Effective School Management in Implementing the Pancasila Student Profile Strengthening Project at SMA Negeri 15 Palembang

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Abstract: This study aims to examine school management in implementing the *Projek Penguatan Profil Pelajar Pancasila* (Pancasila Student Profile Strengthening Project or P5) at SMA Negeri 15 Palembang, focusing on planning, organizing, implementing, and supervising P5 activities. A qualitative descriptive approach was employed, with data collected through observation, in-depth interviews, and documentation. The findings indicate that effective school management is crucial for successful P5 implementation, involving collaborative planning, structured team formation, contextual project-based learning, and regular monitoring and evaluation. Key success factors include strong school leadership, active teacher and student participation, and a supportive school environment. This study provides empirical insights into how school management strategies facilitate the P5 program within the Merdeka Curriculum framework, emphasizing the integration of Pancasila values in student character development. The research offers actionable recommendations for school administrators and policymakers to enhance P5 implementation through structured management practices, stakeholder engagement, and continuous evaluation. This study contributes to the literature on educational management by highlighting best practices in implementing character-based projects, supporting the broader goals of Indonesia's Merdeka Curriculum.

Keywords: Character Education, Merdeka Curriculum, Pancasila Student Profile, School Management

A. Introduction

Education plays a highly strategic role in shaping the character and personality of the Indonesian nation. This is demonstrated by the Constitution of the Republic of Indonesia, specifically the 1945 Constitution of the Republic of Indonesia, which stipulates that the goal of national education is to enlighten the nation and develop the whole Indonesian person, namely a person who believes in and is devoted to God Almighty, possesses noble character, and possesses knowledge and skills. Education is fundamentally a right enjoyed by individuals as citizens of the nation. The existence of education is recognized and has strong legal standing, as Article 31 Paragraph 1 of the 1945 Constitution states, "Every Indonesian citizen has the right to education".

Paragraph 3 states, "The government strives to educate the people". Building a system and implementing it "prioritizes faith, devotion, and high morals to educate the people in accordance with the law".

Schools are among the most conservative and static social organizations. As formal educational institutions, schools are unable to keep up with and respond to the rapid changes occurring in society. Education is based on knowledge to meet needs, economic development is based on knowledge, community empowerment is based on knowledge, and industrial development is also based on knowledge (Goduni, 2024; Mohamed et al., 2021). The Indonesian government continues to strive to improve the quality of education because education is one of the pillars of this global awareness. According to Article 1 of the National Education System Law Number 20 of 2003, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation. It aims to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens (Abbas et al., 2021).

Cognitive rankings are no longer the only way to measure student achievement. Instead, evaluation is based on students' attitudes (character), skills, and the meaning of their learning. According to the philosophy of the Father of Indonesian Education, *ngerti-ngrasa-nglakoni*, learning is about what children "do," not what they remember. Learning is not just about mastering concepts but also about analyzing and weighing the benefits and drawbacks, even to the point of putting them into practice (Dhawan, 2020). Effective and meaningful education must consider environmental sustainability and development so that future generations can live well (Emina, 2021). Consequently, the government issued Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards (2022), which continues to improve educational standards to meet the character values of Pancasila. However, fundamentally, the regulations established by the government aim solely to improve education in Indonesia.

After studying how to address learning loss during the COVID-19 pandemic, we examined the impact students experienced on the shift from online to offline learning. Students believed that offline learning improved because they understood the teacher's explanations more easily than when learning online (Riaz et al., 2023; Xu et al., 2023). Furthermore, learning had to be modified. These changes included reducing overly complex material and increasing learning flexibility, supported by a simpler and more easily understood curriculum design (Zhao & Xue, 2023). This allows educational units to modify the curriculum to meet the needs, context, and characteristics of the region, educational unit, and students. This aligns with the Ministry of Education, Culture, Research, and Technology's 2019-2024 Strategic Plan. Management comes from the word "manus," meaning "hand," and refers to handling

something, organizing, or making something as desired by utilizing all available resources. Management is a process in which individuals and groups are coordinated to achieve common goals (Castañer & Oliveira, 2020). Meanwhile, education comes from the Greek word "educare," which means to bring out what is stored, to be demanded for growth and development (Neamțu, 2023).

Management is a method used by administrators to carry out specific tasks to achieve specific goals. Management can also be defined as a series of methods carried out to complete tasks to achieve organizational goals. School management is a series of activities utilizing all components, both human and non-human, of a school to achieve its goals efficiently (Kartini et al., 2024; Samarghandi et al., 2023). School management can also be defined as a process or series of activities that have been previously planned to achieve predetermined school goals (Nwanakezie & Ogona, 2021).

Based on this definition of management, it can be said that management science is closely related to the learning process carried out by teachers both in the classroom and online. This includes the process of how teachers prepare lesson plans and objectives, determine learning media, select learning methods, determine teaching materials, apply appropriate learning strategies, and effectively manage classes so that all students are active and engaged in the learning process. Regional autonomy typically refers to the rights and authority of a region to regulate and carry out government activities autonomously, in accordance with the interests of that region. Because they have a direct influence on educational outcomes, teachers and principals are considered the individuals best equipped to improve the quality of education. The principal, as the highest official in the school's organizational structure, has significant influence in determining the direction of policies aimed at improving school competency in the classroom (Komalasari et al., 2020; Pardosi & Utari, 2022). The principal's presence is crucial because they serve as motivators for school resources, particularly instructors, staff, and students (Nachshoni, 2024; Scallon et al., 2023). The Indonesian government is attempting to restore education during the COVID-19 pandemic by transforming education by implementing a new learning concept known as the Independent Curriculum (Istaryaningtyas et al., 2021). However, the implementation of this curriculum has not been entirely successful, and its dissemination remains uneven. One major change is the emergence of the Independent Curriculum. This curriculum aligns with the concept of free learning and encourages learning tailored to students' interests, learning styles, and abilities (Kurniawan, 2024). It also provides greater scope for developing character and core competencies (Saputra et al., 2022).

Education in Indonesia faces the need to produce a generation that is not only academically intelligent but also possesses compassion, empathy, and social awareness (Hernawati et al., 2025). To address this challenge, the Ministry of Education and Culture of the Republic of Indonesia launched the Strengthening the Pancasila Student Profile (P5) program. The independent curriculum differs from

previous curricula because it includes co-curricular learning focused on strengthening the Pancasila Student Profile character and soft skills. The Pancasila Student Profile Strengthening Project, also known as P5, was developed by the Ministry of Education, Culture, Research, and Technology. The Pancasila Student Profile demonstrates how Indonesian students can become competent, character-driven learners who behave in accordance with Pancasila values throughout their lives. Learning competencies have been redesigned for learning outcomes, focusing on essential skills and materials, reducing material requirements, and providing greater flexibility in implementation. Character education is reinforced with specific allocations within the curriculum structure. Furthermore, global issues such as climate change are addressed by incorporating related competencies into the curriculum structure.

The Ministry of Education and Culture (Kemendikbud) utilizes the Character Strengthening Center to continuously strive to produce a young generation aligned with the Pancasila philosophy in relation to the Pancasila Student Profile. Minister of Education and Culture Nadiem Anwar Makarim has established six standards for the Pancasila Student Profile. The 2020–2035 Indonesian Education Roadmap includes six unavoidable indicators: noble character, independence, critical thinking, creativity, mutual cooperation, and global diversity. This is due to changes in technology, society, and the environment worldwide. The development guide for the Pancasila Student Profile Strengthening Project, created by the Education Standards, Curriculum, and Assessment Agency states that the Pancasila Student Profile aims to answer the broad question of the profile (competencies) that the Indonesian education system aims to produce. Therefore, the competency design of the Pancasila Student Profile complements this with a focus on character development in accordance with Pancasila values. P5 is one way to achieve the Pancasila student profile because it provides students with opportunities to "experience knowledge" as a character-building process and opportunities to learn from their surroundings. In P5 activities, students are given the opportunity to learn about important topics such as technology, climate change, mental health, entrepreneurship, culture, and democratic life. P5 is expected to encourage students to contribute to their environment by providing answers appropriate to their learning level and needs (Multazam, 2023). P5 activities can demonstrate students' interest in a particular topic, enhance their abilities, and increase their confidence in their project work. Teachers play a crucial role in this as facilitators. P5 aims to enhance students' ability to create projects aligned with the Pancasila Student Profile and enhance their skills to further their interests. Therefore, this activity can be considered an application of differentiated learning.

 The study of school management related to the implementation of the Pancasila Student Profile Strengthening Project (P5) is crucial for the Indonesian education system. P5 is a significant initiative aimed at developing a generation of young Indonesians with strong character based on Pancasila values and academic excellence. Therefore, it is crucial to understand how school management can contribute to the implementation of P5. Initial observations conducted by researchers at SMA N 15

Palembang on school management in implementing the Pancasila Student Profile Strengthening Project (P5) examined the ways in which school management integrates Pancasila principles into the educational process. Researchers also examined the challenges and solutions faced by the school in implementing the Pancasila Student Profile Strengthening Project (P5). However, these initial observations do not yet provide a conclusion that school management in implementing the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 15 Palembang is relevant and strategic for strengthening character education in Indonesia.

B. Methods

The research was conducted at SMA Negeri 15 Palembang for three months. The information for this research was collected through direct interviews with the subjects. The focus of social survey research is humans. Sugiyono (2019) stated that the elements of place (Place), actors (Actors), and activities interact with each other in qualitative research. This research describes school management in realizing the Pancasila Student Profile Strengthening Project (P5) at SMA N 15 Palembang; therefore, the main data source for this research is people who are considered important to obtain clear and accurate information. This research uses a descriptive qualitative method. Descriptive qualitative research is a research approach that aims to describe and understand a phenomenon or problem in depth through the collection and analysis of qualitative data.

In the context of this research, this approach allows me to explore the research topic comprehensively and produce a rich and in-depth understanding. Qualitative research has data sources in the form of actions and words. The rest is supporting data, namely documents. To complete the data for this research, two data sources are needed: primary data sources and secondary data sources. In collecting primary data, the author conducted activities directly at the research location by conducting observations and interviews with predetermined informants, such as the principal, vice principal, P5 coordinator, P5 facilitator, and also the Committee of SMA N 15 Palembang, who were directly in touch with the focus of this research observation, namely School Management in Realizing the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 15 Palembang. Secondary data is data collected and provided directly to data collectors, such as other people or documents. Secondary data sources also include data obtained directly from relevant parties, such as literature and school data as well as teacher achievement or school conditions. Data collection techniques are the most important step in research because the main purpose of research is to obtain data in the field. Without knowing data collection techniques, a researcher will not obtain valid data to meet standard requirements in their research. There are three types of data collection techniques in this study, namely observation, interviews, and documentation. Data validity techniques use credibility tests and dependability tests. The data analysis techniques used in this study include data reduction, data presentation, and drawing conclusions.

C. Results and Discussion

This research is expected to contribute to the world of education, especially in optimizing the implementation of the Pancasila Student Profile Strengthening Project in order to improve the realization of the goals, vision, and mission of SMA Negeri 15 Palembang in particular and the world of education in general.

Process Management of the Pancasila Student Profile Strengthening Project

In the management process of the Pancasila Student Profile Strengthening Project, planning is a crucial part and one of the primary functions. Management requires careful planning, especially with regard to the latest curriculum, the Merdeka Curriculum. This is inextricably linked to the character formation that will be developed in the Merdeka Curriculum, namely the formation of the Pancasila student profile. The steps used in planning student character development must be systematic and organized to achieve national education goals and existing school objectives. According to Zajda, 2021), constructivist learning theory explains that learning is a process that requires students to actively construct knowledge independently. The basic principle of constructivist learning theory is to provide opportunities for students to take a primary role in controlling their thinking processes and interacting with their surroundings. The paradigm established in constructivist learning theory emphasizes that students have varying initial abilities in constructing new knowledge. Therefore, the role of educators is to guide the process of knowledge construction so that it runs smoothly. This includes the Pancasila Student Profile Strengthening Project, which emphasizes students building their own knowledge, such as during the introduction and contextualization stages. The action stage also requires students to be able to take action based on their existing knowledge.

Planning the Pancasila Student Profile Strengthening Project begins with designing a time allocation for the project. One method for time planning uses the PERT (Project Evaluation Review Technique) technique, which uses a time network to schedule the project, requiring three estimated times for each event: optimistic, most likely, and pessimistic. Using these three estimated times, the probability of completing the project by the specified date can be calculated, along with standard start and end times for each activity or event. The meaning of the three assumptions is as follows: (a) Optimistic time is the best estimated time of activities that can be expected if everything goes well, (b) the most likely time is the time of activities that will occur if an activity is carried out under normal conditions with certain acceptable delays, and (c) pessimistic time is the worst time if there are many obstacles or delays. The implementation of project activities after assessment is the ideal time when student activities will be more focused on the project being carried out, not divided by teaching and learning activities.

Character development planning has been implemented and synchronized with the development of the Pancasila student profile. In accordance with the Ministry of Education and Culture's Pancasila Student Profile Strengthening Project guidelines, the Pancasila Student Profile Strengthening Project plan at SMA Negeri 15 Palembang was developed, consisting of several steps:

Planning the Pancasila Student Profile Strengthening Project Facilitator Team

To plan the project's learning, the school formed a coordinating and facilitating team consisting of subject teachers or homeroom teachers. The coordinating team then assigned roles and responsibilities for project management. The coordinating team was responsible for planning the project, creating project modules, managing the project, and assisting students during the Pancasila Student Profile Strengthening Project activities. The project team's completeness was documented in a decree signed by the principal. The facilitator's role was to design the theme, implement it, and assist students in the Pancasila Student Profile Strengthening Project activities. Morally, the facilitator fosters collaborative behavior among students, teachers, parents, and other relevant parties. The steps are as follows; 1) The head of the educational unit appoints a profile project coordinator, who can be the deputy head of the educational unit or an educator with experience developing and managing projects; 2) If sufficient resources are available, the school profile project coordinator can establish coordinators at the class level; 3) The head of the educational unit, together with the profile project coordinator, identifies educators from each class (or, if resources are limited, representatives from each phase) to form the profile project facilitator team; 4) The coordinator gathers and provides guidance to the profile project facilitator team to plan and create profile project modules for each class or phase.

Identifying the Level of Readiness of the Educational Unit

The initial identification of SMA Negeri 15 Palembang's readiness to implement the Pancasila Student Profile Strengthening Project was based on the teachers' habits of implementing project-based learning. Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges to gain deeper knowledge. This is a common practice for teachers at State Senior High School 15 Palembang, exploring the surrounding environment as a natural laboratory. Outing classes have become a routine activity long before the implementation of the independent curriculum. This readiness identification aims to assess the maturity of the project to be delivered to students. The identification begins with the module to be delivered, whether it is in accordance with the theme and objectives of character building. Then, the location of implementation and identification of students in meaningful learning are identified, namely helping students learn actively and engage in real-world problems in the surrounding environment. The identification stage begins from the initial stage, namely, the educational unit does not yet have a system for preparing and implementing project-based learning. The concept of project-based

learning is only known to educators; the educational unit runs projects internally (without involving external parties). In the development stage, the educational unit already has a system for implementing project-based learning. The concept of project-based learning is already understood by some educators. The educational unit begins to involve parties outside the educational unit to assist with one of the project activities. Then the final stage of the advanced stage of project-based learning has become a habit in educational units, the concept of project-based learning has been understood by all educators, and educational units have collaborated with partners outside the educational unit so that the impact of the project can be expanded sustainably.

Designing the Dimensions and Themes of the Pancasila Student Profile Strengthening Project

The dimensions to be designed are the result of an analysis of student needs and the results of the education report. The education report shows a slight decline in character aspects, particularly in the dimensions of mutual cooperation, creativity, critical thinking, and global diversity. Meanwhile, from a student perspective, the large number of students necessitates strengthening the mutual cooperation aspect. The selection of the theme and dimensions of the Pancasila Student Profile Strengthening Project at SMA Negeri 15 Palembang refers to guidelines issued by the Ministry of Education, Culture, Research, and Technology.

In designing the dimensions of the Pancasila Student Profile Strengthening Project, the facilitator team and the head of the educational unit determine the Pancasila student profile dimensions that will be the focus for development in the current academic year. The selection of dimensions can be based on the educational unit's vision and mission or the programs to be implemented in that academic year. It is recommended to select two to three of the most relevant dimensions to be the focus of the profile project targets for a single academic year. It is recommended that the number of Pancasila student profile dimensions developed within a profile project be limited to ensure clear and focused project objectives. During the profile project module development stage, the determination of these target dimensions will be followed by the determination of elements and sub-elements that align with the conditions and needs of students. If the educational unit head has experience implementing project-based activities, the number of dimensions selected can be increased according to the readiness of the educational unit.

After the dimensions have been determined, it is necessary to prepare themes that will serve as material for inclusion in the Pancasila Student Profile Strengthening Project design. The Ministry of Education, Culture, Research, and Technology determines the themes for each profile project implemented in educational units. Starting in the 2021/2022 academic year, there are eight themes for elementary, middle, high, and vocational schools, and equivalents, developed based on priority issues in the 2020-

2035 National Education Roadmap, the Sustainable Development Goals, and other relevant documents.

Organizing the Pancasila Student Profile Strengthening Project

Organizing is defined as the activity of assigning tasks to individuals involved in organizational activities, in accordance with the competencies of their Human Resources (HR). Therefore, it can be said that this activity encompasses the entire process of selecting and placing individuals according to their potential and responsibilities. In this case, organizing aims to facilitate the delivery of material to students and to involve all teachers in the P5 process at SMA Negeri 15 Palembang.

Implementation of the Pancasila Student Profile Strengthening Project

The success of the project's activities can be achieved if the project is well-executed and its objectives are achieved. In the implementation of the Pancasila Student Profile Strengthening Project, teachers play a crucial role, as they act as facilitators, accompanying students in the field. Management implementation is the effort to realize what has been planned in the project module. From the explanation from the vice principal of SMA Negeri 15 Palembang, it can be concluded that P5 implementation at SMA Negeri 15 Palembang takes place in the first and second semesters of learning, according to the SMA Negeri 15 Palembang academic schedule. The implementation focuses on introducing Palembang's regional culture, with the aim of enhancing students' understanding of the regional culture, which they may have previously lacked. This introduction will enable students to represent Palembang at a higher level when they continue their education at university. The key to the project's implementation is student engagement in the learning process. Therefore, educators, as learning facilitators, need to continuously be creative to increase the learning participation of all students in the ongoing series of activities. In implementing the Pancasila Student Profile Strengthening Project, students, educators, and educational units must all have sufficient space and opportunity to develop themselves in accordance with the spirit of independent learning.

The implementation process of the Pancasila Student Profile Strengthening Project begins with the coordinating team providing students with concepts or materials before the field activities begin. Students are given the opportunity to express their opinions and develop prior knowledge about the project. After the materials are provided, the coordinating team directs students to study the materials independently. This is expected to maximize student engagement in the activities, as the Pancasila Student Profile Strengthening Project prioritizes process over results. Therefore, the project facilitators have provided students with the necessary resources, including project materials, and continued support to ensure that serious errors are avoided and the project is carried out optimally. Based on the discussion, it is concluded that developing a flow in the implementation of the Pancasila Student

Profile Strengthening Project is important because it is an alternative path for project implementation steps to develop student activities. Teachers create a project flow containing project activities using a mutually agreed activity structure, after which the project design stage carries out the preparation according to the flow and strategies that have been made. After doing all of these things, there are several approach processes used in developing the flow of the Pancasila Student Profile Strengthening Project, such as introduction, contextualization, action, reflection, and follow-up.

Supervision of the Pancasila Student Profile Strengthening Project

Supervision is the final stage of the activity after planning and implementation. Supervision is necessary to assess the success of the Pancasila Student Profile Strengthening Project. Supervision is used to determine whether the results of the activities align with the competencies outlined in the curriculum. This monitoring stage aims to assess the alignment between previously developed planning and implementation, including student responses to the activities. SMA Negeri 15 Palembang conducts two types of evaluation: process evaluation and outcome evaluation. This is done to assess the effectiveness of the Pancasila Student Profile Strengthening Project, as follows:

1) Process Supervision
Supervision is conducted not only on project outcomes but also on the implementation of activities. Supervision is carried out to assess the extent to which students have achieved competencies and to assess the success of the Pancasila Student Profile Strengthening Project. Evaluation can also identify any obstacles encountered during implementation. From the results of the supervision that has been carried out, it can be seen that the implementation of the Pancasila Student Profile Strengthening Project has gone well according to the previously prepared plan, but in this case, there are still obstacles in the implementation of the Pancasila Student Profile Strengthening Project at SMA Negeri 15 Palembang. The supervision that has been carried out can be said to have gone well, but in its implementation, there are still several obstacles. The obstacles that exist in this implementation are related to students who must adjust to the project learning because it is still a new thing and the technical implementation of the project in the field. Not only that, but there are still some obstacles that occur in the facilitator team, namely homeroom teachers; there are still some who are confused and do not really understand the theme of the Pancasila Student Profile Strengthening Project and the objectives to be achieved.

2) Results Monitoring
Results monitoring is an evaluation aimed at assessing the results of the project's activities. Reflection on students allows the coordinator and facilitator teams to determine the next steps. The level of student understanding can also be measured, particularly in terms of changes in student character. Monitoring and reflection are conducted to assess the success of the Pancasila Student Profile Strengthening Project

(P5) at SMA Negeri 15 Palembang. The monitoring results indicate that student enthusiasm has increased with each theme implemented. This has made the coordinator and facilitator teams proud to see the continuous improvement in their students' competencies.

Environmental analysis of the Pancasila Student Profile Strengthening Project

Supporting Factors for the Pancasila Student Profile Strengthening Project

Supporting factors for the implementation of the Student Profile Strengthening Project (P5) in the Independent Curriculum stem from mutually supportive human resources. SMA Negeri 15 Palembang City has educators and educational staff of excellent quality and quantity. This undoubtedly adds value to the school's implementation of the Independent Curriculum. In addition to educators and educational staff, student engagement in P5 is also crucial. As implementers of the P5 program, students must be actively involved in implementing the program, demonstrating both their skills and abilities.

Furthermore, parental support is a key factor in the program's success, in line with its goal of developing Pancasila students with good character. Once resources are met, other supporting factors include adequate school facilities and infrastructure, which must be used for the program. Support, for example, requires adequate technology or appropriate outdoor and indoor spaces within the school to meet student needs. The above is supported by the opinion of Fahri et al. (2023), who stated that to support the implementation of P5 and ensure its success, schools must meet several factors. These include teachers and schools actively participating in curriculum planning by optimizing local potential and improving teacher qualifications in developing independent curriculum learning.

Obstacles to the Pancasila Student Profile Strengthening Project

Human resources, both teachers and teaching staff, are one of the obstacles encountered in implementing the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum at SMA Negeri 15 Palembang. These obstacles stem from internal factors. Teachers still lack resources to develop learning projects. Furthermore, there are limitations in funding, time, and other resources related to the Pancasila Student Profile Strengthening Project. In line with current curriculum developments, the more advanced the curriculum, the more sophisticated the implementation process of the Pancasila Student Profile Strengthening Project. This presents obstacles to the development of teaching modules or the development of curriculum-aligned materials. However, despite the numerous obstacles encountered at SMA Negeri 15 Palembang, the school's policies have been implemented. These obstacles can be resolved well, namely by providing additional insight to educators

and teaching staff by participating in training held at school or outside school related to the Pancasila Student Profile Strengthening Project.

Impact of the Pancasila Student Profile Strengthening Project

With the growing era of globalization, the demand for human resources, which demands a growing creative and innovative spirit, will undoubtedly increase. Education is a crucial pillar for developing quality human resources by producing graduates with academic abilities and 21st-century skills such as creativity. The independent curriculum has a key component, one of which is the Pancasila Student Profile Strengthening Project. This program was created to provide and empower students to develop holistic competencies, including creativity, through projects relevant to real life. The project-based learning approach provides a platform for students to think creatively, enabling the P5 program to encourage students to produce products, artwork, or solutions that align with the Pancasila student profile. There are certainly ways to strengthen each dimension of the Pancasila student profile, such as the creative dimension. Schools and teachers must be skilled at creating learning that supports the development of student creativity. Creative students will be able to create new, useful, and impactful things. The definition of creativity itself is the ability to create something new that comes from ideas and concepts that students have by modifying existing things to create something new.

Once the educational unit and educators feel comfortable and ready to implement project-based learning, there are several follow-up actions that can be taken to increase the impact of the profile project; 1) establish collaborations with partners outside the educational unit; 2) encourage the educational unit environment to continue the actions and good practice; 3) integrate various existing profile projects so that they support each other rather than compete; 4) Encourage the educational unit environment to consider ways to optimize the impact and benefits of the profile projects.

D. Conclusions

Based on the collected data and analysis, this study concludes that effective school management plays a crucial role in the successful implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Negeri 15 Palembang. The research highlights that structured planning including team formation, readiness assessment, theme selection, and scheduling is essential for smooth execution. Proper organization, with clear roles for the principal, coordinating team, and facilitators, ensures accountability, while implementation must align with the academic calendar to prevent disruptions. Additionally, systematic monitoring and evaluation are necessary to assess outcomes and reinforce student application of Pancasila values. The study also identifies key supporting factors, such as adequate human resources and facilities, and inhibiting factors, including insufficient teacher collaboration and

low student motivation, which significantly influence P5's effectiveness. Furthermore, P5 has a positive impact on student character development by fostering collaboration, real-world engagement, and moral grounding in Pancasila principles, ultimately enhancing students' skills and motivation. Practically, these findings suggest that schools should prioritize leadership commitment, teacher training, and stakeholder involvement to optimize P5 outcomes. Policymakers may consider providing standardized guidelines and resource support to address implementation challenges. For future research, longitudinal studies could assess the long-term effects of P5 on student behavior, while comparative analyses across different schools would help identify context-specific best practices. Additionally, exploring innovative strategies to boost teacher collaboration and student engagement in P5 activities could further strengthen program effectiveness.

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