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Project Implementation to Strengthen Pancasila Student Profile at Activator School of SMPIT Insan Mulia, Manokwari Regency, West Papua

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ABSTRACT

The Pancasila Student Profile Strengthening Project (P5), which has been implemented by activator schools in Indonesia since 2021, aims to improve the quality of character education. This project guides character education in the Merdeka Curriculum, which is implemented through a positive culture built by schools through intracurricular, co-curricular, and extracurricular learning. This research aims to analyze the whole activity by involving partners and identifying factors that support or hinder the implementation of P5 at SMPIT Insan Mulia, Manokwari Regency, West Papua. This research adopted descriptive qualitative approach with data collection techniques through participatory observation, in-depth interviews, and documentation checking. Data validity was tested using triangulation techniques and discussions with peers, while data analysis was carried out through data reduction, data presentation, and conclusion drawing. The P5 implementation at SMPIT Insan Mulia Manokwari began with planning and were followed by socialization to teachers, students, and parents, fostering proactive attitudes and gotong royong. Optimizing P5 according to project guidelines enhanced student engagement through innovative learning, encouraging creativity and critical thinking. Teachers facilitated reflective dialogue to develop a positive school culture. The program concluded with a learning celebration to appreciate students' efforts. Key supporting factors included the principal's role, teacher collaboration, partner involvement, and student enthusiasm, while the hindering factor was limited time allocation. Overall, the management of P5 adhered to guidelines without significant obstacles.

Keywords: Implementation, Management, Pancasila Student Profile, Projects, Strengthening

INTRODUCTION

The Pancasila Student Profile Strengthening Project, which has been implemented by activator schools in Indonesia since 2021, aims to improve the quality of character education by utilizing the Merdeka Curriculum and Ki Hajar Dewantara's educational philosophy of liberating and learner-centered learning (Nurdyansyah et al., 2022; Sandi Arifin et al., 2023). This project guides character education in the Merdeka Curriculum, which is implemented through a positive culture built by schools through intracurricular, co-curricular, and extracurricular learning (Fauzan et al., 2023). Therefore, educational institutions strive to develop intracurricular and co-curricular learning programs that are based on the Pancasila Student Profile.

Minister of Education and Research Decree No. 262/2022 stipulates that intracurricular learning shall cover 75% of the total learning time, while co-curricular, which supports intracurricular learning, is allocated 25% per year (Indonesia, 2022). The implementation is to conduct cross-subject projects that are guided by the Pancasila Student Profile, otherwise known as project-based learning (Irawati et al., 2022). It is expected that the 25% allocation for co-curricular or project-based learning will provide a meaningful education, as it involves students in real-life experiences through various learning projects at school. Merdeka Curriculum was first implemented by the activator schools, which have been selected by the Ministry of Education in accordance with the terms and conditions to qualify as a activator school (Rahayu et al., 2022). Six schools that passed the first stage of the school program in Manokwari Regency, including two schools at the kindergarten level, two schools at the elementary level and two schools at the junior high school level.

SMPIT Insan Mulia, or Insan Mulia Integrated Islamic Junior High School, is one of the private activator schools that has implemented Merdeka Curriculum in phase D, in grades 7 and 8, in the second year of the Activator school Program. The school comprises six study groups, consisting of male and female classes at each level, with the learning process conducted by the same subject teachers for both groups. SMPIT Insan Mulia Manokwari, as a activator school, has implemented numerous promising practices related to the school's program and other learning programs. It is the only activator school in Manokwari Regency that has transitioned from intensive to medium level mentoring. Despite being relatively new to education, SMPIT Insan Mulia Manokwari has managed to obtain its A accreditation in its fourth year and is recognized as a school of character by the community. In October 2022, the school was also highly recommended by the Education and Culture Office, especially the Head of the Junior High School Division, to be visited by the Center for Data and Information Technology (PUSDATIN). SMPIT Insan Mulia is also an active school in the Merdeka Teaching platform. The school has implemented a variety of excellent practices in

project-based learning and also shares good practices with other schools in Manokwari Regency. Therefore, it is significant to conduct an in-depth analysis of the project management of strengthening the Pancasila Student Profile at SMPIT Insan Mulia Manokwari as a activator school.

Given the background that has been outlined, this research aims to analyze the initial activities, optimization steps, closure process, partners' involvement, as well as the contributing and hindering factors in the project of strengthening the Pancasila Student Profile at SMPIT Insan Mulia Activator school, Manokwari Regency, West Papua.

RESEARCH METHODOLOGY

This research is categorized as descriptive qualitative research with a case study approach. Descriptive qualitative research utilizing a case study approach in social sciences is characterized by its focus on in-depth exploration of real-life cases, which can include individuals, groups, or abstract constructs (Furidha, 2023; Ratnasari & Sudradjat, 2023). The informants involved included the principal, vice-secretary, teachers, parents, students, religious leaders, and BPOM, the National Agency of Drug and Food Control of Indonesia. Data were collected through participatory observation, in-depth interviews and documentation checking, with the researcher as the key instrument supported by interview guides, observation and documentation checklists. Data validity was tested using credibility techniques such as triangulation and peer discussion. Data analysis was conducted following the Miles and Huberman model which includes three stages: data reduction, data presentation, and conclusion drawing and verification, which are interrelated to produce meaning.

RESULT AND DISCUSSION

The results of the data analysis revealed that the management of the Pancasila Student Profile project at SMPIT Insan Mulia, Manokwari, West Papua, has generally proceeded in accordance with the guidelines of the Pancasila Student Profile Strengthening Program (P5). First, initial project activities involve teachers in planning which includes topics, modules, themes, sub-themes, and outcomes, followed by socialization to all relevant parties, including teachers, parents, committees, and students. This aims to enable students to play an active role and work together during project implementation. Second, efforts to optimize P5 have been carried out according to the project flow by encouraging students' involvement through innovative learning. This has triggered the creativity of students, enabled teachers to provide space and opportunities for development through reflective dialogue, and cultivated positive values through regular habits and periodic evaluations that support schools in adjusting project implementation. Third, project closure involved organizing a celebration of learning and final reflection, and

planning a finale event that involved performing arts, such as dance and poetry, to showcase students' work. Fourth, the involvement of partners, including parents, BPOM and religious leaders, was planned from the beginning and properly monitored. Parents support through daily mentoring journals, religious leaders provide religious values every week, and the BPOM is recorded in the guest book. The culmination of the learning celebration also involves all the contributing partners in the education process. Fifth, the main supporting factors include full support from the principal, collaboration between teachers, parents' enthusiasm and students' spirit, while inhibiting factors include the time allocation which is considered insufficient and the adjustment to P5 which is a new concept in education. Nonetheless, there were no significant obstacles that disrupted the overall implementation of the project.

The implementation of project management to strengthen the Pancasila Student Profile at the Activator school of SMPIT Insan Mulia, Manokwari Regency, West Papua, is generally carried out in accordance with the P5 guidelines, from the beginning of the activity, implementation, closing and involving partners.

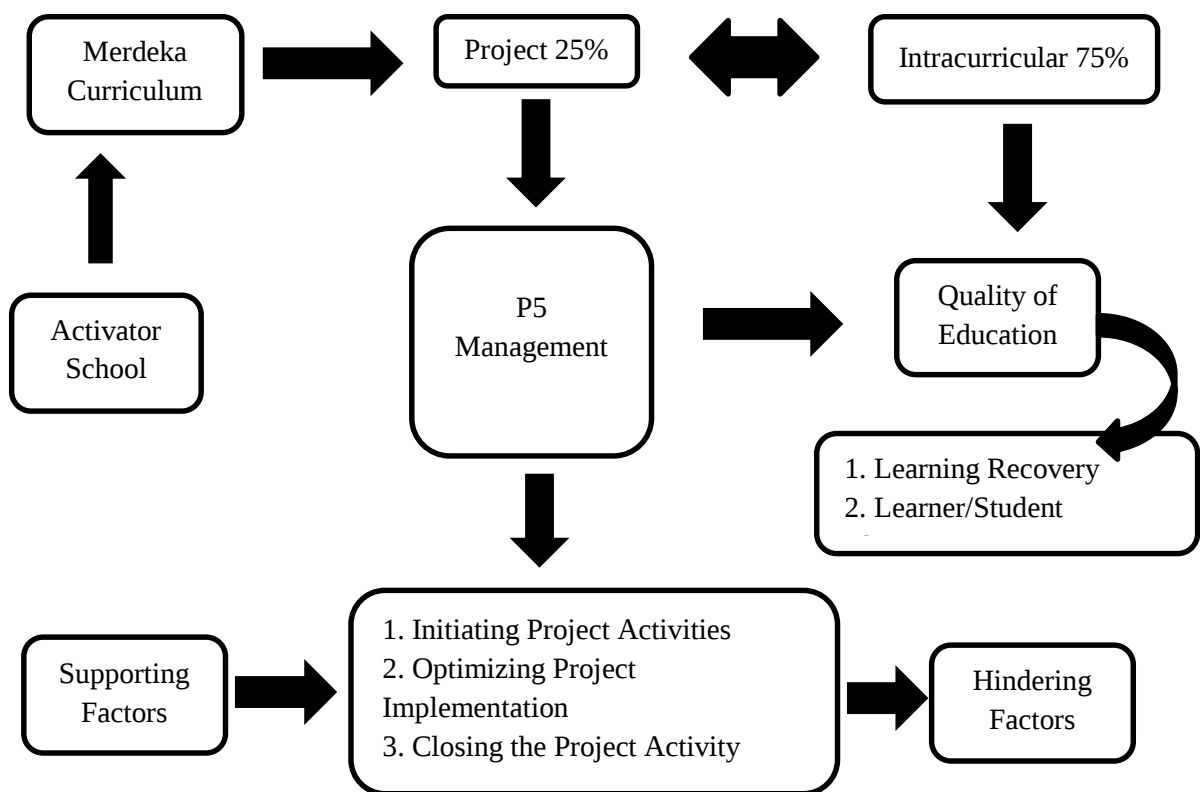


Figure 1. Guidelines to the Pancasila Student Profile Strengthening Program

Source: Processed Data by Researchers

Initial Activities of the Project to Strengthen the Pancasila Student Profile at SMPIT Insan Mulia Activator School

Research results revealed that the initial stage of the project began by involving all teachers in the planning process, which included determining topics, preparing P5 modules, and determining themes, sub-themes, and project outcomes. Subsequently, a comprehensive socialization was conducted to teachers, students, and partners to ensure that all parties fully comprehend the purpose and implementation of the project. During the implementation of the project, students showed a proactive attitude both in discussions and in cooperation (gotong royong). They were actively involved in various project activities, contributed to planning and implementation, and exhibited enthusiasm in working together to achieve project goals.

As facilitators, teachers attempt to attract students' interest in learning by presenting sparking questions and initiating the learning process from authentic problems. Through this approach, students feel more comfortable and become very proactive. They actively search for sources of information both from the surrounding environment and the internet that are relevant to the project topic, and are eager to provide feedback during discussions with the mentor teacher. This encouraged them to develop an attitude of cooperation and mutual aid, especially in groups, to plan and implement various aspects of the project more effectively.

According to Kemendikbud (2022), the initial step in implementing project activities as part of learning planning has an essential purpose. This purpose is to ensure that students are actively involved in the teaching-learning process from the beginning of the profile project implementation. In this way, teachers as learning facilitators may initiate the implementation of profile projects by encouraging students to observe and grasp actual situations that occur in everyday life. This approach, especially those related to real situations experienced in the classroom, is expected to increase students' understanding and involvement in the project from an early stage.

Optimizing the Pancasila Student Profile Strengthening Project at Activator School of SMPIT Insan Mulia

1. Encouraging Student Learning Engagement

The project implementation stage is a fundamental part of the whole project process. At this stage, teachers play a highly significant role in creating innovative learning, which aims to foster creative attitude as one of the desired characters. Teachers are not merely educators, but also the main actors who strive to motivate students to be more proactive and play an active role in every step of learning. Through the implementation of the right learning methods or strategies, teachers can foster students' interest in learning and increase their involvement in the learning process. This is carried out by building a harmonious relationship or bond

between teachers and students, thereby creating a conducive and effective learning environment.

The implementation of the project not only involved practical tasks, but was also accompanied by reflections carried out by the students together with the group mentor teacher. This reflection is completed by filling in the mentoring journal and having a discussion before going home, which aims to evaluate the extent of the achievements that have been accomplished compared to the predetermined plan. In addition, reflection is also carried out periodically by the school through regular meetings which are held every Monday. This meeting serves as a forum to measure the progress of the project and discuss various matters that should be followed up immediately to ensure that the project is running in accordance with the predetermined targets.

2. Providing Space and Opportunities for Growth

The interaction process in discussions between students and each other, as well as between students and the teacher, proceeded well. The teacher provided adequate space and opportunities for students to develop and actualize the ideas that emerged from the discussion. Given this space, students can freely discuss and express their opinions through reflective discussions. In this process, students show a critical thinking attitude towards what they have done and towards the steps they would like to take in the future. This whole process happens naturally, reflecting a healthy dynamic between teachers and students in creating a learning environment that supports the development of students' critical thinking and skills.

In the learning process, teachers provide ample opportunities for learners to be actively involved in various aspects of learning development (Kemendikbud, 2022). One example of this involvement is through the development of profile project activities, where students not only participate in the planning and implementation, but also play a role in setting goals and determining the final outcome of the project. Thus, students are expected to be more responsible and have a greater role in the success of the project they are working on.

3. Embracing Positive Work Values

This research also revealed an interesting phenomenon, that is, although the implementation of the block learning system through the Pancasila Student Profile Strengthening Program (P5) lasted for three weeks, the positive culture that already existed in the school environment was still carried out consistently by the entire school community. Routines that have become part of daily life at school, ranging from student attendance in accordance with school rules to various positive habituation activities, are still carried out without being disturbed by

changes in the learning schedule. For instance, students' attendance at school still follows the established rules, while other routine activities such as congregational prayers, prayers together, *dhikr*, and lunch together, continue to be carried out and become an inseparable part of daily activities at school. This highlights that despite the adjustments in learning methods, the positive values and culture that have been embedded in the school are still well maintained and implemented.

4. Ensuring the Effectiveness of Activities on an Ongoing Basis

SMPIT Insan Mulia Manokwari, based on the results of the research conducted, has made various efforts to optimize the implementation of the Pancasila Student Profile strengthening project so that it can run according to the plan and time allocation that has been determined. The project, which raised the theme of local wisdom, was arranged with a structured flow of activities, starting from the planning, implementation, and closing stages. Each stage of the project is carefully considered to ensure alignment and effectiveness in achieving the set objectives. In addition, the school also involves various relevant partners and stakeholders in the implementation of this project, to ensure that every aspect of the project can be carried out with optimal support and collaboration. With this approach, SMPIT Insan Mulia Manokwari strives to not only prioritize academic results, but also instill local wisdom values and build student character in accordance with the Pancasila Student Profile.

The time allocation set for the project was organized in detail for each activity, with a total time use of 230 lesson hours scheduled to take place over approximately three weeks. This amount of time is in accordance with the required lesson hours for project implementation at the education unit level. This scheduling is in accordance with the guidelines for the implementation of the Pancasila Student Profile Strengthening Program, which stipulates that in the junior high school curriculum structure, there are two types of learning: intracurricular learning, which includes general subject matter but still emphasizes essential aspects, and project-based learning Strengthening the Pancasila Student Profile. In the curriculum, the time allocation for this project-based learning is set at 25% of the total lesson hours per year. As such, this time allocation ensures that the project can be effectively implemented in accordance with the current curriculum guidelines.

The implementation of projects in education is also greatly influenced by the extent of collaboration between a team of teachers who act as facilitators. These educators have an important role in organizing and managing the dynamics of project implementation in order to stay in line with the flow and plans that have been set. Based on the results of

the research conducted at SMPIT Insan Mulia Manokwari, it was found that the existence of close collaboration between various groups of educators contributed greatly to the implementation of the project. This collaboration ensured that every aspect of the project could be managed well and the process went according to the expected goals. In other words, the synergy among the team of educators greatly influenced the success and effectiveness of the project implementation.

Collaboration among the team of teachers involved various forms of interaction such as discussions, giving advice and input, and direct assistance in an effort to optimize the implementation of the project. In addition, there was a clearly structured division of tasks between the supervisor and the implementation team. This process included regular evaluations to assess the progress made, identify obstacles faced by each group, and assess the extent of cooperation between the groups. These evaluations serve as a means to ensure that every aspect of the project is going according to plan and to improve the effectiveness of collaboration in achieving the overall project goals.

This is in line with the statement from Kemendikbud (2022), which emphasizes the significance of regular evaluation in teaching team collaboration. This evaluation focuses on assessing the role of each of the teachers, especially in terms of task sharing and effective collaboration. According to this opinion, the success of the profile project will increase as the collaboration of the team of educators becomes more solid. In other words, the stronger and more harmonious the collaboration among the educator team members, the more likely the profile project will be able to overcome any challenges that may arise during its implementation. This periodic evaluation is key to ensuring that each role is clearly understood and that the collaboration between educators is optimal, which ultimately contributes to achieving better results in the project.

5. Periodic Evaluation and Adaptation of Profile Projects to the Context

The results of research conducted at SMPIT Insan Mulia Manokwari show that the implementation of evaluation during the project process is carried out regularly, every Monday. This evaluation aims to monitor the progress of project implementation from each stage as well as the progress achieved by each group, in accordance with the plan that has been prepared by the mentor teacher along with students in each group. In addition, the evaluation also obtained constructive feedback from the mentor teacher and other teachers in general. This feedback is essential to optimize the implementation of the project, ensuring that every step taken is in accordance with the predetermined objectives and provides a positive contribution to the progress of the project.

The evaluation results in general indicate that various adjustments have been made in the implementation of the project, both by the participating groups and by the implementation team. The research conducted revealed that there were adaptations carried out by each group in terms of the products or works they produced. Each group made adjustments to the final results of their project according to the needs and context. On the other hand, the implementation team also made adjustments by changing the project assessment sheet. This adaptation aims to increase the effectiveness and relevance of the assessment to the project being implemented. With these changes, both the participating groups and the implementation team can be more flexible in facing the challenges that arise and ensure that the final project results and the assessment process remain in line with the expected standards.

Closing the Series of Activities of the Pancasila Student Profile Strengthening Project at the Activator School of SMPIT Insan Mulia Manokwari

1. Planning a Learning Celebration by Showcasing the Process/Product of Learning Outcomes

The appreciation that teachers have for students is reflected in their efforts to organize a celebration of learning outcomes at the final event scheduled for November 22, 2022. Prior to the final event, the school has provided opportunities for all student groups to present their learning processes and products. This aims to appreciate and recognize the efforts and achievements carried out by each group of students during the learning period. Through providing a space for students to showcase their work, the school not only celebrates the final achievement, but also values the learning process that the students have gone through.

2. Celebration of Learning Profile Project

The learning celebration is the final stage of the implementation of the Pancasila Student Profile project, where students present the work or products they have been involved in during the project. Based on research conducted at SMPIT Insan Mulia Manokwari, prior to the culmination of the learning celebration, students reorganize their learning outcomes in their respective groups. During this process, teachers play an active role in assisting students to plan and prepare well on their showcase. Teachers provide guidance and support to enable students to display their work optimally, ensuring that each product presented reflects the effort and creativity they have put into the project.

Prior to the final event, the teachers spent additional preparation time practicing the students' communication skills in depth. This process includes reflection on the methods and materials used in the preparation of the event, as well as how the resulting product is processed. In the

dance context, for instance, students are not only trained in the technical aspects of the dance, but also given an understanding of the philosophy beyond the dance itself. The purpose of this training is to ensure that students can communicate effectively with the general public during the final event, allowing them to convey the meaning and context of everything they have learned and prepared well for during the learning process.

The celebration of learning outcomes that took place in the schoolyard under the theme "Kapal Kasuari" was organized in an interesting and storytelling way. The event is designed as an opportunity for students to showcase the learning outcomes they have achieved over a certain period. In this celebration, the school provides significant space for students to showcase their work, while the teacher's role focuses more on functioning as a facilitator. The teacher is not at the forefront, but rather acts behind the scenes to provide the necessary support and guidance, enabling students to actively and independently showcase their achievements. Under this approach, students gain the opportunity to perform and play an active role in the process of celebrating their learning outcomes, turning it into an educational and motivating experience.

This view is in line with the opinion of experts, as expressed by Kemdikbudristek in 2022. According to them, activities that demonstrate the process or results of learning involve various parties, including parents, educators, education personnel, and the general public, either on behalf of individuals, institutions or certain communities. Such activities are usually performances or exhibitions where students are given the opportunity to share and celebrate their learning experiences. Involving all these parties, the learning process is not only seen in terms of the results, but also in terms of how the experience is presented and appreciated by the surrounding environment.

3. Conduct Follow-up Reflection

Celebration of learning outcomes does not only involve the exhibition or celebration itself, but also entails a reflection process conducted at the end of the project to evaluate what has been achieved. In this research, there was a use of assessment sheets given to invited guests as one way of obtaining feedback on the implementation of the project presented in the learning outcomes celebration. The assessment and feedback provided by the invited guests became important material for the end-of-project reflection, which helped in evaluating the extent to which the project objectives had been achieved and what needed to be improved or enhanced upon in the future. This reflection is necessary to recognize the strengths and weaknesses of the project and improve the quality of learning in the future.

The final reflection of the project can also be seen in the speeches delivered by the committee and the school principal, which serve as a comprehensive overview of the process and the expectations of the project. These remarks reflect on the achievements that have been made and underline the importance of achieving optimal results and meeting the expectations of all parties involved, including effective collaboration between the school, students, parents and other partners. In addition, the reflection on follow-up by the school reflects an evaluation of aspects that could be improved or enhanced to ensure better implementation of future projects. This reflection process helps in formulating the corrective measures and improvements that are necessary in order for future projects to achieve more optimal results and in accordance with the expectations of all parties involved.

Optimizing Partner Engagement through the Pancasila Student Profile Strengthening Project at the Activator School of SMPIT Insan Mulia

The school strives to maximize the involvement of various partners, including parents, religious leaders and the Food and Drug Administration (BPOM), by involving them directly in the implementation of school projects with different roles. In this initiative, the school actively maintains intensive communication with all relevant parties, including parents and other stakeholders. Through this approach, the school encourages not only greater involvement from all parties but also ensures that each partner can contribute effectively according to their respective roles in supporting the success and continuity of the project.

The process of involving parents in project implementation began with a detailed socialization of the Pancasila Student Profile Strengthening Program. This socialization aims to provide a thorough understanding of the project-based learning model to parents, allowing students to focus more on the project-centered learning activities. In addition, parents are given a mentoring journal to fill in with information regarding their activities in supporting children at home. The journal records the various forms of assistance provided by parents during the learning process. At the end of the project or at the final celebration of learning outcomes, parents are invited to bring refreshments to share at school. This aims to celebrate the achievements of the project and strengthen the relationship between school and family through shared activities.

On Fridays, religious leaders are involved in school activities with two lessons allocated specifically for the project on Fridays. This involvement is not only limited to the project implementation time but also continues during other activities outside the project schedule. The research indicates that the involvement of religious leaders is regulated by specific time provided for both intracurricular and co-curricular activities, all packaged in a school program named Bina Pribadi Islam (BPI). This program ensures that religious leaders have an active and

regularly scheduled role in supporting the development of religious education in schools.

As part of the effort to involve various partners in the learning process, the Manokwari District Food and Drug Supervisory Agency (BPOM) also plays a role in providing socialization on food safety. This is particularly relevant because students are involved in processing Papuan specialties. In this context, BPOM educates students on safe food ingredients that meet safety standards, which can be used in the processing process. It is expected that by involving BPOM, students will gain a deep understanding of important aspects related to food safety, which in turn will enable them to process food ingredients correctly and safely.

All parents, school committees, as well as various partners and stakeholders, including the Education Office, BPOM, activator schools in Manokwari Regency, BPMP, BGP, and other partners, both those directly involved in the project and in learning activities outside the project, were invited to witness student learning outcomes presented in an attractively designed event. The involvement of partners in the learning process is in line with the perspective of Priansa (2020), who stated that collaboration between schools and communities, either directly or indirectly, is a form of cooperation that is mutually supportive and beneficial for both parties. Apart from parents, the community can also be invited to work together through various institutions and figures, including community institutions, religious leaders, community organizations, local governments, sponsors, entrepreneurs, and the industrial sector. The involvement of various elements of the community is expected to enhance the learning process and provide useful support for student development.

Supporting and Hindering Factors in the Management of Pancasila Student Profile Project at Activator School of SMPIT Insan Mulia Manokwari

The factors that supported the effective implementation of the project included several important elements, including solid collaboration among the team of teachers, active support from parents, and high enthusiasm from the students. The close cooperation among the teachers has led to a harmonious and productive working atmosphere. In addition, communication between parents and teachers is excellent, which is facilitated through the dedicated group that coordinates mentor teachers with parents. This group provides an effective platform to discuss various aspects related to the project, ensuring information and progress can be conveyed clearly and in a timely manner. In addition to parental support, student participation was also an important factor; they demonstrated a proactive attitude and the ability to work well together, which facilitated the implementation of the project and contributed to its overall success.

The primary factor supporting this accomplishment is the active role of the principal, who consistently attends every meeting and contributes constructive feedback. The principal not only assisted the teachers attentively but also motivated

all elements of the school, including students, parents and teaching staff, resulting in harmonious and effective cooperation. In his capacity as a leader, the principal plays a particularly important role by involving the school's various partners and conveying information on ongoing projects to all relevant parties. In addition, the principal participated in displaying students' work in the education exhibition organized by the Teachers' Center during the Teacher's Day celebration, thus facilitating a wider appreciation of students' achievements. In this way, the principal not only leads but also connects different aspects of the school community to achieve a common goal.

The results of this research identified several inhibiting factors, however, the impact was not particularly significant. This was due to effective and efficient communication in overcoming these hindering issues. It should be noted that this was the second project that had been implemented, hence the experience from the previous project enabled the team to better manage and resolve the challenges. Therefore, although there were several obstacles, the ability to communicate and the experience gained from the previous project helped to mitigate any negative impacts that may have arisen.

CONCLUSION

Based on the results of the research and discussion related to the implementation of the Pancasila Student Profile Strengthening Project (P5) management at the Activator School of SMPIT Insan Mulia, it can be concluded that the initial activities of the project involve teachers in planning P5 topics and modules, as well as determining themes and achievements. The compiled module is then socialized to all teachers, parents, committees, and students to ensure active participation of students in the discussion and implementation of the project. P5 optimization at SMPIT Insan Mulia is conducted through innovative measures involving student engagement, reflective dialogue and maintenance of school culture. The project process is evaluated regularly by the implementation team and the school to ensure its effectiveness. Project closure included a celebration of learning with an art performance featuring student work. Partner engagement was also strengthened through initial meetings and the presence of resource persons such as the BPOM. Key supporting factors include the principal's support, teachers' collaboration, parents' and students' enthusiasm, although there are challenges related to the time allocation which is considered inadequate by the students.

Based on the conclusions obtained, this research offers important benefits for various parties. For educational institutions and educational personnel (LPTK), research results can contribute to curriculum development, especially in courses integrated with educators and educational personnel, to support the success of the Merdeka Belajar Curriculum national program. Activator schools can use these findings as a reference for implementing and managing P5, as well as for discussion with the activator school facilitators. Researchers gain new knowledge about P5

implementation and can provide input to teachers in foster schools, while the Ministry of Education can utilize the research results to further comprehend P5 management in schools and for in-depth studies in making learning policy decisions. Schools that will implement Merdeka Curriculum can use the results of this research to prepare for P5 implementation. Principals and P5 teams can gain insights into project implementation, which requires careful planning and close collaboration with various parties. Teachers will get an overview of project management from the beginning to the end of the activity. This research also points to the need for further studies on the assessment and evaluation stages of follow-up in the P5 guidelines. It is suggested that the implementation of P5 be carried out for one semester or one year without a time block system and scheduled in a weekly schedule per semester. Finally, mentor teachers and facilitators are expected to play a maximum role in ensuring that the P5 process is in accordance with the provisions.

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