



Principal's managerial leadership in supporting teachers' tasks for strengthening the Pancasila student profile

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Abstract. This study evaluates the principal's managerial role in optimizing teachers' duties within the Pancasila Student Profile Reinforcement Project (P5) at State Senior High School 6 South Bengkulu using the CIPP evaluation model (Context, Input, Process, Product). The study is urgent as effective school leadership is essential to ensure P5 as a strategic program for character development in Indonesian education. Using a qualitative case study approach, purposive sampling was applied to select the principal, project coordinator, teachers, and students. Data were obtained through interviews, observations, and documentation, and analyzed thematically. Findings show that the principal's role is aligned with school needs and national policies (context), facilitates module preparation and manages resources (input), establishes teams and supervises implementation (process), and enhances teacher performance, student engagement, and character development (product). Key challenges include limited funding, low student motivation, and

difficulties in developing relevant project themes. The study recommends strengthening leadership and teacher capacity, improving financial and institutional support, and promoting adaptive policies to sustain P5 implementation.

Introduction

Education plays a crucial role in human life, both for individuals and society. Ideally, as mandated in Law Number 20 of 2003, Article 3 on the National Education System, education aims to develop students' potential to become faithful, virtuous, knowledgeable, creative, independent, democratic, and responsible citizens (Rembangsupu et al., 2022). To achieve this goal, the education system has continuously adapted to social, cultural, and global changes. One of the most recent reforms is the Merdeka Curriculum, launched in 2022 as part of post-pandemic recovery efforts. This curriculum emphasizes flexibility, mastery of essential competencies, and character formation (Wantiana & Mellisa, 2023). Its central feature is project-based learning through the Pancasila Student Profile Reinforcement Project (P5), which integrates academic achievement with the development of values rooted in Pancasila (Purtina et al., 2024).

Successful curriculum implementation depends on effective leadership and school management. Leadership theory highlights that principals are key agents of change, shaping school vision, culture, and teacher capacity (Acton, 2021; Chen et al., 2021). From a managerial perspective, principals are

expected to plan, organize, direct, and supervise resources to achieve educational goals (Stronge & Xu, 2021). In the Indonesian context, principals' managerial duties extend to enhancing teachers' pedagogical, personal, social, and professional competencies in line with national standards (Ikhlās et al., 2025; Santoso, 2023; Yani et al., 2024; Parwati & Suastra, 2024). Previous studies emphasize that effective management, such as providing training, fostering collaboration, and supervising implementation, positively influences teacher performance and student learning outcomes (Stronge & Xu, 2021; Widana et al. 2023a).

Despite these theoretical insights, field observations at State Senior High School 6 South Bengkulu reveal persistent challenges in every stage of P5. Teachers encounter difficulties in preparing interdisciplinary themes and modules, forming collaborative project teams, motivating students, and conducting systematic supervision. Structural barriers such as limited facilities, teacher readiness, and time allocation further complicate implementation. These realities highlight a gap between the ideal objectives of P5 and its actual execution. Prior research has mainly examined principals' leadership within the 2013 Curriculum or in general school management (Santoso, 2023), while specific studies on the principal's managerial role in the Merdeka Curriculum and P5 remain scarce. Moreover, much of the literature emphasizes teachers' obstacles without assessing how principals' managerial interventions contribute to overcoming them (Arifin & Nurhakim, 2025).

This research addresses that gap by applying the CIPP evaluation model to analyze the principal's managerial role in optimizing teachers' duties in P5 implementation. Unlike previous studies that primarily described leadership practices or teacher challenges, this study evaluates context, input, process, and product dimensions comprehensively, linking managerial practices to policy alignment, resource readiness, implementation strategies, and educational outcomes. The novelty of this study lies in offering a multidimensional assessment of principal management in the specific framework of the Merdeka Curriculum and P5. Based on this background, the research problem is formulated as: How does the principal's managerial role, analyzed through the CIPP model, optimize teachers' duties in implementing P5 at State Senior High School 6, South Bengkulu? Accordingly, this study aims to: (1) analyze the relevance of the context of implementing P5 to the role of the principal as a manager at State Senior High School 6, South Bengkulu; (2) examine input readiness, including planning, resources, and teacher competencies in implementing P5; (3) evaluate the principal's managerial process in organizing, implementing, and supervising teacher duties in P5; and (4) assess the product or results of the principal's role as a manager in optimizing teacher tasks in P5, including both successes and obstacles encountered.

Method

Research Design and Approach

This study applied a qualitative research approach with an evaluative design based on the CIPP evaluation model (Context, Input, Process, Product) (Alanshori et al., 2025). The use of the CIPP model allowed the researcher to conduct a comprehensive evaluation of the principal's managerial role in optimizing teachers' duties in the implementation of the Pancasila Student Profile Reinforcement Project (P5) at State Senior High School 6 South Bengkulu. The design was chosen to provide a holistic understanding of context, input, process, and product dimensions within the implementation of P5.

Participants and Research Subjects

The participants in this study consisted of individuals directly involved in the P5 program. They included the school principal, the vice principal in charge of curriculum, teachers serving as project coordinators or P5 instructors, and students engaged in project implementation. The inclusion of

these groups was deemed representative, as they collectively provided perspectives from leadership, management, teaching, and learning experiences related to P5.

Sampling Technique and Criteria

Participants were selected using purposive sampling, focusing on individuals who could provide rich and relevant information for the research. The criteria for selection included direct involvement in the planning, organization, and implementation of P5, the ability to share comprehensive insights regarding managerial practices, and at least one year of experience in carrying out P5 activities. This strategy ensured that the sample represented the key stakeholders needed to address the research objectives.

Research Location and Duration

The research was conducted at SMA Negeri 6 Bengkulu Selatan. This school was chosen as the research site because it actively implements P5 under the Merdeka Curriculum and reflects the challenges of translating national education reforms into practice. The research took place over a four-month period, from February to May 2025, covering the stages of planning, implementation, and evaluation of the P5 project.

Research Procedures

The research process followed several sequential stages. First, a preliminary study was conducted through field observations and document reviews to identify initial conditions of P5 implementation. Second, research instruments were prepared based on the indicators of the CIPP model to guide data collection. Third, data were collected through interviews, observations, and documentation studies. Fourth, qualitative data analysis was carried out systematically, and triangulation techniques were applied to validate findings. Finally, conclusions were drawn, and recommendations were formulated to strengthen the principal's managerial role in sustaining P5 implementation.

Data Collection Techniques

Data were gathered using three techniques: interviews, observations, and document analysis. In-depth interviews were conducted with the principal, vice principal, teachers, and students to gain insights into managerial functions in the implementation of P5. Participatory observations were carried out to directly observe teacher and student activities, with particular attention to how the principal's managerial role was exercised in practice. Documentation studies were also employed, which included analyzing project modules, lesson plans, reports, assessments, and school reflection notes. To support these methods, research instruments such as interview guides, observation sheets, and documentation checklists were developed based on CIPP indicators to ensure alignment with the evaluation objectives. The research instruments are presented in Table 1.

Data Analysis Techniques

Data analysis was carried out using qualitative techniques following Miles and Huberman's model, which included three main stages: data reduction, data display, and conclusion drawing (Creswell, 2016). Thematic analysis was performed by categorizing findings into the four dimensions of the CIPP model. The context dimension assessed the alignment of P5 with school needs and national education policies, the input dimension emphasized resource readiness and teacher competence, the process dimension examined the principal's managerial strategies in implementation, and the product dimension evaluated the outcomes in terms of teacher performance, student character development, and the overall quality of learning.

Trustworthiness of the Data

To ensure the validity and reliability of the findings, several techniques were applied. Triangulation was conducted across data sources, including interviews, observations, and documents, to strengthen credibility. Member checks were carried out by confirming interpretations with participants, while peer debriefing with academic colleagues was used to enhance analytical rigor. The research also employed thick descriptions to allow transferability, and an audit trail was maintained to guarantee dependability and confirmability. These measures collectively ensured that the findings of the study were trustworthy and reflective of the actual conditions in the field.

Table 1. Research Instrument (CIPP Model)

CIPP Components	Evaluation Focus	Indicator	Data source	Technique/ Instrument
Context	Relevance and need for the P5 program	• Alignment of P5 objectives with the school's vision and mission • Principal support in integrating P5 with the curriculum • Students' needs for strengthening the Pancasila student profile	Principal, Vice Curriculum, Teachers, School Documents	Interview, Document study
Input	Planning and resources	• The principal's role in facilitating the formulation of P5 themes and modules • Availability of supporting facilities and infrastructure for P5 • Teacher competence in implementing the project • Budgetary support and funding sources (school operational assistance, committees, etc.)	Principal, Teachers, Students, Budget Documents	Interview, Observation, Document study
Process	Implementation of P5 and managerial leadership	• Formation of a project implementation team by the principal • Distribution of teacher and student tasks - The principal's strategy for providing motivation and supervision • Implementation of project-based learning (collaborative, active, contextual) • Monitoring and evaluation mechanisms by the principal	Principal, Teachers, Students	Interview, Observation, Observation Sheet

CIPP Components	Evaluation Focus	Indicator	Data source	Technique/ Instrument
Product	Results and impact of the P5 program	- Increasing teacher involvement in P5 - Improving student character (discipline, mutual cooperation, responsibility) - Obstacles and barriers in implementing P5 - Principal solutions to overcome obstacles - Impact of P5 on learning quality and school culture	Principal, Teachers, Students, P5 report documents	Interview, Observation, Document study

Results and Discussion

The relevance of the context of implementing P5 to the role of the principal as a manager at State Senior High School 6, South Bengkulu

The implementation of the Pancasila Student Profile Reinforcement Project (P5) at SMA Negeri 6 Bengkulu Selatan demonstrates that the principal's role as a manager is highly relevant in linking the school's local context with the implementation of the Merdeka Curriculum policy. The principal not only plays an administrative role but also performs instructional and strategic functions to ensure that P5 planning aligns with Pancasila values, students' characteristics, and the socio-cultural conditions of Bengkulu Selatan. This contextual relevance becomes evident when the principal facilitates teachers in determining project themes and subthemes that correspond to the needs and realities of the school environment (Yasa et al., 2023). For example, the selection of the theme "Technology Engineering" with the subtheme "Hydroponics" reflects the limited land availability in the area, making the project not only relevant to the Pancasila Student Profile but also providing practical solutions to contextual school challenges.

In the planning function, the principal involves project coordinators, facilitators, and all teaching staff through workshops, large meetings, and participatory discussions. This process demonstrates that the principal applies participatory management by encouraging active teacher involvement in decision-making (Or & Berkovich, 2023). This approach not only fosters a sense of ownership among teachers but also enhances the relevance of P5 themes, as they are filtered through diverse perspectives. The appointment of teachers across subjects (such as Biology, Chemistry, and Indonesian Language) to develop modules using an interdisciplinary approach demonstrates the implementation of an integrated curriculum, aiming to create a holistic and contextual learning experience. Interviews with the principal, the vice principal in charge of curriculum, and project coordinators confirmed that the principal's managerial strategy focuses on aligning P5 objectives with the dimensions of the Pancasila Student Profile, such as critical reasoning, cooperation, and creativity (Widana et al., 2023b). In addition, the involvement of external partners, such as community leaders and cultural institutions, strengthens the project's relevance to students' real-life experiences. Meanwhile, the dissemination of P5 themes to students demonstrates that the principal not only manages from the teachers' side but also ensures that students understand, accept, and feel ownership of the project being implemented (Halik et al., 2024; Khotrunada & Widiyanah, 2024). This reflects the implementation of effective two-way communication in educational management.

In terms of context, it was found that the implementation of the Pancasila Student Profile Reinforcement Project (P5) at State Senior High School 6 South Bengkulu operates within a framework that seeks to align the national Merdeka Curriculum policy with the school's real conditions. The principal's role as a manager is particularly significant, as they serve as a bridge between macro-level policies and the school's unique micro-level needs (Hamka, 2023). In terms of context, it was found that disseminating the P5 themes to students is a crucial step to ensure that the project is truly understood, accepted, and owned by the learners. The two-way communication strategy implemented by the principal demonstrates that the project's implementation context does not stop at the teachers but also engages students' awareness as the primary subjects of learning. Although local integration has been successfully carried out, challenges remain in the form of limited resources and variations in teacher participation. This indicates that context evaluation not only highlights successes in aligning the project with real conditions but also reveals limitations that must be addressed through adaptive managerial leadership (Suhardita et al., 2023). Therefore, the context aspect in this study emphasizes that the principal's role as a manager is not merely administrative but also strategic in integrating Pancasila values into participatory, solution-oriented, and socially and culturally relevant learning practices.

Input readiness includes planning, resources, and teacher competencies in implementing P5

Input readiness serves as the primary foundation for the successful implementation of the Pancasila Student Profile Reinforcement Project (P5) at State Senior High School 6 South Bengkulu. The principal's role as a manager is evident in ensuring that all input aspects planning, resource availability, and teacher competencies are adequately prepared to support program implementation. In terms of planning, the principal emphasizes the importance of collaboration with teachers through the formation of cross-subject facilitator teams. These teams not only design project themes and modules but also ensure that every planning step is grounded in the dimensions of the Pancasila Student Profile. For instance, the theme "Technology Engineering" with the subtheme "Hydroponics" was chosen due to its relevance to the school's limited land and the real needs of the surrounding community, making the project both contextual and meaningful for students. This planning process is reinforced through workshops and discussion forums organized by the principal to enhance teachers' understanding of project-based learning strategies.

Regarding resources, the principal strives to ensure the availability of adequate facilities and support, ranging from learning modules and teaching aids to project infrastructure. Budget and facility limitations are not treated as obstacles but are managed using a problem-based management approach, such as encouraging teachers and students to utilize recycled materials as media for the hydroponics project. Meanwhile, teacher competencies are developed through training, mentoring, and guidance directly facilitated by the principal. These efforts aim to strengthen teachers' understanding of project-based learning approaches and ensure their ability to integrate Pancasila values into instructional modules. The principal, together with the vice principal in charge of curriculum, also establishes a clear organizational structure for P5, with roles distributed from coordinators, subject teachers, to the evaluation team. This structured delegation reflects the effective application of span of control, ensuring that every teacher understands their role in achieving P5 objectives (Purnadewi et al., 2023).

Interviews with teachers and students indicate that cross-subject collaboration has become increasingly strong. Teachers feel supported by the principal's facilitation, while students benefit from the interdisciplinary approach, which makes learning more relevant and meaningful. As one student expressed, "Teachers are able to collaborate very well and do not focus on individual subjects, but on the goals of P5." This statement confirms that the principal has successfully fostered a collaborative culture, which serves as an indicator of input readiness in the

implementation of P5. Thus, the effective management of planning, resources, and teacher competencies by the principal provides a solid foundation for implementing P5 in a manner that strengthens students' character in accordance with Pancasila values.

In the input aspect, it was found that the success of the Pancasila Student Profile Reinforcement Project (P5) is heavily influenced by the readiness of initial components, which are systematically designed and managed. The principal, as a manager, plays a key role in directing the entire input process to align with the school's needs and the objectives of the Merdeka Curriculum policy. Furthermore, it was revealed that the collaborative culture established by the principal constitutes a major strength. Interviews with teachers and students show that the atmosphere of cross-subject cooperation makes learning more enjoyable, meaningful, and contextual. This underscores that input not only involves technical aspects such as modules or facilities but also cultural aspects, manifested in a collaborative work climate nurtured through the principal's managerial leadership.

Therefore, the input aspect in the implementation of P5 at State Senior High School 6 South Bengkulu demonstrates that the initial readiness managed by the principal encompasses three main dimensions: strategic planning, adaptive resource management, and the continuous strengthening of teacher competencies. The integration of these three dimensions forms a solid foundation that ensures P5 is implemented not only according to procedure but also in a relevant, participatory manner, oriented toward strengthening students' character in accordance with Pancasila values.

The principal's managerial process in organizing, implementing, and supervising teacher duties at P5

The managerial process of the principal in implementing the Pancasila Student Profile Reinforcement Project (P5) at State Senior High School 6 South Bengkulu encompasses three main functions: organizing, executing, and supervising. In the organizing phase, the principal plays a role in establishing a clear implementation structure by forming facilitator teams, appointing project coordinators, and distributing tasks to the subject teachers. This structured allocation of roles enables each teacher to understand their responsibilities in supporting the achievement of the Pancasila Student Profile dimensions. This strategy aligns with the principles of team-based management, where collaboration and synergy serve as the foundation for organizational success (Ikhlas et al., 2025). In addition, the principal conducts outreach to the school community, teachers, students, and parents to build a joint commitment to support the implementation of P5 (Rinny et al., 2025).

In the execution phase, the principal encourages collaboration among teachers in developing project modules based on themes relevant to students' needs. This collaboration has been shown to strengthen students' creativity, critical thinking, and communication skills (Majdi et al., 2025). The principal also facilitates professional development programs for teachers, including training and mentoring, to enhance their competence in integrating Pancasila values into learning activities. Furthermore, the principal plays a role in establishing partnerships with parents and the community as strategic partners, both in providing resources and in evaluating project activities (Hariyanti et al., 2024). This practice demonstrates that the principal acts not only as an administrative manager but also as a transformational leader capable of inspiring teachers and students through moral support, appreciation, and creative space. This approach aligns with Herzberg's motivation theory, where the fulfillment of basic factors (resources, schedules) combined with motivating factors (recognition, opportunities for innovation) improves teacher satisfaction and performance.

Furthermore, in the supervisory function, the principal conducts regular monitoring of P5 activities. This monitoring includes observing the implementation of learning, checking the alignment of modules with project objectives, and evaluating the work of teachers and students.

The principal not only assesses administrative success but also provides constructive feedback as a form of academic supervision. This strategy enables continuous improvement in the implementation of P5. Project teachers confirmed that the principal consistently provides guidance, facilitates technical needs such as seeds and hydroponic equipment, and opens discussion spaces to address field challenges. This concrete support demonstrates the principal's commitment to maintaining the quality of implementation while fostering a reflective culture within the school environment.

By carrying out organizing, executing, and supervising functions in an integrated manner, the principal ensures that P5 is not merely an additional program but a strategic means to cultivate student character through active, collaborative, and contextual learning. This managerial approach reflects a combination of transactional leadership through the provision of facilities and structural arrangements and transformational leadership through inspiration, motivation, and empowerment. It underscores that the success of P5 is highly dependent on the effectiveness of the principal's management in directing the entire process in a purposeful, sustainable, and adaptive manner according to the school's needs (Fitriani et al., 2025).

In the process aspect, it was found that the supervisory function carried out by the principal employs an academically oriented approach focused on development rather than mere assessment. Classroom observations, reflective discussions, and the provision of constructive feedback make teachers feel supported in improving their teaching practices. The principal also emphasizes the importance of continuous improvement by encouraging the evaluation of each project cycle so that previous experiences serve as the basis for enhancements in subsequent cycles. Consistent monitoring of resource utilization, student engagement, and the quality of project outputs demonstrates that the principal implements a data-driven supervision system rather than relying solely on perception.

Thus, in the process aspect, it can be asserted that the success of P5 at State Senior High School 6 South Bengkulu is not merely the result of formal structures but is more dependent on how the principal orchestrates collaboration, provides space for participation, and maintains the rhythm of implementation through adaptive supervision. This managerial process reflects a combination of transactional leadership, which emphasizes rules, structure, and facilities, with transformational leadership, which encourages innovation, motivation, and inspiration. The synergy of these two approaches is key to ensuring that P5 is implemented as an active, reflective, and sustainable learning process while remaining aligned with the goal of shaping the Pancasila Student Profile.

The product or result of the principal's role as a manager in optimizing teacher tasks at P5, including successes and obstacles

The role of the principal as a manager in the implementation of the Pancasila Student Profile Strengthening Project (P5) at State Senior High School 6 South Bengkulu has produced several significant achievements, both in terms of teachers, students, and the school institution. From the teachers' perspective, a notable success is the enhanced cross-subject collaboration through the formation of facilitator teams. Chemistry, biology, and Indonesian language teachers, for example, collaborated to design a project module themed "Engineering with Technology" with the subtheme "Hydroponics." This collaboration produced an integrated teaching module that is relevant to local conditions and promotes interdisciplinary learning. From the students' perspective, the results are evident in the increased skills of critical reasoning, mutual cooperation, and independence, as reflected in their involvement in planting, maintaining, and documenting the hydroponic crops. Tangible products such as hydroponic installations and project reports serve as concrete evidence of the achievement of the Pancasila Student Profile dimensions. Moreover, the implementation of authentic assessment-based evaluations facilitated by the principal demonstrates a more holistic

assessment approach, addressing not only cognitive aspects but also students' attitudes and skills. From a managerial standpoint, the principal successfully established a systematic supervision and documentation system. Each stage of the project is recorded through reports, photos, and student work, which not only serves as evidence of accountability but also functions as a portfolio of students' character development. The principal also encourages joint reflection between teachers and students as part of ongoing evaluation. This practice demonstrates the presence of a reflective culture and continuous quality improvement that aligns with the principles of Total Quality Management in education (Nasir & Sugita, 2025).

Nevertheless, these achievements are not without challenges. The main obstacle encountered is limited resources, particularly funding. The costs required to purchase tools and materials often cannot be met due to school policies prohibiting fees from parents. This situation compels the principal and teachers to seek creative solutions, such as utilizing recycled materials for hydroponic media. Another challenge arises in time management. Teachers experience difficulty balancing regular workloads with the additional P5 activities, which sometimes affects the consistency of implementation. From the students' perspective, motivation and engagement are also uneven; some students remain less active and perceive the activities as supplementary rather than integral to learning.

Moreover, innovation in project themes presents its own challenges. Although the "Hydroponics" theme is relevant to the school's limited land, finding new, contextual, and engaging themes requires extra effort from the facilitator team. These obstacles indicate that the success of P5 depends not only on the principal's leadership but also requires full support from teachers, students, parents, and external partners. The outputs of the principal's managerial role are not limited to teaching modules, hydroponic installations, or project reports; they also include the establishment of a cross-subject collaborative culture, enhanced teacher competencies, student character skills, and a more accountable evaluation system. This success must be balanced with adaptive managerial strategies to address limitations in resources, time, and motivation, ensuring that P5 continues to operate optimally and generates tangible impact on shaping the Pancasila Student Profile at State Senior High School 6 South Bengkulu.

In terms of product, it was found that P5 implementation has generated a positive image of the school in the eyes of the community and external stakeholders. The success of projects that are relevant to local conditions strengthens the school's position as an educational institution responsive to environmental challenges. The involvement of external partners is also a significant product, as it establishes networks that benefit not only the sustainability of P5 but also other school development programs. In other words, P5 serves as a platform for the school to reinforce its identity as an institution that not only educates but also contributes to solving real societal problems. However, challenges remain in the product aspect. Limited resources and varying levels of teacher participation still affect the consistency of the quality of outputs. Some projects achieve optimal results, while others face technical and managerial obstacles. This underscores the need for continuous evaluation so that each cycle of P5 can produce outputs with more consistent quality and impact. Thus, the product aspect in the P5 evaluation at State Senior High School 6 South Bengkulu demonstrates that the outcomes are not merely project artifacts, but more broadly include the strengthening of student character, improvement of teacher professionalism, and transformation of the school culture oriented toward Pancasila values. These outputs provide concrete evidence that the principal's managerial leadership is capable of directing P5 as a strategic vehicle to achieve educational objectives that are relevant, contextual, and sustainable.

The research findings indicate that the principal's role in executing managerial functions in the implementation of the Pancasila Student Profile Strengthening Project (P5) operates within a

systematic and continuous cycle. It begins with the planning stage to formulate objectives, strategies, and activity directions; continues with the organizing stage through team formation, task allocation, and resource management; then moves to the actuating stage, where the principal acts as a facilitator, motivator, and driver of teacher and student innovation; and finally reaches the controlling stage, realized through monitoring, evaluation, and continuous reflection. These four management functions form an interconnected cycle, demonstrating that the effectiveness of P5 is highly determined by the principal's ability to manage the process in a planned, directed, and consistent manner (Image 1).

Nevertheless, this study also revealed several challenges that highlight the complexity of educational management. Financial constraints, limited time, and low participation among some students are factors that could potentially hinder the successful implementation of P5. However, the principal's efforts to maximize available resources, promote creative solutions such as the utilization of alternative facilities, and foster cross-stakeholder collaboration demonstrate adaptive and resilient leadership capacity. Thus, this study emphasizes that the success of P5 does not rely solely on the availability of resources, but primarily on the principal's managerial effectiveness in optimizing teachers' responsibilities, building synergy among all parties, and ensuring program sustainability. The implications of these findings underscore the importance of innovative, participatory, and contextual management strategies to ensure that P5 can have a long-term impact on the development of student character in accordance with the Pancasila Student Profile.



Image 1. The Role of the Principal in P5

The findings of this study reaffirm that the principal's managerial role is vital in ensuring the success of the Pancasila Student Profile Reinforcement Project (P5). In the context dimension, the alignment between the principal's leadership practices and national education policies is consistent with (Ghamrawi, 2023; Printy & Liu, 2021), who emphasized that curriculum innovation requires adaptive leadership capable of responding to contextual needs (Ghamrawi, 2023; Printy & Liu,

2021). Likewise, the input and process dimensions, which involve planning, organizing, resource management, and supervision, are in line with [Anwar and Jannah \(2023\)](#), who found that effective managerial strategies enhance teacher capacity and foster collaboration. However, this study goes further by demonstrating how managerial roles directly influence teachers' ability to integrate academic goals with character development, an aspect less explored in previous literature.

Compared with earlier studies that primarily focused on the 2013 Curriculum ([Santoso, 2023](#)) or general leadership models ([Górecki et al., 2022](#)), this study offers a new perspective by situating the principal's managerial role within the framework of the Merdeka Curriculum and P5. Its novelty lies in the application of the CIPP evaluation model, which provides a holistic view of context, input, process, and product, thereby bridging the gap between managerial practices and educational outcomes. This comprehensive approach not only assesses implementation strategies but also evaluates their alignment with policy objectives, resource adequacy, and character education results. Nevertheless, a limitation of this study is its focus on a single school, which restricts the generalizability of findings across different educational environments with varied socio-cultural characteristics ([Ikhlas et al., 2025](#)).

These results reinforce leadership and management theories that highlight the role of principals as strategic managers and change agents ([Acton, 2021](#); [Hasan, 2022](#)). The findings extend existing knowledge by providing empirical evidence that managerial practices such as supervision, capacity building, and collaboration are not only organizational mechanisms but also drivers of value-based education in the Indonesian context ([Yani et al., 2024](#)). This contributes to refining leadership models by demonstrating how managerial roles interact with curriculum reforms aimed at character formation, thereby advancing the integration of theory and practice.

Practically, the findings emphasize the importance of strengthening principals' managerial capacity through targeted training and policy support. Limited funding, low student motivation, and challenges in theme development, as identified in this study, indicate the need for greater institutional support and more structured professional development for teachers. Recent studies ([Christiansen et al., 2023](#); [Miller et al., 2024](#)) also recommend increasing resource allocation and building cross-disciplinary collaboration to overcome systemic barriers in curriculum implementation. In line with these findings, this study recommends three strategies: (1) strengthening leadership training tailored to P5, (2) providing sustainable financial and infrastructural support, and (3) developing adaptive school-level policies that encourage innovation and flexibility.

This study advances the discourse on educational leadership by integrating the CIPP evaluation model into the analysis of curriculum reform, demonstrating its usefulness in assessing managerial effectiveness within value-based education. Practically, it provides actionable insights for school leaders, policymakers, and practitioners on how principals can optimize teacher duties and ensure the sustainability of P5. By linking managerial practices with teacher performance and student character outcomes, this study contributes to the ongoing national effort to strengthen the quality of education through holistic leadership.

Conclusion

This study, analyzed through the CIPP evaluation model, concludes that the principal's managerial role is pivotal in optimizing teachers' duties in implementing the Pancasila Student Profile Reinforcement Project (P5) at State Senior High School 6, South Bengkulu. In the context dimension, the principal successfully aligns the objectives of P5 with the school's vision and students' needs. Regarding input, the principal ensures readiness by managing resources, forming

facilitator teams, assigning interdisciplinary responsibilities, and providing facilities. From the process perspective, the principal acts as both motivator and facilitator by offering technical guidance, effective scheduling, and fostering a collaborative climate that supports teacher creativity and student participation. Meanwhile, in the product dimension, P5 has produced positive outcomes such as increased teacher engagement, improved implementation of project-based learning, and the strengthening of Pancasila values among students. However, this study also reveals challenges, including limited financial support, unequal student participation, and difficulties in theme development, which hinder the sustainability of P5 practices. Based on these findings, it is recommended that principals adopt adaptive and innovative managerial strategies, strengthen partnerships with stakeholders to overcome resource limitations, and provide continuous professional development for teachers to improve their competence in project-based learning. Theoretically, this study enriches the application of the CIPP model in evaluating educational leadership by showing how managerial functions influence both process and outcomes of curriculum innovation. Practically, the results can serve as a reference for schools in similar contexts to develop more effective strategies for sustaining P5 implementation, ensuring not only project success but also the long-term strengthening of student character in line with Pancasila values.

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