

Principal Policy in Implementing the Project for Strengthening the Profile of Pancasila Students at SDN 032 Tembilahan in Indragiri Hilir

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ABSTRACT

The Merdeka Curriculum changes the curriculum structure in schools, starting with driving schools as pioneers who adopt and implement P5. The principal selection process for drive schools involves several stages, highlighting the crucial principals' role in implementing P5. Not all schools will be ready to implement this curriculum, especially non-driving schools. This research aims to describe school principal policies, strategies, influence, and supporting and inhibiting factors in implementing P5 and uses a qualitative approach. Data are obtained through observation, interviews with school principals, teachers, students, and documentation. The research results show that school principals' policies consist of planning, implementation, and evaluation. Planning involves forming a curriculum acceleration team, preparing KOSP, budgeting, and increasing teacher competency. Implementation involves forming a facilitator team, creating P5 modules, and mentoring. The evaluation highlights the improvements in school readiness, teacher assessment, and P5's orientation towards strengthening character rather than products. The P5 strategy includes understanding, preparing the ecosystem, design, management, processing assessment reports, evaluation, and follow-up. Influential aspects at SDN 032 include competent human resources and strategic location, as supporting factors for P5, while the obstacle is the teacher's slow adaptation to curriculum changes. The research results are expected to contribute to improving the P5 implementation in schools.

Keywords: Merdeka curriculum, principal policy, profile of Pancasila students, p5

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INTRODUCTION

The Merdeka Curriculum is a new curriculum that will be implemented in all Indonesian schools. In the Merdeka Curriculum there is a Project for Strengthening the Profile of Pancasila Students or often called P5. The implementation of P5 has not been evenly distributed across all schools, currently it is only implemented on a limited basis in driving schools and schools that independently choose to adopt the Merdeka Curriculum. In terms of resources, driving schools are better prepared to implement the Strengthening Pancasila Student Profile Project than schools that register independently. This is due to the selection of school principals that has been carried out by the Ministry of Education and Culture at driving schools, as well as additional financial support and assistance provided by the relevant Ministry. The Merdeka Curriculum and P5 are new things in the education system in Indonesia. Of course this takes time to learn and adapt. As according to the research results of Wahidah et al (2023) which states that P5 is part of the new curriculum, and it takes time for teachers to get used to it, so it becomes one of the obstacles to implementing P5. It is not very difficult for driving schools to implement P5 in schools. However, non-moving schools will experience difficulties because they do not receive intervention or guidance from the ministry of education.

In the Merdeka Curriculum, co-curricular components are additional to extracurricular and intracurricular components. According to Decree no. 262/M/2022, the Project for Strengthening the Pancasila Student Profile (P5) is one of the co-curricular activities which aims to increase efforts to achieve competency and character in accordance with the Pancasila student profile created based on Graduate Competency Standards. The Merdeka Curriculum is the right choice to shape student character according to the Pancasila student profile. Strengthening character in the Pancasila student profile is carried out through project-based

learning, so that students can develop character values that are in line with Pancasila principles in society (Safitri et al., 2022)

The Pancasila Student Profile Strengthening Project (P5) teaches things outside the classroom so that students are expected to be able to connect the material studied with everyday life. P5 focuses on the process and instilling character (Pancasila student profile) in students. Learning that directly provides knowledge experiences to students through projects will be more productive and able to collaborate and grow their own character (Hasanudin et al., 2022). Another opinion shows that children who are given projects provide experience of being responsible for their work, understanding goals and evaluating achievements independently (Novitasari, 2018).

The implementation of P5 is not yet evenly distributed in all schools, currently it is only implemented in a limited way in driving schools and schools that independently choose to adopt the Merdeka Curriculum . In terms of capacity, driving schools are better prepared to carry out the Strengthening Pancasila Student Profile Project compared to schools that register themselves. This is due to the selection of school principals that has been carried out by the Ministry of Education and Culture at driving schools, as well as additional financial support and mentoring provided by the relevant Ministry.

Because the school principal is undergoing selection, the principal's policy in implementing the Merdeka Curriculum , including in implementing P5, is important. As the main leader in the school context, the principal has a strategic role in creating an environment that encourages students and teachers to actively participate in implementing P5 in accordance with the guidelines. The role of the school principal has a contribution to teacher performance (Hasanah et al., 2020). With appropriate policies, school principals are able to identify obstacles that can hinder the implementation of P5 and take concrete action to overcome these obstacles.

This research aims to describe the policies taken by the Principal of SD Negeri 032 Tembilahan in implementing P5. Apart from that, this research aims to explain the aspects that influence policy implementation in implementing P5. Describing the strategies adopted in implementing P5 is also the aim of this research. The final objective is to explain the supporting and inhibiting factors for implementing P5 at SD Negeri 032 Tembilahan. The benefits of the research will become reference material for schools implementing the Merdeka Curriculum , especially in implementing P5.

METHOD

The research approach used is qualitative research. This method examines the condition of natural objects with data collection techniques carried out by triangulation. The research procedure was carried out by observation, interviews and documentation. The research location is SD Negeri 032 Tembilahan. The research period starts from April to September 2023. The instrument used is an observation sheet regarding the environment or relevant behavior. Then conduct an interview with interview questions complete with an interview grid. As well as documentation in the form of journals, photographs, reports and archives. The analysis is inductive and the results emphasize meaning rather than generalization. The initial stage in the data research process involves examining all data obtained from various sources, including data from interviews, field notes, documents, images, photos, and so on. After the data has been examined and analyzed in depth, qualitative researchers carry out data reduction by making a summary that includes the essence, processes and statements that are essential to be maintained in the data analysis.

RESULTS AND DISCUSSION

From the results of this research, researchers succeeded in identifying a number of findings that can describe the policies implemented by school principals.

Results

Principal Policy

The principal's policy in this research is divided into three stages, namely: policy planning, policy implementation and policy evaluation. In the policy planning stage, the school principal prepares for the implementation of the P5 Merdeka Curriculum by forming a curriculum acceleration team. This is evident from the documentation of meeting minutes, attendance and decrees from the Merdeka Curriculum Acceleration Team. During the interview, the principal also stated that when the school was declared a driving school, he formed a curriculum acceleration team. To support the smooth implementation of P5, school principals have collected several references for teachers, including Minister of Education and Culture Decree Number 262/M/2022, a guide to project implementation as well as assessment and learning. In the planning stage, the principal also included the implementation of P5 into the Educational Unit Operational Curriculum (KOSP) of SDN 032 Tembilahan. The KOSP includes the school profile, vision, mission, school goals, curriculum structure and implementation of P5 in schools complete with assessment techniques. Apart from that, in planning, the school principal set aside BOS funds to strengthen the competence of teachers in the form of activities, In-house Training (IHT) with resource persons from within and outside, independent training in the form of online webinars or using the Merdeka Mengajar Platform (PMM). Also at this stage, the principal invites parents to socialize the implementation of P5 at school.



Figure 1. Socialization of the implementation of P5 to parents

The next stage is policy implementation. In this stage, the school principal forms a team of project facilitators. As stated by the Principal of SD Negeri 032 Tembilahan, he held a meeting to elect the head of the project facilitator team. With one teacher selected as coordinator and the other serving as facilitator. This is also confirmed by the decision letter (SK) issued by the school regarding the appointment of a facilitator team. This team is tasked with creating the P5 module, determining friends, elements, topics, time and mapping school conditions so that the P5 is prepared in accordance with school conditions. The results of interviews with the facilitator team showed that the themes raised in P5 for the 2022/2023 academic year, the topics raised were making miniature traditional houses in Indonesia from used/simple materials for semester 1 and planting vegetables/togas in the school environment for semester 2. This was also illustrated From reviewing the document in the form of the P5 module, it can be seen that each facilitator team has formulated the topic, steps and stages of project assessment and celebration. During project activities, the school principal continues to provide assistance. Regular meetings are held every Saturday afternoon regarding P5. Seeing progress, asking

about obstacles and things needed by facilitators and students. This is reinforced by the results of field observations which show that the school principal continues to accompany the running of P5 even though a facilitator team has been formed.



Figure 2. Assistance from the school principal to the P5 facilitator team

The final stage of the principal's policy is evaluation. The school principal carried out an evaluation of the school's readiness identification with the results still being at the developing stage. For the following year, the principal targets to be at an advanced stage. In addition to increasing the level of school readiness in project implementation, school principals want improvements in the project assessment process. According to the Principal, there are still teachers whose assessments only focus on the final product/result achieved. Another thing that was also noted by the principal was that there were still teachers who were confused about their duties when the P5 leveling was taking place.

P5 Implementation Strategy

The strategy in implementing P5 in educational units is very important. The steps used in implementing P5 at SD Negeri 032 are as follows: understanding P5, preparing the school ecosystem, designing P5, managing P5, processing assessments and reporting P5, and carrying out evaluations and follow-up. In understanding P5, researchers conducted interviews with school principals, educators and students. The results obtained show that the principal understands that P5 is different from PjBL which is usually carried out by individual class or field teachers. The principal considers that P5 can strengthen students' character. The results of interviews with teaching staff regarding the implementation of P5 show that teaching staff have a good understanding. Teachers are starting to get used to implementing P5. Especially for class 1 teachers with 4 study groups and class 4 there are 4 study groups which are the initial targets for the Merdeka Curriculum which implements P5. This means that there are 8 homeroom teachers who carry out and understand the project. In the 2nd year, implementation was added for class 2 and class 5, each with 4 study groups each. So a total of 16 teachers have implemented P5. When interviews were conducted with students regarding their understanding, some students still thought that P5 was like a craft subject. Subjects that usually aim to produce a product. However, not all students have this understanding. They understand that the elements of the Pancasila student profile must be mastered through the project activity process.

The next strategy is to prepare the school ecosystem. Prior to the implementation of P5, the principal had encouraged educators to continue improving their abilities. School principals expect teaching staff to master project-based learning, learning tailored to student needs, and assessment strategies for certain

materials. Efforts to increase competency continue to be emphasized through various education and training programs, including the teacher mobilization program. Apart from that, In House Training (IHT) was carried out several times at SD Negeri 032 to improve teacher competency, especially in understanding projects (P5), as stated by the principal.



Figure 3. Strengthening the competence of teaching staff

After preparing the ecosystem, the next step is to design a project to strengthen the profile of Pancasila students. In this stage, it was found that the facilitator team was tasked with helping optimize the students' learning process. The team whose role is to plan and implement project activities for the entire class. Identifying the readiness of SD Negeri 032 Tembilahan is a step taken after forming a facilitator team. The results obtained, in the implementation of P5 for the 2022/2023 school year, SD Negeri 032 Tembilahan are already at the developing stage. The results obtained increased from the previous academic year which was at an early stage. In designing a project several steps are taken by the school principal. The results of the analysis of the P5 module documents show the steps for designing a project: designing allocations and time, forming a facilitator team, identifying school readiness, selecting dimensions and themes, compiling modules, determining sub-elements (project objectives) and project assessment.

The next step is to manage P5. In this step the researcher found that when the P5 facilitator team was formed, the school principal continued to provide support. The Principal of SD Negeri 032 Tembilahan ensures that the project runs well. The SDN 032 facilitator team seeks to maximize active student participation in project implementation. At the start of the project, they use a strategy of trigger questions and present a real problem challenge. While the project is underway, the selected team of facilitators will regularly monitor whether the progress of activities in the project process is still in accordance with the plans and schedule that have been set. The principal also continues to provide support throughout the project, and collaboration between teachers is maintained. Project progress reports are also prepared and submitted every week. P5 which has been implemented at SD Negeri 032 Tembilahan ends with an activity that has meaning, namely a work title. The work title activity was held at the school inviting parents, stakeholders, including supervisors and representatives from the Indragiri Hilir District Education Office. Apart from celebrating achievements, at the

end of the project at SDN 032 Tembilahan there was also reflection. However, unfortunately, the reflection of these activities is still not visible to students during their implementation.

The fifth strategy is processing and reporting P5 results. Based on the results of interviews, observations and documentation, several teachers still experience difficulties in conducting evaluations. Some are still focused on the final product produced by students. Meanwhile, others have started using journals to monitor students' progress while they are carrying out projects. For the preparation of report cards, SDN 032 Tembilahan did not experience significant obstacles.

The final step in the P5 implementation strategy is evaluation and follow-up. The results of observations in the field show that the school principal has carried out an evaluation process of the program. The school principal requests an evaluation report from the Facilitator team. Evaluations applied to 350 students who took part in the project showed quite satisfactory results. The average student is at the level of "achieving expected development," and the level of school readiness has also reached the developmental level.

Aspects that influence policy implementation

In policy, researchers noted a number of factors explained in the results of this research. These factors refer to the framework of the Van Meter model in the context of policy implementation. First, standards and goals. From the P5 module guide, it is found that the aim of implementing P5 in this school is so that students can ask questions, recognize, explain, compare, manage information and ideas, and collaborate in groups to achieve common goals. The dimensions taken include faith, devotion to God Almighty, and noble character. The second dimension taken is the dimension of mutual cooperation.

Next, there are resources that influence it. From the research results, it was found that this school has qualified human resources. Starting from a competent school principal. It can be seen that school principals often receive the title of outstanding teacher/principal. Based on data from the school profile document obtained, the elementary school has a total of 38 teaching staff and educational staff. The number of educational staff is 31 people, including 4 teachers who have master's level education and 4 more people who have certificates as driving teachers. Apart from human resources, this school also has adequate financial resources and easy access to information because it is located in the capital of Indragiri Hilir Regency. SDN 032 also has adequate facilities to implement P5 for students.

There is inter-organizational communication & implementing activities that also influence policy. From the documentation results it was found that the communication shown by the principal to the teacher was very clear. This is evident from the initial socialization document when the school was selected to be a participant in the driving school program until the implementation of P5. The school principal consistently maintains communication with all related parties, including the Education Department, supervisors, teachers, students and parents. Routine scheduling also shows that good, continuous and consistent communication is implemented by this school. Reporting on project progress is carried out every week, and direct communication with parents is realized in face-to-face meetings before each project implementation, apart from online communication via WhatsApp groups.

Apart from what has been mentioned, there is the attitude of the implementer which also has an influence. Based on the results of interviews and observations in the field, teachers still show a strong attitude and commitment in implementing P5. They have the desire to continue learning and improving the program based on the results of the evaluation that has been carried out. Apart from that, reducing understanding of the P5 implementation policy is also a challenge for school principals.

Bureaucratic structures are also part of the aspects that influence policy. there is a delegation of authority from the school principal to the P5 facilitator team. From the results of field observations and documentation, it can be seen that they were given the task and authority to manage the running of P5 starting from design to the evaluation stage as stated in the P5 Facilitator Team Decree.

The final aspect is social, economic and political conditions. SD Negeri 032 benefits from being strategically located close to government offices. This location has an impact on social aspects of society, economics and socio-political dynamics. The majority of residents around the school are employees of government institutions, which indicates a stable level of education and economic conditions. Many students come from families with respected social positions, and there are even some children of government officials and workers in important agencies who enroll in this school. Thus, this school has high attractiveness.

Supporting factors

Based on research results, the successful implementation of P5 at SD Negeri 032 is supported by various factors, including a competent principal, skilled teaching staff, adequate facilities, and the school's location close to government offices in Indragiri Hilir Regency.

Obstacle factor

Some of the inhibiting factors in implementing P5 at SD Negeri 032 are that not all teaching staff are able to adapt to curriculum changes, including the implementation of P5. Another obstacle in implementing the Pancasila Student Profile Project is the misunderstanding of what this project actually means. Some teachers still consider this project to be similar to craft subjects, where the final goal is to produce products or goods. Apart from that, the difficulty of adjusting the schedule is also a problem. P5 scheduling requires a lot of consideration to determine an appropriate time. The final inhibiting factor observed is that the Merdeka Curriculum requires teachers who have good competence and are creative. This curriculum provides a high level of flexibility in its implementation. However, there are concerns that when teachers are given freedom, they may misunderstand the concept of implementing P5.

Discussion

Principal's Policy

Based on the results of research and interviews in the field, it can be concluded that the policies implemented by school principals in implementing P5 are in accordance with the theoretical framework proposed by Syafaruddin, (2008). This covers all stages, from planning, policy implementation, to evaluation. According to Arifudin et al (2021), planning refers to the process of clarifying goals. In the planning stage, the school principal has a clear understanding of the objectives of implementing P5. The principal explained that P5 is a project that involves various scientific disciplines, is contextual, and is based on community needs or problems that exist around the school environment. The process followed is also in accordance with the guidelines issued by the Ministry of Education and Culture, starting with understanding P5, ecosystem preparation, project design, management, documentation, reporting and evaluation of activities. In an effort to coordinate activities, the school principal formed a P5 facilitator team which was regulated in a decree (SK), with each member having different roles and responsibilities. The Principal of SD Negeri 032 has prepared a good plan for implementing P5. This is in line with the findings expressed by Jamrizal (2022) that planning plays an important role in influencing the leadership and success of school principal policies.

When entering the implementation stage, the school principal is able to realize the plans that have been prepared. In the 2022/2023 academic year, there are two themes being implemented, namely creating miniature traditional houses and planting vegetables or food plants in the school environment. The principal has formed special teams for each of these topics. In this context, as emphasized by Bramasta & Irawan (2020), mentoring plays an important role in helping to overcome problems that may arise in implementing a policy. In accordance with the findings reported by Hanim et al (2020), the results of this study also reflect that in his leadership role, the principal tries to influence his staff, provide motivation, and encourage teachers to improve their performance and become more effective in the learning process, as well as completing administrative tasks to achieve school goals and vision. School principals also initiated policies that encourage teaching staff to take part in various types of training, both held at school, such as In House Training (IHT), and through online training.

As has been done by the Principal of SD Negeri 032 Tembilahan, for the Evaluation stage the principal not only asks for children's reports, but also reports on the implementation of the project as a whole. Program evaluation aims to provide consideration before decision making from stakeholders as a whole (Munthe, 2015).

Implementation Strategy

The strategy carried out by SDN 032 in implementing the project is as follows: Understanding P5, preparing the ecosystem, designing P5, managing P5, processing assessments and reports and carrying out evaluation and follow-up on P5. Several steps must be taken in project implementation from understanding P5 to evaluation and follow-up (Satria et al., 2022).

In the understanding step, this school is helped by adequate human resources. So it is hoped that the P5 implementation process can run smoothly. In line with research conducted by Silvia Marlina et (2022), it is stated that there is a significant influence between educator competence and the quality of education. At the management stage the results obtained went well. There are obstacles in processing assessments and reports. Several teachers who are part of the facilitator team are still confused about carrying out assessments. Strengthening assessment in journal form is needed in implementing P5 at SD Negeri 032 Tembilahan. Daily journals can provide an in-depth understanding of the actual developments experienced by students (Ministry of Education, Culture, Research and Technology, 2021).

Aspects that influence policy implementation

Based on the aspects that researchers see, SDN 032 Tembilahan stands out in terms of human resources. Having an outstanding principal and teachers with master's level education, up to 4 driving teachers, will be an added value for this school. This is in accordance with research by Supriatin & Suhendra (2021) which shows that human resources have a positive influence of 61.8% on service.

Another thing that SD Negeri 032 Tembilahan has in implementing P5 is the social, economic and political conditions. The school's strategic location in an office area has an impact on student input, social, economic and parental education levels. In line with the results of research conducted by Lubis et al (2020) it is stated that environmental factors and parents will influence children's learning. Financially, parents have adequate resources to support their children's education. This is in line with the findings stated by Pramana et al (2017) which show that the family's economic situation has a positive impact on the level of education.

Supporting factors

The results of observations and interviews in the field revealed factors that support the implementation of P5 at SD Negeri 032. One of these factors is the presence of a school principal who has good competence. Mrs. Beti Hasniati's success in being selected as a driving school and achieving other achievements is an indication of her strong competence as a school principal. This finding is in line with research results which show that school principals with good competence and effective leadership have a positive influence on school management (Nela Seriyanti & Ahmad, 2018).

The presence of 4 driving teachers was a supporting factor in implementing P5 at SDN 032 Tembilahan. Mulyasa (2021) states that driving teachers are required not only to master the class, but also to be able to build communication with students and the community, use technology to improve the quality of education, reflect and improve learning continuously.



Figure 4. Charter of appreciation for the principal's achievements

Apart from driving teachers, SD Negeri 032 has teaching staff with educational qualifications up to Master's degree with a total of 4 people including the principal. Educational qualifications will influence the quality of learning. In line with research conducted by Mukti (2017), it was found that increasing educational qualifications has a strong relationship with the productivity of teaching staff. Apart from resources, this school also has adequate facilities to implement P5. In line with research conducted by Muslimin & Kartiko (2021), it was found that facilities and infrastructure have a significant effect on the quality of education.

Obstacle factor

The thing that hinders this research is that it takes time to adapt to the new curriculum. As according to Wahidah et al (2023) who state that P5 is part of the new curriculum, and it takes time for teachers to get used to it, so it becomes one of the obstacles to implementing P5. Another inhibiting factor encountered in implementing the Pancasila student profile project was the existence of misconceptions about project implementation. Some teachers still consider projects to be the same as craft subjects, where the final goal of implementing a project is to produce a product or item.

CONCLUSIONS AND RECOMMENDATION

Based on the research that has been carried out, the school principal has implemented various policies so that P5 runs according to the guidelines. At the planning stage, the school principal has done various things: forming a curriculum acceleration team, compiling KOSP and strengthening the competence of teaching staff. At the implementation stage, the school principal forms a P5 facilitator team to strengthen the SK, and also provides mentoring. The final policy step is to carry out an evaluation. The evaluation results from identifying school readiness are still at the developing stage. Schools also carry out strategies so that the implementation of P5 runs well. The steps taken are understanding P5, designing, managing, processing and reporting as well as carrying out evaluations and follow-up. A prominent aspect that influences implementation is schools that have good resources, including human, financial, facility, social, economic and political resources. The challenge in implementing P5 is the speed at which each teacher adapts to curriculum changes

It is hoped that the Government, through the ministries of education and culture, research and technology, will strengthen the competence of school principals as leaders in schools. Apart from school principals, teachers' abilities also need to be improved in implementing a curriculum. Assistance to schools implementing the independent curriculum is also needed to avoid misconceptions in implementation.

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