



## Project Management Analysis for Strengthening the Pancasila Student Profile at State Junior High School 19 Ambon

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### Abstract

The Strengthening of the Pancasila Student Profile is an integral part of the Merdeka curriculum, aimed at cultivating students in Indonesia to embody and practice the core values of Pancasila in their everyday lives as citizens. This study aims to analyze the project management involved in the implementation of the Pancasila Student Profile at State Junior High School 19 Ambon. The research adopts a qualitative approach, employing data collection methods such as interviews, observations, and document analysis. The respondents include the principal, vice principal for curriculum, project supervisor, project leader, project treasurer, three students, and two parents of Grade 8 students. Data were analyzed using stages of data collection, reduction, display, and conclusion drawing. The findings of this research highlight the necessity of effective project management in ensuring that the Pancasila Student Profile program is executed in accordance with regulations and contributes to meaningful changes within the school. The study recommends that the principal maintain strong communication with the project supervisor prior to implementing the plan and foster a commitment to enhancing teachers' competencies in delivering the Pancasila Student Profile program. This will ensure better outcomes for students at State Junior High School 19 Ambon.

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## INTRODUCTION

The Ministry of Education and Culture of Indonesia (Kemendikbud), in carrying out its mandate to develop human resources, is committed to a collective effort across the nation to enhance the quality of education and promote cultural advancement. The ministry's vision is based on the President's Vision as outlined in the National Medium-Term Development Plan (RPJMN) for 2020-2024. As a result, Kemendikbud is fully dedicated to supporting the president's

agenda, particularly in shaping the Pancasila Student Profile, which consists of six key dimensions.

Kemendikbud is also working to develop Pancasila students, who represent Indonesian learners as lifelong students with global competencies and behavior aligned with the values of Pancasila. These students are distinguished by six core traits: being faithful and devout to God Almighty with noble character, embracing global diversity, demonstrating cooperation, being independent, thinking

critically, and being creative (Strategic Plan, 2020).

The Strengthening of the Pancasila Student Profile project is part of the initiative to realize the Pancasila Student Profile. This project provides students with opportunities to experience knowledge as a process of character strengthening while also offering them the chance to learn from their surrounding environment. Through this activity, students have the opportunity to engage directly with important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life, allowing them to take real action and offer solutions to their communities (BSKAP, 2022).

The Strengthening of the Pancasila Student Profile project represents the government's concrete action in addressing challenges related to student profiles and the competencies that will result from the national education system. Curriculum design is also considered a critical factor, as it offers opportunities for teachers and students to explore and adapt to the interests and needs of the school community, particularly the students (Widyastuti, 2022).

P5 (the Pancasila Student Profile project) also actively contributes to creating a fun learning environment for students, encouraging them to engage actively. The project is designed to help students develop skills in analysis, problem-solving, and decision-making, ultimately fostering a positive culture for students, the school community, and the surrounding environment (Mery, Martono, Halidjah, & Hartoyo, 2022).

According to research conducted by Wahidah, Zubair, Fauzan, and Alqodri (2023) on the implementation of the Pancasila Student Profile at State Junior High School 1 Mataram, P5 provides students with opportunities to analyze issues in their environment. Factors that support the project include cooperation among school members, especially students, although several obstacles were identified, such as the diverse behavior of students, class size, the lack of accompanying educators, and the new curriculum.

Research by Saputra, Rochmiyati, and Khosiyono at the elementary level in Srepeng, Semanu, Gunung Kidul, Yogyakarta, found that students involved in P5 demonstrated growth in the six dimensions of the Pancasila Student Profile. However, the active role of teachers was deemed essential for improving the implementation of the Pancasila Student Profile (Saputra, Rochmiyati, & Khosiyono, 2023).

This study is further supported by relevant research conducted by Hani Hadiati Pujawardani, A. Suganda, and Waska Warta, analyzing project management for strengthening the Pancasila Student Profile at SMP Bina Taruna Bojongsoang, Bandung Regency. The findings indicate that management functions contribute efficiently to the project, creating a significant impact (Pujawardani, Suganda, & Warta, 2023).

Additionally, research by Cahyaningrum and Diana on the P5 project as part of the Merdeka curriculum implementation in early childhood education institutions showed that the

project, still in its refinement stage, was validated as successful in design, implementation, and evaluation, demonstrating the six dimensions of the Pancasila Student Profile (Cahyaningrum & Diana, 2023).

Based on initial interviews with Mrs. Sahertian on March 5, 2024, at 10:24 AM WIT, the vice principal for curriculum at State Junior High School 19 Ambon, the school implemented the Merdeka curriculum in the 2022/2023 academic year, even though it is not a "driving school." The decision to adopt the Merdeka curriculum was initiated by the teaching staff's desire for change, along with student interest in the new curriculum content. As a non-driving school, State Junior High School 19 Ambon opted to implement three themes in the first year of Merdeka curriculum implementation. The school was classified as "independent learning," allowing it the flexibility to choose the themes for implementation. For the first stage, the school began with Grade VII and selected three themes: democratic voice, entrepreneurship, and local wisdom.

This interview provided key insights into why the researcher chose State Junior High School 19 Ambon, as it offers a unique perspective by focusing on a non-driving school. The school immediately implemented three themes in the first year of the P5 project, despite the option to start with just one. This distinct approach, combined with the school's motivation to adopt the Merdeka curriculum without the financial advantages of driving schools, presents a challenge and a difference from other studies. The aim of this research is to

analyze the planning, organization, direction, control, and the supporting and inhibiting factors of the Pancasila Student Profile project at State Junior High School 19 Ambon.

## METHOD

This study employs a qualitative research methodology. Qualitative research is inherently descriptive and typically relies on in-depth analysis. The processes and meanings highlighted in this qualitative investigation are grounded in theoretical frameworks that guide the study's focus, ensuring alignment with the observable facts in the field (Waris et al., 2022).

The selection of research subjects was conducted using purposive sampling techniques. This sampling method identifies respondents believed to be capable of providing relevant information aligned with the research objectives (Sarosa, 2021). The rationale for utilizing purposive sampling lies in the inclusion of informants who hold significant and active roles throughout all project phases. These informants consist of the project chairperson, project treasurer, and project supervisor—specifically, the principal and vice principal for curriculum. Additionally, three students and two parents were included as representatives of the project.

Data collection techniques incorporated structured interviews, allowing the researcher to gather information directly from various sources through a series of questions and answers. The interviewees consisted of the principal, vice principal for curriculum, project chairperson, project treasurer,

three students, two parents, and one supervisor. Observational techniques were employed to monitor student behavior and engagement with the three project themes: democratic voice, entrepreneurship, and local wisdom. Documentation was also utilized to gather direct data from the research site, including relevant books, regulations, reports, photographs, and other research-related materials. The collected documentation comprised the educational unit profile, project modules, organizational structure of the facilitator team, records of the Pancasila Student Profile strengthening project activities, and P5 reports (Sudaryono, 2017).

To ensure data validity, the researcher implemented source triangulation, a technique that assesses the credibility of information by comparing data from multiple sources, thus enhancing the reliability and comparability of the findings (Artha, 2022). Furthermore, technique triangulation was employed, integrating various methods during the data collection process, which included both interviews and documentation (Wijaya & Helaluddin, 2019).

Data analysis was guided by the framework established by Miles and Huberman (as cited in Purwanto, 2022). The analysis commenced with data collection, which is crucial for validating the information gathered throughout the research. This involved collecting data through interviews, observations, and documentation. Data reduction was conducted to identify key information while eliminating irrelevant or extraneous details. The objective of this analysis was not only to summarize and categorize the

data but also to ensure that it remained pertinent to the research scope. The researcher processed the data gathered from interviews and observations in line with the focus of the research objectives, crafting paraphrases to facilitate clarity and comprehension of the key points.

Data presentation consists of the organized results of the information collected, serving as an essential component for drawing conclusions. The researcher structured the presentation according to the study's focal points, encompassing planning, organization, direction, control, hindering factors, and supporting factors associated with the Pancasila Student Profile strengthening project.

## RESULT AND DISCUSSION

Based on the collected data, the results and discussion are elaborated upon in the following points:

### 1. Planning

The initial planning conducted by the school included:

- a. School Readiness: The school demonstrated readiness to implement the Merdeka curriculum by participating in a test organized by the Ministry of Education and Culture (Kemendikbud) through the PMM initiative. The results indicated that the school was capable of implementing the Merdeka curriculum and qualified for the independent change option.
- b. Socialization of the Merdeka Curriculum and P5: Direct socialization of the Merdeka

curriculum and P5 was conducted by the principal, who communicated the decision to implement the Merdeka curriculum to the school community.

## 2. Organization

- a. Formation of Project Teams: The school's organizational structure commenced with the selection of a project chairperson or coordinator, appointed by the project leader, namely the principal. Subsequently, the project chairperson selected team members, including a project treasurer (the class guardian) and a supporting facilitator in each class, along with student group leaders.
- b. The project focused on three themes: democratic voice, entrepreneurship, and local wisdom. These themes were selected based on school context, emphasizing local wisdom through cultural practices, entrepreneurship through the maintenance and sale of mustard greens, and democratic voice reflecting the election of student council representatives (OSIS),
- c. Each theme was allocated different instructional hours: 120 hours for the democratic voice theme, 120 hours for local wisdom, and 140 hours for entrepreneurship, all implemented in the seventh grade.

## 3. Direction

- a. task Allocation: During the project implementation, the project chairperson distributed tasks and functions among the facilitator team to oversee and communicate necessary activities. This structure aligned with the roles of student group leaders within the classroom.
- b. Funding Sources: Material and funding were sourced from the BOS (School Operational Assistance) funds and parental contributions. Assessments during the project utilized a portfolio approach, qualitatively evaluating student development throughout the project.

## 4. Control

- a. Monitoring Performance: Control measures were established to ensure that project execution aligned with the created module. Projects were scheduled primarily on Saturdays, although some students occasionally worked beyond the designated hours. Educators did not impose strict limits on student engagement as long as they remained motivated to complete their projects, demonstrating flexibility in meeting students' needs.
- b. Attendance Issues: Instances of absenteeism among educators and students were noted. However, the presence of educators was crucial, as students required guidance. This

absenteeism hindered the effectiveness of project execution, placing additional burdens on other teachers to manage their classes.

- c. Student Engagement: Despite the challenges faced during oversight, students expressed that the Pancasila Student Profile strengthening project provided them with opportunities for meaningful action. In a time when character and spiritual development is increasingly neglected, this project serves as a potential remedy to current societal issues.
- d. Behavioral Development: Notable behavioral improvements among three students participating in the Pancasila Student Profile project were documented in their P5 reports and observations. These students exhibited enhanced skills in collaboration, wise decision-making, appreciation for cultural values, and entrepreneurial abilities.

The management of the P5 project is supported by research conducted by Ulandari and Rapita (2023), which highlights the implementation of the Pancasila Student Profile strengthening project as an initiative to enhance student character. The project initiation included the selection of the project team, evaluation of school readiness, theme determination, module

development, assessment planning, and culminating in a public exhibition of project outcomes.

#### 5. Hindering Factors

- a. Initial Socialization: The initial socialization phase revealed that the information disseminated by the principal was insufficient.
- b. Communication Gaps: Limited communication and collaboration between the school management and project supervisors hindered effective module development and planning.
- c. Educator Engagement: There was a noticeable lack of active participation among educators in enhancing their competencies for the Pancasila Student Profile project.
- d. Last-Minute Notifications: Information regarding material allocations was often communicated to parents on short notice.
- e. Documentation Issues: Records of meeting minutes and modules related to local wisdom were unavailable.

The challenges in directing students also emerged as a significant hurdle; however, educators addressed this by fostering open communication, allowing students to freely express their concerns regarding obstacles encountered during the project. This approach extended to the facilitators involved in the project team.

## 6. Supporting Factors

- a. Expert Contributions: During the Pancasila Student Profile project, the principal and educators invited guest facilitators to enrich the knowledge resources required for the project's continuity.
- b. Independent Learning: Some educators engaged in self-directed learning through the PMM application, as exemplified by the vice principal for curriculum, who participated in various teacher development groups and webinars related to the Merdeka curriculum, particularly focusing on the Pancasila Student Profile project.
- c. Student Collaboration: Students demonstrated cooperation in supporting one another and achieving the objectives of the Pancasila Student Profile through this project.

The supporting factors for project implementation are substantiated by documentation, P5 reports, and observations of three students, indicating positive behavioral developments:

1. First and Second Students: Both exhibited active participation during the democratic voice, local wisdom, and entrepreneurship themes, contributing valuable ideas and collaborating effectively with peers while respecting differing opinions.
2. Third Student: This student consistently displayed discipline, respect for diversity, active participation, effective communication, information

processing, and collaborative problem-solving, successfully creating a mini vlog about democratic voice in school and independently designing a creative poster.

The hindering factors are corroborated by research from Maharani, Istiaroh, and Putri (2023), highlighting that the Pancasila Student Profile project is still in its nascent stages, leading to suboptimal implementation compounded by insufficient ongoing socialization and training related to the Merdeka curriculum. Facilitator support was lacking, and educators were often required to fulfill multiple roles beyond their teaching responsibilities.

Supporting factors are also reinforced by the research of Sutiyono (2022), which analyzed both supporting and hindering factors in the formation of the Pancasila Student Profile at SD Negeri Deresan Sleman. Early character development was linked to PPKn education, while the 2013 curriculum (K13) documentation provided foundational resources for future character strengthening.

Research by Sari, Zumrotun, and Sofinan (2023) on the implementation of the Pancasila Student Profile project (P5) in elementary schools further supports these findings, indicating that:

1. Student engagement in environmental stewardship was notable during project implementation.
2. Adequate facility allocation was observed.
3. Teacher support and motivation were identified as significant contributors to student performance.

4. Parental support facilitated the project execution by providing necessary resources for students.

## CONCLUSION

The planning phase of the Pancasila Student Profile strengthening project commenced with an initial survey and the school's readiness to implement the Merdeka curriculum. SMP Negeri 19 Ambon was classified under the category of independent transformation options. The project planning was based on the guidelines outlined in the Pancasila Student Profile strengthening project handbook and applicable regulations.

The organizational aspect began with the formation of a project facilitator team and student groups, both of which played a crucial role in the project planning process. Three project themes were selected—Democracy Voice, Entrepreneurship, and Local Wisdom—tailored to meet the school's specific needs.

Direction was provided through collaborative efforts between educators and students, fostering mutual support and guidance to achieve the objectives set forth in the Pancasila Student Profile project module. Parental support and engagement from the school community, as confirmed through interviews, were beneficial in addressing any gaps in the project.

Control measures were aligned with the project module, which served as an essential guide for educators. This oversight was particularly significant for the project leader and treasurer in directing both educators and students toward achieving the desired outcomes. Weekly evaluations were conducted to ensure that

the project progressed smoothly, allowing for collective problem-solving during meetings, which were also facilitated by educators.

Several factors impeded the project's progress, including inadequate socialization provided by the school's facilitator, limited resource utilization by educators, and perceived deficiencies in school management's communication during the initial planning stages, as noted by the school supervisor. Additionally, last-minute notifications from the school regarding required materials were significant challenges, as these materials needed to be adequately prepared by parents and students.

On the other hand, supportive actions taken throughout the project included inviting guest speakers or facilitators, and many educators engaged in self-directed learning from various sources. Students were also given opportunities to work within groups, encouraging independence and leadership skills, especially among peers, as they could relate to and understand each other better. The outcomes of the project were deemed satisfactory by the students and were documented in the P5 report.

In conclusion, the research findings provide insights into the planning, organizing, directing, controlling, as well as the barriers and supporting factors in the implementation of the Pancasila Student Profile strengthening project at SMP Negeri 19 Ambon. The planning process involved an initial survey and the school's readiness to adopt the Merdeka curriculum, alongside the execution of the Pancasila Student Profile strengthening



project. The organization was facilitated by the selection of a project leader by the principal and subsequently appointing facilitator teams focusing on the three themes: Democracy Voice, Local Wisdom, and Entrepreneurship. The direction provided by educators, students, and parents fostered collaboration during the project's implementation. Control mechanisms were exercised by the project leader and accompanying teachers, with students also monitoring the project's progress, while weekly evaluations addressed any challenges faced by the school. The impediments encountered included inadequate socialization, resource utilization, school management communication with supervisors, and information dissemination to parents regarding project requirements. Supporting actions included inviting guest speakers, self-directed learning for educators to enhance their competencies through webinars, and involvement in groups focused on the Merdeka curriculum and the Pancasila Student Profile strengthening project. The project's outcomes, as previously discussed, were recorded in the P5 report, reflecting students' achievements during the project.

The following recommendations can be made:

School leaders are encouraged to enhance communication with substitute supervisors prior to finalizing plans for the project and its oversight. Educators must maintain important records, including meeting minutes and collaboratively developed modules. Furthermore, teachers should actively participate in professional development activities, such as webinars,

and join groups discussing the Merdeka curriculum or specifically the Pancasila Student Profile strengthening project, fostering collaboration throughout the project's duration. Future research should serve as a reference, particularly focusing on analyzing project management for the Pancasila Student Profile strengthening initiative at SMP Negeri 19 Ambon.

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