



Principal Strategy Management in Implementing the Pancasila Student Profile Strengthening Project at Samarinda State Junior High School

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ABSTRACT

The Pancasila Student Profile Strengthening Project (P5) is a strategic policy within the Merdeka Curriculum aimed at shaping students' character in accordance with Pancasila values. The focus of the study included strategic planning, strategy implementation, and evaluation of P5 implementation, as well as the identification of obstacles and follow-up efforts undertaken by the schools. The results indicate that the principal's strategic management in implementing P5 has been carried out through systematic planning, including the formulation of a vision and mission that support P5, the determination of project themes, the establishment of facilitator teams, and the provision of project-based learning tools. During the implementation stage, the principal's strategy was realized through strengthened coordination with vice principals for curriculum, teachers, and project facilitators, the development of project-based learning, and the provision of resources to support P5 activities. This study concludes that the principal's strategic management has a significant influence on the effectiveness of the implementation of the Pancasila Student Profile Strengthening Project in schools.

INTRODUCTION

In the regulation of the Ministry of Education and Culture No. 56 of 2022, 6 dimensions of the Pancasila Student Profile (PPP) have been established to be developed in students, including: 1) Faith and Fear of God Almighty and noble character, 2) Global Diversity, 3) Mutual Cooperation, 4) Independence, 5) Critical Reasoning, and 6) Creative. The implementation of P5 requires a change in the learning paradigm, not only oriented towards academic achievement, but also on strengthening character and competence in the 21st century. This is in line with the findings of Firoh (2025) who stated that P5 is a strategic instrument in strengthening students' character through real-life experience-based learning (Magh Firoh et al., 2025). According to Fajar (2022), the Pancasila Student Profile focuses on teaching character and daily skills that are given to students in person through school culture, education inside and outside the curriculum, the Pancasila Student Profile project, and work culture (Rahayuningsih, 2021).

The success of the implementation of P5 is greatly influenced by the leadership and management of the principal as a learning leader in the education unit. School principals play an important role in formulating visions, mobilizing school resources, and ensuring the systematic and sustainable implementation of the P5 program (Bambang Sulistyono et al., 2024). This is also strengthened by the opinion of Hanim (2020), who stated that school principals have a central role in creating a conducive school climate, mobilizing teachers and education staff, and ensuring the achievement of educational goals effectively and sustainably (Hanim et al., 2020).

Principal strategic management includes the process of planning, implementing, and evaluating school programs in a targeted manner to achieve educational goals. In the context of P5 implementation, school principals are required to have managerial and strategic leadership skills so that P5 is not only administrative, but also part of the school culture. Research by Mubarak et al. (2025) confirms that the success of P5 is largely determined by the principal's management strategy in managing teachers, learning time, and support resources (Mubarak et al., 2025). However, the implementation of P5 in schools still faces various challenges, including limited teacher understanding, readiness of human resources, time management, and support for facilities and infrastructure. Awari et al. (2024) stated that these challenges require an adaptive and contextual managerial strategy of school principals in accordance with school conditions (Awari et al., 2024).

Samarinda State Junior High School as one of the educational units that implements the Independent Curriculum has its own characteristics and dynamics in implementing the Pancasila Student Profile Strengthening Project. Therefore, an in-depth study of the principal's strategic management in the implementation of P5 at Samarinda State Junior High School is important to obtain a comprehensive empirical picture.

Based on the results of the researcher's initial observations and discussions with the principals of SMP Negeri 21 Samarinda, SMP Negeri 34 Samarinda, and SMP Negeri 37 Samarinda, it is known that the three schools

have carried out the Pancasila Student Profile Strengthening Project with diverse themes and shows commitment to developing the character and creativity of students. However, schools still face various challenges, such as limitations in linking learning with life skills needs according to the local context, as well as the gap between learning materials and social realities of the community. This condition requires the management of the right strategy so that the implementation of P5 is truly able to answer the needs of students and the community.

Principals as education leaders have a key role in directing, coordinating, and evaluating the entire P5 implementation process to be in line with national education goals and school characteristics. Therefore, a study on the management of school principals' strategies in implementing the Pancasila Student Profile Strengthening Project is important to obtain a comprehensive picture of practices, challenges, and strategies implemented at the education unit level.

Based on this background, the researcher is interested in conducting a research entitled "Principal Strategy Management in Implementing the Pancasila Student Profile Strengthening Project at Samarinda State Junior High School". The novelty of this research is: 1) this study specifically examines the implementation of the Pancasila Student Profile Strengthening Project through the perspective of school principal strategic management, including planning, implementation, and evaluation of strategies, which have not been discussed in depth in previous research, 2) this research positions P5 as part of the school strategic policy that is integrated with the vision, school culture, and resource management, so that the implementation is analyzed thoroughly, 3) This research was conducted in several State Junior High Schools in Samarinda to reveal the variation of the principal's strategy in implementing P5 in accordance with the characteristics and challenges of the local school.

LITERATURE REVIEW

Etymologically, "management" comes from the English word "*management*", which at its root is a verb "*to manage*" which means to manage, manage, or handle certain activities. The word has earlier roots from the Latin terms "*manus*" meaning 'hand', and "*agere*" meaning 'to do or act', so it literally reflects the act of actively taking care of or handling something. In contemporary academic studies, *management* is understood as a systematic process to plan, organize, direct, and control organizational resources so that goals can be achieved effectively and efficiently. This concept emphasizes the integration of the resource management function and the ability of leaders to guide and direct other parties so that organizational actions can run in accordance with the set targets (Matondang & Daulay, 2018). According to Robbins and Coulter (2020), management is the activity of coordinating work through others so that organizational goals can be achieved efficiently and effectively. In the context of education, management functions as an important instrument in managing school resources to improve the quality of learning and the achievement of educational goals (Ernawatie et al., 2023).

The management function is a basic framework that describes the organizational management process systematically. In the context of educational institutions such as schools, management functions include *planning, organizing, actuating or directing, and controlling* that interact with each other in the school management process (Setiawan et al., 2020). Strategy management is a plan that is prepared and managed by taking into account various aspects with the aim that the influence of the plan can have a positive impact on the organization in the long term. One of the focuses of the study in strategic management is to have an impact on the application of strategic concepts to the company in the long term or sustainably, including in terms of stable profits. Stable profits are influenced by sales stability that continues to experience *constant growth* (Fahmi, 2013).

The principal as an educator, the principal is tasked with guiding teachers, education staff, students, following the development of science and technology, and setting a good example. Such as the explanation that to create a conducive school climate, cooperation or harmonious relationships between all school residents are needed and is not only the responsibility of the principal. Therefore, efforts that can be made by school principals in improving their performance as educators, especially in improving the performance of education personnel and student learning achievement, is to include teachers in further education by encouraging teachers to start being creative and achieve. The principal as a manager, has the following functions: preparing planning, coordinating activities, supervising, evaluating activities, holding meetings, making decisions, regulating the learning process, regulating administration, and managing administration, students, manpower, facilities, and infrastructure, finance (Mulyasa, 2013).

In relation to school life, the principal has a very important role. The role of the principal as an educator also plays the role of personal, manager, administrator, supervisor, social, liader, entrepreneur (Jelantik, 2015). The principal is a leader in the school, one of the tasks that must be carried out by the principal is school management. Schools that have implemented a strategy and work systematically based on a planned strategy will produce quality students, rather than schools that do not have a strategy (Khoir, 2022)

In the process of strengthening the Pancasila Student Profile, it is important to have the role of a teacher. Teachers play the most important role in strengthening children's character. Because in addition to teaching and learning activities, teachers also play the role of parents of both students at school. So that teachers play a very important role for students, especially PPKn teachers (Dewi, 2021). The P5 activity or also called the "Pancasila Student Profile Strengthening Project" is indeed used as a space for students to be able to apply Pancasila values in a special activity. Educational Institutions are free to design P5 activities by referring to the Theme that has been provided by the Ministry of Education and Culture, Research and Technology. The themes provided for the elementary/mi, junior high/mts, high school/ma, vocational school/mak and equivalent levels include: Sustainable Lifestyle, Local Wisdom, Bhineka Tunggal Ika, Build the Soul and Body, Voice

of Democracy, Engineering and Technology, Entrepreneurship, and Employment (Sulistiyati, 2022).

METHODOLOGY

This study uses a qualitative method with a case study approach to investigate. This research was conducted at SMP Negeri 21 Samarinda, with an address at Jl. Tongkol No.16, Sungai Dama, Kec. SMP Negeri 34 Samarinda, with an address at Jl. Aminah Syukur, Sungai Pinang Luar, Kec. SMP Negeri 37 Samarinda with Address at Jl. Kyai Haji Ahmad Dahlan, Sungai Pinang Luar, Kec.

The data used in this study consisted of primary data and secondary data. Primary data was obtained directly from the main data sources through interviews, observations, and interactions with research subjects, namely Principals, Curriculum Representatives, Teachers, and Students at Samarinda State Junior High School. The validity test of the data used in this study was carried out through source triangulation and technique triangulation.

RESULTS AND DISCUSSION

The results of interviews with the three resource persons, namely with the principal, curriculum representative, and subject teachers, it can be concluded that the planning process for the Pancasila Student Profile Strengthening Project (P5) is carried out in a collaborative, structured, and contextual manner. The school formed a P5 team for each level through an official decree, then prepared a plan of activities based on the educational calendar and the results of the analysis of school and student needs. All teachers, homeroom teachers, and school leaders play an active role in determining the theme and form of the project that best suits the school's conditions. This approach shows that P5 planning is not only administrative, but also pays attention to the relevance and character needs of students in the school environment. P5 strategic planning management is carried out through a collaborative approach, based on student needs, and considering school readiness, thereby supporting the effective implementation of the P5 project.

The Pancasila Student Profile Strengthening Project in schools is carried out in a collaborative and structured manner. School principals play a role in providing policy direction and teacher professional development facilities through PMM. Wakakur focuses on technical coordination and the division of roles between teachers, while Mapel teachers play an active role in integrating Pancasila values into the learning process through creative and innovative methods. With this strategy, it is hoped that the implementation of P5 can run effectively and be able to form the character of students who have faith, independence, critical reasoning, cooperation, creativity, and noble character. The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 21 Samarinda still faces various obstacles, both in terms of human resources, time, coordination, and support for the school environment and parents. The main obstacles include the unpreparedness of students and teachers, lack of coordination between parties, limited resources, and

difficulties in evaluating program results. Nevertheless, the school continues to strive to improve implementation by increasing collaboration, training, and more mature planning so that the implementation of P5 can run more optimally in the future.

The implementation of P5 at SMP Negeri 37 Samarinda is carried out through various activities that adjust the potential of students and the needs of the school. The principal emphasizes the development of talents through BK assessments, especially to identify students' tendencies in the field of sports and train them more intensively. The curriculum representative said that the school has two annual flagship programs, namely the democracy project and the anti-bullying project, which were chosen because they are relevant to the school's vision and the condition of students' character. Meanwhile, the teacher explained that the P5 activities also include regional cultural projects, entrepreneurship, and violence prevention, all of which are designed to better understand their social and cultural environment while forming a positive attitude.

the success of the P5 evaluation at SMP Negeri 37 Samarinda was achieved through a collaborative approach and effective communication. Weekly prep meetings are used to review past results, adjust activities, and add activities that support student engagement. Modules and learning methods are adjusted so that the material is delivered clearly, flexibly, and students can understand learning well, so that the evaluation runs according to expectations.

1. Strategic Planning of School Principals in Implementing the Pancasila Student Profile Matching Project at Samarinda State Junior High School.

Strategy planning is the initial stage that greatly determines the success of the implementation of the Pancasila Student Profile Strengthening Project (P5). Based on the results of interviews, observations, and document reviews in three sample schools (SMPN 21, SMPN 34, and SMPN 37 Samarinda), it was found that the strategic planning carried out has referred to the principles of strategic management of education, namely the preparation of visions and missions, identification of needs, formulation of programs, and the division of stakeholder roles.

First, the formulation of the school's vision and mission is the basis for the preparation of the P5 strategy. In general, all schools have included elements of Pancasila values in the vision and mission, especially in the aspects of character, mutual cooperation culture, and the formation of students with integrity. This is in line with the opinion of Zamroni (2011), that the vision of the school must be the direction in formulating every strategic program, including character strengthening. Thus, the placement of P5 within the vision-mission framework shows a strong institutional commitment.

Second, in the aspect of analyzing school needs and conditions, the principal and the curriculum team identify the resources needed to support the implementation of P5, such as teacher readiness, availability of facilities, and training needs. This step is relevant to strategic management theory (Dewi, 2021) which emphasizes the importance of analyzing the internal and external environment before formulating a strategy. The findings of the study show that schools conduct mapping of teacher human resources to determine P5

facilitators, selection of P5 themes that are appropriate to the school context, and scheduling activities. This approach shows that planning is not done instantaneously, but based on situational studies.

Third, P5 program planning and development strategies are carried out through the preparation of planning documents such as project modules, implementation calendars, and the division of teacher duties. The principal plays a role in ensuring that the program prepared is relevant to the achievements of the Pancasila Student Profile that they want to aim for, such as creativity, independence, mutual cooperation, and critical reasoning. The preparation of project modules also involves collaboration between teachers across subjects, in accordance with the concept of project-based learning. This reinforces the finding that the implementation of P5 has been planned in a collaborative and participatory manner.

Fourth, in terms of organizing roles and responsibilities, the principal establishes the P5 implementation structure which includes project coordinators, teacher facilitators, monitoring teams, and administrative support. A clear division of tasks is one of the keys to management effectiveness, as Terry (2013) emphasizes that organizing must ensure that each member has clear and measurable responsibilities. Findings in the field show that this division of tasks makes it easier for teachers to understand their roles and ensure that P5 activities run according to the planned flow.

Fifth, the provision of facilities and resource support is an important part of planning. The principal ensures the availability of supporting facilities such as activity rooms, practice tools, learning media, and budget support through BOS. The provision of this facility shows a commitment to minimize technical obstacles in the implementation of P5.

Overall, the results of the study show that the principal's strategic planning in the implementation of P5 has included fundamental aspects of strategic planning, namely setting direction, setting goals, analyzing needs, preparing programs, and organizing. This good planning is a strong foundation for the success of the implementation and evaluation stage of P5 in schools.

2. Implementation of the Principal's Strategy in Implementing the Pancasila Student Profile Strengthening Project at Samarinda State Junior High School

The implementation of the strategy is the operational stage of the planning that has been prepared beforehand. Based on the results of research in three sample schools of SMPN 21, SMPN 34, and SMPN 37 Samarinda, the implementation of the principal's strategy in the implementation of the Pancasila Student Profile Strengthening Project (P5) shows a relatively consistent pattern, with an emphasis on organizing the role of teachers, collaboration across subjects, and structured project-based learning.

First, the principal carries out the function of organizing the implementation of P5 through the determination of the project implementation structure. This structure includes P5 coordinators, teacher facilitators, administrative teams, and internal monitoring teams. The division of roles is adjusted to the competencies of each *gda* and the needs of the chosen

project. This is in line with the principle of implementation management, where an effective organization must be able to put HR in the right position to achieve program goals.

Second, the implementation of P5 is supported through regular coordination and communication between school principals, curriculum representatives, and facilitator teachers. Coordination is carried out through weekly or monthly meetings to discuss project progress, obstacles faced, and strategy adjustments. This intensive communication allows the implementation of P5 to run more targeted and adaptive to changes in conditions in the field. These findings reinforce the concept (Mandalika, 2023) which emphasizes that the implementation of the strategy requires an effective coordination mechanism to ensure consistency of implementation.

Third, teachers play the role of main facilitators in the implementation of project-based learning. In the context of P5, teachers no longer play the role of main material givers, but as companions who guide students in carrying out project activities. The implementation of the project is designed so that students can develop the competencies of the Pancasila Student Profile, such as creativity, independence, cooperation, and digital literacy. The activities carried out include theme discussions, environmental observations, data collection, field practices, making works, and presentation of project results. The research findings show that this approach provides space for students to learn actively and independently.

Fourth, the principal ensures the availability of facilities and infrastructure to support the implementation of the project. The facilities provided include flexible classrooms, practical tools, project materials, presentation media, and financing support through the BOS budget. The presence of support for this facility is an important factor in the success of the implementation of P5, as stated by Supriyanto (2017), that the implementation of educational programs will not run optimally without adequate facility support.

Fifth, the implementation of the strategy is also seen through the formation of a collaborative culture between teachers. P5 requires that there be connectivity between subjects, so teachers from various fields are asked to work together in compiling project modules, activities, and assessment rubrics. The findings show that this cross-subject collaboration helps to enrich the project content and increase teachers' creativity in designing activities that are relevant to student needs and school characteristics.

Sixth, the implementation of P5 in each school is carried out through clear stages, starting from orientation and introduction of the P5 theme to students, planning project activities, implementation of field activities, continuous mentoring, to presentation and reflection on results. This stage reflects the alignment with the P5 implementation guidelines from the Ministry of Education and Culture, which emphasizes a systematic project-based learning cycle.

Finally, in the implementation of this strategy, the principal also emphasized the provision of motivational support to teachers and students. This support is provided through strengthening appreciation, providing

innovation space for teachers, and ensuring that students have a safe and inclusive learning environment. Field findings show that a supportive approach from school leaders plays an important role in maintaining teacher motivation and involvement during the implementation of P5.

Overall, the implementation of the principal's strategy in implementing P5 at Samarinda State Junior High School has been running quite effectively, characterized by clear organization, strong collaboration, facility support, and the implementation of project-based learning in accordance with the guidelines. This structured implementation is an important foundation to ensure that the P5 program is able to develop the character and competencies of students according to the expected profile.

3. Monitoring and Evaluation of the Principal's Strategy in Implementing the Pancasila Student Profile Strengthening Project at Samarinda State Junior High School

Monitoring and evaluation are important components in education management, as they function to ensure that the implementation of the strategy runs according to plan and has an impact on the achievement of learning objectives. Based on the results of research in three schools (SMPN 21, SMPN 34, and SMPN 37 Samarinda), the monitoring and evaluation process of P5 implementation is carried out systematically through internal supervision mechanisms, review of learning processes, and reporting of project results.

First, the principal carries out monitoring through periodic supervision. Supervision is carried out by observing the implementation of project activities in the classroom and outside the classroom, checking student involvement, and assessing the readiness of teachers in facilitating projects. This supervision is not rigid control, but rather a supportive approach that provides constructive feedback to teachers. The findings of the study show that principals routinely schedule class visits, especially at important phases of the project, such as the planning stage, field practice, and presentation of results. This supervision model is in line with the view of Glickman (2011), that effective supervision must be able to nurture teachers, not just assess.

Second, monitoring is also carried out through coordination with the curriculum team and P5 coordinators. The principal receives a project progress report which includes student attendance, progress in completing assignments, facility constraints, and additional support needs. Regular meetings between the principal and the implementation team provide an opportunity to quickly identify problems and make strategic adjustments. This process shows the existence of a data-based monitoring mechanism that helps the smooth running of P5 activities.

Third, in terms of evaluation, the principal assesses the effectiveness of the implementation of P5, both in terms of process and results. Process evaluation is carried out by assessing the implementation of each stage of the project, the smooth implementation of activities, and the suitability of activities with the modules that have been prepared. Meanwhile, the evaluation of the results focuses on measuring the achievement of the dimensions of the Pancasila Student Profile, such as creativity, mutual cooperation, and independence. The

assessment is carried out through project assessment rubrics, student portfolios, presentation results, and student reflections. The results of the evaluation then become the basis for determining the success of the project and the areas that need improvement.

Fourth, the evaluation was also carried out collaboratively by involving teacher facilitators. The role of teachers is to deliver student development reports, assess the effectiveness of mentoring methods, and provide input related to the obstacles faced. The findings of the study show that this collaborative evaluation helps schools gain a more comprehensive picture of the implementation of P5, in line with the concept of participatory evaluation that emphasizes the importance of multi-stakeholder viewpoints.

Fifth, the principal ensures that the results of monitoring and evaluation are used for program improvement (feedback loop). Based on field findings, several schools revised project modules, adjusted activity schedules, increased teacher capacity, and added supporting facilities based on previous evaluation findings. This practice shows that monitoring and evaluation are not only administrative, but also the basis for strategic decision-making for the next project cycle. This sustainable approach is in line with the concept of continuous improvement in education quality management.

Sixth, in the monitoring and evaluation process, the principal also emphasized giving awards and motivation to teachers and students. Appreciation is given to students with the best project results, as well as to teachers who show optimal facilitation performance. This strategy has been proven to maintain the commitment and enthusiasm of P5 implementers, thereby creating a positive work climate.

Overall, the monitoring and evaluation of the principal's strategy in the implementation of P5 at Samarinda State Junior High School is carried out through active supervision, intensive coordination, comprehensive evaluation of processes and results, and continuous follow-up. A structured monitoring mechanism and participatory evaluation prove that the school has carried out strategic management well in ensuring the successful implementation of the Pancasila Student Profile Strengthening Project.

CONCLUSIONS AND RECOMMENDATIONS

1. The strategic planning of the school principal in implementing the Pancasila Student Profile Strengthening Project at SMP Negeri 21, SMP Negeri 34, and SMP Negeri 37 Samarinda is carried out systematically through the preparation of visions and missions that support P5, analysis of school needs, mapping of human resources, and the formulation of program and project modules. The principal ensures that the planned plan integrates the values of the Pancasila Student Profile and involves collaboration between teachers, curriculum teams, and project coordinators. Planning also includes scheduling activities, organizing the role of implementers, and providing supporting facilities needed in the implementation of P5.
2. The implementation of the strategy implemented by the principal in implementing the Pancasila Student Profile Strengthening Project at

Samarinda State Junior High School through a structured mechanism, is characterized by the organization of an implementation team, the implementation of project-based learning, and routine coordination between the principal, teachers, and the curriculum team. Teachers play the role of facilitators in assisting students to carry out project activities according to the theme chosen by the school. The principal ensures the availability of facilities, budget support, and a collaborative work culture between teachers. The implementation of the project is carried out through clear stages, starting from the introduction of the theme, activity planning, field practice, making works, to reflection on the results. The implementation of this strategy shows that the principal has effectively carried out his leadership function in supporting the success of the P5.

3. The evaluation of the strategy carried out by the principal on the implementation of the Pancasila Student Profile Strengthening Project at Samarinda State Junior High School is carried out on an ongoing basis through the supervision of the principal, supervision of the curriculum team, and reporting from the facilitator teachers. The evaluation includes an assessment of the P5 implementation process, student involvement, smooth activities, and the achievement of the dimensions of the Pancasila Student Profile. Evaluation of results is carried out through project rubrics, portfolios, presentations, and student reflections. The results of the monitoring are then used as a basis for improvements for the next project cycle, including improving modules, increasing teacher capacity, and procuring additional facilities. A participatory and continuous improvement-oriented evaluation approach shows that school principals have a strong commitment to ensuring that the implementation of P5 runs optimally.

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