



## **Principal Management in Implementing Students' Nationalist Character Through the Independent Curriculum With the P5 Program at Sunan Drajat Lamongan Vocational School**

**Syahid Hidayatullah**

Universitas Sunan Drajat Lamongan, Indonesia

Correspondence Author. [Syahidhidayatullah28@gmail.com](mailto:Syahidhidayatullah28@gmail.com)

**Received:** 3 December 2025

**Revised:** 26 January 2026

**Published:** 28 February 2026

### **Abstract**

Principal Management in Improving the Nationalist Character of Students Through the Independent Curriculum with the P5 Program at SMK Sunan drajat Lamongan. Islamic education management study program thesis. This study aims to analyze the policy of school principals in Principal Management in Improving the Nationalist Character of Students through the Independent Curriculum with the Project Strengthening Pancasila Student Profile (P5) at SMK Sunan Drajat Lamongan SMK Sunan Drajat has implemented P5 in October 2022. This application requires close cooperation from all stakeholders, especially school principals with their policies to support the smooth running of P5 activities. Taking a qualitative location in SMK Sunan Drajat Lamongan. Sources of data were obtained from school principals, deputy heads of curriculum, deputy heads of student affairs, teachers, and students. Data collection was carried out through in-depth interviews, observation, and documentation. Data analysis uses the theory of Miles and Hubberman. The results showed that the principal's policy in implementing the Pancasila Student Profile Strengthening Project was carried out through the stages of planning, organizing, acting, controlling and evaluating policies with the cooperation of all stakeholders in the school. Join, communicate with teachers or parents of students through the homeroom teacher, be creative without high costs, and maintain the cohesiveness of each class.

**Keywords:** Principal Management, Nationalist character, Independent Curriculum

### **Abstrak**

*Manajemen kepala sekolah dalam implementasi Projek Penguatan Profil Pelajar Pancasila dilakukan melalui tahap planning, organizing, actuating, controlling dan evaluasi kebijakan dengan kerja sama seluruh stakeholder yang ada di sekolah. Salah satunya yaitu guru dan siswa memahami pentingnya kegiatan P5, sedangkan faktor penghambatnya yaitu, sebagian siswa kurang berkesan untuk mengikuti kegiatan P5, pengawasan siswa saat di luar sekolah, dan kurangnya kerjasama antar siswa. Solusi kepala sekolah dalam menghadapi hambatan implementasi P5 dengan memotivasi hambatan-hambatan bersama guru, disisi lain di karenakan letak SMK Sunan Drajat terletak di dalam Pondok Pesantren Yang memberikan banyaknya kegiatan dan juga banyaknya keterbatasan. namun siswa yang aktif tetap menjadi penggerak supaya siswa lainnya bisa ikut bergabung, berkomunikasi dengan guru atau orang tua siswa melalui wali kelas, berkreasi tanpa berbiaya tinggi, dan menjaga kekompakan tiap kelas.*

**Kata Kunci:** Manajemen, Karakter Nasionalis, Kurikulum Merdeka

## Introduction

The principal as a leader has a very central role, because in this role it will reflect his responsibility as the principal to mobilize all resources in the school, so that it can give rise to a high work ethic and productivity in achieving educational goals. This leadership function is very important because in addition to acting as a driving force, it also plays a role in controlling all activities of teachers, staff and students and at the same time to research problems that arise in the school environment (Wahjosumidjo, 2007).

Since 2010, the government, through the Ministry of National Education, has launched the "National Culture and Character Education" program as a national movement, essentially pledging the government's role in improving the nation's character. Therefore, it is crucial for families, schools, and communities to instill character values so that children can grow and develop in a positive environment.

In today's modern era, many parties are demanding an increase in the intensity and quality of character education implementation. This demand is based on a growing social phenomenon, namely the increase in juvenile delinquency in the community, such as mass brawls, drug use, and other cases. Even in certain large cities, these symptoms have reached a very disturbing level. In view of this case, schools, as formal educational institutions and official forums for developing the younger generation, are expected to increase their role in shaping students' personalities by increasing the intensity and quality of character education (Zainal Aqib and Sujak, 2011).

Seeing the cases faced by schools today, principals are required to be able to make more efforts in integrating all parties involved in the implementation of character education, for example teachers, school committees, education staff and the community, but in practice in the field not all teachers are actively involved in the formation of student character education. Some simply do not fulfill their teaching obligations as a teacher, likewise with parents, only a few care about character formation in their children. The reasons include being busy with work so they can not have quality time, even though the behavior and character of children are first formed in the family environment itself.

Character child nation or students is also an education that builds students to become individuals of quality and high education, on the other hand the school also tries to instill the character of nationalism to its students. The implementation of character building in schools is truly very effective (Ritonga, 2022), because in the Institution or school students can be fostered and guided in forming the character of nationalism, this can be implemented in student activities in daily activities in the Institution, one alternative for the Institution in building and forming the character of nationalism can be by conducting ceremonial activities, it will be even more effective if this is given a forum such as the P5 program (Rohmat Mulyana, 2004). Character education implemented in schools uses management to enable students

to develop a nationalistic character. Initially, students are introduced to the personality traits of the Indonesian nation, especially the character of nationalism (Tilaar, 2011). The next stage requires students to apply these characters, especially the character of nationalism, by always living in harmony with their friends, participating in flag ceremonies, and so on.

The final stage participant Students are required to cultivate behavior that demonstrates love for their homeland in the school environment, as well as in the family and community environment. The character of students is still a problem that continues to be discussed by educators, parents and other members of the community, therefore the importance of strengthening the character of students in the school environment is the main goal besides academic strengthening.

Sunan Drajat Vocational School Lamongan is a private institution in the Paciran Lamongan area with complete educational facilities, competent teaching staff, good mission and vision, proper educational management, and discipline as a foundation, so that Sunan Drajat Vocational School is one of the leading schools in the area which is ready to produce cadres of the nation's sons and daughters who have high integrity and dedication for the progress of the nation and state in the future by prioritizing religious and nationalist characters.

Nationalist character in SMK Sunan Drajat is a priority and is implemented in three educational centers that need to be managed optimally. Principal management is needed that can influence the success of achieving the expected goals through directed and systematic management. The principal can optimize this by using a system of planning, organizing, implementing and monitoring processes that are directed and systematic to facilitate the achievement of goals through additional activities outside the program structure that are carried out outside regular class hours to enrich and broaden the knowledge and abilities of students in general. The purpose of this study is to describe the application of management in planning, organizing, implementing and controlling extracurricular activities in fostering the nationalist character of students.

Based on the explanation above, this study aims to determine and examine the principal's efforts to improve students' nationalist character through the learning system, especially at SMK Sunan Drajat Banjarmasin Paciran Lamongan. Through this study, the author hopes to obtain a comprehensive picture of the implementation of nationalist character education in school culture at SMK Sunan Drajat. From these results, it is hoped that they can provide beneficial contributions in the form of development in the implementation of character education through the learning system at SMK Sunan Drajat.

## Method

This research uses a qualitative approach, namely an analysis that functions to describe the condition or status of a phenomenon through words or sentences that

are then categorized to draw conclusions. This approach is relevant because the data obtained is analyzed descriptively based on the meaning that arises naturally from the research subjects. In this case, Bogdan and Taylor explain that qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior, which are then used to interpret and interpret empirical facts (Moleong, 2002). The type of research used is descriptive research, namely research that focuses on providing a systematic and accurate description of symptoms, facts, or events based on the characteristics of a particular population or region (Arikunto, 2002). This research was conducted in Paciran Lamongan because the location is considered strategic and suitable for the research needs, especially because the school studied meets the research characteristics that the researcher wants to examine.

The data collected in this study consists of primary data and secondary data. To obtain this data, the researcher used several data collection techniques, namely observation, interviews, and documentation (Sangadji, 2000). These techniques were chosen to enable researchers to obtain comprehensive and in-depth information. In the data analysis process, researchers employed qualitative data analysis techniques, as proposed by Miles and Huberman. The analysis is conducted interactively and continuously until the data reaches saturation. This analysis includes three main steps: data reduction, data presentation, and conclusion drawing or verification (Sugiyono, 2009; Sugiyono, 2016). To maintain data validity, this study employed a credibility test. Data credibility was achieved through triangulation, a technique for checking data validity by utilizing something external to the data itself as a comparison to check or verify the accuracy of the collected data. Triangulation is used to test the accuracy of information through various sources or different data collection techniques so that the data obtained can be trusted (Moleong, 2014; Sugiyono, 2006).

## **Result and Discussion**

### **Principal Management in Implementing Nationalist Character of Students Through the Independent Curriculum with the P5 Program at Sunan Drajat Vocational School, Lamongan**

An institution is a place that has a positive life value system, as an educational institution, SMK Sunan Drajat Lamongan is a Formal Institution that uses the Independent Curriculum, in the Independent Curriculum there are also Co-curricular learning programs that strengthen the improvement of the nationalist character of students such as the Pancasila student profile strengthening project program (P5). Researchers collected data on how activities to improve the nationalist character of students at the SMK Sunan Drajat Lamongan Institution.

From the statements made, researchers can conclude that the activities at the Sunan Drajat Lamongan Vocational School are part of the Merdeka curriculum

program, utilizing a co-curricular method, specifically the Pancasila student profile strengthening project (P5), which must be undertaken by students. Each activity has been coordinated by the respective administrators to handle each activity so that students can carry out the activities properly.

Researchers can conclude that management is the action taken by the principal to organize the field mechanisms for each activity, particularly P5, carried out by students. This management is based on the processes of planning, grouping, implementation, monitoring, and evaluation. If the principal identifies a problem, the leader acts decisively and takes steps to establish a decision or policy.

The principal's management approach to enhancing students' nationalist character is the POAC method, which stands for planning, organizing, implementing, monitoring, and evaluating. The principal also implements this activity, which is also related to the Merdeka curriculum in the P5 program. The student learning process is based on the P5 module created by the Institution. Verbal direction from the principal and the processes or steps taken are also based on planning, organizing, implementing, monitoring, and evaluating (POAC), so that the established management can run well in accordance with the specified objectives.

a. Planning

The principal in improving the nationalist character of students through the Merdeka curriculum with the P5 program When planning, the principal must consider the desired future and plan the steps accordingly. This includes policy-making, as every choice is based on the completion of each planned activity (Susanto et al., 2022). The conclusion is that the principal's planning is the initial step before establishing a student activity program, which will later serve as a reference for program implementation, ensuring that the results achieved are in line with the targets. This is certainly one effort to ensure that the planning that is later established can enhance the nationalist character of students.

b. Organizing

The principal in improving the nationalist character of students through the Merdeka curriculum with the P5 program at Sunan Drajat Vocational School, Lamongan Process organizing What the principal does to improve the nationalist character of students is to ensure the needs of the institution and students and all available resources to carry out plans and achieve goals related to the organization. The principal creates an organizational management alliance as the person responsible for implementing the P5 program which includes assigning each activity, dividing the work into each specific task, and determining who has the right to carry out the task. This organization aims to condition and facilitate the sustainability of the program being implemented because it has implemented an organizational system that can carry out activities effectively and efficiently because there are those who have been given the mandate of tasks and responsibilities. On the other hand, the principal, in addition to creating a P5 implementation

management structure, also accommodates input from both P5 officers and students which will later be synchronized again and adjusted to the target based on the needs that occur in the field, of course the principal and P5 officers hope that from each input given can be one form of process that can increase the effectiveness of student activities in the future.

c. Implementation

Implementation (actuating) of the principal in improving the national character of students through the Merdeka curriculum with the P5 program. In this case, the next step after planning and organizing the various opinions generated by the principal to realize this implementation is to determine the best choice from the input provided by the principal and P5 officers. Well-planned and grouped work implementation. All human resources have been optimized to effectively achieve the school's vision, mission, and work programs, including the Merdeka curriculum, which is aligned with the P5 program. Work implementation must align with the established work plan. In this implementation process, it is not arbitrary, because in this case the principal really regulates the process of student activity continuity which refers to the co-curricular learning method, namely the implementation of the P5 program. On the other hand, the principal also provides space for students to work creatively and innovatively through P5 and also extracurricular programs which support the improvement of students' nationalist character.

d. Supervision

*Supervision* The principal can be categorized as a leader who provides guidance and direction to students and teachers to implement the independent curriculum according to expectations. As the leader of the institution, the principal must continue to learn and always provide encouragement to the institution under his/her supervision. The purpose of the principal's supervision is to assess learning outcomes, provide guidance and training, and conduct action research to assess the sustainability of the school's program activities. In the implementation of the principal's supervision in the continuity of P5 activities in improving the nationalist character of students, this is to facilitate the teaching and learning process, on the other hand the principal's supervisory function in activities is to assess whether each P5 officer has carried out his responsibilities according to the rules or standards that have been set and whether students are truly productive in the process of implementing activities.

e. Evaluation

Evaluations conducted by the principal examine the process of enhancing students' nationalist character through the Merdeka curriculum with the P5 program. The principal's policy evaluation involves educators and related P5 officers. This is done to review established policies during student activities. Evaluations conducted by P5 officers coincide with each semester.

### **Supporting and inhibiting factors of principal management in implementing the nationalist character of students through the Merdeka curriculum with the P5 program at Sunan Drajat Vocational School.**

#### a. Supporting factors

At the planning level, it is seen that this program is a program originating from the upper management of SMK Sunan Drajat Lamongan, then the P5 officers only have to implement what is the main program of the program. Indeed, this program was created in management, management including elements of the principal, vice principal, head of the field of expertise, head of the program of expertise and the head of the unit are there, the program in P5 is indeed global in scope, for details there are in each department because each program of expertise has different needs.

In relation to the Merdeka curriculum activities, Education character The Pancasila student profile strengthening project is highly prioritized and is also crucial in determining the achievement of the institution's vision, mission, and goals. The recognition of principals as professionals is increasingly evident. This recognition of principals as professionals serves to elevate the dignity and role of teachers as learning agents to enhance the nationalist character of students. Therefore, principals always prioritize educational quality by developing professional teachers who can teach according to the Ministry of Education standards, while referring to the school's vision, mission, and educational goals.

#### b. Inhibiting factors

After getting the views from this soft skills education program, there are a number of things that hinder the implementation of the character education program for students through P5 at Sunan Drajat Lamongan Vocational School:

- 1) The first inhibiting factor in planning was that the soft skills education program didn't define its mission. Ultimately, activities were implemented solely in line with the ultimate goal of painting the green lane and strengthening the 5S program.
- 2) The second inhibiting factor in the next management function in the field of Organizing was found to be that the work program for the soft skills education organization was not formulated or specifically created, so that in its implementation there was no work program for each organizational area. The work program was implemented collaboratively.
- 3) The inhibiting factor in the third management function, Actuating, was found to be that its implementation was not clearly defined. What results (standards) were to be achieved in implementation.
- 4) The inhibiting factor in the final management function, namely Controlling, was found to be difficult to measure the success of the program non-physically, because this program is related to personality issues. Without measuring tools, a program is difficult to measure its achievement, this is in accordance with what was conveyed by the Principal of SMK Sunan Drajat Lamongan.

Management inhibiting factorsThe principal's role in improving the nationalist character of students through the Merdeka curriculum with the P5 program. In general, there are no significant obstacles in the implementation of Strengthening National Character Education in the P5 program at SMK Nasima Sunan Drajat.Lamongan. It's just that because of the location factor, SMK is also an asset of the Sunan Drajat Islamic Boarding School, where this institution is also located in the area of the boarding school, on the other hand, students as learners are also santri so in every implementation of the institution's activities must confirm the continuity of activities between the school institution and non-formal institutions, because the density of teaching and learning activities is already very dense.

Another obstacle faced by the principal teacher at SMK Sunan Drajat currently is related to the efforts of consistency and continuity of students in internalizing the values of Strengthening Character Education through this P5 program. This is because the ultimate goal of habituation is the ability of teachers to settle certain values in the subconscious of students. So, when students have left the institution, students continue to carry out the values they learned when studying at school.

## Conclusion

The conclusions that can be drawn from this study are as follows: Based on the results of research and discussion related to the Principal's Leadership Role in Realizing P5, it can be concluded that the Principal plays a role in motivating educators, students, and the P5 facilitator team. The principal's leadership management in motivating educators is by using the POAC method, the principal also provides advice and direction to provide good learning to students and provide learning in accordance with the P5 module. The principal also plays a role in forming a P5 facilitator team, planning projects together with teachers, and supervising the implementation of P5. The principal's leadership role in determining the first P5 policy is to create a P5 facilitator team, this team is formed by the P5 coordinator. Then the principal also plays a role as a supervisor, communication builder, and provides P5 training to educators periodically. The principal in compiling P5 objectives must first coordinate with the P5 facilitator team. So the principal works together with the P5 facilitator team in determining the theme and formulating.

## Acknowledgment

I would like to express my deepest and most sincere gratitude to the Principal of Sunan Drajat Lamongan Vocational School for his exceptional leadership, visionary management, and unwavering commitment to developing students' nationalist character through the innovative implementation of the independent curriculum and P5 program. His dedication to educational excellence, openness in sharing institutional practices and challenges, willingness to participate in extensive interviews and observations, and continuous support throughout the research

process have been invaluable to this study. The principal's transformative leadership serves as an inspiration and model for educational leaders across Indonesia who are striving to cultivate strong national identity and Pancasila values among the younger generation.

## References

- Abidin, S. Z. (2004). Kebijakan publik. Yayasan Pancur Siswa.
- Arikunto, S. (2002). Prosedur penelitian: Suatu pendekatan praktik. Rineka Cipta.
- Echols, J. M., & Shadily, H. (1992). Kamus Inggris-Indonesia: An English-Indonesian dictionary (Cet. 20). PT Gramedia.
- Efendi, N. (2015). Islamic educational leadership. Kalimedia.
- Faris, A. (2015). Kepemimpinan kiai dalam mengembangkan karakter nasionalis. *Aini Islam*, 8(1), 1-? (isi halaman tidak tersedia).
- Fitri, A. Z. (2013). Manajemen kurikulum merdeka: Pendidikan karakter nasionalis praktis. Alfabeta.
- Handoko, H. (2000). Manajemen personalia dan sumber daya manusia (Edisi ke-2). BPFE.
- Hasan, A. (2010). Pendidikan dalam perspektif karakter. *Insan Komunika*.
- Kementerian Pendidikan Nasional. (2010). Pengembangan pendidikan budaya dan karakter bangsa. Badan Penelitian dan Pengembangan Pusat Kurikulum.
- Kisbiyanto. (2008). Manajemen kepala sekolah. STAIN Kudus.
- Kusmianto. (2008). Panduan penilaian kinerja guru oleh pengawas. Dirjen Peningkatan Mutu (Peningkatan karakter nasionalis).
- Mahfudz, S. (2004). Nuansa sosial. LKIS.
- Menguatkan, U., Peserta, K., Ulandari, S., & Dwi, D. (2023). Implementasi proyek penguatan profil pelajar Pancasila. [Nama Jurnal Tidak Disebut], 8(2), 12-28.
- Moleong, L. J. (2002). Metodologi penelitian kualitatif (hal. 3). Remaja Rosdakarya.
- Moleong, L. J. (2002). Metodologi penelitian kualitatif. Remaja Rosdakarya.
- Moleong, L. J. (2014). Metodologi penelitian kualitatif. PT Remaja Rosdakarya.
- Nadzir, M. (2013). Perencanaan pembelajaran berbasis karakter. *Jurnal Pendidikan Agama Islam*, 2(2), 340-352.
- Rizal, K. (2022, 28 Desember). Wawancara, Lamongan, 19.30-22.35 WIB.
- Ritonga, A. W. (2022). Role of Teachers and Parents in Realizing Character Education in the Digital Era. *Indonesian Values and Character Education Journal*, 5(1), 9-18. <https://doi.org/10.23887/ivcej.v5i1.39729>
- Susanto, Desrani, A., & Ritonga, A. W. (2022). The Demands of Madrasah Management Transformation: Strategies to Realize Quality Madrasah Climate. *AL-ISHLAH: Jurnal Pendidikan*, 15(4), 5804-5815. <https://doi.org/10.35445/alishlah.v15i4.3835>

- Sangadji, E. M. (2000). Metodologi penelitian. Andi.
- Soedijarto. (1993). Memantapkan sistem pendidikan nasional. Gramedia Widiasarana Indonesia.
- Suryosubroto, B. (2004). Manajemen pendidikan di sekolah. Rineka Cipta.
- Wahjosumidjo. (2003). Kepemimpinan kepala sekolah. Raja Grafindo Persada.