



Management Implementation Project Strengthening the Profile of Pancasila Students (P5) at SMAS Muhammadiyah Toboali

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ABSTRACT

This research aims to find out how the management of SMAS Muhammadiyah Toboali is implementing the project of Strengthening the Profile of Pancasila Students (P5). Qualitative research with a descriptive approach is the research design used in this article. Five participants were involved in this research: the school principal, the curriculum representative, the P5 coordinator, the P5 facilitator and the students of Class X. Data collection techniques used were interviews and documentary studies. This research uses interactive data analysis. Data analysis techniques used models Miles and Huberman with the help of software atlas.ti version 8 by creating word codes to facilitate the presentation of the data obtained. Research results: Indicators found from P5 management planning for SMA in the planning component consist of principal leadership, curriculum development, school policies, local wisdom, determining schedules and modules, determining coordinators, determining facilitators, and determining themes. The indicators found from the organization of P5 management for SMA in the organizing component consist of freedom to learn, teacher willingness, coordination, similarity of perception, concern, mutual agreement, division of tasks, and socialization. The indicators found from the implementation of P5 management for SMA in the implementation component consist of student involvement, habituation, task descriptions, innovation, social media, work titles, collaboration, adaptation, partnership, and harmony. The indicators found from evaluating P5 management for SMA in the evaluation component consist of: *follow-up*, based on competency, level of achievement, sustainability, independence, digital era, and school culture.



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INTRODUCTION

A period of educational transformation is beginning with the rapid development of science and technology. In order to improve the quality and dignity of human life, education has an important role to play in operationalising the constitutional mandate of education in the life of the nation (Fatih et al., 2022). This educational transformation is part of the improvement of the quality of education. This is then characterised by changes in the curriculum (Fajri, 2019). The curriculum is one of the most important components in education because it regulates all the activities involved in providing and delivering education (Yuliani, 2022). The curriculum itself is a statement of the vision, the mission and the goals of education of a nation. It is a set of values that are then passed on to students.

That the curriculum is flexible, forward-looking and responsive to current developments is shown by the occurrence of changes in the curriculum. One of the factors that are conducive to changes in the direction and objectives of the curriculum is the social dynamics at work in social life. (Prastowo, 2018). As was the case when the COVID-19 pandemic occurred which caused a change in the educational paradigm which was usually implemented or based on face-to-face methods, it changed to distance learning (PJJ). Based on data submitted by (Puslitjak, 2020), shows that the resilience or resistance to teaching and learning activities has shown a significant decline, marked by a decrease in the intensity of both the number of study days in a week and the average number of study hours in a day. Generally, during the distance learning method, students at the middle school, high school, and vocational school levels only have 2-4 days of study time in a week. In line with this, the study results also stated that during the pandemic only 68% of students had access to learning from home. The impact resulting from this pandemic has resulted in a decline in students' abilities, learning outcomes have not been met, knowledge gaps have become greater, and students' emotional development and psychological health have also been disrupted (Indrawati et al., 2020).

If teaching and learning activities are not maximised, this leads to a loss of learning and thus to a decline in the literacy and numeracy skills of students. This is consistent with data from the Programme for International Student Assessment (PISA), which shows that around 70% of students at age 15 are minimally proficient in applying basic mathematical concepts or simple reading comprehension (Kemendikbudristek, 2020). In response to this problem, the government has issued a policy for the application of the emergency curriculum, which is essentially a simplification of the national curriculum. This policy is set out in the Decree of the Minister of Education and Culture No. 719/P/2020. This established policy shows positive results. (Anggraena et al., 2021) This research stated that the achievement of learning activities in the emergency curriculum showed better results compared to the 2013 curriculum. This can be interpreted as the implementation of the emergency curriculum having a significant influence on reducing the occurrence of learning loss. This was later used as the basis for the development of a new curriculum which came to be known as the Merdeka Curriculum.

In substance, the Merdeka Curriculum is a development of the previous curriculum (Sunarni & Karyono, 2023). The process-based learning project, which later became known as the Project for Strengthening the Profile of Pancasila Students (P5), is a fundamental difference between the 2013 curriculum and the Merdeka curriculum (Asiati & Hasanah, 2022). When implementing the Merdeka Curriculum, each school is also allowed to choose one of three options for implementing the Merdeka Curriculum, including independent learning, independent change and independent sharing. This allows each school to adapt to the conditions and readiness of their respective schools.

The Merdeka Curriculum has been designed to be a more adaptable and flexible curriculum for students. It focuses on the essential material and develops the competencies and character of the students. In the Merdeka Curriculum, the content of character education for students is the Pancasila Student Profile, which is inculcated through the school culture and co-curricular and extra-curricular learning (Rahayuningsih, 2022). The Pancasila Student Profile is defined as the personality of a competent student who has the character and behaviour according to the values of Pancasila (Solehudin et al., 2022). The Pancasila Student Profile Strengthening Project facilitates students to be directly involved in gaining knowledge, where this process also functions as character strengthening and provides space for learning contextually in everyday life (Anienda et al., 2019).

As a new concept and policy, implementing the Merdeka curriculum also has problems, especially in implementing P5. Widana et al., (2023) in their research, they found that the development of the module of the Pancasila Student Profile Strengthening Project had not been able to be carried out in an optimal way. This is because there is still a lack of understanding among teachers regarding how to implement P5. Another problem is the selection of themes and topics for P5. This is not yet based on an analysis of the characteristics of schools. Similarly, the formative and summative assessment techniques are not based on legal regulations. Apart from this, there is still a lack of examples of the implementation of the P5, and the availability of supporting regulations is still very minimal. In other literature, it is also explained that as a new concept, every school is still trying to find a good management model in planning, implementation, and evaluation that must be carried out in implementing P5. This is because the curriculum structure at P5 has separate learning processes for each subject (Hadian et al., 2022). (Wahidah et al., 2023) also explained that several factors hinder the implementation of P5, namely 1) different student characteristics, 2) large student ratios, 3) lack of accompanying teachers, and 4) new curriculum concepts.

Strengthening the Pancasila student profile is therefore very important. This should be done with special time allocation to give students the opportunity to understand the process of character development and the opportunities for learning in the environment. Moral people grow as a result of developing the Pancasila Learning Profile. SMAS Muhammadiyah Toboali is the only private school in South Bangka Regency that has been selected as a *Sekolah Penggerak*. Therefore, it has implemented the Merdeka Curriculum and implemented good practices in the P5. The purpose of this research is to find out how management is implemented P5 in SMAS Muhammadiyah Toboali. The novelty in this research will be used as an input for all stakeholders to further develop the P5 programme in every school, especially at secondary and equivalent levels.

METHOD

Qualitative research with a descriptive approach is the research design used in this article. According to Creswell (2016), qualitative research is a type of research that is carried out in order to explore and understand the meaning of several individuals or groups of people that arise from a social problem. In line with Sugiyono (2019) this article describes descriptive qualitative research as a research method that draws on the philosophy of postpositivism. The choice of a descriptive qualitative research design was motivated by the desire to provide a more specific, transparent and detailed description of the conditions observed on the ground with regard to the implementation of P5 management.

This research aims to find out how management is implemented P5 at SMAS Muhammadiyah Toboali. This research was conducted at SMAS Muhammadiyah Toboali, which is the only private school in South Bangka Regency, Bangka Belitung Islands Province that was selected as a driving school to implement the Merdeka Curriculum and P5 good practices. This research was conducted for one month in June 2023.

The subjects of this research were five people, with the details of the school principal, vice-principal of curriculum, the P5 coordinator, the P5 facilitator and the students of Class X. The following criteria were used to identify the informants in this research (Sugiyono, 2019). Interviews and documentary studies were the data collection techniques used in this research. Interview techniques are used to collect data in order to find problems that need to be investigated and when the researcher wants to know things in greater detail from the interviewees, while documentation techniques are used to obtain data and information in the form of books, archives, written figures and images. Primary data was collected through in-depth interviews to gather complex information on how P5 is managed at SMAS Muhammadiyah Toboali. Secondary data was obtained through documentation studies by collecting files related to the implementation of P5 such as school curriculum structures, P5 modules, P5 assessment rubrics, P5 activity diary, P5 implementation schedule, P5 attendance, P5 work results as well as photos and videos of P5 activities. The validity of the data was checked through triangulation, member checking and discussion with colleagues.

This research uses interactive data analysis. The Miles and Huberman models are used to analyse the data in this research. The stages of data analysis include the process of data reduction, data presentation and conclusion. The data analysis was carried out during the collection of the data as well as after the collection of the data was completed within a certain period of time (Sugiyono, 2019). Data analysis was carried out by coding the data using Atlas.ti version 8 software, creating codewords to facilitate the presentation of the data obtained (Mahmudah, 2021).

RESULTS AND DISCUSSION

Concept Map Results

Table 1. List and Number of Codes

No.	Code Name	Number of Codes
1.	● Local wisdom	1
2.	● School Policy	2
3.	● Principal Leadership	2
4.	● Determining a Facilitator	1
5	● Determining Schedules and Modules	1
6.	● Determine the Coordinator	1
7.	● Determining Theme	1
8.	● Curriculum Development	1
9.	● Freedom to Learn	2
10.	● Concern	1
11.	● Teacher's Willingness	2
12	● Mutual agreement	1
13	● Coordination	2
14	● Division of tasks	2
15	● Perception Equation	1
16	● Socialization	3
17	● Adaptation	3
18	● Description Task	1
19	● Work Degree	1
20	● Innovation	1
21	● Partnership	1
22	● Harmony	1
23	● Student Engagement	1
24	● Collaboration	2
25	● Social media	3
26	● Habituation	1
27	● Competency Based	1
28	● School Culture	3
29	● Digital age	1
30	● Follow Up	2
31	● Continuity	1
32	● Independence	1
33	● Achievement Level	1

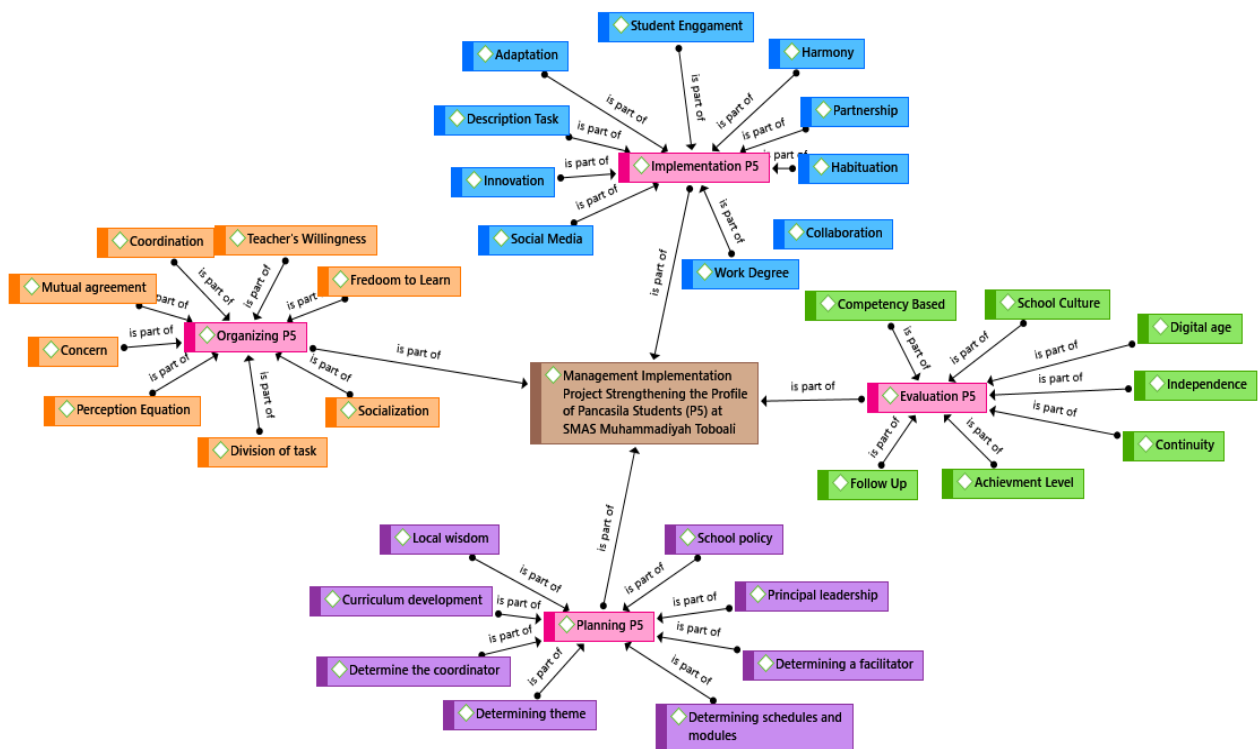


Figure 1. P5 Management Implementation Research Concept Map

Discussion

Based on the findings of the research results or the resulting concept map, this research has a novelty consisting of four components in the implementing P5 at SMAS Muhammadiyah Toboali, namely the components of planning P5, organising P5, implementing P5 and evaluating P5. These findings are relevant to the theoretical study of Hadian et al., (2022) school management have an important role in determining the success of programs or policies implemented by each school. This is because management school in general substantially interpreted as a process of management activities. This agrees with research from Fery et al., (2023) that school management does not only act as a guide that organizes human resources in the school, but also becomes a pattern that is created as a foundation to achieve the goals that have been set.

The implementation of P5 at all levels of education marks the beginning of a period of educational transformation following the implementation of the Merdeka Curriculum. The authority given by the Government to each school provides convenience and flexibility for each school to implement the P5 policy according to the conditions of its school (Kemendikbudristek, 2022b). The results of Qoiriyah (2023) research stated that "the development of P5 activities at SMAN 1 Babakan Madang was carried out by the P5 Guidelines which include planning, organizing, implementing and evaluating processes. Apart from that, according to Rasmani et al., (2023) the urgency of the importance of implementing project learning management, in this case P5 emphasizes that management is not only obtained from the classroom environment, but is a practical concept that must be explored through experience.

Implementation of P5 at SMAS Muhammadiyah Toboali is carried out through several stages starting from planning, organizing, implementing, and evaluating. The P5 management process at SMAS Muhammadiyah Toboali is carried out in a structured and continuous manner which is supported by collaboration between all school members. This confirms that the findings of this research are in line with the results of research or other references regarding the implementation project This Merdeka curriculum is implemented through certain stages using management concepts

including planning, organizing, implementing, and evaluating stages. With the principle of freedom of learning, each school will have its formulation for implementing P5 management. This P5 management formulation then becomes good practice for implementing P5 so that it can become a reference for other schools. Based on the four components in implementing P5 management at SMAS Muhammadiyah Toboali, each indicator has findings that can be used as a focus in implementing P5. This can be discussed specifically as follows:

Planning Project Strengthening the Pancasila Student Profile

Indicators found from P5 management planning for SMA in the planning component consist of principal leadership, curriculum development, school policies, local wisdom, determining schedules and modules, determining coordinators, determining facilitators, and determining themes. The Merdeka Learning Policy established by the government through the Ministry of Education and Culture marks the return of a transition period or curriculum change in each school. The Merdeka Curriculum Policy also gives each school the authority to independently adjust curriculum implementation based on instructions or guidelines that have been established to achieve educational goals (Kemendikbudristek, 2020). Planning is a tool for determining and determining the steps and efforts that will be taken to achieve educational goals. Based on the steps set, it can estimate needs for the future (Darwisyah et al., 2021). This confirms that planning is an important stage in the success or failure of implementing a policy or program.

Success in implementing P5 depends on teachers understanding the curriculum, especially the structure of the Merdeka Curriculum., which is specifically divided into classroom learning and a learning-based project or what is known as the Pancasila Student Profile Strengthening Project (P5) (Asiati & Hasanah, 2022). Other literature also explains that the process of developing an Merdeka curriculum must fulfil components such as KOSP design, ATP, learning planning and assessment, P5 planning, as well as the implementation of student-centred learning (BSKAP, 2022). This emphasises the importance for teachers to understand that project activities are carried out in an integrated or interdisciplinary manner so that learning is based on this, a step towards strengthening the Pancasila Student Profile. There are six dimensions to the Pancasila Student Profile, namely 1) faith, dedication to God Almighty and noble character, 2) independence, 3) collaboration, 4) global diversity, 5) critical thinking, and 6) creative (Kemendikbudristek, 2022b).

As a follow-up to curriculum development, cooperation from all school members is needed, including the school principal (Isa et al., 2022). Based on the research results, it was found that the Head of SMAS Muhammadiyah Toboali was directly involved in planning P5. This form of involvement is then outlined in school policy. The leadership and policies of the school principal become the motivation for other school members to jointly contribute to the implementation of P5. This is also in line with the results of Ramadina (2021) that principals are required to play a strategic role in developing the Merdeka Curriculum. In this case, the school principal is fulfilling his or her role as a supervisor and leader of change, especially in the planning of P5.

The implementation of P5 activities is carried out flexibly by each school including content, activities, and implementation time (Budiono, 2023). At this P5 planning stage, SMAS Muhammadiyah Toboali jointly determines the coordinator, facilitator, and theme, as well as the schedule and modules which are components of the project learning structure. The determination process is carried out through a meeting of the entire school community by prioritizing the principle of deliberation to produce a joint decision. The P5 coordinators and facilitators who have been selected then carry out follow-up actions by holding regular discussions or meetings. Based on the documentation results, administrative completeness was also obtained as evidenced by the existence of a P5 coordinator and facilitator decree.

Furthermore, the mechanism for determining themes, schedules, and P5 modules is adjusted to the P5 guidelines set by the government. In determining the theme, the school adapts to the conditions of the school and the surrounding environment or prioritizes aspects of local wisdom. In the 2022/2023 academic year the themes chosen are entrepreneurship, the voice of democracy, and a sustainable lifestyle based on the dimensions and elements of the Pancasila student profile. In each

of these themes, the school also includes and contains elements or values of local wisdom that developed in the Toboali community, South Bangka.

The time for implementing P5 activities is also designed based on the curriculum structure that has been developed by the school so that it is systematically scheduled. Apart from that, the module used in P5 has been designed based on a joint agreement between the project coordinator and facilitator by applying the principle of "independent change" which means that SMA Muhammadiyah Toboali has designed the module by adopting the example modules determined by the Ministry of Education and Culture. The school community has a good understanding of the Merdeka Curriculum, especially the implementation of P5, as evidenced by the cooperation shown by all members of SMAS Muhammadiyah Toboali in the design of P5. In carrying out planning, we have made a breakthrough with the principle of "independent change" which indicates that SMAS Muhammadiyah Toboali as a driving school has implemented good practices.

Organizing the Project to Strengthen the Profile of Pancasila Students

The indicators found from the organization of P5 management for SMA in the organizing component consist of freedom to learn, teacher willingness, coordination, similarity of perception, concern, mutual agreement, division of tasks, and socialization. The principles of organizing include goals, division of work, placement of workers, authority and responsibility, and delegation of authority (Hadian et al., 2022). As a follow-up to planning, this organizing stage will be the initiator in mobilizing all human resources in the school. According to Tanjung et al., (2022), "Organization is very important in every organization, including schools, which will create a comfortable place and working atmosphere."

The process of organizing P5 at SMAS Muhammadiyah Toboali began with socialization and division of tasks. This socialization activity about P5 is intended to provide the same knowledge to each teacher involved so that they can carry out P5 activities according to the plan that has been prepared. Furthermore, this task division mechanism is produced through mutual agreement based on deliberations that have been carried out. Each teacher involved as a coordinator or facilitator is given proportional duties by the guidelines implementation P5. Furthermore, the school project coordinator will periodically coordinate the tasks given. Apart from that, what is also an advantage is the willingness of the teacher, in this case, the homeroom teacher, to be directly involved in helping the P5 facilitator team.

The proportional division of tasks and coordination between homeroom teachers, project coordinators, and project facilitators have created a common understanding or perception of P5. This is in line with research by Munandar et al., (2022) who explain that "division of labor is a grouping of types of work. These jobs have similarities and similarities in activities within one group of work areas. This similarity then strengthens the bond between fellow team members." The mechanism used to achieve understanding or perception is by *bonding* between each facilitator through interactions that occur during project implementation.

The application of the Merdeka curriculum in its application is a learning-based project as outlined in activity P5, this activity can encourage students to collaborate with their colleagues so that it will encourage critical thinking skills. According to Rachmawati et al., (2022) In the Merdeka Curriculum, students are given the freedom to learn under formal conditions and a more flexible learning structure, particularly in the implementation of the P5 project. The learning process will be enhanced by the direct involvement of the pupils in the environment, and the learning process will meet the learning needs of the pupils more effectively. It is the matter here that is then interpreted as the freedom to learn. Based on research results, SMAS Muhammadiyah Toboali opportunity for students to take part in the project learning process according to their interests while still being facilitated by the teachers who are the P5 facilitator team. Apart from that, success in implementing learning independence is driven by increasing teachers' understanding of how to implement learning independence during learning activities and projects taking place.

In this organizing stage, concern is needed from all school members, both those who are directly involved and those who are not directly involved. Increasing Students' interest in learning at

SMAS Muhammadiyah Toboali through this learning project is in line with the increasing concern of the P5 facilitator team. When P5 activities take place, the guidance process carried out by teachers is not only limited to classroom activities but is carried out continuously. Each teacher periodically reminds students to carry out their projects even though they are not face-to-face. This concern certainly increases the relationship and closeness that exists between students and teachers so that with a good organizational process the learning of this project runs well. The interaction and care that exists between teachers and students have a good impact on helping students carry out activities and projects so that they can solve problems that exist in the community (Satria et al., 2022).

Success in P5 activities also depends on how each school can organize all the resources it has. An understanding of the perception of responsibility (care and willingness of teachers) to educate the nation's children which is supported by a systematic division of labor (coordination) is a form of good practice that has been implemented at SMAS Muhammadiyah Toboali. Each indicator in the P5 organizing stage is interconnected so that the activities project can run as it should.

Implementation of the Project for Strengthening the Profile of Pancasila Students

The indicators found from the implementation of P5 management for SMA in the implementation component consist of student involvement, habituation, task descriptions, innovation, social media, work titles, collaboration, adaptation, partnership, and harmony. The implementation stages in the management concept are the operationalization of the planning and organization that has been implemented. At this stage, students apply the knowledge and skills they have gained through real, meaningful action, together realizing the lessons they have learned through real action. In other literature, it is also explained that P5 activities themselves have been proven to be able to increase students' interest in learning. This was conveyed by one of the chemistry teachers at SMAN 1 Pekanbaru who stated that students have greater interest if learning is integrated by creating projects. This causes students to become more creative and think critically more easily (Putri et al., 2023).

The implementation of the real action of project learning at SMAS Muhammadiyah Toboali is carried out by the stages that have been planned and supported by the systematic organization. In carrying out P5 activities, students are directly involved starting from planning the project to be implemented and implementing the project, until later the students complete the project into a product or work which is then carried out as a final activity of implementing P5. In implementing project activities, each student who is part of a group is given the freedom to innovate in developing projects according to the theme set by the school. Students can use Internet media such as social media to find references or share project implementation documentation. At SMAS Muhammadiyah Toboali, each group is given directions and assignments to document in the form of photos, posters, and videos of the activities and then share them via existing social media so that it is hoped that this can increase students' self-confidence.

The task description delivered by the teacher as a facilitator makes the activities carried out by students more focused and meaningful so that students become accustomed to having the ability to think critically and work systematically. Collaboration and adaptation are the keys to implementing P5 at SMAS Muhammadiyah Toboali. Research conducted by Anggraini & Anisa (2023) said that the implementation of P5 in SMAN 2 Bengkulu was having a positive effect, which was demonstrated by the enthusiasm of both teachers and students during the project. Both parties are working together for the success of the programme, especially the students who are the key to the success of the project.

Implementation of P5 at SMAS Muhammadiyah Toboali does not only focus on internal school activities. In this case, the school involves other parties such as the local government and parents. Form partnerships with the government or related institutions, such as collaborating with the South Bangka Regency Environmental Service to become a waste bank partner and ecobrick on the theme of sustainable lifestyles and the South Bangka KPU as a partner in the theme of democratic voices. Another form of partnership implemented at SMAS Muhammadiyah Toboali is carrying out work events by inviting policy stakeholders.

Apart from partnerships with related institutions, partnerships with parents are characterized by the supervisory role carried out when students carry out project activities. According to Rasmani

et al., (2023) the involvement of parents also makes excellence in P5 Project activities as a way of implementing or applying the Merdeka Curriculum. In the existing theoretical studies, the results of the indicators from this research are in line with the research that states that productive partnerships between parents and teachers are very important for positive outcomes for students (Mann & Gilmore, 2021). Parental involvement in school, through individual participation and consensus in the school committee, will help teachers to build children's confidence, reinforce disciplinary values and increase children's motivation to achieve. Teachers and parents work together to promote mutual respect and communication, and to develop their sense of responsibility for supporting the learning of their child (Hafidin, 2019; Handayani & Hasrul, 2021; Shofiyah et al., 2020).

In the implementation of learning projects, the school must ensure that the projects are in line with the needs and developments of the times and are in accordance with the dimensions or elements of the Pancasila student profile. In line with the research study of Kim et al., (2022) that teachers must understand and ensure that the curricula are aligned in the classes they are teaching. This is necessary because a lack of harmony may make education ineffective and lose its original purpose. To implement this harmony, SMAS Muhammadiyah Tobaoli has ensured that this P5 activity is by existing guidelines and that the results of this project learning can improve students' skills or abilities to the needs and developments of the times. This shows that if the indicators in this planning stage are implemented systematically, they will produce project learning activities that are by the constitutional mandate, namely to make the life of the nation intelligent. Student involvement, familiarization, task descriptions, innovation, social media, work titles, collaboration, adaptation, partnership, and harmony are the keys to the successful implementation of P5 at SMAS Muhammadiyah Tobaoli.

Evaluation of the Project for Strengthening the Pancasila Student Profile

The indicators found from evaluating P5 management for SMA in the evaluation component consist of *follow-up*, based on competency, level of achievement, sustainability, independence, digital era, and school culture. The evaluation process is the final stage in the implementation of P5 management. The evaluation carried out in this research focused on evaluating the P5 program at SMAS Muhammadiyah Tobaoli. This evaluation process is carried out to see the level of achievement of the school's programme, in this case the implementation of P5. P5 activities in the Merdeka curriculum are the operationalisation of the competency-based curriculum. This level of achievement can be seen from the results of evaluations carried out using the principles of the competency-based curriculum. Based on theoretical studies, it is said that a competence-based curriculum, as already mentioned, focuses on practice, referring to skills and abilities to apply knowledge gained through different learning activities (Thipatdee, 2020; Thoriq & Mahmudah, 2023). To support this evaluation process, SMAS Muhammadiyah Tobaoli takes advantage of developments in this digital era by using the Merdeka Mengajar Platform to look for references about assessment mechanisms in the Merdeka curriculum. The correlation between the digital era and the evaluation process is carried out by utilizing developments in science and technology such as social media to share the results of P5 work carried out by students.

In this evaluation stage, SMAS Muhammadiyah Tobaoli uses assessment instruments determined by the government through the P5 guidelines such as using an assessment rubric. The evaluation process is adjusted to the dimensions and elements that have been previously determined. The evaluation process carried out does not focus on the results of the work but rather on the P5 implementation process. This means the evaluation process implementation P5 at SMAS Muhammadiyah is by existing regulations, meaning it is implemented comprehensively and sustainably. The type of assessment carried out, namely formative assessment, is carried out periodically and continuously during project implementation, while summative assessment is usually carried out at the end of the project.

Elistanto et al., (2020) explain that evaluation without follow-up has no effect in improving the quality of education, so it is necessary to support the implementation of the evaluation process by follow-up. Furthermore, it is also important to note that proper evaluation will provide appropriate

results and help to see the development of student achievement (Suyatmini et al., 2019). Therefore, each teacher must have the ability to manage the results of the evaluations conducted during the P5 activities. The follow-up processes or actions taken by SMAS Muhammadiyah Tobaoli are collected in an assessment results document. Teachers can use this information to develop differentiated learning in the classroom.

Based on interviewed students, it is known that the impact achieved after implementing P5 is the growth of student independence. This independence is demonstrated by the increased participation of students in the projects that are implemented. This is, of course, through the dimensions of the Pancasila Student Profile, namely the independent dimension. The independence that grows from the implementation of this project will become skills and competencies that each student possesses. In line with research by Robi et al., (2023) in each stage, each teacher inserts an independent character that forms participants' education to be able responsible for themselves and the community and environment in which they live.

The final result of implementing P5 is the creation of a school culture. Implementation of projects at SMAS Muhammadiyah Tobaoli as in theme 1 entrepreneurship has produced a school culture in terms of entrepreneur, in theme 2 a sustainable lifestyle has produced a school culture of cleanliness with the formation of an environmental task force for each class which is supported by the LISA program (see trash pick up), and theme 3 the voice of democracy has produced a culture of democracy so that students have an understanding of the importance of democracy in the educational process at school.

This shows that the indicators in this evaluation stage if applied continuously, will produce appropriate information from the application of P5. This information becomes data for improvements in the next theme. The evaluation consists of *follow-up*, competency-based, level of achievement, sustainability, independence, digital era, and school culture are the keys to the successful implementation of P5 at SMAS Muhammadiyah Tobaoli.

CONCLUSION

The implementation of P5 at SMAS Muhammadiyah Tobaoli is carried out in several stages starting from planning, organising, implementing and evaluating. The P5 management process at SMAS Muhammadiyah Tobaoli is carried out in a structured and continuous manner, supported by the collaboration of all school members. Based on the four components in the implementation of P5 management at SMAS Muhammadiyah Tobaoli, each indicator has findings that can be used as a focus in the implementation of P5.

Indicators found from P5 management planning for SMA in the planning component consist of principal leadership, curriculum development, school policies, local wisdom, determining schedules and modules, determining coordinators, determining facilitators, and determining themes. The indicators found from the organization of P5 management for SMA in the organizing component consist of freedom to learn, teacher willingness, coordination, similarity of perception, concern, mutual agreement, division of tasks, and socialization. The indicators found from the implementation of P5 management for SMA in the implementation component consist of student involvement, habituation, task descriptions, innovation, social media, work titles, collaboration, adaptation, partnership, and harmony. The indicators found from evaluating P5 management for SMA in the evaluation component consist of *follow-up*, based on competency, level of achievement, sustainability, independence, digital era, and school culture.

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