

BUKTI KORESPONDENSI

ARTIKEL JURNAL NASIONAL TERINDEKS SINTA 2

Judul Artikel : Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom

Penulis : Ahmad Rosyid

Jurnal : AL-ISHLAH Jurnal Pendidikan

Volume : 17

Nomor : 2

Tahun : 2025

URL : <https://www.journal.staihubbulwathan.id/index.php/alishlah/article/view/4619>

NO	Perihal	Tanggal
1	Bukti submite dan artikel yang di submite	1 September 2023
2	Bukti artikel dalam proses <i>review</i> dan hasil review	4 September 2023
3	Bukti <i>revised</i>	21 November 2023
4	Bukti Accepted dan dokumen LoA	28 Juni 2025
5	Bukti <i>Published</i>	28 Juni 2025

BUKTI SUBMITE ARTIKEL DI JURNAL AL-ISLAH

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ISSN 2087-9490 (p) ISSN 2597-940X (e)

Accredited SINTA 2

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JURNAL PENDIDIKAN

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LP2M - STAI Hubbulwathan Duri
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#4619 Summary

SUMMARY REVIEW EDITING

Submission

Authors	Ahmad Rosyid, Bayu Kurnia Kurniaaji, Meidawati Suswandari, Tri Sutrisno, Giyatmi Giyatmi
Title	Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom
Original file	4619-21365-1-SM.DOCX 2023-09-01
Supp. files	None
Submitter	Mr Ahmad Rosyid
Date submitted	September 1, 2023 - 04:09 AM
Section	Articles
Editor	Widia Yunita

Online Submissions
Editorial Board
Focus and Scope
Article Processing Charges
Peer Review Process
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03/03/2026

Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom

ARTICLE INFO

Keywords:

management;
pancasila student profile
strengthening project (P5);
local wisdom

Article history:

Received 2021-08-14

Revised 2021-11-12

Accepted 2022-01-17

ABSTRACT

One of the products of the Merdeka Belajar Curriculum in order to improve the quality of education through forming the character of students is the Pancasila Student Profile Strengthening Project (P5). This study aims to describe planning, organizing, actuating, controlling, and evaluating the implementation of P5 at SMP Negeri 3 Sidoharjo, Wonogiri. This study applies a qualitative approach with a case study technique. Data collection techniques were carried out through interviews, observation and document studies. The findings including: (1) The Planning Phase was filled with meetings to determine targets and objectives, implementation time and module preparation, (2) Organizing Phase included the formation of a team of facilitators, a team of module developers and a team implementer, (3) the Actuating Stage is filled with giving explanations about the themes, students choose the art they want to learn, design the product they will produce, practice/exercise the chosen art, setting the peak activity venue, dress rehearsal and do appearances at Panen Karya Event, (4) the Controlling Phase is carried out by the teacher through activity journal reports and the vice principal of the curriculum field directly monitors or asks the teacher, and (5) the Evaluation Phase includes a diagnostic assessment at the beginning of learning, a formative assessment of the learning process, and a summative assessment at the Panen Karya event by the Facilitator Team. Based on these results, it can be concluded that the management of P5 implementation at SMP Negeri 3 Sidoharjo has met the criteria for good management.

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1. INTRODUCTION

Humans are perfect creatures, one of the signs of perfection is being equipped with reason. With this reason, humans then undergo an educational process that lasts a lifetime (Ermalianti, 2016). In Indonesia, every citizen has the same rights and obligations to receive education at every level. As in Republic of Indonesia government regulation number 47 of 2008 concerning 12 years of compulsory education. This was also conveyed by the deputy chairman of the DPR RI, Dede Yusuf, at the DPR RI Commission X Working Meeting regarding encouraging the completion of 12 years of compulsory education.(Ihsan, 2023)

In Law Number 20 of 2003 concerning education, it can be understood that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are able to

actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the state. Education is constitutionally enshrined as the right of every Indonesian citizen and efforts are made to create an egalitarian and inclusive education system (Koerniantono, 2019). Education is more than just teaching, which can be said to be a process of transferring knowledge, transforming values, and forming personality with all the aspects it covers. Thus teaching is more oriented towards the formation of specialists or certain fields. (Gumati, 2020)

In general, the educational process includes three dimensions of the individual, the individual's community and all the contents of reality, both material and spiritual, which play a role in determining the nature, fate, form of humans and society, so that in order to achieve these goals, a set of curricula that contains various needs or content which will later become the basis for determining the direction of education on an international, national or local scale in order to welcome a brighter life for the nation and state. (H. M. Sulastri, Saleh, & Sunanah, 2020)

In 2022 there will be a curriculum update called the independent curriculum. In this curriculum there is a framework that is structured flexibly and focuses more on basic material, developing the character of students, as well as the abilities of students. There are three main characteristics of the independent curriculum, namely (1) project-based learning to develop soft skills (Dafitri, Hasrul, Rafni, & Bakhtiar, 2022; Jamaludin, Alanur S, Amus, & Hasdin, 2022; Kahfi, 2022; Kiska et al., 2023; Rusnaini, Raharjo, Suryaningsih, & Noventari, 2021; Safitri, Wulandari, & Herlambang, 2022; Syaefulloh, Windiani, Putriani, Rohaeni, & Nugraha, 2022) In 2022 there will be a curriculum update called the independent curriculum. In this curriculum there is a framework that is structured flexibly and focuses more on basic material, developing the character of students, as well as the abilities of students. There are three main characteristics of the independent curriculum, namely (1) project-based learning to develop soft skills (Nugraha, 2022).

Apart from that, the independent curriculum provides a discourse that the Independent Curriculum is a curriculum that is implemented based on increasing the profile of students so that their lives have the soul and values contained in the Pancasila principles. The Merdeka curriculum still focuses on strengthening character, namely the profile of Pancasila students (Wijayanti & Muthali, 2023). The Pancasila student profile is a government effort to improve the quality of Indonesian education through building the character of students by providing equal opportunities for each student in various experiences including studying various knowledge, developing skills, and strengthening the development of the six basic characteristics that each participant must have. education (faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, independence, critical reasoning) as well as important issues such as sustainable lifestyles, mental health, tolerance, entrepreneurship, local culture, democratic life, and technology (Adnyana, 2022; Kurniastuti, Rahmani, 2022; Nggano, Arifin, & Juharyanto, 2022; Supriyatno, 2017). This is also an effort to shape the values and character of students so that there is balance along with world developments in terms of knowledge and technology. (Rudiawan, Cahyono, & Puji A, 2022)

The characteristics of the independent curriculum carry out project-based learning. Project means activities carried out together with topics or themes according to the needs, interests, experiences of children through teacher guidance so that they can explore (Cahyaningrum & Diana, 2023; Kharunissa, Munawar, Sutini, & Santoso, 2023; Mustaring, 2023; Rosmalah, Asriadi, & Shabir, 2022). Meanwhile, the profile of Pancasila students has the meaning of the target plan for Indonesian students to become lifelong students who have superior personalities according to Pancasila as a philosophy of life. Project activities to strengthen the profile of Pancasila students are integrated with the values of Pancasila as the identity of the Indonesian nation which are formulated to carry out education through projects to strengthen the profile of Pancasila students. Project to strengthen the profile of Pancasila students for the long term to preserve national identity with positive character from an early age (Kahfi, 2022; Kemendikbudristek, 2022; Kiska et al., 2023; Rusnaini et al., 2021; Syaefulloh et al., 2022).

As an effort to achieve goals in educational units, a structured and systematic management of education is needed, apart from the physical aspects of various other factors, such as infrastructure, funding, human resources for teachers and students and other supports. Strong management in an education unit will make it easier to achieve various goals and improve the quality of education, even education management will also directly influence the effectiveness of the curriculum, teaching equipment, study time and learning processes included in P5 activities. But unfortunately at this time not a few of the education units are getting less attention related to education management so that the internal elements and all their supporters are not running optimally. (Ismail, 2015)

The project to strengthen the profile of Pancasila students as an implementation of the independent curriculum in each educational unit certainly requires seriousness in its management so that the objectives of the project can be achieved. The definition of management based on George R. Terry is that management is a unique process consisting of several actions, planning, organizing, moving and monitoring. (Kuddus, 2019). Furthermore, Henry Fayol, Robbin and Coulter said that the most important basic functions of management are planning, controlling, organizing, and leading. (Gumati, 2020)

From the various understandings of management that have been defined by several experts above, it can be concluded that the notion of management is the science and art of carrying out the activities of an organization, these activities can be in the form of organizing which includes planning, drafting, and carrying out activities as well as supervision that uses all resources. which is owned by an organization whose aim is none other than to achieve the desired goals that have been previously set.

As is the fact in the field in general, juvenile delinquency starting from the age of junior high school students is very much, ranging from promiscuity, drinking alcohol/drunkenness, even delinquency caused by the sophistication of gadget technology that does not only spread to students in urban areas without exception to those in remote areas. , they spend time playing games and watching adult content without any attention and supervision from their parents. This is a special concern for an educational unit in equipping and developing students' soft skills.

Furthermore, the rural atmosphere where the majority work as farmers where their parents always spend time taking care of crops in the rice fields, not even a few of their parents choose to be urban and migrate to find work in big cities, this makes children not get the right to education. in the family and in the environment where he lives. Even though when we talk about children's education, that success will be realized when children besides getting education in the school environment also get education and supervision from the family environment and their social environment.

The educational unit that has been trying to maximize the management of the implementation of the project to strengthen the profile of Pancasila students as an effort to provide soft skills for their students is SMP Negeri 3 Sidoharjo. SMP Negeri 3 Sidoharjo is a school institution located in Poncol Hamlet, Tempursari Village, Sidoharjo District, Wonogiri Regency. As a school that is relatively located in a rural area, it needs its own seriousness in competing so as not to be left behind by schools in the middle of an urban area.

As in the initial interview, Widya Aryani as the representative for the curriculum section of the school said that the P5 activities at SMP Negeri 3 Sidoharjo refer to local wisdom. Activities of a skill nature here are given priority in addition to the teaching and learning process in the classroom. This is because the majority of students really need supervision in terms of behavior. Where the majority of them were born into farming families and also many of them came from student backgrounds whose parents left them to migrate to work outside the city, some even left their parents abroad. It is hoped that with P5 based on local wisdom, students here will have more focused behavior and have an attitude of loving local potentials so that they will have skills in the future.

In terms of skills, recently SMP Negeri 3 Sidoharjo has had several achievements obtained from the path of developing skills/soft skills. Referring to the official website of SMP Negeri 3 Sidoharjo, there is news about winning the championship in the fine arts competition at the Surakarta Residency level. Eko

Slameto, as one of the assistants in the P5 activities, said that school activities that are local in nature are currently being intensively enhanced with the existence of P5 in the independent curriculum.

Furthermore, Rahayu Widayanti as the head of the school who is a prime mover, for the sake of realizing learning so that it is able to produce output that is more useful for the nation and is ready to compete in the challenges of the future (Gani, Badu, & Sukung, 2023)

. Apart from that, as a school principal with significant influence on other components in realizing the school's vision, which is his responsibility as captain of this institution, said that he is always willing to support everything related to skills development activities at SMP Negeri 3 Sidoharjo, in this case the implementation of P5.

The implementation of P5 at SMP Negeri 3 Sidoharjo with the theme "Our Culture, Our Identity", which is based on local wisdom, is implemented and made into its own institutional characteristic. Meanwhile, the specific goal is the development and preservation of local culture, producing original works and actions. From the description above, researchers are interested in studying further regarding the implementation of P5 at SMP Negeri 3 Sidoharjo and how the implementation is managed.

2. METHODS

This research using a case study design applies a qualitative approach to presenting research data on project implementation management to strengthen the profile of Pancasila students (P5) at SMP Negeri 3 Sidoharjo, Wonogiri, especially in grade 7. This approach is considered relevant because this case study design focuses on aspects of "why" and "how" a managerial implementation of P5 which has a small possibility of controlling the events to be observed or tested. A qualitative approach will be better able to describe qualities, values, numbers and events that can only be explained in the form of words and linguistic aspects.



Figure 1. Case Study Design

The research data was collected from SMP Negeri 3 Sidoharjo which is located on Jl. Tempursari - Sidoharjo Km.07, Poncol, Tempursari, Sidoharjo Wonogiri, Central Java. There are several sources that are the object of this research, including observations during P5 activities and interviews conducted with one of the Module Development Teams which automatically designs managerial implementation of P5 as the main source and documentation from school profiles, school websites and modules related

to P5 implementation as data sources. secondary which will strengthen the results of the interview. The resource person who is the primary source for this research was selected using the principle of purposive sampling so that the data obtained will be in accordance with the sample criteria that have been determined by the researcher, namely regarding the process of planning, organizing, implementing and supervising the implementation of P5 at SMP Negeri 3 Sidoharjo, because the resource person has mastery of the topic, has an important role in the field being researched, and has sincerity in providing information so that it can be conveyed honestly without any external influences that damage the authenticity of the data (Fauzan & Ati, 2018)

The data obtained from these two sources was then analyzed using an interactive data analysis model by Miles and Huberman consisting of Data Reduction, Data Display, and Conclusion: Drawing/Verifyin (Dull & Reinhardt, 2014). The data reduction process is carried out after all the data has been collected and this process focuses on selecting, focusing, abstracting, simplifying, and transforming all existing data, by carrying out data reduction as part of the analysis process it will become "drawn and verified". After going through the reduction process, the research data is organized and summarized to make it easier to understand what happened, make it easier to draw conclusions and determine next actions. The structured data is then concluded and verified by looking back at the data in the field notes. In the final stage, to ensure the validity of the data collected by researchers as non-participant observers, the results of data analysis were tested using the triangulation method.

3. FINDINGS AND DISCUSSION

In this section the researcher will present the findings and discussion regarding the management of the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sidoharjo, Wonogiri.

3.1 Planning (Planning) P5 at SMP Negeri 3 Sidoharjo

Planning is the initial stage in the management process. This stage becomes the momentum to think about what steps to choose and the strategy to be applied in carrying out production or organizational activities, so that the goals or goals of the program can be achieved. In detail planning includes the involvement of human resources, objectives, strategies, and time. The following is data related to these points in the interview data collected by the researcher: **Tabel 1.** Transkrip Planning

Stage Interview

No.	Question	Answer
1.	What is the theme carried out in the Implementation of P5?	Local Wisdom with the Sub Theme of Our Culture Our identity
2.	What are the general and specific objectives in implementing P5 at SMP Negeri 3 Sidoharjo?	General purpose: provide opportunities for children to learn from the surrounding environment
3.	Why is it necessary to implement P5?	Specific objectives: Development of regional culture To produce original works and actions
4.	When is the Implementation of P5?	Providing opportunities for students to experience knowledge as a form of character strengthening while at the same time fostering a sense of cultural respect, eliminating prejudice, and reflecting on cultural diversity.
5.	What is the uniqueness of implementing P5 at SMP Negeri 3 Sidoharjo and not being shared by	February to May 2023. Every month is taken the last Sunday.

	other schools or schools in general?	
6.	Kapan perencanaan dari kegiatan P5 ?	Rencana kegiatan sudah dituangkan dalam modul kegiatan P5 yang sudah dibuat pada bulan desember oleh team pembuat modul.
7.	Siapa yang terlibat dalam Perencanaannya ?	Kurikulum, Widya Ariyani. Koordinator herna wasiati. Dan team pembuat modul.

There are four competencies that want to be realized in P5, namely forming citizens who are democratic, superior, productive, and have character and behavior that is in line with Pancasila values. (Nuraini, 2023). Based on the interview transcript table above, it can be seen what strategic efforts were made in the P5 planning at SMP Negeri 3 Sidoharjo to accommodate the four competencies targeted by the Ministry of Education and Culture. It can be seen that SMP Negeri 3 Sidoharjo takes advantage of the school's characteristics in the form of local wisdom values in the form of traditional arts as the theme for P5 character formation by raising the sub-theme "Our Culture is Our Identity". The selection of traditional arts in general aims to provide opportunities for children to learn from the surrounding environment, besides that specifically the purpose of developing regional culture is to produce original works and actions. Both of these goals are not only trying to realize superior competence but also being productive by promoting dance that originates from the area around the school environment which has begun to fade.

Based on the results of the documentation through the Schedule P5 file in the Relevance of Themes and Project Topics for Education Units, it is conveyed that awareness and development of attitudes towards preserving culture among junior high school students aged 13-15 years is part of the school's obligation to prepare the knowledge, attitudes and skills needed to provision for students' lives in the real world. The school provides introduction, guidance, and assistance for students in knowing, understanding, and cultivating noble values in the theme of local wisdom. Schools can become ecosystems for students to learn and gain experience. Students who have high creativity and innovation, visionary, leadership spirit, independent, committed, never give up are students who will make a positive contribution in their role in class, school, and society both academically and non-academically (Iskandar, 2017).

In planning efforts, steps are taken to be able to provide students with the opportunity to experience knowledge as a form of strengthening character while fostering a sense of respect for culture, eliminating prejudice, and reflecting on cultural diversity, namely by involving the relevant tools in this program and then compiling module. The Deputy Principal for Curriculum, Widya Ariyani S. Pd., has an important role as the person in charge who is then assisted by a Team formed specifically for implementing P5. Based on data taken through documentation techniques, the team then compiled the module in December and then approved it by the Principal in January after reviewing and correcting the use of module 3 for the project to strengthen the profile of Pancasila students. Apart from that, the tools involved in the planning process also determine the implementation time, namely February to May 2023 in the last week. In the approved module, the planning team allocated P5 only for class 7 with forms of activities including materials, familiarization, discussions, presentations, learning from resource persons, environmental surveys, arts practice, arts displays with a time allocation of 18 meetings.

This means that the P5 planning stage includes elements of readiness, condition and characteristics of the school, determining time allocation, selecting the person responsible for facilitating the plan, controlling and assisting P5. Next, the selection of themes and topics. Finally, designing project modules according to environmental characteristics and needs (Hamzah, Mujiwati, Khamdi, Usman, & Abidin, 2022; Rosmalah et al., 2022; Safitri et al., 2022; S. Sulastri, Syahril, Adi, & Ermita, 2022).

Based on the explanation above, the researcher can conclude that overall the P5 planning process at SMP Negeri 3 Sidoharjo is in accordance with the provisions in project planning. The time used in

preparing this program is also considered ideal, namely 3 months before its implementation. This shows that SMP Negeri 3 Sidoharjo has carried out careful and in-depth planning to support the smooth implementation of P5.

3.2. Organizing P5 at SMP Negeri 3 Sidoharjo

The next stage is organizing which is carried out by dividing tasks among the devices involved in implementing P5 at SMP Negeri 3 Sidoharjo. This is intended to maximize the role of existing devices and facilitate coordination and division of tasks. Apart from human resources, this organizing stage also determines what facilities are needed to support the running of the P5 program in each class with different material at each meeting. The following is a transcript of the interview regarding the organizational stages carried out in implementing P5 at SMP Negeri 3 Sidoharjo.

Table 2. Organizing Stage Interview Transcript

No.	Question	Answer
1.	How are the tasks divided?	How are the tasks divided?
2.	Who is responsible for implementing P5 and who is involved in it?	Who is responsible for implementing P5 and who is involved in it? The division of tasks for P5 assistants is to select teachers who have competence in the arts. For example in dance. Submitted to Mr. Eko Slameto is the person in charge of the dance. Gamelan to Mr. Aan Bagus Saputro, was also helped by other ladies and gentlemen.

Based on the transcript above, it can be seen that P5 at SMP Negeri 3 Sidoharjo has several teams, including the Module Preparation Team, Mentoring/Facilitator Team, and Implementation Team. Based on the researchers' findings, the process of selecting facilitators begins with planning carried out by the principal and deputy principal in the curriculum sector to appoint teachers who are none other than teachers who have competence in the arts. Then the appointed teacher is given a decree by the school principal to carry out the roles of facilitator according to the schedule prepared by the Module Development Team. The appointment of the module development team is also done by taking into account the knowledge and experience of teachers related to planning school programs. Another team that is also involved in P5 at SMP Negeri 3 Sidoharjo is the Implementation Team which consists of all subject teachers in class 7 with a total of 158 students. Determination of the P5 implementation class is only in grade 7 because the implementation of the Independent Curriculum has only been implemented in that class. The following is detailed data on the names of teachers involved in P5 at SMP Negeri 3 Sidoharjo taken from the schedule document using documentation techniques:

Table 3. Names of teachers in each position in P5 SMP Negeri 3 Sidoharjo

No.	Position Name	No. Position Name
1.	Coordinator	Herna Wasiati Nugraheni, S. Pd.
2.	Facilitator	1) Eko Slameto 2) Aan Bagus Saputro
3.	Module Builder	1) Atik handayani, S.Pd. 2) Akbar Perdana, S.Pd. 3) Aan Bagus Saputro, S.Sn 4) Irhas Sasmito, S.Pd.I 5) Maya Alvian Sari, S.Pd.
4.	executor	1) Rosita Dhian Wardhani, S.Psi.

		2) Dessy Prasetyowati, S.Pd. 3) Widya Ariyani, S.Pd. 4) Minah, S.Pd 5) Atik Handayani, S.Pd 6) Irhas Sasmita, S.Pdi 7) Akbar Pradana, S.S 8) Alim Hermawan, S.Pd 9) Anita Dwi A, S.Pd 10) Bayu Kurniawan, S.Pd 11) Aan Bagus Saputro, S.Sn 12) Sinar Widyawati, S.Pd. 13) Maya Alvian, S.Pd.
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Based on the description above, it can be concluded that the devices involved in P5 at SMP Negeri 3 Sidoharjo are considered complete and have covered most forms of implementation needs. Apart from that, the drafting team is not only staffed by teachers who are experienced in preparing programs but also practitioners in the arts field so that it can be ensured that the schedule and materials allocated are on target. The team of facilitators who are then tasked with evaluating the progress of the program are drawn from competencies according to the field of arts and in the implementing team there are also those who are part of the drafting team, this will increase the potential for suitability of planning and realization in class.

3.3. Implementation (Actuating) P5 at SMP Negeri 3 Sidoharjo

The implementation stage is a form of implementation of the Project that has been designed at the beginning of the process. This stage will greatly influence student learning outcomes so it needs to be carried out systematically but adaptively to student development in class. The implementation stage includes the mechanisms and facilities needed to support the implementation of P5 at SMP Negeri 3 Sidoharjo. The following is a transcript of the interview at implementation stage P5:2.4. Transkrip

Implementation Phase Interview

No.	Question	answer
1.	How mechanism ?	Implementation of P5 is to make products according to children's understanding and the theme raised. Previously, the children were given an explanation related to the theme by inviting resource persons who were competent with the art to be appointed. and then the child is given the freedom with guidance to determine what product to make. This time the children form groups according to the choice of art to be done. There is the kethek ogleng dance, gamelan, pedhalangan, peacock dance, because fine art was chosen, it was then directed to create a mural on the school fence wall with a cultural theme.
2.	implementation?	Each art group is accompanied by a teacher until the process is complete.

Based on the transcript above, it can be seen that the implementation mechanism at P5 at SMP Negeri 3 Sidoharjo prioritizes the productivity aspect with the initial step of providing an explanation or starting the theme being studied by competent speakers with the art being appointed. After that, students are directed to choose the art they want to learn and then design the product they will

produce. In the implementation process, the class teacher accompanies students from the beginning to the end of the process in participating in P5.

Based on the findings of the researchers through several documents, the scheduling of activities at each meeting consisted of preparation, implementation and closing sessions. The beginning of the implementation of p5 will be filled with outreach, group settings according to students' interests and discussions regarding targeted art products with the Facilitator Team together accompanied by the teacher of each class. After that, students are invited to prepare art presentation media that they want to study during P5 with the theme of local wisdom. There are three arts that students can choose from, including fine arts in the form of murals, musical arts and dance. After being able to choose and know the things that students will learn, then students begin to practice, practice and make the art product they choose. In addition to artistic activities that support the projection of the Local Wisdom theme, P5 implementation activities are also filled with gymnastics, dhuha prayers and prayers in the morning jam session. After undergoing a series of exercises and practices at several meetings, students will then display their learning results at the Harvest Work event theme 3 Local Wisdom, students are invited to set up a place and do a dress rehearsal. The peak activity in the form of Harvest Work is also a forum for evaluating the results of the P5 which has been held for a minimum of 16 effective meetings.

To support the implementation of P5 there are several things that need to be done by teachers, among others, each teacher needs to provide guidance for students as well as provide space for students to express their creativity, this includes being open in receiving program input from students related to projects. In addition, teachers need to foster relationships with the government and local arts actors so that they can become partners in implementing projects and preserving regional arts, this is important because students need to get a variety of experiences and information from the real world. Forms of cooperation that can be carried out are: expert meetings, interviews, discussions, visits, workshops, mentoring, and other supporting activities. Equally important, teachers need to prepare a special time that is coordinated with all subject teachers, if there is going to be a day used for visits, observations, performances or other things so that all teaching and learning activities continue to run well.

This agrees with (Kemendikbudristek, 2022; Kurniastuti, Rahmaniar, 2022; Rosmalah et al., 2022; Wijayanti & Muthali, 2023) which states that making learning implementation plans that contain apperception activities to develop the ability to analyze, connect, and make conclusions for students, (2) variations in the use of learning media using interactive learning videos, (3) application of reflective-based learning and according to needs learn students. The teacher's role in forming Pancasila student profile values through learning activities is designed to be varied by considering the learning needs of students.

The facilities needed to support the implementation of P5 vary at several meetings. In addition to reflection sheets and activity journals, the facilities and infrastructure needed include material, PPT, tools and materials for making media presentations, internet, laptops and LCDs, daily journal paper, cardboard paper, ceremonial fields, prayer rooms, and art tools. Each type of art has its own equipment, starting from gamelan for karawitan, paint and coloring for making murals, to sound and sampur for dancing practice.

3.4. Supervision (Controlling) P5 at SMP Negeri 3 Sidoharjo

The monitoring stage is the process of determining what is being carried out by comparing the actual actions with the plans that have been made. By conducting supervision, it can facilitate performance in a more controlled manner and plan changes in a better direction so that they are in accordance with the objectives and can achieve the planned targets. The supervision process also needs to have standard guidelines which are the core and points of supervision carried out, so that it

can be more measurable and evenly distributed in each class of P5. The following is a transcript of the interview at the P5 supervision stage:

Table 5. Monitoring Stage Interview Transcript

No.	Question	answer
1.	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7

The device that takes an important role in the supervision stage is the implementation team consisting of subject teachers in all classes. Teacher supervision is carried out in class which is then recorded and reported by the vice principal in the field of curriculum in the form of a class journal. Apart from reporting from teachers, the deputy principal and P5 team coordinator also provide a supervisory role by monitoring at certain or tentative times and directly questioning the process of implementing P5 in each teacher's class.

There are several things that need to be considered as a basis for teachers in supervising the running of P5 in their respective classes, including understanding that the local wisdom program is a program that builds awareness, explores personal and regional potential, preserves local cultural riches and empowers the knowledge and skills possessed in developing local wisdom. Teachers are reliable educators who have the main task of educating, teaching, guiding, focusing, training, calculating and evaluating students. The position of a teacher as an educator is a position related to the tasks of providing encouragement or encouragement, supervisory and coaching tasks, and tasks related to disciplining children so that they comply with the rules at school. The teacher's position in forming personality is that he must provide a good example to students, because every student needs a good example or model to emulate. In shaping the personality of students, teachers also cannot be arbitrary (Kharunissa et al., 2023; Mustaring, 2023; Rudiawan et al., 2022; S. Sulastri et al., 2022).

Furthermore, the knowledge and skills that are trained are important things that students will need after completing their education, whatever role the students choose when they grow up. The commitment of all school members to apply the important values of local wisdom: creativity, innovation, leadership, commitment, never giving up, integrity, leadership spirit, independence, commitment, never giving up, this is not limited to being applied to project class hours, but is implemented in the field others. Awareness that the richness of regional culture, especially regional arts, has begun to disappear and be abandoned along with changes in the social culture of society, especially during the Covid-19 pandemic. Understanding that although there is a stage where students will be asked to create an artistic display design, the success of this local wisdom project is determined by changes in students' behavior and perspective on local culture and how they apply these values in life.

3.5. Evaluation (Evaluating) P5 at SMP Negeri 3 Sidoharjo

In this final stage, the entire process, from student performance to the activity output they obtain, will be assessed. The purpose of the evaluation is none other than to find out the level of project achievement that has been planned and also to find out things that hinder achievement so that they can be minimized and improved in the next P5. There is some information obtained by researchers regarding the evaluation process carried out at SMP Negeri 3 Sidoharjo through interviews as follows:

Table 6. Evaluation Stage Interview Transcript

No.	Question	Answer
1.	How to evaluate in	After completing P5 activities in a day, there

		is a reflection sheet that must be filled in by students. Then the accompanying teacher also brings the child's data and conducts an assessment during the activity process.
2.	P5's activities?	The target of this P5 activity is to be able to take part in district and provincial art competitions. Or competitions held by outside parties.

The contents of the transcript show that the evaluation process was also carried out by the implementing team who were also subject teachers in each class. The evaluation carried out by the teacher is carried out using the reflection sheet that is given at the end of each session of the P5 meeting. In addition, the teacher gives a process assessment to students in following P5 and compiling the product they want. As for evaluation, it cannot be separated from the target to be achieved. By knowing the target, the evaluator will have an idea of the standard that he wants to achieve through the long process that has been planned. The evaluation target for implementing P5 at SMP Negeri 3 Sidoharjo is achieving appropriate qualifications to take part in arts competitions at district and provincial levels.

The assessment system in the evaluation process at SMP Negeri 3 Sidoharjo begins with carrying out a diagnostic assessment before the project begins to measure students' initial competencies which are used to determine students' differentiation needs, develop project flow and activities, and determine the development of sub-elements between phases. Examples of assessment forms include rubrics, feedback (from educators and fellow students) both verbally and in writing, observations, discussions, presentations, journals, reflections, essays. After carrying out a diagnostic assessment, at the end of the lesson the teacher also conducts a formative Post-test to see student achievements. The formative post-test format is as follows:

Table 7. Example of Assessment Sheet as Evaluation

Formative Assessment Instrument for Attitudes and Roles in Discussion				
Class		:	3rd meeting	:
Date and time		:	Topic	:
No	Statement	Student response and display		
1	Active in the discussion inside	Less active	Quite active	Very active
2	The group	Less active	Quite active	Very active
3	Active in class plenary discussions	Never	Only once	Ask often
4	Ask questions in discussions	Unable to answer	Can answer but	Can answer and

5	Can respond	Not being able to speak the language well, and	less precise	right reason
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Through this formative post-test, it will facilitate evaluation of the student process which will then be continued with a summative test which will be carried out during the Harvest by the Facilitator Team who have provided socialization and also provided training and practice to students. Through this series of evaluations, it is good and able to represent student learning outcomes from the process to the learning output they must achieve. Although at this stage the drafting party has not yet specifically determined what steps will be taken next to manage output and improve deficiencies and non-conformities in the implementation of P5.

4. CONCLUSION

The management stages implemented in the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sidoharjo include planning, organizing, implementing, monitoring and evaluating. The implementation process is filled with meetings with various devices involved in P5, determining targets and objectives, implementation time and module preparation. The organizing stage includes the formation of a team of facilitators, a team for preparing modules and an implementation team which does not only involve the teacher but also competent parties/resource persons. Furthermore, in the implementation stage, it is filled with giving explanations or sparking themes, students are directed to choose the art they want to study, then design the product they will produce, practice/exercise according to the chosen art, place settings and dress rehearsals and end with an appearance at the Harvest Work. Then at the Supervision stage it is carried out by the teacher through activity journal reports and the vice principal of the curriculum field tentatively by directly monitoring or asking the teacher. The last is the evaluation stage which includes a diagnostic assessment at the beginning of learning, a formative assessment of the learning process, and a summative assessment at the Harvest Work event by the Facilitator Team.

In connection with P5 which is a co-curricular activity at SMP Negeri 3 Sidoharjo, the researcher provides several suggestions regarding the management system for each device involved. First, the Principal needs to maintain communication with teachers and other school personnel to maximize P5 as much as possible. Second, the vice principal in the field of curriculum as the person in charge must ensure that the design and implementation are in accordance with the applicable independent curriculum and strengthen communication with the school principal in building synergy. Third, teachers as facilitators, module builders and evaluators need to have competence in developing programs while still not being separated from Pancasila values which are the axis of P5. Finally, other researchers who will conduct similar research are expected to further explore the concept of P5 in shaping the Pancasila character.

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Submission Information:

Authors	Ahmad Rosyid, Bayu Kurnia Kurniaaji, Meidawati Suswandari, Tri Sutrisno, Giyatmi Giyatmi
Title	Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom
Section	Articles
Editor	Widia Yunita

Peer Review Information:

Round 1

Review Version	4619-21366-2-RV.DOCX 2023-09-01
Initiated	2023-09-01
Last modified	2023-09-06
Uploaded file	Reviewer A 4619-21440-1-RV.DOCX 2023-09-04

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Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom

ARTICLE INFO

Keywords:

management;
pancasila student profile
strengthening project (P5);
local wisdom

Article history:

Received 2021-08-14

Revised 2021-11-12

Accepted 2022-01-17

ABSTRACT

One of the products of the Merdeka Belajar Curriculum in order to improve the quality of education through forming the character of students is the Pancasila Student Profile Strengthening Project (P5). This study aims to describe planning, organizing, actuating, controlling, and evaluating the implementation of P5 at SMP Negeri 3 Sidoharjo, Wonogiri. This study applies a qualitative approach with a case study technique. Data collection techniques were carried out through interviews, observation and document studies. The findings including: (1) The Planning Phase was filled with meetings to determine targets and objectives, implementation time and module preparation, (2) Organizing Phase included the formation of a team of facilitators, a team of module developers and a team implementer, (3) the Actuating Stage is filled with giving explanations about the themes, students choose the art they want to learn, design the product they will produce, practice/exercise the chosen art, setting the peak activity venue, dress rehearsal and do appearances at Panen Karya Event, (4) the Controlling Phase is carried out by the teacher through activity journal reports and the vice principal of the curriculum field directly monitors or asks the teacher, and (5) the Evaluation Phase includes a diagnostic assessment at the beginning of learning, a formative assessment of the learning process, and a summative assessment at the Panen Karya event by the Facilitator Team. Based on these results, it can be concluded that the management of P5 implementation at SMP Negeri 3 Sidoharjo has met the criteria for good management.

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1. INTRODUCTION

Humans are perfect creatures, one of the signs of perfection is being equipped with reason. With this reason, humans then undergo an educational process that lasts a lifetime (Ermalianti, 2016). In Indonesia, every citizen has the same rights and obligations to receive education at every level. As in Republic of Indonesia government regulation number 47 of 2008 concerning 12 years of compulsory education. This was also conveyed by the deputy chairman of the DPR RI, Dede Yusuf, at the DPR RI Commission X Working Meeting regarding encouraging the completion of 12 years of compulsory education. (Ihsan, 2023)

In Law Number 20 of 2003 concerning education, it can be understood that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are able to

actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the state. Education is constitutionally enshrined as the right of every Indonesian citizen and efforts are made to create an egalitarian and inclusive education system (Koerniantono, 2019). Education is more than just teaching, which can be said to be a process of transferring knowledge, transforming values, and forming personality with all the aspects it covers. Thus teaching is more oriented towards the formation of specialists or certain fields. (Gumati, 2020)

In general, the educational process includes three dimensions of the individual, the individual's community and all the contents of reality, both material and spiritual, which play a role in determining the nature, fate, form of humans and society, so that in order to achieve these goals, a set of curricula that contains various needs or content which will later become the basis for determining the direction of education on an international, national or local scale in order to welcome a brighter life for the nation and state. (H. M. Sulastri, Saleh, & Sunanah, 2020)

In 2022 there will be a curriculum update called the independent curriculum. In this curriculum there is a framework that is structured flexibly and focuses more on basic material, developing the character of students, as well as the abilities of students. There are three main characteristics of the independent curriculum, namely (1) project-based learning to develop soft skills (Dafitri, Hasrul, Rafni, & Bakhtiar, 2022; Jamaludin, Alanur S, Amus, & Hasdin, 2022; Kahfi, 2022; Kiska et al., 2023; Rusnaini, Raharjo, Suryaningih, & Noventari, 2021; Safitri, Wulandari, & Herlambang, 2022; Syaefulloh, Windiani, Putriani, Rohaeni, & Nugraha, 2022) In 2022 there will be a curriculum update called the independent curriculum. In this curriculum there is a framework that is structured flexibly and focuses more on basic material, developing the character of students, as well as the abilities of students. There are three main characteristics of the independent curriculum, namely (1) project-based learning to develop soft skills (Nugraha, 2022).

Apart from that, the independent curriculum provides a discourse that the Independent Curriculum is a curriculum that is implemented based on increasing the profile of students so that their lives have the soul and values contained in the Pancasila principles. The Merdeka curriculum still focuses on strengthening character, namely the profile of Pancasila students (Wijayanti & Muthali, 2023). The Pancasila student profile is a government effort to improve the quality of Indonesian education through building the character of students by providing equal opportunities for each student in various experiences including studying various knowledge, developing skills, and strengthening the development of the six basic characteristics that each participant must have. education (faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, independence, critical reasoning) as well as important issues such as sustainable lifestyles, mental health, tolerance, entrepreneurship, local culture, democratic life, and technology (Adnyana, 2022; Kurniastuti, Rahmaniar, 2022; Nggano, Arifin, & Juharyanto, 2022; Supriyatno, 2017). This is also an effort to shape the values and character of students so that there is balance along with world developments in terms of knowledge and technology. (Rudiawan, Cahyono, & Puji A, 2022)

The characteristics of the independent curriculum carry out project-based learning. Project means activities carried out together with topics or themes according to the needs, interests, experiences of children through teacher guidance so that they can explore (Cahyaningrum & Diana, 2023; Kharunissa, Munawar, Sutini, & Santoso, 2023; Mustaring, 2023; Rosmalah, Asriadi, & Shabir, 2022). Meanwhile, the profile of Pancasila students has the meaning of the target plan for Indonesian students to become lifelong students who have superior personalities according to Pancasila as a philosophy of life. Project activities to strengthen the profile of Pancasila students are integrated with the values of Pancasila as the identity of the Indonesian nation which are formulated to carry out education through projects to strengthen the profile of Pancasila students. Project to strengthen the profile of Pancasila students for the long term to preserve national identity with positive character from an early age (Kahfi, 2022; Kemendikbudristek, 2022; Kiska et al., 2023; Rusnaini et al., 2021; Syaefulloh et al., 2022).

As an effort to achieve goals in educational units, a structured and systematic management of education is needed, apart from the physical aspects of various other factors, such as infrastructure, funding, human resources for teachers and students and other supports. Strong management in an education unit will make it easier to achieve various goals and improve the quality of education, even education management will also directly influence the effectiveness of the curriculum, teaching equipment, study time and learning processes included in P5 activities. But unfortunately at this time not a few of the education units are getting less attention related to education management so that the internal elements and all their supporters are not running optimally. (Ismail, 2015)

The project to strengthen the profile of Pancasila students as an implementation of the independent curriculum in each educational unit certainly requires seriousness in its management so that the objectives of the project can be achieved. The definition of management based on George R. Terry is that management is a unique process consisting of several actions, planning, organizing, moving and monitoring. (Kuddus, 2019). Furthermore, Henry Fayol, Robbin and Coulter said that the most important basic functions of management are planning, controlling, organizing, and leading.. (Gumati, 2020)

From the various understandings of management that have been defined by several experts above, it can be concluded that the notion of management is the science and art of carrying out the activities of an organization, these activities can be in the form of organizing which includes planning, drafting, and carrying out activities as well as supervision that uses all resources. which is owned by an organization whose aim is none other than to achieve the desired goals that have been previously set.

As is the fact in the field in general, juvenile delinquency starting from the age of junior high school students is very much, ranging from promiscuity, drinking alcohol/drunkenness, even delinquency caused by the sophistication of gadget technology that does not only spread to students in urban areas without exception to those in remote areas. , they spend time playing games and watching adult content without any attention and supervision from their parents. This is a special concern for an educational unit in equipping and developing students' soft skills.

Furthermore, the rural atmosphere where the majority work as farmers where their parents always spend time taking care of crops in the rice fields, not even a few of their parents choose to be urban and migrate to find work in big cities, this makes children not get the right to education. in the family and in the environment where he lives. Even though when we talk about children's education, that success will be realized when children besides getting education in the school environment also get education and supervision from the family environment and their social environment.

The educational unit that has been trying to maximize the management of the implementation of the project to strengthen the profile of Pancasila students as an effort to provide soft skills for their students is SMP Negeri 3 Sidoharjo. SMP Negeri 3 Sidoharjo is a school institution located in Poncol Hamlet, Tempursari Village, Sidoharjo District, Wonogiri Regency. As a school that is relatively located in a rural area, it needs its own seriousness in competing so as not to be left behind by schools in the middle of an urban area.

As in the initial interview, Widya Aryani as the representative for the curriculum section of the school said that the P5 activities at SMP Negeri 3 Sidoharjo refer to local wisdom. Activities of a skill nature here are given priority in addition to the teaching and learning process in the classroom. This is because the majority of students really need supervision in terms of behavior. Where the majority of them were born into farming families and also many of them came from student backgrounds whose parents left them to migrate to work outside the city, some even left their parents abroad. It is hoped that with P5 based on local wisdom, students here will have more focused behavior and have an attitude of loving local potentials so that they will have skills in the future.

In terms of skills, recently SMP Negeri 3 Sidoharjo has had several achievements obtained from the path of developing skills/soft skills. Referring to the official website of SMP Negeri 3 Sidoharjo, there is news about winning the championship in the fine arts competition at the Surakarta Residency level. Eko Slameto, as one of the assistants in the P5 activities, said that school activities that are local in nature are currently being intensively enhanced with the existence of P5 in the independent curriculum.

Furthermore, Rahayu Widayanti as the head of the school who is a prime mover, for the sake of realizing learning so that it is able to produce output that is more useful for the nation and is ready to compete in the challenges of the future (Gani, Badu, & Sukung, 2023)

. Apart from that, as a school principal with significant influence on other components in realizing the school's vision, which is his responsibility as captain of this institution, said that he is always willing to support everything related to skills development activities at SMP Negeri 3 Sidoharjo, in this case the implementation of P5 .

The implementation of P5 at SMP Negeri 3 Sidoharjo with the theme "Our Culture, Our Identity", which is based on local wisdom, is implemented and made into its own institutional characteristic. Meanwhile, the specific goal is the development and preservation of local culture, producing original works and actions. From the description above, researchers are interested in studying further regarding the implementation of P5 at SMP Negeri 3 Sidoharjo and how the implementation is managed.

2. METHODS

This research using a case study design applies a qualitative approach to presenting research data on project implementation management to strengthen the profile of Pancasila students (P5) at SMP Negeri 3 Sidoharjo, Wonogiri, especially in grade 7. This approach is considered relevant because this case study design focuses on aspects of " why" and "how" a managerial implementation of P5 which has a small possibility of controlling the events to be observed or tested. A qualitative approach will be better able to describe qualities, values, numbers and events that can only be explained in the form of words and linguistic aspects.



Figure 1. Case Study Design

The research data was collected from SMP Negeri 3 Sidoharjo which is located on Jl. Tempursari - Sidoharjo Km.07, Poncol, Tempursari, Sidoharjo Wonogiri, Central Java. There are several sources that are the object of this research, including observations during P5 activities and interviews conducted with one of the Module Development Teams which automatically designs managerial implementation of P5 as the main source and documentation from school profiles, school websites and modules related to P5 implementation as data sources. secondary which will strengthen the results of the interview. The resource person who is the primary source for this research was selected using the principle of purposive

sampling so that the data obtained will be in accordance with the sample criteria that have been determined by the researcher, namely regarding the process of planning, organizing, implementing and supervising the implementation of P5 at SMP Negeri 3 Sidoharjo, because the resource person has mastery of the topic, has an important role in the field being researched, and has sincerity in providing information so that it can be conveyed honestly without any external influences that damage the authenticity of the data (Fauzan & Ati, 2018)

The data obtained from these two sources was then analyzed using an interactive data analysis model by Miles and Huberman consisting of Data Reduction, Data Display, and Conclusion: Drawing/Verifyin (Dull & Reinhardt, 2014). The data reduction process is carried out after all the data has been collected and this process focuses on selecting, focusing, abstracting, simplifying, and transforming all existing data, by carrying out data reduction as part of the analysis process it will become "drawn and verified". After going through the reduction process, the research data is organized and summarized to make it easier to understand what happened, make it easier to draw conclusions and determine next actions. The structured data is then concluded and verified by looking back at the data in the field notes. In the final stage, to ensure the validity of the data collected by researchers as non-participant observers, the results of data analysis were tested using the triangulation method.

3. FINDINGS AND DISCUSSION

In this section the researcher will present the findings and discussion regarding the management of the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sidoharjo, Wonogiri.

3.1 Planning (Planning) P5 at SMP Negeri 3 Sidoharjo

Planning is the initial stage in the management process. This stage becomes the momentum to think about what steps to choose and the strategy to be applied in carrying out production or organizational activities, so that the goals or goals of the program can be achieved. In detail planning includes the involvement of human resources, objectives, strategies, and time. The following is data related to these points in the interview data collected by the researcher: **Tabel 1.** Transkrip Planning

Stage Interview

No.	Question	Answer
1.	What is the theme carried out in the Implementation of P5?	Local Wisdom with the Sub Theme of Our Culture Our identity
2.	What are the general and specific objectives in implementing P5 at SMP Negeri 3 Sidoharjo?	General purpose: provide opportunities for children to learn from the surrounding environment
3.	Why is it necessary to implement P5?	Specific objectives: Development of regional culture To produce original works and actions
4.	When is the Implementation of P5?	Providing opportunities for students to experience knowledge as a form of character strengthening while at the same time fostering a sense of cultural respect, eliminating prejudice, and reflecting on cultural diversity.
5.	What is the uniqueness of implementing P5 at SMP Negeri 3 Sidoharjo and not being shared by other schools or schools in general?	February to May 2023. Every month is taken the last Sunday.
6.	Kapan perencanaan dari kegiatan P5 ?	Rencana kegiatan sudah dituangkan dalam modul kegiatan P5 yang sudah dibuat pada bulan desember oleh team pembuat modul.

7.	Siapa yang terlibat dalam Perencanaannya ?	Kurikulum, Widya Ariyani. Koordinator herna wasiati. Dan team pembuat modul.
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There are four competencies that want to be realized in P5, namely forming citizens who are democratic, superior, productive, and have character and behavior that is in line with Pancasila values. (Nuraini, 2023). Based on the interview transcript table above, it can be seen what strategic efforts were made in the P5 planning at SMP Negeri 3 Sidoharjo to accommodate the four competencies targeted by the Ministry of Education and Culture. It can be seen that SMP Negeri 3 Sidoharjo takes advantage of the school's characteristics in the form of local wisdom values in the form of traditional arts as the theme for P5 character formation by raising the sub-theme "Our Culture is Our Identity". The selection of traditional arts in general aims to provide opportunities for children to learn from the surrounding environment, besides that specifically the purpose of developing regional culture is to produce original works and actions. Both of these goals are not only trying to realize superior competence but also being productive by promoting dance that originates from the area around the school environment which has begun to fade.

Based on the results of the documentation through the Schedule P5 file in the Relevance of Themes and Project Topics for Education Units, it is conveyed that awareness and development of attitudes towards preserving culture among junior high school students aged 13-15 years is part of the school's obligation to prepare the knowledge, attitudes and skills needed to provision for students' lives in the real world. The school provides introduction, guidance, and assistance for students in knowing, understanding, and cultivating noble values in the theme of local wisdom. Schools can become ecosystems for students to learn and gain experience. Students who have high creativity and innovation, visionary, leadership spirit, independent, committed, never give up are students who will make a positive contribution in their role in class, school, and society both academically and non-academically (Iskandar, 2017).

In planning efforts, steps are taken to be able to provide students with the opportunity to experience knowledge as a form of strengthening character while fostering a sense of respect for culture, eliminating prejudice, and reflecting on cultural diversity, namely by involving the relevant tools in this program and then compiling module. The Deputy Principal for Curriculum, Widya Ariyani S. Pd., has an important role as the person in charge who is then assisted by a Team formed specifically for implementing P5. Based on data taken through documentation techniques, the team then compiled the module in December and then approved it by the Principal in January after reviewing and correcting the use of module 3 for the project to strengthen the profile of Pancasila students. Apart from that, the tools involved in the planning process also determine the implementation time, namely February to May 2023 in the last week. In the approved module, the planning team allocated P5 only for class 7 with forms of activities including materials, familiarization, discussions, presentations, learning from resource persons, environmental surveys, arts practice, arts displays with a time allocation of 18 meetings.

This means that the P5 planning stage includes elements of readiness, condition and characteristics of the school, determining time allocation, selecting the person responsible for facilitating the plan, controlling and assisting P5. Next, the selection of themes and topics. Finally, designing project modules according to environmental characteristics and needs (Hamzah, Mujiwati, Khamdi, Usman, & Abidin, 2022; Rosmalah et al., 2022; Safitri et al., 2022; S. Sulastrri, Syahril, Adi, & Ermita, 2022).

Based on the explanation above, the researcher can conclude that overall the P5 planning process at SMP Negeri 3 Sidoharjo is in accordance with the provisions in project planning. The time used in preparing this program is also considered ideal, namely 3 months before its implementation. This shows that SMP Negeri 3 Sidoharjo has carried out careful and in-depth planning to support the smooth implementation of P5.

3.2. Organizing P5 at SMP Negeri 3 Sidoharjo

The next stage is organizing which is carried out by dividing tasks among the devices involved in implementing P5 at SMP Negeri 3 Sidoharjo. This is intended to maximize the role of existing devices and facilitate coordination and division of tasks. Apart from human resources, this organizing stage also determines what facilities are needed to support the running of the P5 program in each class with different material at each meeting. The following is a transcript of the interview regarding the organizational stages carried out in implementing P5 at SMP Negeri 3 Sidoharjo.

Table 2. Organizing Stage Interview Transcript

No.	Question	Answer
1.	How are the tasks divided?	How are the tasks divided?
2.	Who is responsible for implementing P5 and who is involved in it?	Who is responsible for implementing P5 and who is involved in it? The division of tasks for P5 assistants is to select teachers who have competence in the arts. For example in dance. Submitted to Mr. Eko Slameto is the person in charge of the dance. Gamelan to Mr. Aan Bagus Saputro, was also helped by other ladies and gentlemen.

Based on the transcript above, it can be seen that P5 at SMP Negeri 3 Sidoharjo has several teams, including the Module Preparation Team, Mentoring/Facilitator Team, and Implementation Team. Based on the researchers' findings, the process of selecting facilitators begins with planning carried out by the principal and deputy principal in the curriculum sector to appoint teachers who are none other than teachers who have competence in the arts. Then the appointed teacher is given a decree by the school principal to carry out the roles of facilitator according to the schedule prepared by the Module Development Team. The appointment of the module development team is also done by taking into account the knowledge and experience of teachers related to planning school programs. Another team that is also involved in P5 at SMP Negeri 3 Sidoharjo is the Implementation Team which consists of all subject teachers in class 7 with a total of 158 students. Determination of the P5 implementation class is only in grade 7 because the implementation of the Independent Curriculum has only been implemented in that class. The following is detailed data on the names of teachers involved in P5 at SMP Negeri 3 Sidoharjo taken from the schedule document using documentation techniques:

Table 3. Names of teachers in each position in P5 SMP Negeri 3 Sidoharjo

No.	Position Name	No. Position Name
1.	Coordinator	Herna Wasianti Nugraheni, S. Pd.
2.	Facilitator	1) Eko Slameto 2) Aan Bagus Saputro
3.	Module Builder	1) Atik handayani, S.Pd. 2) Akbar Perdana, S.Pd. 3) Aan Bagus Saputro, S.Sn 4) Irhas Sasmito, S.Pd.I 5) Maya Alvian Sari, S.Pd.
4.	executor	1) Rosita Dhian Wardhani, S.Psi. 2) Dessy Prasetyowati, S.Pd. 3) Widya Ariyani, S.Pd. 4) Minah, S.Pd 5) Atik Handayani, S.Pd 6) Irhas Sasmita, S.Pdi 7) Akbar Pradana, S.S

		8) Alim Hermawan, S.Pd 9) Anita Dwi A, S.Pd 10) Bayu Kurniawan, S.Pd 11) Aan Bagus Saputro, S.Sn 12) Sinar Widyawati, S.Pd. 13) Maya Alvian, S.Pd.
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Based on the description above, it can be concluded that the devices involved in P5 at SMP Negeri 3 Sidoharjo are considered complete and have covered most forms of implementation needs. Apart from that, the drafting team is not only staffed by teachers who are experienced in preparing programs but also practitioners in the arts field so that it can be ensured that the schedule and materials allocated are on target. The team of facilitators who are then tasked with evaluating the progress of the program are drawn from competencies according to the field of arts and in the implementing team there are also those who are part of the drafting team, this will increase the potential for suitability of planning and realization in class.

3.3. Implementation (Actuating) P5 at SMP Negeri 3 Sidoharjo

The implementation stage is a form of implementation of the Project that has been designed at the beginning of the process. This stage will greatly influence student learning outcomes so it needs to be carried out systematically but adaptively to student development in class. The implementation stage includes the mechanisms and facilities needed to support the implementation of P5 at SMP Negeri 3 Sidoharjo. The following is a transcript of the interview at implementation stage P5:

2.4. Transkrip Implementation Phase Interview

No.	Question	answer
1.	How mechanism ?	Implementation of P5 is to make products according to children's understanding and the theme raised. Previously, the children were given an explanation related to the theme by inviting resource persons who were competent with the art to be appointed. and then the child is given the freedom with guidance to determine what product to make. This time the children form groups according to the choice of art to be done. There is the kethek ogleng dance, gamelan, pedhalangan, peacock dance, because fine art was chosen, it was then directed to create a mural on the school fence wall with a cultural theme.
2.	implementation?	Each art group is accompanied by a teacher until the process is complete.

Based on the transcript above, it can be seen that the implementation mechanism at P5 at SMP Negeri 3 Sidoharjo prioritizes the productivity aspect with the initial step of providing an explanation or starting the theme being studied by competent speakers with the art being appointed. After that, students are directed to choose the art they want to learn and then design the product they will produce. In the implementation process, the class teacher accompanies students from the beginning to the end of the process in participating in P5.

Based on the findings of the researchers through several documents, the scheduling of activities at each meeting consisted of preparation, implementation and closing sessions. The beginning of the implementation of p5 will be filled with outreach, group settings according to students' interests and discussions regarding targeted art products with the Facilitator Team together accompanied by the

teacher of each class. After that, students are invited to prepare art presentation media that they want to study during P5 with the theme of local wisdom. There are three arts that students can choose from, including fine arts in the form of murals, musical arts and dance. After being able to choose and know the things that students will learn, then students begin to practice, practice and make the art product they choose. In addition to artistic activities that support the projection of the Local Wisdom theme, P5 implementation activities are also filled with gymnastics, dhuha prayers and prayers in the morning jam session. After undergoing a series of exercises and practices at several meetings, students will then display their learning results at the Harvest Work event theme 3 Local Wisdom, students are invited to set up a place and do a dress rehearsal. The peak activity in the form of Harvest Work is also a forum for evaluating the results of the P5 which has been held for a minimum of 16 effective meetings.

To support the implementation of P5 there are several things that need to be done by teachers, among others, each teacher needs to provide guidance for students as well as provide space for students to express their creativity, this includes being open in receiving program input from students related to projects. In addition, teachers need to foster relationships with the government and local arts actors so that they can become partners in implementing projects and preserving regional arts, this is important because students need to get a variety of experiences and information from the real world. Forms of cooperation that can be carried out are: expert meetings, interviews, discussions, visits, workshops, mentoring, and other supporting activities. Equally important, teachers need to prepare a special time that is coordinated with all subject teachers, if there is going to be a day used for visits, observations, performances or other things so that all teaching and learning activities continue to run well.

This agrees with (Kemendikbudristek, 2022; Kurniastuti, Rahmaniar, 2022; Rosmalah et al., 2022; Wijayanti & Muthali, 2023) which states that making learning implementation plans that contain apperception activities to develop the ability to analyze, connect, and make conclusions for students, (2) variations in the use of learning media using interactive learning videos, (3) application of reflective-based learning and according to needs learn students. The teacher's role in forming Pancasila student profile values through learning activities is designed to be varied by considering the learning needs of students.

The facilities needed to support the implementation of P5 vary at several meetings. In addition to reflection sheets and activity journals, the facilities and infrastructure needed include material, PPT, tools and materials for making media presentations, internet, laptops and LCDs, daily journal paper, cardboard paper, ceremonial fields, prayer rooms, and art tools. Each type of art has its own equipment, starting from gamelan for karawitan, paint and coloring for making murals, to sound and sampur for dancing practice.

3.4. Supervision (Controlling) P5 at SMP Negeri 3 Sidoharjo

The monitoring stage is the process of determining what is being carried out by comparing the actual actions with the plans that have been made. By conducting supervision, it can facilitate performance in a more controlled manner and plan changes in a better direction so that they are in accordance with the objectives and can achieve the planned targets. The supervision process also needs to have standard guidelines which are the core and points of supervision carried out, so that it can be more measurable and evenly distributed in each class of P5. The following is a transcript of the interview at the P5 supervision stage:

Table 5. Monitoring Stage Interview Transcript

No.	Question	answer
1.	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7

The device that takes an important role in the supervision stage is the implementation team consisting of subject teachers in all classes. Teacher supervision is carried out in class which is then recorded and reported by the vice principal in the field of curriculum in the form of a class journal. Apart from reporting from teachers, the deputy principal and P5 team coordinator also provide a supervisory role by monitoring at certain or tentative times and directly questioning the process of implementing P5 in each teacher's class.

There are several things that need to be considered as a basis for teachers in supervising the running of P5 in their respective classes, including understanding that the local wisdom program is a program that builds awareness, explores personal and regional potential, preserves local cultural riches and empowers the knowledge and skills possessed in developing local wisdom. Teachers are reliable educators who have the main task of educating, teaching, guiding, focusing, training, calculating and evaluating students. The position of a teacher as an educator is a position related to the tasks of providing encouragement or encouragement, supervisory and coaching tasks, and tasks related to disciplining children so that they comply with the rules at school. The teacher's position in forming personality is that he must provide a good example to students, because every student needs a good example or model to emulate. In shaping the personality of students, teachers also cannot be arbitrary (Kharunissa et al., 2023; Mustaring, 2023; Rudiawan et al., 2022; S. Sulastri et al., 2022).

Furthermore, the knowledge and skills that are trained are important things that students will need after completing their education, whatever role the students choose when they grow up. The commitment of all school members to apply the important values of local wisdom: creativity, innovation, leadership, commitment, never giving up, integrity, leadership spirit, independence, commitment, never giving up, this is not limited to being applied to project class hours, but is implemented in the field others. Awareness that the richness of regional culture, especially regional arts, has begun to disappear and be abandoned along with changes in the social culture of society, especially during the Covid-19 pandemic. Understanding that although there is a stage where students will be asked to create an artistic display design, the success of this local wisdom project is determined by changes in students' behavior and perspective on local culture and how they apply these values in life.

3.5. Evaluation (Evaluating) P5 at SMP Negeri 3 Sidoharjo

In this final stage, the entire process, from student performance to the activity output they obtain, will be assessed. The purpose of the evaluation is none other than to find out the level of project achievement that has been planned and also to find out things that hinder achievement so that they can be minimized and improved in the next P5. There is some information obtained by researchers regarding the evaluation process carried out at SMP Negeri 3 Sidoharjo through interviews as follows:

Table 6. Evaluation Stage Interview Transcript

No.	Question	Answer
1.	How to evaluate in	After completing P5 activities in a day, there is a reflection sheet that must be filled in by students. Then the accompanying teacher also brings the child's data and conducts an assessment during the activity process.
2.	P5's activities?	The target of this P5 activity is to be able to take part in district and provincial art competitions. Or competitions held by outside parties.

The contents of the transcript show that the evaluation process was also carried out by the implementing team who were also subject teachers in each class. The evaluation carried out by the

teacher is carried out using the reflection sheet that is given at the end of each session of the P5 meeting. In addition, the teacher gives a process assessment to students in following P5 and compiling the product they want. As for evaluation, it cannot be separated from the target to be achieved. By knowing the target, the evaluator will have an idea of the standard that he wants to achieve through the long process that has been planned. The evaluation target for implementing P5 at SMP Negeri 3 Sidoharjo is achieving appropriate qualifications to take part in arts competitions at district and provincial levels.

The assessment system in the evaluation process at SMP Negeri 3 Sidoharjo begins with carrying out a diagnostic assessment before the project begins to measure students' initial competencies which are used to determine students' differentiation needs, develop project flow and activities, and determine the development of sub-elements between phases. Examples of assessment forms include rubrics, feedback (from educators and fellow students) both verbally and in writing, observations, discussions, presentations, journals, reflections, essays. After carrying out a diagnostic assessment, at the end of the lesson the teacher also conducts a formative Post-test to see student achievements. The formative post-test format is as follows:

Table 7. Example of Assessment Sheet as Evaluation

Formative Assessment Instrument for Attitudes and Roles in Discussion				
Class		:	3rd meeting	:
Date and time		:	Topic	:
No	Statement	Student response and display		
1	Active in the discussion inside	Less active	Quite active	Very active
2	The group	Less active	Quite active	Very active
3	Active in class plenary discussions	Never	Only once	Ask often
4	Ask questions in discussions	Unable to answer	Can answer but	Can answer and
5	Can respond	Not being able to speak the language well, and	less precise	right reason

Through this formative post-test, it will facilitate evaluation of the student process which will then be continued with a summative test which will be carried out during the Harvest by the Facilitator Team who have provided socialization and also provided training and practice to students. Through this series of evaluations, it is good and able to represent student learning outcomes from the process to the learning output they must achieve. Although at this stage the drafting party has not yet specifically determined what steps will be taken next to manage output and improve deficiencies and non-conformities in the implementation of P5.

4. CONCLUSION

The management stages implemented in the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sidoharjo include planning, organizing, implementing, monitoring and evaluating. The implementation process is filled with meetings with various devices involved in P5, determining targets and objectives, implementation time and module preparation. The organizing stage includes the formation of a team of facilitators, a team for preparing modules and an implementation team which does not only involve the teacher but also competent parties/resource persons. Furthermore, in the implementation stage, it is filled with giving explanations or sparking themes, students are directed to choose the art they want to study, then design the product they will produce, practice/exercise according to the chosen art, place settings and dress rehearsals and end with an appearance at the Harvest Work. Then at the Supervision stage it is carried out by the teacher through activity journal reports and the vice principal of the curriculum field tentatively by directly monitoring or asking the teacher. The last is the evaluation stage which includes a diagnostic assessment at the beginning of learning, a formative assessment of the learning process, and a summative assessment at the Harvest Work event by the Facilitator Team.

In connection with P5 which is a co-curricular activity at SMP Negeri 3 Sidoharjo, the researcher provides several suggestions regarding the management system for each device involved. First, the Principal needs to maintain communication with teachers and other school personnel to maximize P5 as much as possible. Second, the vice principal in the field of curriculum as the person in charge must ensure that the design and implementation are in accordance with the applicable independent curriculum and strengthen communication with the school principal in building synergy. Third, teachers as facilitators, module builders and evaluators need to have competence in developing programs while still not being separated from Pancasila values which are the axis of P5. Finally, other researchers who will conduct similar research are expected to further explore the concept of P5 in shaping the Pancasila character.

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Editor Decision

Decision: Accept Submission 2025-06-28

Notify Editor: Editor/Author Email Record 2025-06-28


Editor Version: 4619-21370-1-ED.DOCX 2023-09-01
4619-21370-2-ED.PDF 2025-06-28

Author Version: 4619-22527-1-ED.DOCX 2023-11-21 DELETE


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Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom

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ARTICLE INFO

Keywords:

management;
pancasila student profile
strengthening project (P5);
local wisdom

Article history:

Received 2021-08-14
Revised 2021-11-12
Accepted 2022-01-17

ABSTRACT

One of the products of the Merdeka Belajar Curriculum in order to improve the quality of education through forming the character of students is the Pancasila Student Profile Strengthening Project (P5). This study aims to describe planning, organizing, actuating, controlling, and evaluating the implementation of P5 at SMP Negeri 3 Sidoharjo, Wonogiri. This study applies a qualitative approach with a case study technique. Data collection techniques were carried out through interviews, observation and document studies. The findings including: (1) The Planning Phase was filled with meetings to determine targets and objectives, implementation time and module preparation, (2) Organizing Phase included the formation of a team of facilitators, a team of module developers and a team implementer, (3) the Actuating Stage is filled with giving explanations about the themes, students choose the art they want to learn, design the product they will produce, practice/exercise the chosen art, setting the peak activity venue, dress rehearsal and do appearances at Panen Karya Event, (4) the Controlling Phase is carried out by the teacher through activity journal reports and the vice principal of the curriculum field directly monitors or asks the teacher, and (5) the Evaluation Phase includes a diagnostic assessment at the beginning of learning, a formative assessment of the learning process, and a summative assessment at the Panen Karya event by the Facilitator Team. Based on these results, it can be concluded that the management of P5 implementation at SMP Negeri 3 Sidoharjo has met the criteria for good management.

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1. INTRODUCTION

Humans are perfect creatures, one of the signs of perfection is being equipped with reason. With this reason, humans then undergo an educational process that lasts a lifetime (Ermalianti, 2016). In Indonesia, every citizen has the same rights and obligations to receive education at every level. As in

Republic of Indonesia government regulation number 47 of 2008 concerning 12 years of compulsory education. This was also conveyed by the deputy chairman of the DPR RI, Dede Yusuf, at the DPR RI Commission X Working Meeting regarding encouraging the completion of 12 years of compulsory education. (Ihsan, 2023)

In Law Number 20 of 2003 concerning education, it can be understood that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are able to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the state. Education is constitutionally enshrined as the right of every Indonesian citizen and efforts are made to create an egalitarian and inclusive education system (Koerniantono, 2019). Education is more than just teaching, which can be said to be a process of transferring knowledge, transforming values, and forming personality with all the aspects it covers. Thus teaching is more oriented towards the formation of specialists or certain fields. (Gumati, 2020)

In general, the educational process includes three dimensions of the individual, the individual's community and all the contents of reality, both material and spiritual, which play a role in determining the nature, fate, form of humans and society, so that in order to achieve these goals, a set of curricula that contains various needs or content which will later become the basis for determining the direction of education on an international, national or local scale in order to welcome a brighter life for the nation and state. (H. M. Sulastri, Saleh, & Sunanah, 2020)

In 2022 there will be a curriculum update called the independent curriculum. In this curriculum there is a framework that is structured flexibly and focuses more on basic material, developing the character of students, as well as the abilities of students. There are three main characteristics of the independent curriculum, namely (1) project-based learning to develop soft skills (Dafitri, Hasrul, Rafni, & Bakhtiar, 2022; Jamaludin, Alanur S, Amus, & Hasdin, 2022; Kahfi, 2022; Kiska et al., 2023; Rusnaini, Raharjo, Suryaningsih, & Noventari, 2021; Safitri, Wulandari, & Herlambang, 2022; Syaefulloh, Windiani, Putriani, Rohaeni, & Nugraha, 2022) In 2022 there will be a curriculum update called the independent curriculum. In this curriculum there is a framework that is structured flexibly and focuses more on basic material, developing the character of students, as well as the abilities of students. There are three main characteristics of the independent curriculum, namely (1) project-based learning to develop soft skills (Nugraha, 2022).

Apart from that, the independent curriculum provides a discourse that the Independent Curriculum is a curriculum that is implemented based on increasing the profile of students so that their lives have the soul and values contained in the Pancasila principles. The Merdeka curriculum still focuses on strengthening character, namely the profile of Pancasila students (Wijayanti & Muthali, 2023). The Pancasila student profile is a government effort to improve the quality of Indonesian education through building the character of students by providing equal opportunities for each student in various experiences including studying various knowledge, developing skills, and strengthening the development of the six basic characteristics that each participant must have. education (faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, independence, critical reasoning) as well as important issues such as sustainable lifestyles, mental health, tolerance, entrepreneurship, local culture, democratic life, and technology (Adnyana, 2022; Kurniastuti, Rahmaniar, 2022; Nggano, Arifin, & Juharyanto, 2022; Supriyatno, 2017). This is also an effort to shape the values and character of students so that there is balance along with world developments in terms of knowledge and technology. (Rudiawan, Cahyono, & Puji A, 2022)

The characteristics of the independent curriculum carry out project-based learning. Project means activities carried out together with topics or themes according to the needs, interests, experiences of children through teacher guidance so that they can explore (Cahyaningrum & Diana, 2023; Kharunissa, Munawar, Sutini, & Santoso, 2023; Mustaring, 2023; Rosmalah, Asriadi, & Shabir, 2022). Meanwhile, the profile of Pancasila students has the meaning of the target plan for Indonesian students to become lifelong students who have superior personalities according to Pancasila as a philosophy of life. Project

activities to strengthen the profile of Pancasila students are integrated with the values of Pancasila as the identity of the Indonesian nation which are formulated to carry out education through projects to strengthen the profile of Pancasila students. Project to strengthen the profile of Pancasila students for the long term to preserve national identity with positive character from an early age (Kahfi, 2022; Kemendikbudristek, 2022; Kiska et al., 2023; Rusnaini et al., 2021; Syaefulloh et al., 2022).

As an effort to achieve goals in educational units, a structured and systematic management of education is needed, apart from the physical aspects of various other factors, such as infrastructure, funding, human resources for teachers and students and other supports. Strong management in an education unit will make it easier to achieve various goals and improve the quality of education, even education management will also directly influence the effectiveness of the curriculum, teaching equipment, study time and learning processes included in P5 activities. But unfortunately at this time not a few of the education units are getting less attention related to education management so that the internal elements and all their supporters are not running optimally. (Ismail, 2015)

The project to strengthen the profile of Pancasila students as an implementation of the independent curriculum in each educational unit certainly requires seriousness in its management so that the objectives of the project can be achieved. The definition of management based on George R. Terry is that management is a unique process consisting of several actions, planning, organizing, moving and monitoring. (Kuddus, 2019). Furthermore, Henry Fayol, Robbin and Coulter said that the most important basic functions of management are planning, controlling, organizing, and leading.. (Gumati, 2020)

From the various understandings of management that have been defined by several experts above, it can be concluded that the notion of management is the science and art of carrying out the activities of an organization, these activities can be in the form of organizing which includes planning, drafting, and carrying out activities as well as supervision that uses all resources. which is owned by an organization whose aim is none other than to achieve the desired goals that have been previously set.

As is the fact in the field in general, juvenile delinquency starting from the age of junior high school students is very much, ranging from promiscuity, drinking alcohol/drunkenness, even delinquency caused by the sophistication of gadget technology that does not only spread to students in urban areas without exception to those in remote areas. , they spend time playing games and watching adult content without any attention and supervision from their parents. This is a special concern for an educational unit in equipping and developing students' soft skills.

Furthermore, the rural atmosphere where the majority work as farmers where their parents always spend time taking care of crops in the rice fields, not even a few of their parents choose to be urban and migrate to find work in big cities, this makes children not get the right to education. in the family and in the environment where he lives. Even though when we talk about children's education, that success will be realized when children besides getting education in the school environment also get education and supervision from the family environment and their social environment.

The educational unit that has been trying to maximize the management of the implementation of the project to strengthen the profile of Pancasila students as an effort to provide soft skills for their students is SMP Negeri 3 Sidoharjo. SMP Negeri 3 Sidoharjo is a school institution located in Poncol Hamlet, Tempursari Village, Sidoharjo District, Wonogiri Regency. As a school that is relatively located in a rural area, it needs its own seriousness in competing so as not to be left behind by schools in the middle of an urban area.

As in the initial interview, Widya Aryani as the representative for the curriculum section of the school said that the P5 activities at SMP Negeri 3 Sidoharjo refer to local wisdom. Activities of a skill nature here are given priority in addition to the teaching and learning process in the classroom. This is because the majority of students really need supervision in terms of behavior. Where the majority of them were born into farming families and also many of them came from student backgrounds whose parents left them to migrate to work outside the city, some even left their parents abroad. It is hoped

that with P5 based on local wisdom, students here will have more focused behavior and have an attitude of loving local potentials so that they will have skills in the future.

In terms of skills, recently SMP Negeri 3 Sidoharjo has had several achievements obtained from the path of developing skills/soft skills. Referring to the official website of SMP Negeri 3 Sidoharjo, there is news about winning the championship in the fine arts competition at the Surakarta Residency level. Eko Slameto, as one of the assistants in the P5 activities, said that school activities that are local in nature are currently being intensively enhanced with the existence of P5 in the independent curriculum.

Furthermore, Rahayu Widayanti as the head of the school who is a prime mover, for the sake of realizing learning so that it is able to produce output that is more useful for the nation and is ready to compete in the challenges of the future (Gani, Badu, & Sukung, 2023)

Apart from that, as a school principal with significant influence on other components in realizing the school's vision, which is his responsibility as captain of this institution, said that he is always willing to support everything related to skills development activities at SMP Negeri 3 Sidoharjo, in this case the implementation of P5.

The implementation of P5 at SMP Negeri 3 Sidoharjo with the theme "Our Culture, Our Identity", which is based on local wisdom, is implemented and made into its own institutional characteristic. Meanwhile, the specific goal is the development and preservation of local culture, producing original works and actions. From the description above, researchers are interested in studying further regarding the implementation of P5 at SMP Negeri 3 Sidoharjo and how the implementation is managed.

2. METHODS

This research using a case study design applies a qualitative approach to presenting research data on project implementation management to strengthen the profile of Pancasila students (P5) at SMP Negeri 3 Sidoharjo, Wonogiri, especially in grade 7. This approach is considered relevant because this case study design focuses on aspects of "why" and "how" a managerial implementation of P5 which has a small possibility of controlling the events to be observed or tested. A qualitative approach will be better able to describe qualities, values, numbers and events that can only be explained in the form of words and linguistic aspects.



Figure 1. Case Study Design

The research data was collected from SMP Negeri 3 Sidoharjo which is located on Jl. Tempursari - Sidoharjo Km.07, Poncol, Tempursari, Sidoharjo Wonogiri, Central Java. There are several sources that are the object of this research, including observations during P5 activities and interviews conducted with one of the Module Development Teams which automatically designs managerial implementation of P5 as the main source and documentation from school profiles, school websites and modules related to P5 implementation as data sources. secondary which will strengthen the results of the interview. The resource person who is the primary source for this research was selected using the principle of purposive sampling so that the data obtained will be in accordance with the sample criteria that have been determined by the researcher, namely regarding the process of planning, organizing, implementing and supervising the implementation of P5 at SMP Negeri 3 Sidoharjo, because the resource person has mastery of the topic, has an important role in the field being researched, and has sincerity in providing information so that it can be conveyed honestly without any external influences that damage the authenticity of the data (Fauzan & Ati, 2018)

The data obtained from these two sources was then analyzed using an interactive data analysis model by Miles and Huberman consisting of Data Reduction, Data Display, and Conclusion: Drawing/Verifyin (Dull & Reinhardt, 2014). The data reduction process is carried out after all the data has been collected and this process focuses on selecting, focusing, abstracting, simplifying, and transforming all existing data, by carrying out data reduction as part of the analysis process it will become "drawn and verified". After going through the reduction process, the research data is organized and summarized to make it easier to understand what happened, make it easier to draw conclusions and determine next actions. The structured data is then concluded and verified by looking back at the data in the field notes. In the final stage, to ensure the validity of the data collected by researchers as non-participant observers, the results of data analysis were tested using the triangulation method.

3. FINDINGS AND DISCUSSION

In this section the researcher will present the findings and discussion regarding the management of the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sidoharjo, Wonogiri.

3.1 Planning (Planning) P5 at SMP Negeri 3 Sidoharjo

Planning is the initial stage in the management process. This stage becomes the momentum to think about what steps to choose and the strategy to be applied in carrying out production or organizational activities, so that the goals or goals of the program can be achieved. In detail planning includes the involvement of human resources, objectives, strategies, and time. The following is data related to these points in the interview data collected by the researcher: **Tabel 1**. Transkrip Planning

Stage Interview

No.	Question	Answer
1.	What is the theme carried out in the Implementation of P5?	Local Wisdom with the Sub Theme of Our Culture Our identity
2.	What are the general and specific objectives in implementing P5 at SMP Negeri 3 Sidoharjo?	General purpose: provide opportunities for children to learn from the surrounding environment
3.	Why is it necessary to implement P5?	Specific objectives: Development of regional culture To produce original works and actions
4.	When is the Implementation of P5?	Providing opportunities for students to experience knowledge as a form of character strengthening while at the same time fostering a sense of cultural respect,

		eliminating prejudice, and reflecting on cultural diversity.
5.	What is the uniqueness of implementing P5 at SMP Negeri 3 Sidoharjo and not being shared by other schools or schools in general?	February to May 2023. Every month is taken the last Sunday.
6.	Kapan perencanaan dari kegiatan P5 ?	Rencana kegiatan sudah dituangkan dalam modul kegiatan P5 yang sudah dibuat pada bulan desember oleh team pembuat modul.
7.	Siapa yang terlibat dalam Perencanaannya ?	Kurikulum, Widya Ariyani. Koordinator herna wasiati. Dan team pembuat modul.

There are four competencies that want to be realized in P5, namely forming citizens who are democratic, superior, productive, and have character and behavior that is in line with Pancasila values. (Nuraini, 2023). Based on the interview transcript table above, it can be seen what strategic efforts were made in the P5 planning at SMP Negeri 3 Sidoharjo to accommodate the four competencies targeted by the Ministry of Education and Culture. It can be seen that SMP Negeri 3 Sidoharjo takes advantage of the school's characteristics in the form of local wisdom values in the form of traditional arts as the theme for P5 character formation by raising the sub-theme "Our Culture is Our Identity". The selection of traditional arts in general aims to provide opportunities for children to learn from the surrounding environment, besides that specifically the purpose of developing regional culture is to produce original works and actions. Both of these goals are not only trying to realize superior competence but also being productive by promoting dance that originates from the area around the school environment which has begun to fade.

Based on the results of the documentation through the Schedule P5 file in the Relevance of Themes and Project Topics for Education Units, it is conveyed that awareness and development of attitudes towards preserving culture among junior high school students aged 13-15 years is part of the school's obligation to prepare the knowledge, attitudes and skills needed to provision for students' lives in the real world. The school provides introduction, guidance, and assistance for students in knowing, understanding, and cultivating noble values in the theme of local wisdom. Schools can become ecosystems for students to learn and gain experience. Students who have high creativity and innovation, visionary, leadership spirit, independent, committed, never give up are students who will make a positive contribution in their role in class, school, and society both academically and non-academically (Iskandar, 2017).

In planning efforts, steps are taken to be able to provide students with the opportunity to experience knowledge as a form of strengthening character while fostering a sense of respect for culture, eliminating prejudice, and reflecting on cultural diversity, namely by involving the relevant tools in this program and then compiling module. The Deputy Principal for Curriculum, Widya Ariyani S. Pd., has an important role as the person in charge who is then assisted by a Team formed specifically for implementing P5. Based on data taken through documentation techniques, the team then compiled the module in December and then approved it by the Principal in January after reviewing and correcting the use of module 3 for the project to strengthen the profile of Pancasila students. Apart from that, the tools involved in the planning process also determine the implementation time, namely February to May 2023 in the last week. In the approved module, the planning team allocated P5 only for class 7 with forms of activities including materials, familiarization, discussions, presentations, learning from resource persons, environmental surveys, arts practice, arts displays with a time allocation of 18 meetings.

This means that the P5 planning stage includes elements of readiness, condition and characteristics of the school, determining time allocation, selecting the person responsible for

facilitating the plan, controlling and assisting P5. Next, the selection of themes and topics. Finally, designing project modules according to environmental characteristics and needs (Hamzah, Mujiwati, Khamdi, Usman, & Abidin, 2022; Rosmalah et al., 2022; Safitri et al., 2022; S. Sulastri, Syahril, Adi, & Ermita, 2022).

Based on the explanation above, the researcher can conclude that overall the P5 planning process at SMP Negeri 3 Sidoharjo is in accordance with the provisions in project planning. The time used in preparing this program is also considered ideal, namely 3 months before its implementation. This shows that SMP Negeri 3 Sidoharjo has carried out careful and in-depth planning to support the smooth implementation of P5.

3.2. Organizing P5 at SMP Negeri 3 Sidoharjo

The next stage is organizing which is carried out by dividing tasks among the devices involved in implementing P5 at SMP Negeri 3 Sidoharjo. This is intended to maximize the role of existing devices and facilitate coordination and division of tasks. Apart from human resources, this organizing stage also determines what facilities are needed to support the running of the P5 program in each class with different material at each meeting. The following is a transcript of the interview regarding the organizational stages carried out in implementing P5 at SMP Negeri 3 Sidoharjo.

Table 2. Organizing Stage Interview Transcript

No.	Question	Answer
1.	How are the tasks divided?	How are the tasks divided?
2.	Who is responsible for implementing P5 and who is involved in it?	Who is responsible for implementing P5 and who is involved in it? The division of tasks for P5 assistants is to select teachers who have competence in the arts. For example in dance. Submitted to Mr. Eko Slameto is the person in charge of the dance. Gamelan to Mr. Aan Bagus Saputro, was also helped by other ladies and gentlemen.

Based on the transcript above, it can be seen that P5 at SMP Negeri 3 Sidoharjo has several teams, including the Module Preparation Team, Mentoring/Facilitator Team, and Implementation Team. Based on the researchers' findings, the process of selecting facilitators begins with planning carried out by the principal and deputy principal in the curriculum sector to appoint teachers who are none other than teachers who have competence in the arts. Then the appointed teacher is given a decree by the school principal to carry out the roles of facilitator according to the schedule prepared by the Module Development Team. The appointment of the module development team is also done by taking into account the knowledge and experience of teachers related to planning school programs. Another team that is also involved in P5 at SMP Negeri 3 Sidoharjo is the Implementation Team which consists of all subject teachers in class 7 with a total of 158 students. Determination of the P5 implementation class is only in grade 7 because the implementation of the Independent Curriculum has only been implemented in that class. The following is detailed data on the names of teachers involved in P5 at SMP Negeri 3 Sidoharjo taken from the schedule document using documentation techniques:

Table 3. Names of teachers in each position in P5 SMP Negeri 3 Sidoharjo

No.	Position Name	No. Position Name
1.	Coordinator	Herna Wasati Nugraheni, S. Pd.
2.	Facilitator	1) Eko Slameto 2) Aan Bagus Saputro
3.	Module Builder	1) Atik handayani, S.Pd.

		2) Akbar Perdana, S.Pd. 3) Aan Bagus Saputro, S.Sn 4) Irhas Sasmito, S.Pd.I 5) Maya Alvian Sari, S.Pd.
4.	executor	1) Rosita Dhian Wardhani, S.Psi. 2) Dessy Prasetyowati, S.Pd. 3) Widya Ariyani, S.Pd. 4) Minah, S.Pd 5) Atik Handayani, S.Pd 6) Irhas Sasmita, S.Pdi 7) Akbar Pradana, S.S 8) Alim Hermawan, S.Pd 9) Anita Dwi A, S.Pd 10) Bayu Kurniawan, S.Pd 11) Aan Bagus Saputro, S.Sn 12) Sinar Widyawati, S.Pd. 13) Maya Alvian, S.Pd.

Based on the description above, it can be concluded that the devices involved in P5 at SMP Negeri 3 Sidoharjo are considered complete and have covered most forms of implementation needs. Apart from that, the drafting team is not only staffed by teachers who are experienced in preparing programs but also practitioners in the arts field so that it can be ensured that the schedule and materials allocated are on target. The team of facilitators who are then tasked with evaluating the progress of the program are drawn from competencies according to the field of arts and in the implementing team there are also those who are part of the drafting team, this will increase the potential for suitability of planning and realization in class.

3.3. Implementation (Actuating) P5 at SMP Negeri 3 Sidoharjo

The implementation stage is a form of implementation of the Project that has been designed at the beginning of the process. This stage will greatly influence student learning outcomes so it needs to be carried out systematically but adaptively to student development in class. The implementation stage includes the mechanisms and facilities needed to support the implementation of P5 at SMP Negeri 3 Sidoharjo. The following is a transcript of the interview at implementation stage P5:2.4. Transkrip

Implementation Phase Interview

No.	Question	answer
1.	How mechanism ?	Implementation of P5 is to make products according to children's understanding and the theme raised. Previously, the children were given an explanation related to the theme by inviting resource persons who were competent with the art to be appointed. and then the child is given the freedom with guidance to determine what product to make. This time the children form groups according to the choice of art to be done. There is the kethek ogleng dance, gamelan, pedhalangan, peacock dance, because fine art was chosen, it was then directed to create a mural on the school fence wall with a cultural theme.

2.	implementation?	Each art group is accompanied by a teacher until the process is complete.
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Based on the transcript above, it can be seen that the implementation mechanism at P5 at SMP Negeri 3 Sidoharjo prioritizes the productivity aspect with the initial step of providing an explanation or starting the theme being studied by competent speakers with the art being appointed. After that, students are directed to choose the art they want to learn and then design the product they will produce. In the implementation process, the class teacher accompanies students from the beginning to the end of the process in participating in P5.

Based on the findings of the researchers through several documents, the scheduling of activities at each meeting consisted of preparation, implementation and closing sessions. The beginning of the implementation of p5 will be filled with outreach, group settings according to students' interests and discussions regarding targeted art products with the Facilitator Team together accompanied by the teacher of each class. After that, students are invited to prepare art presentation media that they want to study during P5 with the theme of local wisdom. There are three arts that students can choose from, including fine arts in the form of murals, musical arts and dance. After being able to choose and know the things that students will learn, then students begin to practice, practice and make the art product they choose. In addition to artistic activities that support the projection of the Local Wisdom theme, P5 implementation activities are also filled with gymnastics, dhuha prayers and prayers in the morning jam session. After undergoing a series of exercises and practices at several meetings, students will then display their learning results at the Harvest Work event theme 3 Local Wisdom, students are invited to set up a place and do a dress rehearsal. The peak activity in the form of Harvest Work is also a forum for evaluating the results of the P5 which has been held for a minimum of 16 effective meetings.

To support the implementation of P5 there are several things that need to be done by teachers, among others, each teacher needs to provide guidance for students as well as provide space for students to express their creativity, this includes being open in receiving program input from students related to projects. In addition, teachers need to foster relationships with the government and local arts actors so that they can become partners in implementing projects and preserving regional arts, this is important because students need to get a variety of experiences and information from the real world. Forms of cooperation that can be carried out are: expert meetings, interviews, discussions, visits, workshops, mentoring, and other supporting activities. Equally important, teachers need to prepare a special time that is coordinated with all subject teachers, if there is going to be a day used for visits, observations, performances or other things so that all teaching and learning activities continue to run well.

This agrees with (Kemendikbudristek, 2022; Kurniastuti, Rahmani, 2022; Rosmalah et al., 2022; Wijayanti & Muthali, 2023) which states that making learning implementation plans that contain apperception activities to develop the ability to analyze, connect, and make conclusions for students, (2) variations in the use of learning media using interactive learning videos, (3) application of reflective-based learning and according to needs learn students. The teacher's role in forming Pancasila student profile values through learning activities is designed to be varied by considering the learning needs of students.

The facilities needed to support the implementation of P5 vary at several meetings. In addition to reflection sheets and activity journals, the facilities and infrastructure needed include material, PPT, tools and materials for making media presentations, internet, laptops and LCDs, daily journal paper, cardboard paper, ceremonial fields, prayer rooms, and art tools. Each type of art has its own equipment, starting from gamelan for karawitan, paint and coloring for making murals, to sound and sampur for dancing practice.

3.4. Supervision (Controlling) P5 at SMP Negeri 3 Sidoharjo

The monitoring stage is the process of determining what is being carried out by comparing the actual actions with the plans that have been made. By conducting supervision, it can facilitate performance in a more controlled manner and plan changes in a better direction so that they are in accordance with the objectives and can achieve the planned targets. The supervision process also needs to have standard guidelines which are the core and points of supervision carried out, so that it can be more measurable and evenly distributed in each class of P5. The following is a transcript of the interview at the P5 supervision stage:

Table 5. Monitoring Stage Interview Transcript

No.	Question	answer
1.	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7

The device that takes an important role in the supervision stage is the implementation team consisting of subject teachers in all classes. Teacher supervision is carried out in class which is then recorded and reported by the vice principal in the field of curriculum in the form of a class journal. Apart from reporting from teachers, the deputy principal and P5 team coordinator also provide a supervisory role by monitoring at certain or tentative times and directly questioning the process of implementing P5 in each teacher's class.

There are several things that need to be considered as a basis for teachers in supervising the running of P5 in their respective classes, including understanding that the local wisdom program is a program that builds awareness, explores personal and regional potential, preserves local cultural riches and empowers the knowledge and skills possessed in developing local wisdom. Teachers are reliable educators who have the main task of educating, teaching, guiding, focusing, training, calculating and evaluating students. The position of a teacher as an educator is a position related to the tasks of providing encouragement or encouragement, supervisory and coaching tasks, and tasks related to disciplining children so that they comply with the rules at school. The teacher's position in forming personality is that he must provide a good example to students, because every student needs a good example or model to emulate. In shaping the personality of students, teachers also cannot be arbitrary (Kharunissa et al., 2023; Mustaring, 2023; Rudiawan et al., 2022; S. Sulastri et al., 2022).

Furthermore, the knowledge and skills that are trained are important things that students will need after completing their education, whatever role the students choose when they grow up. The commitment of all school members to apply the important values of local wisdom: creativity, innovation, leadership, commitment, never giving up, integrity, leadership spirit, independence, commitment, never giving up, this is not limited to being applied to project class hours, but is implemented in the field others. Awareness that the richness of regional culture, especially regional arts, has begun to disappear and be abandoned along with changes in the social culture of society, especially during the Covid-19 pandemic. Understanding that although there is a stage where students will be asked to create an artistic display design, the success of this local wisdom project is determined by changes in students' behavior and perspective on local culture and how they apply these values in life.

3.5. Evaluation (Evaluating) P5 at SMP Negeri 3 Sidoharjo

In this final stage, the entire process, from student performance to the activity output they obtain, will be assessed. The purpose of the evaluation is none other than to find out the level of project achievement that has been planned and also to find out things that hinder achievement so that they can be minimized and improved in the next P5. There is some information obtained by

researchers regarding the evaluation process carried out at SMP Negeri 3 Sidoharjo through interviews as follows:

Table 6. Evaluation Stage Interview Transcript

No.	Question	Answer
1.	How to evaluate in	After completing P5 activities in a day, there is a reflection sheet that must be filled in by students. Then the accompanying teacher also brings the child's data and conducts an assessment during the activity process.
2.	P5's activities?	The target of this P5 activity is to be able to take part in district and provincial art competitions. Or competitions held by outside parties.

The contents of the transcript show that the evaluation process was also carried out by the implementing team who were also subject teachers in each class. The evaluation carried out by the teacher is carried out using the reflection sheet that is given at the end of each session of the P5 meeting. In addition, the teacher gives a process assessment to students in following P5 and compiling the product they want. As for evaluation, it cannot be separated from the target to be achieved. By knowing the target, the evaluator will have an idea of the standard that he wants to achieve through the long process that has been planned. The evaluation target for implementing P5 at SMP Negeri 3 Sidoharjo is achieving appropriate qualifications to take part in arts competitions at district and provincial levels.

The assessment system in the evaluation process at SMP Negeri 3 Sidoharjo begins with carrying out a diagnostic assessment before the project begins to measure students' initial competencies which are used to determine students' differentiation needs, develop project flow and activities, and determine the development of sub-elements between phases. Examples of assessment forms include rubrics, feedback (from educators and fellow students) both verbally and in writing, observations, discussions, presentations, journals, reflections, essays. After carrying out a diagnostic assessment, at the end of the lesson the teacher also conducts a formative Post-test to see student achievements. The formative post-test format is as follows:

Table 7. Example of Assessment Sheet as Evaluation

Formative Assessment Instrument for Attitudes and Roles in Discussion				
Class		:	3rd meeting	:
Date and time		:	Topic	:
No	Statement	Student response and display		
1	Active in the discussion inside	Less active	Quite active	Very active
2	The group	Less active	Quite active	Very active
3	Active in class plenary discussions	Never	Only once	Ask often

4	Ask questions in discussions	Unable to answer	Can answer but	Can answer and
5	Can respond	Not being able to speak the language well, and	less precise	right reason

Through this formative post-test, it will facilitate evaluation of the student process which will then be continued with a summative test which will be carried out during the Harvest by the Facilitator Team who have provided socialization and also provided training and practice to students. Through this series of evaluations, it is good and able to represent student learning outcomes from the process to the learning output they must achieve. Although at this stage the drafting party has not yet specifically determined what steps will be taken next to manage output and improve deficiencies and non-conformities in the implementation of P5.

4. CONCLUSION

The management stages implemented in the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sidoharjo include planning, organizing, implementing, monitoring and evaluating. The implementation process is filled with meetings with various devices involved in P5, determining targets and objectives, implementation time and module preparation. The organizing stage includes the formation of a team of facilitators, a team for preparing modules and an implementation team which does not only involve the teacher but also competent parties/resource persons. Furthermore, in the implementation stage, it is filled with giving explanations or sparking themes, students are directed to choose the art they want to study, then design the product they will produce, practice/exercise according to the chosen art, place settings and dress rehearsals and end with an appearance at the Harvest Work. Then at the Supervision stage it is carried out by the teacher through activity journal reports and the vice principal of the curriculum field tentatively by directly monitoring or asking the teacher. The last is the evaluation stage which includes a diagnostic assessment at the beginning of learning, a formative assessment of the learning process, and a summative assessment at the Harvest Work event by the Facilitator Team.

In connection with P5 which is a co-curricular activity at SMP Negeri 3 Sidoharjo, the researcher provides several suggestions regarding the management system for each device involved. First, the Principal needs to maintain communication with teachers and other school personnel to maximize P5 as much as possible. Second, the vice principal in the field of curriculum as the person in charge must ensure that the design and implementation are in accordance with the applicable independent curriculum and strengthen communication with the school principal in building synergy. Third, teachers as facilitators, module builders and evaluators need to have competence in developing programs while still not being separated from Pancasila values which are the axis of P5. Finally, other researchers who will conduct similar research are expected to further explore the concept of P5 in shaping the Pancasila character.

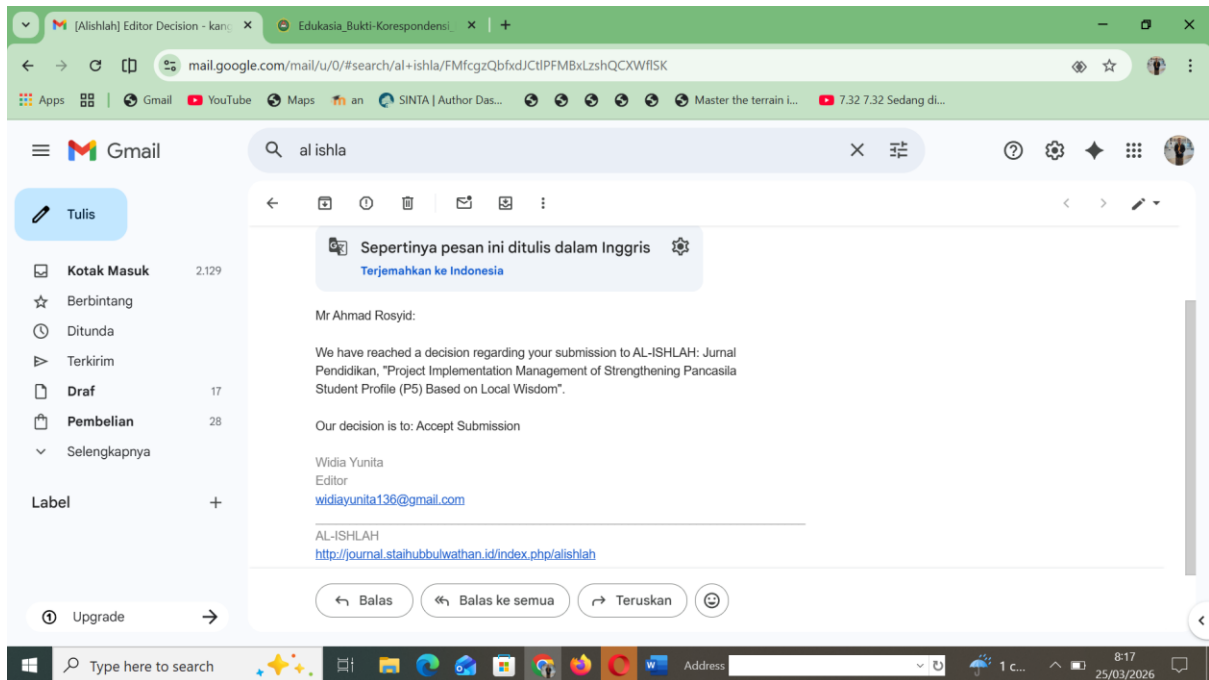
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4. BUKTI ARTIKEL DITERIMA





Letter of Paper Acceptance

No: 4619/LoA/ALISHLAH/STAI-HW/2025

Bengkalis, 28 Juni, 2025

Dear **Ahamad Rosyid, et al**

On behalf of the committee of AL-ISHLAH: Journal Pendidikan, we are glad to inform you that your manuscript:

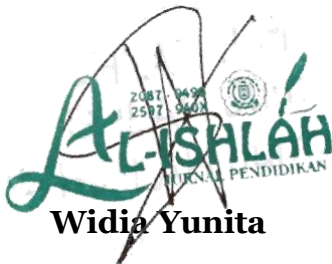
Entitled : Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom
Author(s) : Ahmad Rosyid, Bayu Kurnia Kurniaaji, Meidawati Suswandari, Tri Sutrisno, Giyatmi Giyatmi
Affiliation : Universitas Veteran Bangun Nusantara, Indonesia
URL Article : <http://journal.staihubbulwathan.id/index.php/alishlah/article/view/4619>

HAS BEEN ACCEPTED and considered to be published in *AL-ISHLAH: Jurnal Pendidikan* Vol.17, No.2 (2025). The paper will be published after successfully passing the review process and revisions made by the author(s).

AL-ISLAH: Journal Pendidikan is a scientific journal with the publication level of SINTA 2 Accredited National Journal, based on the Decree of Minister of Research and Technology/Head of National Agency for Research and Innovation Number: 200/M/KPT/2020 concerning the ranking of scientific journal accreditation period III in 2020.

Thank you for submitting your paper to in AL-ISLAH: Journal Pendidikan, wishing you all success in your future endeavours.

Sincerely Yours,



Widia Yunita

5. BUKTI PUBLISH DAN ARTIKEL DAN ARTIKEL YANG DI PUBLISH

The screenshot displays the website for AL-ISHLAH JURNAL PENDIDIKAN. The page features a dark blue header with the journal's logo and ISSN information (ISSN 2087-9490 (p) ISSN 2597-940X (e)). It is accredited by SINTA 2, DOAJ, and MURABAI. The publisher is identified as LP2M - STAI Hubbulwathan Duri, Bengkalis, Riau, Indonesia. The main navigation menu includes links for HOME, ABOUT, USER HOME, SEARCH, CURRENT, ARCHIVES, and ANNOUNCEMENTS. The article being viewed is titled "Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom" by Ahmad Rosyid, Bayu Kurnia Kurniaaji, Meidawati Suswandari, Tri Sutrisno, and Giyatmi Giyatmi. The abstract begins by stating that the Pancasila Student Profile Strengthening Project (P5) is a key initiative of the Merdeka Belajar Curriculum aimed at improving education quality through student character development. The study focuses on the implementation of P5 at SMP Negeri 3 Sidoharjo, Wonogiri, using a qualitative case study approach with data collected from interviews, observations, and documents. A sidebar on the right provides links to various journal services such as Online Submissions, Editorial Board, and Article Processing Charges. The Windows taskbar at the bottom shows the system time as 8:45 on 25/03/2026.

Project Implementation Management of Strengthening Pancasila Student Profile (P5) Based on Local Wisdom

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ARTICLE INFO

Keywords:

management;
pancasila student profile
strengthening project (P5);
local wisdom

Article history:

Received 2023-09-01

Revised 2023-11-21

Accepted 2025-06-28

ABSTRACT

The *Pancasila Student Profile Strengthening Project* (P5) is one of the key initiatives of the *Merdeka Belajar* Curriculum aimed at improving the quality of education by fostering student character development. This study investigates the implementation of P5 at SMP Negeri 3 Sidoharjo, Wonogiri, through the lens of core management functions: planning, organizing, actuating, controlling, and evaluating. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis. The findings show that the planning stage involved meetings to define project objectives, timelines, and develop learning modules. The organizing stage included forming dedicated teams for facilitation, module development, and implementation. During the actuating phase, students were introduced to selected project themes, allowed to choose their preferred art form, design their creative outputs, engage in practice sessions, prepare the performance venue, rehearse, and finally present their work during the *Panen Karya* event. The controlling process was managed through activity journals maintained by teachers and direct monitoring by the vice principal of the curriculum. Evaluation consisted of diagnostic assessments at the beginning, formative assessments during implementation, and summative evaluations conducted at the final exhibition by the Facilitator Team. Overall, the findings indicate that the P5 implementation at SMP Negeri 3 Sidoharjo was carried out effectively and aligns with sound management practices, supporting the broader goals of the *Merdeka Belajar* Curriculum in cultivating well-rounded student character.

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1. INTRODUCTION

Human beings are considered perfect creatures, distinguished by their ability to reason. This capacity for rational thought enables individuals to engage in lifelong education (Ermalianti, 2016). In Indonesia, education is a fundamental right and obligation for all citizens, as affirmed by Government Regulation No. 47 of 2008, which mandates 12 years of compulsory education. This policy has received strong

support from government officials, including Dede Yusuf, the Deputy Chairman of the DPR RI, who emphasized the importance of completing this educational mandate (Ihsan, 2023).

Law No. 20 of 2003 defines education as a conscious and planned effort to create an environment and learning process that enables students to actively develop their potential. This development encompasses spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills to contribute to themselves, society, the nation, and the state. Constitutionally, education is recognized as a right for all Indonesian citizens, with efforts aimed at creating an inclusive and egalitarian system (Koerniantono, 2019). Education is more than the mere transfer of knowledge; it is a transformative process involving value internalization and personality development. Teaching, therefore, becomes a strategic means of shaping specialists within a broader human development framework (Gumati, 2020).

The educational process broadly touches upon three dimensions: the individual, the individual's community, and the totality of reality—both material and spiritual. These dimensions help define human and societal development, necessitating a structured curriculum to guide educational objectives at local, national, and global levels (H.M. Sulastri, Saleh, & Sunanih, 2020). In response to this, Indonesia introduced the Merdeka Curriculum (Independent Curriculum) in 2022, which emphasizes flexibility, essential learning content, student character development, and competency-building. A key feature of this curriculum is the emphasis on project-based learning designed to develop students' soft skills (Nugraha, 2022).

Central to the Merdeka Curriculum is the Pancasila Student Profile, a framework intended to shape students into lifelong learners who embody the values of Pancasila—the philosophical foundation of the Indonesian nation. This profile emphasizes six core characteristics: faith and devotion to God, global diversity, mutual cooperation, creativity, independence, and critical thinking. It also integrates important contemporary issues such as sustainability, mental health, tolerance, entrepreneurship, local culture, democracy, and technology (Adnyana, 2022; Kurniastuti & Rahmaniar, 2022; Nggano, Arifin, & Juharyanto, 2022; Supriyatno, 2017). The goal is to prepare students to grow into morally grounded individuals who are also globally competitive (Rudiawan, Cahyono, & Puji A., 2022).

Project-based learning is a key pedagogical approach in the Merdeka Curriculum, where students engage in collaborative, theme-based activities guided by teachers. These projects allow students to explore their interests, apply real-world skills, and internalize national values. The Pancasila Student Profile Strengthening Project (commonly known as P5) is one such initiative that links educational content with the core values of Pancasila, aiming to foster a strong sense of national identity and character from an early age (Kahfi, 2022; Kemendikbudristek, 2022; Kiska et al., 2023; Rusnaini et al., 2021; Syaefulloh et al., 2022).

To ensure effective implementation, strong and systematic educational management is essential. This includes managing infrastructure, financing, and human resources such as teachers and students. Effective education management plays a critical role in the success of curricular implementation, including P5, by influencing teaching quality, resource allocation, and learning outcomes. However, many educational institutions still lack adequate management attention, leading to underperformance in both academic and character development areas (Ismail, 2015).

The success of P5 in schools requires comprehensive management, incorporating planning, organizing, directing, and controlling. According to George R. Terry, management is a unique process involving these four key functions (Kuddus, 2019), while Henry Fayol and other theorists like Robbin and Coulter reinforce the importance of these core management components (Gumati, 2020). Management, therefore, becomes the science and art of coordinating organizational activities by leveraging resources to achieve clearly defined educational goals.

One critical reason to enhance education management is the growing concern over juvenile delinquency, especially among junior high school students. Many are exposed to risky behaviors such as substance abuse and excessive use of technology without supervision, which is not limited to urban areas but is also prevalent in rural settings. These behaviors highlight the importance of soft skills development

in schools, particularly where parental supervision is minimal due to economic migration or farming responsibilities.

In rural communities like those surrounding SMP Negeri 3 Sidoharjo, the need for well-managed educational interventions is even more pronounced. Located in Poncol Hamlet, Tempursari Village, Wonogiri Regency, this school faces typical rural challenges such as limited access to resources and the absence of parental involvement due to migration. Despite these challenges, SMP Negeri 3 Sidoharjo has made significant efforts to implement the P5 program by aligning its activities with local wisdom and community-based values. According to Widya Aryani, the school's curriculum coordinator, the focus on skill-based, locally grounded activities in P5 is a strategic choice to address students' behavioral and developmental needs. Many students come from farming families or are raised without direct parental oversight, which reinforces the need for structured character education at school.

These local wisdom-based initiatives have yielded promising results. As reported on the school's official website, students have achieved recognition in regional fine arts competitions, highlighting the school's emphasis on talent and creativity through P5. Eko Slameto, a P5 facilitator, emphasized that the curriculum's integration with local culture is key to student engagement and achievement. Furthermore, the school principal, Rahayu Widayanti, plays an active role in supporting P5 implementation, positioning herself as a driving force in realizing the school's mission of producing capable, value-driven learners ready to meet future challenges (Gani, Badu, & Sukung, 2023).

The P5 program at SMP Negeri 3 Sidoharjo, themed "Our Culture, Our Identity", not only reflects local wisdom but also serves as a distinguishing institutional characteristic. Its specific goals include cultural preservation, creative output, and behavioral development rooted in national identity. This research is motivated by the school's dedicated implementation of P5 and aims to explore the management processes involved. The study is particularly significant because it focuses on a rural junior high school using local wisdom as a thematic core for P5, differing from prior studies. By examining how management strategies accommodate the theme of local wisdom, this research seeks to provide a practical reference for other schools with similar conditions and aspirations in strengthening character education through the P5 framework.

2. METHODS

This research employs a qualitative case study design to explore the management of the *Pancasila Student Profile Strengthening Project* (P5) implementation at SMP Negeri 3 Sidoharjo, Wonogiri, specifically in Grade 7. A qualitative approach is deemed appropriate, as case studies are particularly effective in addressing "why" and "how" questions, especially in contexts where the researcher has limited control over the observed events. This method allows for an in-depth examination of managerial practices in their real-life context. Moreover, qualitative research enables the detailed exploration of values, processes, and phenomena that are best captured through descriptive narratives rather than numerical data, making it well-suited for analyzing the dynamics and contextual elements of P5 implementation.



Figure 1. Case Study Design

The research was conducted at SMP Negeri 3 Sidoharjo, located on Jl. Tempursari - Sidoharjo Km. 07, Poncol, Tempursari, Sidoharjo, Wonogiri, Central Java. Data collection involved multiple sources, including direct observations of P5 (Pancasila Student Profile Strengthening Project) activities, interviews with a member of the Module Development Team—who also plays a central role in the managerial design and implementation of P5—and relevant documentation such as school profiles, the official school website, and instructional modules. These documents served as secondary data sources that supported and validated the information obtained through interviews. The primary respondent was selected through purposive sampling, ensuring that the individual had direct involvement in and knowledge of the planning, organizing, implementation, and supervision processes of the P5 program at SMP Negeri 3 Sidoharjo. The selected respondent met the criteria of having expertise in the subject matter, holding a significant role in the research context, and demonstrating reliability and transparency, thereby contributing to the credibility of the data collected (Fauzan & Ati, 2018).

The data gathered from both primary and secondary sources were analyzed using the interactive model of data analysis by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification (Dull & Reinhardt, 2014). Data reduction began after the full collection of raw data and involved selecting, focusing, simplifying, abstracting, and transforming the data into a more manageable form. This step is integral to making the data clearer and more concise, allowing the researcher to identify patterns and focus the analysis. Following reduction, the data were organized and displayed to facilitate understanding and support the development of meaningful conclusions. In the final phase, conclusions were drawn and then verified by revisiting the original field notes to ensure consistency and accuracy. To enhance the validity of the findings, triangulation was employed as a method of cross-checking data from different sources, especially considering that the researchers acted as non-participant observers during the study.

3. FINDINGS AND DISCUSSION

In this section, the researcher will present the findings and discuss the management of the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 3 Sidoharjo, Wonogiri.

3.1 Planning of P5 at SMP Negeri 3 Sidoharjo

Planning is the initial stage in the management process. This stage becomes the momentum to think about what steps to choose and the strategy to be applied in carrying out production or organizational activities, so that the goals of the program can be achieved. In detail planning includes the involvement of human resources, objectives, strategies, and time. The following is data related to these points in the interview data collected by the researcher:

Table 1. Transkrip Planning Stage Interview

No.	Question	Answer
1.	What is the theme carried out in the Implementation of P5?	Local Wisdom with the Sub Theme of Our Culture Our identity
2.	What are the general and specific objectives in implementing P5 at SMP Negeri 3 Sidoharjo?	General purpose: provide opportunities for children to learn from the surrounding environment
3.	Why is it necessary to implement P5?	Specific objectives: Development of regional culture To produce original works and actions
4.	When is the Implementation of P5?	Providing opportunities for students to experience knowledge as a form of character strengthening while at the same time fostering a sense of cultural respect, eliminating prejudice, and reflecting on cultural diversity.
5.	What is the uniqueness of implementing P5 at SMP Negeri 3 Sidoharjo and not being shared by other schools or schools in general?	February to May 2023. Every month is taken on the last Sunday.
6.	When is the planning of P5 activities?	Rencana kegiatan sudah dituangkan dalam modul kegiatan P5 yang sudah dibuat pada bulan desember oleh team pembuat modul.
7.	Who is involved in the planning?	Widya Ariyani as Vice Principle for Curriculum, Hernawasiati as Coordinator, and the modul development team.

The *Pancasila Student Profile Strengthening Project* (P5) aims to cultivate four core competencies in students: democratic citizenship, excellence, productivity, and character that aligns with Pancasila values (Nuraini, 2023). Based on interview data, it is evident that SMP Negeri 3 Sidoharjo has made strategic efforts during the planning phase of P5 to accommodate these competencies. The school strategically integrates its local identity and cultural heritage into the P5 program by adopting the sub-theme “*Our Culture is Our Identity*.” This theme leverages local wisdom, particularly traditional arts, as a medium for character building. The use of traditional dance not only fosters creativity and a sense of cultural pride but also contributes to the revival and preservation of cultural practices that are at risk of being forgotten. These efforts aim to develop both excellence and productivity by encouraging students to engage in meaningful cultural expression rooted in their immediate environment.

Supporting documentation, specifically the “P5 Schedule File” within the *Relevance of Themes and Project Topics for Education Units*, underscores the importance of developing cultural awareness and appreciation among students aged 13–15. This is seen as part of the school's broader responsibility to equip students with the knowledge, attitudes, and skills essential for navigating real-world challenges. Through activities grounded in local wisdom, students are introduced to noble values, guided through experiential learning, and encouraged to internalize these principles. The school functions as a dynamic learning ecosystem that promotes student growth in creativity, innovation, vision, independence,

commitment, and resilience—qualities that are beneficial not only in academic settings but also in broader societal roles (Iskandar, 2017).

In the planning process, several steps were taken to ensure that students would meaningfully engage with the content while strengthening their character. These efforts involved selecting competent personnel and preparing the necessary program materials. The Deputy Principal for Curriculum, Widya Ariyani, S.Pd., served as the person in charge, supported by a specially formed implementation team. Documentation analysis revealed that this team began developing the P5 module in December, with final approval granted by the principal in January after a thorough review and revisions to Module 3, which focuses on P5 implementation. The team also established the project timeline, scheduling the program for February through the last week of May 2023.

According to the approved module, the P5 program was targeted exclusively at Grade 7 students and included a variety of planned activities: material familiarization, discussions, presentations, guest speaker sessions, environmental surveys, traditional art practice, and public performances. These were distributed across 18 structured meetings. The planning stage addressed several critical components: the school's readiness and specific characteristics, time allocation, team formation, facilitation, supervision, and contextual theme and topic selection. The project module was designed to reflect both the school's environment and student needs (Hamzah et al., 2022; Rosmalah et al., 2022; Safitri et al., 2022; Sulastri et al., 2022).

Based on the findings presented, the researcher concludes that the planning process for P5 at SMP Negeri 3 Sidoharjo aligns well with the principles of effective project planning. The preparation period of approximately three months prior to implementation demonstrates a high level of foresight and commitment. This structured approach indicates that the school has undertaken thorough and thoughtful planning to ensure the successful execution of the P5 program.

3.2. Organizing P5 at SMP Negeri 3 Sidoharjo

The next stage is organizing, which involves distributing responsibilities among the personnel involved in implementing the P5 program at SMP Negeri 3 Sidoharjo. This step is designed to optimize the contributions of available staff and streamline coordination and task delegation. In addition to managing human resources, this stage also includes identifying the necessary facilities to support the effective delivery of P5 in each class, where materials vary at every session. Below is a transcript of an interview detailing the organizational steps taken during the implementation of P5 at SMP Negeri 3 Sidoharjo.

Table 2. Organising Stage Interview Transcript

No.	Question	Answer
1.	How are the tasks divided?	How are the tasks divided?
2.	Who is responsible for implementing P5 and who is involved in it?	Who is responsible for implementing P5 and who is involved in it? The division of tasks for P5 assistants is to select teachers who have competence in the arts. For example in dance. Submitted to Mr. Eko Slameto is the person in charge of the dance. Gamelan to Mr. Aan Bagus Saputro, was also helped by other ladies and gentlemen.

Based on the transcript above, it is evident that the P5 program at SMP Negeri 3 Sidoharjo involves several teams: the Module Preparation Team, the Mentoring/Facilitator Team, and the Implementation Team. According to the researchers' findings, the selection of facilitators begins with a planning phase led by the principal and the vice principal in charge of curriculum. They appoint teachers—specifically those with expertise in the arts—to serve as facilitators. Once selected, these teachers receive an official decree from the principal, assigning them facilitator duties in accordance with the schedule prepared by the Module Development Team.

The appointment of the Module Development Team is also based on the teachers' knowledge and experience in designing school programs. Another key group involved in P5 is the Implementation Team, which consists of all grade 7 subject teachers, supporting a total of 158 students. Grade 7 is the only level selected for P5 implementation, as the Independent Curriculum is currently applied exclusively at that grade.

Based on documentation from the official schedule, the structure of the P5 program at SMP Negeri 3 Sidoharjo includes a complete and well-defined team comprising coordinators, facilitators, module developers, and implementing personnel. These roles are strategically filled to ensure comprehensive support for the program's execution. The drafting team consists of teachers who not only have extensive experience in school program development but also possess practical expertise in the arts. This combination ensures that the schedules and learning materials are well-targeted and relevant. Facilitators responsible for monitoring and evaluating the program's progress are selected based on their competence in the arts, aligning with the program's thematic focus. Furthermore, several members of the drafting team also serve on the implementation team, enhancing coherence between planning and classroom execution, and increasing the likelihood of effective program realization.

3.3. Implementation (Actuating) P5 at SMP Negeri 3 Sidoharjo

The implementation stage is a form of implementation of the Project that has been designed at the beginning of the process. This stage will greatly influence student learning outcomes so it needs to be carried out systematically but adaptively to student development in class. The implementation stage includes the mechanisms and facilities needed to support the implementation of P5 at SMP Negeri 3 Sidoharjo. The following is a transcript of the interview at the implementation stage P5:

Table 3. Transcript Implementation Phase Interview

No.	Question	Answer
1	How mechanism?	Implementation of P5 is to make products according to children's understanding and the theme raised. Previously, the children were given an explanation related to the theme by inviting resource persons who were competent with the art to be appointed. Then, the child is given the freedom and guidance to determine what product to make. This time the children form groups according to the choice of art to be done. There is the kethekoglang dance, gamelan, pedhalangan, and peacock dance. Fine art was chosen, and it was then directed to create a mural on the school fence wall with a cultural theme.
2	Implementation?	Each art group is accompanied by a teacher until the process is complete.

Based on the transcript above, it is evident that the implementation of P5 at SMP Negeri 3 Sidoharjo emphasizes productivity. The process begins with an introduction to the theme by competent speakers, particularly those from the arts field. Students are then guided to select an art form they are interested in and to design the product they intend to create. Throughout the implementation, the classroom teacher supports and mentors students from the initial stages to the completion of their P5 participation.

Research findings, drawn from several documents, indicate that each meeting is structured into three main sessions: preparation, implementation, and closure. The initial stage includes an orientation session, grouping of students based on their interests, and collaborative discussions on the target art product. These discussions involve the Facilitator Team and class teachers. Following this, students begin preparing their chosen presentation media related to the P5 theme of *Local Wisdom*. The three available art forms are mural-based fine arts, music, and dance. Once students have selected their

preferred art form and understood its requirements, they engage in practice and creation of their chosen art product.

Beyond artistic activities, the P5 sessions are also integrated with supporting routines such as gymnastics, *dhuha* prayers, and morning prayer sessions. After several sessions of practice and creation, students present their work at the “Harvest Work” event under the *Local Wisdom* theme. Prior to the event, students participate in venue preparation and a dress rehearsal. This culminating event not only showcases student achievements but also serves as an evaluation platform for the P5 program, which spans at least 16 effective meetings.

To support the successful implementation of P5, teachers are expected to guide students while providing them the space to explore and express their creativity. This includes being open to student feedback regarding project activities. Teachers also need to foster collaborations with local government entities and arts practitioners to enrich the learning experience and preserve regional art forms. These partnerships can take various forms such as expert talks, interviews, discussions, field visits, workshops, mentorship sessions, and other relevant activities.

Equally important, teachers must coordinate with subject teachers to allocate time for activities like visits, observations, and performances, ensuring that regular learning is not disrupted. This aligns with the findings of Kemendikbudristek (2022), Kurniastuti & Rahmانيar (2022), Rosmalah et al. (2022), and Wijayanti & Muthali (2023), which emphasize the importance of designing learning plans that include apperception activities to develop students’ analytical skills, ability to connect concepts, and draw conclusions. These plans should also incorporate varied media such as interactive videos and implement reflective learning tailored to students’ needs.

Facilities required for P5 vary depending on the session. In addition to reflection sheets and activity journals, the program demands various tools and infrastructure, including learning materials, presentation software (PPT), media creation supplies, internet access, laptops, projectors, daily journals, poster boards, ceremonial spaces, prayer rooms, and art equipment. Each art form has specific tools: gamelan instruments for *karawitan*, paints for murals, and sound systems and *sampur* scarves for dance practices.

3.4. Supervision (Controlling) P5 at SMP Negeri 3 Sidoharjo

The monitoring stage involves evaluating ongoing activities by comparing actual implementation with the initial plans. Effective supervision helps maintain control over performance, allowing timely adjustments to align actions with the intended objectives and achieve targeted outcomes. To ensure consistency and effectiveness, the supervision process should be guided by standardized criteria that define the core focus and key elements of observation. This ensures that monitoring efforts are measurable and evenly applied across all P5 classes. Below is a transcript from the interview conducted during the P5 supervision stage:

Table 4. Monitoring Stage Interview Transcript

No.	Question	Answer
1.	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7	Who supervises this activity? Ladies and gentlemen, teachers of all subjects who teach in grade 7

The device that takes an important role in the supervision stage is the implementation team, consisting of subject teachers in all classes. Teacher supervision is carried out in class which is then recorded and reported by the vice principal in the field of curriculum in the form of a class journal. Apart from reporting from teachers, the deputy principal and P5 team coordinator also provide a supervisory role by monitoring at certain or tentative times and directly questioning the process of implementing P5 in each teacher's class.

There are several things that need to be considered as a basis for teachers in supervising the running of P5 in their respective classes, including understanding that the local wisdom program is a program that builds awareness, explores personal and regional potential, preserves local cultural riches and empowers the knowledge and skills possessed in developing local wisdom. Teachers are reliable educators who have the main task of educating, teaching, guiding, focusing, training, calculating and evaluating students. The position of a teacher as an educator is a position related to the tasks of providing encouragement, supervisory and coaching tasks, and tasks related to disciplining children so that they comply with the rules at school. The teacher's position in forming personality is that he must provide a good example to students, because every student needs a good example or model to emulate. In shaping the personality of students, teachers also cannot be arbitrary (Kharunissa et al., 2023; Mustaring, 2023; Rudiawan et al., 2022; S. Sulastri et al., 2022).

Furthermore, the knowledge and skills that are trained are important things that students will need after completing their education, whatever role they choose when they grow up. The commitment of all school members to apply the important values of local wisdom: creativity, innovation, leadership, commitment, never giving up, integrity, leadership spirit, independence, commitment, never giving up, this is not limited to being applied to project class hours, but is implemented in the field others. Awareness that the richness of regional culture, especially regional arts, has begun to disappear and be abandoned along with changes in the social culture of society, especially during the COVID-19 pandemic. Understanding that although there is a stage where students will be asked to create an artistic display design, the success of this local wisdom project is determined by changes in students' behavior and perspective on local culture and how they apply these values in life.

3.5. Evaluation (Evaluating) P5 at SMP Negeri 3 Sidoharjo

In this final stage, the entire process, from student performance to the activity output they obtain, will be assessed. The purpose of the evaluation is none other than to find out the level of project achievement that has been planned and also to find out things that hinder achievement so that they can be minimized and improved in the next P5. There is some information obtained by researchers regarding the evaluation process carried out at SMP Negeri 3 Sidoharjo through interviews as follows:

Table 5. Evaluation Stage Interview Transcript

No.	Question	Answer
1.	How to evaluate in	After completing P5 activities in a day, students must fill in a reflection sheet. Then the accompanying teacher also brings the child's data and conducts an assessment during the activity process.
2.	P5's activities?	The target of this P5 activity is to be able to take part in district and provincial art competitions. Or competitions held by outside parties.

The contents of the transcript show that the evaluation process was also carried out by the implementing team who were also subject teachers in each class. The evaluation was carried out by the teacher using the reflection sheet that was given at the end of each session of the P5 meeting. In addition, the teacher gives a process assessment to students in following P5 and compiling the product they want. As for evaluation, it cannot be separated from the target to be achieved. By knowing the target, the evaluator will have an idea of the standard that he wants to achieve through the long process that has been planned. The evaluation target for implementing P5 at SMP Negeri 3 Sidoharjo is achieving appropriate qualifications to take part in arts competitions at district and provincial levels.

The assessment system in the evaluation process at SMP Negeri 3 Sidoharjo begins with carrying out a diagnostic assessment before the project begins to measure students' initial competencies which

are used to determine students' differentiation needs, develop project flow and activities, and determine the development of sub-elements between phases. Examples of assessment forms include rubrics, feedback (from educators and fellow students) both verbally and in writing, observations, discussions, presentations, journals, reflections, essays. After carrying out a diagnostic assessment, at the end of the lesson the teacher also conducts a formative Post-test to see student achievements. The formative post-test format is as follows:

Table 6. Example of Assessment Sheet as Evaluation

Formative Assessment Instrument for Attitudes and Roles in Discussion				
Class		:	3rd meeting	:
Date and time		:	Topic	:
No	Statement	Student response and display		
1	Active in the discussion inside	Less active	Quite active	Very active
2	The group	Less active	Quite active	Very active
3	Active in class plenary discussions	Never	Only once	Ask often
4	Ask questions in discussions	Unable to answer	Can answer but	Can answer and
5	Can respond	Not being able to speak the language well, and	less precise	right reason

The formative post-test serves as a tool to evaluate students' learning processes and is followed by a summative assessment conducted during the *Harvest Work* event by the Facilitator Team. This team previously led the socialization sessions and provided students with training and practical exercises. Together, these evaluations offer a comprehensive representation of student learning outcomes – from process to final output. However, at this stage, the organizing team has not yet established specific follow-up actions to manage the learning outputs or address deficiencies and inconsistencies identified during the P5 implementation.

4. CONCLUSION

This study concludes that the management of the *Pancasila Student Profile Strengthening Project* (P5) at SMP Negeri 3 Sidoharjo was carried out through five structured stages: planning, organizing, implementing, monitoring, and evaluating. The planning stage involved coordination meetings to determine targets, timelines, and the preparation of learning modules. Organizing entailed the formation of dedicated teams for facilitation, module development, and implementation – comprising not only teachers but also external resource persons with relevant expertise. During the implementation phase, students engaged in theme-based learning activities, selected artistic disciplines to study, designed and practiced their projects, and concluded the program with a performance during the *Panen*

Karya (Harvest Work) event. Monitoring was conducted through teacher journals and direct supervision by the vice principal, while evaluation included diagnostic, formative, and summative assessments. Despite the structured and purposeful approach, this research is limited in scope as it focuses on a single rural junior high school, which may not fully represent the broader diversity of school contexts or management styles. Additionally, the study primarily used qualitative methods, which, while rich in detail, may lack generalizability. Future research is encouraged to explore the implementation of P5 in various educational settings—urban and rural—and with a broader range of stakeholders. Further studies could also examine the long-term impact of P5 on student character development and the integration of local wisdom into curriculum design. Strengthening empirical data through mixed methods approaches would offer a more comprehensive understanding of how P5 shapes the values and competencies of Pancasila students.

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