

Project Management for Strengthening the Profile of Pancasila Students at Madrasah Ibtidaiyah Level

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Abstract: *This study aims to analyze and describe the management of the Pancasila Student Profile Strengthening Project (Projek Penguatan Profil Pelajar Pancasila or P5) at MI Miftahul Akhlaqiyah, covering the stages of planning, organizing, implementation, and controlling. The research method used is a qualitative approach with a case study design. Data collection was conducted through in-depth interviews with the Head of Madrasah, P5 coordinators, and class teachers/facilitators, supported by observation and documentation study. Data analysis was performed descriptively by linking field findings with relevant management theories. The results indicate that P5 management in this madrasah operates strategically, adaptively, and process-oriented, in alignment with the madrasah's vision. The planning stage includes team formation, identification of institutional readiness level, time allocation design, theme determination, and project module development. Organizing is achieved by clearly dividing roles and responsibilities and providing necessary resources and funds for project sustainability. Implementation covers the stages of introduction, contextualization, action, reflection, and follow-up, demonstrating flexibility in resource utilization and contextual project diversity, proving practical learning. Controlling is executed at three levels, focusing on the successful execution of P5, analysis of emerging constraints, and emphasis on descriptive, process-based character assessment. This study's limitation is its specific focus on one educational unit, meaning the findings regarding the P5 adaptation model cannot be fully generalized to other madrasahs with different contexts and resources.*

Keywords: *Merdeka Curriculum, Management, Pancasila Student Profile Strengthening Project*

Introduction

The world of education in Indonesia is faced with great challenges in shaping young people who are not only academically intelligent, but also have character and are able to adapt to changing times.¹ The rapid

¹Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 Tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-

development of technology, characterized by the presence of the Industrial Revolution 4.0, artificial intelligence (AI), big data, and 5G connectivity, is changing the way individuals interact, learn, work, and communicate and making the world more connected and information more accessible anytime and anywhere. However, this easy access to information and communication is often misused, and has led to an increase in criminality cases such as fraud, data theft, illegal drug transactions, and the spread of hate speech and false information.²

The negative impact of technology also extends to the educational environment. Excessive use of technology can cause a phenomenon of moral degradation that significantly changes the behavior patterns of students.³ Moral degradation is characterized by a decline in the values of manners, ethics, and social responsibility that lead to the emergence of negative behaviors such as brawls, bullying, drug abuse, and lack of respect for teachers and others.⁴ JPPI research data shows that cases of violence in schools have increased significantly from year to year.⁵ Various youth social problems in Indonesia such as brawls between students,⁶ or in the case of bullying that occurred at Binus Serpong,⁷ SDN Jayamukti Subang,⁸ dan SD

2024," Pub. L. No. 22 (2020), <https://peraturan.bpk.go.id/Details/163750/permendikbud-no-22-tahun-2020>.

²Hidar Amaruddin, *Karakter, Nilai Karakter, Pendidikan Karakter: Urgensi, Terminologi, Teori, Analisis Dan Praktis*, Yogyakarta: Semesta Aksara, 2023.

³Keisya Rahma Ayu et al., "Dampak Media Sosial terhadap Dekadensi Moral di Kalangan Generasi Muda : Solusi Berbasis Nilai-Nilai Pancasila," *Garuda: Jurnal Pendidikan Kewarganegaraan dan Filsafat* 2, no. 4 (December 28, 2024): 185–94, <https://doi.org/10.59581/GARUDA.V2I4.4518>.

⁴Nasya'a Nadyah Aisyah and Nur Fitriatin, "Krisis Moral dan Etika di Kalangan Generasi Muda Indonesia dalam Perspektif Profesi Guru," *Jurnal Pendidikan dan Pembelajaran Indonesia* 5, no. 1 (2025): 329–37, <https://doi.org/https://doi.org/10.53299/jppi.v5i1.908>.

⁵Sania Mashabi and Mahar Prastiwi, "JPPI: Sepanjang Tahun 2024 Ada 293 Kasus Kekerasan di Sekolah," accessed January 4, 2025, <https://www.kompas.com/edu/read/2024/10/24/163509171/jppi-sepanjang-tahun-2024-ada-293-kasus-kekerasan-di-sekolah>.

⁶Rhama Purna Jati, "Tawuran Pelajar Terus Berulang dan Kian Meresahkan," accessed August 28, 2025, <https://www.kompas.id/artikel/tawuran-pelajar-yang-terus-berulang-dan-kian-meresahkan>.

⁷Yuliana Yuli et al., "Perundungan pada Sekolah Internasional: Sebuah Analisis Kasus Perundungan di Binus School Serpong," *Journal of Law, Education and Business* 2, no. 2 (September 30, 2024): 973–83, <https://doi.org/10.57235/JLEB.V2I2.2839>.

⁸Endra Kurniawan, "Kronologi Kasus Bullying Siswa SDN Jayamukti Subang yang Berujung Maut," accessed June 3, 2025, <https://www.tribunnews.com/regional/2024/11/28/kronologi-kasus-bullying-siswa-sdn-jayamukti-subang-yang-berujung-maut?page=1>.

Indigari Hulu Riau.⁹ In addition, drug abuse is also a serious issue, with most of the victims being teenagers aged 15-24.¹⁰

This phenomenon not only disrupts the quality of social relations within schools and communities, but also has the potential to cause greater conflict or unrest. The influence of globalization and technological advances, especially social media, has accelerated the change in behavior patterns with the influx of foreign values that are less in line with local norms and culture, so that the younger generation will lose their identity and sense of nationalism, and lead to the erosion of the values of national character and understanding of Pancasila.¹¹ These conditions indicate that efforts to dispel the negative impact of social media obtained by the younger generation have not been optimal, so the urgency on character building and supervision in the current educational environment requires substantive improvement.¹²

In response to this, the Merdeka Curriculum comes as a solution by emphasizing the strengthening of the Pancasila Student Profile as the main foundation in the learning process.¹³ Through a project-based learning approach, the independent curriculum aims not only to improve academic competence, but also to shape the overall character of students in accordance with the values of Pancasila.¹⁴ This policy places the Pancasila Student Profile Strengthening Project as one of the strategic programs to instill Pancasila values holistically in students.¹⁵ The Pancasila Learner Profile consists of six dimensions: faith, fear of God, and noble character, global

⁹Lia Hutasoit, "Siswa SD di Riau Tewas, KPAI Soroti Bullying yang Berulang," accessed June 3, 2025, <https://www.idntimes.com/news/indonesia/lia-hutasoit-1/siswa-sd-di-riau-tewas-kpai-soroti-bullying-yang-berulang>.

¹⁰Rumondang Naibaho, "Jumlah Pengguna Narkoba di RI Capai 3,3 Juta Orang, Perputaran Duit Rp 99 Triliun," accessed June 8, 2025, <https://news.detik.com/berita/d-7671969/jumlah-pengguna-narkoba-di-ri-capai-3-3-juta-orang-perputaran-duit-rp-99-t>.

¹¹Hilda Nur Alfiana and Fatma Ulfatun Najicha, "Krisis Identitas Nasional sebagai Tantangan Generasi Muda di Era Globalisasi," *Jurnal Pendidikan Kewarganegaraan* 9, no. 1 (July 20, 2022): 45–52, <https://doi.org/10.32493/JPKN.V9I1.Y2022.P45-52>.

¹²Umar Fathurrohman et al., "The Impact of Social Media on Generation Z Education in Indonesia," *Didaktika: Jurnal Kependidikan* 13, no. 001 Des (December 27, 2024): 1175–86, <https://doi.org/10.58230/27454312.1427>.

¹³Muhammad Yusuf Bachtiar, "Pelaksanaan Projek Profil Pelajar Pancasila di SMA Negeri 8 Semarang" (UIN Walisongo Semarang, 2023), https://eprints.walisongo.ac.id/id/eprint/23842/1/Skripsi_1903016101_M._Yusuf_Bachtiar_Lengkap.pdf.

¹⁴Zuliati Rohmah et al., "Schools' Support in the Implementation of the Emancipated Curriculum in Secondary Schools in Indonesia," *Cogent Education* 11, no. 1 (December 31, 2024), <https://doi.org/10.1080/2331186X.2023.2300182>.

¹⁵Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-2024.

diversity, mutual cooperation, independence, critical thinking, and creativity.¹⁶ The implementation of the Pancasila Student Profile is expected to produce a generation of students who are noble, high quality, able to compete at the national and international levels, able to work together, be independent, think critically, and have creativity that is ready to be developed.

Previous research by Fiqya Ainatul Latifa in 2023 on Character Education Management at MI Miftahul Akhlaqiyah Semarang City showed that character education has been integrated into the learning process, extracurricular activities, and acculturation and habituation.¹⁷ However, with the adoption of the Merdeka Curriculum, the focus of character strengthening is now more directed through the project of strengthening the profile of Pancasila students with an emphasis on project-based learning and real experience. Therefore, this study aims to examine the project management of strengthening the Pancasila student profile at MI Miftahul Akhlaqiyah as a continuation and development of previous character education management.

Some research on the implementation of P5 has been carried out, Syahrial Ayub, et al present the focus of research on the implementation of P5 as an effort to foster the entrepreneurial spirit,¹⁸ Khosiyatika in her research on the implementation of P5 in the Merdeka Curriculum,¹⁹ as well as the research journal by Yusuf Khoerul Rizal on the implementation of P5 in fostering local wisdom values.²⁰ Regarding these studies, the researcher sees a research gap. Existing studies only touch on one or two aspects of P5, such as entrepreneurship or local wisdom values. This research gap is the lack of studies that look at P5 management holistically, covering all important stages such as planning, organizing, implementing, and controlling. By examining the entire management cycle, a study can provide

¹⁶Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-2024.

¹⁷Fiqya Ainatul Latifa, "Manajemen Pendidikan Karakter," *Jawda: Journal of Islamic Education Management*, August 29, 2024, 100-118, <https://doi.org/10.21580/JAWDA.V5I1.2024.22866>.

¹⁸Syahrial Ayub et al., "Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) sebagai Upaya Menumbuhkan Jiwa Kewirausahaan," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1b (2023): 1001-6, <https://doi.org/10.29303/jipp.v8i1b.1373>.

¹⁹Khosiyatika and Erna Risfaula Kusumawati, "Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Kurikulum Merdeka di SD Muhammadiyah Plus Kota Salatiga," *ICIE: International Conference on Islamic Education* 3, no. 0 (July 20, 2023): 75-82, <https://proceeding.iainkudus.ac.id/index.php/ICIE/article/view/572>.

²⁰Yusuf Khoerul Rizal and Lutfi Nur, "Implementasi Program P5 dalam Menumbuhkan Nilai-Nilai Kearifan Lokal," *Jurnal Penelitian Pendidikan* 24, no. 2 (August 6, 2024): 227-37, <https://doi.org/10.17509/JPP.V24I2.73375>.

a more complete picture of how a madrasah can successfully manage P5 from start to finish.

Based on the results of interviews conducted by researchers with the head of madrasah, that the implementation of P5 in MI Miftahul Akhlaqiyah has a fundamental difference lies in the selection of project themes that are tailored to the specific needs of each class, in contrast to the general practice in other schools that apply uniform themes. This approach shows a learning model that is responsive and oriented towards developing student character more authentically, so that this research is expected to provide a broader description of how this responsive and specific student needs-oriented P5 management model can be applied and succeeded at the Madrasah Ibtidaiyah level.

Method

In this research, the method used is descriptive qualitative with a case study approach at MI Miftahul Akhlaqiyah. The selection of the research location at MI Miftahul Akhlaqiyah is inseparable from the uniqueness and innovation shown by this madrasah in managing limitations. Despite facing significant land limitations, MI Miftahul Akhlaqiyah has managed to turn these obstacles into triggers for creativity. Instead of using limitations as an excuse, the teachers innovatively utilize every corner of the available land to support the implementation of project-based P5. Therefore, the researcher is interested in choosing this madrasah as a research site to see how an educational institution can design, implement and manage a complex curriculum program with limited resources, while still achieving the goal of developing student character authentically.

This research focuses on four main aspects in the management of the Pancasila Student Profile Strengthening Project, namely planning, organizing, implementing, and controlling. Data collection used three techniques, namely, (1) Unstructured interviews to obtain in-depth information and opinions from informants, namely the head of madrasah, deputy head of curriculum, parallel coordinator, and homeroom teacher or facilitator about P5 activities implemented. (2) Observation to obtain visual and descriptive data on school conditions, facilities, learning atmosphere, and how P5 is directly implemented. (3) Documentation to complement and validate the data obtained from interviews and observations. Documents collected include the history of the madrasah, vision and mission, Operational Curriculum for Education Units (KOSP), and P5 project modules.

Data analysis is carried out through three stages, namely data reduction by summarizing the results of interviews and observations, presenting data using the form of brief descriptions and tables which are

then explained narratively, and drawing conclusions and verification.²¹ To ensure the validity of the data, researchers used a triangulation technique of data collection techniques by comparing data from the same source with different data collection techniques.²² Researchers compared the results of interviews and documents obtained during research at MI Miftahul Akhlaqiyah.

Results and Discussion

This research tried to elaborate the project management conducted by MI Miftahul Akhlaqiyah related to the Strengthening the Profile of Pancasila Students. The management steps discussed here are combination between the terms in management theory from George R. Terry and project management steps formulated by UNIDO (United Nation Industrial Development Organization).

George R. Terry's theory states that management is a process consisting of planning, organizing, actuating, and controlling to achieve predetermined goals through the use of human resources and other resources.²³ UNIDO said that project management cycle consists of two stages, namely preparation and implementation.²⁴ From the combination of these terms, the researchers established a project management study framework for strengthening the profile of Pancasila students in MI Miftahul Akhlaqiyah with management stages in the form of planning, organizing, implementation, and controlling.

The Merdeka Curriculum Policy brings a new direction in efforts to build the character of students by emphasizing the values contained in the Pancasila Student Profile.²⁵ This transformation requires each education unit to reorganize curriculum planning to be in line with the objectives and principles of the Merdeka Curriculum. This step is also gradually implemented at MI Miftahul Akhlaqiyah, as stated by the Head of

²¹Arry Pongtiku et al., *Metode Penelitian Kualitatif Saja*, ed. Arry Pongtiku, *Sustainability (Switzerland)* (Jayapura: Nulisbuku.com, 2016).

²²Umar Sidiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, ed. Anwar Mubahidin, vol. 53 (Ponorogo: CV. Nata Karya, 2019), [http://repository.iainponorogo.ac.id/484/1/METODE PENELITIAN KUALITATIF DI BIDANG PENDIDIKAN.pdf](http://repository.iainponorogo.ac.id/484/1/METODE%20PENELITIAN%20KUALITATIF%20DI%20BIDANG%20PENDIDIKAN.pdf).

²³Suhadi Winoto, "Dasar-Dasar Manajemen Pendidikan," *Bildung Nusantara*, 2020, p. 3.

²⁴Iman Soeharto, *Manajemen Proyek (Dari Konseptual Sampai Operasional)*, Jilid 1, (Jakarta: Penerbit Erlangga, 199), p. 8 <https://ftp.idu.ac.id/wp-content/uploads/ebook/ip/BUKU%20MANAJEMEN%20PROYEK/e-book-manajemen-proyek.pdf>

²⁵Hendriyanto, "Membangun Karakter Pelajar Pancasila melalui Kurikulum Merdeka," accessed October 4, 2025, <https://ditpsd.kemdikbud.go.id/artikel/detail/membangun-karakter-pelajar-pancasila-melalui-kurikulum-merdeka>.

Madrasah, Mr. Rif'an Ulil Huda, M.Pd, that currently grades 1, 2, 4, and 6 have started implementing the Merdeka Curriculum, while grades 3 and 5 are still using the 2013 Curriculum. In sequence, the project management for strengthening the profile of Pancasila students at MI Miftahul Akhlaqiyah is as follows.

1. Project Planning for Strengthening the Profile of Pancasila Students

Planning is a series of steps that have been systematically designed to develop the direction of the organization, which includes the vision, mission, goals, objectives, and strategies that will be carried out, involving a mature decision-making process.²⁶ In line with this concept, P5 planning at MI Miftahul Akhlaqiyah is based on the vision, mission, and goals of the madrasah which are oriented towards the formation of graduates with character. P5 is planned as a program to create a student character that is not only based on the values of Pancasila, but also in line with the character expected in the vision and mission of the madrasah. Project planning for strengthening the profile of Pancasila students at MI Miftahul Akhlaqiyah is carried out in several stages. The P5 planning in the madrasah is as follows:

a. Establishment of Project Team

The first step is the formation of the team, which is carried out directly by the madrasah head through a coordination meeting at the beginning of the year. The appointment of team members is based on teacher competence and teaching experience in the previous year. The P5 team in the madrasah consists of class teachers who teach classes with the Merdeka Curriculum, while the parallel coordinator also comes from the Merdeka Curriculum class teacher chosen by the madrasah principal. With this strategy, the formation of the project facilitation team becomes more focused and in accordance with the needs of the madrasah, so that the implementation of the project can run optimally and support the achievement of the goals of strengthening the character of students according to the Pancasila Learner Profile.

b. Identifying the readiness level of education units

The second step is to identify the level of readiness of the education unit, the findings on the level of readiness of MI Miftahul Akhlaqiyah, has been running project-based learning for the past two years gradually in grades 1, 2, 4 and 5. The implementation of this project has not been comprehensive to all classes so that classroom teachers' understanding of project-based learning has not been comprehensive in grades 3 and 6. Project-based learning, still fully held by the class teacher as the person in charge of the project, and the

²⁶Syafaruddin, *Manajemen Organisasi Pendidikan: Perspektif Sains dan Islam*, ed. Candra Wijaya and Mesiono (Medan: Perdana Publishing, 2015), p. 70.

project implemented has not involved partners or other external parties. The readiness level of these madrasahs is understood to be at the developing stage. The results of this identification form the basis for planning and organizing P5 in education units.

c. Designing Project Time Allocation

Referring to the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 450 of 2024 concerning Guidelines for Curriculum Implementation in Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Vocational Madrasah Aliyah, the time allocation for project implementation in Madrasah Ibtidaiyah (MI) is set at 180 lesson hours (JP) per year.²⁷ Time allocation for P5 is done separately from intracurricular lessons so as not to reduce regular learning time in class. Based on the results of interviews and documentation at MI Miftahul Akhlaqiyah, to fulfill the provisions of 180 JP per year, the madrasah sets a time allocation of 30 minutes every day, namely 15 minutes before the lesson starts and 15 minutes after the lesson is finished. The allocation of project time is done without interrupting the main learning process.

d. Determining the Project Theme

The selection of P5 themes used at MI Miftahul Akhlaqiyah refers to the general themes in the P5 guideline module, with the freedom to choose 2-3 main themes which are then developed and applied. These themes include Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Engineering and Technology, and Entrepreneurship.²⁸ The process of selecting themes is left to the parallel coordinators and class teachers, with the final decision based on mutual agreement between parallel teachers. The Head of Madrasah stated that themes are set uniformly per grade level parallel. The selection of themes is based on a context analysis that considers the needs and availability of school resources. The determination of the theme is also adjusted to the vision and mission of the madrasah as well as the economic, socio-cultural and geographical conditions of the school environment. Thus, the subthemes that emerge become more relevant and aligned with local wisdom and character dimensions according to the Pancasila Learner Profile.

e. Designing Project Modules

The project module at MI Miftahul Akhlaqiyah is designed by the class teacher or project facilitator at the beginning of the semester by focusing on the preparation of the initial activity framework, then

²⁷KemenagRI, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil 'Alamin* (Jakarta, 2024), p. 42.

²⁸Kemendikbudristek, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*, p. 50.

the module is refined in parallel with the implementation of P5 activities to avoid delays in implementation. The module produced in the madrasah contains the profile, objectives (which include the dimensions of the Pancasila Learner Profile), elaboration of P5 activities, and assessment instruments for students' character development. Thus, the project module serves as an essential tool that supports the implementation of project-based learning that is directed to strengthen the character and competence of students according to the values of Pancasila, while providing flexibility for educators in adjusting to local needs and characteristics of students.

Based on the findings of the data presented, the vision and mission of MI Miftahul Akhlaqiyah are the main basis for planning the Pancasila Student Profile Strengthening Project. In this context, P5 serves as an instrument to realize the character of graduates who are not only in line with the values of Pancasila, but also with the identity of the madrasah. This approach is in line with Bambang and Rusdiana's view, which emphasizes that the madrasah's vision and mission are fundamental foundations in every action, approach, and program in character education planning.²⁹

Syafaruddin argues that none of the management functions can be carried out without going through a decision-making process.³⁰ Researchers examined that this process is in line with P5 planning in the madrasah, decision making in P5 planning is grouped based on two stages, namely, the general planning stage involving madrasah management led by the madrasah head and teachers collectively making important decisions at the beginning of the project plan preparation at the stage of forming the project team, identifying the level of readiness and the stage of designing the project time allocation, and a more specific planning stage at the stage of determining the theme and compiling modules that are only carried out by parallel coordinators and classroom teachers as project implementers.

In the findings on the identification of the level of readiness of the education unit, the madrasah is at the "developing stage", indicating that the madrasah management understands its limitations and does not impose targets that are impossible to achieve. By acknowledging these limitations, the madrasah can design a sustainable phased strategy and minimize the risk of project failure. The formation of the P5 team based on teachers' competencies and experience provides an example of effective human resource management practices. This appointment can ensure that the project implementers are the most qualified people.

²⁹Bambang Samsul Arifin and Rusdiana, *Manajemen Pendidikan Karakter* (Bandung: CV. Pustaka Setia, 2019).

³⁰Syafaruddin, *Manajemen Organisasi Pendidikan: Perspektif Sains dan Islam*.
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Referring to the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 450 of 2024 which stipulates the allocation of P5 time in MI as much as 180 JP per year, madrasah management does not immediately implement it.³¹ Based on the findings, before determining the time allocation of 30 minutes every day, madrasah management first conducts careful discussions and calculations by dividing the total specified lesson hours by the number of active days in one semester.

Overall, the P5 planning process at MI Miftahul Akhlaqiyah is a holistic process that integrates curriculum guidelines with the institutional identity and goals of the madrasah. The P5 planning process is carried out by considering the economic, social, and geographical conditions in the surrounding environment, with class teachers who become P5 facilitators given the freedom to determine themes and design projects that are most relevant to the daily lives of students.

2. Project Organization for Strengthening the Pancasila Learner Profile

Organizing is the process of combining all organizational resources, both in the form of human and non-human resources in a systematic manner, so that goals can be achieved effectively and efficiently.³² In organizing P5 at MI Miftahul Akhlaqiyah, this organization is realized through the structured division of roles and responsibilities in project management. The establishment of the project team structure is characterized by the distribution of specific tasks to the Parallel Coordinator and Classroom Teacher/Facilitator, as well as the appointment of the team and the assignment of roles by the Head of Madrasah. The division of tasks is organized through a meeting at the beginning of the school year involving all teachers. Determining the duties and responsibilities of teachers is carried out by the Head of Madrasah by carefully considering the capacity and competence of each teacher.

P5 class teachers/facilitators are the main human resources needed to implement P5 activities.³³ To develop the capacity and capability of classroom teachers, madrasah facilitates through training or technical guidance. This training aims to equip classroom teachers/facilitators with comprehensive understanding and skills, from planning to

³¹"Keputusan Menteri Agama Republik Indonesia Nomor 450 Tahun 2024 tentang Pedoman Impelementasi Kurikulum," Pub. L. No. 450, accessed October 4, 2025, https://ppidjatim.kemenag.go.id/public/unduh/produk hukum/1751355952_25dfb70919016f3403f3.pdf.

³²Winoto, "Dasar-Dasar Manajemen Pendidikan.", p. 55.

³³KemenagRI, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil 'Alamin*.

reporting the results of P5 projects. The sources of training vary, either from internal madrasahs inviting expert speakers or from external parties by sending teacher delegates to attend training and then disseminating the results in internal madrasah forums. Madrasahs try to ensure that human resources (teachers) are always ready and able to adapt to rapid curriculum changes so that the implementation of P5 can run effectively.

In addition to human resources, the continuity of P5 activities also depends on the availability of non-human resources or supporting facilities and infrastructure. In this case, the madrasah gives flexibility to classroom teachers to explore and innovate in utilizing existing facilities and adjusting them to the availability of land. Regarding funding and procurement of raw materials, the approach applied is flexible, some funds come from the foundation, while materials that are practical and easy to carry by students are informed directly to student guardians so that they can be prepared from home.

Therefore, the success of P5 cannot be separated from the support of the foundation and parents. The Head of Madrasah clearly identifies the role of parents in the character building of the Pancasila Learner Profile as very important. Homeroom teachers serve as the main link that builds the bond between the madrasah, learners and parents. The Head of Madrasah emphasized in the interview that parents are considered part of the madrasah and emotional communication must be maintained between teachers and parents. This aims to create satisfaction, facilitate problem solving, and encourage parents to provide input and solutions to the madrasah without hesitation.

Based on the findings in the field, from the aspect of organizing human resources in P5 activities in the madrasah, it can be seen from how the management carefully organizes the available human resources. Organizing theory emphasizes the overall systematic process of combining and harmonizing the human and non-human resources needed, so that goals can be achieved effectively and efficiently.³⁴ This is clearly reflected in the formation of a detailed project team structure, with specific roles for parallel coordinators and classroom teachers/facilitators. The appointment of tasks and responsibilities is not done randomly, but by considering the competence and experience of teachers. In addition, the madrasah's efforts in facilitating training (bimtek) show a commitment to proactively develop teachers' abilities to adapt to the demands of the new curriculum.

Second, in managing non-human resources, MI Miftahul Akhlaqiyah does not make physical limitations an obstacle, but rather a trigger for creativity. Instead of demanding luxurious facilities, the madrasah gives freedom to teachers to innovate and explore with the available facilities. This approach reflects the principle of flexible

³⁴Winoto, "Dasar-Dasar Manajemen Pendidikan.", p. 55.

management, where program objectives are still achieved through optimal and efficient utilization of resources. It also encourages teachers to think outside the box, designing projects that are not only curriculum relevant, but can also be practically implemented in the madrasah environment.

Finally and most crucially, the madrasah has managed to effectively organize the involvement of external parties, namely parents. The madrasah head explicitly identifies parents as strategic partners and an integral part of the madrasah. The homeroom teacher serves as a liaison to maintain emotional communication, which is not only aimed at solving problems, but also building trusting relationships. This is very important in organizing theory, where strong collaboration with stakeholders is the key to long-term program success, especially in character building.³⁵ Thus, the organization of P5 at MI Miftahul Akhlaqiyah not only runs within the internal structure of the madrasah, but also forms a synergistic and integrated ecosystem.

3. Implementation of the Pancasila Student Profile Strengthening Project

The Minister of Education, Culture, Research and Technology emphasized that Merdeka Belajar Curriculum focuses on strengthening character education through various strategies that form the Pancasila Student Profile. One of the main initiatives is the Pancasila Student Profile Strengthening Project (P5), a cross-disciplinary learning that encourages students to observe and formulate solutions to environmental problems through a project-based approach.³⁶ Therefore, the implementation of P5 must be contextual, adapted to madrasah resources and the needs and conditions of students.

Implementation is the core of all managerial activities, which serves to manage, optimize and direct the process so that it runs effectively.³⁷ This process is inseparable from the leadership support of the madrasah head at MI Miftahul Akhlaqiyah, who plays a central role in approving and directing the initial framework of P5 activities and ensuring the flow of P5 implementation runs effectively. With the direction and approval of the madrasah head, classroom teachers/project facilitators can begin to design more specific projects and identify the resources needed in P5 activities.

³⁵Winoto.

³⁶Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-2024.

³⁷Yan Hanif Jawangga, *Dasar-Dasar Manajemen*, ed. Salma bela Megawati (Klaten: Cempaka Putih, 2019).

The flow of P5 implementation includes introduction, contextualization, action, reflection, and follow-up.³⁸ These stages are in line with the implementation of P5 at MI Miftahul Akhlaqiyah in the odd semester of the 2024/2025 school year. The implementation of the Project to strengthen the profile of Pancasila students at MI Miftahul Akhlaqiyah is as follows:

STAGE	TIME	Grade 1	Grade 2	Grade 4	Grade 5
		Sustainable Lifestyle	Local Wisdom	Local Wisdom	Sustainable Lifestyle
		Take care of yourself with nutritious food "vegetables and catfish"	Malin Kundang Story	Traditional Games	Let's do vegetable gardening
Introduction	Early September	Conditioning of students and introduction of vegetable seed planting and fish farming through socialization to parents.	Learner conditioning and introduction to the malin kundang story	Learner conditioning and introduction to various traditional games	Learner conditioning and introduction to the various types of vegetables that can be grown in the area where they live.
Contextualization	End of September	Learners explore problems through a video of hydroponic vegetable seed planting	Learners discuss the values that can be learned.	Learners explore traditional games and practice games such as galasin, dam-daman, engklek, egrang.	Learners understand and explore information related to plants that can be grown and consumed.
Act	Early October	Learners plant hydroponic seeds followed by ongoing maintenance.	Learners create a short picture story based on the malin kundang story	Learners make one of the traditional games	Learners make planting media and plant vegetables

³⁸KemenagRI, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil 'Alamin*.

Reflection and Follow-up	End of October	Eat together to enjoy the harvest and conduct evaluation and reflection if there are obstacles in the process of growing and caring for hydroponic plants.	Perform the drama and collect feedback on understanding the values of the story.	Playing the egrang game together	Harvesting vegetables for sale or consumption
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The P5 themes raised by class teachers/project facilitators at MI Miftahul Akhlaqiyah vary, namely the theme of Local Wisdom for grades 2 and 4, and the theme of Sustainable Lifestyle for grades 1 and 5. At the introduction stage, which takes place in early September, learners are introduced to the theme and the activities planned for the semester. To measure students' interests, competencies and prior knowledge, a diagnostic assessment is conducted, the results of which become the basis for class teachers in grouping students according to their individual needs. Furthermore, at the end of September, the contextualization stage is carried out by inviting students to discuss the theme and relate it to everyday life through video media, group discussions, exploration, and information gathering.

In early October, the action stage begins, where learners are invited to apply their understanding in real practice. The form of action activities is adjusted to the theme and grade level, not always in the form of physical products. For example, grade 1 planted catfish seeds and hydroponic vegetables, grade 2 made a short picture story based on the story of Malin Kundang and performed a drama, grade 4 made traditional games such as egrang, and grade 5 made planting media and planted vegetables.

The activity concludes at the end of October with a reflection and follow-up stage that completes the P5 process through summative assessment in the form of written questions, quizzes, journals, or checklists/observation sheets. At this stage, for example, grade 1 eats the harvest together and reflects on the obstacles faced, grade 2 stages a drama performance and collects feedback on the value of the story, grade 4 plays egrang together, and grade 5 harvests vegetables for sale or consumption.

The implementation of P5 is inseparable from the existence of resources that support the sustainability of the project, by utilizing existing facilities and infrastructure flexibly and creatively. The infrastructure used in the implementation of P5 at MI Miftahul

Akhlaqiyah is not limited to physical facilities, but also includes digital media and innovations from teachers and students. In the P5 project implemented, classroom teachers/facilitators use classrooms for group discussions, fields, terraces, and small corners in the madrasah area, and utilize projectors to use videos to help students understand the themes raised. Classroom teachers carry out activities of planting vegetable seeds, catfish cultivation, and making planting media, making egrang games, and drama performances by utilizing materials that are easily available and inseparable from the assistance of infrastructure provided by madrasah and parents.

Based on the findings in the field on the implementation of P5 at MI Miftahul Akhlaqiyah, the madrasah head plays a central role in driving the entire implementation process. By approving and directing the initial framework of activities, the madrasah head provides legitimacy and clear direction for class teachers/project facilitators. This is in line with the implementation theory which says that implementation is the process of realizing plans into reality by directing and motivating employees to work optimally, in accordance with the duties and responsibilities that have been determined.³⁹ The madrasah head of MI Mifathul Akhlaqiyah acts as a driving force that mobilizes, approves, and provides direction to classroom teachers/facilitators in the implementation of P5. This support empowers teachers to design specific projects and ensure that all workflows run effectively.

The implementation of P5 in this madrasah follows a flow that is aligned with the P5 development guidelines, from introduction to reflection and follow-up.⁴⁰ The use of diagnostic assessment at the beginning of the project shows a learner-centered pedagogical approach. This makes the P5 project not just run, but adapted to the interests, competencies, and initial needs of learners. The action stage becomes the core of project-based learning by requiring learners to apply their understanding into real practice. Projects in madrasah have a diversity of P5 activities, ranging from planting vegetables, cultivating catfish, making traditional games, creating picture stories to drama performances, proving that P5 can be applied contextually and practically. It does not have to be a big complicated event, but can be done through meaningful activities that are realized in activities that are relevant to the daily lives of learners.

The success of P5 is inseparable from the madrasah's ability to optimize available resources. Despite having limited land, the madrasah and teachers show innovation and flexibility in utilizing every available

³⁹Umi Kulsum, *Dasar-Dasar Manajemen Pendidikan Islam*, ed. Yuyun Yunita (Lampung: Institut Agama Islam An Nur Lampung, 2020), p. 32.

⁴⁰Kemendikbudristek, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*, p. 52.

corner, such as classrooms, terraces, and small corners in the madrasah area. The use of digital media and easily available materials to make traditional games, shows that madrasah tries to take advantage of available resources. This is in line with Rahmat Hidayat's opinion that implementation is the core of management which mobilizes all available resources optimally to achieve predetermined results.⁴¹

Overall, the implementation of P5 in this madrasah is evidence of holistic management. This process starts from supportive leadership, adaptive resource utilization, and the implementation of the flow of activities in accordance with the concept of Pancasila learner profile character education. Thus, P5 can run effectively and is relevant to the conditions of students and the surrounding environment.

4. Project Control of Strengthening the Profile of Pancasila Students

Controlling is defined as a continuous managerial activity, which aims to control performance so that the organization's operations remain according to plan and the achievement of goals can be ensured.⁴² This process requires implementation by individuals who have direct authority over the work. As such, each division or unit within an organization should have a member of management who is solely responsible for identifying and implementing corrective actions to ensure the work produces the expected results.

P5 control at MI Miftahul Akhlaqiyah is carried out through three levels. First, control carried out by the Head of madrasah, Mr. Rif'an Ulil Huda, M.Pd., who implements a structured and clear coordination system. The head of madrasah conducts periodic direct observations of the implementation of P5, by recording field findings and discussing them in monthly meetings. This meeting serves as an important coordination forum to understand the general development, progress of P5 implementation, condition of learners, and discuss problem solving. The main focus is on ensuring the essence of the project is carried out by teachers, not on the perfection of the final product or technical details.

Secondly, control project that carried out by parallel coordinators, who manage internal supervision on an ongoing basis. Ms. Siti Murni, Grade 1 Coordinator, explained that teachers share information on P5 progress through a dedicated group chat, which fosters transparency and real-time monitoring among class teachers. Class teachers also directly monitor daily obstacles in the field, such as differences in catfish growth between students, and immediately discuss and find solutions together.

⁴¹R Hidayat and C Wijaya, *Ayat-Ayat Al-Qur'an tentang Manajemen Pendidikan Islam, Lembaga Peduli Pengembangan Pendidikan Indonesia*, 2017, p. 30.

⁴²Umi Kulsum, *Dasar-Dasar Manajemen Pendidikan Islam*, ed. Yuyun Yunita (Lampung: Institut Agama Islam An Nur Lampung, 2020), p. 32.

Third, controlling that carried out by the class teacher himself. In the context of a new education policy that emphasizes the character building of students according to the Pancasila Student Profile through the Merdeka Curriculum, schools face challenges in measuring character achievement. The P5 evaluation principle in the Ministry of Religious Affairs guidebook states that evaluation is comprehensive, focuses on the process more than the end result, is not absolute, and is diverse, which is in accordance with the findings of this study.⁴³

The success of the Pancasila Learner Profile (P5) Strengthening Project at MI Miftahul Akhlaqiyah is mainly measured by the process of active participation, effort, and learning experience of learners. Learners who participate and try to complete tasks are considered to have fulfilled their P5 obligations. Unlike subjects that focus on test results, P5 emphasizes character building, assessed by the development of Pancasila Learner Profile dimensions such as independence, mutual cooperation, creativity, and critical reasoning through learner engagement.⁴⁴ Although the process is the main focus, the physical product remains a tangible indicator of the endeavor, product success is a positive achievement, while failure is considered a learning opportunity from the process.

Measurement of success is carried out qualitatively and continuously through routine teacher observations of students' attitudes, participation, collaboration, independence, and creativity during the project. The results of these observations are described in the end-of-semester education report card as a report on the achievement of the Pancasila Learner Profile. The aim is to provide parents with a comprehensive understanding of their child's character development and become the basis for future improvements.

The supporting factors in the implementation of P5 at MI Miftahul Akhlaqiyah are as follows, (1) The leadership role of the supportive madrasah head by providing clear support and direction as the key to the legitimacy and effectiveness of the P5 implementation flow, (2) The appointment of the P5 team based on competence and supported by continuous training programs and technical guidance can provide a mature understanding for teachers to be ready to adapt to the independent curriculum, (3) teachers have the creativity to innovate using simple materials that are easily available for projects, (4) active involvement of parents and foundations that are well organized, (5) and a three-level supervision system that ensures that any obstacles can be immediately identified and resolved.

⁴³KemenagRI, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila Dan Rahmatan Lil 'Alamin*.

⁴⁴Kemendikbudristek, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*.

The inhibiting factors and plans for improvements that can be made in the future are as follows: First, related to the daily time allocation which often feels less than optimal due to the tight schedule of intracurricular lessons, as well as the high burden of non-teaching duties of teachers such as on Islamic holidays that can interfere with the focus and preparation of P5, in this case the improvement efforts that can be made are the madrasah head needs to review and minimize non-teaching workloads that are not essential, or if possible integrate them into the P5 theme and allocate picket teachers or involve students in turn for daily maintenance tasks of the project (eg watering plants) this can ensure the project remains alive outside of P5 hours.

Second, some projects such as fish farming or planting require daily maintenance. If maintenance must wait for the P5 schedule, the risk of project failure, for example, dead fish, is high. This can be attempted by appointing or recruiting parent/community volunteers who live near the madrasah to help with critical maintenance outside of school hours for example during long holidays or extreme weather or when choosing a theme, class teachers can prioritize projects that have a low risk of technical failure, or projects whose life cycle fits the available P5 schedule.

Third, teachers still have difficulties in developing P5 modules and Learner Worksheets (LKPD) independently that are fully adapted to the local context. This can be pursued by organizing internal workshops that focus on techniques for collaboratively developing local context-based P5 modules, as well as implementing a lesson study model where teachers observe, reflect, and improve module designs and LPDs in groups.

Based on the data presented, the process of controlling and evaluating P5 at MI Miftahul Akhlaqiyah is carried out in a tiered, continuous and process-oriented manner, which is very much in line with management theory and Merdeka Curriculum principles. Supervision in this madrasah applies a three-tier system that fulfills the definition of continuous managerial activities.

At the managerial level, the head of MI carries out the controlling function through regular direct observation and structured monthly meetings. The focus is on the essence of the project, not the perfection of the product. This approach demonstrates leadership that focuses on the quality of project implementation as well as ensuring operations remain on track. At the internal level carried out by the parallel coordinator, the Coordinator facilitates horizontal supervision between class teachers through group chat.

This creates real-time transparency and encourages cooperation in identifying and resolving daily obstacles, such as technical problems in fish farming. This is an effective self-correction practice within a work unit. Finally, at the implementing level, the class teacher is fully responsible for daily supervision in the field. The existence of these three

levels ensures that each stage of work has a party directly responsible for identifying and implementing corrective actions, in accordance with management theory.

The principles of P5 control and evaluation at MI Miftahul Akhlaqiyah are fully in line with MoEC guidelines, which emphasize that evaluation is thorough, diverse and focused on process rather than outcome.⁴⁵ Madrasahs explicitly measure the success of P5 from students' active participation, effort, and learning experiences, not solely from test scores or final products. This is the essence of Merdeka Curriculum character education.

Physical products are only considered as tangible indicators of effort, and failures are seen as learning opportunities. Measuring success is done qualitatively through regular teacher observation of the development of the dimensions of the Pancasila Learner Profile. The results of the observations are described in a qualitative report card to provide a thorough understanding to parents. This report format serves as feedback for future character improvement, ensuring the evaluation has constructive follow-up value.

Overall, the P5 control system at MI Miftahul Akhlaqiyah is a solid and relevant model. Controlling is structured by ensuring accountability, while evaluation that focuses on the character process ensures that the essence of Merdeka Curriculum is achieved.

Conclusion

Based on the results of research on the project management of Strengthening the Profile of Pancasila Students (P5) at MI Miftahul Akhlaqiyah, it can be concluded that, First, the planning of the project to strengthen the profile of Pancasila students at MI Miftahul Akhlaqiyah is based on the vision, mission, and goals of the madrasah. Planning includes two stages involving madrasah management, namely, forming a project team, identifying the level of readiness of the education unit, designing time allocations. The second planning is carried out after a coordination meeting with madrasah management which is specifically carried out by parallel coordinators and class teachers / project facilitators including determining themes, designing modules.

Second, the organization of the project to strengthen the profile of Pancasila students at MI Miftahul Akhlaqiyah includes the division of roles and responsibilities carried out by the madrasah head by appointing parallel coordinators and class teachers / facilitators in independent curriculum classes determined by the competence and teaching experience of teachers in the previous year. Madrasah provides the necessary resources and funds for the sustainability of the project, by facilitating class teachers as project implementers to attend training or technical guidance both inside and

⁴⁵Kemendikbudristek.

outside the madrasah. As well as supporting the infrastructure needed during project activities.

Third, the implementation of the project to strengthen the profile of Pancasila students at MI Miftahul Akhlaqiyah is carried out by teachers as implementers and students as active subjects in project-based learning. Implementation is adjusted to the initial framework of activities that have been made in planning. The implementation of P5 in this study was carried out in odd semester in the 2024/2025 school year. The implementation was carried out with several stages, namely the introduction, contextualization, action, reflection and follow-up stages.

Fourth, the project control of strengthening the Pancasila learner profile at MI Miftahul Akhlaqiyah includes 3 levels, namely strategic observation by the Head of Madrasah which is discussed in monthly meetings by identifying progress and obstacles and ensuring P5 runs according to goals, continuous and responsive operational monitoring by parallel coordinators and class teachers through a special chat group that discusses the progress of P5 development. As well as controlling carried out by class teachers by covering learner attitude assessment, observation, recording, and evaluation.

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