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WORD COUNT 6529
TIME SUBMITTED 20-JUL-2026 03:17PM
PAPER ID 123016795

Alishlah: Jurnal Pendidikan
Vol.17, 2 (June, 2025), pp. 3164-3175
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v17i2.4619

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, & Suking, 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 kethekogleng 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 & Rahmaniar (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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