



Project Management Program for Strengthening Pancasila Student Profiles in the Independent Curriculum at Ngadiwinatan Muhammadiyah Elementary School and Kleco Muhammadiyah Elementary School Yogyakarta City

Bayu Syalihin; Slamet Lestari; Muh Abdillah Maulana; Muh Khamid; Rahmawati

Department of Education Management, Universitas Negeri Yogyakarta, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v12i10.7092>

Abstract

This research aims to determine and describe the management of the Pancasila Student Profile Strengthening Project (P5) program in the Independent Curriculum at Muhammadiyah Ngadiwinatan Elementary School and Muhammadiyah Kleco Elementary School, Yogyakarta City. The method used in this research is descriptive qualitative. This research was conducted at Muhammadiyah Ngadiwinatan Elementary School and Muhammadiyah Kleco Elementary School, Yogyakarta City. The subjects of this research were the principal, teachers and the P5 facilitator team. Data collection techniques use interviews, observation and document study. Data were analyzed by referring to Miles & Huberman's theory, namely data collection, data condensation, data presentation, and drawing conclusions. The results of this research show that P5 planning at Muhammadiyah Ngadiwinatan Elementary School includes (1) the principal forming a P5 facilitator team involving all subject teachers, (2) identifying school readiness by providing understanding to teachers, (3) teachers and the facilitator team designing themes and dimensions taking into account the characteristics of the school and the time allocation used is a block system, 4) the activity of compiling modules by determining the dimensions, objectives, time and implementation procedures, 5) and the teacher and facilitator team designing a reporting strategy. Organizing P5 was carried out by empowering a team of facilitators. Implementation of P5 includes (1) providing tools and conducting outreach about P5, (2) teachers and a team of facilitators showing educational videos, (3) students working on projects and (4) students reflecting on the projects they are working on. Supervision or evaluation of P5 is carried out by observing and assessing all P5 activities by the educators and facilitator team. P5 planning at Muhammadiyah Kleco Elementary School includes (1) the principal forming a P5 facilitator team by prioritizing teachers who have an understanding of P5, (2) identifying school readiness by involving teachers in workshop activities, (3) determining the themes and dimensions raised based on the evaluation of school report cards and the time allocation used is to use a block system, (4) compiling modules by determining themes, objective dimensions, implementation and assessment and (5) designing reporting strategies using observations, observation and assessment. Organizing P5 is carried out by empowering the facilitator team and providing adequate resources. Implementation of P5 includes (1) the teacher and facilitator team providing outreach to students, (2) the teacher and facilitator team providing educational video shows, (3) students working on projects and (4) students reflecting on the projects they have worked on. Supervision and evaluation of P5 is carried out by observation, interviews, observation and assessment of all P5 activities.

Keywords: *Management; Pancasila Student Profile Strengthening Project; Independent Curriculum*

Introduction

Education is essentially a reflection of a nation's future, where the future of a nation is determined in part by the state of its education. According to Article 1 of the National Education System Law No. 20 of 2003 of the Republic of Indonesia, education is a conscious and planned effort to stimulate a learning environment and the learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state (Pelawi et al., 2021). Based on the provisions of this law, the government must undertake various efforts to improve the quality of graduates from educational institutions across the country. The quality of graduates from educational institutions in Indonesia serves as a key indicator of the progress or regression of the national education system.

According to the latest results of the Programme for International Student Assessment (PISA) 2022, Indonesia's ranking has improved by 5-6 positions compared to 2018. In the fields of literacy and science, Indonesia's ranking has risen by 6 places, while in the field of skills, it has risen by 5 places compared to before. However, according to the chairman of Commission X of the Indonesian House of Representatives, the quality of education in Indonesia is still unable to compete on the international stage (Pidianti et al., 2024). The increasingly difficult global competition poses a challenge for Indonesia to catch up, so in order to compete, Indonesia's education system must be able to hone and improve critical thinking, creativity, research-based thinking, initiative, information, systematic thinking, communication, reflection, and keeping up with the times.

The rapid pace of development requires the government to implement new breakthroughs to maintain and improve quality in order to advance the national education system. These efforts are outlined in Ministry of Education, Culture, Research, and Technology Regulation No. 56 of 2022, which establishes curriculum restoration. The restored curriculum is the “Merdeka Belajar” (Free to Learn) curriculum, developed from the previous curriculum, the 2013 curriculum. As noted in the research conducted by Desrianti & Yuliana (2022), the Merdeka curriculum is a curriculum developed within educational institutions to create a joyful and fulfilling learning environment. Enjoyable learning will make students more enthusiastic about learning and active in class, which is the focus of the independent curriculum. In addition to focusing on enjoyable learning, the independent curriculum also emphasizes meaningful learning in accordance with students' needs in the learning process within the classroom and does not limit students from continuing their education at higher levels. The independent curriculum does not limit the concept of continuing education in school or outside of school and emphasizes the creativity of teachers and students (Manalu et al., 2022). The independent curriculum prioritizes student learning outcomes based on the Pancasila student profile with diverse, innovative, creative, solution-oriented, and project-based learning (Malikah et al., 2022).

Based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022, the independent curriculum has a structure consisting of intracurricular learning and the P5 program (Yuliasuti et al., 2022). Intracurricular learning and the P5 program are fundamentally different types of learning. Intracurricular learning refers to a series of subjects conducted regularly within the education system. The P5 program is a co-curricular activity developed based on several themes identified by the government. The Merdeka Curriculum has six P5 themes: sustainable living, entrepreneurship, local wisdom, unity in diversity, building the spirit and body, the voice of democracy, and engineering and technology (Aditya, 2023). These themes are designed to shape the character profile of Pancasila students and the competencies of learners in a holistic and contextual manner.

The P5 program in the Merdeka Curriculum is designed to cultivate students' independence and global cooperation, enabling them to embody and practice the character profile of Pancasila learners in their daily lives (Wulansari, 2023). The P5 program is a learning program designed as a learning tool to

encourage student motivation and enable them to become learners who uphold the values contained in Pancasila (Ningsih et al, 2024).

The P5 Program aims to strengthen character and foster the emergence of more outstanding Indonesian students. Educational institutions, through the P5 Program, have the opportunity to develop the competencies of Indonesian students, preserve local culture, and enhance both soft and hard skills. In addition to providing students with the opportunity to preserve local culture, the P5 program also aims to provide students with the opportunity to integrate the cultural heritage of their ancestors in accordance with the Pancasila student profile into their daily lives (Nafi'ah, 2023). To implement the P5 program effectively and efficiently, management is a crucial element in achieving its objectives.

Management is a process of organizing the implementation and utilization of all resources appropriately in order to achieve educational goals effectively and efficiently (Hasan, 2022). Management, as found in the research conducted by Iswandi (2021), is a process of planning, organizing, and controlling all educational resources to achieve the set goals. These resources include human resources and non-human resources found in education. Management in educational units, according to Terry in (Imron, 2022), is an activity carried out to manage education properly and correctly, starting from planning, organizing, actuating, and controlling.

Management generally has many functions, and the simplest, as Terry states, are planning, organizing, actuating, and controlling. These functions are used to empower the resources available in an organization to achieve the set goals to the maximum extent possible. An educational unit with good management concepts will help teachers in designing activities, implementing activities or projects, and supervising the learning process to achieve creative, innovative, effective, and efficient learning. Management has functions such as planning, implementation, organizing, and supervision (Bakhtiar et al., 2023). The planning function is responsible for developing long-term plans and making decisions. The organizing function is the management function that organizes to activate existing systems in education. The implementation or activation function is the execution of projects that have been planned and designed to achieve objectives, while the monitoring or control function is to measure quality and evaluate performance and suggest improvements in the future (Ahmad & Pratama, 2021).

The P5 program, based on the findings of the study conducted by Pravitasari et al (2023), shows that the implementation of P5 at SDN Tunggulsari II Surakarta has been carried out in accordance with the guidelines; however, it has not yet been fully optimized due to inadequate facilities and infrastructure, as well as teachers who have not yet developed sufficient readiness. Meanwhile, in the study conducted by Sinyanyuri et al. (2023), the challenges encountered in implementing the P5 program were attributed to teachers' lack of understanding of the P5 program and insufficient collaboration among stakeholders.

Based on these issues, the researcher selected two schools in Yogyakarta, namely SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco. SD Muhammadiyah Ngadiwinatan is a school with a long history of implementing the P5 program and has achieved notable results, while SD Muhammadiyah Kleco is a school that has produced many works related to P5 and is also registered as a leading school.

Based on interviews conducted by the researcher at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco, the P5 program has been implemented since 2021, for the odd and even semesters of the 2022/2023 academic year, SD Muhammadiyah Ngadiwinatan has implemented P5 and applied the themes of Entrepreneurship and Local Wisdom, which began on February 14, 2023. The focus of the activities on this theme is the production of bakpia and batik. The P5 activities at SD Muhammadiyah Ngadiwinatan have already gone through phase one and are now in phases II and III. According to the school principal, the P5 program is a new learning initiative from the Merdeka Curriculum. However, the planning of P5 at SD Muhammadiyah Ngadiwinatan has faced challenges, as some teachers at the school have not fully understood the P5 program. The head of the learning community at SD Muhammadiyah Ngadiwinatan stated similarly that some teachers are struggling to design P5 learning activities due to

differing terminology and a lack of understanding about how to design P5 activities, making it difficult for the school principal to form facilitators for P5. In addition to facing challenges in planning, the school also faces challenges in organizing activities, as it struggles to empower the facilitator team and lacks adequate resources to support the implementation of P5. The implementation of P5, as obtained from interviews with the P5 coordinator, faces challenges, as some teachers do not yet have the understanding to implement P5 effectively and efficiently. Teachers at SD Muhammadiyah Ngadiwinatan also face difficulties in conducting supervision or evaluation activities.

SD Muhammadiyah Kleco also has similar issues to SD Muhammadiyah Ngadiwinatan, as indicated by the results of interviews with the school principal. In the 2022/2023 academic year, P5 was implemented with the theme of sustainable living, focusing on the topic of healthy eating, and the theme of local wisdom, focusing on the topic of batik making. The implementation of P5, as per the results of interviews conducted by the researcher with the learning community chairperson, has been carried out in phase II. Based on interviews with the principal of SD Muhammadiyah Kleco, some teachers have faced difficulties in planning P5, such as understanding the P5 modules, as there are many aspects that schools must comprehend within the P5 modules. Organizational activities have not been carried out optimally due to difficulties in empowering the P5 facilitator team and difficulties in mobilizing resources for P5 implementation activities. P5 implementation also faced challenges because some classes, namely grades 1, 2, and 5, which were the targets of P5, did not understand the P5 learning procedures. In addition to not understanding the procedures, schools also face difficulties in integrating P5 themes and topics into the dimensions of the Pancasila student profile. In addition to difficulties in implementing P5, some teachers also face difficulties in reviewing the learning progress of students in P5 learning.

Muhammadiyah Ngadiwinatan Elementary School and Muhammadiyah Kleco Elementary School are not the only schools that have encountered obstacles in implementing the P5 program; other schools have experienced the same thing, as indicated in the research conducted by Amelia et al (2024), which states that P5 is a new program, SDN 34/I Teratai has faced challenges in planning P5 activities, organizing P5, implementing P5, and also encountered difficulties in monitoring or evaluating the program.

Based on the above issues, the researcher feels that P5, as a new program under the Merdeka Curriculum, needs to be further explored to provide understanding to educational institutions that have not yet been able to implement the P5 program and to provide additional references for education management students, particularly in conducting research on P5 program management. Based on this, the researcher is interested in and wishes to study “P5 Program Management in the Merdeka Curriculum at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco.”

Methodology

Research Design

The research design used in this study is qualitative descriptive research with a case study approach. Qualitative research is a process of investigating social phenomena and human issues (Creswell, 2013, p. 4). Qualitative research, according to Bogdan and Taylor (as cited in Waruwu, 2023), is a research procedure that generates descriptive data in the form of written or spoken words from people and observed behavior. The case study approach, according to Arikunto in (Utami, 2021), is a research method conducted intensively, in detail, and deeply on a particular organization, institution, or phenomenon. Qualitative descriptive research is used by researchers to seek an overview of a situation using data that is purely descriptive in nature, with the aim of finding explanations based on what occurs in the field, generally according to Lexy J. Moleong (2012: 6) in (Evan et al., 2017) states that qualitative research is research that aims to understand the phenomena experienced by the research subjects. This type of research requires researchers to conduct case studies in the field. Case studies are used by researchers to explore and obtain accurate preliminary information related to P5 program management.

The use of qualitative descriptive in this study is to explore P5 management in the independent curriculum at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco, and to present in detail starting from planning, organizing, implementing, and supervising. The stages used by researchers in this qualitative descriptive research include the pre-field stage, the fieldwork stage, and the field analysis stage (Puspitasari, 2020).

Participant

This study was conducted in Yogyakarta, specifically at SD Muhammadiyah Ngadiwinatan, located in the Ngampilan neighborhood, and SD Muhammadiyah Kleco, located in the Prenggan Kotagede neighborhood. The selection of these locations for the study was based on the fact that SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco are designated as model schools. As such, these schools have produced a variety of creative initiatives within the P5 program. This research was conducted from May 1, 2023, to July 28, 2024. The timing of this research was based on specific objectives.

Data Collection

The data sources in this study are the subjects from which data can be obtained (Arikunto) in (Suriani et al., 2023). These data sources relate to parties determined by the researcher to provide information related to P5 management at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco. In determining the data sources for this study, the researcher must align them with the topic being addressed, which is P5 program management. Based on this, the researcher used two data sources in this study: primary data obtained through in-depth interviews with informants or sources, including the school principals, the curriculum coordinator, and teachers at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco, and secondary data collected directly by the researcher at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco to support the first data source. Secondary data was obtained through various literature or literature reviews, journals, and articles—both printed and online—as well as documentation and data from SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco, in accordance with the data requirements of the study, specifically those related to P5 management.

The data collection techniques used in this study employ three methods from Miles and Huberman (Efrina & Warisno, 2021), namely interviews, observation, and documentation.

Instruments

Research instruments are tools used by researchers to obtain and process data at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco. According to Arikunto (Marjohan & Afniyanti, 2018), research instruments are tools that assist researchers in collecting data in the field. The instrument or tool in this study is the researcher themselves (Sartika et al., 2023). The instruments used are based on interview guidelines and document study guidelines. In these activities, the researcher uses a smartphone as an aid to record audio and images, serving as a tool for data collection during the research process. The following are the interview guidelines and document study guidelines:

Data Analysis

Qualitative data analysis, according to Bogdan and Biklen (as cited in Rasyiid et al., 2019), is an effort carried out by working with data, organizing it, sorting it into manageable units, synthesizing it, identifying patterns, determining what is important and what is learned, and deciding what can be

communicated to others. The qualitative research data analysis technique involves the researcher analyzing various data or information obtained at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco. Based on the analysis results, a research report on the analysis of the P5 program management in the Merdeka Curriculum at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco is compiled. Qualitative data analysis is the process of processing information or data found by researchers at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco from the initial phase to the final phase. Data analysis is conducted to sharpen the focus and verify the validity of the data. Qualitative data analysis is conducted interactively and continuously until completion, ensuring the data is saturated. The data was analyzed using several steps in accordance with the theory of Miles and Huberman in (Afriatmei et al., 2023), namely data collection, data condensation, data display, and conclusion drawing/verification.

Findings

The research findings section contains the data described along with the findings obtained by the researcher through the methods and procedures described in chapter three. This P5 program management research used three types of data collection techniques, namely interviews, observation, and documentation studies. The data found was then adjusted to the established research focus, namely: 1) the planning stage of the project to strengthen the Pancasila student profile at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco in Yogyakarta City, 2) the organizational stage of the project to strengthen the Pancasila student profile at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco in Yogyakarta City, 3) the implementation stage of the Pancasila student profile strengthening project at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco in Yogyakarta City, 4) the evaluation stage of the Pancasila student profile strengthening project at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco in Yogyakarta City. Based on the research conducted at SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco using semi-structured interviews, observation, and documentation study, the following data will be presented:

Management of the Pancasila Student Profile Strengthening Project (P5) at SD Muhammadiyah Ngadiwinatan

The Planning Stage of the Pancasila Student Profile Strengthening Project (P5) at SD Muhammadiyah Ngadiwinatan

Planning is one of the first stages that must be carried out by the school before implementing the learning process. Planning activities are carried out with the aim of ensuring that the learning process and teaching and learning activities run smoothly and optimally. SD Muhammadiyah Ngadiwinatan and SD Muhammadiyah Kleco are among the schools designated to implement the independent curriculum, so almost all programs, such as the Pancasila Student Profile Strengthening Project, will be directly guided by the government from the planning stage to the final stage. The independent curriculum is a curriculum with diverse co-curricular learning where the content will be more focused on one school that is not included in the pilot schools designated to implement the independent curriculum. Therefore, in the implementation of some programs such as the Pancasila Student Profile Strengthening Project, several stages are the same as those in the guidebook. The independent curriculum is a curriculum with diverse learning where the content will be more optimal so that students have enough time to explore concepts and strengthen their competencies. The P5 planning activities at SD Muhammadiyah Ngadiwinatan, as observed by the researcher, include forming a P5 facilitator team, identifying the school's readiness, and designing the dimensions, themes, and time allocation for P5.

Forming the P5 Facilitator Team

SD Muhammadiyah Ngadiwinatan formed the P5 facilitator team based on the guidebook released by the government, which involved all stakeholders in the school. SD Muhammadiyah

Ngadiwinatan, as observed by the researcher with the principal of SD Muhammadiyah Ngadiwinatan, formed the P5 team through:

"The formation of the P5 facilitator team through joint deliberation, which began with identifying needs and mapping existing human resources so that there would be no significant obstacles that could hinder its implementation later." (Interview, MN, May 24, 2024)

The formation of the facilitator team is the first step in the planning process for the P5 program. The formation of the P5 facilitator team will assist the principal in implementing P5 effectively. As stated by the P5 facilitator team coordinator:

"The formation of the P5 facilitator team was carried out by inviting all teachers at the school without exception. This is done so that teachers at the school can contribute their ideas and assist the principal in determining who will be included in the P5 facilitator team." (Interview, CKN, May 28, 2024)

The formation of the P5 facilitator team at SD Muhammadiyah Ngadiwinatan was carried out by prioritizing teachers who have the necessary skills and are consistent in their duties. As stated by the principal of SD Muhammadiyah Ngadiwinatan in an interview:

"In forming this facilitator team, I had to select and prioritize teachers who have the necessary knowledge, experience, and commitment. I believe this is important because selecting teachers with good insight and experience will help facilitate P5 activities effectively and efficiently. This team will work comprehensively, designing P5 learning plans, guiding students, and communicating this project to parents." (Interview, MN May 24, 2024)

The principal's statement that the formation of the P5 facilitator team prioritizes teachers who have an understanding and commitment to the task is in line with the results of an interview with one of the teachers who is part of the P5 facilitator team, who said:

"The formation of the P5 facilitator team was carried out by prioritizing teachers who have expertise, learning experience, and interpersonal skills, as well as the ability to work patiently and sincerely. Why do I say they must be patient and sincere? Because the teachers who are members of this team will play a more important role in P5 activities." (Interview, SHN, May 29, 2024)

Identifying School Readiness

The independent curriculum requires all educational institutions in Indonesia to adapt to everything determined by the government in the independent curriculum. Educational institutions must prepare various things, including P5, as revealed in the interview the researcher conducted with the principal of SD Muhammadiyah Ngadiwinatan:

"The school's readiness to face the new curriculum, especially the Pancasila Student Profile Strengthening Project, involves understanding what P5 is, what is planned, how it will be implemented, and who will be involved in P5 activities. P5 is a new program, so the first thing to do is understand what P5 is. Additionally, we are also preparing the necessary facilities and infrastructure." (Interview, MN, May 24, 2024)

The activities carried out by SD Muhammadiyah Ngadiwinatan in welcoming the P5 program include providing understanding to teachers and providing adequate facilities related to P5 activities. This is reinforced by the results of the researcher's interview with the teacher in charge of the curriculum at SD Muhammadiyah Ngadiwinatan, who stated:

"I feel that the school already has an understanding of what P5 is and how it is implemented. Some teachers I have observed and discussed with are very diligent in following the latest information

about P5. Through their participation in such activities, they have gained some understanding of what P5 entails. However, even though the school has an initial understanding and some teachers have a basic understanding, for the success of the activity, we need to be prepared and plan everything thoroughly.” (Interview, AN May 29, 2024)

Determining the Theme, Dimensions, and Time Allocation for the Pancasila Student Profile Strengthening project

The next step is for the school to determine the theme. The theme is designed and packaged in P5 learning. Based on an interview with one of the teachers in charge of the curriculum at SD Muhammadiyah Ngadiwinatan, he said that;

“In determining the theme, topic, and timing of P5 activities, we consider various factors, such as the school context, student needs and interests, the Pancasila Student Profile, relevance to subject areas, availability of learning resources, activity complexity, availability of learning time, availability of resources, and involvement of other parties. We feel that this approach is the beginning of our efforts to design P5 activities that are of high quality and beneficial to students.” (Interview, AN May 24, 2024)

The determination of the theme for SD Muhammadiyah Ngadiwinatan took into consideration the school context, student interests, and the time and learning resources used in the implementation of P5 in the field, as revealed in the interview conducted by the researcher with the principal of SD Muhammadiyah Ngadiwinatan:

“In this P5, all schools are required to choose at least two schools to implement in one year. The P5 activities at our school were carefully considered by myself as the principal, the facilitator team, and all teachers. We selected two themes: entrepreneurship, with the topic of bakpia making, and local wisdom, with the topic of batik making. These themes were chosen after thorough discussion and consideration with the team and teachers at SD Muhammadiyah Ngadiwinatan. The school hopes that the implementation of the P5 program with the entrepreneurship theme of bakpia making and the local wisdom theme of batik making will help students become accomplished and character-driven individuals in line with the Pancasila student profile. These themes, sir, are applied in grades 1, 2, 4, and 5. Therefore, the module used is one.” (Interview, MN, May 24, 2024)

This statement is reinforced by the results of the researcher’s interview with the P5 team coordinator at SD Muhammadiyah Ngadiwinatan, who explained that the themes of entrepreneurship and local wisdom, with topics on bakpia making and batik making, were chosen to train children in bakpia entrepreneurship and explore the culture of batik:

“The theme of entrepreneurship and local wisdom was chosen because, through this theme, we can provide children with a foundation in entrepreneurship and explore the local culture of batik, which is one of Yogyakarta’s iconic symbols with high cultural and historical value. Therefore, in our consideration, the topics of making bakpia and batik in P5 can help students develop an entrepreneurial spirit and understand and preserve Yogyakarta’s local culture. Additionally, the selection of the theme of entrepreneurship and local wisdom, specifically the topics of making bakpia and batik, can involve various practical skills, such as processing food ingredients, measuring and weighing materials, cooking and baking techniques, and training children to create patterns, fostering creativity and innovation. This activity can help students develop fine motor skills, creativity, and independence.” (Interview, CKN May 28, 2024)

The selection of the theme of entrepreneurship and local wisdom with a focus on bakpia making and batik making was done so that the school could focus more on developing students' character to be

faithful, noble, tolerant, cooperative, independent, critical thinkers, and creative. As the researcher found from the results of an interview with one of the teachers who is part of the P5 facilitator team,

“P5 with the topics of bakpia making and batik making is an effective way to help students develop the dimensions of the Pancasila student profile. The focus of the dimensions in the entrepreneurship theme and these topics is on faith, noble character, tolerance, cooperation, independence, critical thinking, and creativity. Meanwhile, the local wisdom theme, which focuses on batik making, emphasizes independence, collaboration, creativity, and innovation.” (Interview, SHN, May 29, 2024)

The next step in this planning is determining the timing of the P5 program implementation, as indicated by the researcher’s interview with the school principal:

“Our school uses a block system. We allocate specific time for P5 activities, both for the entrepreneurship theme and the local wisdom theme. We do this to ensure we can focus without disrupting other learning activities.” (Interview, MN, May 24, 2024)

The use of time in P5 program activities at SD Muhammadiyah Ngadiwinatan employs a block system, as confirmed by the interview with the P5 team coordinator:

“Regarding the allocation of P5 time, the government gives schools flexibility. They can use a daily system or a block system. Our school uses the block system. In this block system, we allocate specific time for P5 activities. For example, the first theme is entrepreneurship. After that theme is completed, we move on to the local wisdom theme.” (Interview, CKN, May 28, 2024)

Developing the P5 Module

In developing the module, Muhammadiyah Ngadiwinatan Elementary School developed it in accordance with government guidelines. The steps taken by Muhammadiyah Ngadiwinatan Elementary School in developing the P5 module included determining the theme, objectives, and implementation of P5. As the researcher interviewed the principal of Muhammadiyah Ngadiwinatan Elementary School, he stated:

“Regarding developing the module, Mr. Bayu, we are still developing it in accordance with government guidelines. In this development, the first thing we do is determine the theme. For example, yesterday we chose the theme of sustainable lifestyles and local wisdom. So, in the module, we discuss these themes, along with their objectives and implementation in detail.” (Interview, MN, May 25, 2024)

The statement above explains that in developing the P5 module, the school determines the theme, objectives, and detailed activity plans.

Designing a Reporting Strategy

The final stage in planning the P5 program is designing a reporting strategy. The process of designing a reporting strategy at Muhammadiyah Ngadiwinatan Elementary School was carried out through observation. The researcher found in an interview with the principal that:

“For reporting results, we conducted observations and evaluations in stages, starting with me as the principal, the teachers, and the P5 facilitator team.” (Interview, MN, May 25, 2024)

The principal of Muhammadiyah Ngadiwinatan Elementary School explained that the reporting strategy was carried out through observations and evaluations in stages, starting with the principal and ending with the facilitator team. The reporting strategy was also implemented through observation and documentation of student activities. The researcher's interview with the P5 coordinator revealed:

"This reporting activity is related to the supervision or evaluation we conduct of P5 activities. For reporting, in addition to the principal, teachers, and the facilitator team, we also monitor and evaluate the children's activities, from the start of the project to its completion." (Interview, CKN, May 26, 2024)

The principal and P5 coordinator stated above that reporting on P5 activities at Muhammadiyah Ngadiwinatan Elementary School, focusing on entrepreneurship and local wisdom, is conducted through observation.

Based on the data presented by the researcher above, P5 planning activities at Muhammadiyah Ngadiwinatan Elementary School include forming a facilitator team, identifying school readiness, designing the theme, dimensions, and time allocation, developing modules, and developing a reporting strategy.

Organizational Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Ngadiwinatan Elementary School

Organizational stage relates to the empowerment of human and non-human resources within the school. The results obtained by the researcher and the principal of Muhammadiyah Ngadiwinatan Elementary School indicate that:

"The school's method of empowering the team in P5 activities is that the team and teachers discuss and collaborate on implementing P5." (Interview, MN, May 24, 2024)

In the organizational stage, Muhammadiyah Ngadiwinatan Elementary School empowers the team formed during the planning stage. It also involves stakeholders, as the researcher learned from an interview with the P5 team coordinator. He stated that:

"In organizing P5 activities at our school, we involve various parties, from teachers, staff, parents, and even the students themselves." (Interview, CKN, May 28, 2024)

Based on the explanation above, the researcher can conclude that the planning for the P5 activity at Muhammadiyah Ngadiwinatan Elementary School involved forming a facilitator team, identifying school readiness, selecting a theme, designing modules, and determining the time allocation for the P5 activity.

Implementation Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Ngadiwinatan Elementary School

Implementation is the stage carried out after the planning stage is completed. In this implementation stage, the facilitator team and teachers implement the plan developed in the planning stage. The implementation stage at Muhammadiyah Ngadiwinatan Elementary School begins with preparing the tools, materials, and facilities to be used in the bakpia-making activity. According to an interview with the principal of Muhammadiyah Ngadiwinatan Elementary School, the researcher found that:

"During the implementation phase, we provide the tools and materials that will be used in the bakpia and batik-making activities. We also provide the facilities and infrastructure related to these activities." (Interview, MN, May 24, 2024)

The implementation at Muhammadiyah Ngadiwinatan Elementary School, as stated by the principal above, involved gathering tools and materials. The next step was to gather students to provide an understanding of bakpia and batik-making. According to an interview conducted by the researcher with the P5 facilitator team coordinator,

"Regarding implementation, we first socialized the project and the procedures to be carried out. We did this because not all students were familiar with the project. Through this socialization, all students targeted for P5 implementation could gain knowledge and an overview of the projects to be undertaken, namely bakpia and batik-making." (Interview, CKN, May 28, 2024)

This statement is supported by the researcher's interview with a first-grade teacher at Muhammadiyah Ngadiwinatan Elementary School, who stated:

"In this implementation, sir, we provide students with an understanding. Also, in the P5 activity, we chose bakpia. There's a history behind bakpia and batik, and why they're produced here. We explain the history and introduce them. There are also students who aren't familiar with bakpia and batik making, while others are familiar with it because the information is readily available. We introduce them. Also, during this outreach, we inform students about the materials and tools needed to make bakpia and batik." (Interview, SHN, May 29, 2024)

After the introduction to the students, the facilitator team explained the tools and materials used in making bakpia and batik. As the researcher interviewed a fourth-grade teacher, he stated:

"Regarding the steps or implementation, we don't immediately direct the children to the Bakpia object, no. But there are steps. First, we introduce the philosophy of bakpia and batik. We show them on the LCD. We also explain the history of bakpia and batik in Yogyakarta, how they began, and how they became a mainstay. Perhaps in Yogyakarta, there are large ones that are the mainstay, like 25 are already big like that, 75 are the mainstay. The history of that comes from China, and batik is a typical Javanese product. Yesterday, we provided the children with insight, and then, after that, we will also introduce the children to how to make bakpia and batik." (Interview, NSN June 1, 2024)

During the socialization, the school not only focused on bakpia and batik production, but also explained the background of bakpia and batik as topics to be implemented and developed. During the socialization, teachers and a team of facilitators provided students with an understanding of bakpia as a food with many styles and that batik is a characteristic of Javanese fashion that is known worldwide. This is evidenced by an interview with a second-grade teacher at Muhammadiyah Ngadiwinatan Elementary School.

"We show how to make bakpia and batik, then we practice, but in practice we use plastic, you know, that toy, what's it called, the flexible one, like, the colorful one. In other words, we haven't done any hands-on practice on the bakpia topic. Meanwhile, for batik making, it's the same: we show videos of batik making and introduce the origins of batik, the various motifs, and the meaning behind each motif, creating patterns, and using dyes. In this activity, we introduce students to everything from the tools, the production process, to the final stages. We also explain how to use the tools. Because batik has tools that students don't yet understand. So we explain things like the function of the canting (canting), the function of the stove, how to make a pattern, how to color, and so on." (Interview, IPN, May 31, 2024)

Based on the explanation from the second-grade teacher, Muhammadiyah Ngadiwinatan Elementary School shows educational videos to students related to the P5 program after the socialization activity. Furthermore, after the educational video screening, the teachers and facilitator team, as interviewed by the researcher with a fourth-grade teacher at Muhammadiyah Ngadiwinatan Elementary School, stated:

"After we showed the video, the children practiced making their own creations. Some were shaped into lofts, some were round, some were square, and everything was up to them. This was to consistently demonstrate the children's creativity and the extent of their creativity. Then, on the topic of local wisdom, on the topic of batik making, we also demonstrated and conducted initial

practices or trials with the children. We did this so the children would become accustomed to it and have a foundation before moving on to the actual practice stage." (Interview, NSN, June 1, 2024)

During the implementation of the P5 program, Muhammadiyah Ngadiwinatan Elementary School collaborated with a bakpia factory. The batik-making activity was conducted at the school, assisted by the class teachers and teachers on the facilitator team. According to an interview with Mrs. Sri Hartiwi, a class teacher at Muhammadiyah Ngadiwinatan Elementary School;

"For the implementation, we collaborated with the bakpia factory. Coincidentally, there were also parents of students working at the production house. We collaborated, and finally, all the children were brought there, learned how to make it. The children even practiced there, and then took the results home. Meanwhile, for the bakpia-making topic, the children did it at school, supervised by the teachers." (Interview, May 29, 2024)

The first stage in the bakpia-making practice at Muhammadiyah Ngadiwinatan Elementary School involves teachers guiding students to begin practicing the bakpia-making and batik-making processes. As researchers observed with a fourth-grade teacher at Muhammadiyah Ngadiwinatan Elementary School, the following:

"We assisted the children in the practical activities of making bakpia. We had prepared the tools and ingredients, such as flour, sugar, salt, a bowl, and a blender. The children began by mixing the flour, sugar, and salt in a bowl and stirring thoroughly. For the production process, we provided tools such as a canting (a food processor), cotton cloth, wax, a stove, dyes, a griddle, and a brush. The children were guided in using these tools by the teachers." (Interview, NSN, June 1, 2024)

In the next stage, under the entrepreneurship theme, the bakpia-making topic involved the children mixing butter with flour, sugar, and salt to make it sticky and easy to shape. Under the local wisdom theme, students created patterns, applied nyanting (a decorative pattern), and applied coloring. Researchers found from interviews with the P5 team coordinator that:

"The children mixed the dough to make it easier to shape. At this stage, after mixing the dough, it was left to rest until it could be shaped. Then, in the local wisdom theme of batik making, the children made patterns, went through the nyanting process, and colored them. This meant that at this stage, the children, accompanied by their teachers, drew simple batik motifs, such as geometric or easily imitated ones. During this stage, we also gave the children the freedom to choose their favorite motifs and then adapt them to make them simpler. Also, because batik making has a pattern, we gave the children the freedom to design the patterns onto the plain cloth using pencils or special fabric markers." (Interview, CKN, May 28, 2024)

Once the dough was moldable, the children began shaping it according to their wishes. Then, in the local wisdom theme of batik making, after designing the pattern, students heated the wax to begin creating the motifs on the cloth. As researchers learned from interviews with the curriculum vice principal of Muhammadiyah Ngadiwinatan Elementary School, they stated:

"After the children made the dough, the next step was to shape it according to their creativity. Some shaped love cakes, moon cakes, and other shapes. Some mixed nuts into the dough, while others mixed chocolate into the dough they had shaped. For batik-making, the next step was to melt wax using a heater or stove. After the wax was heated, the children used a canting (a type of wax) to draw motifs on the cloth. In this activity, the children filled the inside of the wax to form the patterns already on the fabric." (Interview, AN, May 28, 2024)

The next step, after the children had formed the bakpia into various shapes, was to bake the formed bakpia. In batik-making, after students had formed the patterns on the fabric, the students colored and removed the wax. As researchers learned from interviews with first-grade teachers, the following:

"After the bakpia were formed, the bakpia vendor provided an oven to bake the bakpia that the children had shaped. At this stage, the children were accompanied by a teacher and the vendor to place the bakpia they had shaped into the oven. The vendor explained to the children the temperature for baking the bakpia. Temperature control is important because it determines the quality of the baked bakpia. Then, regarding the continuation of the batik making, the children colored the patterns they had created. At this stage, the children were free to choose the colors according to their preferences. Also, during the coloring process, the children dipped the parts of the fabric that were not covered with wax into the dye. This was done to prevent the wax from being visible. After the wax was removed, the children washed the fabric and ironed it so that it looked neat and ready to be presented at the exhibition." (Interview, SHN, May 29, 2024)

The next stage after the project is completed is the reflection stage. According to the researcher's interview with the fourth-grade teacher,

"During the implementation, the final stage is reflection. The students evaluate the bakpia and batik they made." (Interview, NSN, June 1, 2024)

The reflection stage, as stated by the fourth-grade teacher above, involves students evaluating the projects they created, namely bakpia and batik.

Based on the explanation above, the researcher can conclude that the implementation of the P5 activities at Muhammadiyah Ngadiwinatan Elementary School was carried out by developing guidelines issued by the Ministry of Education, Culture, Research, and Technology. These include providing tools and materials, project socialization, contextualization, project or action development, and reflection.

Supervision/Evaluation Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Ngadiwinatan Elementary School

Supervision conducted by Muhammadiyah Ngadiwinatan Elementary School, as indicated by the researcher's interview with the principal, indicates:

"Supervision of P5 activities at our school is carried out in stages, starting with the supervising teacher, the P5 program coordinator, and finally, myself as the principal. This supervising teacher is responsible for directly monitoring P5 activities in the field, ensuring students follow the learning flow and complete projects effectively. The supervising teacher is also responsible for documenting P5 activities for evaluation purposes. The coordinator is responsible for supervising the supervising teacher and monitoring the overall progress of P5 implementation. The P5 program coordinator is also responsible for facilitating communication between the supervising teacher, students, and parents. As the principal, I periodically evaluate P5 implementation, both through reports from the P5 program coordinator and through direct observations in the field. The principal also provides direction and guidance to the supervising teacher and the P5 program coordinator to improve the quality of P5 implementation." (Interview, MN, May 24, 2024)

Supervision of the P5 program is carried out in stages, starting with the homeroom teacher, the P5 facilitator team, and the principal. This supervisory activity is first carried out by the homeroom teacher monitoring student activities in implementing P5. In addition, a team of facilitators supervises the homeroom teacher and is tasked with facilitating communication between the homeroom teacher, students, and parents. Meanwhile, the principal is responsible for guiding and providing direction to the

homeroom teacher and the facilitator team. This is similar to what the researcher obtained from an interview with a first-grade teacher:

"In this supervision, sir, our school implements tiered supervision, starting with me as the homeroom teacher, the P5 facilitator team, and the principal. During this supervision, I directly monitor the projects being worked on by the students. The results of this monitoring are then input into their project assessments. I also provide feedback, which I provide when, during the monitoring, I find that a student's work requires feedback. In other words, we have criteria that have been formulated from the beginning, such as not yet developed, starting to develop, and very developed. For those who have not, I provide feedback or direct them so they can develop very well." (Interview, SHN, May 29, 2024)

P5 supervision activities are conducted by observing students as they work on the P5 activities. P5 supervision is conducted based on the assessment rubric formulated by the school and included in the P5 module.

Based on the explanation above, supervision activities at Muhammadiyah Ngadiwinatan Elementary School involve direct and indirect observations and interviews in the field. Supervision involves classroom teachers, the facilitator team, and students implementing the P5 activities.

Program Management for the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Kleco Elementary School

Planning Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Kleco Elementary School

Planning is one of the first stages that schools must undertake before implementing learning. Planning activities are carried out to ensure the learning process and teaching and learning activities run smoothly and optimally. Planning is the initial activity in P5. According to the researcher's interview with the school principal,

"P5 is a new program from the independent curriculum. In planning, there are guidelines. So, in planning, we follow government guidelines, namely forming a team, determining themes, and so on." (Interview, HYCC, June 5, 2024)

The researcher found that P5 planning activities at Muhammadiyah Ngadiwinatan Elementary School and Muhammadiyah Kleco Elementary School involved forming a P5 facilitator team, identifying school readiness, and designing the dimensions, themes, and time allocation for P5.

Forming the P5 Facilitator Team

At Muhammadiyah Kleco Elementary School, the school formed a team consisting of existing teachers. The researcher explained to the principal of Muhammadiyah Kleco Elementary School that:

"We formed a special team responsible for the planning and implementation of P5. This team consists of teachers from various fields of expertise and, where possible, involves parents and experts from outside the school." (Interview, HYCK, June 5, 2024)

The team was formed to assist the school with everything from planning to evaluation. The team will map the profile of Pancasila students, analyze the curriculum, and address local issues. An interview with a teacher at Muhammadiyah Kleco Elementary School revealed:

"The team maps the Pancasila Student Profile, analyzes the curriculum, and identifies local issues and student interests. This serves as the basis for determining relevant and meaningful P5 themes." (Interview, WLNK, June 11, 2024)

The team will design all P5 activities. A researcher interviewed a second-grade teacher at Muhammadiyah Kleco Elementary School, who explained:

"The team will develop a detailed P5 activity plan, including a timeline, learning methods, required resources, and assessments. It is important to ensure relevance to classroom learning materials and integration across disciplines." (Interview, NRYK, June 10, 2024)

Identifying School Readiness

The Merdeka Curriculum requires all educational institutions in Indonesia to adapt to everything stipulated by the government within the Merdeka Curriculum. Educational institutions must prepare for various aspects, including P5 learning.

In identifying school readiness during planning activities, Muhammadiyah Kleco Elementary School strengthened the understanding of all teachers at the school. As observed by researchers and the principal of Muhammadiyah Kleco Elementary School, the following statement was made:

"First of all, we understand that P5 is an important part of the Merdeka Curriculum, which aims to shape the profile of Pancasila students. To that end, we have made several preparations, such as understanding the P5 concept by attending training and seminars on P5 organized by the Ministry of Education and Culture and the local education office. We also studied the P5 modules and guidelines published by the Ministry of Education and Culture." (Interview, HYCK, June 5, 2024)

The principal of Muhammadiyah Kleco Elementary School stated that, as a result of the school's enthusiasm for the P5 program, the school studied it independently and participated in workshops from relevant agencies. This statement was corroborated by the researcher's interview with a second-grade teacher at Muhammadiyah Kleco Elementary School who stated:

"Regarding school readiness, P5 is indeed new for us. Like it or not, because this is a centrally-mandated program that must be implemented, we must be ready. One form of preparation that we, or the school, are doing is holding internal discussions and meetings with teachers to discuss the P5 concept." (Interview, NRYK, May 10, 2024)

Determining the Theme, Dimensions, and Time Allocation for the Pancasila Student Profile Strengthening Project

The next stage is for the school to determine the theme. This theme is designed and integrated into the P5 learning. Muhammadiyah Kleco Elementary School, in determining the theme, as the researcher obtained with the principal of Muhammadiyah Kleco Elementary School, stated:

"We always evaluate, right? It's also related to the quality of education report. That's also a consideration. For example, how the child's character is related to how well they're developing habits and feelings. "Oh, this is the theme. That's also from the child. So, what's there to evaluate? Or what's lacking? What needs to be eliminated. So, based on that, we chose the theme of a sustainable lifestyle, which focuses on healthy food, and the theme of local wisdom, which focuses on making batik." (Interview, HYCK, June 5, 2024)

In determining the theme, Muhammadiyah Kleco Elementary School evaluates the quality of education report. From these reports, deficiencies are identified, and based on these deficiencies, Muhammadiyah Kleco Elementary School chooses the theme of entrepreneurship and local wisdom. The dimensions of the sustainable lifestyle theme focus on faith and morality in God Almighty and critical thinking. The local wisdom theme focuses on critical thinking, mutual cooperation, creativity, and innovation. According to an interview with a second-grade teacher,

"In the odd semester, we implemented two themes, one of which was sustainable lifestyle. This theme was chosen based on joint considerations with the principal. We analyzed and evaluated our previous achievements. Based on that evaluation, we chose the theme of sustainable lifestyle, which focuses on the dimensions of faith and morality in God Almighty and critical thinking. The theme of local wisdom focuses on critical thinking, mutual cooperation, creativity, and innovation." (Interview, NRYK, June 10, 2024)

The next stage is determining the timing of P5 activities. P5 activities can be conducted using either a block system or a daily system. Regarding the allocation of P5 time, as obtained by the researcher and the principal, the following statement was made:

"It's true, sir, that schools can choose which system they want to use. For us, we chose the block system. We use the block system for both themes, sustainable lifestyle and local wisdom. This block system allows us to truly focus on the activities. Even though it's a block system, we still adhere to the time set by the government and don't disrupt other learning activities." (Interview, HYCK, June 5, 2024)

Developing the P5 Module

After identifying school readiness, the next step is to develop the module. Muhammadiyah Kleco Elementary School developed the module in accordance with government guidelines. The steps taken by Muhammadiyah Kleco Elementary School in developing the P5 module included determining the theme, objectives, and implementation of P5. According to an interview with the principal of Muhammadiyah Kleco Elementary School, the researcher stated:

"When developing the module, we choose a theme. Once the theme is selected, the module contains the project, objectives, implementation, and assessment. So, in developing the module, we explain the project, implementation timeline, objectives, and steps involved in the activity. That's it, sir." (Interview, HYCK, July 5, 2024)

According to the principal of Muhammadiyah Kleco Elementary School, the development of the P5 module involves determining the theme or explaining the theme to be developed, mapping the implementation timeline, determining the objectives to be achieved, mapping the dimensions of the activity focus, and the steps for implementation, including assessment.

Designing a Reporting Strategy

The final stage in planning the P5 program is designing a reporting strategy. Muhammadiyah Kleco Elementary School reports on P5 activities for the sustainable lifestyle, healthy food, and local wisdom, batik-making themes, using interviews, observations, and documentation. The researcher's interview with the principal of Muhammadiyah Kleco Elementary School stated:

"Regarding reporting, our school uses interviews, observations, and documentation. These reporting activities are used for both the sustainable lifestyle, healthy food, and local wisdom, batik-making themes." (Interview, HYCK, June 5, 2024)

The principal of Muhammadiyah Kleco Elementary School stated that reporting activities involve observation, interviews, observations, and documentation. The reporting activities are carried out by the principal, teachers, and a team of facilitators. As the researcher found from interviews with first-grade teachers,

"P5 reporting activities on the themes of sustainable lifestyle, healthy food, and local wisdom, including batik making, were carried out by the principal, teacher, and facilitator team, using formative and summative observations or assessments." (Interview, EJK, June 7, 2024)

Based on the data presented above, the P5 program planning activities at Muhammadiyah Kleco Elementary School included forming a facilitator team, identifying school readiness, designing themes, dimensions, and time allocation, developing modules, and developing a reporting strategy.

Organizational Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Kleco Elementary School

Organizational activities relate to the empowerment of human and non-human resources within the school. As the researcher learned from the principal of Muhammadiyah Kleco Elementary School, the following:

"For organization, we focus more on team formation, collaborating with parents and guardians, and assigning tasks to the teachers involved in P5 activities." (Interview, HYCK, June 5, 2024)

The principal explained that the organization of P5 activities involves empowering the P5 facilitator team. This empowerment ensures that P5 can be implemented effectively. P5 organization is also related to the synergy of the school community, as stated in an interview with the teacher who coordinated the P5 team:

"Organization is related to synergy or cooperation. Our school, regarding this organization, formed a P5 team and participated in the activities. This makes the activities easier, forming a team and having all teachers collaborate or participate." (Interview, WNLK, June 10, 2024)

The formation, empowerment, and synergy of the school community are crucial in organizing P5. When forming a school team, tasks can be assigned to teachers, ensuring that the P5 implementation can be carried out as expected. This statement is reinforced by the researcher's interview with the teacher in charge of the curriculum, who stated:

"Actually, schools use many methods related to organization, such as assigning tasks. Yesterday, regarding this activity, the principal assigned tasks to the teachers here. This included forming a team, appointing a coordinator, and providing facilities needed during the activity." (Interview, EJK, June 7, 2024)

Based on the data presented above, the planning for the P5 program at Muhammadiyah Kleco Elementary School included forming a facilitator team, identifying school readiness, selecting a theme, designing modules, and determining the time allocation for P5 activities.

Implementation Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Kleco Elementary School

Implementation is the stage that occurs after the planning stage is completed. In this stage, the facilitator team and teachers implement the plan developed during the planning stage. The implementation phase of Muhammadiyah Kleco Elementary School began with socialization, contextualization, action, and reflection. According to an interview with the principal of Muhammadiyah Kleco Elementary School, the researcher stated:

"We view P5 as a breakthrough. P5 focuses on character development and 21st-century skills, which students desperately need to face the future. P5 emphasizes not only cognitive aspects but also the Pancasila values, which are the foundation of the nation's character. The greatest benefit of P5 for students is the development of holistic thinking and problem-solving skills. Through the P5 project, students are exposed to real-life situations and learn to find solutions using their various skills and knowledge. Furthermore, P5 can also increase student motivation because they are actively involved in the learning process and can directly see the benefits of what they learn." (Interview, HYCK, June 5, 2024)

The interview explained that the implementation of the Pancasila Student Profile Strengthening Project aims to shape children's personalities in line with the Pancasila Student Profile. The P5 program at Muhammadiyah Kleco Elementary School is similar to other extracurricular activities, but the Pancasila student profile strengthening project is presented in a more relaxed and enjoyable manner. Activities include preparing learning resources or tools and materials, dividing groups, an introduction phase, an action phase, and a reflection or sharing phase.

The introduction activity was the first activity in the implementation of P5 at Muhammadiyah Kleco Elementary School. This introductory activity included socializing P5 materials, introducing healthy food and safe eating utensils, introducing the benefits of healthy foods, and recognizing the consequences of unhealthy eating. Under the theme of local wisdom, the introductory activity aimed to provide students with an understanding of batik, tools, materials, and the batik-making process. The introductory activity was conducted by a team formed early in the P5 program planning process. According to interviews conducted by researchers with the principal of Muhammadiyah Kleco Elementary School, the following information was obtained:

"During the socialization activities, the material was delivered by a team we formed early in the planning process. The team prepared all the tools and materials used in the activities, explained what the P5 activity was, its objectives, and its benefits. We conducted these activities to provide students with initial information that the material would be presented in the form of a project. After the activities were completed, the team presented and integrated the topics the students would learn. The team also explained everything that had been planned beforehand, such as why this particular theme and topic was chosen, the implementation timeframe, and so on. We also invited a nutritionist to provide counseling to students on the importance of consuming a healthy and balanced diet and making beautiful batik." (Interview, HYCK, June 5, 2024)

Based on the statement above, Muhammadiyah Kleco Elementary School provides students with an understanding through socialization activities. After socializing the project, the next step is to introduce students to various healthy and safe foods and to introduce them to the history of batik and the batik-making process. According to the researcher's interview with a first-grade teacher,

"Regarding the P5 activities, the theme of sustainable lifestyles focused on healthy food. We introduced healthy and safe food, covering several topics, such as the importance of consuming healthy and safe foods, the types of healthy and safe foods, how to choose healthy and safe foods, the dangers of consuming unhealthy and unsafe foods, and tips for maintaining food hygiene. Under the theme of local wisdom, which focused on batik making, we provided children with an understanding of batik and its history as a cultural heritage. Furthermore, we also provided children with an understanding of the tools and materials and how to make it. They explained that batik is a cultural heritage, and the tools used are a canting (canting), cloth, a heater, wax, wax, and dye." (Interview, EJK, June 7, 2024)

In the next stage of the outreach activities, Muhammadiyah Kleco Elementary School introduced the benefits of consuming healthy foods and the benefits of making batik. This activity began with the team explaining the benefits of healthy foods and making batik. The researcher interviewed one of the teachers on the P5 program team at Muhammadiyah Kleco Elementary School, who stated:

"In this activity, we provide information about the benefits of healthy food using engaging media such as images and videos. In this project to introduce healthy food, the benefit is for children to become independent, creative, and able to identify and choose healthy and wholesome foods, which is what we do. For the local wisdom theme, the topic of making batik, we introduced the children to the benefits of this project: it allows them to express themselves and excel in the arts. It trains sensitivity and can foster creativity and innovation. That's it, sir." (Interview, WNLK, June 11, 2024)

Based on the explanation of the teacher who was part of the facilitator team above, the socialization activity for the sustainable lifestyle theme, the theme of making healthy food, relates to how to make healthy food and its benefits, while the theme of making batik, the theme of local wisdom, is related to how to make batik. After the socialization, the next step in the sustainable lifestyle theme, the topic of introducing healthy food, was for the facilitator team and teachers to show videos of food processing to students. Then, on the local wisdom theme of making batik, the teacher and facilitator team used an LCD to introduce students to making batik, as the researcher found with the first grade teacher that:

"After the socialization activity on the theme of sustainable lifestyles, the topic of getting to know healthy food, we use food processing videos in P5 activities to help students understand the learning concepts in a more visual and interesting way. We usually show the video to students at the beginning of the activity to introduce the topic to be studied. Then, we invite students to discuss what they see in the video and how it relates to the topic being studied. We also use videos to help students in doing tasks, such as making food recipes or making food models. Then on the theme of local wisdom, the topic of making batik, we introduce to children about the process of making batik. This activity, sir, we do using the school's LCD, where by using the LCD the children can directly see the process of making batik. We feel that elementary school children are different from junior high school students, so we really introduce the children so they can have an understanding and comprehension." (Interview, EJK, June 7, 2024)

Based on the first-grade teacher's statement above, Muhammadiyah Kleco Elementary School, under the sustainable lifestyle theme of introducing/making healthy food, provided a video on healthy food management to help students create healthy recipes and create models of healthy foods. Furthermore, under the local wisdom theme of making batik, an introduction was provided to students to gain an understanding and to directly witness the batik-making process, as shown by the teacher. Following this introduction, Muhammadiyah Kleco Elementary School collaborated with parents to visit the school's healthy food management and batik-making activities. The researcher's interview with the facilitator team coordinator revealed:

"After the observation activities are conducted, we collaborate with parents. This activity, sir, applies to both the sustainable lifestyle theme (learning about healthy food) and the local wisdom theme (making bakpia). In these activities, sir, parents can observe firsthand how their children learn and develop at school. They can also see how the food preparation process relates to the subject matter their children are learning. Parents can provide input to the school about the learning program and help the school create a conducive learning environment for their children." (Interview, NRYK, June 10, 2024)

The next stage after contextualization is the action stage. This action began with a student aspiration gathering activity, as the researcher found in an interview with the P5 coordinator:

"Student aspiration gathering is a crucial process before we begin our practice. Through this information gathering activity, we understand students' needs, desires, and expectations regarding various aspects of their education. By actively involving students in the decision-making process, schools can easily implement P5 activities effectively." (Interview, NRYK, June 10, 2024)

Following the gathering activity, schools formed study groups based on student interests. The researcher's interview with the P5 facilitator team coordinator revealed:

"The next step, sir, is to form study groups based on student interests. The goal is to increase student engagement and learning outcomes. When students study together with peers who share similar interests, they are more motivated to participate, share ideas, and help each other. This can create a more positive learning environment." (Interview, WNLK, June 11, 2024)

According to the facilitator team coordinator, in implementing P5 on the theme of sustainable lifestyles and local wisdom, the school groups students into small groups. The next stage is to provide the tools and materials for making healthy food and batik. According to an interview conducted by the researcher with the first-grade teacher, who also oversees the curriculum, the following statement was made:

"After the student group formation activity, based on interests, the next stage is action. For the theme of sustainable lifestyles and the topic of making healthy food, we provide tools and materials such as bowls, a gas stove, salt, and so on. Sir, for the theme of local wisdom and the topic of making batik, of course, the same as for other themes, namely, we provide the tools and materials. For traditional batik, the tools we provide are canting (styling stick), a heater, a stick, candles, wax, and so on." (Interview, EJK, June 7, 2024)

Based on the statement of the first-grade teacher above, the school provided tools and materials for P5, including bowls, gas stoves, salt, and other necessities related to healthy eating, for the sustainable lifestyle theme (including the topic of learning about healthy food). Meanwhile, for the local wisdom theme (including the topic of making batik), the school provided tools and materials such as canting (canting), heaters, kai (sticks), candles, wax, and other materials. After the tools and materials have been prepared, the next stage is for students to begin taking action or working on projects. As stated in the researcher's interview with the P5 coordinator,

"For the sustainable lifestyle theme, sir, the topic of making/recognizing healthy food, the children mixed ingredients and tools. Because we were making halal and good food in this topic, they made healthy food. For the local wisdom theme, the topic of making batik, the children created or created motifs from the fabric we provided. They created patterns using small markers, heated candles, and applied wax with a canting (canting). During this activity, we observed that they were meticulous, enthusiastic, and collaborative, and they put their creativity first." (Interview, WLNK, June 11, 2024)

According to the P5 coordinator, after collecting the tools and materials, the students in the sustainable lifestyle theme, the topic of making healthy food, mixed the ingredients and tools and created halal and good food. Meanwhile, for the local wisdom theme, the topic of making batik, students created motifs from fabric provided by the teacher and the facilitator team. The next stage is the students' finishing, as stated in an interview with a second-grade teacher:

"For the final stage, sir, for the sustainable lifestyle theme, the topic of making healthy food, they put the ingredients they made into a pan filled with hot water. Since these are elementary school students, our project was quite simple, namely vegetables or halal and healthy food. They added onions, tomatoes, vegetables, flavorings, and so on. That's what was fun, sir. They were all happy because they could make it, and they tasted each other's food. Some said, 'It's delicious,' 'Oh, it's not salt enough, add salt,' heheheh. And then that was it, sir. After that, the halal and healthy food was finished. For the local wisdom theme, the topic of making batik, for the final stage, they colored the batik with the patterns they had created. Some were blue and red, and there were various colors. After that, the batik was finished. The children washed the batik to remove the wax and the cloth." (Interview, WLNK, June 11, 2024)

According to the second-grade teacher's statement above, in the sustainable lifestyle theme of making healthy food, students made healthy food from ingredients gathered in the previous stage. Meanwhile, in the local wisdom theme of making batik, students applied or colored the patterns they had created. The next stage after the action phase was reflection, where students evaluated the projects they had completed. According to the researcher's interview with the first-grade teacher,

"After the action phase, the final stage, sir, was for students to reflect on the healthy food projects they had created. They assessed their projects and shared them with others within the allotted

time. This was similar to what students did in the local wisdom theme of making batik, where they reflected on the results of their projects." (Interview, EJK, June 7, 2024)

Based on the explanation above, the researcher can conclude that the implementation of the P5 program at Muhammadiyah Kleco Elementary School was carried out by developing guidelines released by the Ministry of Education, Culture, Research, and Technology, including project socialization, contextualization, project or action development, and reflection.

P5 Supervision/Evaluation Stage at Muhammadiyah Kleco Elementary School

Researchers observed the supervision conducted by Muhammadiyah Kleco Elementary School, as revealed in an interview with the first-grade teacher who oversees the curriculum:

"To supervise the P5 program activities, I conducted observations, interviews, documentation, and assessments based on my observations of their activities. This assessment refers to the indicators contained in the P5 module that was created." (Interview, EJK, June 7, 2024)

Supervision activities at Muhammadiyah Kleco Elementary School are conducted using observation, documentation, and assessment methods. Assessments are conducted based on the indicators contained in the P5 module, which are based on observations of the projects undertaken. This echoes what the researcher obtained from a teacher on the facilitator team:

"Regarding this supervision, I conducted observations of the projects the students were working on. This observation is also one of the methods we use in conducting P5 supervision. The purpose of this observation is to directly assess the progress of the projects undertaken by our students." (Interview, WNLK, June 11, 2024)

Based on this statement, the supervision activities used observation methods, interviews, observation, and assessment. This is confirmed by the researcher's interview with the second-grade homeroom teacher of Muhammadiyah Kleco Elementary School, who stated:

"Regarding the P5 evaluation, it's actually quite varied, sir. In the P5 evaluation, we use an assessment rubric containing specific indicators to assess each aspect of the Pancasila Student competency and profile that we aim to achieve in the project. This rubric is designed with reference to the P5 curriculum and guidelines from the Ministry of Education, Culture, Research, and Technology. We also utilize observations both during and after the project is completed." (Interview, NRYK, May 31, 2024)

Muhammadiyah Kleco Elementary School also conducts evaluations. The evaluations used are both summative and formative. As the researcher learned from the P5 team coordinator, he stated:

"Our P5 activity, which is introducing healthy food, is quite long. So, regarding the evaluation, we use both summative and formative evaluations." (Interview, NRYK, June 10, 2024)

Based on the explanation above, the supervision used by Muhammadiyah Kleco Elementary School in P5 activities involves direct observation and interviews in the field. This supervision is carried out starting from the class teacher, facilitator team and students who carry out P5 activities.

Discussion

Project Management for Strengthening the Pancasila Student Profile (P5) at Muhammadiyah Ngadiwinatan Elementary School

Planning for the Pancasila Student Profile (P5) at Muhammadiyah Ngadiwinatan Elementary School

Based on the presentation of several indicators regarding the planning of the Pancasila student profile strengthening project at Muhammadiyah Ngadiwinatan Elementary School, the P5 planning activities were developed based on the guidebook released by the Ministry of Education, Culture, Research, and Technology. These activities included forming a facilitator team, identifying school readiness, determining the theme, dimensions, and time allocation for P5, developing modules, and designing a reporting strategy. Muhammadiyah Ngadiwinatan Elementary School is a school with driver status, where almost all P5 program activities, including planning, were carried out in accordance with the P5 development guidelines released by the Ministry of Education, Culture, Research, and Technology, including forming a facilitator team, designing themes, dimensions, and time allocation, developing modules, and developing a reflection strategy (Anindito, 2022). The planning activity, which began with the formation of the P5 facilitator team, involved all class teachers and study program teachers at Muhammadiyah Ngadiwinatan Elementary School. This is in line with the theory that the formation of the P5 facilitator team should consider all teacher capabilities within the educational unit (Setiawan et al., 2023). According to Mr. Musthofa, the principal of Muhammadiyah Ngadiwinatan Elementary School, the involvement of all teachers is intended to provide ideas for activities and facilitate the principal in determining who will join the facilitator team. Teachers who join the facilitator team are class teachers, religious education teachers, mathematics teachers, and physical education teachers who are capable and consistent in carrying out their duties. Schools, in addition to involving class teachers and study program teachers, can form teams according to the school's needs. As stated in research conducted by Rahayu et al. (2023), educational units can also form P5 facilitator teams according to the needs of the educational unit. Activities to identify school readiness related to P5 activities, each educational unit must provide an understanding to all teachers about the P5 program. Muhammadiyah Ngadiwinatan Elementary School in the activity of identifying school readiness carried out several preparations such as understanding the concept of P5 where the school provided space and opportunities for teachers to participate in training and seminars on P5 both organized by the Ministry of Education, Culture, Research, and Technology and the local education office (Anindito, 2022). This activity was strengthened by research conducted by (Wayan Suastra et al., 2023) that in the activity of identifying school readiness, educational units mastered the understanding of P5 so that schools had provisions in implementing P5 program activities. Understanding the concept of P5 was carried out so that schools fully understood the planning to evaluation of P5 activities.

The activity of determining the theme, dimensions and time allocation of P5 SD Muhammadiyah Ngadiwinatan chose the theme of entrepreneurship with the topic of making bakpia and local wisdom with the topic of making batik so that students can recognize the culinary icons of Yogyakarta and train students in making products that can generate economic. The focus of the dimensions on the theme is mutual cooperation, independence as well as creativity and innovation. Then the theme of local wisdom with the topic of making batik so that students can explore the local culture of batik which is one of the typical icons of Yogyakarta that has high cultural and historical value. The focus of the theme is to develop the character of students who are mutual cooperation, independence, critical thinking, and creativity. The time allocation in P5 activities at SD Muhammadiyah Ngadiwinatan uses a block system, where with the block system the school can focus more on implementing P5 activities without disrupting intracurricular learning time. Muhammadiyah Ngadiwinatan Elementary School (SD Muhammadiyah Ngadiwinatan) chose the theme and dimensions based on the government's P5 development guidelines (Anindito, 2022). Educational units select themes and dimensions based on school conditions and needs, and school time allocation can be based on several options, such as daily, weekly, or block systems. SD Muhammadiyah Ngadiwinatan uses a block system for time allocation. This block system allows schools to adjust to the government's designated timeframe without disrupting other learning activities. The development of the P5 module at SD Muhammadiyah Ngadiwinatan, as found by researchers, involves determining the theme, objectives, and implementation of P5. The module development carried out by SD Muhammadiyah Ngadiwinatan aligns with government guidelines, which state that the development of

the P5 module begins with determining the theme and topic, timeframe, materials and tools, steps, and how to supervise the project (Anindito, 2022).

Organizational Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Ngadiwinatan Elementary School

Organizational activities relate to the empowerment of human and non-human resources within the school to support the P5 program activities. Muhammadiyah Ngadiwinatan Elementary School, in this organizational activity, empowered a facilitator team, involving all teachers with expertise. Although not all teachers were on the team, Muhammadiyah Ngadiwinatan Elementary School did not restrict any teacher's participation in the P5 program activities. The organizational practices implemented by Muhammadiyah Ngadiwinatan Elementary School align with Terry's theory (Aisyah et al., 2020), which states that organizing is the process of employing two or more people to work together in a structured manner to achieve a specific goal or goals. Muhammadiyah Ngadiwinatan Elementary School also collaborates with parents of students for the smooth running of P5 activities, this is in line with the P5 development guidelines released by the Ministry of Education, Culture, Research and Technology that P5 program activities require cooperation from both teachers and parents of students (Anindito, 2022).

P5 Implementation Stage at Muhammadiyah Ngadiwinatan Elementary School

Implementation is the stage that occurs after the planning stage is completed. In this stage, teachers implement the plans developed during the planning stage. The implementation stage at Muhammadiyah Ngadiwinatan Elementary School follows the guidelines issued by the Ministry of Education, Culture, Research, and Technology. During the implementation stage, the facilitator team and class teachers provide tools and materials, gather students, and conduct socialization, contextualization, action, and contextualization. Socialization activities at Muhammadiyah Ngadiwinatan Elementary School are conducted by the facilitator team and class teachers. This socialization is the first activity in implementation, where the facilitator team provides students with an understanding of the P5 program. The facilitator team and class teachers provide students with an understanding of the entrepreneurship theme, the topic of making bakpia (bakpia), the topic of local wisdom, the topic of making batik, the project steps, and the objectives of the P5 program. Researchers found that Muhammadiyah Ngadiwinatan Elementary School collaborated with local parents during its implementation. This aligns with the theory from the Education and Culture Ministry (Pusmendik) (2021) that schools have the opportunity to collaborate with all stakeholders, including parents, to ensure the success of the P5 program.

P5 Supervision/Evaluation Stage at Muhammadiyah Ngadiwinatan Elementary School

Supervision of P5 activities serves to ensure that activities are implemented in accordance with the objectives and principles of P5. At Muhammadiyah Ngadiwinatan Elementary School and Muhammadiyah Kleco Elementary School, supervision is carried out by school supervisors or P5 facilitators, whose duties include monitoring and evaluating the overall P5 activities. At Muhammadiyah Ngadiwinatan Elementary School, supervision is carried out in stages, starting with teachers, the facilitator team, and the principal. Teachers document activities for evaluation purposes. The facilitator team monitors student activities and facilitates communication with students working on projects. The principal provides guidance to teachers and the facilitator team to remain optimistic in implementing quality P5 program activities. Furthermore, P5 supervision is conducted by observing students as they work on P5 activities. P5 supervision is conducted by referring to the assessment rubric formulated by the school and contained in the P5 module. P5 supervision ensures that students develop competencies and character traits consistent with the Pancasila student profile, while also monitoring and improving the overall quality of education (Nurwidya et al., 2023).

Project Management for Strengthening the Pancasila Student Profile (P5) at Muhammadiyah Kleco Elementary School

Planning for the Pancasila Student Profile (P5) at Muhammadiyah Kleco Elementary School

Based on the presentation of several indicators for the project planning for strengthening the Pancasila student profile at Muhammadiyah Kleco Elementary School, the P5 planning activities were developed based on a guidebook released by the Ministry of Education, Culture, Research, and Technology. These activities included forming a facilitator team, identifying school readiness, determining the theme, dimensions, and time allocation for P5, developing modules, and designing a reporting strategy. The planning activities at Muhammadiyah Kleco Elementary School were carried out almost identically to those at Muhammadiyah Ngadiwinatan Elementary School. The first step in the planning process was to form a P5 facilitator team. This team formation activity was the first step in the planning process, where Muhammadiyah Kleco Elementary School recruited teachers from various fields of expertise and experts from outside the school. This aligns with the P5 development guidelines released by the Ministry of Education, Culture, Research, and Technology, which state that all teachers within the school must be involved in forming the P5 facilitator team. If necessary, parents and relevant experts should be involved (Anindito, 2022). The involvement of all teachers facilitates collaboration and facilitates task execution. The team will be responsible for planning and evaluation. This is supported by research (Wahidah et al., 2023), which states that the facilitator team is responsible for P5 activities, from planning to evaluation. The number of facilitators can be adjusted to suit the conditions and needs of the educational unit. The head of the educational unit, along with the facilitator team, reflects on and determines the level of readiness of the educational unit (Arni & Laksana, 2024).

To identify school readiness for P5 activities, each educational unit must provide an understanding of the P5 program to all teachers. Muhammadiyah Kleco Elementary School, in its school readiness identification activities, conducted several preparations, such as understanding the P5 concept, where the school provided space and opportunities for teachers to participate in training and seminars on P5, both organized by the Ministry of Education, Culture, Research, and Technology and the local education office (Anindito, 2022). This activity is supported by research conducted by (Wayan Suastra et al., 2023) that in school readiness identification activities, educational units mastered the understanding of P5 so that schools had provisions in implementing P5 activities. Understanding the P5 concept was carried out so that schools fully understood the planning and evaluation of P5 program activities.

The activity determines the theme, dimensions, and time allocation for P5. The theme for Muhammadiyah Kleco Elementary School was determined based on an evaluation of educational report cards, thus choosing a sustainable lifestyle theme with the topic of making healthy food and a local wisdom theme with the topic of making batik. The selection of themes based on the report card evaluation represents the P5 development guidelines, which allow schools to adapt to their conditions and needs in determining P5 themes (Anindito, 2022). Themes can be based on report card results or cultural wisdom. The dimensions of the sustainable lifestyle theme, the topic of making or recognizing healthy food, are having morals towards God Almighty, critical thinking, independence, creativity, and innovation. The focus of the dimensions of the local wisdom theme, the topic of making batik, is independence, mutual cooperation, creativity, and innovation. The time allocation used is the same as Muhammadiyah Ngadiwinatan Elementary School, where Muhammadiyah Kleco Elementary School uses a block system. The use of this block system allows schools to adjust to the time set by the government so as not to disrupt other learning times. The development of the P5 module at Muhammadiyah Kleco Elementary School involved determining the theme or explaining the theme, mapping the implementation timeline, determining the objectives to be achieved, mapping the dimensions of the activity focus, and the steps for implementation and assessment. The development of the modules conducted by both schools complies with government guidelines, which require the development of a P5 module to begin with determining the theme and topic, timeframe, materials and tools, and steps, including project supervision (Anindito, 2022).

Organizational Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Kleco Elementary School

Organizational phase relates to the empowerment of human and non-human resources within the school to support the P5 program activities. Muhammadiyah Kleco Elementary School utilized this organizational process by empowering a team of facilitators. Furthermore, the organization process at Muhammadiyah Kleco Elementary School involved assigning tasks to teachers. This activity was carried out so that P5 activities could be carried out easily and teachers would not be confused about their duties and functions during the activity, this is in accordance with the P5 development guide released by the Ministry of Education, Culture, Research and Technology and confirmed by Triarsuci et al (2024) in their research that the P5 program has various activities and expertise, so that schools implementing P5 must form teams, divide tasks among teachers and provide supporting facilities for the smooth running of activities.

Implementation Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Kleco Elementary School

Implementation is the stage carried out after the planning stage is completed. At this stage, teachers implement the plan developed in the planning stage. The implementation stage at Muhammadiyah Kleco Elementary School, similar to Muhammadiyah Ngadiwinatan Elementary School, involves introduction, contextualization, action, and reflection. During this introduction, the P5 facilitator team, formed during the planning phase, provides an introduction to the project. This introduction focuses on the theme, topic, dimensions, and objectives of the P5 activity. During this activity, all students targeted by the P5 activity, grades 1, 2, and 5, are gathered in a forum to provide an understanding. This is supported by research by Athifah Muzharifah et al. (2023), which found that P5 activities are student-focused. Therefore, student involvement is crucial for their understanding. This introduction provides students with the initial tools to take action in creating a healthy food project. Although the target audience for this activity is the students, the facilitator team and class teachers always accompany the students from project development to completion.

Supervision/Evaluation Stage of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Kleco Elementary School

Supervision in P5 activities serves to ensure that the activities are implemented in accordance with the objectives and principles of P5. At Muhammadiyah Kleco Elementary School, supervision activities are carried out by the school supervisor or P5 facilitator, whose task is to monitor and evaluate the P5 activities as a whole. Supervision activities at Muhammadiyah Kleco Elementary School are conducted using observation, documentation, and assessment methods. Assessments are conducted based on the indicators contained in the P5 module, which are based on observations of the project. Supervision activities include evaluations. The evaluation conducted by Muhammadiyah Kleco Elementary School, as found, uses an assessment rubric containing specific indicators to assess each aspect of Pancasila student competency and profile to be achieved in the project. Furthermore, P5 supervision at Muhammadiyah Kleco Elementary School is conducted through observations both during and after the project is completed, or using summative and formative evaluations developed in accordance with guidelines released by the Ministry of Education, Culture, Research, and Technology (Anindito, 2022). This supervision is reinforced by Musa et al. (2023) who stated that the facilitator team evaluates student and teacher performance in implementing P5. They evaluate student progress in applying Pancasila values and identify areas that need improvement.

Conclusion

The Program Management of the Pancasila Student Profile Strengthening Project (P5) at Muhammadiyah Ngadiwinatan Elementary School and Muhammadiyah Kleco Elementary School can be concluded as follows:

Muhammadiyah Ngadiwinatan Elementary School

P5 planning at Muhammadiyah Ngadiwinatan Elementary School was carried out based on the guidebook released by the Ministry of Education, Culture, Research, and Technology. This included the principal forming a P5 facilitator team involving all subject teachers; identifying school readiness by providing understanding to teachers; teachers and the facilitator team designing themes and dimensions taking into account school characteristics and allocating time using a block system; developing modules by determining themes, dimensions, objectives, timelines, and implementation procedures; and teachers and the facilitator team designing a reporting strategy.

The organization of P5 at Muhammadiyah Ngadiwinatan Elementary School involved empowering the facilitator team. This empowerment involved all class teachers and those with expertise. Muhammadiyah Ngadiwinatan Elementary School did not limit the number of teachers willing to participate in P5 activities in its organizational activities. Muhammadiyah Ngadiwinatan Elementary School collaborates with parents during organizational activities to ensure the smooth running of P5 activities.

Implementation of P5 at Muhammadiyah Ngadiwinatan Elementary School includes providing tools and materials, gathering students, conducting outreach, contextualizing, conducting activities or creating projects, and reflecting.

Supervision of P5 at Muhammadiyah Ngadiwinatan Elementary School is carried out in stages, starting with teachers, the facilitator team, and the principal. Class teachers document the activities for evaluation. The facilitator team monitors student activities and facilitates communication with students working on projects. The principal provides guidance to teachers and the facilitator team to remain optimistic in implementing quality P5 activities. Furthermore, P5 supervision is conducted through observation of students as they work on P5 activities. P5 supervision is conducted using the assessment rubric formulated by the school and included in the P5 module.

Muhammadiyah Kleco Elementary School

The P5 planning at Muhammadiyah Kleco Elementary School is similar to that at Muhammadiyah Ngadiwinatan Elementary School. It is based on the guidebook released by the Ministry of Education, Culture, Research, and Technology. This includes the principal forming a P5 facilitator team, prioritizing teachers who understand P5; identifying school readiness by involving teachers in workshops; determining themes and dimensions based on school report card evaluations; and allocating time using a block system; developing modules by defining themes, dimensions, objectives, implementation, and assessment; and designing a reporting strategy through observation, monitoring, and assessment.

The P5 organization at Muhammadiyah Kleco Elementary School involves empowering the facilitator team. This organization also involves dividing tasks among teachers. These activities facilitate the school's effective and efficient implementation of P5 activities.

The implementation of P5 at Muhammadiyah Kleco Elementary School includes socialization, contextualization, action or project development, and reflection. The implementation of P5 at Muhammadiyah Kleco Elementary School is guided and mentored by a team of facilitators and class teachers.

P5 supervision at Muhammadiyah Kleco Elementary School is conducted through monitoring, observation, documentation, and assessment. Assessment is conducted based on the indicators contained in the P5 module, which are based on observations of the project. Monitoring includes evaluation. The evaluation conducted at Muhammadiyah Kleco Elementary School, as previously discovered, utilizes an assessment rubric containing specific indicators to assess each aspect of Pancasila student competency and profile aimed at achieving the project. Furthermore, P5 supervision at Muhammadiyah Kleco Elementary School utilizes observations both during and after the project is completed, as well as summative and formative evaluations developed in accordance with guidelines issued by the Ministry of Education, Culture, Research, and Technology.

Acknowledgment

The researcher would like to express his gratitude to the principals of Muhammadiyah Ngadiwinatan Elementary School and Muhammadiyah Kleco Elementary School, the curriculum vice principal and teachers for the information provided in facilitating this research.

References

- Aditya, M. C. P. (2023). Penerapan P5: Kolaborasi Pelajaran Ilmu Sosial Ekonomi Sains Dan Seni Budaya Pada Kurikulum Merdeka. *Academy of Education Journal*, 14(2), 649–666. <https://doi.org/10.47200/aoej.v14i2.1851>.
- Afriatmei, F., Makki, M., & Jiwandono, I. S. (2023). Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila Pada Tema Kearifan Lokal di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(3), 1286–1292. <https://doi.org/10.31949/educatio.v9i3.5289>.
- Ahmad, R., & Pratama, A. (2021). Faktor Manajemen Profesional:Perencanaan, Pengorganisasian, Dan Pengendalian (Suatu Kajian Studi Literatur Manajemen Sumberdaya Manusia). *Jurnal Ilmu Manajemen Terapan*, 2(5), 699–709. <https://doi.org/10.31933/jimt.v2i5.594>.
- Aisyah, S. A., Damopolii, M., & Mania, S. (2020). Pengaruh Manajemen Terhadap Akreditasi Madrasah Tsanawiyah Se-Kecamatan Tellusiattinge Kabupaten Bone. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 6(2), 57–72. <https://doi.org/10.19109/elidare.v6i2.6838>.
- Amelia, L., Khoirunnisa, R., & Putri, S. K. (2024). Problematika Implementasi Proyek P5 di Sekolah Dasar. *Jurnal Pendidikan Tambusi*, 8(2018), 1469–1475. <https://doi.org/https://doi.org/10.31004/jptam.v8i1.12595>.
- Anindito, A. (2022). *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Panduan.
- Arni, Y., & Laksana, R. B. (2024). Pelatihan Penguatan Profil Pancasila Sebagai Upaya untuk Meningkatkan Kompetensi dan Karakter Siswa SD Sesuai dengan Nilai-Nilai Pancasila Yusni. *Jurnal Pendidikan Dan Pengabdian Masyarakat Volume*, 4, 19–27. <https://doi.org/https://doi.org/10.51178/cok.v4i1.1917>.
- Athifah Muzharifah, Irfa Ma'alina, Puji Istianah, & Yusmandita Nafa Lutfiah. (2023). Persepsi Guru Terhadap Implementasi Kurikulum Merdeka di Madrasah Ibtidaiyah Walisongo Kranji 01 Kedungwuni. *Concept: Journal of Social Humanities and Education*, 2(2), 161–184. <https://doi.org/10.55606/concept.v2i2.306>.

- Bakhtiar, A., Nugraha, A., Suliantoro, H., & Pujotomo, D. (2023). The effect of quality management system (ISO 9001) on operational performance of various organizations in Indonesia. *Cogent Business and Management*, 10(2), 1–12. <https://doi.org/10.1080/23311975.2023.2203304>.
- Creswell, J. W. (2013). *RESEARCH DESIGN: Pendekatan Kualitatif, Kuantitatif, dan Mixed* (E. Ketiga (ed.)). PUSTAKA PELAJAR.
- Desrianti, & Yuliana Nelisma. (2022). Implementasi Kurikulum Merdeka Belajar Perpektif Manajemen Pendidikan Islam. *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 4(2), 158–172. <https://doi.org/10.54396/alfahim.v4i2.309>.
- Efrina, L., & Warisno, A. (2021). Meningkatkan Mutu Melalui Implementasi Manajemen. *Jurnal Pendidikan Dan Konseling (JPDK)*, 3(2), 214–219. <https://doi.org/https://doi.org/10.31004/jpdk.v3i2.7776>.
- Evan, J., Supratman, L. P., Si, M., Aprianti, A., I, S., & I, M. (2017). *Pola Komunikasi Pada Komunitas Hammers Bandung Pattern Of Communication Hammers Bandung Community*. 4(3), 3102–3112.
- Hasan, H. (2022). Pelaksanaan Manajemen Supervisi Pendidikan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Ilmiah Promis*, 3(September), 1–48. <https://doi.org/https://doi.org/10.58410/promis.v3i1.548>.
- Imron, M. (2022). PENERAPAN MANAJEMEN SYARIAH PADA KOPONTREN AN-NAWAWI. Nusantara: *Jurnal Ilmu Pengetahuan Sosial*, 9(4), 1483–1490. <https://doi.org/http://dx.doi.org/10.31604/jips.v10i2.2023.721-735>.
- Iswandi, A. (2021). Analisis Pengelolaan Manajemen Sumber Daya Manusia (Sdm) Dalam Upaya Meningkatkan Kinerja Dan Motivasi Melalui Reward System (Artikel Studi Manajemen Sumber Daya Manusia). *Jurnal Ilmu Hukum, Humaniora Dan Politik*, 1(3), 280–288. <https://doi.org/10.38035/jihhp.v1i3.683>.
- Manalu, J. B., Sitohang, P., Heriwati, N., & Turnip, H. (2022). Prosiding Pendidikan Dasar Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *Mahesa Centre Research*, 1(1), 80–86. <https://doi.org/10.34007/ppd.v1i1.174>.
- Marjohan, & Afniyanti, R. (2018). Penerapan Nilai Pendidikan Karakter Peduli Lingkungan Di Kelas Tinggi Sekolah Dasar Marjohan 1 , Ria Afniyanti 2 1,2). *Jurnal Gentala Pendidikan Dasar*, 3(1), 111–126. <https://doi.org/https://doi.org/10.22437/gentala.v3i1.6767>.
- Musa, A., Dzakiyyuddin, M., & Ali Nurzen Amin, A. (2023). Pembelajaran Berdiferensiasi Sebagai Modul Ajar Projek Penguatan Profil Pelajar Pancasila Pada Smk. *Manajemen Pendidikan*, 18(2), 99–113. <https://doi.org/10.23917/jmp.v18i2.23284>.
- Nafi'ah, K. (2023). Manajemen Kurikulum Merdeka Belajar dalam Penguatan Profil Pelajar Pancasila di MIN 1 Banyumas. *Jurnal Kependidikan*, 11(1), 47–60. <https://doi.org/10.24090/jk.v11i1.7901>.
- Ningsih, D. R., Bakhri, S., Penguatan, P., & Pelajar, P. (2024). Implementasi Proyek Penguatan Profil Pelajar Pancasila Sebagai Upaya Meningkatkan Karakter Peserta Didik di MIT Nurul Islam Ringinwok. *Jurnal Pendidikan Modern*, 09, 61–71. <https://doi.org/https://doi.org/10.37471/jpm.v9i2.823>.

- Nurwidya, R., Widiyanti, & Nurjannah, N. (2023). Implementasi Kurikulum Merdeka melalui Strategi Meningkatkan Budaya Kerja Siswa di SMK Negeri 2 Boyolangu. *Belantika Pendidikan*, 6(November), 1–8. <https://doi.org/https://doi.org/10.47213/bp.v6i2.200>.
- P D Pravitasari, HMahfud, S. (2023). Implementasi proyek penguatan profil pelajar pancasila (P5) di sekolah dasar. *Jurnal Ilmiah Pendidikan*, 11(449), 1–6. <https://doi.org/https://doi.org/10.20961/ddi.v11i2.75773>.
- Pelawi, J. T., Idris, & Is, M. F. (2021). Undang Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional dalam Upaya Pencegahan Pernikahan Dini (di Bawah Umur). *Jurnal Education and Development*, 9(2), 562–566. <https://journal.ipts.ac.id/index.php/ED/article/view/2792>.
- Pidianti, A., Husna, A., & Hasibuan, N. H. (2024). *Ethnopyramid Terintegrasi Rumah Adat Limas Potong Batam Sebagai Pendukung Literasi Numerasi Siswa Berbasis Android*. 12(1), 89–106. <https://doi.org/http://dx.doi.org/10.25139/smj.v12.i1.7663>.
- Pusmendik. (2021). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila. *Kementerian Pendidikan Dan Kebudayaan*, 1–108.
- Puspitasari, N. (2020). Analisis Proses Pembelajaran Dalam Jaringan Masa Pandemi Covid 19 Pada Guru Sd Negeri Dukuhwaru 01. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 11(2), 170–186. <https://doi.org/10.31942/mgs.v11i2.3943>.
- Rahayu, W. A., Setiawati, M., & Ikhwan. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5): Kearifan Lokal Di SMP Negeri 4 Kubung Kabupaten Solok. *Student Scientific Creativity Journal (SSCJ)*, 1(5), 337–346. <https://doi.org/https://doi.org/10.55606/sscj-amik.v1i5.2083>.
- Rasyiid, R. A. A., Perbawasari, S., & Syuderajat, F. (2019). Pengelolaan Akun Instagram @Shiftmedia.id oleh Kelompok Shift Pemuda Hijrah di Kota Bandung. *PETANDA: Jurnal Ilmu Komunikasi Dan Humaniora*, 2(1), 36–45. <https://doi.org/10.32509/jhm.v2i1.988>.
- Sartika, B., Litik, Y., Argarini, D. F., & Utomo, I. B. (2023). Eksplorasi Etnomatematika Pada Artefak Peninggalan Sejarah Di Kota Ntt. *Jurnal Ilmiah Matematika Realistik (JI-MR)*, 4(1), 79. <https://doi.org/https://doi.org/10.33365/ji-mr.v4i1.2668>.
- Setiawan, I., Ariani, W., Inayah, N., Razip, M. K., Alanggi, G., Hakim, M., & Mataram, U. M. (2023). *Aktualisasi Project Profil Pelajar Pancasila pada Sekolah Penggerak*. 6(4), 286–291. <https://doi.org/https://doi.org/10.31764/pendekar.v6i4.19233>.
- Setyaning Utami. (2021). Strategi Pembelajaran Tematik Terpadu Berbasis Muatan Heuristic Dalam Membentuk Kompetensi Siswa Di Mi Plus Walisongo Trenggalek. *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)*, 1(1), 01–11. <https://doi.org/10.55606/jurdikbud.v1i1.314>.
- Sonya Sinyanyuri, Edwita, G. Y. (2023). PELUANG DAN TANTANGAN IMPLEMENTASI PROJECT PENGUATAN PROFIL PELAJAR PANCASILA (P5) DI TINGKAT SEKOLAH DASAR: BEST PRACTICE. *Jurnal Ilmiah Pendidikan*, 08(2), 1104–1116. <https://doi.org/https://doi.org/10.23969/jp.v8i3.10776>.
- Suriani, N., Risnita, & Jailani, M. S. (2023). Konsep Populasi dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan. *Jurnal IHSAN: Jurnal Pendidikan Islam*, 1(2), 24–36. <https://doi.org/10.61104/ihsan.v1i2.55>.
- Triarsuci, D., Qodri, H. T. A., Rayhan, S. A., & Marini, A. (2024). Manajemen Sumber Daya Manusia dalam Pengelolaan Infrastruktur Sekolah Dasar: Tantangan dan Solusi. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 15. <https://doi.org/10.47134/pgsd.v1i3.551>.

- Wahidah, N., Zubair, M., Fauzan, A., & Alqodri, B. (2023). Implementasi Profil Pelajar Pancasila di SMP Negeri 1 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 696–703. <https://doi.org/10.29303/jipp.v8i1b.1287>.
- Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910. <https://doi.org/https://doi.org/10.31004/jptam.v7i1.6187>.
- Wayan Suastra, I., Kunci, K., Kasus, S., & Penguatan Profil Pelajar Pancasila, P. (2023). Projek P5 sebagai Penerapan Diferensiasi Pembelajaran dalam Kurikulum Merdeka: Literature Review Studi Kasus Implementasi P5 di Sekolah. *Empiricism Journal*, 4(2), 515–525. <https://doi.org/https://doi.org/10.36312/ej.v4i2.1651>.
- Wulansari, S. (2023). Pengembangan Projek Penguatan Profil Pelajar Pancasila Berbasis Budaya Islam pada Dimensi Bernalar Kritis untuk Usia 5-6 Tahun di TK Islam Hidayatullah Semarang. *Jurnal Ilmu Kependidikan*, 3, 519–528. <https://doi.org/10.47709/educendikia.v3i03.3304>.
- Yuliastuti, S., Ansori, I., & Fathurrahman, M. (2022). Pelaksanaan Projek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas 4 SD Labschool UNNES Kota Semarang. *Lembaran Ilmu Kependidikan* <Http://Journal.Unnes.Ac.Id/Nju/Index.Php/LIK>, 51(2), 76–87. <https://doi.org/https://doi.org/10.15294/lik.v51i2.40807>.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).