


The Implementation of the Pancasila Student Profile Strengthening Project Policy at State Elementary School 2 of Sokaraja Tengah in 2023

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Abstract

This study aims to examine the implementation of the Pancasila Student Profile Strengthening Project (P5) policy at SDN 2 Sokaraja Tengah. This research employs a qualitative descriptive method. Informants were selected using a purposive sampling technique. Data were collected through interviews, observations, and documentation. The study was conducted at SDN 2 Sokaraja Tengah. Data analysis followed the model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. The findings indicate that the implementation of the P5 policy at SDN 2 Sokaraja Tengah demonstrates effective communication, reflected in the clarity, transmission, and consistency of information. However, challenges remain in teachers' understanding of P5 and in maintaining continuous communication with parents. In terms of resources, support is considered adequate, as reflected in the strong commitment of teachers; nevertheless, limitations persist in conceptual understanding of P5 and the availability of teaching modules. Funding for P5 activities is supported by BOS funds and parental contributions managed transparently, although limitations in facilities and infrastructure remain a constraint. Regarding disposition, policy implementers, particularly the school principal, exhibit strong commitment and supportive attitudes, fostering active collaboration despite existing challenges. The bureaucratic structure functions well, supported by clear and systematic Standard Operating Procedures (SOPs), although detailed understanding of SOPs is not yet evenly distributed among school members. This study contributes to the enrichment of educational policy studies, particularly by providing insights into the alignment between policy design at the political level and implementation capacity at the school level, which has often been overlooked in policy analysis.

INTRODUCTION

Implementation is a crucial stage within the public policy process, following earlier phases such as agenda setting, formulation, and adoption, and preceding the assessment stage (Alhasni, 2024). Generally, implementation takes place after a policy has been formally established. This stage serves as a strategic effort by government organizations to execute

policies in order to achieve more effective outcomes compared to earlier stages (Sutikno, 2022).

Policy implementation constitutes a key phase in the public policy process, encompassing actions undertaken by public institutions or individuals to achieve predetermined goals and objectives (Djani, 2022). It involves the development of policy mechanisms and systems that are specifically designed in accordance with the programs to be realized. Therefore, policy implementation represents a critical aspect of the overall policy process, reflecting the linkage between policy formulation and its execution. Actions within the implementation process must be aligned with the goals and tasks established during the strategic planning phase, with a particular emphasis on the development and enhancement of resources (Sutikno, 2020).

In order to achieve adequate educational quality, the Indonesian government enacted Government Regulation No. 19 of 2005 concerning National Education Standards. This regulation reflects the government's efforts to improve the quality of education through curriculum development. Curriculum development constitutes a systematic plan of learning opportunities designed to guide students toward desired changes and to evaluate the extent to which these changes have occurred within learners. In the Indonesian education system, curriculum development is a continuous and evolving process.

Amid the rapid advancement of technology, the digital world has become an integral part of daily life, particularly for younger generations. Easy access to information, interaction through social media, and advances in communication technology have significantly shaped individuals' perspectives and behaviors in the modern era. However, alongside the positive impacts offered by digitalization, there are emerging challenges in fostering strong character and ethical values among young people (Gentala et al., 2016). According to Munir (2008, as cited in Agung Prihatmojo, 2020), technological developments have facilitated greater mobility and efficiency in various aspects of human life. Nevertheless, one of the negative consequences of technological advancement is moral degradation.

Moral degradation is frequently observed in elementary school environments. Teachers often encounter students engaging in dishonest behavior, fighting, bullying, theft, sexual violence, even extreme acts such as murder, as well as displaying disrespectful attitudes toward teachers and senior students, and exhibiting excessive self-presentation on social media akin to adults. One of the most alarming aspects of moral degradation among elementary school students is that approximately 68 percent have been reported to actively access pornographic content (Prihatmojo and Badawi, 2020).

Table 1. Data on the Number of Violence Cases from 2021 to 2024"

| No | Bentuk kekerasan | 2021 | 2022 | 2023 | 2024 | Jumlah |
|----|------------------|--------|--------|--------|--------|--------|
| 1 | Seksual | 10.327 | 11.682 | 13.156 | 14.459 | 49.624 |
| 2 | Psikis | 7.901 | 9.018 | 9.050 | 9.800 | 35.769 |
| 3 | Fisik | 9.603 | 9.541 | 10.500 | 11.372 | 41.016 |
| 4 | Penelantaran | 2.514 | 2.880 | 2.763 | 2.588 | 10.745 |
| 5 | Eksplorasi | 338 | 290 | 368 | 386 | 1.382 |
| 6 | Trafficking | 683 | 476 | 458 | 471 | 2.088 |

Source: Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, SIMFONI PPA database (2025), Processed by the author.

Based on the data presented above, it can be concluded that behavioral problems among students at SDN 2 Sokaraja Tengah still persist. These issues include stealing money, fighting, bullying, using inappropriate language, and damaging school facilities. The implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 2

Sokaraja Tengah holds significant potential to address these issues of moral degradation. By emphasizing holistic character development, contextual learning, and the reinforcement of Pancasila values, P5 can serve as an effective instrument for instilling strong moral foundations in students (Cahyo, 2017). However, the success of P5 implementation in this context largely depends on well-designed projects, in-depth teacher understanding, active involvement of students and parents, and comprehensive evaluation. By addressing existing challenges and optimizing the potential of P5, it is expected that students who participate in the program can become agents of change who uphold moral values and contribute to a better environment.

The implementation of P5 at SDN 2 Sokaraja Tengah is carried out through three key stages: planning, development, and execution. However, several challenges remain, particularly in terms of human resources and infrastructure. These challenges have led to issues such as limited teacher understanding of P5 implementation, resulting in differing perspectives among teachers. In addition, the preparation of teaching modules is often insufficiently developed, leading to inconsistent and less directed program implementation, particularly during the execution phase. Furthermore, infrastructural limitations such as inadequate learning media and incomplete supporting equipment for P5 exhibition activities (Gebyar P5) pose additional constraints. As a result, both teachers and students face limitations in carrying out P5 learning activities as well as related program events.

METHODS

This study employs a qualitative descriptive research method. According to Surakhmad (1990:147, as cited in Azizah, 2016), the descriptive method is an approach used to address actual problems by collecting, organizing, and interpreting data. Meanwhile, qualitative research, as defined by Moleong (Azizah, 2016), aims to understand phenomena experienced by research subjects such as behavior, perceptions, motivations, and actions holistically, and to describe them in the form of words and language within a specific natural context by utilizing various natural methods. The use of this method in the present study is intended to answer questions related to the implementation of the Pancasila Student Profile Strengthening Project (P5) policy at SD Negeri 2 Sokaraja Tengah. These questions require descriptive answers to explain actual conditions or factual occurrences related to the issues under investigation. The research was conducted at SDN 2 Sokaraja Tengah.

This study was carried out at SDN 2 Sokaraja Tengah, a formal educational institution accredited A under the Ministry of Primary and Secondary Education, which has implemented P5 since 2020. The school is located at Jalan Krida Mandala No. 17, Sokaraja Tengah Village, Sokaraja District, Banyumas Regency. SD Negeri 2 Sokaraja Tengah was established on March 8, 1952, with a land area of 4,229 m² and a building area of 2,359 m². In 2023, the implementation of P5 at the school, under the Merdeka Curriculum, was carried out in Grades 1, 2, 4, and 5 (Lestari, 2023).

Primary data in this study consist of interview results, questionnaires, test results, and similar sources (Nasution, 2023). The primary data were obtained through interviews with the principal of SD Negeri 2 Sokaraja Tengah, teachers, and students participating in the Merdeka Curriculum. Secondary data, on the other hand, refer to data that do not directly provide information to the researcher, such as documents and observational records. In this study, secondary data were collected through observations conducted at SDN 2 Sokaraja Tengah (Nasution, 2023). The informants were selected using a purposive sampling technique. According to Patton (2015), purposive sampling involves selecting participants based on specific considerations and objectives, meaning that the researcher deliberately chooses individuals who are considered to have relevant knowledge of the research problem.

The sample in this study was intentionally selected based on particular characteristics and included the school principal, teachers, students, and parents. In total, 30 informants participated in this study. Therefore, the research is considered to have sufficient validity in drawing conclusions.

RESULT AND DISCUSSION

The Implementation of the Pancasila Student Profile Strengthening Project (P5) Policy at SDN 2 Sokaraja Tengah in 2023

Policy implementation is a crucial stage in the public policy-making process (Nugraha, et al., 2022). This stage encompasses various actions undertaken by individuals or groups to achieve the goals and objectives that have been previously established. Policy implementation can be understood as a series of processes following the formal adoption of a program, aimed at realizing the concrete outcomes of public policy objectives (Sutikno et al., 2023). It is also defined as a dynamic process in which policy implementers carry out actions to produce outcomes aligned with policy goals (Nur and Guntur, 2021; Sutikno et al., 2023). As a critical phase in the public policy cycle, implementation serves to actualize established policies. One of the key policy areas currently prioritized by the government is character education. The P5 policy has emerged as a strategic government initiative to gradually address and prevent character-related issues among students.

The Pancasila Student Profile Strengthening Project (P5) aims to revitalize the noble values of Pancasila in everyday life and to reinforce national identity as a diverse yet unified nation (Maruti, 2023). P5 provides students with opportunities to explore significant issues and to develop the Pancasila student profile through projects that are relevant to real-life contexts. The Ministry of Education has established several themes for elementary school implementation, including Sustainable Lifestyle, Local Wisdom, Unity in Diversity, Building Body and Soul, Engineering and Technology, and Entrepreneurship. Through these themes, students are encouraged to engage in meaningful actions in response to real-world issues, in accordance with their learning stages and needs. P5 is an integral component of the Merdeka Curriculum, which emphasizes flexibility and relevance to students' needs and their surrounding environment. Educational institutions are given the flexibility to select two themes per academic year (two semesters) based on local context and student needs.

The Pancasila Student Profile represents the ideal Indonesian learner as a lifelong learner who possesses global competencies and embodies Pancasila values. This profile consists of six key dimensions: faith and devotion to God Almighty, noble character, global diversity, collaboration, independence, critical thinking, and creativity. The findings of this study indicate that SDN 2 Sokaraja Tengah implements P5 by adopting the theme of local wisdom, while emphasizing the dimensions of faith in God, critical thinking, and creativity. This policy aligns with the vision and mission of SDN 2 Sokaraja Tengah, which aim to develop students with strong Pancasila character, noble morals, and the ability to apply these values in everyday life. The indicators used to assess the success or failure of P5 policy implementation at the school can be analyzed using George Edward III's implementation model (see Ikbal, 2024; Kertati et al., 2023; Kholifah, 2022), which includes four main variables: communication, resources, disposition, and bureaucratic structure.

Communication in the Implementation of the Pancasila Student Profile Strengthening Project (P5) Policy

Communication is a crucial element in the successful implementation of public policy. Within organizations, communication functions to clearly articulate the objectives and goals of public policy, enabling more effective planning and implementation. In any public policy,

there are inevitably stakeholders who may resist or disagree with the policy, and such responses must be anticipated (Gede et al., 2022).

The findings of this study indicate that the communication aspect of the P5 policy at SDN 2 Sokaraja Tengah has been implemented effectively through three main sub-aspects: clarity of information, transmission of information, and consistency in information delivery. The clarity of information is reflected in the use of simple, well-structured, and easily understandable language. The implementation of the P5 policy has been supported through various dissemination and training activities conducted at the teacher working group (KKG) level, within the school, and through technical guidance provided by the local Education Office. Information regarding P5 is delivered to teachers through workshops, KKG meetings, digital media, and coordination with regional coordinators. Although basic understanding and standard operating procedures (SOPs) are in place to support implementation, in-depth comprehension of P5 remains a challenge for some teachers due to limited training time, the lack of official guidelines or modules, and varying interpretations of the policy.

On the other hand, communication with students and parents is generally clear, although there remains a need for more detailed and continuous explanations regarding project themes, schedules, and parental roles. Some parents understand P5 as a character-building initiative based on Pancasila values; however, they expect more systematic and regular communication from the school. Overall, despite various challenges, there is a strong commitment among teachers, students, and parents to understand, implement, and support the policy. This highlights the importance of strengthening policy literacy through more intensive training, the provision of adequate learning resources, and more effective communication between schools and parents.

Information transmission has also been carried out effectively through multiple communication channels. The communication process of the P5 policy at SDN 2 Sokaraja Tengah operates in a gradual and multi-directional manner, beginning from the central government to the district Education Office, then to regional coordinators, and subsequently disseminated through Teacher Working Group (KKG) activities to school teachers. After receiving information through technical guidance, socialization, or workshops, teachers coordinate with the school principal to design and implement P5 programs and themes. Information is conveyed to students directly in the classroom, particularly during thematic learning or designated P5 days, which are conducted every Thursday. Presentation media such as PowerPoint slides and worksheets are utilized to facilitate students' understanding. Communication with parents is conducted indirectly through class parent associations and WhatsApp groups, as well as through limited meetings with parent representatives. Despite these efforts, some parents reported that communication is not always consistent or evenly distributed, leading them to rely on information conveyed by students or periodic updates from teachers.

In terms of consistency, the communication of the P5 policy demonstrates a strong commitment to maintaining effective and consistent information delivery. Communication strategies include regular coordination among the P5 team, the school principal, teachers, and homeroom teachers. At the beginning of each P5 theme, the school develops a structured plan through coordination meetings, written guidelines, and the distribution of activity schedules to all relevant stakeholders. Information is delivered to students directly by teachers using various media, such as presentations, storytelling, images, and videos, to ensure understanding of themes and assigned tasks. For parents, the school optimizes digital communication channels, particularly WhatsApp groups and parent associations, to share information about P5 activities, including student assignments and parental involvement at home. Although challenges remain such as limited time, differences in teachers'

understanding, and unequal access to information among parents ongoing assistance and support efforts are continuously provided. Two-way communication is also maintained through parent forums and direct responses from teachers to address questions or concerns. Overall, the P5 communication system at SDN 2 Sokaraja Tengah can be characterized as adaptive and collaborative, involving all relevant stakeholders and supporting the successful implementation of P5 as an integral part of the Merdeka Curriculum.

In practice, the communication pattern reflects a top-down approach, where policies, strategic directions, and program information originate from higher authorities, particularly the Education Office. These directives are then disseminated hierarchically through regional coordinators and Teacher Working Groups (KKG). Within this framework, teachers act as policy implementers who ensure that government messages, programs, and objectives are consistently and effectively conveyed to the school community.

Figure 1. Top-Down Communication Pattern at SDN 2 Sokaraja Tengah



Based on information obtained from informants during the study and observations of the surrounding conditions, it can be concluded that the communication aspect in the implementation of the P5 policy at SDN 2 Sokaraja Tengah has been carried out effectively. Despite challenges related to limited understanding of P5, information has been conveyed clearly. This finding is consistent with previous research by Pramesti, et.al. (2024 and Rahayu, et al. (2022; 2024), which highlights communication as a crucial factor in the implementation of P5. Although teachers and students still face limitations in understanding, clear information and direction delivered through effective communication have been shown to facilitate the smooth implementation of the project.

Supporting Resources for the Pancasila Student Profile Strengthening Project (P5) Policy

The implementation of public policy requires adequate resource support. These resources may include roles and functions, authority, personnel, financial resources, information, and infrastructure such as buildings, equipment, land, and other supporting facilities (Gede et al., 2022).

1. Human Resources in the Implementation of the P5 Policy

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 2 Sokaraja Tengah demonstrates positive progress in terms of teacher availability and collaborative spirit among educators. Quantitatively, the number of teachers is considered sufficient and is supported by a proportional distribution of tasks, including the involvement of subject teachers in character-based activities such as Asmaul Husna literacy, memorization of short Qur'anic chapters, and the practice of dhuha prayer. In terms of readiness, the school actively enhances teachers' capacity through training, mentoring, discussion forums, and coordination meetings prior to project implementation. However, the implementation of P5 has not yet reached its optimal level. The main challenges lie in limited teacher understanding of both conceptual and technical aspects of P5, the lack of clear teaching modules or guidelines, and time allocation constraints due to overlap with other subjects.

There is variation in teachers' competencies, with some demonstrating high levels of initiative and capability, while others are still in the adjustment phase. Overall, teachers show strong enthusiasm but require further support in designing contextual learning activities

based on the dimensions of the Pancasila Student Profile. Feedback from parents and students indicates that teachers have played an active and communicative role in guiding students, although students' understanding of P5 also still requires ongoing support. Therefore, continuous training, the provision of functional teaching modules, and regular evaluation are essential to improve the overall quality of P5 implementation at the school.

2. Financial Resources

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 2 Sokaraja Tengah is supported by funding from the School Operational Assistance (BOS) fund, as well as contributions from parents. The use of BOS funds is adjusted according to the needs of each P5 theme, including the procurement of tools, materials, and learning media. Although there is no separate specific budget allocated by the government exclusively for P5, the school manages internal budget allocation based on planning outlined in the School Activity and Budget Plan (RKAS). In addition, parental involvement plays a significant role in supporting the financing of P5 activities, either through direct contributions or through communication facilitated by teachers and parent associations. Information regarding funding needs is typically conveyed informally through students or through official letters from the school. The budget management process is conducted transparently and accountably, with periodic reporting and evaluation involving relevant stakeholders, including during meetings with parents. Overall, the P5 funding model at this school reflects a collaborative approach between the school and parents, although it still faces challenges related to consistency in communication, standardization of funding, and clarity in the distribution of responsibilities between the school and parents.

3. Facilities and Infrastructure

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 2 Sokaraja Tengah continues to face challenges in terms of facilities and infrastructure. Supporting resources such as open spaces, practical equipment, creative learning media, and project materials remain limited, thereby constraining the optimal execution of P5 activities. These limitations particularly affect the implementation of collaborative projects that require specific spaces and equipment. Nevertheless, the school has demonstrated strong commitment and innovation in addressing these challenges. Teachers and students are encouraged to maximize the use of available facilities and to adopt creative approaches in the learning process. In addition, active communication with the school committee, along with collaboration involving parents and the broader community, serves as a strategic effort to gradually fulfill infrastructure needs. Overall, while infrastructure limitations do not constitute the primary barrier, they remain a critical factor requiring further attention to ensure that P5 implementation can be more effective, contextual, and impactful in strengthening students' character.

Based on information obtained from informants and observations conducted during the study, it can be concluded that, in terms of resources, the implementation of the P5 policy at SDN 2 Sokaraja Tengah shows that the number of teachers is adequate and their involvement in character-based activities has been well established. However, the implementation has not yet reached an optimal level. Key challenges include limited conceptual and technical understanding among some teachers, insufficient teaching modules, and time allocation constraints due to overlap with other subjects. In terms of financial resources, the school relies on internal allocations from the School Operational Assistance (BOS) fund, as well as contributions from parents. The use of BOS funds is aligned with the thematic needs of P5 and is planned through the School Activity and Budget Plan (RKAS), although no specific government funding is allocated exclusively for P5. Furthermore, infrastructure limitations—such as insufficient open spaces, practical tools, and learning

media—continue to affect the effectiveness of project implementation, particularly those that are collaborative and contextual in nature. Despite these challenges, the school demonstrates a strong commitment to overcoming such limitations through the creative use of existing resources and by fostering collaboration with the school committee, parents, and the community. Thus, while infrastructure constraints are not the primary barrier, they remain a crucial aspect that requires further strengthening to support the effectiveness and sustainability of P5 implementation in fostering students' character development. These findings are consistent with previous research by Melati et al. (2024), which highlights that P5 implementation often encounters challenges such as limited infrastructure and uneven teacher understanding; however, such challenges can be mitigated through creative resource utilization and collaboration among stakeholders.

Disposition of Policy Implementers in the Pancasila Student Profile Strengthening Project (P5)

Disposition, in the context of public policy implementation, is influenced by the attitudes and commitment of policy implementers, particularly the personnel responsible for executing the policy. This is reflected in their understanding of the required procedures, their capability to carry out assigned tasks, and the alignment of their understanding in implementing public policy. Therefore, the attitude of implementers is expected to be evident from the initial stages of service delivery, including regulatory readiness and law enforcement (Gede et al., 2022).

Based on the findings of this study, the leadership at SDN 2 Sokaraja Tengah demonstrates a high and consistent level of commitment in supporting the implementation of the Pancasila Student Profile Strengthening Project (P5) policy. This support is reflected in active involvement in the planning, implementation, and evaluation of the program, as well as in efforts to encourage collaboration among teachers and the participation of parents. Despite facing challenges such as limited infrastructure and the need to enhance teachers' understanding of P5, the school principal continues to foster a positive and facilitative working environment. This strong commitment serves as a key driving force for the sustainability of P5 at the school and contributes to the development of students' character in accordance with Pancasila values.

Furthermore, the attitudes and behaviors of the school principal, educational staff, students, and parents are highly supportive of the program. P5 is perceived as a strategic effort to develop students' character holistically, encompassing spiritual, social, emotional, and cognitive dimensions grounded in Pancasila values. The program provides opportunities for contextual, collaborative, and active learning, such as through outing class activities and end-of-semester projects. Although its implementation still faces challenges particularly in terms of limited infrastructure and varying levels of understanding of P5 all stakeholders demonstrate strong commitment, enthusiasm, and active participation. This positions P5 as an essential component in strengthening relevant and meaningful character education at the elementary school level.

Table 2. Learning Outcomes of P5 with the Local Wisdom Theme (Phase C) at SDN 2 Sokaraja Tengah in 2023

| No | Dimension | Element | Sub-element |
|----|---|----------------------|--|
| 1 | Faith in God Almighty, Piety, and Noble Character | Environmental Ethics | <ul style="list-style-type: none"> • MB (Beginning Stage): Recognizes several examples of how to care for the surrounding environment. • SB (Developing Stage): Able to identify several forms of local wisdom related to environmental preservation. • BSH |

| | | | |
|---|------------------|--------------------------------------|--|
| | | | (Proficient Stage): Demonstrates caring and responsible attitudes toward the environment based on learned local wisdom values. • SAB (Advanced Stage): Applies local wisdom values in maintaining environmental balance and encourages others to participate. |
| 2 | Global Diversity | Recognizing and Appreciating Culture | • MB (Beginning Stage): Recognizes several names of objects or local traditions from their region. • SB (Developing Stage): Able to explain, in simple terms, some characteristics of local wisdom. • BSH (Proficient Stage): Demonstrates curiosity and appreciation for diverse local wisdom in their environment and attempts to understand its meaning. • SAB (Advanced Stage): Actively seeks information, appreciates, and promotes local wisdom to peers or family, and understands the importance of its preservation. |
| 3 | Creativity | Producing Original Work and Actions | • MB (Beginning Stage): Able to create simple work |

Based on information obtained from informants during the study and supported by field observations, it can be concluded that the disposition aspect in the implementation of the Pancasila Student Profile Strengthening Project (P5) policy at SDN 2 Sokaraja Tengah has been well established and contributes positively to the success of the policy. Although challenges remain, particularly related to limited infrastructure and varying levels of understanding of P5, the overall attitude and commitment of policy implementers are supportive of effective implementation. This finding is consistent with previous research by Yuhana et al. (2025), which demonstrates that the implementation of P5 as a means of strengthening students' collaborative character through the entrepreneurship theme at SMP Negeri 16 Pontianak was also successful due to the positive disposition of the school principal and teachers. They were actively involved in all stages of P5 implementation, from planning to evaluation, despite facing challenges such as limited supporting facilities and insufficient understanding of P5.

Bureaucratic Structure in the Policy of the Pancasila Student Profile Strengthening Project

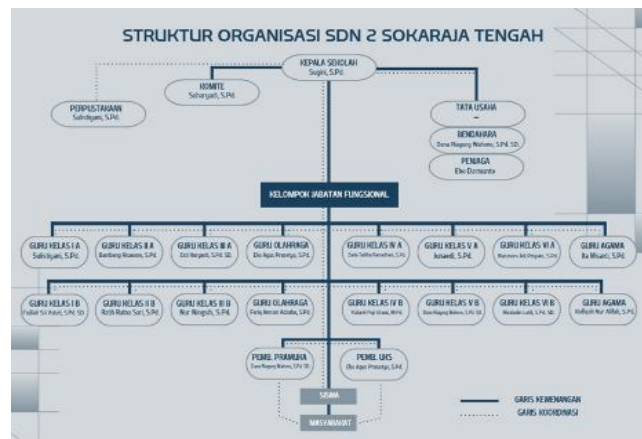
Organizational structure plays a crucial role in the implementation of public policy. A policy can be effectively implemented when clear authority is granted to its implementers; therefore, a well-defined and detailed bureaucratic structure is essential within an organization. In this context, organizations responsible for implementing public policies must be equipped with detailed and operational Standard Operating Procedures (SOPs). These SOPs function as guidelines for both the organization and the public to assess the implementation of the selected policy. Furthermore, SOPs should consider administrative simplicity and ease of application to ensure effectiveness and efficiency (Gede et al., 2022; Malawat, 2022).

Based on the findings of this study, the implementation of tasks related to the Pancasila Student Profile Strengthening Project (P5) policy at SDN 2 Sokaraja Tengah has been carried out in a clear and structured manner, guided by applicable regulations and established SOPs.

Statements from various informants indicate that SDN 2 Sokaraja Tengah has developed and implemented standardized and systematic SOPs in executing the P5 program. These SOPs serve as technical guidelines for teachers and the implementation team in planning, executing, and evaluating P5 activities in a directed and consistent manner. The presence of SOPs facilitates the distribution of teachers' roles, the determination of project themes, the structuring of project activities, and the documentation of outcomes. Although some members of the school community, particularly students and several parents, do not fully understand the details of the SOPs, the orderly and well-structured implementation of P5 reflects that these guidelines have been effectively applied within the school environment.

Based on the results of interviews and observations, the organizational structure of SDN 2 Sokaraja Tengah as the implementer of the Independent Curriculum (IKM) in the P5 program is as follows:

Figure 2.1 The Organizational Structure of SDN 2 Sokaraja Tengah



The figure above illustrates the organizational structure of SDN 2 Sokaraja Tengah, which is in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) Number 6 of 2019 concerning Guidelines for Organizational Structure and Work Procedures of Primary and Secondary Education Units. The structure consists of the Principal as the leader, who is responsible for the overall management and development of school activities. Under the principal, there is an operational staff group consisting of administrative personnel, a treasurer, and a school custodian. Currently, the administrative position remains vacant due to the transfer of the teacher previously assigned to this role, and a new organizational structure has not yet been established. Furthermore, there are functional positions, including the library unit, homeroom teachers for grades 1–6, the P5 Teacher Working Group (KKG P5), Islamic Education (PAI) subject teachers, Scout advisors, and School Health Unit (UKS) coordinators.

Based on information obtained from informants during the study, supported by field observations, it can be concluded that the bureaucratic structure aspect in the implementation of the Pancasila Student Profile Strengthening Project (P5) policy at SDN 2 Sokaraja Tengah is relatively well established. The school has implemented P5 in an orderly and structured manner, guided by standardized and systematic Standard Operating Procedures (SOPs). These SOPs serve as technical guidelines for teachers and implementation teams in planning, executing, and evaluating P5 activities, although not all members of the school community fully understand their details. The implementation of these SOPs reflects an effective execution of P5 in accordance with existing regulations. Additionally, SDN 2 Sokaraja Tengah has a clearly defined organizational structure.

This finding is consistent with previous research by Pebru Alim Tufando (2024) at SMP Negeri 3 Pandan, which shows that the presence of SOPs aligned with the Independent Curriculum and a well-structured bureaucracy significantly contribute to the successful implementation of P5. These SOPs function as technical guidelines for teachers and implementation teams in carrying out P5 activities in a directed and consistent manner.

Overall, the findings indicate that the implementation of the P5 policy at the school level is the result of a complex interaction among communication, resources, disposition, and bureaucratic structure, all of which are interrelated. These four aspects collectively create conditions that functionally enable policy implementation; however, they do not fully guarantee the achievement of the policy's substantive goals. This finding aligns with studies on education policy implementation, which emphasize that success is determined not only by the clarity of policy design but also by the quality of interactions among actors and the institutional capacity to manage policies contextually (Ridhayana, et al. 2023; Honig, 2021; Spillane et al., 2020). Therefore, although P5 implementation has been carried out administratively, there are indications that the internalization of the policy among implementers remains suboptimal.

Based on these findings, it can be generalized that the implementation of educational policies such as P5 tends to face a gap between policy formulation at the central level and implementation practices at the school level. This gap is primarily influenced by variations in resource capacity, actors' understanding, and limitations in available technical support. These findings reinforce arguments in the literature that education policy implementation is non-linear and highly influenced by local contexts and the adaptive capacity of implementers (Fullan, 2020; Datnow & Park, 2022). Therefore, policy effectiveness depends not only on the strength of regulations but also on capacity-building strategies and sustained support to ensure that policies can be operationalized more evenly and meaningfully.

CONCLUSION

Based on the findings of this study, the implementation of the Pancasila Student Profile Strengthening Project (P5) policy at SDN 2 Sokaraja Tengah indicates that the success of policy implementation at the school level is largely determined by the interaction among policy communication, resource support, implementers' commitment, and the clarity of the bureaucratic structure. These four aspects do not operate independently; rather, they reinforce one another in shaping a relatively adaptive implementation practice, enabling the school to operationalize the P5 policy within a contextualized learning environment. However, the findings also reveal that policy implementation continues to face challenges, particularly in terms of internalization and actor capacity, especially in translating normative policy frameworks into technical practices in the field. This highlights that policy effectiveness depends not only on the design and completeness of formal instruments, but also on the processes of interpretation, readiness, and the adaptive capacity of implementers at the school level in responding to limitations and the dynamics of implementation.

This study recommends that the implementation of the Pancasila Student Profile Strengthening Project (P5) policy at SDN 2 Sokaraja Tengah be further strengthened through several focused strategies. In terms of communication, it is necessary to enhance policy literacy among all stakeholders, particularly parents, through the development of official modules, regular training, and the optimization of systematic two-way communication. Regarding resources, it is recommended to align teachers' understanding and skills in implementing P5 through more structured and equitable training, as well as to clarify funding standards for parents in order to improve transparency and participation. In addition, the provision of adequate facilities and infrastructure should be prioritized to minimize technical

constraints. In terms of disposition, although the enthusiasm and commitment of school members are already high, there remains a need to strengthen both conceptual and technical understanding of P5 to ensure that implementation is not only driven by motivation but also by quality. Finally, concerning the bureaucratic structure, it is recommended to intensify the dissemination and deepen the understanding of SOPs among all school members, so that project implementation is not only orderly but also fully understood and carried out in accordance with principles of good governance.

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