

Implementation of Pancasila Management Principles in Junior High Schools in Indonesia

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Abstract

Indonesia is a country that adheres to the Pancasila ideology, starting from the importance of implementing Pancasila values in state life including in the field of education. However, in practice, school management is often still oriented solely to administrative aspects without being balanced by the application of Pancasila values in school management. The approach used in this study is a qualitative approach. In this study the type of research applied is a literature study. The results of this study show data that the meeting to design the Pancasila Student Profile Strengthening Project activities at MTsN 7 Jakarta is part of the planning, the Pancasila Student Profile Strengthening training by the Bireun Regency Education and Culture Office is part of the organization, the celebration of the Pancasila Student Profile Strengthening Project by students of SMPN 1 Purwakarta is part of the implementation of management. The discussion of this study, namely planning, organizing, and implementation in the Pancasila Student Profile Strengthening Project Program, shows a systematic effort in internalizing Pancasila values. Thus, in practice, these three management aspects still require strengthening in terms of substance, sustainability, and critical evaluation to truly produce an authentic Pancasila Student Profile, not simply an administrative achievement within the Merdeka Curriculum framework. Based on the research results, it can be concluded that the implementation of Pancasila management principles has been systematically implemented.

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Introduction

Indonesia is a country that adheres to the Pancasila ideology, stemming from the importance of implementing Pancasila values in all aspects of national life, including education. Pancasila, with its five principles, must be used as a guideline and diligently implemented by all Indonesians for the sake of the integrity of our beloved nation, without exception (Balqis & Najicha, 2022). Pancasila, as the foundation of the state and the ideology of the Indonesian nation, serves not only as a normative foundation but also as a guideline for the management of various institutions, including educational institutions. Junior High Schools (SMP), as one level of basic education, play a strategic role in shaping the character, attitudes, and personalities of students in accordance with Pancasila values.

However, in practice, school management is often still oriented solely on administrative aspects and academic achievement, without balancing it with the comprehensive application of Pancasila values in school management. This is evident in the lack of integration of values such as mutual cooperation, deliberation, justice, and responsibility in the planning, implementation, and evaluation of school activities. Yet, management principles based on Pancasila are crucial for creating a democratic, humanistic, and equitable educational environment.

Problems in school education management that conflict with Pancasila values are generally evident in the weak internalization of values in leadership, school culture, and learning practices. Critically, many schools still view Pancasila as merely a normative symbol without substantive implementation in decision-making and school management. This is reflected in the low philosophical understanding of Pancasila, which has resulted in a degradation of students' character, such as a decline in mutual cooperation, tolerance, and social awareness. (Ramadhan et al., 2025). In addition, the phenomenon of decadence of tolerance among students, such as the emergence of exclusive and intolerant attitudes towards differences, shows that school management has not fully reflected the values of humanity and unity as contained in Pancasila (Bala & Sanjaya, 2025). This condition indicates a mismatch between the principles of value-based management and actual practices in schools, especially in the formation of an inclusive and democratic culture.

Problems also arise in the operational aspects of learning management, which tend to be formalistic and less reflective of Pancasila values. Several studies have shown that although Pancasila-based character education programs have been implemented, their implementation is often inconsistent and has not been able to shape student behavior sustainably (Nadia et al., 2026). In fact, there are still students who have not yet practiced the values of Pancasila in their daily lives, which shows the failure of school management in integrating values into real practice. (Putri, 2025). Critically, this demonstrates that educational management remains oriented toward administrative

aspects and ceremonial activities, rather than toward profound value transformation. Therefore, a reorientation of school management is needed that emphasizes not only planning and programs but also strengthening role models, continuous evaluation, and the creation of an educational ecosystem that truly reflects the values of Pancasila holistically.

As a guideline for life, Pancasila serves to sustain the Indonesian nation. In its role as a guideline for life, Pancasila is often referred to as a way of life, a guideline for living, and a guide for viewing the world (Rahma & Dewi., 2021). Broadly speaking, management is the process of organizing and utilizing an organization's resources through the cooperation of its members to achieve organizational goals effectively and efficiently. This means that management is the behavior of members within an organization to achieve its goals. In other words, the organization is a platform for operationalizing management (Angelya, 2023). Management has proven to be critical to the success of organizational change (Ferede et al., 2024). Management needs to be implemented in a planned, systematic, and sustainable manner to improve the knowledge, skills, and understanding of all parties involved in an organization or activity. Good management practices also play a crucial role in identifying weaknesses and potential, allowing for appropriate and effective improvements (Cummings et al., 2026)

POAC (Planning, Organizing, Actuating, Controlling) is a management framework used to increase effectiveness in various sectors, including education. In modern educational management, the implementation of POAC plays a crucial role in achieving efficient and quality educational goals. Planning helps establish the long-term vision and strategy of an educational institution. Organizing ensures that human and material resources are managed effectively. Actuating involves leadership and motivation to ensure all parties are actively involved in the educational process. Control is carried out through periodic evaluation and monitoring to ensure goal achievement (Faizi, 2022).

In contrast to these approaches, this study offers a new perspective by examining Pancasila as the foundation of the entire school management system, not just as teaching material. This broadens the scope of the study from the micro level (learning) to the macro level (school governance). Previous research has also extensively discussed the implementation of democratic values or character in learning, such as the research conducted by Ramdani et al., (2021), The results of this study indicate that Pancasila education plays a significant role in shaping the character of students in schools.

Another unique feature lies in its more holistic and systemic approach, where student character formation is viewed not only through the learning process but also through school culture and organizational climate. This differs from other research Kuncorowati (2021) about the development of Pancasila-based character education

modules that are still oriented towards learning devices. The results of this study show data that the Pancasila national character education module that was developed produces a quality learning module with very valid criteria according to material experts with an empirical score of 112 and learning media experts with an empirical score of 124.

Based on these issues, an in-depth study of the principles of Pancasila management and their application in the management of junior high schools in Indonesia is necessary. This study is expected to contribute to the development of an educational management model that is not only effective and efficient but also grounded in the values of Pancasila as the identity and character of the Indonesian nation. Thus, schools can become institutions that not only produce academically intelligent generations but also those with character, ethics, and a strong sense of nationalism.

Method

The approach used in this study of the Implementation of Pancasila Management Principles in Junior High Schools in Indonesia is qualitative. Creswell (2009) states that qualitative research is an approach that can be used to understand social issues or behaviors that occur in individuals and groups. The rationale for using this qualitative approach is to obtain concrete data regarding the Implementation of Pancasila Management Principles in Junior High Schools in Indonesia, thereby achieving the objectives of this study. In this study of the Implementation of Pancasila Management Principles in Junior High Schools in Indonesia, the type of research applied is a literature study. Literature study refers to the collection of various data sources, such as books, magazines, and other sources (Saputri & Nuryono, 2018). This study utilizes secondary data sources. Secondary data sources, such as books, newspapers, and other sources, serve as supplementary data (Sugiyono, 2019).

Results and Discussion

Results

At MTsN 7 Jakarta, after the first project in the Independent Curriculum was implemented (ed. Project-1: Making a Fantasy Story Book by Grade VII Students and teachers), MTsN 7 Jakarta designed the P5 activity or the 2nd Pancasila Student Profile Strengthening Project. This 2nd project is themed Voice of Democracy with the topic "Freedom to Speak Politely and Ethically". The meeting was led by the Deputy for Curriculum, Mr. Takhroji and was previously opened with a briefing from the Principal of MTsN 7 Jakarta, Mr. Lebeng on Monday, November 7, 2023. This meeting was attended by several homeroom teachers, subject teachers involved in this project, and representatives of grade VII students (Mtsn7-jakarta.sch.id, 2023).

The Pancasila Student Profile Strengthening Training held in Bireuen for junior high schools implementing the Independent Small and Medium Enterprises (IKM

Mandiri) program is commendable. This activity demonstrates a strong commitment to instilling the noble values of Pancasila in the nation's future generations. Strengthening Pancasila values in schools through religious activities such as Yasin recitation, shalawat (prayer), Dhuha prayer, and Zuhur prayer together is a step in the right direction. This aligns with the importance of instilling the values of Divinity, Humanity, Unity, Democracy, and Social Justice from an early age. Strengthening Pancasila values is not solely the responsibility of the initiating schools but must be a collective effort across all schools. Continuous outreach and training for teachers and school staff is necessary to enhance their ability to instill Pancasila values in students. In addition to religious activities, various other efforts can be made to instill Pancasila values, such as integrating Pancasila values into the curriculum and learning.

Implementing extracurricular activities with a Pancasila theme. Organizing activities that promote tolerance and cultural diversity. Providing good examples and role models for students. Cooperation between schools and families is also very important in instilling Pancasila values. Parents need to support and strengthen the Pancasila values taught in schools in their home life. With commitment and cooperation from all parties, it is hoped that the younger generation of Indonesia can grow into individuals with noble morals, Pancasila spirit, and ready to build the nation with full responsibility. This training was attended by 30 participants and 30 school principals in Bireuen Regency. Strengthening Pancasila values is not only the responsibility of the driving school, but must be a collective movement across all schools. Socialization and training for teachers and school staff need to be carried out continuously to improve their ability to instill Pancasila values in students (Dinaspendidikan.bireuenkab.go.id, 2024).



Figure 1. Pancasila Student Profile Strengthening Training by the Bireuen Regency Education and Culture Office (Source: dinaspendidikan.bireuenkab.go.id)

At SMPN 1 Purwakarta, students' creative spirit in preserving the environment was evident in the celebration of the Pancasila Student Profile Strengthening Project (P5). After several days of P5 activities, the culmination (Friday, October 11, 2024) was the students displaying their creative results at a work exhibition. The P5 activity, entitled "Healthy Living, My Earth is Protected," involved students utilizing various types of waste to keep it useful. In addition to making compost as a place to store organic waste, students also utilized non-organic waste to create useful items that do not pollute the environment. The P5 celebration began with morning exercise. After that, it continued with a healthy meal together. Then, they continued with a display of each person's work. This activity not only utilized waste, but most importantly, it raised students' awareness of the importance of protecting the environment and treating waste according to its type (Smpn1pwk.sch.id, 2024).



Figure 2. Work by students of SMPN 1 Purwakarta (Source: smpn1pwk.sch.id).

Discussion

Management is the art and science of management, encompassing the principles of planning, organizing, implementing, and supervising (Rusdiani, 2021). The government has implemented the principles of Pancasila management in education, for example, through the Pancasila Student Profile Strengthening Project. The Pancasila Student Profile Strengthening Project (P5) is a program designed by the Ministry of Education, Culture, Research, and Technology as part of the Independent Curriculum, aiming to promote the achievement of the Pancasila Student Profile. This program is implemented using a new paradigm, namely project-based learning. By implementing the Pancasila Student Profile Strengthening Project, educators are expected to accompany students in their learning process so they can develop their capacities and develop noble character as outlined in the Pancasila Student Profile, namely: 1.

Faith, devotion to God Almighty, and noble character; 2. Independence; 3. Mutual cooperation; 4. Global diversity; 5. Critical thinking; and 6. Creativity (Gtk.dikdasmen.go.id, 2023)

Planning, in the formal sense, is a process that involves determining organizational goals or objectives, developing a comprehensive strategy to achieve these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities. The need for planning applies to all levels of management, and the higher the level, the greater the potential impact on organizational success (Silmi, 2024). Upper-level organizational management typically devotes a significant portion of their time to planning, including long-term, short-term, and organizational strategy (Chantica et al., 2022). At MTsN 7 Jakarta, following the completion of the first project under the Independent Curriculum (ed. Project 1: Creating a Fantasy Storybook by Grade VII Students and Teachers), MTsN 7 Jakarta designed the second P5 activity, or the Pancasila Student Profile Strengthening Project. This second project, themed "Voices of Democracy," focused on "Freedom to Speak Politely and Ethically." The meeting, chaired by Mr. Takhroji, the Deputy for Curriculum, was opened with a briefing from the Principal of MTsN 7 Jakarta, Mr. Lebeng, on Monday, November 7, 2023. The meeting was attended by several homeroom teachers, subject teachers involved in the project, and representatives of Grade VII students (Mtsn7-jakarta.sch.id, 2023).

The meeting to design the second P5 or Pancasila Student Profile Strengthening Project, themed "Voice of Democracy" with the topic "Freedom to Speak Politely and Ethically" at MTsN 7 Jakarta, is part of the planning process. This is in line with Albab (2021) who stated that planning in an institution is a process carried out by a manager in his effort to direct all activities to achieve goals. In addition, the Pancasila Student Profile Strengthening Project, themed "Voice of Democracy" with the topic "Freedom to Speak Politely and Ethically" at MTsN 7 Jakarta illustrates the importance of ethics as part of Pancasila. This is in line with Hadi & Sumardi (2022) who stated that the relationship between ethics and Pancasila is very close because Pancasila is a source of moral values and ethical guidelines in national and state life in Indonesia. Ethics relate to norms regarding good and bad human behavior, while Pancasila embodies fundamental values such as divinity, humanity, unity, deliberation, and justice, which serve as standards for determining correct actions. Thus, Pancasila serves as an ethical foundation that guides societal attitudes and behaviors to align with the nation's noble values (Hadi & Saputra, 2024).

Planning for the Pancasila Student Profile Strengthening Project (P5) program, conducted during a preparatory meeting by MTsN 7 Jakarta, is the initial process for systematically designing activities to achieve Pancasila-based learning objectives. During this stage, the school establishes the project theme, defines learning objectives, develops a schedule of activities, assigns tasks to teachers and the implementation team, and prepares the necessary resources. This planning aims to ensure that P5 implementation is directed, effective, and aligned with the Pancasila values intended to be instilled in students. The role of lesson planning is a crucial factor in guiding instruction, as it can serve as a reference for teachers in carrying out classroom instruction. Teachers always develop lesson plans in advance, aligned with the school curriculum, and in their implementation, they strive to implement them in the learning process, supported by a high level of teacher competence, ensuring optimal implementation (Lase, 2022).

The planning of the Pancasila Student Profile Strengthening Project (P5) at the preparatory meeting by MTsN 7 Jakarta proved that Pancasila as a way of life lies in how the basic values of Pancasila are used as the main foundation in designing educational activities. The P5 preparatory meeting became a deliberation space that reflects the fourth principle, while the determination of inclusive and equitable programs reflects the second and fifth principles. Thus, P5 planning is not merely an administrative activity, but rather the real implementation of Pancasila as a way of life that guides the direction, goals, and practices of education in schools. Pancasila as a way of life should be implemented in life, especially in state life in the field of education, this is in line with what was stated Wardana et al., (2021) that if a life view such as Pancasila is practiced well when carrying out national and state life, it can make the Indonesian nation and state orderly, harmonious, safe, peaceful and prosperous according to the guidelines of Pancasila.

Besides that, Dewi & Sunarso (2020) revealed that Pancasila, besides being a guideline for national life, also serves as a philosophy for statehood. No matter how bad the government, Pancasila will remain powerful in protecting the lives of the Indonesian people. Although there are often cases that attempt to replace Pancasila with other ideologies, it has been proven that Pancasila is so good and is the best choice for the Indonesian people. Therefore, based on this, Pancasila can be said to be a norm that is fundamental and very important in national and state life. Pancasila is the most important principle for the Indonesian people in building a national and state civilization that can be useful when living as a nation and state. Pancasila cannot be intervened by any ideology, so Pancasila has the property of immunity, meaning immunity from the influence of other ideologies (Mulyono & Fatoni, 2019).

Organizing is the second step in organizational management after planning. Thorough planning will not run smoothly without someone to implement and motivate it, without clarifying the tasks and who will carry them out. That is the essence of organizing. Good organization produces a sound organizational form, from work systems, structures, resources, and other aspects (Rachman, 2015). Organizational support for a safe and orderly school environment is evident in clear arrangements and management (Marlina, 2020). The function of organizing in management is to organize and direct resources and work activities so that organizational goals can be achieved effectively and efficiently. Through organizing, managers divide tasks, establish organizational structures, determine authority and responsibility, and coordinate work so that each individual can work in a focused manner and avoid overlapping tasks.

The Pancasila Student Profile Strengthening Training held in Bireuen for junior high schools implementing the Independent Small and Medium Enterprises (IKM Mandiri) program is commendable. This activity demonstrates a strong commitment to instilling the noble values of Pancasila in the nation's future generations. Strengthening Pancasila values in schools through religious activities such as Yasin recitation, shalawat (prayer), Dhuha prayer, and Zuhur prayer together is a step in the right direction. This aligns with the importance of instilling the values of Divinity, Humanity, Unity, Democracy, and Social Justice from an early age. Strengthening Pancasila values is not solely the responsibility of the initiating schools but must be a collective effort across all schools. Continuous outreach and training for teachers and school staff is necessary to enhance their ability to instill Pancasila values in students. In

addition to religious activities, various other efforts can be made to instill Pancasila values, such as integrating Pancasila values into the curriculum and learning.

Implementing extracurricular activities with a Pancasila theme. Organizing activities that promote tolerance and cultural diversity. Providing good examples and role models for students. Collaboration between schools and families is also crucial in instilling Pancasila values. Parents need to support and reinforce the Pancasila values taught in schools within their home lives. With commitment and cooperation from all parties, it is hoped that Indonesia's young generation can grow into individuals with noble morals, a Pancasila spirit, and a readiness to build the nation responsibly. This training was attended by 30 participants and 30 school principals in Bireuen Regency. Strengthening Pancasila values is not solely the responsibility of the leading schools but must be a collective effort across all schools. Continuous outreach and training for teachers and school staff is necessary to improve their ability to instill Pancasila values in students (Dinaspendidikan.bireuenkab.go.id, 2024). Organizing from a Pancasila perspective is the process of arranging, dividing tasks, and structuring work relationships within an organization based on the noble values of Pancasila, namely, Divinity, Humanity, Unity, Democracy, and Justice.

The Pancasila Student Profile Strengthening training by the Bireun Regency Education and Culture Office is a continuation of the planning process to ensure more effective implementation. This aligns with Subekti's (2022) assertion that organizing is the second management function and a strategic step in realizing an organizational plan. Furthermore, the Pancasila Student Profile Strengthening training held in Bireuen for junior high schools implementing the Independent Small and Medium Enterprises (IKM Mandiri) program, which demonstrated a strong commitment to instilling the noble values of Pancasila in the nation's future generations, is one indicator of the implementation of noble national values, such as Pancasila. This is in line with what Fitriyono et al., (2022) stated, namely as a noble agreement, meaning that when the Indonesian state was formed, there was a noble agreement because it was the result of an agreement by the founders of the state and had been mutually agreed to be implemented well, maintained well, and actualized well. Pancasila, as the nation's identity, serves as a symbol and distinctive characteristic of the Indonesian people. Therefore, Pancasila can serve as an example to distinguish the Indonesian nation from other nations. Furthermore, Pancasila is expected to shape a generation that reflects the Pancasila personality in accordance with its values, such as a generation that is religious, a generation that upholds humanism, a generation that possesses strong nationalism, and a generation that prioritizes deliberation (Basri et al., 2021)

The Pancasila Student Profile Strengthening Training by the Bireuen Regency Education and Culture Office, with its organizational context in management, focuses on how these activities are systematically designed, managed, and distributed to achieve national education goals. This training reflects the organizational function through the division of roles, coordination between parties (offices, principals, and teachers), and the development of a clear work structure to ensure effective implementation of P5 in educational units. In this regard, teachers are positioned as strategic state assets because they are the primary implementers in transforming Pancasila values to students. The training conducted by the Bireuen Regency Education and Culture Office represents the management of teachers as state assets to achieve national development by strengthening Pancasila. This is in line with the statement made by

Ridanpää, (2022) With Pancasila, all assets owned by the Indonesian nation must be optimally developed, utilizing their diverse potential in the current era of rapid globalization. This is because if a nation can effectively cultivate the potential of its citizens, it is believed that it will also be able to create monumental works for the development of the nation and state.

In facing the current demographic bonus, all components of the nation must recognize the importance of strengthening the values of Pancasila. It is hoped that this ideology can become a lifelong ideology, and it must include three indicators: adaptability to current developments, responsiveness, and applicability in its implementation. These indicators should be an opportunity in this millennial era. Previous leaders desired that the values of Pancasila be strengthened through deliberation and consensus, so that Pancasila can now become an asset for the nation and state. The younger generation must recognize the importance of strengthening Pancasila values and be able to actualize them through creative, contextual, and applicable methods (Anggono & Damaitu, 2021, pp. 42-43).

In a management process, even with thorough and well-thought-out planning and a strong organizational structure, how can an organization or business achieve its goals without action? Actuation itself is movement. Movement is essentially the action of a leader who guides, directs, and mobilizes all parts of the organizational structure in implementing the management process to achieve a goal and achieve success (Syahputra, 2023). Implementation (actuation) is the act of carrying out what has been planned and dividing the tasks among subordinates (employees) so that they are willing to cooperate and work effectively to achieve the goal (Basyirah, 2020).

At SMPN 1 Purwakarta, students' creative enthusiasm for preserving the environment was evident in the celebration of the Pancasila Student Profile Strengthening Project (P5). After several days of P5 activities, the students culminated on Friday, October 11, 2024, in a showcase of their creativity. The P5 activity, titled "Healthy Living, My Earth is Protected," involved students utilizing various types of waste to ensure its usefulness. In addition to creating a composter to store organic waste, the students also utilized non-organic waste to create useful items that would not pollute the environment. The P5 celebration began with morning exercise, followed by a healthy meal together, and then a showcase of their work. This activity not only utilized waste but, most importantly, fostered students' awareness of the importance of protecting the environment and treating waste appropriately. Furthermore, it fostered students' creativity. This was evident in the wide variety of products made from non-organic waste, ranging from plastic clothing to calendars (Smpn1pwk.sch.id, 2024). Implementation (actuating) in management that is linked to Pancasila is the process of mobilizing and directing all human resources to work effectively based on Pancasila values.

The celebration of the Pancasila Student Profile Strengthening Project (P5) by students of SMPN 1 Purwakarta, entitled "Healthy Living, My Earth is Protected," is a reflection of management principles. This is because planning and organizing are meaningless without implementation. This aligns with Fatmawati (2024) point about what would happen if mere planning and organizing were carried out without implementation. Furthermore, Muhammad (2022) argues that actuation/implementation is crucial, as planning and organizing will never achieve the desired results without concrete activities as a concrete manifestation of implementation (actuation). Therefore, organizations require implementation management assistance as guidance in realizing the previous management stages. Furthermore, Pancasila,

which teaches love for the environment and the sustainability of the Indonesian nation, aligns with Juwono (2020). The values of Pancasila must continue to serve as an indicator in our daily lives, protecting nature, both within our communities and in the process of governing the state. Furthermore, when interacting with all individuals and groups within the Indonesian archipelago, we must consistently uphold the values of Pancasila, without exception, to ensure an orderly life for the sake of the integrity of the Unitary State of the Republic of Indonesia. In the management aspect, the term green management is also known, which is a developing trend represented by environmental management (Correia et al., 2024).

Furthermore, Rukmana et al., (2020) The values in Pancasila in their strengthening are a necessity that needs to be implemented, especially when living in society and in the state. Meanwhile, the Pancasila Student Profile is a formulation of the ideal competencies and character that students are expected to develop as a result of this educational process. Thus, Pancasila character education serves as a means or process, while the Pancasila Student Profile serves as the goal or expected output. The values taught in character education are directly reflected in the six dimensions of the Pancasila Student Profile: faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. Therefore, the better the implementation of Pancasila character education in schools, the greater the opportunity for the Pancasila Student Profile to be realized in students.

The implementation of the Pancasila Student Profile Strengthening Project (P5) program at SMPN 1 Purwakarta is the implementation stage of the previously prepared plan, with the aim of instilling Pancasila values contextually through project-based learning activities. In its implementation, students are actively involved in various activities designed according to the P5 theme, such as local wisdom, sustainable lifestyle, entrepreneurship, or global diversity. Teachers act as facilitators who guide students in the process of exploration, discussion, collaboration, until producing work or real actions that reflect the values of Pancasila. P5 activities at SMPN 1 Purwakarta are usually carried out in an integrated manner with cross-subject learning, so that students not only gain knowledge, but also develop critical thinking skills, creativity, mutual cooperation, as well as an independent and responsible attitude.

The implementation of the Pancasila Student Profile Strengthening Project Program management through an exhibition of student work entitled "Healthy Living, My Earth is Protected" at SMPN 1 Purwakarta with an understanding of Pancasila values is evident in how the activity is realized in a concrete way as an action-based learning process. In the implementation stage, students not only produce works from non-organic waste into useful items, but also internalize the values of Pancasila in direct practice: concern for the environment as a form of shared responsibility (the fifth principle), the attitude of mutual cooperation and cooperation in the process of making works (the third principle), and respect for creativity and human dignity (the second principle). In addition, exhibition activities involving the participation of various parties reflect the values of deliberation and participation (the fourth principle), as well as awareness of the relationship between humans and God through gratitude for the protected environment (the first principle). Thus, the implementation of this program does not only function as a managerial activity, but also as a concrete means to strengthen the understanding and practice of Pancasila values in students' daily lives.

The understanding and practice of Pancasila values in the students' daily lives is in line with what was stated Adhari & Dewi (2022) A proper understanding of Pancasila values certainly requires consistent effort, especially when the process of actualizing Pancasila in society presents its own challenges. Globalization has a significant impact on the way we live, but it is hoped that this globalization will strengthen Pancasila values. Pancasila must have significant power over all aspects of Indonesian society, as it is our guide to life. Therefore, all forms of globalization that have the potential to erode human civilization, a concern we often face, must be fortified by Pancasila. Understanding the importance of actualizing Pancasila and being able to adapt to current developments is certainly crucial. The perspectives of everyone from millennials to Generation Z must be continuously guided to remain consistent with existing Pancasila values, and attention must be paid to ensuring that the strengthening of Pancasila values remains up-to-date in line with the demands and developments of the times (Kartoli & Risman, 2020).

Conclusion

The implementation of Pancasila management principles in junior high schools has progressed through integrated planning, organization, and implementation stages within the Pancasila Student Profile Strengthening Program (P5). This program demonstrates that Pancasila values can be effectively applied in school governance to shape the character of students who are faithful, democratic, creative, environmentally conscious, and responsible. In addition to creating a more humanistic and participatory educational environment, the implementation of Pancasila management also strengthens the school's role as a forum for national character formation. However, ongoing evaluation and development are needed to ensure its implementation is more effective and able to meet the challenges of education in the era of globalization.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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