

Principal's Leadership in Realizing Pancasila Student Profile

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Abstract: The purpose of this study was to determine the leadership of the head of SMA LTI IGM Palembang and the implementation of in learning in realizing the profile of Pancasila students. To achieve this goal, a qualitative approach was used. Data were collected by using interview, documentation, and observation. The results showed that the principal conducted planning, implementation, and evaluation of the character of Pancasila students in the school as a whole. The principal has a commendable character and is able to implement it in carrying out his duties and functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator; as well as being an example and role model for all educators and education personnel. In the implementation of realizing the profile of Pancasila students through learning both subject learning and Pancasila student recruitment projects.

Keywords: Leadership, Pancasila Student Profile, Principal

A. Introduction

The background of this research is based on curriculum modification. There is no way to avoid or get around the current curriculum, we must operate according to official directives. The Pancasila student profile was incorporated into this new curriculum as a clear answer to the important question of what kind of competencies are expected from the Indonesian education system. Education is sought to produce an intelligent generation who can take over as leaders of the country. A smart Indonesian is one who has knowledge, skills and strong morality. According to Law No. 20 of 2003 on the National Education System, "National education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Kemendikbudristek, 2021b).

Although the curriculum changes and the policy on national assessment changes, the Pancasila Learner Profile is the constant north star. In other words, the Pancasila Learner Profile is a determinant of the direction of change and a guide for all stakeholders in making efforts to improve the quality of education. As a guiding force,

education goals must not only be able to guide the direction of education policies at the national, regional and school levels, but also guide educators in building the character and competence of Indonesian children in more micro learning spaces. Within this framework, the Pancasila Learner Profile is formulated as an effort to translate the educational vision of the nation's founding fathers, the views of Indonesian Education Father Ki Hadjar Dewantara, and the educational goals that are the state's commitment to all its people.

One of the efforts to be able to deliver the community or students to the level of understanding, behavior, and character based on Pancasila values so that Pancasila remains upright and becomes an ideology that is understood and implemented by today's students is the existence of a Pancasila learner profile in the driving teacher program. According to Permendikbud Number 20 of 2020 concerning the Education and Culture Strategic Plan for 2020-2024, the main target of education developers, in this case the Ministry of Education and Culture, is the Pancasila learner profile. (Kurniawaty et al., 2022).

School principals are responsible for implementing policies to improve education standards starting from the primary level. Therefore, a leader is needed who can steer education forward in a better direction by enacting various policies that can improve education standards. Therefore, the driving school program was introduced by Minister of Education and Culture Nadiem Makarim. The program is intended to be a catalyst in improving education standards in Indonesia. The driving school program offers which aims to encourage the transformation process of educational units in order to improve the achievement of student learning outcomes holistically, both in terms of cognitive and non-cognitive competencies (character) in order to realize the Pancasila Student Profile (Kemendikbudristek, 2021a).

The Driving School Program focuses on developing holistic student learning outcomes in an effort to realize the Pancasila Learner Profile which includes competencies (literacy and numeracy) and character (Kemendikbudristek, 2021b). The Mobilizing Schools Program is implemented through strengthening the capacity of principals and teachers who are key in restructuring and reforming education in Indonesia (Syafi'i, 2021). Increasing the capacity of school principals will help school members to explore the problems they face and solve their own problems. This is in line with the concept of transformation that someone who has knowledge and skills will be able to find solutions and fix all problems independently. Sekolah Penggerak is expected to be able to make changes continuously and transform into a school that produces Pancasila Student Profile.

School principals are an important element in improving governance and become the driving force of each educational unit so that a meaningful and enjoyable learning

environment will be created through improving systems that support the improvement of the quality of education (Patilima, 2022). Leadership is the action of an individual who leads various activities in an organizational group and brings them to the goals to be achieved together (Suryana & Iskandar, 2022). Referring to this, a qualified leader is needed to lead an organization in order to achieve the goals expected by the organization. A school is an organization led by a school principal. The principal is the determinant of success in the organization of a school based on what is expected, the duties and functions are very heavy, so it takes a good with the stakeholders in the scope of education, in order to achieve the desired goals together. The implementation of daily tasks must be accompanied by a clear vision and mission as the first step in running an organization (Umami et al., 2020).

One of the institutions that participated in the second round of the driving school program is LTI IGM High School. As a follow-up to the initiative started by the Strengthening Character Education policy, education related to Pancasila values needs to be incorporated into activities and supportive learning environments, and the dimensions of the Pancasila Learner Profile are also designed holistically and comprehensively through habituation and exemplification. In addition to being a long-term goal, these dimensions are also integrated into learning in at least three different ways: 1) as topics for extracurricular activities, 2) as instructional methods or learning opportunities, and 3) as projects for curricular activities. These three ways are not optional for schools or educators, but all of them need to be fulfilled so that the Pancasila Learner Profile can be built and developed in each individual learner effectively (Pusat Kurikulum dan Perbukuan, 2020).

The organization of learning objectives, learning content and learning load in schools is driven by the curriculum framework. Mandatory curriculum content and learning demands are regulated by the government. According to the needs and characteristics of the education unit, region, and/or local government, additional content may be added. Regular or routine learning, which is an intra curricular activity, and the Pancasila learner profile development project are two fundamental activities that shape learning (Permendikbud 2021).

Profil Pelajar Pancasila is an initiative to improve education standards in Indonesia that focuses on character development. To maintain a balance between technological advancement and human development in the current era of globalization technological development, value and character education is essential (Kurniawaty, et al., 2022). The Pancasila student profile strengthening and work culture project focuses on instilling character and skills in each student through school culture, intra curricular and extracurricular learning, and Pancasila work culture. This is in line with the answers to key questions about Indonesia's education system. The purpose of the Pancasila Learner Profile is to provide answers to the fundamental question of what

capabilities the Indonesian education system aims to develop. According to Makarim (Minister of Education) “these abilities include being competent, having character, and acting in accordance with the values of Pancasila. At the primary and junior high school as well as high school and vocational school levels, the project to strengthen the profile of Pancasila learners is currently being implemented in teaching units through the driving school program (PSP). The Driving School Program aims to inspire educational institutions to improve the standard of classroom teaching.

The success of a school organization is determined by the principal based on expectations, but because of his/her great responsibility, cooperation with stakeholders in the field of education is needed to jointly achieve the desired goals. As the initial stage in managing an organization, the implementation of daily tasks must be accompanied by a clear vision and mission (Umami et al., 2020). Principal leadership is the ability to maximize the use of existing school resources to achieve the desired results. In connection with this, it is clear that the principal’s leadership plays a major role in realizing the vision and goals of the school that have been set. To be able to contribute to improving education standards in schools, principals must be able to translate policies from the central and local governments. There is no doubt that principals can effectively perform the principal leadership function at the most fundamental organizational level (school) with a thorough awareness of central and local government policies. In addition, the principal is responsible for running the school organization.

In learning, it includes management functions, namely: teaching planning, teaching organization, leadership in KBM, and teaching evaluation. planning is needed so that activities can be carried out entirely in an orderly manner. No activity or part is missed and the implementation can be sequential. The organizing function can be done by dividing the components that can be handled by certain people and includes things: who does what, who leads whom, establishes communication channels, focuses resources on targets. The leadership function in KBM is carried out by the teacher by motivating students to be ready to receive learning materials. The evaluation function is to evaluate thoroughly related to the achievement of learning objectives and assessment of learning processes and outcomes. learning for the Pancasila Student Profile Strengthening Project needs good attention and handling, because it involves the importance of learning management in the Implementation of the Merdeka Curriculum. Its implementation is the responsibility of all parties.

Based on the background description of the problem, the researcher will examine more deeply how the principal’s leadership and implementation of learning in realizing the profile of Pancasila students at LTI IGM Palembang High School, which is also a driving school at the high school level. The purpose of this article is to conceptually describe how leadership and implementation of learning in realizing the

profile of Pancasila students are implemented in schools with an independent curriculum that is applied in the 2022/2023 school year. It is hoped that with this paper practitioners in the field of education can understand more deeply about the leadership of school principals and the implementation of school learning in realizing the profile of Pancasila students.

Since the establishment of the Unitary State of the Republic of Indonesia, laws, curricula and classroom teaching have derived national education goals. The Pancasila Learner Profile is a development and not a modification of the national education goals. Profil Pelajar Pancasila is written from the students' perspective, focusing on the skills (characters and competencies) they must develop to be successful and democratic citizens of Indonesia in the 21st century. According to several references, the skills and traits needed for the 21st century are a collection of abilities that transcend disciplinary boundaries. Ki Hadjar Dewantara described them as *olah pikir*, *olah rasa*, *olah karsa*, and *olahraga*, as mentioned earlier. Along with the goals stated in the Preamble of the 1945 Constitution of the Republic of Indonesia and the 2003 National Education System Law, this became one of the main sources used to create the Pancasila Learner Profile.

The Pancasila Learner Profile represents the broad vision, principles, main goals of education, and dedication of education providers to develop Indonesia's human resources. The graduation profile serves as an overview of the traits and skills that every Indonesian student should possess to the fullest. The Pancasila Graduate Profile provides guidance for all stakeholders in their efforts to raise the standard of education in Indonesia. The Pancasila Learner Profile was created by considering the various hurdles that Indonesian students will face in the 21st century and the noble character of the Indonesian nation that must be embodied. The Pancasila Learner Profile is the character and abilities that are built into daily life and brought to life in each individual learner through school culture, intracurricular learning, the Pancasila Learner Profile and Work Culture Strengthening Project, and extracurricular activities.

The learner profile of Pancasila in education in Indonesia is elaborated into six dimensions as follows: (1) Believing, fearing God Almighty and having noble character, this element means that believing in God Almighty with a firm belief, always nurturing oneself with piety and always prioritizing noble character. (2) Independent, Independence is a person's ability to solve problems that are happening with personal effort, someone who has an independent attitude will try to overcome problems in carrying out learning activities with his own efforts, because he realizes that the results of all the efforts that have been made will show the quality of the personal self and cause a satisfaction in itself (Elviana, 2017). (3) Working together, *Gotong Royong* is a traditional value of the Indonesian nation derived from human

relations. The definition of *gotong royong* itself is an activity carried out jointly and voluntarily so that the activities carried out can run smoothly, easily, and lightly. Thus, in *gotong royong* there is an element of sincerity and awareness to help each other for the completion of the work (Nur & Darmawan, 2016). *Gotong royong* becomes very dominant, because every implementation requires a sense of solidarity, so that it will have an influence on society, both individually and in groups (Rolitia et al., 2016). (4) global diversity; Indonesian students with global diversity are students who are cultured, have a mature self-identity, are able to show themselves as a representation of the noble culture of their nation, while having strong insight or understanding and openness to the existence of various regional, national and global cultures. *Bhineka Tunggal Ika* is the motto or motto of Indonesia, *bhinneka* means diverse or different, *tunggal* means one, and *ika* means that, so *Bhineka Tunggal Ika* means different but the Indonesian nation remains one unit. (5) critical reasoning; Students who reason critically are able to objectively process both qualitative and quantitative information, build links between various information, analyze information, evaluate, and conclude (Raharjo, 2021). (6) creative; Creative learners are able to modify and produce something original, meaningful, useful and impactful (Raharjo, 2021). The six dimensions of the profile become a reference in intracurricular activities, and the Pancasila learner profile development project and the target of these dimensions is students.

Leadership is a key function in an organization. Without a leader, an organization cannot function. To influence organizational resources to move and be able to carry out orders in accordance with the leader's intention to achieve goals, leadership plays a crucial function in the company. To achieve organizational goals, one must be able to mobilize and be able to follow organizational instructions. Mobilizing is the art of leadership. The leader's ability to mobilize resources in the organization determines the success of the organization. Leadership is the capacity to shape the behavior of individuals or groups within the organization in an effort to achieve organizational goals. groups within the company in an effort to meet company goals. In order for people or groups to take actions that can drive the success of the company, leaders must have the ability to influence others to take actions that will help the organization succeed.

In line with the above, the realization of the Pancasila student profile is a common goal of principal leadership. In order for the school's organizational group to voluntarily collaborate with the principal to achieve that goal, candidates for the position must have a proven capacity to manage the school's resources. The principal is a qualified employee whose role is to coordinate all school resources and collaborate with teachers, staff and other workers to prepare students to achieve their goals. Realizing a philosophical student profile is the goal of the school. Given that principal

leadership is a science or skill to persuade, inspire, mobilize, and direct various resources in schools to achieve predetermined goals.

Based on Permendikbud No 371 of 2021, the head of the education unit has competencies based on the leadership competency model as follows: 1) developing self and others; 2) leading learning; 3) leading education unit management; and 4) leading education unit development. To realize the profile of Pancasila learners by conducting new paradigm learning.

Learning with a new paradigm is learning that is oriented towards strengthening competencies and characters in accordance with the profile of Pancasila students. Learning with a new paradigm is carried out through: a. the use of a curriculum tailored to the aim of developing and strengthening competencies and characters in accordance with the learner profile of Pancasila; b. the application of learning according to the stage of learning achievement of students; c. the use of various teaching tools including textbooks and lesson plans according to the characteristics of education units and students; and d. learning through projects to strengthen the achievement of the Pancasila Learner profile (Permendikbudristek, 2021).

B. Methods

This research was conducted at LTI IGM Palembang High School, which is located at Jalan Kol.H Burlian Km 9.5 Alang-alang lebar District, Palembang City. This research time is planned to begin in April to May 2022. LTI IGM High School is one of the schools with private status. This school is used by researchers as the location of their research. The selection of this school is based on the quality of education that has been achieved by SMA LTI IGM Palembang. In addition to having good student input, this school is a Force 2 driving school that implements an independent curriculum. This research intends to conduct an in-depth analysis, presenting data systematically, factually, and accurately according to the facts that exist in the implementation of the leadership of the head of SMA LTI IGM Palembang in realizing the profile of Pancasila students.

This research only focuses on the implementation of the principal's leadership in realizing the profile of Pancasila students, starting from planning, implementation and up to the evaluation it does. Researchers dug up data from the principal himself to get the desired data as well as several subject teachers who taught in class X. This research will use descriptive qualitative research. Descriptive qualitative research does not emphasize numbers but the data collected are in the form of words or pictures (Sugiyono, 2018). The research design is used to describe the research process that will be carried out at SMA LTI IGM Palembang. Data obtained by observation, interview and documentation techniques submitted by respondents, namely the

principal, vice principal and teachers, SMA LTI IGM Palembang. The research was conducted openly by researchers who were directly present in the field to document documents and evidence that was considered important and also obtained from the principal, vice principal and teachers who were within the scope of the research.

In order to obtain data that can be scientifically accounted for, it is necessary to check the validity of the data. To analyze and check the validity of the data, the technique used is the data triangulation technique. The data triangulation technique is carried out by comparing and checking the degree of trust of informants on the principal's leadership at LTI IGM Palembang High School. In this study the authors used the triangulation of methods and sources. The method triangulation technique is carried out by comparing the data obtained during research activities in the field and checking the data obtained from interviews and observations. Meanwhile, the source triangulation technique is carried out by comparing the data obtained through interviews between one research subject and another with the opinions of relevant experts in accordance with the problem under study. Data can be said to be valid if there is consistency or conformity between the information provided by one informant and another.

C. Results and Discussion

The creation of excellent, productive and democratic citizens who can take part in sustainable global development is what is expected of students who want to demonstrate their 21st century competencies. Democratic citizens must be able to participate in sustainable global development and must also have a strong spirit to deal with the issues of the day. It should be underlined that the issues facing the country in the 21st century are increasingly focused on teaching students to be ready for the industrial revolution in the 21st century.

It is expected that students, especially those at SMA LTI IGM Palembang, can develop their character values through the use of the Pancasila learner profile, shaping and instilling good behavior in themselves. Those main dimensions have six competencies, namely: critical and creative thinking independently, mutual cooperation among others, faith and devotion to God Almighty. The six dimensions synergize and strengthen each other (Ministry of Education and Culture Ristek 2021). Learning activities at school are the most important activities in the overall educational process. This indicates that students' experiences in the learning process as students have a significant impact on the success or failure of achieving educational goals. Gagne and Marcy (Pujawardani et al., 2023) define learning as a series of events (conditions, events, and events) that are specifically planned, which are deliberately created to influence the learner in order to facilitate the learning process.

Pancasila Student Profile Project Learning at LTI IGM Palembang High School

SMA LTI IGM Palembang is a driving school that uses new paradigm learning. Learning with a new paradigm is learning that is focused on developing the character and abilities of students in accordance with the Pancasila learner profile. Learning with a new paradigm includes: a. using a curriculum designed to develop and strengthen character in accordance with the learner profile of Pancasila; b. applying what students have learned according to their learning achievement stage; c. using various learning tools, such as textbooks and lesson plans, which are in accordance with the characteristics of education units and students; and d. learning through experience (Permendikbud, 2021).

The steps taken by SMA LTI IGM Palembang include classroom learning and strengthening the project of strengthening Pancasila students. In the project, steps need to be taken to carry it out. These steps include:

1. Identification of SMA LTI IGM Readiness Mapping

SMA LTI IGM Palembang identified its readiness to run the project. The identification is to map the school at which stage so that the implementation of the strengthening of the Pancasila student profile project is in accordance with the conditions. From the results of the identification carried out, SMA LTI IGM Palembang is in the developing stage. From the results of the interview, LTI IGM High School is familiar with the term project. Project-based learning is already owned and run by the school. Here students also understand the concept of project-based learning.

2. Determining the Theme

The theme taken in the 2022/2023 school year is Entrepreneurship with the title Business Plan with the title modification of Indonesian specialties, then the 2nd theme is Engineering and Technology to Build NKRI with the title Making Simulation Designs and Solutions to the phenomenon of global warming using Augmented Reality technology and the last with the theme Local wisdom with the title DUI MULuk art performance. Based on the results of interviews with the Vice Principal for Curriculum, it was found that in project activities there are several things that need to be planned in determining the objectives including: 1) The purpose of the project activity in achieving the activity 2) The purpose of implementing the project 3) Determine the learning objectives to be achieved in collaboration with all parties related to the profile project (parents, partners, education unit environment and others).

3. Time Allocation for Project Implementation

Table 1. Schedule for the implementation of the entrepreneurship themed project

No Stages	Activity	Burden Study
1 Introduction	1. Get to know entrepreneurs	4 Hours
	2. Know your potential	4 Hours
	3. Fostering an entrepreneurial attitude	4 Hours
	4. Get to know the business plan	4 Hours
2 Contextualization	5. Get to know the potential of the region and the archipelago	8 Hours
	6. Exploring and developing ideas	4 Hours
3. Planning	7. Planning a business (Business Plan)	4 Hours
	8. Collaborate and cooperate	12 Hours
4. Action	9. Refinement of works and strategies	12 Hours
	10. Presentation of Business Plan	12 Hours
5 Reflection	11. Reflection	4 Hours
	Total	96 Hours

Source: SMA LTI IGM Palembang

Table 2. Schedule of Engineering and Technology themed Project Implementation for Development of the Unitary State of the Republic of Indonesia

No Stages	Activity	Burden Study
1 Empathize: Sparking Interest with Augmented Reality technology	1. Provocation Activities: Augmented Reality Project	2 Hours
	2. Brainstorm about interests, inspirations and problems	2 Hours
	3. Introduction to the design thinking process	3 Hours
2 Making Definitions: Identifying problem that will be the purpose of the project	4. Choose a problem	2 Hours
	5. Make a question how can we	2 Hours
3. Developing Ideas: Searching for and developing ideas	6. Make specific goals and timelines	4 Hours
	7. Presentation of group goals	4 Hours
	8. Develop ideas	4 Hours
4. Making Prototypes	9. Introduction to the Assemblr Edu Application	4 Hours
	10. Develop ideas into drafts or drawings	4 Hours
	11. Create a simulation flow	4 Hours
	12. Prototypes	4 Hours
5 Trial & Launch	13. Make presentations or video simulations	4 Hours
	14. Setting up a work exhibition	4 Hours
	15. Exhibition of works	4 Hours
	Total	96 Hours

Source: SMA LTI IGM Palembang

Table 3. Schedule for the Implementation of Engineering and Technology themed Projects to Develop the Unitary State of the Republic of Indonesia

No Stages	Activity	Profile Dimensions Student Pancasila	Burden Study
1 Introduction	1. Get to know Palembang's Local Wisdom	Believing and Fear God YME and Diversity Global	10JP
	2. Explore information about art "Dul Muluk"	Believing and Fear God YME and Diversity global	18JP
2 Contextualization 3. Planning	3. Analyzing the art of "Dul Muluk"	Worked together	10JP
	4. Digging and developing ideas	Creative	10JP
	5. Planning dul show Grandiose	Collaborative and Creative	30JP
4. Action	6. Collaborate and cooperate	Collaborative and Creative	50JP
	7. Refinement of works and strategies	Collaborative and Creative	20JP
5 Reflection	8. Staging Dul Grandiose	Collaborative and Creative	10JP
	9. Reflection	Creative	10JP
	Total		168JP

Source: SMA LTI IGM Palembang

4. Making Project Module

Project module is a learning plan with the concept of project-based learning that is arranged according to the phase or stage of learner development, considering themes and project topics, and based on long-term development. The project module is developed based on the dimensions, elements, and sub-elements of the Pancasila Learner Profile.

The purpose in compiling this teaching module document is to describe the planning of project activities as a guide for teachers in implementing learning in accordance with the objectives of the Pancasila Learner Profile Strengthening Project and Work Culture in the specified theme.

Project Module Components of Strengthening the Profile of Pancasila Students and Work Culture The project module is equipped with components that are the basis for the preparation process and are needed for the completeness of learning implementation. Project modules generally have the following components:

- a. General information contains: Identity of the module author, Facilities and infrastructure, Target learners, Relevance of themes and project topics for schools.
- b. Core components include Brief description of the project, Dimensions and sub-elements of the Pancasila Learner Profile that are related, Specific objectives for the phase, General flow of project activities, Assessment, Trigger questions, Enrichment and remedial, Learner and teacher reflection.

- c. Appendices contain Learner worksheets, Teacher and learner reading materials, Glossary, Bibliography

5. Selection of Elements and Sub-Elements of the Pancasila Learner Profile

For the selection of elements and sub-elements of the Pancasila Learner Profile and Determination of Objective Achievement Criteria, namely by determining the elements and sub-elements and phase achievements that are in accordance with the abilities and needs of students. Strategies include determining the elements and sub-elements and phase achievements of learners that will be used as learning objectives based on the results of diagnostic assessments.

Table 4. Dimensions and sub-dimensions of the theme of entrepreneurship

Dimensions	Sub Dimensions	Achievement Targets
1 Global Diversity	Actively building an inclusive, just and sustainable society.	Take the initiative to take action based on problem identification to promote justice, economic security, sustain ecology and democracy while avoiding long-term harm to people, nature or society.
	Participate in the joint decision-making process.	Participate in making choices and decisions for the common good through a process of exchanging ideas carefully and openly independently
2 Independent	Recognize your qualities and interests as well as the challenges you face. Confident, tough (resilient), and adaptive	Identify the strengths and challenges that will be faced in the context of learning, social and work that will be chosen in the future.
		Adjusting and starting to carry out self-development plans and strategies by taking into account the interests and demands of the learning context and work that will be carried out in the future, and trying to overcome the challenges encountered
3. Mutual cooperation	Cooperation	Building a team and managing cooperation to achieve common goals according to predetermined targets
	Communication to achieve common goals	Active listening to understand and analyze information, ideas, emotions, skills and concerns conveyed by other people and groups using various symbols and media effectively, as well as using various communication strategies to solve problems in order to achieve -21- various common goals.

Source: SMA LTI IGM Palembang

Table 5. Dimensions, sub-dimensions and Target achievement of Engineering and Technology themes to build the Unitary State of the Republic of Indonesia

Dimensions	Sub-Elements	Achievement Targets
1 Creative	Flexibility of thinking in finding alternative solutions to problems	Experiment with different options creatively to modify ideas as situations change.
2 Critical Reasoning	Identify, clarify, and process information and ideas	Critically clarify and analyze complex and abstract ideas and information from various sources. Prioritizing an idea that is most relevant from the results of clarification and analysis.
3. Independent	Emotion regulation	Controlling and adjusting the emotions he feels appropriately when faced with challenging and stressful situations in the context of learning, relationships, and work
4. Gotong Royong	Communication to achieve common goals	Active listening to understand and analyze information, ideas, emotions, skills and concerns conveyed by other people and groups using various symbols and media effectively, as well as using various communication strategies to solve problems in order to achieve -21- various common goals.

Source: SMA LTI IGM Palembang

Table 6. Dimensions, sub dimensions and Targets for achieving the theme of Local Wisdom

Dimensions	Sub-Elements	Achievement Targets
1 Believing and Pious to God Almighty	Prioritize equation with other people and appreciate differences	Identify things that are common problems, provide alternative solutions to bridge differences by prioritizing humanity
2 Berkebhinekaan Global	Fostering respect for diversity culture	Promote cultural exchange and collaboration in an interconnected world and show this in behavior.
3. Creative	Produce works and actions that original	Exploring and expressing thoughts and/or feelings in the form of works and/or actions, as well as evaluating them and considering the impacts and risks to themselves and their environment using various perspectives.
4. Gotong Royong	Social Coordination	Align and maintain the actions of self and group members so that they are compatible with one another and accept the consequences of their actions in order to achieve common goals.

Source: SMA LTI IGM Palembang

6. Assessment of the project to strengthen the profile of Pancasila students

Assessment has the aim of mapping students' abilities after completing learning or activities so that teachers know the abilities of students who already understand, do not understand, understand quickly or need special guidance so that learning materials can be tailored to student needs.

The assessments carried out by SMA LTI IGM in learning the Pancasila student strengthening project include: initial assessment, this assessment is carried out at the beginning of learning with the form of assessment is rubrics and observations. Next is the assessment.

After the planning steps are carried out then the project implementation is carried out. Based on the findings in the field, it can be seen that the Pancasila Student Profile Strengthening Project at LTI IGM Palembang High School is carried out within two weeks after intracurricular learning takes place. The implementation process involves facilitators (homeroom teachers) and learning coordinators as supervisors. The implementation of learning for the Pancasila Student Profile Strengthening Project has a student-centered approach so that the selection of projects up to the collection of funds is carried out by the students themselves. The teacher is only a facilitator who helps the implementation of the project and assesses the process during learning. Based on the results of the interview, the implementation flow for the Pancasila Student Profile Strengthening Project is that students are divided into various groups, where one class is divided into five groups. For class 10 there are 4so that there are 20 groups carrying out this Pancasila Student Profile Strengthening Project activity, then from the 20 groups a topic is determined so that the whole group produces at least 20 products in one Pancasila student profile theme. Students are given the flexibility to carry out projects in accordance with the profile theme taken.

Principal leadership in realizing the Pancasila learner profile

Based on the findings in the field, the project of Strengthening the Profile of Pancasila Students in the Merdeka Curriculum is implemented for LTI IGM Palembang High School students. It can be seen that in planning the learning project to strengthen the profile of Pancasila students, a coordination meeting was first held between the Principal, Deputy Principal and Homeroom Teachers as Facilitators in the project. The coordination meeting is the right opportunity to determine the type of project that will be implemented with the help of the project coordinator.

The planning meeting was also completed by determining the dimensions, elements and sub-elements of the Pancasila profile to be selected. The selection of the Pancasila profile is also adjusted to the readiness of the school through the analysis of each

teacher. Based on the results of the interview, there are several things that are done in lesson planning for the project to strengthen the profile of Pancasila students at LTI IGM Palembang High School, including:

- a. Conducting a working meeting in determining the vision and mission of the school in realizing the Pancasila learner profile, SMA LTI IGM Palembang has a vision to print students who are knowledgeable, faithful, technological, achievers, and have Pancasila character with its mission, namely shaping the character of lifelong learners based on the Pancasila Learner Profile.
- b. Create learning programs and Pancasila Learner Profile Strengthening Projects in the form of Program Files.

Being a leader for teachers and providing direction, supervision and evaluation of subordinates (teachers) is the responsibility of the principal. Principals also have responsibilities as supervisors. Principals have the responsibility to oversee the running of the school or madrasah as well as to foster and develop a functional, efficient, and effective school or madrasah. Effective, efficient, high-quality, and dignified schools/madrasahs are desirable schools/madrasahs (Rozalina et al., 2020). Leadership as a process of leaders creating a vision and conducting mutually influencing interactions with their followers to realize the vision."

The principal's responsibility is as a manager. The administration of the learning project and the Pancasila student strengthening project is one of the many areas where principals need management skills. The principal of IGM High School has performed his managerial duties well, according to the study findings, as evidenced by the fact that the activities under his guidance have been successful. The principal strives to understand how educators and teachers view realizing Pancasila learners. This is evident from the principal's efforts to ensure that teachers feel safe and comfortable in managing the education process. In addition, the principal also provides guidance and inspiration in every monthly meeting.

The data from this study shows that the principal of SMA LTI IGM Palembang has successfully fostered a sense of trust among her staff. He managed to foster a sense of trust among his workers. In order to establish good cooperation, the Head of SMA LTI IGM Palembang put trust in the teachers and students. In addition to saying that "The principal has succeeded in building trust, improving school quality, and being a role model for the school community," other educators also said the same thing.

Overall, the principal of SMA LTI IGM Palembang has played various roles in carrying out his responsibilities, including the roles of leader, manager, administrator, supervisor, innovator and motivator. In general, the educators and education personnel of SMA LTI IGM responded well to the principal's leadership in these seven roles so far. However, some educators believe that the principal's duties would be maximized if they could carry out their roles as leaders, managers, and motivators,

based on the researcher's review of the data collected during interviews and observations.

Every program run by the school first goes through the planning stage. This is indicated by the meeting at the beginning of the year to design the work program. One of the work programs at SMA LTI IGM is the learning and strengthening of Pancasila student's project. The principal not only implements every program planned for the school but also directly analyzes the work program. In addition, the principal constantly either directly or indirectly assesses some of these programs. This can be seen when the principal occasionally drops by certain classes to monitor the ongoing learning. Then the principal also conducts evaluation meetings to evaluate the programs that have been implemented.

D. Conclusion

The profile of Pancasila students will form students who want to continue learning, have global knowledge, and continue to uphold the values of Pancasila in everyday life. Principal leadership is described as having traits, styles or characteristics with Pancasila values in order to realize the Pancasila learner profile Pancasila learner profile in schools through Principal leadership by creating programs based on Pancasila values. The leadership role of the principal in developing the Pancasila learner profile with the categories of education, manager, administrator, supervisor, leader, innovator and motivator. Principals apply the Pancasila learner profile based on school activities, namely making educational achievement goals, as a school vision, integration in school academic and non-academic programs, as students who understand spirituality, and evaluating measurable quality.

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