

Project Management to Strengthen the Profile of Pancasila Students at Sangatta City Elementary School

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ABSTRACT

The lack of understanding in the management of the Pancasila Student Profile Strengthening Project (P5) is one of the factors affecting the optimal implementation of the profile project in schools. This study aims to describe the implementation of the Pancasila Student Profile Strengthening Project at Sangatta City Elementary School in the 2023/2024 academic year in terms of planning, organizing, implementation, and evaluation, as well as the challenges faced in the profile project. The research locations were SD Negeri 001 Sangatta Utara and SD YPPSB 3 Sangatta Utara. The research method used was qualitative research with a case study approach. Data analysis utilized the interactive model by Miles and Huberman, which includes data collection, data reduction, data presentation, and conclusion. Data validity was tested using source and technique triangulation. It can be concluded that P5 management in elementary schools in Sangatta, a mining city oriented toward local wisdom, is implemented flexibly, by the context and needs of the school related to the six main dimensions of the Pancasila student profile.

INTRODUCTION

Indonesian students are expected to have the competencies to become excellent and productive individuals in the 21st century. Therefore, they are also required to play an active role in sustainable global development and have resilience in facing various challenges. Fierce global competition requires human resources who have adequate and high-quality competencies so that to answer these future challenges, human resource development is needed (Azainil et al., 2018). Character education is an important aspect in the formation of quality and competitive human resources.

In Indonesia, strengthening students' character is directed through the development of a Pancasila Student Profile that integrates the noble values of Pancasila as the basis for the formation of the nation's personality in accordance with the vision of Indonesian education aims to realize an advanced, sovereign, independent, and personalized Indonesian state through the formation of the Pancasila Student Profile. (Rizky Satria et al., 2022). The Independent Curriculum applied at various levels of education emphasizes the implementation of the Pancasila student profile strengthening project as one of the strategies to instill these character values contextually and applicably in daily life (Amanda, 2023). This is similar to research that the Merdeka curriculum focuses on efforts to form the nation's character in the form of Pancasila student profiles for each student in the education unit (Murni et al., 2023).

Structured management can ensure the involvement of all stakeholders, the preparation of relevant learning modules, and evaluations that focus on the development of student character by the dimensions of the Pancasila student profile (Ernawati et al., 2024). Realizing the profile of Pancasila students is not only the responsibility of the education unit, but must also involve the role of parents and the community. Another challenge faced by schools is the way schools collaborate and establish close cooperation with parents. P5 activities certainly require good managerial skills to succeed. According to (Rizky Satria et al., 2022), in developing the Pancasila student profile strengthening project, schools need to prepare the school ecosystem, design projects, manage projects, process assessments, and report the results of Pancasila student profile strengthening projects, as well as evaluation and follow-up of Pancasila student profile strengthening projects. The success of this project is a collaboration of stakeholders led by a school principal. The principal must be good at leading the group in delegating tasks and authorities for the progress of the school. (Komariyah, Haryaka, et al., 2021).

Sangatta is a mining city, rich in cultural and distinctive local wisdom has great potential to integrate local values in strengthening the profile of Pancasila students. This approach oriented to local wisdom is important so that character education is not only normative, but also contextual and relevant to the socio-cultural environment of students at SD Sangatta. Challenges in diverse backgrounds and intercultural interactions can trigger social changes in the education system. Therefore, the education system needs to be designed to address these challenges and ensure that all students have equal opportunities

to learn and flower. Growing awareness of diversity, tolerance, and mutual understanding between students and teachers from various backgrounds can create a more harmonious and productive learning environment. Cultural diversity, values, and learning styles can be obstacles in the learning process. Thus, strengthening the profile of Pancasila students who are oriented towards local wisdom can strengthen cultural identity while forming adaptive student characters with integrity (Mubarok, 2025).

In the city of Sangatta, East Kutai, both public and private schools have implemented the Merdeka curriculum independently and have carried out projects to strengthen the profile of Pancasila students. SDN 001 Sangatta Utara is one of the public schools, and one of the private schools is SD Yayasan Pendidikan Prima Swarga Bara 3, abbreviated as SD YPPSB 3 Sangatta. The reason the researcher chose SDN 001 Sangatta Utara and SD YPPSB 3 Sangatta is that these schools have an A accreditation and have many achievements. The principal of SDN 001 Sangatta Utara is an outstanding teacher who is also an assessor of prospective driving teachers and has several driving teachers, while SD YPPSB 3 Sangatta Utara is a school owned by the coal mining company PT. KPC actively follows the Indonesian national curriculum and also has many achievements. This school is also led by a principal who is a PGP (Driving Teacher Education) practice teacher and has a driving teacher in his education unit. Based on the above explanation, the researcher is interested in studying more deeply the implementation of the Pancasila Student Profile Strengthening Project in the two schools by raising a research entitled "Project Management for Strengthening the Pancasila Student Profile at Sangatta City Elementary School"

LITERATURE REVIEW

Management as a form of cooperation regulation is an activity that requires adequate tools with an orientation to goals that have been set together by an organization (Wanto Talibo 2020). Management objectives refer to the objectives that an educational organization wants to achieve in carrying out the management process. The goals of the organization itself affect the organization, because in its activities the organization must be oriented towards the goals of the organization. One of them is learning management in education, the purpose of this management is to develop students' skills by implementing effective learning methods, such as deductive methods, demonstrations, discussions, expository exercises, and questions and answers (Riyanti 2019).

George R. Terry, 1958 in his book *Principles of Management* divided four basic functions of management, namely *Planning*, *Organizing*, *Actuating* and *Controlling*. These four management functions are abbreviated as POAC. The Pancasila student profile is an interpretation of the goals of national education. The Pancasila student profile is the main guide that directs education policy and serves as a reference for educators in developing the character and competence of students. Pancasila students reflect the identity of Indonesian students as individuals who continue to learn throughout their lives, have

competent abilities, have a good character and act in accordance with the values of Pancasila.

According to Swart, Bond-Barnard, and Hugh (2022), the success of project management relies heavily on the effectiveness of digital communication, team collaboration, and knowledge sharing among stakeholders. These factors are crucial in ensuring that project objectives are achieved efficiently and adaptively to team dynamics and the work environment (Swart et al., 2022).

The benefit of the Pancasila learner profile strengthening project is that it provides space for all members of the education unit community to be able to actualize and apply the values in the Pancasila learner profile. For the education unit, this project encourages the creation of an ecosystem that is open to community participation and involvement, and makes the education unit a learning organization that contributes to the environment and the surrounding community. For educators, the project provides space and time for students to develop competencies and strengthen the character and values in the Pancasila learner profile. Educators are also encouraged to design project learning processes with clear end goals and develop their capacity as educators who are open to cross-subject collaboration to enrich learning outcomes. Meanwhile, for learners, the project provides an opportunity to foster competence and build character by the Pancasila learner profile. They are also trained to design a project learning process with clear objectives and encouraged to be open to working with educators from different subject areas to broaden their understanding and learning outcomes.

The Merdeka Curriculum, as stated in a copy of the Merdeka Teaching Platform (PMM) at kemdikbud.go.id, is part of the learning recovery effort. This curriculum is designed as a more flexible framework, with an emphasis on essential material and the development of students' characters and competencies. The main features of the Merdeka Curriculum that support learning recovery include:

1. Project-based learning to develop soft skills and character by the Pancasila Learner Profile.
2. A focus on core materials to allow sufficient time for in-depth learning of basic competencies such as literacy and numeracy.
3. Flexibility for teachers to implement differentiated learning tailored to student abilities, as well as adjustments to context and local content.

The Merdeka Curriculum is also based on learning principles that encourage the holistic development of learners. A mining town is a residential area that grows and develops around a mining site, where the main economic activity is driven by the mineral or coal mining sector. The existence of mining communities is usually characterized by settlements that are adjacent to the mine site and are the residence of most mining workers and their families (Pratama et al., 2025).

Sanggata's local wisdom has been integrated into the world of education, for example, through the theme of Kutai culture in the Curriculum of the Pancasila Student Profile Strengthening Project (P5) in schools. This activity

aims for students to understand, appreciate, and preserve local customs and culture as part of character and identity formation. The involvement of traditional leaders and cultural actors in education is the key to the success of internalizing local wisdom values in the younger generation. Based on the above explanation, local wisdom in Sangatta City, as a mining city, is reflected in cultural diversity, preservation of customs, cultural symbols such as Lamin Dayak, batik fabrics, games, and the integration of local values in education and social life. These values are a strength in building identity, social harmony, and cultural resilience of the community amid the dynamics of the mining industry and globalization.

METHODOLOGY

This study uses a qualitative research method with a case study method. Case studies allow researchers to intensively explore the processes, challenges, and results of P5 implementation in specific subjects, such as schools, teachers, and students, thus providing a comprehensive picture of the phenomenon that occurs (Akhihatul Imania & Suprayitno, 2024). The location of this research was carried out in two schools, namely SD YPPSB 3 North Sangatta and SDN 001 North Sangatta. SD YPPSB 3 Sangatta Utara is a school owned by the coal mining company PT. KPC which is located on Jl. Munthe Griya Prima Lestari Housing Complex, Tlk. Lingga, North Sangatta District, East Kutai Regency, East Kalimantan 75611. The location of SDN 001 Sangatta Utara is located at Jl. KH. Agus Salim No.1 Rt. 12, North Sangatta, North Sangatta District, East Kutai Regency Prov. East Kalimantan. The data sources that play a role are the informants in this study, consisting of the principal, deputy principal, head of the project facilitator team, parents, and students at SDN 001 Sangatta Utara and SD YPPSB 3 Sangatta Utara. In this study, the researcher will use an interactive data analysis model. The activities in data analysis, according to Miles and Huberman (Sugiyono, 2013), are data reduction, data display, and conclusion drawing/verification. Data validity is an important concept that has been renewed from the concepts of validity (validity) and reliability (Validity) (Sugiyono, 2013). To check and test the validity of data on strategic management in the Pancasila student profile strengthening project, a triangulation technique is needed

RESULTS AND DISCUSSION

In the 2023/2024 school year, the school has implemented P5 learning for the second year. In implementing P5, schools have made preparations or briefings to teachers to be able to implement P5 optimally. Based on the results of the interview with the principal, the following information was obtained.

The Organizing stage in the management of the Pancasila student profile strengthening project involves important steps and all the resources owned by the school. A good organization will result in effective and efficient implementation. The results of interviews and observations conducted by the researcher show that the school carried out the organizing stages, including the formation of a project implementation team at each parallel grade level. The

implementation team divides roles and responsibilities in the management of profile projects, such as preparing a plan for evaluation, including a profile project documentation system.

The formation of the project implementation team was carried out by the principal. The implementation team, also known as the P5 implementation team, consists of the principal as the person in charge, the curriculum representative as the curriculum coordinator, and teacher representatives at each grade level who carry out P5 as the P5 coordinator. In the school there are 4 P5 coordinators, namely the P5 coordinator class I, the P5 coordinator class II, the coordinator of class IV and the coordinator of class V. Each P5 coordinator is responsible for ensuring that each level has a P5 module, each level is carried out all stages of P5, and ensures that assessments are carried out and reporting the results of P5 activities to parents are carried out. The assignments and responsibilities of each member of the teacher team have been arranged.

After compiling the implementation plan, the implementation team carried out project activities to strengthen the profile of Pancasila students according to the stages that have been determined. The project implementation team starts the activities with real conditions and is present in daily life. During the P5 process from the beginning to the end, the participants are directly involved, and as facilitators, the educator provides guidance and direction to help the students to always be involved in each activity. At the end of the series of project activities, a celebration or title of the work was carried out as a party for the students' work during the P5 process. This project-based activity is designed to strengthen the character of students according to the Pancasila student profile.

The evaluation stage of the Pancasila student profile strengthening project was carried out to evaluate the process and achievements of the project implementation results. Based on the results of interviews and observations conducted, the researcher found that the implementation team periodically monitors and supervises the P5 implementation process. What the implementation team observed in the project implementation process included the involvement of students during the activity, the progress and achievement of the goals and the effectiveness of the implementation of the Pancasila student profile strengthening project activities.

After a series of project activities are completed, the implementation team evaluates the results that have been achieved, both in terms of assessing the achievement of the goals and the impact of the implementation of the project. Data collected during the implementation process of P5 activities, from assessments, active participation of students, to responses from various related parties, are collected and analyzed by the implementation team. After that, the implementation team reflected on the joint discussion regarding the implementation of the process and project results. Obstacles found in schools. There are still teachers who do not have a deep understanding of the P5, including its goals, principles, and components, which leads to difficulties in planning and implementation. Overall, the P5 planning at Sangatta City Elementary School is planned in a structured manner to increase the success of

the implementation of the Pancasila student profile strengthening project. The planning stage, which includes team formation, theme determination, module preparation, time allocation selection, and coordination between stakeholders, is a best practice that can be used as a reference for schools in implementing P5 effectively and contextually.

The organization of P5 at Sangatta City Elementary School went well, which was characterized by a clear facilitator team structure, organized division of tasks, involvement of various stakeholders, and integrated communication and supervision mechanisms. This organizing model is in line with the principles of educational project management, which emphasizes collaboration, coordination, and active participation of all school elements to achieve optimal outcomes (Pratidina et al., 2025).

The implementation of P5 in Sangatta Mining City raised the theme oriented to local wisdom that was effective in strengthening the character and competence of students. This success is supported by good project management, shared-stakeholder engagement and strong local context adaptation and technical support (Heyward et al., 2011). However, increasing teacher capacity and providing adequate infrastructure remains an important concern for the future development of P5.

P5 supervision is carried out by the principal to ensure the implementation of P5 according to the agreed project flow, mentoring plays a role in the management mechanism of educational projects such as P5 (Heyward et al., 2011). Reflection and follow-up are carried out by discussing together between principals and other educators (Walid et al., 2024). From the results of this reflection, the P5 implementation team then designed project activities, and school principals held training to improve competence in the upcoming P5 management.

CONCLUSIONS AND RECOMMENDATIONS

1. Teachers have implemented the Pancasila Student Profile Strengthening Project by the guidelines outlined in the Pancasila Student Profile Strengthening Project Development Guidebook. In its implementation, the school has formed an implementation team consisting of a project leader, a curriculum coordinator, and a P5 coordinator. The P5 coordinator then formed a support team based on each member's roles and responsibilities. This process includes identifying the school's readiness level, designing the dimensions, themes, and time allocation for the project, developing project modules, and planning strategies for reporting project results. The determination of dimensions and themes is not mandatory but is tailored to the needs of students in the Kutai Timur region. The time allocation for each grade level may also vary according to the interests and policies of each school.
2. The implementation of the Pancasila Student Profile Strengthening Project has been based on Minister of Education and Culture Regulation No. 12 of 2024 on the Curriculum for Early Childhood Education, Elementary Education, and Secondary Education, which regulates the implementation

of P5 along with the allocation of class hours. Based on observations, the researcher concluded that schools have demonstrated good preparedness in preparing P5, starting with the formation of P5 implementation teams for each grade level by the P5 coordinator; clear division of tasks and responsibilities; development of project modules based on agreement; development of event schedules and activity coordinators; classroom management through the formation of working groups; and coordination and collaboration with parents, school committees, and relevant agencies.

3. The implementation of the Pancasila student profile strengthening project was carried out by the flow outlined in the project module. The timing of implementation was adjusted to the readiness of each school. This demonstrates flexibility in design and implementation, in line with the principles adopted in the Merdeka Curriculum.
4. The researchers also concluded that the P5 learning evaluation conducted by teachers was good. Teachers have applied the assessment forms recommended in the profile project, namely diagnostic, formative, and summative assessments, using a variety of techniques. These assessments support character strengthening in the Pancasila Student Profile. The evaluation is carried out by the implementation team, taking into account the process and results of the project. The evaluation results are analyzed and presented in the form of a report card that is submitted to the students' parents.
5. The challenges faced in managing the Pancasila Student Profile Strengthening Project at SD Sangatta include a lack of understanding and competence among teachers. Although they have participated in training and technical guidance, they still do not fully understand how to apply the Pancasila Student Profile character in daily learning and the P5 project. Time constraints and limited resources also pose challenges, compounded by low student motivation if the learning approach is not engaging. Additionally, qualitative assessment remains a separate challenge, and communication between teachers and parents has not been optimal.

FURTHER STUDY

This research still has limitations, so further research on this topic is still needed.

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