Project Implementation Management Strengthening Pancasila Student Profile and Rahmatan Lil 'Alamin Student Profile at MAN 1 Musi Banyuasin

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Abstract

The curriculum in the Industrial 4.0 era demands developments that can produce graduates with the latest literacy, including data literacy, technical literacy, and human literacy oriented towards noble morals and independence. This study observes the implementation of the Independent Curriculum, especially the Strengthening the Profile of Pancasila and Rahmatan Lil 'Alamin Students (P5P2RA) Project, at MAN 1 Musi Banyuasin. The results highlight organized management approaches, success factors, and obstacles faced, including budget and facility challenges. Data collection techniques involve in-depth interviews, participatory observation, and documentation. Research instruments are in the form of interview guidelines, question lists, and observation sheets. The collected data will be analyzed using data reduction techniques, data presentation, data verification, and conclusions. The results showed that the management of the Pancasila and Rahmatan Lil 'Alamin student profile projects faced complex challenges, including team coordination, busy participants, technical obstacles, and evaluation. To address this, a holistic approach is needed with a focus on open communication, schedule flexibility, careful technical planning, and continuous evaluation. Through effective coordination and joint efforts, schools can ensure project success and deliver a sustainable positive impact. This initiative not only creates an inclusive learning environment but also strengthens participants' skills in achieving a learner profile that reflects the values of Pancasila and the spirit of Rahmatan Lil 'Alamin.

Keywords: implementation of the Merdeka curriculum, strengthening the profile of Pancasila students, strengthening the student profile of rahmatan lil 'alamin

Introduction

The development of the curriculum in the era of Industry 4.0 must produce graduates with the latest literacy skills, such as data literacy, technical literacy, and human literacy that lead to noble morals and efficient humans. This policy aims to create an independent and flexible learning process to create an innovative and open learning culture according to student needs. According to Sowell, the implementation of the curriculum itself is realized in the teaching and learning process by the principles and demands of the curriculum that has been developed previously for a certain level of education or schools (Nasbi, 2017). The main activities can be grouped into 9 main activities, namely: Activities related to the duties of the principal, Activities related to teacher duties, Activities related to students, Activities related to the teaching and learning process, Extracurricular activities, Evaluation implementation activities, Equipment arrangement implementation activities, Activities in guidance and counseling, and Activities related to efforts to improve professional quality teacher.

In the 2013 Curriculum, learning objectives are too high not developmentally appropriate, irrelevant, and unrealistic. As a result, teachers are required to complete learning materials (Angga et al., 2022). So stuck on one-way teaching, lack of creativity space for teachers. The

demand to learn a lot of content makes students feel pressured, so to meet the material needs many students only learn rote and do not get a complete understanding.

The Merdeka Curriculum is a curriculum that aims to develop character through the concept of the Pancasila Student Profile. The character of the Pancasila Student Profile is formulated from the objectives of Indonesian national education (Ulandari & Rapita, 2023). The Pancasila Student Profile has 6 dimensions of character, namely faith, fear of God Almighty and noble character, cooperation, global celebrity, critical reasoning, creativity, and independence ('Inayah, 2021). The Pancasila Student Profile is realized through learning in schools including face-to-face (intracurricular), extracurricular, and project-based co-curricular learning. Intracurricular learning covers 70-80% of lesson hours and co-curricular learning covers 20-30% of lesson hours (Saely & Sukiman, 2023). The fundamental difference in the Independent Curriculum is the existence of project-based co-curricular learning to strengthen the character of the Pancasila Student Profile and soft skills. The learning is called the Pancasila Student Profile Strengthening Project or can be called P5.

Curriculum Merdeka applies a diverse learning approach, which aims to optimize learning materials by giving students more time to explore concepts and strengthen their abilities (Na'im et al., 2022; Rahman et al., 2023). In this concept, teachers have the freedom to choose various learning tools to suit the needs and interests of students. Various profiles are developed based on specific themes set by the government to increase students' understanding of Pancasila values (Sitepu et al., 2023). The main objective of these profiles is not the achievement of specific learning objectives, so they are not tied to rigid technical aspects.

The implementation of the Independent Curriculum is a policy that is considered transformative in the world of education, of course, various changes will be felt by teachers (Mauliddina & Irianto, 2023; Warsihna et al., 2023). This change felt by the teacher exposes him to various obstacles that need to be overcome properly so that in the implementation process to obtain results that are by the expectations of the curriculum, teachers have to learn a lot again because the content in the curriculum involves more or less changes compared to the content in the 2013 curriculum.

An alarming phenomenon in education today inspired by modern culture that encourages individualism and by the influence of technology that limits social interaction, many students tend to lose understanding of local wisdom, lack of understanding of the benefits of local wisdom values in shaping character, strengthening social relationships, and creating inclusive learning environments are also part of this challenge(Badeni & Saparahayuningsih, 2023; Nuraedah et al., 2023). So MAN 1 Musi Banyuasin raised the theme of local wisdom in the implementation of the Strengthening the Profile of Pancasila Students and Rahmatan Lil Alamin in the Implementation of the Independent Curriculum for the 2023-2024 academic year.

The Pancasila Student Profile requires students to have a mindset, behavior, and behavior that reflects noble values (Maulida et al., 2023). Universal Pancasila and upholding tolerance to realize national unity and unity and world peace (Firmansyah, 2022). Meanwhile, the rahmatan lil alamin student profile is a student profile that can realize insight, understanding, and behavior of taffaquh fiddin as the peculiarities of complementation of moderate religious involvement, beneficial in society, and active in maintaining the nobility of the Indonesian nation (Alkatiri et al., 2022; Mufid, 2023).

According to Mulyasa, the ideal goal of implementing the Pancasila student profile strengthening project is to realize Indonesian students who are expected to become lifelong students who have global competence and behavior by Pancasila values (Mulyasa, 2023). Pancasila students are reflected in six main characteristics, namely faith in God Almighty and noble character, global diversity, mutual assistance, independence, critical thinking, and

creativity. The Pancasila student profile strengthening project is a cross-disciplinary learning activity through the process of observing and thinking of solutions to problems in the surrounding environment with several important principles, namely holistic, contextual, student-centered, and exploratory.

Decree of the Minister of Religious Affairs Number 347 of 2022 concerning the Implementation of the Independent Curriculum, madrasahs are given space for creativity and innovation in teaching and learning management. The concept of an independent curriculum in a madrasah includes curriculum alignment, creation of creative spaces, and flexibility of instructional units in learning management. In the project that characterizes the independent curriculum, the Ministry of Religious Affairs provides a difference from the Pancasila student profile strengthening project, namely the rahmatan lil 'alamin student profile project as a project with Islamic character as a characteristic of madrasas.

The implementation of the project to strengthen the Pancasila student profile and rahmatan lil alamin student profile by the Decree of the Directorate General of Islamic Education No. 3811 concerning madrasahs implementing the independent curriculum for the 2022/2023 academic year. The Directorate General of Islamic Education appointed 498 madrasah aliyah throughout Indonesia to be a pilot project for the implementation of the independent curriculum, including MAN 1 Musi Banyuasin as a madrasah pilot project for the independent curriculum in Indonesia.

Based on the results of an interview with the coordinator of the Pancasila and Rahmatan Lil Alamin student profile strengthening project at MAN 1 Musi Banyuasin on Friday, August 25, 2023, they explained that in the implementation of the Pancasila and Rahmatan Lil Alamin student profile projects, there are still many obstacles for madrasahs, especially related to the role of instructions from the head of the madrasah in the implementation of the independent curriculum project, the clarity of the division of project implementing roles and the lack of coordination in the implementation of the profile project Pancasila and rahmatan lil alamin students in the madrasah pilot project independent curriculum and understanding in instilling project dimension values in each implementation. Based on the evaluation of project value documentation in MAN 1 Musi Banyuasin in the 2022/2023 academic year, it can be seen that the first theme project with the theme "Bhineka Tunggal Ika" can that the value of the cooperation and creative dimensions is still low with an average of 78, after In the implementation of the Pancasila and rahmatan lil alamin student profile projects at MAN 1 Musi Banyuasin, it turns out that the cause of the low score is because students still do not understand what dimensions must be achieved in the project aforementioned. This is because, at the time of initial socialization, it was not explained regarding the dimensions to be assessed in the project. Therefore, it is important to explain in detail the dimensions to be assessed to students in the socialization of the project.

The implementation of the Pancasila and rahmatan lil alamin student profile projects at MAN 1 Musi Banyuasin has been running for 2 years by the Circular Letter of the Directorate General of Islamic Education number 3811 of 2022 concerning the appointment of madrasahs as pilot independent curriculum projects. However, during the implementation of the independent curriculum at MAN 1 Musi Banyuasin, there were several challenges in its implementation. One of them is the lack of activities carried out by the Ministry of Religious Affairs related to strengthening teacher competence in implementing the independent curriculum, especially the implementation of the P5P2RA project. Thus, teachers must be proactive in seeking training activities independently. In addition, in the process of implementing P5P2RA, both coordinators and facilitators still experience obstacles in the preparation of project module tools, understanding in filling out project report cards, and understanding related to technical project implementation. Based on the above background, it is necessary to pay attention to conduct

further research. Thus, in writing this research took the title of management of the implementation of the project of strengthening the profile of Pancasila students and the profile of rahmatan lil 'alamin students at MAN 1 Musi Banyuasin.

Method

This research uses qualitative methods. Qualitative research methods are research methods based on philosophy, which are used to examine scientific conditions where researchers as instruments, data collection techniques, and qualitative analysis focus more on meaning (Sugiyono, 2019). Qualitative research can show community life, history, behavior, organizational functions, social movements, and family relationships (Fitrah & Luthfiyah, 2017). Qualitative research, is qualitative field research, namely field research whose data is collected directly from the field in the form of observation, interviews, and documentation. In collecting data sources, researchers collect data sources in the form of primary data and secondary data. The determination of informants in this study used purposive sampling techniques. This purposive sampling technique is a technique chosen with a specific purpose, where informants are selected based on characteristics relevant to the purpose of the study. Data collection techniques in this study use interactive data collection techniques, namely interviews, observations, and documentation. While the data analysis technique uses the Miles and Huberman Interactive data analysis model, namely data collection, data presentation, data reduction, and verification.

Results

Implementation of the Pancasila Student Profile Strengthening Project and rahmatan lil Alamin at MAN 1 Musi Banyuasin

Management of project activities to strengthen the profile of Pancasila students and rahmatan lil alamin at MAN 1 Musi Banyuasin in carrying out an activity starting with a project preparation meeting to reflect on project implementation and project follow-up plans. In this study, conducting project implementation research on the theme of local wisdom with the aim that students can understand the local wisdom owned by their region so that they grow into students of Pancasila and Rahmatan lil alamin. In this study, there are 4 implementation indicators studied, namely:

1. Commanding in the implementation of P5P2RA in MAN 1 Musi Banyuasin

From the results of interviews and observations conducted by researchers, it can be concluded that MAN 1 Musi Banyuasin routinely conducts training related to the Strengthening Student Profile Project of Pancasila and Rahmatan lil Alamin so that all stakeholders including project coordinators understand their respective roles and tasks. In the implementation of P5P2RA, it is determined that several sub-indicators must be met in the implementation of Commanding activities in P5P2RA, namely as follows:

a. Provide Information and ideas

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during a project implementation coordination meeting on theme 2, namely sustainable lifestyle, in the meeting room of the deputy head of the madrasah on January 10, 2024, it was seen that every team member, both coordinators and facilitators, was very enthusiastic in participating in the meeting. Each coordinator presents the project activity plan to each facilitator of his team, in addition, the facilitators also provide ideas and input related to project implementation including asking for more in-depth explanations if there are things they do not understand.

b. Perform commands clearly

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 12, 2024, the coordinator of team 1 supervised the implementation of the project with the facilitator of team 1, Mrs. Siti Hernika, it can be seen that Mrs. Siti understands her role as a facilitator related to the objectives of this theme 2 project, but on several occasions she seems impatient with students in implementing the project, So it seems that many give comments that tend to direct the implementation of the project as they wish. Even though as a facilitator this is avoided, facilitators tend to provide facilitation for students to make decisions.

c. Assign effectively

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 12, 2024, the assignment from coordinator to facilitator is quite effective, it can be seen that all facilitators have their roles and tasks, but there are several obstacles conveyed by Mrs. Eli Yuliansih, S.Pd.I as the facilitator feel that the assignment as a project facilitator clashes with her other activities.

2. Implementation of Motivating in the implementation of P5P2RA at MAN 1 Musi Banyuasin

In the implementation of P5P2RA, it is determined that several sub-indicators must be met in the implementation of Motivating activities in P5P2RA, namely as follows:

a. The existence of desire and desire to succeed

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the implementation of the project in theme 2, namely sustainable lifestyle on January 15, 2024, it can be seen that every team member, both coordinators and facilitators, is very enthusiastic in implementing the project, the project coordinator does not accompany the implementation directly, only supervises the running of the project and the facilitator carries out its functions properly, So that if something is not appropriate, the coordinator's role is to provide motivation and input so that the project implementation runs well.

b. There is encouragement and a need for project implementation

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 5, 2024, the coordinator of team 3 supervised the implementation of the project with the facilitator of team 3 Mr. Irfan, it can be seen that Mr. Irfan understands his role as a facilitator but because of his status as a non-permanent teacher and teaches in other schools, Mr. Irfan is often unable to facilitate project activities, finally, the coordinator discussed with Mr. Irfan, and got a solution for the facilitation schedule to adjust to Mr. Irfan's teaching hours at MAN 1 Musi Banyuasin.

c. Giving Awards in project implementation

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during reflection on project activities, Mrs. Yosa Meriza as the coordinator gave prizes to the team that had the best value.

d. The existence of a conducive environment

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 5, 2024, in the implementation of the project, it can be seen that the role of the facilitator carries out its duties well, but in the implementation of the project, obstacles can be seen related to the project schedule at the end of learning hours, making students less enthusiastic about carrying out the project, even though in the implementation of the project there are several timing options.

3. Coordinating implementation in the implementation of P5P2RA at MAN 1 Musi Banyuasin

In the implementation of P5P2RA, it is determined that several sub-indicators must be met in the implementation of Coordinating activities in P5P2RA, namely as follows:

a. Alignment in the executor element

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the implementation of the project on theme 2, namely sustainable lifestyle, on January 15, 2024, it seems to show successful implementation. Effective coordination between implementing elements is seen in a uniform understanding of project objectives. A fair and efficient distribution of responsibilities and open communication ensure that each individual or group can contribute according to their expertise. Good mutual understanding and the practice of regular discussions are also key factors in maintaining the smooth implementation of the project. Overall, strong coordination between implementing elements creates a synergistic work environment and supports project success.

b. Timeliness of execution

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 5, 2024, the coordinator of team 3 continuously reminded the implementation of the project, besides that, it was also seen that the coordinator of team 4 always accompanied and supervised project activities so that the facilitator was supervised in implementing the project.

c. Cooperation in the creation of project documents

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 5, 2024, the coordinators of team 4 coordinated the creation of project documents together. They gather and discuss to compile documents and divide tasks in making documents with predetermined deadlines.

4. Implementation of Communication in the implementation of P5P2RA at MAN 1 Musi Banyuasin

In the implementation of P5P2RA, it is determined that there are sub-indicators that must be met in the implementation of Communication activities in P5P2RA, namely as follows:

a. Communicate clearly and structurally

Based on the results of observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the implementation of the project on theme 2, namely sustainable lifestyle on January 15, 2024, the results of observations on the implementation of project activities, the student profile of Pancasila and rahmatan lil alamin reflect active and effective coordination in the team. Team 4 Coordinator, Mr. Multi Sudarso, emphasized the importance of conveying information clearly to ensure equal understanding among team members. In addition, Ibu Yoza as the leader of team 1 emphasized the role of the coordinator in gathering facilitators and students through discussion forums or facilitators as intermediaries. Observations also show the active participation of team members in deliberations as a crucial step in project decision-making. Overall, the implementation of this project creates a solid communication environment, where information consistency, the role of the facilitator, team member participation, and deliberation are considered key elements to effectively achieve project objectives.

Supporting and Inhibiting Factors for the Implementation of the Pancasila Student Profile Strengthening Project and Rahmatan lil Alamin at MAN 1 Musi Banyuasin

1. Supporting Factors in the Implementation of P5P2RA in MAN 1 Musi Banyuasin

In this case, the results of interviews and documentation conducted by researchers in observing supporting factors in P5P2RA activities are as follows:

a. Strong Motivation

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin on January 10, 2024, it can be seen that the observations show a strong motivation among team members and coordinators during the project implementation coordination meeting on local wisdom. The high enthusiasm can be seen from the presentation of the activity plan by each

coordinator to the facilitator, while the facilitator actively provides ideas, input, and questions to ensure deep understanding, creating a positive atmosphere of motivation that drives the success of the project.

b. Alignment in the executor element

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 12, 2024, During the observation, it was seen that the initial briefing initiated by the team coordinator provided an opportunity for all team members to clearly understand the project objectives and individual roles. Furthermore, in team interactions, it is seen that each member engages in line, showing a uniform understanding of the direction and implementation plan of the project. This alignment proves that the initial briefing effort successfully forms a solid basis for harmonious and efficient project execution.

c. Clear and structured communication

Based on observations made by researchers at MAN 1 Musi Banyuasin during the project implementation on January 12, 2024, it can be seen that the coordinator provides direct input to the facilitator if there are things that need to be improved or adjusted. In addition, it was also observed that facilitators with positive responses received instructions and implemented them in project activities. During the observation process, it was also seen that the facilitator regularly compiled activity reports for each theme, creating effective and structured communication between the coordinator and facilitator.

d. Project document creation by collaboration

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin on January 10, 2024, it can be seen that the observations show that active cooperation between coordinators and facilitators can be seen, reflecting collaboration in monitoring project activities. If there are errors or discrepancies, the coordinator provides constructive feedback and encourages the facilitator to jointly compile an activity report, creating an observation experience that is consistent with the collaborative approach to project document creation.

2. Inhibiting Factors of P5P2RA implementation in MAN 1 Musi Banyuasin

In this case, the results of interviews and documentation conducted by researchers in observing inhibiting factors in P5P2RA activities are as follows:

a. Resource Limitations

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the implementation of the project on theme 2, namely local wisdom, on January 15, 2024, researchers noticed that although the enthusiasm of the team remained high, limited resources could affect some aspects of the project. It is seen that some facilitators and team members face obstacles in accessing or utilizing the resources required for the project. Nonetheless, observations also show that the team attempted to overcome these obstacles with creativity and internal cooperation. Project coordinators are actively involved in providing support and finding alternative solutions to overcome resource constraints, demonstrating adaptive policies in the face of such challenges.

b. Lack of motivation of learners

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the implementation of the project on January 5, 2024, several indicators of a lack of motivation. Students seem less enthusiastic and less active in participating in project activities. Low facial expressions and participation rates indicate a lack of optimal interest or engagement. In addition, observations also indicate a reluctance to contribute or collaborate in groups, reflecting a lack of enthusiasm and motivation to be fully involved in the project.

c. Policy and Regulatory Changes

Based on observations and interviews conducted by researchers at MAN 1, Musi Banyuasin shows several indications of the impact of policy changes. Project participants look confused and look for additional information, indicating the difficulty of adapting to the new rules. In addition, the team appears to be conducting additional meetings to synchronize their understanding. This reflects the impact of policy changes on project team engagement and coordination.

d. Project facilitator activity

Based on observations and interviews conducted by researchers at MAN 1 Musi Banyuasin during the project implementation on January 5, 2024, the facilitator's busy life can be reflected in the level of participation and involvement of facilitators during the project meeting. If there is a perceived lack of involvement or focus, this may be indicative of busyness that may be affecting the facilitator's dedication to the project. In addition, observations may include informal conversations or additional meetings to further understand any busy obstacles the facilitator may face.

Discussion

Commanding is a function in management that involves giving instructions or orders to team members or subordinates to achieve certain goals or targets (Yang, 2020). The implementation of Commanding in the P5P2RA project at MAN 1 Musi Banyuasin reflects an organized and results-oriented management approach. Team coordinator at MAN 1 Musi Banyuasin emphasized the importance of providing information and ideas clearly to team members. This is in line with the concept of leadership involving the entire team in the decision-making process. Through methods such as briefings and WhatsApp groups, coordinators ensure that project objectives are well understood by all team members.

The application of Commanding principles is also seen in the effective division of tasks. Monitor project progress and ensure that each facilitator reports on progress. By understanding the character of students and assigning assignments based on the facilitator's additional duties in the madrasah, they create an environment where each team member can contribute to the maximum.

Motivating is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject can be achieved (Agustina et al., 2023; Alfiyanto et al., 2021; Harahap et al., 2023). The delivery of schedules and targets every week is one way used to maintain team spirit. By ensuring that facilitators carry out mentoring by the targets set, the project coordinator at MAN 1 Musi Banyuasin creates an organized structure to achieve project objectives. Through open communication, such as using WhatsApp and talking directly, coordinators can provide support and motivate the team.

The project coordinator not only focuses on assignment and supervision but also participates in directly assisting the implementation of the project. Direct observation and interaction allow the coordinator to provide input and motivation to the team. In addition, the distribution of assessments and awards, although still verbal, is an effort to give appreciation to team members who perform well.

In the context of motivating, several sub-indicators are considered important, including the desire and desire to succeed, providing encouragement and needs in project implementation, giving rewards, and creating a conducive environment. The project coordinator at MAN 1 Musi Banyuasin recognized their role in raising team spirit, providing support, and creating environmental conditions that support project success. The importance of providing motivation

and reward to team members who may be experiencing difficulties. Passion and desire to succeed are the main foundation in involving the team in the project and giving awards is a form of appreciation for the efforts that have been made. However, obstacles such as a less conducive implementation schedule and a low level of discipline of project participants are also recognized as inhibiting factors. The project coordinator needs to identify and overcome these obstacles to maintain the sustainability of motivation and enthusiasm in implementing the project.

Coordinating is the activity of directing, integrating, and coordinating the elements of management and the work of subordinates in achieving organizational goals (Asmu et al., 2018). The implementation of coordinating in the P5P2RA project at MAN 1 Musi Banyuasin is a crucial factor in achieving successful project implementation. This coordination effort involves various parties, including Coordinators, Facilitators, students, and madrasahs. In this context, several sub-indicators are identified as determinants of successful coordination, namely alignment in implementing elements, timeliness of implementation, and cooperation in making project documents.

Alignment between implementing elements is a key element in ensuring the success of project implementation. Meetings and deliberations were identified as effective methods to achieve this alignment. Overall, alignment among implementing elements includes effective collaboration, understanding common goals, and a fair distribution of responsibilities. A concrete example from MAN 1 Musi Banyuasin shows that through meetings and discussions, coordinators can ensure that all implementing elements, including facilitators and learners, have a uniform understanding of project objectives.

Timeliness of implementation is a sub-indicator that emphasizes efficiency in time management and its impact on achieving project objectives. The preparation of a project timeline together by the team is a practice applied in MAN 1 Musi Banyuasin. A mutual agreement on the optimal implementation time based on the madrasah education calendar is the first step, and the use of WhatsApp groups ensures that the information is well disseminated. Continuous coordination and reminders from the coordinator to the project executor are concrete steps taken to ensure the timeliness of implementation.

The creation of project documents is not only an individual responsibility, but also the result of teamwork. MAN 1 Musi Banyuasin practices task division in making project documents, and each team member has the responsibility of compiling progress reports and project-supporting documents. Coordination between team members, collection of progress reports, and preparation of project documents together with a certain time limit are efforts taken by the coordinator and team.

By implementing these measures, MAN 1 Musi Banyuasin creates a synergistic work environment and supports the success of the P5P2RA project. Effective coordination in terms of alignment, timeliness, and cooperation in the creation of project documents is an important foundation for achieving overall project objectives.

The implementation of this coordination can also be related to the concepts of project management and leadership. The alignment of implementing elements reflects good team coordination, timeliness indicates time management efficiency and cooperation in document creation reflects effective collaboration. By maintaining balance and harmony between these aspects, the P5P2RA project at MAN 1 Musi Banyuasin can continue to run effectively and successfully achieve the desired goals.

Communication is an activity where someone conveys a message through certain media to others and after receiving the message then responds to the sender of the message (Rantung et al., 2023). The implementation of Communication in the Strengthening the Profile of Pancasila and Rahmatan Lil Alamin Students (P5P2RA) Project at MAN 1 Musi Banyuasin emphasizes

aspects of clarity and structure in conveying information. In its implementation, team coordinators, such as Mr. Multi Sudarso from Team 4, see the importance of conveying project information consistently and utilizing deliberation methods to ensure uniform understanding among team members. Clarity of communication is maintained to ensure that every stage of the project can be executed as planned. In addition, team coordinators such as Ibu Yoza from Team 1 use discussion forums and facilitators as intermediaries to convey information to students in their respective groups.

The concrete steps taken by MAN 1 Musi Banyuasin reflect a structured and coordinated communication culture. Discussion forums, deliberative meetings, and the use of WhatsApp groups as a medium of communication show efforts to involve all parties related to the project. This provides space for active participation of team members in decision-making, ensures that any information is conveyed clearly, and facilitates open dialogue. With this approach, the implementation of P5P2RA not only achieves information efficiency but also creates a culture of communication that supports the overall project objectives.

When this study is compared with previous research conducted by Safitri et al, the focus is more on understanding the Pancasila Student Profile as a new orientation in character education (Safitri et al., 2022). Although they do not directly highlight the implementation of management principles as seen in the implementation of the project at MAN 1 Musi Banyuasin, they are still relevant in the context of creating an educational environment that supports students' character development. The Commanding principle can be interpreted as the effort of the teacher or project coordinator in providing direction or guidance to students in adopting the values of Pancasila. Motivating remains relevant in this context because teachers need to motivate students to accept and practice the values of Pancasila. Coordinating also plays an important role in harmonizing various character education efforts in schools. Communication remains key in maintaining uniform understanding and active participation of students in internalizing the values of Pancasila. However, differences in context and research focus affect the way management principles are applied and interpreted in both contexts.

The implementation of the P5P2RA project at MAN 1 Musi Banyuasin has made a significant contribution to the school by improving the quality of education through developing student profiles based on the values of Pancasila and Rahmatan Lil 'Alamin, strengthening a structured and coordinated communication culture, and increasing the motivation and involvement of teaching staff and students. In addition, the project has also been instrumental in improving the managerial skills of the teaching staff, preparing them to carry out future projects more effectively, thus overall having a broad positive impact on MAN 1 Musi Banyuasin.

Based on the implementation management concepts applied in the Strengthening the Profile of Pancasila and Rahmatan Lil Alamin Students (P5P2RA) Project at MAN 1 Musi Banyuasin, the author concludes as a concept with the term "Dynamic Integrated Management" (DIM). DIM includes active integration between methods of coordinating, communication, motivating, and commanding to effectively achieve project goals. This approach emphasizes adaptive and proactive management of change and ensures alignment and openness between all parties involved in project implementation. By using DIM, organizations can achieve efficiency, effectiveness, and success in managing complex projects such as P5P2RA.

Conclusion

Based on data analysis from existing research results, researchers can convey the following conclusions: 1) Organized management approach with a focus on the results illustrated through Commanding, Motivating, Coordinating, and Communication. Project coordinators play a central

role in ensuring an understanding of team roles and responsibilities and providing motivation through schedule strategies, assessments, and verbal rewards. Effective coordination, timeliness, and cooperation in making project documents are crucial success factors. Structured communication involves meetings, discussion forums, and WhatsApp groups creating a solid work environment; 2) The Pancasila and Rahmatan Lil' Alamin projects in MAN 1 Musi Banyuasin were successful due to supporting factors such as coordinator motivation, alignment of implementing elements, communication structure, and cooperation in document-making. The continuity between these factors builds a conducive work environment. To overcome inhibiting factors such as budget challenges, motivation, policy changes, busyness, and an unconducive environment, effective budget management strategies, motivation, flexibility, time management, and risk planning are needed.

The implications of the conclusions of this study have a significant impact, especially in the management of the Pancasila and Rahmatan Lil' Alamin Student Profile projects at MAN 1 Musi Banyuasin. Based on the conclusions of the research on the implementation of the Pancasila and Rahmatan Lil 'Alamin Student Profile Project at MAN 1 Musi Banyuasin, researchers recommend several suggestions to improve the effectiveness and success of the project, namely 1) Evaluation of budget allocations for the identification of savings. Look for creative solutions such as external cooperation; 2) Improve communication about the urgency of the project. Implement inclusive motivation strategies; 3) Make adaptation plans responsive to policy changes. Ensure open communication; 4) Implement effective time management strategies. Good timing coordination; 5) Provide full resource support and facilities for projects in madrasas; 6) Facilitation of cooperation with external or local parties; 4) Socialization of the importance of the project to staff and learners; and 7) For future researchers: In-depth analysis of inhibiting factors, adaptive models for character projects in madrasas, studies with other institutions on character project management strategies. With a focus on strengthening resource management, increasing participant motivation, and adapting management to change, it is hoped that the Pancasila and Rahmatan Lil' Alamin Student Profile projects at MAN 1 Musi Banyuasin can overcome challenges and achieve sustainable success.

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