

The Principal's Oversight of the Project's Execution to Improve the Pancasila Student Profile

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Abstract: This research aims to describe and analyze the principal's oversight of the project's execution to improve the Pancasila student profile, as well as to describe and analyze the challenges faced and solutions employed in the program's implementation. This study employs a qualitative with data obtained through direct interviews, observations, and documentation. The findings conclude the principals have carried out management functions 1) planning function through participatory planning involving other parties to support this project; 2) organizing the potential of educational resources available in the school; 3) conducting this project (P5) activities in line with the implementation flow of the Pancasila Student Profile strengthening project; 4) Providing direct and indirect guidance, coaching, and mentoring in P5 activities. Challenges faced by school principals 1) human resource factors; 2) content-related factors of P5 activities; 3) value dimensions to be achieved in P5 activities; 4) implementation arrangement factors for P5 activities; 5) local wisdom factors. Solutions undertaken include; 1) conducting pre-P5 activities; 2) coordinating with school committees to encourage parents to motivate their children to actively participate in P5 activities; 3) reflecting on P5 activities; 4) re-internalizing and revitalizing the concept of P5 implementation; 5) conducting P5 activities based on local wisdom in accordance with the P5 activity flow; 6) determining the value dimensions, themes, and time allocation adjusted to co-curricular and extracurricular activities.

Keywords: Principal's Oversight, Project's Execution, Pancasila Student Profile

A. Introduction

Education as an effort to overcome ignorance and poverty that occurs in a country becomes a means of enlightening the life of the nation, enlightening the life of the nation not only in the cognitive aspect but also in the aspect of character formation. As stated in the fourth paragraph of the Preamble to the 1945 Constitution, it states "to enlighten the life of the nation." Interpreting the sentence "to enlighten the life of the nation" in the context of national and state life, the implementation of education

is the key to enlightening the life of the nation, developing self-potential to have spiritual religious strength, self-control, personality, intelligence, morals, life sciences, general knowledge, and skills needed in life. In line with this, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, and creative, and become democratic and responsible citizens. Education is organized by providing examples, building will, and developing the creativity of students in the learning process (Sistem Pendidikan Nasional, 2003).

The function and principles of education suggest that Indonesian people ultimately have characters that are in accordance with the norms, culture, customs, and religious values they adhere to. The process of character formation begins from childhood to adulthood so that every behavior and action reflects a character that does not conflict with the function and principles of education (Birhan et al., 2021). However, in reality there is still a lot of moral degradation, brawls between students, drugs, acts of sexual violence, and bullying that color the lives of the community. According to (Madani, 2019), the function of education is to guide children towards a goal that we value highly. Good education succeeds in bringing all students to that goal; what is taught should all be understood by the child. So that in its function, education is able to provide a visible influence on the abilities of students who develop over time, approaching a goal of education itself. Education is an effort to prepare the nation's generation to be faithful, pious, creative, and innovative and have scientific insight and also be prepared to continue their education to a higher level of education (Sahin, 2021). Efforts to prepare the nation's generation in achieving these goals require a set of learning. In essence, the educational process cannot be separated from the learning process, which is an interaction between teachers and students that has educational elements and achieves the educational goal itself (Priadi, 2020). The goal to be achieved is the formation of maturity of each learner in this case, students.

The Pancasila student profile strengthening project is an effort to create Pancasila students who are able to behave in accordance with Pancasila values. The Pancasila student profile has various competencies that are formulated into six key dimensions (Nurhayati et al., 2022). The six are interrelated and strengthening so that efforts to create a complete Pancasila student profile require the development of all these dimensions simultaneously. The six dimensions are 1) faith, devotion to God Almighty, and noble character; 2) global diversity; 3) mutual cooperation; 4) independence; 5) critical thinking; and 6). Creative (Educational Standards, Curriculum, and Assessment Agency (Badan Standar Pendidikan, 2022).

The Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character in

accordance with the Pancasila student profile, which is compiled based on Graduate Competency Standards (Nur Hakim et al., 2024). The implementation of the Pancasila student profile strengthening project is carried out flexibly, in terms of content, activities, and implementation time, by referring to the Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Elementary Education Level, and Secondary Education Level. For its implementation, it refers to the Pancasila Student Profile Strengthening Project Development Guide issued by the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology in 2022.

Based on the initial survey at SMA Negeri 1 Kayuagung, information was obtained that there were several things that happened related to the implementation of the Pancasila student profile strengthening program at the beginning of the year. The implementation of the Pancasila student profile strengthening program was only carried out without any planning and clarity of activities. Teachers' understanding of the Pancasila student profile strengthening, which was initially considered an activity outside of learning, the schedule for strengthening the Pancasila student profile integrated into regular learning was difficult to implement. The problem of adjusting the learning steps in strengthening the Pancasila student profile according to the school's modules and capabilities, the Pancasila student profile strengthening program was still considered to have to produce products. Teacher discipline was not optimal in carrying out their respective duties and did not want to change. Meanwhile, students were still difficult to encourage to progress. They were not yet able to understand the importance of discipline; their way of thinking was still primitive.

Over time, of course, there have been changes, but there are still problems, such as adjusting activities to regional characteristics. The success and various problems faced in implementing the Pancasila student profile strengthening program have a positive relationship with the presence of the principal as the leader of the educational unit. The principal participates in planning the program, organizing the program so that all school residents are sure to contribute to the activity, especially students, implementing the program, and supervising the activity. For this reason, the principal must have the competence or knowledge to manage the Pancasila student profile strengthening program, which is implemented through management functions so that it is in line with the implementation flow of the Pancasila student profile strengthening program in schools. All activities that occur in the educational unit environment must be known by a principal.

The reality of violent acts in Indonesian education practices is evidence that character education has not been implemented properly. Various deviant behaviors were carried out by administrators and students. For example, dishonesty in education,

such as cases of cheating in the form of copying friends' work or copying textbooks during exams as if it were a daily habit (Mushthofa et al., 2022). This condition gives rise to various concerns as well as challenges for the world of education in preventing and repeating such behavior and actions. Education plays a key role in organizing and developing the personality of students (Komariah & Nihayah, 2023). Lestari & Susilawati, 2022) stated that the rampant cases of misconduct in the behavior and character of the nation's children and moral degradation are still challenges for the world of Indonesian education today.

In such a context, educational units have a difficult and very important task to carry out various strategic efforts to provide educational services that meet the needs of students and the community. One component that plays an important role is the principal as a manager in the educational unit. As a manager in an educational unit, the principal is not only required to understand and comprehend educational management but is also able to implement these management functions in supporting the implementation of education, especially in implementing the Pancasila student profile strengthening program. The Pancasila student profile strengthening program as a forum for fostering and strengthening student character requires the principal to plan, organize activities, implement, and conduct evaluations. By implementing these management functions, the principal can measure the success of the program being implemented. In line with this, according to Mustoip et al. (2023), regarding character development in schools, it is concluded that character education in schools can be carried out in an integrated manner in every school activity. Every student activity in school can be used as a medium to instill character and facilitate students to behave according to applicable values.

There are at least two main paths in organizing character education in schools, namely (a) integrated through learning activities and (b) integrated through extracurricular activities. The implementation of character education in schools can be carried out through the following steps: design, implementation, evaluation, and follow-up. Meanwhile, the results of previous research conducted by Wizaeni (2022) on principal management in improving character education for students of Elementary School 1 Kertosari, Tanjungsari District, South Lampung Regency, concluded that in improving the character of students, the principal carries out planning, organizing, implementing, and evaluating activities to improve student character in accordance with management functions. The results of this study provide an overview that principals who carry out management functions can have a positive impact on the success of their activities. According to Palah et al. (2022), the main roles of a leader in management include planning, organizing, actuating, and supervision.

The role of the principal as an educator is to form a conducive teaching and learning culture. The principal provides educators with mental guidance on matters related to attitude and character. As a manager, the principal has a very large responsibility for

the smooth running of educational activities in the school he leads. With the assumption that the principal's main role lies in his ability to influence the environment through his dynamic leadership. The principal is a key person in maintaining and developing teaching in schools (Grissom et al., 2021). He, as an instructional leader, must be able to move his school to achieve progress and be able to identify the talents and abilities of human resources in the educational institution he leads. So, the principal becomes a coordinator of knowledge and the abilities of his personnel, and he will strive for the development and progress of all instructional programs.

The success of the principal in implementing the Pancasila profile strengthening project is greatly influenced by the ability and skills in managing the activity by carrying out management functions. The principal assigns people who have the ability and expertise in carrying out tasks as members of the P5 project team. The principal supervises each stage of the P5 implementation, starting from making modules, making worksheets, and making assessments for the principal as a supervisor. A good principal should have a good management pattern to grow the quality and quantity of his school. Without good management, the school that is led will not be well organized because the spearhead of the school is the management pattern managed by a principal. In dealing with social conditions, the principal is the equivalent of the school principal who is tasked with carrying out the principalship (Saihu, 2019).

The dynamics of the growth and development of thoughts and actions that continue to experience changes towards achieving the results of the implementation of the Pancasila student profile strengthening program are one of the interesting things to study further so that fundamental changes can be identified in the implementation of the Pancasila student profile strengthening program supported by the management of the principal in managing the Pancasila student profile strengthening program so that the impact can be felt by students with a change in the paradigm of thinking better, attitudes, and actions that always have the nuances of the Pancasila student profile. The principal, as the backbone of the quality of education, is required to act as a spirit builder, encourage, pioneer, and strengthen, as well as be an administrator. In other words, the principal is one of the drivers of the implementation of quality education management. Based on the description above, research on the management of the principal in the implementation of the Pancasila student profile strengthening program at SMA Negeri 1 Kayuagung is important to do. This research will be different from previous research because this research takes the setting of the research location which is in an area far from the hustle and bustle of the city which of course the interaction between students is still on a limited scale, there are still local wisdom values of the community that continue to grow and develop which will influence the ideas/concepts of the Pancasila student profile strengthening project that will be applied to the educational unit, This research will examine more deeply to obtain an overview of the governance of the Pancasila student profile strengthening program so

that principals and teachers can carry out Pancasila student profile strengthening activities to improve the quality of education and create a conducive learning environment and can help students achieve their maximum potential and prepare them for a successful future. Thus, the results of this study will provide a significant contribution to the leadership of educational units in organizing the Pancasila student profile strengthening program in educational units through strengthening the management of principals in educational units by optimizing educational resources to achieve educational goals effectively such as helping to allocate resources efficiently and improve the performance of educational units; increasing the efficiency and effectiveness of educational units in compiling school programs and working more efficiently and effectively; improve the accountability of educational units to all related parties by creating transparency and trust in educational units; can help determine the direction and objectives of educational units to achieve optimal and sustainable results; assist educational units in managing change effectively and efficiently, and overcoming challenges that arise in the change process.

B. Methods

The research was conducted at SMA Negeri 1 Kayuagung and was conducted for 4 (four) months, starting from November 2023 to February 2024. The informants in this study were the Principal, the Facilitator Team of the Pancasila Student Profile Strengthening Project Program, 3 people, 3 teachers, and 3 students, with a total of 10 informants. This study uses a qualitative approach because it describes intensively and in detail the symptoms and social phenomena studied, namely regarding problems related to the management of the principal in implementing the Pancasila student profile strengthening project, which were obtained qualitatively. The research stages present 3 (three) stages, namely the pre-field stage, the fieldwork stage, and the data analysis stage. The data used in this study consists of primary data and secondary data. The most important data collection carried out by researchers is through an in-depth interview process with the background of their status. Data collection techniques through interviews, observations, and documents. The data validity test technique carries out data triangulation and member checking.

C. Results and Discussion

Principal Management in the Implementation of the Pancasila Student Profile Strengthening Program

The Pancasila student profile as one of the characteristics of the independent curriculum is a significant breakthrough, which combines the goals of Indonesia, the vision and mission of education, and the development of Indonesian human resources as emphasized in the opening of the 1945 Constitution, including the Pancasila ideology and various perspectives of the nation's founding figures. Explained in the

academic manuscript of the independent curriculum entitled “Academic Study of Curriculum for Learning Recovery,” the presence of the Pancasila student profile strengthening project provides opportunities for students to explore contemporary issues such as climate change and global warming, sustainable development, diversity and tolerance, physical health issues, and mental health, including welfare or well-being. However, this social issue is not included as a separate subject but as an interdisciplinary learning unit. Around 20-30% of learning hours in the independent curriculum are used for the Pancasila student profile project as a co-curricular activity (Oktavia Rahayu et al., 2023). The principal has a role as a manager in realizing the Pancasila Student Profile by directing and encouraging teachers to instill the values contained in the Pancasila Student Profile. This can be done through programs designed together with teachers to internalize these values. In addition, as an administrator, the principal works together with teachers in managing administration related to the implementation of character education as contained in the Pancasila Student Profile (Waruwu et al., 2024).

The implementation of the Pancasila student profile strengthening project program from the perspective of principal management includes planning, organizing, mobilizing/implementing, and supervising efforts to achieve the goals of the Pancasila student profile project by optimizing the various potentials that exist in the school. Principal management in implementing the Pancasila student profile strengthening program can be explained as follows:

1. Planning Function

Planning is a management function carried out by the principal in supporting the implementation of the Pancasila student profile strengthening project because the planning will include things that will be done starting from the flow of activities, material substance and evaluation of activities (Rifki et al., 2024). In this planning, all potential and educational resources in the school are taken into account as supporters of subsequent activities. Planning is not only about making and compiling administrative documents but also about analyzing conditions and needs that will be included in the planning document as a benchmark when conducting an evaluation.

The implementation of the Pancasila student profile strengthening project activities must be systematically and measurably arranged and planned so that its implementation can be evaluated, supported by the principal’s management. Planning is very important from the perspective of the principal’s management because there is a strong overlap between the principal’s management and the implementation flow of the Pancasila student profile strengthening project, where the initial step is to carry out or prepare a plan. With the role of the principal in the implementation of the Pancasila student profile strengthening project, it has a close relationship with the management of the principal in the planning aspect. The

planning function includes determining the objectives or framework of action needed to achieve certain goals. Planning is done by examining the strengths and weaknesses of the organization, determining opportunities and threats, and determining strategies, policies, tactics, and programs.

2. Organizing Function

Organizing is the preparation of an organizational structure that is in accordance with the organizational structure, the resources it has, and the environment that surrounds it (Fuertes et al., 2020). Organizing is the process of dividing work into smaller tasks, assigning those tasks to people according to their abilities, allocating resources, and coordinating them for the effectiveness of achieving organizational goals. The implementation of the Pancasila student profile strengthening project will run smoothly, producing a good process and product if supported by various educational resources available in the school. The principal, as the highest leader in the school, must be able to empower all potential educational resources through organizing educational resources such as human resources that are utilized as driving actors in P5 activities. Infrastructure resources are supporting activities when the Pancasila student profile project themes require the support of educational infrastructure so that their function needs to be maximized. Likewise, financial resources, which are one of the keys to the success of P5 activities, must be the principal's concern in providing funding sources through BOS funds or funds from other sources that are not binding on the school.

In the organizing function, managers allocate all organizational resources according to a plan that has been made based on a specific organizational framework. This framework is called organizational design. The specific form of an organizational framework is called organizational structure. Organizational structure is basically an organizational design where managers allocate organizational resources, especially those related to the division of work and resources owned by the organization, and how all of this work can be coordinated and communicated.

3. Implementation/Movement Function

One of the principal's management functions is mobilization or implementation, in this case the movement or implementation of an activity. The implementation/movement of an activity will run smoothly when the principal has the ability to influence his subordinates, such as teachers and administrative staff, in implementing the Pancasila student profile project. Therefore, the principal in this position will make various efforts so that the school environment can provide space for teachers, staff, and students to be involved in P5 activities.

The driving function describes how a manager directs and influences subordinates and how others carry out essential tasks in creating a pleasant atmosphere for working together. Driving is one of the most important functions in management because planning and organizing efforts are vital, but there will be no concrete output produced without the implementation of activities that are attempted and organized in an actuating action or effort that gives rise to action. The presence of a leader in a school is very necessary so that all activities and actions can be well coordinated and run smoothly. The principal drives activities by using a strategy of empowering organizational resources or educational institutions to achieve predetermined goals effectively, efficiently, and usefully (Sagala, 2018). The success of achieving educational goals is highly dependent on the ability and wisdom of the principal's leadership as an educational leader.

4. Supervision Function

Supervision is closely related to planning because through supervision the effectiveness of management can be measured. Therefore, supervision is an activity that needs to be carried out by every implementer, especially those holding leadership positions. Without supervision, the leader cannot see any deviations from the outlined plan and will also not be able to prepare a better work plan as a result of past experience. In the context of the school environment, supervision is carried out by the principal on all members of his work team, including teachers, staff, employees, students, and other elements, with the assistance of the vice principal. Educational supervision activities, or educational supervision, are a series of steps that aim to encourage, direct, and guide the continuous development of teachers in the school context. This activity is carried out both individually and together, with the aim of achieving a better and more effective understanding in creating a comprehensive learning process.

The purpose of educational supervision is so that teachers who have been supervised or guided can produce better output or performance so that they can guide and direct students so that they become competent individuals and are able to actively participate in society in the modern democratic era. As a supervisor, the principal has a role in supervising teachers, providing corrections, and conducting evaluations to ensure that the implementation of the Pancasila student profile runs well and produces the expected results. Without this supervision and evaluation, the success of the implementation of the Pancasila Student Profile will be difficult to achieve. Furthermore, as a facilitator, the principal is responsible for providing the facilities needed to realize the Pancasila Student Profile. For example, prayer room facilities and worship equipment must be available as a means for students to develop their faith in God Almighty.

Obstacles and Solutions in the Implementation of the Pancasila Student Profile Strengthening Program

The implementation of the Pancasila strengthening project activities based on the analysis of research data shows the obstacles faced and the solutions carried out by the principal and the P5 activity implementation team. This is done to ensure the implementation of P5 activities in schools because when obstacles are not handled with solutions or there are no good mitigation actions, it will affect the smooth success of P5 activities, and the objectives of P5 activities will not be achieved so that the greatest impact is on the formation of student character that is not in accordance with the dimensions that have been agreed upon together.

Based on the analysis of research data, several obstacles were revealed in the implementation of strengthening the Pancasila student profile from the perspective of principal management consisting of HR constraints, P5 content, time, and opportunity. This is also in line with the opinion that although the P5 Project has many benefits, its implementation is also not free from various obstacles. Some obstacles that are often encountered in the implementation of the P5 Project include:

1. Lack of Teacher Understanding of the P5 Project, one of the biggest obstacles in implementing the P5 Project is the lack of teacher understanding of the P5 Project. Teachers need to understand the objectives, principles, and components of P5 implementation. This is so that P5 can be implemented properly.
2. Lack of Time and Resources, in implementing P5 in schools, especially teachers need more time and resources than traditional learning. Teachers need to take the time to plan, implement, and evaluate P5 activities. In addition, teachers also need to provide the resources needed by students to carry out P5 activities, such as books, tools, and materials.
3. Lack of Student Motivation: Students may not be motivated to carry out P5 activities if they do not understand the goals and benefits of P5 activities. Teachers need to explain the goals and benefits of P5 activities to students so that they are motivated to participate.
4. Lack of Support from Parents, Parents need to support the implementation of P5 in schools so that students can succeed. Some parents also do not understand learning activities at school well. Like the implementation of P5, not all parents accept and respond positively. This is also an obstacle to the implementation of P5. Therefore, parents can help students by providing the resources needed, such as books, tools, and materials. In addition, parents can also provide motivation and support to students so that they remain enthusiastic in implementing the P5 Project.
5. Lack of School Infrastructure, some schools may not have adequate infrastructure to support the implementation of P5 activities. For example,

schools may not have enough space for students to work in groups or laboratories to conduct experiments.

Although there are various obstacles in the implementation of P5 activities. However, P5 activities in schools are still an effective way to develop students' character and competence in accordance with Pancasila values. To overcome these obstacles, there needs to be good cooperation between teachers, students, parents, and schools.

Solutions to overcome obstacles to working in groups/teams can be done with the following steps:

1. Build trust in the team. To have trust in each other, team members are required to show their vulnerable side and be sure that their vulnerable side will not be used to their detriment.
2. Overcome fear of conflict. Teams involved in productive conflict realize that the goal of conflict is to produce the best solution in the shortest possible time. They dare to discuss so that they resolve problems quickly and thoroughly.
3. Grow commitment within the team. Commitment will be realized when there is clarity and acceptance of team planning and decisions. With these two things, each team member can finish the meeting or discussion with the confidence that each team member will carry out the decisions that have been agreed upon together.
4. Carry out accountability within the team. Accountability shows that team members respect each other and have high expectations of each other's performance. Asking for accountability from each team member is a form of motivation to improve performance and maintain high standards within the team.
5. Focus attention on the results that the team needs to achieve. Team members will be more focused on the results that the team needs to achieve if there is a clear definition of the results that need to be achieved and rewards for performance that contributes to those results.

To achieve effective teamwork, start by building trust between team members. Then, bring up the courage to engage in conflict so that it will foster commitment to the decisions taken by the team. Ask for accountability from each team member regarding the decisions that have been taken, and focus attention on the results that the team needs to achieve. If we look closely, the opinion above has relevance to the mitigation of obstacles carried out by the principal and the P5 activity implementation team at SMA Negeri 1 Kayuagung. This means that these steps have been able to provide alternative solutions to the implementation of activity 5 problems that affect the smoothness of P5 activities.

D. Conclusions

1. The principal in the implementation of the Pancasila student profile strengthening program has carried out management functions, namely 1) a planning function through participatory planning involving other parties to support P5 activities, 2) an organizing function by organizing the potential of educational resources in the school, 3) an implementation/mobilization function by implementing P5 activities in accordance with the implementation flow of the Pancasila student profile strengthening project, and 4) a supervision function by providing direction, coaching, and assistance directly or indirectly in P5 activities.
2. The obstacles faced by the principal include: 1) human resource factors, 2) P5 activity content factors, 3) value dimension factors achieved in P5 activities, 4) P5 activity implementation regulation factors, and 5) local wisdom factors. Meanwhile, the solutions that are carried out include: 1) conducting pre-P5 activities, 2) coordinating with the school committee so that parents can encourage their children to be actively involved in P5 activities, 3) reflecting on P5 activities, 4) re-internalizing and revitalizing the concept of implementing P5 activities, 5) implementing P5 activities based on local wisdom in accordance with the flow of P5 activities, and 6) determining the dimensions of theme values and time allocation that are adjusted to co-curricular and extra-curricular activities.

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