Raganya di SMA KORPRI Banjarmasin. *Jurnal Pengabdian Magister Pendidikan IPA*, 7(4), 1864–1869. <https://doi.org/10.29303/jpmppi.v7i4.9160>
- Sandroto, C. W. (2021). Pelatihan: pentingnya soft skill untuk kesuksesan kerja bagi siswa-siswi sekolah menengah kejuruan. *Martabe : Jurnal Pengabdian Kepada Masyarakat*, 4(1), 298. <https://doi.org/10.31604/jpm.v4i1.298-305>
- Santika, A., Simanjuntak, E. R., Amalia, R., & Kurniasari, S. R. (2023). Peran pendidikan sekolah menengah kejuruan dalam memposisikan lulusan siswanya mencari pekerjaan. *Paedagogia : Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 14(1), 84–94. <https://doi.org/10.31764/paedagogia.v14i1.12626>
- Susianita, R. A., & Riani, L. P. (2024). Pendidikan Sebagai Kunci Utama Dalam Mempersiapkan Generasi Muda Ke Dunia Kerja Di Era Globalisasi. *PROSPEK: Prosiding Pendidikan Ekonomi*, 1–12.
- Sya'bani, M. Q., & Kholidya, C. F. (2023). Internalisasi nilai demokrasi melalui kegiatan proyek penguatan profil pelajar pancasila guna menangkal radikalisme di kalangan remaja (studi kasus di smkn 1 kemlagi). 1(1), 1–13.
- Tahar, A., Setiadi, P. B., & Rahayu, S. (2022). Strategi Pengembangan Sumber Daya Manusia dalam Menghadapi Era Revolusi Industri 4.0 Menuju Era Society 5.0. *Jurnal Pendidikan Tambusai*, 6(2), 12380–12394.
- Tarita Aprilani Sitinjak, Ni Putu Diah Agustin Permanasuri, Trissan, W., Riris Krisdempuan Nadeak, & Bonardo Sadatuah Siallagan. (2023). Kajian kesiapan penerapan proyek penguatan profil pelajar pancasila (p5) berdasarkan persepsi peserta didik di smk karsa mulya palangka raya. *Steam Engineering*, 5(1), 9–14. <https://doi.org/10.37304/jptm.v5i1.10638>
- Trianggana, D. A. (2023). Peramalan jumlah siswa-siswi melalui pendekatan metode regresi linear. *Jurnal Media Infotama*, 16(2), 115–120. <https://doi.org/10.37676/jmi.v16i2.1149>

- Utami, P. R., Rahmawati, L., & Nektaria, M. (2025). Pengembangan kompetensi dan soft skill dalam implementasi kurikulum merdeka: tinjauan literatur. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 5(1), 55–65. <https://doi.org/10.51878/manajerial.v5i1.4734>
- Waruwu, M., Pu`at, S. N., Utami, P. R., Yanti, E., & Rusydiana, M. (2025). Metode Penelitian Kuantitatif: Konsep, Jenis, Tahapan dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 10(1), 917–932. <https://doi.org/10.29303/jipp.v10i1.3057>