

**MANAGEMENT OF FACILITIES AND INFRASTRUCTURE IN SUPPORTING
PROJECT-BASED LEARNING STRENGTHENING THE PANCASILA STUDENT
PROFILE (P5) AT SMP NEGERI 2 GATAK**

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ABSTRAK

Program Penguatan Profil Pelajar Pancasila (P5) adalah salah satu program dari implementasi Kurikulum Merdeka. Program ini merupakan kegiatan kokurikuler berbasis proyek yang bertujuan untuk mendorong peserta didik menjadi pelajar sepanjang hayat yang kompeten, berkarakter, dan berperilaku sesuai dengan nilai-nilai pancasila untuk mencapai Standar Kompetensi Lulusan. Dengan latar belakang tersebut, penelitian ini bertujuan untuk mengidentifikasi pengaruh manajemen sarana dan prasarana dalam mendukung pembelajaran berbasis Proyek Penguatan Profil Pelajar Pancasila (P5) di SMP Negeri 2 Gatak. Metode yang digunakan adalah pendekatan kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa terdapat pengaruh dan tantangan manajemen sarana dan prasarana dalam mendukung pembelajaran berbasis proyek dapat berkontribusi terhadap evaluasi dan dampak pada kualitas pembelajaran. Selain itu, kolaborasi antara pihak guru, sekolah, maupun orang tua siswa juga terbukti penting untuk meningkatkan efektivitas penggunaan sarana dan prasarana. Dengan adanya Peningkatan pengelolaan sarana dan prasarana untuk mendukung keberhasilan program P5, serta pengembangan kompetensi guru dalam implementasi kurikulum merdeka, diharapkan dapat fokus pada penguatan karakter dan keterlibatan aktif siswa.

Kata kunci: *Manajemen sarana dan prasarana, Proyek Penguatan Profil Pelajar Pancasila (P5), Implementasi Kurikulum Merdeka.*

ABSTRACT

The Pancasila Student Profile Strengthening Program (P5) is one of the programs in the implementation of the Independent Curriculum. This program is a project-based co-curricular activity that aims to encourage students to become competent, character-based lifelong learners who behave in accordance with Pancasila values to achieve Graduate Competency Standards. With this background, this study aims to identify the influence of facility and infrastructure management in supporting learning based on the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 2 Gatak. The method used is a qualitative approach with data collection through observation, interviews, and documentation. The results of the study indicate that there is an influence and challenge of facility and infrastructure management in supporting project-based learning that can contribute to the evaluation and impact on the quality of learning. In addition, collaboration between teachers, schools, and parents of students has also proven important to increase the effectiveness of the use of facilities and infrastructure. With the Improvement of facility and infrastructure management to support the success of the P5 program, as well as the development of teacher competencies in the implementation of the independent curriculum, it is hoped that it can focus on strengthening character and active involvement of students.

INTRODUCTION

Educational facilities are various tools that are directly used in the learning process, while educational infrastructure is a means that indirectly supports the implementation of education. Facilities and infrastructure are very important because without them the educational process will not function optimally Kompri, (2014).

Educational facilities include various tools that can directly help the teaching and learning process. While infrastructure refers to facilities that are not directly involved in learning. Another term is teaching aids, which are tools used by teachers to facilitate teaching. For students, educational facilities include all equipment that helps them understand the Kompri curriculum, (2014). In order for the educational program to run smoothly, there are several principles that need to be considered in the management of school facilities and infrastructure. These principles include achieving goals, efficiency, management, clarity of responsibility and integration.

The principle of achieving goals expects school facilities and infrastructure to always be available at all times. The principle of efficiency emphasizes that the procurement of facilities and infrastructure must be planned carefully to obtain quality facilities at low cost and minimize waste during use. The principle of management requires that facilities and infrastructure be managed in accordance with applicable regulations, laws, and guidelines. The principle of clear responsibility means that the management of facilities and infrastructure must be handed over to competent and responsible personnel. Finally, the principle of cohesion emphasizes that the management of facilities and infrastructure must occur through strong cooperation (Prastyawan, (2016).

Project Based Learning (PBL) is an effective method to develop student competencies, especially in supporting the strengthening of the Pancasila student profile (P5). The Pancasila student profile reflects the character and abilities formed in everyday life and internalized in each student through the culture of the educational unit, intracurricular learning, Pancasila student profile strengthening projects, and extracurricular activities. The Pancasila student profile strengthening project involves cross-disciplinary learning to observe and find solutions to problems in the surrounding environment, so that it can strengthen various competencies in the Pancasila Student Profile.

Project-based learning provides students with the opportunity to actively engage in learning materials through projects that are relevant to their daily lives. Through this approach, students develop skills such as problem solving, creativity, collaboration, and responsibility for the results achieved. In addition to deepening conceptual understanding, this type of learning helps students become more independent in the learning process.

Independence in learning emphasizes the importance of students controlling their own learning process. Students who learn independently tend to be more proactive, master effective learning strategies, are able to regulate their behavior, and have higher self-confidence. This independence does not mean learning alone, but rather the ability to manage learning independently. Achieving independence in learning requires practice and effort, but once achieved, it will be an advantage throughout the student's learning journey. (Tresnaningsih et al., 2019).

Learning independence consists of seven aspects, namely self-confidence, ability to work independently, decision making, responsibility, competitive spirit for progress, and discipline and positive attitude in learning.

SMP Negeri 2 Gatak has a vision of High Character, Achievement, Environmental Awareness Based on Faith and Piety. Smp 2 Gatak does not only focus on cognitive abilities but also instills environmental awareness, such as making them responsible for caring for plants brought from home and maintaining the cleanliness of the school environment. In addition, the school provides facilities and infrastructure that support environmental sustainability, organizes learning outside the classroom to increase environmental awareness, and implements school policies that support the vision of caring for the environment.

Based on the above explanation, this study aims to examine the management of facilities and infrastructure in supporting project-based learning to strengthen the profile of Pancasila students at SMP N 2 Gatak.

METHODS

This study uses a qualitative approach with a descriptive method that focuses on in-depth observation and systematic data analysis. The purpose of this study is to describe how the Management of Facilities and Infrastructure Supports Project-Based Learning to Strengthen Pancasila Student Profiles (P5) at SMP Negeri 2 Gatak. Data collection was carried out through interview and observation techniques at SMP Negeri 2 Gatak. From these techniques, data were obtained such as: the influence, challenges, and evaluation of the Management of Facilities and Infrastructure in the Implementation of Project-Based Learning to Strengthen Pancasila Student Profiles (P5) at SMP Negeri 2 Gatak. After the data was collected, data analysis was carried out using the data analysis model from Miles and Huberman with three stages of data analysis, namely data reduction, data presentation, and conclusions (Milles et al., 2014).

RESULTS AND DISCUSSION

A. The Influence of Facilities and Infrastructure Management in Project-Based Learning Strengthening the Pancasila Student Profile (P5)

Management of educational facilities and infrastructure at SMP Negeri 2 Gatak is very important to support the implementation of the Pancasila Student Profile Strengthening Project (P5). The facilities available include classrooms, laboratories, libraries, art rooms, sports fields, sports rooms, toilets, canteens, and prayer rooms. become the basis for an effective teaching and learning process. With the support of modern facilities, such as LCD projectors and CCTV, schools not only create a safe learning environment, but also improve the quality of education. However, to ensure that these facilities remain in good condition, the management and maintenance of these facilities requires active participation from everyone, including teachers and students.

The implementation of P5 at SMP Negeri 2 Gatak is carried out in a block system, where each year there are three project periods carried out for 1 consecutive week. This model provides students with the opportunity to explore each project with sufficient time to produce quality work, in line with the Merdeka Curriculum which aims to strengthen students' character and practical skills.

In P5 learning, it is important to identify students' needs so that activities are in accordance with their abilities and interests. The division of tasks in groups is done adaptively, so that each student can contribute according to their respective expertise. The role of the teacher himself is as a facilitator who is tasked with helping students manage the available facilities and infrastructure to improve the results of the projects they work on, such as honing creativity in the arts, utilizing waste into valuable items, entrepreneurship, and others.

P5 activities at SMP Negeri 2 Gatak include group discussions, collaborative projects, and social activities that teach the importance of cooperation and mutual

assistance. According to Lin Surminah (Wahidahet al., 2023) cooperation is defined as collaboration between individuals and groups to achieve common goals. For example, students can be involved in group projects that require them to work together and support each other to achieve common goals. This activity reflects the values of Pancasila, such as independence and mutual assistance. A study by Santoso (Rahmad Wahyudi, et al., 2024) found that group work and collaboration can improve students' social skills as well as their ability to work in teams. Both of these skills are very important for their character development.

Student involvement in P5 activities is an important part, where they not only learn, but also contribute to maintaining facilities by managing waste and using available tools. In the recently implemented work title activity, students were directly involved in the preparation and implementation, which took up to two days. During this process, students not only learned to prepare tools and materials, but also had the opportunity to provide appreciation and feedback on the work of their friends. Although the school is responsible for providing facilities and infrastructure, students are encouraged to communicate with the school regarding technical needs. This is the case even though students often face problems such as lack of materials and tools needed for P5 projects.

In addition, teachers at SMP Negeri 2 Gatak who are also tutors in learning use creative learning media, such as learning videos in the form of cartoons, which will later be played in each class using LCD. This aims to improve students' understanding of the P5 theme that will be implemented. Student involvement in infrastructure management not only helps them complete projects, but also provides valuable experience in collaboration, communication, and adaptation. Effective support from the school in terms of providing resources and good coordination can improve students' learning experiences, prepare them to face future challenges, and help them internalize Pancasila values in everyday life.

Overall, the management of facilities and infrastructure at SMP Negeri 2 Gatak contributes greatly to creating a learning environment that supports creativity, collaboration, and character development of students through P5. The initial steps that need to be taken are such as planning and providing the necessary tools and materials before the activity begins. In this case, it involves cooperation between the P5 coordinator, the implementation team, and the party managing the facilities and infrastructure so that everything runs smoothly. Then before carrying out the activity, they also conduct a location survey to ensure that the chosen place is in accordance with the P5 theme and supports student activities. Then the involvement of students and parents in procuring equipment is also very much considered. Usually teachers use media such as WhatsApp to convey information and receive input, so that parents and residents can play a role in school activities. Thus, the management of facilities and infrastructure at SMP Negeri 2 Gatak not only supports educational activities, but also encourages community involvement in the teaching and learning process.

B. Challenges of Facility and Infrastructure Management in Project-Based Learning Strengthening the Pancasila Student Profile (P5)

In the context of P5 learning (Pancasila Student Profile Strengthening Project) at SMP Negeri 2 Gatak, challenges in managing facilities and infrastructure are important factors in supporting student creativity. According to Ike Malaya (Siti Khoeratunisa, et al. 2023), the success of an education program can be influenced by many factors, such as the availability of adequate facilities and infrastructure to be used effectively. The results of interviews with Mrs. Rina Sulistiawati as Deputy Head of

Facilities and Infrastructure and Mrs. Lestya Handayani as the P5 coordinator showed that although the learning process was running smoothly, there were still several obstacles faced.

One of the main obstacles is the lack of adequate facilities and infrastructure at SMP Negeri 2 Gatak. The P5 project, which involves various creative activities, such as comic making, dance, and waste management, requires tools and materials that are not always available at school. For example, for activities that require used bottles or paint, teachers or facilitator teams often have to ask for help from students and parents to provide the necessary materials. This indicates a shortage in supplies that can hinder the implementation of the project to its full potential.

Then, the budget aspect is also an obstacle in terms of meeting the needs of tools and materials for the P5 project. Sometimes there are not enough funds to buy the necessary tools and materials so that management and teachers must be creative in finding financing solutions. They must find ways to overcome the lack of funds, such as asking for help from parents of students, or even using resources that already exist in the school.

Furthermore, time management at SMP Negeri 2 Gatak is also a challenge in itself. With a block system that is run every three months in one year, teachers need to plan and prepare projects conceptually and thoroughly. Moreover, activities often require more than one week for preparation and implementation, but time constraints often have an impact on the quality of the final results. Uncertainty regarding the availability of tools and materials also requires teachers to adapt and find alternatives to meet these needs.

Some students are still less motivated or lazy to follow P5. This is due to low interest and motivation towards the project, such as the example of making rattan chairs. Many students want instant results and don't want to bother, assuming that it is better to buy than to make. In fact, the process of making rattan chairs can actually hone their creativity, especially in utilizing items around them, and foster an entrepreneurial spirit. There are also other supporting factors that can influence this, including a lack of understanding of the project's objectives, minimal involvement that is interesting, and difficulty in seeing the direct benefits of the project.

In addition, collaboration between students also poses challenges. Differences in abilities and interests among students create group dynamics that are sometimes incompatible, affecting productivity. For example, students who are more interested in visual arts may feel inhibited when working with students who focus on technical aspects. This requires teachers to be more active in facilitating interactions and ensuring the participation of all students.

In facing these challenges, teachers try to find solutions through a comprehensive approach. By implementing the independent curriculum, it is expected to increase student awareness, recognize each other's potential, and facilitate better collaboration. This is expected to accommodate student creativity and improve the quality of education at SMP Negeri 2 Gatak.

C. Evaluation Management of Facilities and Infrastructure in Project-Based Learning Strengthening the Pancasila Student Profile (P5)

The project-based Pancasila student profile process is highly collaborative, involving all elements in the school such as teachers, students, and management. Teachers and P5 implementation coordinators work together with the facilities and infrastructure section to plan logistical needs, such as field surveys before activities.

However, planning is often considered inadequate, resulting in a lack of synchronization between needs and availability of tools in the field.

Facilities and infrastructure play a very important role in supporting P5 learning activities such as work titles, entrepreneurship, and providing tools needed by students. In many activities, infrastructure management must provide the necessary equipment, although sometimes it is still constrained by inadequate preparation in terms of providing tools. Examples mentioned are tools such as pliers, soldering irons, or other equipment that students often bring themselves. Limited stock of school equipment is also an obstacle, resulting in students having to improvise or buy tools suddenly

In the evaluation of activities, one of the approaches used is flexibility, where the school collaborates with students in borrowing tools and involving students in the preparation process. However, limited infrastructure often causes some students to find it difficult to complete tasks effectively, and sometimes less enthusiastic about activities that require them to work with limited tools.

To improve the effectiveness of infrastructure in P5, the evaluation underlined the importance of more thorough preparation and better planning. Ensure Availability of tools and materials before the event starts is an important priority. In addition, sufficient time management is needed to plan and prepare the infrastructure so that all needs and requirements are met before the event starts.

This evaluation shows that facilities and infrastructure have a very important role in supporting the success of projects in the program. Pancasila student profile. sometimes, the presence of facilities and infrastructure alone is not enough to ensure the smooth implementation of the program. The main challenges faced concern several aspects, namely thorough planning, availability of adequate tools and materials, and more active participation from all stakeholders.

CONCLUSION

Efficient management of facilities and infrastructure plays a crucial role in supporting project-based learning aimed at strengthening the profile of Pancasila students (P5) at SMP Negeri 2 Gatak. The results of the study indicate that the availability of adequate facilities and effective management of resources can improve the quality of education and support the development of character and student competencies. Although there are various challenges, such as limited facilities, budget problems, and dynamics of collaboration between students, the implementation of strategic steps in management can create a more conducive learning environment. With careful planning and active participation from all stakeholders, it is hoped that project-based learning at SMP Negeri 2 Gatak will take place more effectively and sustainably, so that it can achieve the goal of strengthening the profile of Pancasila students optimally.

In the context of the P5 project (Pancasila Student Profile Strengthening Project) at SMP Negeri 2 Gatak, resource and facility management is very important to foster student creativity. The project involves various creative activities, such as creative writing, creative problem solving, and creative problem solving, which require resources and materials that are not always available at school. Time management in the project also plays a role, as it requires planning and implementing the project according to the concept and time of the project. Some students may be less motivated to participate in the project due to lack of motivation and encouragement, such as lack of interest in the project. Interaction between students and teachers also plays a role in fostering creativity. Evaluation of project management and resource allocation is very important, as it helps to increase student confidence, identify potential, and improve the quality

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of education in the project. Resource and facility management is very important for the success of the project.

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