Strategic Management of The Principal in The Development of The Pancasila Student Profile Strengthening Project

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	Abstract
Keywords: Strategy Management, Principal, Project Strengthening Student Profile Pancasila	This research utilizes both primary and secondary data sources. The analysis technique used is observation, which includes both source and technical triangulation. The findings indicate that the principal's management strategy in developing the Pancasila student profile project at SMPN 1 Pasekan involves: Strategy Formulation: This process includes defining the school's vision and mission, identifying external opportunities and threats, assessing internal strengths and weaknesses, setting long-term goals, devising alternative strategies, and selecting specific strategies for implementation. Strategy Management Implementation> This step involves the principal preparing a project within an independent curriculum by forming a project team, planning the project, supervising its progress, managing school resources transparently and accountable, and fostering communication and collaboration among parents, students, and project stakeholders. It also includes developing a community of practitioners within the educational unit to enhance educators' skills, providing regular coaching for educators, and planning, implementing, reflecting on, and evaluating projects and student-centered assessments. The principal's role in this initiative includes providing leadership and direction, developing the curriculum, coaching teachers, monitoring and evaluating progress, collaborating with parents and the community, securing resources, promoting awareness, developing educational materials, creating an inclusive environment, measuring impact, addressing challenges, and supporting innovation and creativity.

	Abstrak
Kata kunci: Manajemen Strategi, Kepala Sekolah, Projek Penguatan Profil Pelajar Pancasila Article history: Received: 15-02-2024 Revised 13-05-2024 Accepted 08-06-2024	*Jenis penelitian kualitatif dengan pendekatan studi kasus. Sumber data yang digunakan ada dua yakni data primer dan data sekunder. Teknik analisis data penelitian ini yaitu teknik obsevasi. Triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa manajemen strategi kepala sekolah dalam pembinaan projek penguatan profil pelajar pancasila pada peserta didik di SMPN 1 Pasekan mencakup a) Formulasi Strategi, pengembangan visi misi sekolah, mengidentifikasi peluang dan ancaman eksternal, menentukan kekuatan dan kelemahan internal, menetapkan tujuan jangka panjang, merumuskan alternatif strategi, dan memilih strategi tertentu yang akan dilaksanakan. b) Implementasi manajemen strategi dapat mencakup kepala sekolah menyiapkan projek di kurikulum merdeka adalah membentuk tim projek dan turut merencanakan projek, mengawasi jalannya projek dan melakukan pengelolaan sumber daya sekolah secara transparan dan akuntabel, serta membangun komunikasi (kolaborasi antara orang tua peserta didik, peserta didik, dan informan projek), mengembangkan komunitas praktisi di satuan pendidikan untuk peningkatan kompetensi pendidik yang berkelanjutan, melakukan coaching secara berkala bagi pendidik, merencanakan, melaksanakan, merefleksikan, dan mengevaluasi pengembangan projek dan asesmen yang berpusat pada peserta didik.*

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INTRODUCTION

Character education is necessary to get a proper education. All levels and stages of education are considered to have a strong foundation in character education. Character education itself must be introduced from an early age. Because a child's early years are their most formative years (Adwiah, Tantia, & Rantikasari, 2023; Arifin, Rofiq, & Aliani, 2022; Hasanah, Maimun, Marno, & Barizi, 2024). When children get used to receiving character education instruction from a young age, they become less susceptible to environmental influences as they age. This is meant to start educational lessons. Character from an early age, the problem of character education can be solved as quickly as possible, considering that this problem is a concern (Adimsyah, Fauzi, & Rofiq, 2023; Arianto et al., 2024; Fauzi & Permadi, 2023).

Education in Indonesia has implemented character education in the 2013 curriculum. The 2013 curriculum contains five characters, namely religious, nationalist, integrity, independent and gotong royong. However, the five characters in the 2013 curriculum are not said to be perfect. Therefore, the Ministry of Education and Culture and Technology made efforts to improve the latest curriculum, namely the independent curriculum (Al-Shanawani, 2019; Basri & Abdullah, 2024). The independent curriculum is an important part of efforts to recover learning from the long-standing crisis experienced by the world of education caused by Covid-19 so that it must be restored immediately, especially in the field of student character. Some of the main characteristics of the independent curriculum that support learning recovery are project-based learning for the development of soft skills activities and student character according to the Pancasila student profile. In the independent curriculum, the Pancasila student profile is a form of translation of national education objectives (Nadif, Nusucha, & Rofiq, 2023; Qutsiyah, Asy'ari, Fadhillah, Sirojuddin, & Nasucha, 2022). The Pancasila student profile acts as the main reference that directs education policies, including being a reference for educators in building the character and competence of students. The profile of Pancasila students must be understandable by all stakeholders because of its important role. This profile needs to be simple and easy to remember and run both by educators and by students so that it can be brought to life in daily activities. Based on these considerations, the profile of Pancasila students consists of six dimensions, namely: 1) faith, fear of God Almighty, and noble character, 2) independence, 3) cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity (Anggraeni & Purnomo, 2023; Wardiyah, Budianti, Farabi, & Sirojuddin, 2023).

Thus, it is hoped that the education unit will be able to undergo independent curriculum learning optimally under the vision and mission of the school and the vision and mission of Indonesian education "Realizing an advanced Indonesia that is sovereign, independent, and personable through the creation of Pancasila Students". This achievement must be supported by a very influential role in education, namely principals and teachers (Gea, Setiawati, Sukriyah, Siahaan, & Amiruddin, 2022; Margaretha, Nadlif, Astutik, & Hasan, 2023). However, in this study, the researcher wanted to know the performance of the principal in the management of the project

strategy to strengthen the profile of the Pancasila students. In fact, according to Ahmad and Syarif, they believe that in its application, schools find several problems that occur, so the solution to solving these problems can simultaneously provide certainty of the quality of education in schools with various kinds of innovations, especially in terms of strategic management in improving school quality towards continuous improvement (Anggraeni & Purnomo, 2023; Hidayati, Yusuf, Nasir, & Kirom, 2023; Purwaningsih, Mawardi, & Usman, 2023).

Judging from the development of education in the Indramayu district, this district has implemented a project to strengthen the profile of Pancasila students in several education units in the 2022-2023 school year as many as 67 at the public and private junior high school levels. The application of the independent curriculum or independent learning is adjusted to the conditions of each school. Overall, it is divided into two categories, namely 33 junior high schools are listed in the independent learning category and 34 junior high schools are included in the independent change category. Thus, the researcher was interested in researching the above problems so that the researcher took the theme "Principal's Strategy Management in Coaching the Pancasila Student Profile Strengthening Project for Students at SMPN 1 Pasekan"

METHODS

This research uses a qualitative approach. Qualitative approach that is, an approach that in the process is based on deep thinking about positivism which acts as a tool to conduct a study with natural object conditions. The qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviors. Research in such situations is a function of the researcher's insight and impression. (Slamet: 2022) This research uses a type of field research in the form of case studies. This type of research, the data collection process is carried out in the field. Such as, the social environment of the community, community organizations, educational institutions both formal and non-formal and government institutions. Researchers go to the field to make observations about a phenomenon in a natural state.

The location of this research is at SMPN 1 Pasekan. The research time plan in July 2023, starting from planning (initial survey) until August 2023 which is carried out through several stages as follows: (1) pre-field stage, (2) field research implementation stage, (3) data analysis stage, (4) finding formulation stage and (5) research report making stage.

Data collection techniques in this study are Observation, Documentation and Interview (triangulation). (Sugiono: 2013) To analyze data can be done through 4 stages based on Miles and Huberman's theory, namely: 1) Data collection 2) Data reduction (data reduction), 3) Data Presentation (Data Display), and 4) Verification and Conclusion Attraction. (Husni Abadi: 2020) Triangulation is a technique of checking the validity of data that makes use of something else. (Moleong: 2012) This technique is carried out by research by comparing and checking findings through the main informant with other informants.

RESULTS AND DISCUSSION
Result
Principal's Strategy Management in Project Development Strengthening the Profile of Pancasila Students in Students at SMPN 1 Pasekan

In the data collection process, researchers found data related to the principal's strategic management in fostering a project to strengthen the profile of Pancasila students in students at SMPN 1 Pasekan. In the strategic management process, it is found that there are three significant stages in an effort to achieve goals, namely strategy formulation, strategy implementation and strategy evaluation system.

The strategy formulation carried out by SMPN 1 Pasekan is the development of the school's vision and mission, identifying external opportunities and threats, determining internal strengths and weaknesses, setting long-term goals, formulating alternative strategies, and choosing certain strategies to be implemented.56 For this reason, in implementing P5 coaching, the principal involves all subject teachers in performance to always interact with the project of strengthening student profiles Pancasila.

The principal's strategic management in fostering projects to strengthen the profile of Pancasila students in students can include various steps, including (1) the principal preparing projects in the independent curriculum is forming a project team and participating in planning projects; (2) the headmaster shall supervise the project and manage school resources in a transparent and accountable manner; (3) the principal is to build communication for collaboration between parents of students, residents of SMP Negeri 1 Pasekan, and project add-on resource persons: community, community, university, practitioners, and so on; (4) Developing communities of practice in education units for continuous improvement of educator competencies; (5) conduct coaching; Conduct regular coaching for educators. (6) plan, implement, reflect, and evaluate the development of student-centered projects and assessments.

The above statement is reinforced from the results of the researcher's interview with the principal on August 2, 2023 at 10.23 WIB which revealed that:
"Last school year 2022/2023, our school, SMP N 1 Pasekan, has implemented the P5 program in grade VII with two accompanying teachers. Our P5 coaching strategy is still trying to optimize according to the mandate of the latest education legislation. Since P5 coaching is very important, God willing, in the current academic year 2023/2024 we will also involve class VIII in efforts to realize the P5 program so that one accompanying teacher will be added as a P5 facilitator."

Bahkan menurut keterangan waka kurikulum mengatakan bahwa:
"Implementasi P5 di SMPN 1 Pasekan dilaksanakan sesuai jadwal yang penerapannya. dilakukan dalam 2semester, yang menjadi ruang lingkup dalam P5 di sini adalah bagaimana sekolah melakukan pembelajaran dan penanaman karakter kepada siswa untuk mewujudkan profil.

Pelajar Pancasila, yaitu siswa yang mampu berperilaku sesuai dengan nilai-nilai Pancasila: beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berkebhinekaan global, gotong royong, mandiri, bernalar kritis, dan kreatif."

Evaluasi merupakan usaha untuk menilai secara objektif dari pencapaian hasil - hasil yang telah direncanakan sebelumnya. Dalam kamus istilah manajemen evaluasi yaitu suatu proses yang bersistem dan objektif yang menganalisa sifat dan ciri dari suatu pekerjaan di sebuah perusahaan atau organisasi. Konotasi evaluasi sering diartikan untuk mencari dan memeriksa kekurangan dan kesalahan si subjek tertentu. Konotasi evaluasi harus dikembalikan pada arti yang sesungguhnya.59 Evaluasi strategis merupakan proses terakhir dalam suatu kegiatan manajemen organisasi. Kegiatan evaluasi dilakukan untuk menilai dan mencermati apakah strategis yang telah dirumuskan berjalan dengan baik atau tidak. Hal seperti ini diperlukan agar bisa memenuhi prinsip bahwa strategis yang dirumuskan haruslah secara berkelanjutan atau terus menerus disesuaikan dengan perubahan-perubahan lingkungan internal maupun eksternal yang ada dilingkungan organisasi tersebut.In fact, according to waka information, the curriculum says that:

"The implementation of P5 at SMPN 1 Pasekan is carried out according to the implementation schedule. carried out in 2 semesters, the scope in P5 here is how schools conduct learning and character cultivation to students to realize profiles.

Pancasila students, namely students who are able to behave in accordance with the values of Pancasila: have faith and devotion to God Almighty, global celebrity, mutual assistance, independence, critical reasoning, and creativity."

Evaluation is an attempt to objectively assess the achievement of pre-planned results. In the dictionary, the term management evaluation is a systematic and objective process that analyzes the nature and characteristics of a job in a company or organization. The connotation of evaluation is often interpreted to look for and examine the shortcomings and errors of a particular subject. The connotation of evaluation must be returned to its true meaning.59 Strategic evaluation is the final process in an organization's management activities. Evaluation activities are carried out to assess and observe whether the strategy that has been formulated is running well or not. Things like this are needed in order to fulfill the principle that the strategy formulated must be continuously or continuously adjusted to changes in the internal and external environment that exist in the organizational environment.

As for the results of the strategic management evaluation that has been carried out by the principal in the development of the Pancasila student profile strengthening project at SMPN 1 Pasekan, researchers found several weaknesses and advantages. The advantages and disadvantages are as follows: 1) Education often has a busy schedule and limited resources. The development of a community of practice can require significant time and effort, which may compete with key academic tasks. 2) Difficulty in attracting and retaining members; Attracting relevant and qualified practitioners into the community can be difficult. Similarly, maintaining long-term member engagement requires continuous effort. 3) Technology and accessibility limitations; Not all

community members may have sufficient access or technological skills to participate in the online communication platform or channel used. 4) Schedule and availability differences; Community members may have different schedules, including practitioners who are busy with work or other commitments. This can be an obstacle in organizing community meetings or activities; 5) Lack of motivation or incentives; Practitioners may not feel enough incentive to participate in the community, especially if the benefits are not immediately visible or appreciated. 6) Uncertainty of results:; Although the goal of a community of practice is to share knowledge and experience, expected results may not always materialize or be immediately apparent. 7) Lack of support and recognition; If the development efforts of the community of practice are not fully supported by management or educational institutions, the community may face difficulties in overcoming challenges and achieving its goals. 8) Loss of focus on academics; Too much focus on developing a community of practice can distract from the main mission of education, which is to provide quality education to students. 9) Lack of diversity and inclusion; Community development of practice may face challenges in ensuring inclusion and adequate representation from diverse backgrounds and perspectives. 10) Continuous maintenance; and 11) Once a community of practice is established, efforts are needed to nurture ongoing activity and engagement   , which can be challenging in the long run.

The researcher proved the above statement from the results of an interview with Mr. Eko Raharjo as the principal who revealed that:

"It is important to acknowledge and address these potential weaknesses by carefully planning and managing the development of the community of practice. Strong commitment, support from management, flexibility in approach, and understanding of the needs and expectations of community members can help overcome many of these barriers."

Implications of the headmaster in the construction of the pancasila student profile strengthening project on the protégés at SMPN 1 Pasekan

The implication in the Big Indonesian Dictionary (KBBI) is involvement or circumstances involved. According to Silalahi, the definition of implication is the consequences arising from the implementation of a program or policy that can have a good or bad impact on the parties targeted for the implementation of the program / policy. According to Islamy, everything that has been produced by a policy formulation process. Or interpreted as consequences and consequences arising from the implementation of certain policies or activities.

From the above opinion, implication is a consequence arising from a policy process or program implemented, which can have a good or bad impact on the parties targeted by the program. In this chapter, we will discuss the implications of strategic management in fostering projects to strengthen the profile of Pancasila in students at SMPN 1 Pasekan. The implications that researchers found about this can be described as follows. 1) Leadership and Direction; The headmaster has a key role in directing and

leading the project. They must provide clear direction, motivate teaching staff, and ensure the project's vision is aligned with national education goals. 2) Curriculum Development; This project will influence the development of the school curriculum, including the insertion of Pancasila values into various subjects. The headmaster must collaborate with the teaching team to integrate the concept of Pancasila in learning. 3) Teacher Development: Teachers need to get training and guidance to teach the values of Pancasila effectively. School principals need to provide training and support teachers in developing appropriate teaching methods. 4) Monitoring and Evaluation; The principal needs to monitor and evaluate the implementation of the project periodically. This involves collecting data on students' progress in understanding and internalizing the values of Pancasila. 5) Collaboration with Parents and the Community; These projects can involve collaboration between schools, parents, and communities. The principal needs to establish good communication and build cooperation with all relevant parties. 6) Resource Procurement; Principals need to allocate sufficient resources to support the project, including funds, facilities, and relevant learning materials. 7) Promotion and Awareness: The principal should promote this project to students, teachers, parents, and the community as a whole. Raising awareness about the importance of Pancasila values can encourage further participation and support. 8) Development of Learning Materials; The headmaster can play a role in coordinating the development of in-depth and interesting learning materials about Pancasila, to suit student development. 9) Building an Inclusive Environment; This project can support the development of an inclusive and difference-friendly school environment. Principals need to ensure that all students feel welcome and valued in an educational environment. 10) Measuring Impact; The headmaster must be able to measure the impact of this project on student development, both academically and character. This can be through academic evaluation, behavioral observation, and feedback from students and parents. 11) Facing challenges; and The principal must be prepared to address challenges that may arise during project implementation, such as resistance from several parties or obstacles in implementing the strategy. 12) Supporting Innovation and Creativity; School principals can encourage innovation and creativity in teaching and learning approaches to Pancasila values, so that students feel more involved and interested.

This is in line with what was expressed by Tarma Supriyatna, S.Pd as one of the P5 facilitators at SMPN 1 Pasekan:

"The involvement carried out by the principal, teachers and students in P5 coaching at SMPN 1 Pasekan is 80% because not all six elements of P5 have been realized, so there is still a need to improve the quality of the P5 program."

From the implications that the researchers have explained above, it greatly impacts the character of students at SMPN 1 Pasekan. This impact is a priority for researchers as an illustration of strategic management in P5 coaching by school principals. For this reason, researchers found some of the impacts that will be developed below. 1) Strong Understanding of Moral and Ethical Values; Students will develop a deeper understanding of the moral and ethical values contained in Pancasila, such as

gotong royong, social justice, democracy, unity, and humanity. 2) Increased National Awareness; Learners will feel more connected to their culture, history, and national identity. This can strengthen love for the homeland and concern for diversity and national unity. 3) Development of Social and Leadership Skills; Through Pancasila student projects, students can learn to work together in teams, communicate effectively, and lead with integrity. It helps develop social and leadership skills that are important in their lives. 4) Increased Empathy and Caring; Student projects that involve working with communities or groups in need can help learners develop empathy and a sense of care for others. They will learn to understand the challenges and needs of society and strive to make a positive contribution. 5) Formation of Critical Attitude and Open Thinking; Through discussion, research, and reflection on the values of Pancasila, students can develop critical thinking skills and accept different views with an open attitude. This helps them become more tolerant and well-rounded individuals. 6) Discipline and Responsibility; Student projects require discipline in planning, implementing, and completing assignments. Students will learn to manage time, follow plans, and take responsibility for the results of their work. 7) Increased Creativity and Problem Solving Ability; In designing and implementing projects, learners will learn to think creatively in overcoming challenges. They will develop problem-solving skills that are useful in a variety of situations.8) Development of Self-Confidence; and The opportunity to participate in student projects relevant to Pancasila values can help learners feel more confident as they feel they have made a positive contribution to society and the environment. 9) Establishment of Integrity and Work Ethic; Through involvement in Pancasila student projects, learners will build self-integrity and a strong work ethic. They will learn to carry out tasks with commitment and dedication. Instilling Sustainability and Environmental Values: Some Pancasila student projects can focus on environmental and sustainability issues. This can help learners understand the importance of safeguarding nature and the earth for future generations.

The follow-up actions developed in response to follow-up implementation in the implications of fostering the Pancasila student profile strengthening project for students at SMPN 1 Pasekan are as follows. 1) Integration of Pancasila Values in the Curriculum; Integrate the values of Pancasila into the entire educational curriculum. Each subject can be linked to one or more Pancasila values so that students can understand how those values are relevant in everyday life. 2) Leadership Training and Workshops; Conducting special training and workshops that focus on leadership formation based on Pancasila values. It can help students develop leadership skills grounded in honesty, responsibility, and service to the community. 3) Character Cultivation through Extracurricular Activities; Developing extracurricular activities that support the formation of student character based on Pancasila values. For example, debate clubs, social volunteer groups, or environmental projects that encourage cooperation and caring. Thus, the implementation of P5 greatly supports the strengthening of character education according to Aristiani's theory which argues that there are four dimensions of character education, namely heart, thought, taste and sports.

After exposing the data, researchers can analyze the data found at SMPN 1 Pasekan that the data has no difference from what was observed by researchers with the results of interviews and documentation. This means that the data is said to be valid because it has gone through the triangulation method. Regarding triangulation of data sources, researchers found the same data from all sources. Researchers did not find different data from several interviewees regarding the topics discussed in this study, both regarding strategy management in coaching projects to strengthen the profile of Pancasila in students at SMPN 1 Pasekan.

Discussion
Principal's Strategy Management in Project Development to Strengthen the Profile of Pancasila Students in Students at SMPN 1 Pasekan.

The principal's strategic management in fostering the Pancasila student profile strengthening project for participants at SMPN 1 Pasekan uses three stages, namely strategy formulation, strategy implementation and strategy evaluation system, in line with the thoughts of Dedy Mulyasana. Which strategy formulation greatly influences the implementation and strategy evaluation system. The intensity of the principal is a major part in implementing strategic management because the principal has a role as an educator, manager, administrator, supervisor, leader, innovator and motivator. The seven roles of the principal are a benchmark for the success of the P5 program in fostering students in schools (Aprilianto & Fatikh, 2024; Kartiko, Rokhman, Priyono, & Susanto, 2024; Mahfudhoh, Bakar, & Fuad, 2023).

In addition to the principal, the role of subject teachers is also an active supporter in performance that is integrated with learning and character cultivation to students to realize the profile of Pancasila Students, namely students who are able to behave in accordance with Pancasila values: faith and devotion to God Almighty, global celebrity, mutual assistance, independence, critical reasoning, and creativity. Living the P5 concept makes the application of learning integrated with the independent curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore the concept and strengthen competencies. Teachers have the flexibility to choose various teaching devices so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of the Pancasila student profile are developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content The benefit for students is to have a character that is in accordance with the dimension of character strengthening (Aprilianto & Fatikh, 2024; Dian, Rosbiah, & Prayoga, 2020; Rofiq & Nadliroh, 2021).

In addition, the research conducted by researchers refers to the results of research by Meilin Nuril Lubaba and Iqnatia Alfiansyah on the Application of Pancasila Student Profile in Student Character Building, there is a conclusion that there are 3 strategies implemented at UPT SD Negeri 47 Gresik. Differentiated Learning, Learning by Project and Habituation. The research conducted by the researcher is in line with the research

conducted by Nurul Wahidah, et al on the Implementation of the Pancasila Student Profile in the education unit of SMP Negeri 1 Mataram. The results of the research say that students are invited to identify problems that are around and make projects to solve them. In formulating strategies, planning strategies and evaluating strategies, all elements in SMK Center of Excellence must be involved in it, because the involvement of all stakeholders will make it easier to realize the profile of Pancasila students.

The principal's efforts in developing strategic management as a long-term step that will be undertaken to optimize P5 coaching for students at SMPN 1 Pasekan. There are several ways that researchers found that were accompanied by informant statements. 1) Deep Understanding of Goals and Needs; Start by understanding the long-term goals and vision of the coaching. Identify specific needs and challenges you want to solve through coaching. 2) Analysis of Internal and External Environment; Conduct a SWOT analysis to identify strengths, weaknesses, opportunities, and threats associated with coaching. This will help in formulating a suitable strategy. 3) SMART goal setting; Set coaching goals that are specific, measurable, achievable, relevant, and time-limiting (SMART). SMART objectives provide clear and measurable direction for the planning and execution of coaching. 4) Strategy formulation; Based on the results of the analysis and the goals that have been set, make a coaching strategy plan. Identify concrete steps that need to be taken, resources needed, as well as specific actions to address challenges. 5) Development of an Action Plan; Translate strategy into a structured action plan. Establish who is responsible for each action, the schedule for implementation, and the steps to be taken. 6) Allocation of resources; Determine the resources required to implement the action plan. It includes the budget, personnel, time, and infrastructure needed to support coaching. 7) Team Involvement; Involve relevant team members in the strategy development process. Get input and views from a variety of different backgrounds and roles. 8) Measurement and Supervision; Set clear performance indicators to measure coaching progress. Establish monitoring and reporting mechanisms that allow monitoring of the achievement of objectives. 9) Communication and Involvement of Related Parties; Communicate strategy plans and coaching goals to all relevant parties, including staff, team members, management, students, and the community. Involve them in the process and provide opportunities to provide input. 10) Adaptability and Flexibility; Keep in mind that coaching strategies may need to be adjusted over time. Provide flexibility to adapt the plan if there are changing circumstances or needs that arise. 11) Training and Skill Development; and Make sure team members have the skills and knowledge needed to execute the strategy well. Provide the necessary training and support. 12) Continuous Monitoring and Evaluation; Conduct regular monitoring and evaluation of the implementation of coaching strategies. Identify whether the goal was achieved and whether any improvements need to be made. The research conducted by the researcher is in line with the research conducted by Nurul Wahidah, et al on the Implementation of the Pancasila Student Profile in the education unit of SMP Negeri 1 Mataram. The results of the research say

that students are invited to identify problems that are around and make projects to solve them.

In formulating strategies, planning strategies, and evaluating strategies, all elements in SMK Center of Excellence must be involved in it, because the involvement of all stakeholders will make it easier to realize the profile of Pancasila students.

Implications of the headmaster in the construction of the Pancasila student profile strengthening project on the protégés at SMPN 1 Pasekan

The implications or impacts that occur from the management strategy carried out by the principal in fostering the student profile strengthening project for students at SMPN 1 Pasekan can be briefly described based on the findings of the researcher, which are as follows. 1) curriculum development; 2) teacher coaching; 3) monitoring and evaluation; 4) collaboration with parents and the community; 5) procurement of resources; 6) promotion and awareness; 7) development of learning materials; 8) building an inclusive environment; 9) measuring impact; 10) facing challenges; and 11) support innovation and creativity.

It can be concluded that the implications of strategic management at SMPN 1 Pasekan are the relationship between the school and the community to collaborate on P5 development. Research conducted by researchers in line with the research results of Purwaningsih, et al. in a journal entitled "Strategic Management of the Fun School Movement in Realizing the Profile of Pancasila Students" shows the results of the research that the strategic management planning of the fun school movement in realizing the profile of Pancasila students is carried out by involving all stakeholders in every stage of strategic management. In formulating strategies, planning strategies and evaluating strategies, all elements in SMK Center of Excellence must be involved in it, because the involvement of all stakeholders will make it easier to realize the profile of Pancasila students (Septantiningtyas & Subaida, 2023; Suhermanto, Mansyuri, Ma`arif, & Sebgag, 2024).

In addition, this research is in line with the results of research from the compiler of Khoirotun Nisak entitled thesis "The Strategy of the Head of Madrasah in Realizing the Profile of Pancasila Students in Madrasah Tsanawiyah Miftahul Ulum Sukodono Lumajang". The result of his research, namely the strategy of the head of the madrasah in realizing the profile of Pancasila students in Madrasah Tsanawiyah Miftahul Ulum Sukodono Lumajang, was carried out with the following things: making environmental observations, such as adjusting the vision and mission of the madrasah with the regulation of the minister of education regarding the profile of Pancasila students.

CONCLUSION

Strategy management carried out by the Principal at SMPN 1 Pasekan in the development of the Pancasila Student Profile Strengthening Project (P5) includes strategy formulation, strategy implementation, and strategy evaluation. Strategy formulation involves developing the school's vision and mission, identifying external

opportunities and threats, and determining internal strengths and weaknesses to formulate long-term goals and strategy alternatives. Strategy implementation includes the formation of project teams, monitoring the course of the project, building collaboration, developing communities of practice, coaching for educators, as well as planning, implementing, reflecting, and evaluating projects. Strategy evaluation includes in-depth evaluation, vision and mission development, strong leadership introduction, stakeholder involvement, measurable goal setting, environmental analysis, strategy formulation, routine measurement and reporting, flexibility, skills training, effective communication, and reflection.

The implications of this management strategy are seen in leadership and direction, curriculum development, teacher coaching, monitoring and evaluation, collaboration with parents and communities, resource procurement, awareness promotion, learning material development, inclusive environment development, impact measurement, facing challenges, and support for innovation and creativity. Thus, the strategic management of the principal at SMPN 1 Pasekan in P5 coaching focuses on efforts to improve the profile of Pancasila students through planned and measurable strategic steps**.**

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