PROJECT-BASED LEARNING MANAGEMENT STRENGTHENING PANCASILA STUDENT PROFILES DRIVING SCHOOL PROGRAM

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Abstract: This research, which aimed to describe the process of planning, organizing, implementing, and evaluating the project-based learning to strengthen the Pancasila lesson profile (P5) in the Sekolah Pengbangun program, was conducted at State Senior High School (SMAN) 1 of Babakan Madang, Bogor Regency. This research is a qualitative study with a descriptive method through a case study. The data collection techniques used are interview**s,** observations, and documentation studies. The informants in this study include the Vice Principal for Curriculum, Project Coordinators, Project Facilitators, and Students. The results of this study indicate that the development of P5 learning is based on the Project Development Guidelines for Strengthening the Profile of Pancasila Students. The P5 learning management process at SMAN 1 of Babakan Madang is as follows: 1) Planning for P5 learning begins with identifying the stages of school readiness in carrying out P5 learning, determining project themes and sub-themes, and designing project modules by the facilitators . 2) The organization of P5 learning is carried out through the allocation of study time, the teaching load of teachers, the grouping of students, and the provision of outreach and assistance to the facilitators. 3) The implementation of P5 learning adopts the STEAM method with the following learning stages: diagnostic assessment, recognition stage, contextualization stage, planning and action stage, as well as reflection and evaluation stage. 4) The evaluation of P5 learning is carried out in three scopes, namely evaluation by facilitators of students, evaluation between facilitators, and evaluation by school management of facilitators.

Keywords: Management, Project-Based Learning, Driving School, Pancasila Student

1. INTRODUCTION

Making the nation's life smarter is actually a goal that the Indonesian people have aspired to for a long time. These ideals are contained in the Jakarta Charter or what is now known as the Preamble to the 1945 Constitution (UUD 1945). It is written that the Indonesian government If we look further than just the Jakarta Charter, the goal of making the nation's life more intelligent already exists and can be seen through the real thoughts and actions carried out by Ki Hajar Dewantara in the past. In 1922, Ki Hajar Dewantara founded Taman Siswa in Yogyakarta as an effort to contribute to the Indonesian independence movement through education. Ki Hajar Dewantara created a national education system rooted in culture area. Ki Hajar Dewantara has the idea of education with a cultural and humanization approach. National education must lead to the transformation of the nation through the educational legacy of the past, current opportunities and future developments.

Education ultimately becomes one way to realize the mandate of the 1945 Constitution. Education is a process for a person to become a complete human being by learning and develop life throughout life. Through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), the government is trying to initiate various policies for Transforming Indonesian education to be of higher quality.

Patricia Rogers, a Professor at original field of Public Sector EvaluationAustralia, pointed out his opinion regarding the theory of change known as the Theory of Change. Rogers' Theory of Change explains how an activity influences the desired end result. The intended activities are interventions that can be realized in the form of activities/events, projects, programs, policies or strategies.

In Indonesia, policy transformation in the education sector has experienced ups and downs. In the past, Indonesia had a policy of six years of compulsory education. This policy emerged in 1950, then in 1984, in the era of President Soeharto's leadership with the Minister of Education and Culture Nugroho Natosusanto,the program finally officially enforced. The journey of the compulsory education policy did not stop there, in 1994 and 2015, the compulsory education program increased to nine and twelve years.

In the policy transformation that in relation to improving the quality of learning in schools (school transformation), Indonesia has school transformation, Indonesia has known a programme initiated by the government which is called the International Standard School Pilot Program (RSBI).This program focuses students' readiness to be able compete on the international arena. Schools are expected to be able to meet eight National Education Standards(SNP) plus standard education from developed countries. In the RSBI school, the characteristics that can beseen clearly is learning Which useEnglish as a language Introduction. Since 2007, govt provide guidance to schools stub the so that later transformed into SBI.Then the SBI program transform return to being program School Model. In This policy, government hopes that there will be two outcomes related to improving school quality, namely SNP-based schools through independent quality assurance and influencing other schools. Apart from providing intervention in the form of aid funds, the government provides assistance to the Internal Quality Assurance System (SPMI). With assistance under the Education Quality Assurance Institute (LPMP), schools are expected to be able to do so implement a structured, holistic and sustainable SPMI.

Not yet finished with Model Schools, education policy in Indonesia has been reintroduced with the Referral School program. Not much different from the two previous programs, Referral Schools are schoolsWhich has implemented/fulfilled SNP in school management. The government provides intervention in the form of education funds to schools that generally meet the criteria that demonstrate excellence. Such as having an A accreditation or the best in the region, a conducive school ecosystem, a quality culture, implementing character strengthening programs, and a strategic school location.

The promulgation of various policies regarding school transformation from time to time is proof that improving the quality of education has always been something that the Indonesian people aspire to. Program policies with a relatively short period of time show that Indonesia still needs to reflect more deeply to find policies that are truly in line with the characteristics of the Indonesian nation.

In the Ministry of Education and Culture's Strategic Plan (renstra) for 2015-2019, Indonesia's education policy is focused on equitable access to education, improving quality, relevance of graduates, and cultural and linguistic governance. Even though it shows improvements in several areas of its work, educational problems still continue to emerge as society's lives experience dynamics. One thing that is often in the spotlight is the quality of student learning outcomes produced.

Recently, the public has become accustomed to news related to survey results issued by the Program for International Student Assessment (PISA). PISA is a study that focuses on evaluating education system problems. This survey was attended by more than 70 countries with the target of students aged 15 years as respondents. In the 2018 PISA survey results, Indonesia has quite good results in terms of access to education, which is up from 39% (2000)

to 85% (2018). However, this increase in access to education is inversely related to survey results regarding the achievement of learning outcomes (literacy and numeracy). The results of this survey produced an average score of 371 (reading), 379 (math), and 389 (science). This figure is below the average score issued by the Organization for Economic Co-operation and Development (OECD) as the organizer of PISA, namely 487 (reading, mathematics) and 489 (science).

Based on the survey results, the Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Anwar Makarim stated in his press release dated December 3 2019, that the results of the PISA survey were a valuable step to evaluate and improve so that the quality of education in Indonesia becomes the government's focus. for the next five years. Creating superior resources should be a main concern so that in the future, not only is access to education equitable but also the quality of graduates is able to compete on the global stage.

Based on this, the government through the Ministry of Education and Culture initiated the most up-to-date education policy known as Merdeka Belajar. In the strategic planMinistry of Education and Technology 2020-2024,it is written that the direction of educational and cultural policies and strategies for the period 2020-2024 in order to support the achievement of the 9 (nine) Development Priority Agendas (Second Nawacita) and the goals of the Ministry of Education and Culture through the Independent Learning Policy which aspires to provide high quality education for all Indonesian people.

In the period 2020-2021, MerdekaLajar policy has been gave birth to many education programs which are arranged into episodes- episode.One of them is MerdekaBelajar Seventh Episode about the Driving School Program. By short, School Program The driver is the program focus attention on holistic development of student learning outcomes to realizeIndonesian education vision, namely: realizing a developed Indonesia Sovereign, independent and individualized through the creation of Pancasila Students.Mobilization School Program is completion of the school transformation mentioned previously. However, several things were used as evaluation related to the lack of optimality in the existing school transformation program. These programs tend to target schools that already have fairly good quality, this is contrary to the objectives of encouraging schools with low/medium quality, and also related to encouraging efforts that have not been realized to the maximum. This is caused by two main things. First, there are no intervention efforts in the form of increasing the competence of school principals and teachers regarding strategy scanning. This is what making it difficult for schools to spread good practices even though the quality of education in schools has improved. Second, there is no institutional support at the regional or national level to build an ecosystem that supports investment efforts. By reflecting on previous program evaluations and good practices carried out by national and international (both governmental/non-governmental) organizations, the government designed the Mobilizing Schools program with a series of interventions adopted from the factors that became the starting point.success programs previous. Driving Schools are expected to be able to encourage other schools to participate in transforming their schools. The Driving School Program is collaborative ones not only involving educational units related to the Ministry of Education and Culture, but also with the Regional Government and the community. So in its implementation, this program is carried out holistically, collaboratively and cooperatively.

State High School (SMAN) 1 Babakan Madang is one of the Driving Schools in Bogor Regency and the only one in Babakan Madang District. SMAN 1 Babakan Madang was designated as a

Driving School based on the Decree of the Director General of Early Childhood Education, Primary and Secondary Education of the Ministry of Education and Culture Number6555/C/HK.00/2021About Determination of the Implementing Education Unit for the Class I Driving School Program.

Based on the results of interviews conducted with the Head of SMAN 1 Babakan Madang, the beginning of SMAN 1 Babakan Madang nominating itself as a Mobilizing School was due to an appeal from the Head of the Region I Service Branch Office representing the West Java Provincial Education Service. This appeal contains directions for all school principals in Region I to nominate themselves in the Class I Driving School Program. The Driving School Program which does not target specific schools opens up equal opportunities for every school. The principal of SMAN 1 Babakan Madang stated that understanding regarding the Driving School Program was gained as the selection process progressed. And apart from the ongoing process, SMAN 1 Babakan Madang continues to carry out school activities according to the plans that have been prepared.

In line with its status as Implementer of the Driving School Program, SMAN 1 Babakan Madang under the leadership of the school principal began to transform the school culture in accordance with the points in the Driving School Program. One of them is the transformation of the learning system into learning with a new paradigm.

Researchers see that intervention in the learning system at the Mobilization School is interesting. In the Driving School Program, the curriculum implemented is known as the Independent Curriculum. As an educational practitioner, the Principal of SMAN 1 Babakan Madang stated that the Independent Curriculum is a transformation from the old learning paradigm to new paradigm learning. Which in this case is an effort to return the essence of education to what it should be, namely Ki Hajar Dewantara's philosophy. Through this transformation, it is hoped that schools will be created with learning communities within them. According to the Head of SMAN 1 Babakan Madang, the implementation of the Independent Curriculum for students has an impact on changes in students' character. Students tend to be more active and communicative in the process learning. And according to him, the Merdeka Curriculum hones students to become independent, responsible, creative individuals, and encourages the creation of students with the Pancasila Student Profile.

Based on the results of interviews conducted by researchers with the Deputy Principal for Curriculum, information was obtained that SMAN 1 Babakan Madang had implemented the Independent Curriculum for tenth grade (X) students. In this curriculum, the learning structure and tools are divided into two; first, intracurricular-based learning which is face-to-face learning in class for each subject; second, project-based learning is an integration of all existing subjects. Project-based learning is an application of practice and character formation of students in accordance with the Pancasila Student Profile.

Project Based Learning The Pancasila Student Profile emphasizes learning projects that are no longer subject-based. Project Based Learning Pancasila Student Profile has a blended concept between subjects. The learning is directed so that students able to do Action planning, research process, up to creating a product that can be demonstrated. Project-based learning is carried out based on themes that have been determined byKemendikbudristek. Themes These originate from local and global issues. The focus of this theme is delegated to the school to be developed according to the availability of resources around it. In this learning project, both students and project facilitators (teachers) are given the freedom to determine learning resources. This is of course adjusted to learning needs. School too can establish partnerships with the community or related stakeholders to carry out project learning. As is done by SMAN 1 Babakan Madang which facilitates students by providing opportunities for students to learn through real experience by giving students the opportunity to learn from various sources.

The existence of the Driving School Program is a cool breeze in efforts to transform schools in Indonesia. However, literature sources regarding Driving Schools are still rarely found, making researchers interested in exploring this program by conducting research that focuses on disseminating good practices in implementing the Driving School Program policy; namely how one of the Driving Schools carries out project-based learning management in the context of strengthening the Pancasila Student Profile. Therefore, this research was prepared with the title "Project-Based Learning

Management Strengthening the Profile of Pancasila Students for the Driving School Program (Case Study of SMAN 1 Babakan Madang)"

LITERATURE REVIEW

Learning Management

According to Ambarita in Ajat, learning management is the teacher's ability as a manager to utilize existing resources, through activities to create and develop cooperation, so that learning is created to achieve effective and efficient educational goals in the classroom. According to Reigeluth, learning management is concerned with understanding, improving and implementing the management of learning programs implemented.

Mc Gregor mentioned about principles management learning is as follows:

1) prioritize educational goals above personal interests and group interests, 2)coordinating authority and responsibility., 3) Full attention to staff in relation to assigning tasks and responsibilities, and 4) revitalizing organizational values. Management is responsible for safeguarding, maintaining and developing positive values within the organization. In practice, learning management includes management functions applied to learning activities. This aims to ensure that existing resources, both from the individual who is studying and from outside the individual, can be utilized effectively and efficiently.

The scope of learning management is:planning, organizing, implementation, and evaluation. Learning planning generally provides a visualization of the learning implementation that will be carried out. Learning planning contains the objectives of learning and what competencies will be developed. The parties involved in it doa use planning to decide on the fundamental things that will become the internal reference to carry out learning. Organizing according to Hasibuan, quoted by Ian Hidayat, is determining activities, grouping and organizing the activities needed to achieve goals, including determining the people, tools, and authority delegated to each individual. In learning, organizing concerns the activities of designing structures, analyzing the load, and dividing the learning load. Implementation of learning is a series of activities that contain the realization of what has been planned and organized previously.Implementation of learning is a stage where educators and students together carry out an agreed action to achieve learning objectives. In the context of project-based learning, learning implementation is the stage where students carry out a series of activities to gain meaningful learning experiences. According to Norman E. Gronlund, learning evaluation is a series of processes for making decisions regarding the extent to which learning objectives have been achieved by students. Learning evaluation is the process of collecting and interpreting information used to design learning systems. Learning evaluation provides references/recommendations to schools to create system better learning than before.

Driving School Program

Driving School Program is a government policy initiated by the Ministry of Education, Culture, Research and Technology(Kemendikbudristek). Program The Mobilization School was first socialized directly via the Indonesian Ministry of Education and Culture's YouTube channel on February 1 2021. This socialization regarding the Mobilization School Program was strengthened by the publication of Minister of Education and Culture Decree Number 162 of 2021 concerning the Mobilization School Program.

The Driving School Program is a program that focuses on improving student competency holistically to realize the Pancasila student profile. The Driving School Program is focused on student development which includes competencies (literacy and numeracy) and character. The Driving School Program is implemented by strengthening the capacity of school principals and teachers who are the key to improving education in Indonesia.

Based Learning ProjectStrengthening the Pancasila Student Profile

Based on the vision of Indonesian education, it is stated that Indonesian education aims to realizeIndonesiamajuyang sovereign, independence, and personality through the creation of Pancasila Students who reason critically, are creative, are independent, have faith, are devoted to God Almighty, and have noble character, work together and have global diversity. In continuation, the criteria related to Pancasila Students are known as the Pancasila Student Profile. The Pancasila Student Profile was formulated to answer questions regarding what kind of competencies will be produced by the education system in Indonesia. Indonesian students are lifelong learners who are competent, have character and behave in accordance with Pancasila values. So to make this happen, six main elements were formulated which constitute the Pancasila Student Profile. These six elements contain: 1) faith and devotion to God Almighty, 2) global diversity, 3) mutual cooperation, 4) independence, 5) critical reasoning, and 6) creative.

The Pancasila Student Profile Strengthening Program or what is known as the Pancasila Student Profile Strengthening Project is a learning activity which provides opportunities for students (PAUD-SMA) to study themes. themes raised from important issues such as climate change, anti-radicalism, mental health, culture, technology and democracy.

The Project for Strengthening the Profile of Pancasila Students is carried out by applying cross-disciplines and disciplines using approach project-based learning which is different from intracurricular activities in the classroom. In the Guide to the Development of the Project for Strengthening the Pancasila Profile issued by the Center for Assessment and Learning, Research, Development and Books, Ministry of Education and Culture, information is provided regarding the project planning flow, which can simply be seen in the following chart:
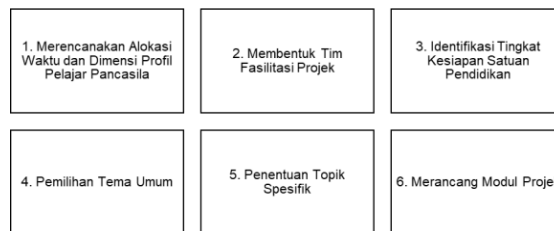
1. Merencanakan Alokasi Waktu dan Dimensi Profil Pelajar Pancasila	2. Membentuk Tim Fasilitasi Projek	3. Identifikasi Tingkat Kesiapan Satuan Pendidikan
4. Pemilihan Tema Umum	5. Penentuan Topik Spesifik	6. Merancang Modul Projek

Figure 1. Planning Flow for the Strengthening Pancasila Student Profile Project

2.   RESEARCH METHODOLOGY

This research was carried out at SMAN 1 Babakan Madang, Bogor Regency in the period February 2022 – August 2022. This research is qualitative research with descriptive methods through case studies. Data collection techniques used are interviews, observations, and documentation studies. Informants in this research include: Deputy Principal for Curriculum, Project Coordinator, Project Facilitator, and Students.

3.   RESULTS AND DISCUSSION

Based on the results of research conducted through interviews, observations and documentation studies, it can be seen that:

First, developmentP5 learning at SMAN 1 Babakan Madang, from the learning to evaluation stages refers to the Project Development Guide for Strengthening Pancasila Student Profiles published by the Ministry of Education and Culture.At the planning stage learning, parties involved the Ministry of Education and Culture,school management (principals and curriculum areas), and facilitators. The first thing to do is carry out identification to find out what stage it is at school readiness For Organizing P5 learning. This readiness stage can be seen from several things, including the school community's understanding of project-based learning, supporting facilities, and involvement of parties in the school.
outside of school in learning. The identification results then became reference in planning
P5 learning at SMAN 1 Babakan Madang, including the extent to which the school can intervene in P5 learning. After identifying the school's readiness, the parties involved then determine the themes

and sub-themes that will be implemented by SMAN 1 Babakan Madang for the next year. The determination of these themes and sub-themes cannot be separated from government intervention which provides seven general themes for education units to choose from. Schools are allowed to choose 3-4 general themes to develop into sub-themes. The theme selection was carried out by conducting a context analysis to see the needs, readiness and availability of existing resources in the school. Themes were developed into sub-themes by paying attention to issues currently developing in society and based on local wisdom. After determining the learning themes and sub-themes, planning is delegated to the facilitators. Facilitators who have been assigned to accompany students create project modules that will be used as references in learning. The project module contains elements and sub-elements that will be achieved by students while participating in P5 learning. The elements and sub-elements referred to in this research are part of the dimensions of the Pancasila student profile. These elements and sub-elements are similar to the competencies and indicators in the RPP. From the results of the interview, it is known that the existing dimensions, elements and sub-elements are determined by adjusting the activities that will be carried out by students. The facilitator creates a learning plan so that the aims and objectives of the learning are conveyed well to the students. So in it, the facilitator creates a systematic learning flow and stages, from introduction to reflection and evaluation of learning. Based on the research results, the project module contains learning stages, dimensions, elements, sub-elements, achievement targets, details of each activity, learning resources, student worksheets (LKPD), and assessments.

Second, organizing P5 learning is carried out by the field that handles the curriculum. The organization of P5 learning is carried out regarding the allocation of study hours, distribution of teaching loads, and grouping of students. The allocation of study hours for driving schools is regulated in the Independent Curriculum learning structure. That is, out of 100% of the total lesson hours, 25% - 30% of the total lesson hours are allocated for learning projects to strengthen the Pancasila student profile. In its implementation at SMAN 1 Babakan Madang, out of a total of 46 JPs a week, 12 JPs were allocated for P5 learning. Project learning is scheduled for four days (Monday – Thursday) a week with a time allocation of 3 JP per day. Organizing Learning is also carried out on the teacher's teaching load as a subject teacher and project facilitator. According to the Deputy Head of Curriculum at SMAN 1 Babakan Madang, this division is necessary so that teachers can gain experience in managing project learning. The arrangement made is to involve each teacher whose subject is integrated into the project sub-theme as a project facilitator. The distribution of teacher workload is adjusted to the percentage allocation of lesson time in the Independent Curriculum structure. To support the teacher's role as a facilitator, the parties management school organizes socialization and in-house training which discusses P5 learning. The speakers present at this activity included a learning committee consisting of teachers, school principals and supervisors who had previously participated in national level training organized by the Ministry of Education and Culture. Apart from that, during the learning process, the facilitators are also provided with assistance regarding matters related to P5 learning. Starting from designing project modules to preparing learning celebrations for students as part of summative assessments. Mentoring is carried out over a tentative period of time because its existence adapts to the needs of the facilitators. Then, organizing the participants' education is done with grouping by study group. This is because the results of identifying the readiness of SMAN 1 Babakan Madang are in stage two(developing stage), so The grouping of students still receives innervation from the school. The school provides one project sub theme for each class and in it, students are divided into three small groups. After that, students are given the freedom to determine the product or work they will create together with the facilitator.

Third, the implementation of P5 learning is carried out by dividing students into small groups. Each small group is facilitated by 2 – 4 facilitators to carry out one project sub-theme. Implementation of P5 learning involves students and facilitators directly with the project module as a reference for implementation. Other documents that support the implementation of P5 learning are the facilitator's agenda/journal, students' daily journals, and students' portfolios. These documents are then used as material for evaluate learning. Implementation of P5 learning at SMAN 1 Babakan Madang has the following stages:
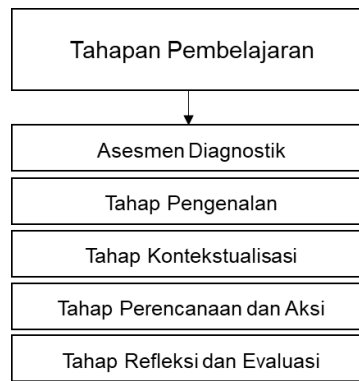
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│     Tahap Refleksi dan Evaluasi     │
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Figure 2. P5 Learning Stages at SMAN 1 Babakan Madang

In starting the P5 project learning, the facilitators carried out an assessment in the form of a diagnostic test to determine students' readiness to take part in the P5 project learning.

According to the Project Facilitator, diagnostic assessments are carried out in two types, namely non-cognitive and cognitive. A non-cognitive diagnostic assessment was carried out to determine students' emotional readiness because the P5 project learning at SMAN 1 Babakan Madang was carried out after intracurricular learning ended. Meanwhile, the cognitive diagnostic assessment aims to determine students' readiness in terms of knowledge regarding the project to be implemented. The results of the cognitive diagnostic assessment are also used as a reference for facilitators in starting P5 learning regarding what material will be presented at the beginning of the project introduction. After carrying out the assessment diagnostic, learning proceeds to the introduction stage to the reflection and evaluation stage. The stages above contain a series of activities that will be carried out by students. In its implementation, P5 learning at SMAN 1 Babakan Madang gives students freedom to explore ideas. Apart from facilitators who prepare various learning resources, students can seek learning experiences from other sources such as conducting surveys or visiting resource persons related to the project. So in its implementation, P5 learning applies science, technology, engineering, art and mathematics (STEAM) learning methods. Through STEAM, students are invited to relate the projects they are working on to the subjects they are studying. STEAM is a learning method that aims to improve students' creative thinking abilities by increasing students' interest in connecting lessons at school with everyday life. Method STEAM sharpening And Develop students' ability to generate ideas, and develop students' skills in thinking critically about a problem.

The final stage of implementing P5 learning is reflection and evaluation. At this stage, students finalize their product/work already planned For Presented. Students are also asked to collect the daily journals they write to be used as a portfolio. Based on the results of the interview, learning reflection can be done in various forms. This could be in the form of daily journal writing, sharing good practices between groups, or filling in a final reflection sheet. Also at this stage, the facilitator facilitates students by organizing learning celebrations. Apart from being a forum for summative assessment for facilitators, the learning celebration aims to be an appreciation event for students who have completed their projects. Fourth, P5 learning evaluation is carried out in three scopes, namely evaluation by facilitators of students, evaluation between facilitators, and evaluation by school management of facilitators. Evaluation of students is carried out in two ways, namely formative assessment and summative assessment. Formative assessment given to students during learning with authentic assessment. Authentic assessment is an assessment that focuses students for demonstrate the skills and competencies needed to solve a problem. Authentic assessment is an assessment that is implemented integrated with the process   learning that emphasizes qualitative aspects. Authentic assessment generally uses criteria to measure students' mastery of a competency. Based on the results of the documentation study carried out on the project module, the facilitator attaches a rubric containing assessment criteria. Each value criterion has a description regarding specific performance information that must be demonstrated by students. The types of authentic assessment used in formative assessments include essays, reflection sheets, anecdotal notes, portfolios and observations. Then, a summative

assessment is carried out at the end of the learning year in the form of a learning celebration. At SMAN 1 Babakan Madang, the learning celebration is called the EXPO Project. At this celebration, students perform product displays and work performances to share experiences and knowledge gained during P5 learning. Through this performance, facilitators can evaluate P5 learning as a whole. Starting from planning to product completion. Supported by a portfolio as proof that students are following the learning process, the facilitator evaluates learning in terms of the development of Pancasila student character in students. During the process of searching for information regarding the evaluation of P5 learning at SMAN 1 Babakan Madang, research informants emphasized that the main objective of this learning evaluation was not merely about the success of the product, but how the process of students growing and developing the character of Pancasila students through project activities. So, in reporting the results of the evaluation from the facilitator to the students, this is reported through a descriptive qualitative project report. The report card contains the achievements of development of learners based on the elements and sub-elements of elements and sub-elements of the project learning implemented. The final learning results are reported in the form of a narrative and a tick mark against four criteria development, that is, not yet developing (BB), starting to develop(MB), developing according to expectations (BSH), and highly developed (SB).

Then, an evaluation is carried out in which facilitators are carried out for find flying obstacles occurs during learning ongoing. Evaluation carried out every 2 – 3 times every month in the form of meetings between facilitators. InIn it, facilitators too discuss and share good practices to find solutions to obstacles faced. Including evaluate the performance of colleagues who act as facilitators. If from the discussion it is not found solution, then the thing is done submitted to the school (via curriculum fields) for followed up. Management school evaluate the facilitator regarding the teaching and learning process which focuses on the facilitator's activities start planning evaluating and follow-up programs. School management under the leadership of the principal carries out learning evaluations to determine the effectiveness of P5 learning. Through the plans made and recording the learning process, school management can find out what the facilitator has done in assisting students. According to one of the facilitators, there is no written schedule regarding the evaluation carried out by the school management. The school management (in this case the Principal) cananytime monitoring the implementation of student project activities in the field. The school principal is also present (although not always) at regular meetings held by the head facilitators. By paying attention to the project module and the facilitator's agenda/journal as well as the reported obstacles, the school principal as a top level manager, then provides recommendations regarding solutions that can be implemented by the facilitator. If the obstacles faced are personal, meaning they involve the performance of a facilitator, the Principal will directly provide direction to the facilitator. Solutions to the obstacles faced also come in the form of mentoring and coaching.

CONCLUSION

Based on the explanation above, it can be concluded that P5 learning development activities at SMAN 1 Babakan Madang refer to in the Project Development Guide for Strengthening the Pancasila Student Profile published by the Ministry of Education and Culture. P5 learning planning at SMAN 1 Babakan Madang begins with identifying the school's readiness stage for implementation learning. Then, planning continues by determining the theme and sub-theme of the project to be carried out. Determining this theme involved the Ministry of Education and Culture, school management, and the teachers involved as facilitators, taking into account the local wisdom at SMAN 1 Babakan Madang. P5 learning planning continues by compiling project modules by each project coordinator and facilitator. The project module is a guide that will be used in carrying out P5 learning at SMAN 1 Babakan Madang. The project module contains elements and sub-elements to be achieved, learning flow, and assessments. The organization of P5 learning at SMAN 1 Babakan Madang is carried out based on three main components, namely allocation of study time, teacher teaching load (including activities to increase teacher capacity as facilitators), and grouping of students. Implementation of P5 learning in SMAN 1 Babakan Madang directly involves students and facilitators. Implementation of learningP5 is carried out based on learning planning written in the project module. The stages in implementing P5 learning are as follows: diagnostic assessment, introduction stage, contextualization stage, planning and action stage, and reflection and evaluation stage. Evaluation of P5 learning at SMAN 1 Babakan

Madang is divided into three scopes, namely evaluation carried out by facilitators on students, evaluations carried out by facilitators with facilitators (fellow facilitators), and evaluations carried out by management on facilitators as implementers of learning in the classroom. Evaluations carried out on students are carried out through formative assessments and summative assessments. Formative assessments are carried out during P5 learning. This assessment is carried out in various forms, observation sheets, reflection sheets, essays, filling in daily journals, and so on, which will later become the student's portfolio. Then, a summative assessment is carried out at the end of P5 learning. This assessment is carried out by filling in a sheet final reflection, presentation, and celebration of learning through the EXPO Project. The results of P5 learning are reported to students in the form of a qualitative project report. Evaluation between facilitators is carried out to discuss the obstacles experienced during the learning process. The results of the discussion will later be submitted to the school management as a periodic report. Through a summary of these obstacles and supported by the facilitator's teaching documents, school management can evaluate the learning process and determine appropriate decisions to follow up.

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