



Transforming Character: Student Management in Cultivating the Pancasila Student Profile

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ABSTRACT

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This study aims to analyze the role of student management in fostering the Pancasila Student Profile character in elementary education through the implementation of managerial functions. A qualitative case study approach was employed to obtain an in-depth understanding of student management practices in the natural school setting. Data were collected through semi-structured interviews, observations, and documentation involving the principal, teachers, and students. The data were analyzed using data reduction, data display, and conclusion drawing, while credibility was ensured through source and technique triangulation. The findings reveal that the implementation of student management effectively supports character formation through four integrated management functions: planning, organizing, actuating, and controlling. Planning was carried out by integrating character development into school programs, organizing through the distribution of responsibilities among school members, implementation through daily habituation and the Pancasila Student Profile Strengthening Project (P5), and controlling through continuous observation and character evaluation. Teacher commitment and exemplary behavior emerged as key supporting factors, whereas an uncondusive classroom environment remained a significant challenge. The study implies that integrating student management functions into school practices is essential for promoting sustainable character education and strengthening the implementation of the Pancasila Student Profile in elementary schools.

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INTRODUCTION

Education is expected to produce graduates who possess not only strong academic competencies but also moral values, social responsibility, and civic character necessary for sustainable national development. In response to rapid technological advancement, globalization, and socio-cultural transformation, schools are increasingly challenged to cultivate students who are capable of adapting while maintaining ethical principles and national identity. Within the

Indonesian educational context, the Pancasila Student Profile has become the primary framework for character development under the Merdeka Curriculum, emphasizing six essential dimensions: faith and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Kadir, 2023; Afwadzi, 2024). These competencies are considered fundamental for preparing students to become responsible citizens in the twenty-first century. Therefore, character education is no longer viewed as a complementary educational component but rather as a strategic investment that determines the quality of future human resources and the sustainability of national development.

Despite the government's commitment to strengthening character education through the Merdeka Curriculum and the Pancasila Student Profile, many educational institutions continue to experience difficulties in achieving sustainable character development. Character education programs are frequently implemented as isolated activities rather than integrated educational processes, resulting in inconsistent outcomes across schools. Previous observations indicate that many schools emphasize instructional achievement while paying limited attention to managerial processes that ensure the continuity of character formation. Consequently, students often demonstrate disparities between cognitive achievement and actual behavioral practice. This condition suggests that successful character education depends not only on curriculum implementation or classroom instruction but also on effective student management systems capable of integrating planning, organizing, implementation, supervision, and evaluation into everyday educational practice (Dasmana et al., 2022; Octavia & Oktavia, 2024).

Field observations conducted in an elementary school implementing the Merdeka Curriculum demonstrate that various character-building initiatives, including religious habituation, project-based learning through the Pancasila Student Profile Strengthening Project (P5), extracurricular activities, and school culture programs, have been systematically implemented. These initiatives aim to foster responsibility, discipline, cooperation, independence, creativity, and religious values among students. Nevertheless, the effectiveness of these programs varies because successful implementation is influenced not only by the existence of educational activities but also by how schools manage students throughout the educational process. Planning, coordination, monitoring, and evaluation remain critical factors in determining whether character values become internalized within students' daily behavior. Consequently, the managerial dimension of student development deserves greater scholarly attention as an essential determinant of sustainable character formation (Muchtarom, 2023; Suardi, 2023).

Previous studies have extensively examined character education from various perspectives, including school culture, instructional strategies, teacher professionalism, and the implementation of the Pancasila Student Profile

(Fatimah & Dwijayanti, 2024; KHARISMA et al., 2024). These studies consistently conclude that positive learning environments and teacher modeling significantly influence students' character development. Likewise, research on the School Driving Program highlights the importance of collaborative learning, project-based activities, and educational innovation in promoting character education (Widarini & Suterji, 2023). Although these findings contribute substantially to the literature, they primarily position character formation as an outcome of pedagogical practices rather than as the result of integrated managerial processes within educational institutions.

Furthermore, several scholars have discussed student management in relation to educational quality and student achievement, emphasizing administrative functions such as planning, organization, supervision, and evaluation (Anggraini & Zamroni, 2024; Hidayat & Rohman, 2025). However, these studies rarely examine how student management functions operate collectively to support the development of the Pancasila Student Profile. Existing research generally investigates managerial activities separately from character education, resulting in limited understanding of how managerial systems facilitate sustainable character formation. Consequently, an important research gap remains regarding the integration of student management functions with character development within the implementation of the Merdeka Curriculum. Addressing this gap is essential because effective management provides the organizational foundation through which educational values are consistently implemented and evaluated.

The novelty of this study lies in positioning student management as the central mechanism supporting the formation of the Pancasila Student Profile through the integrated implementation of planning, organizing, actuating, and controlling based on George R. Terry's management theory. Unlike previous studies that predominantly focus on instructional approaches or school culture, this research conceptualizes character education as an organizational process supported by comprehensive managerial functions. This perspective provides a broader understanding of how educational management contributes to sustainable character development beyond classroom activities. Accordingly, the study advances the literature by integrating educational management theory with contemporary character education policy, thereby enriching discussions within educational management and providing a systematic framework for strengthening student character in elementary education.

Based on these considerations, this study investigates how integrated student management contributes to the formation of the Pancasila Student Profile in elementary schools implementing the Merdeka Curriculum. It specifically examines the implementation of planning, organizing, actuating, and controlling within student management and their roles in supporting sustainable character development. This study argues that effective student management constitutes

the organizational foundation for successful character education because managerial integration ensures consistency across educational programs, school culture, and student development initiatives. The findings are expected to contribute theoretically by expanding the discourse on educational management and character education, while practically providing evidence-based recommendations for educational leaders and policymakers seeking to strengthen sustainable character development through effective student management systems.

RESEARCH METHODS

This study employed a qualitative approach using a case study design to obtain an in-depth understanding of student management practices in fostering the Pancasila Student Profile character within its natural educational setting. A qualitative case study was considered appropriate because it enables researchers to explore complex social phenomena through detailed investigation of participants' experiences and institutional practices (Anggraeni & Purnomo, 2023). The study was conducted at an elementary school in Probolinggo Regency, East Java, Indonesia, which was purposively selected because it has implemented the Merdeka Curriculum as well as the Pancasila Student Profile Strengthening Project (P5) through various academic and non-academic programs. This setting provided a relevant context for examining how student management functions contribute to sustainable character development in elementary education.

Data were collected through semi-structured interviews, participant observations, and document analysis. Informants were selected using purposive sampling based on their involvement and experience in implementing student management and character education programs. The participants consisted of the principal, teachers, and students, each representing different perspectives on planning, organizing, implementing, and supervising character development activities. Interviews were conducted to explore participants' experiences and perceptions regarding student management practices, while observations focused on daily habituation activities, P5 implementation, and school culture. Documentary evidence, including school programs, student affairs records, regulations, and supporting documents, was used to validate and complement the information obtained through interviews and observations. The researcher served as the primary research instrument throughout the entire research process.

The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and

conclusion drawing and verification (Grigoryan et al., 2025). During the data condensation stage, relevant information was selected, simplified, coded, and categorized according to the four management functions proposed by George R. Terry: planning, organizing, actuating, and controlling. Subsequently, the categorized data were organized into descriptive narratives and thematic matrices to facilitate interpretation and identify meaningful patterns. The final stage involved drawing conclusions and continuously verifying the findings by comparing evidence from multiple sources. To ensure the trustworthiness of the study, credibility was established through source triangulation, method triangulation, and member checking, allowing the researcher to confirm the consistency and accuracy of the findings with the participants.

RESULTS AND DISCUSSION

Results

Planning of Student Management in Strengthening the Pancasila Student Profile

Based on interviews, observations, and document analysis, the planning of student management for strengthening the Pancasila Student Profile was conducted systematically through the integration of intracurricular, cocurricular, extracurricular, and school culture programs. Character education was incorporated into annual school programs, semester plans, and routine learning activities. The planning process involved the principal and teachers in designing educational activities that support the development of the six dimensions of the Pancasila Student Profile.

Interview data revealed that the principal coordinated teachers in preparing character development programs before the beginning of each academic year. Teachers subsequently integrated character values into classroom learning, the Pancasila Student Profile Strengthening Project (P5), religious habituation activities, and extracurricular programs. Observations also indicated that character-building activities were implemented according to the planned schedule and were consistently integrated into daily school routines.

Document analysis further confirmed these findings through annual work plans, learning implementation documents, P5 modules, and school regulations, all of which explicitly emphasized the development of students' character. These findings indicate that planning was carried out collaboratively and systematically as the foundation for implementing character education programs.

Organizing of Student Management in Strengthening the Pancasila Student Profile

The findings showed that the implementation of character education was supported by a clear organizational structure involving the principal, teachers, and other school personnel. Each stakeholder was assigned specific responsibilities in planning, implementing, and monitoring character-building activities.

Interview results indicated that the principal was responsible for policy formulation, program coordination, and overall supervision. Teachers implemented character education through classroom instruction, daily habituation, and extracurricular activities, while other school staff supported administrative and operational aspects of program implementation. Observations demonstrated effective coordination among school personnel during routine school activities and P5 implementation.

Supporting documents, including organizational structures, teacher assignment letters, and annual activity schedules, confirmed the division of responsibilities among school members. The findings suggest that student management was organized through collaborative coordination and clearly defined institutional roles.

Actuating of Student Management in Strengthening the Pancasila Student Profile

The results revealed that character development was implemented through various school activities integrated into students' daily learning experiences. These activities included religious habituation, classroom instruction, extracurricular programs, and the Pancasila Student Profile Strengthening Project (P5).

Observation findings showed that students routinely participated in Dhuha prayer, literacy activities, classroom learning, collaborative projects, and extracurricular programs. Teachers consistently encouraged students to demonstrate responsibility, discipline, cooperation, independence, creativity, and respect during these activities.

The relationship between school activities and the targeted dimensions of the Pancasila Student Profile is presented in **Table 1**.

Table 1. School Activities and the Dimensions of the Pancasila Student Profile

School Activities	Character Developed	Dimension of the Pancasila Student Profile
Dhuha Prayer	Discipline and Religious Values	Faith, Piety, and Noble Character
Classroom Learning	Responsibility	Independence
P5 Activities	Creativity and Collaboration	Creativity and Mutual Cooperation

The observations and documentation indicate that character education was implemented continuously through structured educational activities integrated into the school environment.

Controlling of Student Management in Strengthening the Pancasila Student Profile

The findings demonstrated that character development programs were monitored continuously through classroom observations, anecdotal records, reflection journals, and periodic evaluations conducted by teachers and the principal.

Interview data indicated that teachers regularly documented students' behavioral development using observation sheets and anecdotal notes. The collected information was discussed during teacher meetings to evaluate students' progress and determine appropriate follow-up actions.

Document analysis also identified various evaluation instruments, including observation checklists, character assessment sheets, and student development reports. These documents were used to monitor students' behavioral changes throughout the implementation of character education programs.

Overall, the findings indicate that monitoring activities were conducted systematically to document students' character development and evaluate the implementation of school programs.

Supporting and Inhibiting Factors

The study identified several factors influencing the implementation of student management in strengthening the Pancasila Student Profile.

The primary supporting factors included the commitment of the principal and teachers, positive role modeling, collaboration among school members, and the integration of character education into daily school activities. Observations showed that teachers consistently demonstrated discipline, responsibility, and cooperation, providing examples for students throughout the learning process.

Conversely, the study also identified several inhibiting factors. Interviews revealed that classroom conditions were occasionally less conducive to effective learning because of differences in students' learning behaviors and classroom discipline. These conditions sometimes reduced the effectiveness of character habituation activities implemented during classroom instruction.

Overall, the findings indicate that successful implementation of character education depended not only on well-designed programs but also on the consistency of educator commitment and the quality of the learning environment.

Discussion

The findings demonstrate that student management plays a strategic role in strengthening the Pancasila Student Profile through the integrated implementation of planning, organizing, actuating, and controlling functions. The planning process, which integrates intracurricular, cocurricular, extracurricular, and school culture programs, confirms that character education can be systematically embedded within school management rather than being implemented as a separate educational activity. This finding is consistent with Dasmana et al. (2022) and Octavia and Oktavia (2024), who argued that effective student management contributes to creating a conducive educational environment that supports sustainable character development. However, this study extends previous research by demonstrating that the integration of various school programs serves as a comprehensive managerial strategy for strengthening the Pancasila Student Profile. From a theoretical perspective, these findings reinforce George R. Terry's planning function, emphasizing that effective planning provides organizational direction and ensures that educational objectives are translated into coordinated institutional practices.

The organization of student management identified in this study also supports previous findings regarding the importance of collaborative leadership in character education. The clear distribution of responsibilities between the principal and teachers enabled educational activities to be implemented consistently across various school programs. This finding aligns with Surikova and Fernández González (2022), who emphasized that successful character education depends on effective collaboration among school stakeholders. Nevertheless, this study provides a broader perspective by demonstrating that organizing is not limited to administrative coordination but also functions as a mechanism for integrating institutional responsibilities into sustainable character development. Theoretically, this finding strengthens Terry's organizing function

by illustrating how clearly defined organizational roles facilitate the implementation of educational values. Practically, schools should establish structured coordination systems that actively involve all school members in character education initiatives.

The implementation stage illustrates that character formation is more effective when students actively participate in meaningful educational experiences through daily habituation, classroom learning, and the Pancasila Student Profile Strengthening Project (P5). These findings support Hakiki (2025), who concluded that experiential learning and habituation are effective approaches for internalizing students' character values. Similarly, Widarini and Suterji (2023) highlighted the contribution of P5 in promoting collaboration, creativity, and critical thinking among students. However, the present study contributes additional evidence by showing that these educational activities become more effective when systematically managed through integrated student management functions. This finding implies that character education should not rely solely on instructional innovation but also on managerial consistency that ensures educational programs are continuously implemented across different learning contexts.

The findings regarding monitoring and evaluation reveal that continuous observation using reflection journals, anecdotal records, and observation sheets enables schools to assess students' behavioral development and improve the implementation of character education programs. This result is consistent with Wijayanti and Wicaksana (2023), who emphasized that controlling functions are essential for ensuring organizational objectives are achieved, and with Ashriyah and Khasanah (2025), who highlighted the importance of systematic assessment in monitoring students' character development. Unlike previous studies that primarily discussed evaluation as an assessment activity, this research demonstrates that controlling also serves as a mechanism for continuous program improvement through evidence-based feedback. Consequently, effective monitoring supports not only accountability but also the sustainability of character education within school management practices.

Finally, this study identifies educator commitment, exemplary behavior, and collaborative school culture as the primary supporting factors, whereas uncondusive classroom conditions remain significant challenges in strengthening the Pancasila Student Profile. These findings corroborate Herlina (2024), who argued that students at the elementary level primarily develop character through observation and imitation, as well as Zega (2025), who emphasized the importance of a supportive learning environment in achieving

successful character education. The major contribution of this study lies in conceptualizing student management as the organizational foundation for sustainable character development rather than merely as an administrative function. Theoretically, the findings enrich the literature on educational management by integrating George R. Terry's management functions with the implementation of the Pancasila Student Profile. Practically, the study provides empirical evidence that educational leaders should strengthen planning, organizational coordination, program implementation, and continuous monitoring simultaneously to achieve sustainable character education in elementary schools.

CONCLUSION

This study concludes that the successful strengthening of the Pancasila Student Profile is not solely determined by character education programs or the Pancasila Student Profile Strengthening Project (P5), but also by the effective integration of student management functions, including planning, organizing, actuating, and controlling. The findings highlight that systematic and collaborative student management provides a sustainable organizational foundation for internalizing character values within everyday school practices. Theoretically, this study contributes to the educational management literature by extending the application of George R. Terry's management theory to the context of character education and demonstrating that integrated management functions serve as a strategic mechanism for fostering the Pancasila Student Profile in elementary schools. Practically, the findings provide empirical evidence that school leaders should strengthen managerial coordination alongside instructional programs to achieve sustainable character development. Nevertheless, this study was limited to a single elementary school using a qualitative case study design, which may restrict the generalizability of the findings. Future research is recommended to involve multiple schools with diverse educational contexts and employ comparative or mixed-method approaches to further validate and expand the understanding of the relationship between student management and character education.

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