Strategic Management of The Pancasila Student Profile Strengthening Project (P5) at SMPN 4 Gerung

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Abstract: The Pancasila Student Profile Strengthening Project (P5) is part of the Independent Curriculum (Curriculum Merdeka), designed to shape student character through project-based learning. Its successful implementation is heavily influenced by the school's managerial strategies. This study aims to describe the strategic management of P5 at SMP Negeri 4 Gerung, focusing on the planning, implementation, and evaluation stages. The research employed a qualitative case study approach, with data collection techniques including interviews, observation, and documentation. Informants included the Vice Principal for Curriculum, the P5 Coordinators of grades VII and VIII, and students in grades VII and VIII. The results indicate that strategic planning was carried out collaboratively, adapting themes to student characteristics and the local context. Project implementation took place during specific hours through activities such as eco-briking, election simulations, and local culinary preparation. Evaluation was conducted through student reflection and internal meetings, although not yet optimal. The conclusions of this study confirm that strategic management plays a crucial role in supporting P5 implementation, but further strengthening of teacher training, module development, and evaluation systems is needed to ensure program implementation is more effective and sustainable.

Keywords: Strategic Management, P5 Project, Independent Curriculum

Abstrak: Proyek Penguatan Profil Pelajar Pancasila (P5) merupakan bagian dari Kurikulum Merdeka yang dirancang untuk membentuk karakter peserta didik melalui pembelajaran berbasis proyek. Keberhasilan pelaksanaannya sangat dipengaruhi oleh strategi manajerial yang diterapkan sekolah. Penelitian ini bertujuan mendeskripsikan manajemen strategik P5 di SMP Negeri 4 Gerung, yang mencakup tahapan perencanaan, pelaksanaan, dan evaluasi. Penelitian menggunakan pendekatan kualitatif jenis studi kasus, dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Informan terdiri dari Wakil Kepala Sekolah Bidang Kurikulum, Koordinator P5 kelas VII dan VIII, serta siswa kelas VII dan VIII. Hasil penelitian menunjukkan bahwa perencanaan strategik dilakukan secara kolaboratif dengan menyesuaikan tema terhadap karakteristik siswa dan konteks lokal. Pelaksanaan proyek dilakukan pada jam khusus melalui kegiatan seperti ecobrik, simulasi pemilu, dan pengolahan kuliner lokal. Evaluasi dilaksanakan melalui refleksi siswa dan rapat internal, meskipun belum berjalan secara optimal. Simpulan dari penelitian ini menegaskan bahwa manajemen strategik berperan penting dalam mendukung implementasi P5, namun masih diperlukan penguatan dalam pelatihan guru, penyusunan modul, dan sistem evaluasi agar pelaksanaan program lebih efektif dan berkelanjutan.

Kata Kunci: Manajemen Strategik, Proyek P5, Kurikulum Merdeka.

Introduction

Education plays a crucial role in shaping the character and competencies of the younger generation, enabling them to face the challenges of the times. As part of its efforts to achieve a more adaptive and relevant educational transformation, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, introduced the Independent Curriculum (Kurikulum Merdeka) as an improvement on previous learning policies. This curriculum provides educational units with the flexibility to tailor learning to students' potential, needs, and local contexts (Kemendikbudristek, 2023). This emphasis on flexibility requires schools to develop adaptive plans, including time allocation, project themes, and resource allocation, to ensure learning is relevant to student needs and local

characteristics. Therefore, this policy serves as a strategic foundation for integrating curriculum objectives with character-building programs such as P5.

One of the main components of the Independent Curriculum is the Pancasila Student Profile Strengthening Project (P5). This program is a project-based learning activity designed to instill Pancasila values in students' real-life situations. P5 aims to shape Indonesian students with six core character dimensions: faith and devotion to God Almighty, independence, critical thinking, creativity, mutual cooperation, and global diversity (Ministry of Education, Culture, Research, and Technology, 2022).

In its implementation, P5 requires planned and collaborative management. Schools need to adapt activities to student characteristics, manage implementation time effectively, and ensure the availability of supporting resources and facilities. Several studies indicate that teachers still need guidance in developing teaching modules and systematic and sustainable project implementation strategies (Pratama & Febriani, 2024). This situation indicates that managing P5 implementation remains a challenge that requires appropriate strategies.

One approach that can be applied to support the effectiveness of P5 implementation is strategic management, a process that encompasses planning, implementation, and evaluation carried out in a directed and systematic manner. (Wheelen & Hunger, 2018) states that strategic management helps organizations, including educational institutions, formulate policies and decisions based on an analysis of the internal and external environment. In the educational context, the application of strategic management enables schools to manage resources more efficiently, adapt implementation steps to actual needs, and conduct ongoing evaluations.

Studies on the implementation of P5 from a strategic management perspective are still relatively limited, particularly those that comprehensively describe school-level practices. Therefore, an in-depth analysis is needed to reveal how educational units conduct the planning, implementation, and evaluation processes in implementing this program. This approach will not only help schools improve the quality of P5 implementation but can also serve as a practical reference for other educational units facing similar challenges.

Based on this background, the problem raised in this study is how the implementation of strategic management in the Pancasila Student Profile Strengthening Project program is carried out by schools, particularly in the planning, implementation, and evaluation stages. The purpose of this study is to describe the application of strategic management in the implementation of P5 at SMP Negeri 4 Gerung, so that it can provide practical and academic contributions in developing the implementation of a character-based curriculum at the educational unit level.

Method

This study uses a qualitative approach with a case study method. This approach was chosen to obtain a deep and comprehensive understanding of the application of strategic management in the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 4 Gerung. Informants were determined purposively based on their involvement and understanding of the program being studied. Informants in this study include: (1) Vice Principal for Curriculum, (2) P5 Coordinator for class VII, (3) P5 Coordinator for class VIII, and (4) two students, one each from class VII and VIII. Data collection was carried out through three techniques: in-depth interviews, limited observation, and documentation.

Interviews were conducted directly with informants, observations were used to observe the implementation of P5 in the classroom and school environment, while documentation was used to obtain written data, such as planning documents, activity photos, and student project results. The data analysis technique in this study refers to the stages described by Miles and Huberman in (Sugiyono, 2020), namely: (1) Data collection (2) Reduction (3) Data presentation (4) drawing conclusions.

Result and Discussion

This study aims to explore strategic management in the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 4 Gerung. The analysis focuses on three main strategic domains: planning, implementation, and evaluation. These domains function as an integrated strategic management cycle, ensuring that the project's objectives—developing students' character and competencies in line with Pancasila values—are systematically pursued.

1. Strategic Planning

The strategic planning of P5 at SMP Negeri 4 Gerung is carried out collaboratively between P5 coordinators and facilitators, involving several stages to ensure that the program responds to local needs and is feasible within available resources. Coordination meetings, typically held at the beginning of the academic year, serve as the main forum for determining the annual project themes. These meetings involve class coordinators, selected facilitators, and occasionally the vice principal for curriculum affairs. Each participant contributes insights from previous experiences, observations of students' learning needs, and the socio-cultural context of the community. Theme selection is not arbitrary; rather, it follows a reflective discussion on how each potential theme aligns with the competencies targeted in the P5 framework. For example, Grade 7 adopted themes such as *Sustainable Lifestyle* and *Local Wisdom* to strengthen environmental awareness and cultural identity, while Grade 8 selected *Democracy* to foster civic engagement skills. The decision-making process considers local context such as the village's tourism potential and existing environmental challenges thereby ensuring thematic relevance.

This practice aligns with Bryson's (2018) view that flexibility in strategic educational management is essential for adapting to both internal and external dynamics. However, the absence of government-issued technical guidelines and standardized project modules remains a significant challenge. Teachers and facilitators must independently design teaching materials, often relying on peer discussions and online resources. This situation reflects Erviana et al.'s (2024) finding that teachers in many schools struggle to prepare project modules without adequate institutional support. Sulistiyaningrum & Fathurrahman (2023) emphasize that selecting project themes grounded in students' lived experiences increases engagement and learning outcomes. At SMP Negeri 4 Gerung, this has been evident in students' enthusiastic participation in environmentally focused and culturally relevant projects. Nonetheless, studies by Brilyan et al. (2025) caution that without formal training and consistent resource allocation, disparities in project quality between classes are inevitable. From a strategic management perspective, this school's approach resembles an *emergent strategy* model (Wheelen & Hunger, 2018), which, while responsive, requires institutional reinforcement to ensure long-term sustainability.

2. Strategic Implementation

The implementation of P5 is integrated into special project periods within the school timetable, adopting a project-based learning (PjBL) model. The process begins with preparatory activities, including the creation of lesson outlines, procurement of materials, and coordination among facilitators. Once the project is underway, students engage in hands-on activities such as making ecobricks from plastic waste, producing handicrafts from recycled materials, simulating election processes, and preparing traditional Sasak cuisine. These activities are designed not only to meet competency targets but also to instill teamwork, creativity, and environmental stewardship. Teacher facilitation plays a pivotal role in sustaining momentum, especially when technical or logistical obstacles arise. For instance, limited availability of recyclable materials prompted facilitators to collaborate with the local community, thereby integrating community engagement into the project's scope.

According to Hitt et al. (2020), effective implementation requires structural alignment between goals, resources, and support systems. At SMP Negeri 4 Gerung, the lack of dedicated funding and technological infrastructure presents a challenge; however, teacher innovation and cross-collaboration between classes have mitigated these constraints to some extent. Rivai et al. (2023) note that such adaptive measures are commendable but should be complemented with systemic support for sustainability. The activities also reflect the core principles of PjBL in the Independent Curriculum, which emphasize authentic problem-solving, collaboration, and the creation of learning artifacts (Anggraini, 2025). Internationally, studies on PjBL have shown that integrating digital tools can significantly boost student motivation and autonomy (Multazam, 2023). While technology use in SMP Negeri 4 Gerung is still minimal due to resource constraints, the potential for enriching projects through multimedia documentation, online collaboration platforms, and digital presentations remains untapped. Enhancing implementation through such measures could elevate both student engagement and the visibility of project outcomes beyond the school community.

3. Strategic Evaluation

Evaluation at SMP Negeri 4 Gerung adopts a reflective, participatory approach that involves multiple stakeholders. Facilitators and class coordinators conduct both formative and summative evaluations. Formative evaluation occurs continuously during the project cycle through classroom observations, informal teacher–student dialogues, and interim reflections. Summative evaluation takes place at the end of the project, involving formal meetings where student work is presented, assessed, and discussed. Although the school lacks standardized evaluation tools from the Ministry of Education, it has developed its own qualitative assessment criteria, focusing on creativity, teamwork, problem-solving skills, and the relevance of the final product to the chosen theme. This aligns with Kaplan & Norton's (2016) assertion that strategic planning should include measurable objectives and structured evaluation methods.

Pratama & Febriani (2024) highlight that many schools face time constraints that limit comprehensive evaluation. SMP Negeri 4 Gerung addresses this by integrating evaluation into the teaching process itself, ensuring that feedback is immediate and actionable. Furthermore, student participation in reflective sessions fosters a sense of

ownership over their learning journey, consistent with best practices in formative assessment literature.

Moving forward, the evaluation process could be enhanced by developing thematic rubrics aligned with P5 competencies, documenting best practices systematically, and incorporating feedback into subsequent planning cycles. In this way, evaluation serves not only as a measurement instrument but also as a continuous improvement mechanism that strengthens the school's overall strategic management capacity.

Conclusion

Based on the results of research on the strategic management of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 4 Gerung, it can be concluded that the implementation of the character education strategy through P5 was carried out systematically in three main stages: planning, implementation, and evaluation. Strategic planning was carried out through internal coordination among school stakeholders, taking into account the contextual P5 themes and available resources. This demonstrates a collective awareness of the importance of developing strategies based on the needs of educational units. Strategic implementation demonstrates the active involvement of teachers and students in projects that support character building, although there are still differences in the quality of implementation among facilitators due to limited training and technical references. Strategic evaluation has been implemented through process reflection and student attitude assessment, but has not been fully documented systematically and still requires strengthening with standardized evaluation instruments.

Overall, the findings of this study confirm that the successful implementation of P5 relies heavily on school initiative in managing strategies flexibly, collaboratively, and based on local needs. However, to ensure the program's sustainability and effectiveness, strengthening the support system requires facilitator training, standardized evaluation instruments, and proportional time allocation within the curriculum.

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