



Analysis of the Ideals and Reality of the Leadership Style of the Ministry of School in the Application of the Pancasila Student Profile Strengthening Project

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ABSTRACT

This research aims to describe the leadership style of the Principal of SDN Inpres 1 Lolu in implementing the Pancasila Student Profile Strengthening Project (P5). The type of research in this research is descriptive qualitative. The subjects in this research were the principal, class I (one) teacher, class II (two) teacher, class V (five) teacher, class VI (six) teacher, teacher in the field of Islamic religious studies, 1 class V (five) student and

2 students of class VI (six). The data collection techniques used in this research are observation, interviews and documentation. Data analysis uses data reduction, data presentation and drawing conclusions. Meanwhile, the data validity checking technique uses source triangulation. The results of the research show that the leadership style applied by the school principal in the Implementation of the Project for Strengthening the Profile of Pancasila Students (P5) at SDN Inpres 1 Lolu tends to be democratic. This is reflected in the school principal's way of solving problems and making decisions. In this case, the Principal carries out discussions and deliberations with the staff and teachers. The principal's attitude is to always accept opinions, criticism and suggestions from subordinates well, be open-minded and sincere and participate actively in every activity at school. Apart from that, the school principal always develops and prioritizes a sense of unity and oneness such as togetherness and cohesiveness.

Keywords: School principal; Leadership style; Project for Strengthening the Profile of Pancasila Students (P5)

ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan gaya kepemimpinan Kepala Sekolah SDN Inpres 1 Lolu dalam penerapan Projek Penguatan Profil Pelajar Pancasila (P5). Jenis penelitian dalam penelitian ini adalah kualitatif deskriptif. Subyek dalam penelitian ini adalah kepala sekolah, guru kelas I (satu), guru kelas II (dua), guru kelas V (lima), guru kelas VI (enam), guru bidang studi agama islam, 1 siswa kelas V (lima) dan 2 siswa kelas VI (enam). Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Sedangkan teknik pemeriksaan keabsahan data dengan menggunakan triangulasi sumber. Hasil penelitian menunjukkan bahwa gaya kepemimpinan yang diterapkan kepala sekolah di dalam Penerapan Projek Penguatan Profil Pelajar Pancasila (P5) di SDN Inpres 1 Lolu cenderung demokratis. Hal ini tercermin pada cara kepala sekolah dalam memecahkan masalah dan mengambil keputusan. Dalam hal itu, Kepala Sekolah melaksanakan diskusi dan musyawarah bersama staf dan para guru. Sikap Kepala Sekolah selalu menerima pendapat, kritik dan saran dari bawahan dengan baik, lapang dada dan ikhlas serta berpartisipasi aktif dalam setiap kegiatan yang ada disekolah. Selain itu, kepala sekolah selalu mengembangkan dan mengutamakan rasa persatuan dan kesatuan seperti kebersamaan dan kekompakan.

Kata Kunci: Kepala Sekolah; Gaya Kepemimpinan; Projek Penguatan Profil Pelajar Pancasila (P5)

INTRODUCTION

The school is a formal institution that aims to improve the quality of human resources through effective management and proper leadership, with a vision and mission created together. An effective headmaster is key to realizing school progress (Fadhli, 2016). In every educational institution, especially schools, it is important to have a leader who acts as a coordinator in the school organization to improve human resources (Manora, 2019). As the head of the school, the principle bears a great deal of responsibility for meeting the demands of all parties concerned. These include managing the school, leading students, teaching, supervising, innovating, and inspiring others (Fitria & Martha, 2021).

The process of influencing people inside an organization through a variety of techniques that have been proven to accomplish goals by effectively and efficiently utilizing all available resources is known as leadership (Kartini et al., 2020). The principal is the leader of the educator at the school level, responsible for the management and implementation of the educational process to achieve educational goals (Julaiha, 2019). The principal works closely with teachers, staff, and other employees and builds good relationships with students, parents, and the community (Angga & Iskandar, 2022). The principal must have a good leadership spirit in carrying out his duties.

According to Soepardi (2018) in Water dkk. (2022), leadership is the ability to move, influence, guide, and even punish if necessary for humans to work effectively and efficiently. As the main leader in the educational institution, the role of the principal is very important. Leadership must be emphasized because it plays a role in creating quality human resources. In leading the school, the principal must use a leadership style that is in accordance with the curriculum applied. The principal's leadership is to lead and motivate school members to achieve school goals (Zuliyanti & Ramadan, 2023). As the main leader, the principal is important in producing qualified personnel and improving human resources (Kadarsih dkk., 2020). teacher success and students at school cannot be separated from successful school principal leadership in influencing everyone there schools, both by motivating, facilitating, giving examples as well as designing and organizing programs that support its achievement school education goals (Kadarsih et al., 2020).

Successful school principal leadership has a profound impact on everyone in the school, inspiring, facilitating, setting an example, and creating and coordinating programs that help students and teachers achieve school education goals.

The implementation of a balanced leadership style by the principal can encourage teacher and student discipline. Effective leadership is adapted to the school climate and can influence educators and education personnel to achieve common goals (Octavia & Savira, 2016). Leadership style is also influenced by the curriculum applied, such as the Independent Curriculum with the implementation of the Pancasila Student Profile Strengthening Project (P5). The Merdeka Curriculum adopts the "Pancasila Student Profile" which is regulated in the Regulation of the Minister of Education and Culture Number 22 of 2022. The role of the principal is very important in leadership because teachers need to understand the profile of Pancasila students (Santoso dkk., 2020).

The Pancasila Student Profile Strengthening Project is a series of activities that help students research difficult topics, find solutions, and make decisions, with the aim of making products or carrying out activities. The implementation of the Pancasila Student Profile aims to make students become individuals with good character, with Pancasila learning integrated in the Independent Curriculum (Santoso dkk., 2020).

Pancasila students refer to students who have character dengan in accordance with the philosophy or values of Pancasila as a whole. There are six main dimensions in P5, including faith and piety to God Almighty, global diversity, mutual assistance, creativity, independence, and critical thinking. The Strengthening Pancasila Student Profile Project is an important initiative in the Indonesian education system which aims to develop student character and competence in accordance with Pancasila values. Elementary schools have the option to choose from six main themes in the Strengthening Pancasila Student Profile Project as a guide, such as sustainable lifestyles, local wisdom, unity in diversity, mental and physical development, technology and engineering, and entrepreneurship (Shofia dkk., 2023). With the help of this profile project activity, students can learn about important topics like mental health, entrepreneurship, culture, technology, climate change, anti-radicalism, and democratic life. This will enable them to take meaningful action in addressing these issues in a way that is appropriate for their learning levels and needs (Nurdyansyah et al., 2022). Students are invited to analyze the surrounding environment with the aim of finding solutions to problems that

exist in everyday life (Hernawan & Mulyati, 2023). Research conducted by Wibawani (2019) shows that the achievement of Pancasila Student Profile Strengthening Project (P5) objectives is very dependent on the leadership skills and wisdom of the school principal, the principal must be able to manage and coach all school components. The principal is a driving force for the people at the school.

The results of research together with the principal of SDN Inpres 1 Lolu revealed the implementation of the Pancasila Student Profile Strengthening Project (P5). Before implementing P5, the principal independently understood the concept and its implementation in accordance with the independent curriculum. This requires self-study through webinars, workshops, and Platform Merdeka Mengajar (PMM). The process of selecting P5 topics is based on issues in the school environment and involves meetings with the entire teacher council. The formation of a team of five teachers including the principal in charge of the team and the implementation of P5 are also part of this process.

The results of the school meeting on August 8, 2023 at SDN Inpres 1 Lolu set the theme *Bhineka Tunggal Ika* as the focus of P5. The problem that arises is the lack of understanding of students about cultural diversity in Indonesia, which has an impact on bullying incidents related to differences in skin color, hair type, and physique. Headteachers face obstacles in changing the mindset of teachers to implement P5. Students' low understanding of cultural diversity in Indonesia can have a significant impact, both socially, emotionally and in the life of the nation and state. Students who do not understand cultural diversity tend to be less tolerant and open to new and different things. This can hinder their personal development and also reduce the quality of their interactions with people from different backgrounds. Students who do not understand diversity may have difficulty working together in heterogeneous groups, hindering effective learning. The independent curriculum requires teachers to learn independently, so the principal must provide motivation and support to teachers, and be open to suggestions and criticisms from fellow teachers. An emotional approach is also needed in this process.

Based on the background description above, the researcher is interested in conducting a study entitled "Analysis of the Ideal and Reality of the Principal's Leadership Style in the Application of the Pancasila Student Profile Strengthening Project".

METHOD

Type and Design

This research uses descriptive methods within the framework of Qualitative Research. The goal is to describe a specific situation or event, focusing on the application of internal control in an agency (Harahap, 2020). This study chose the descriptive method because it can provide an accurate picture of the observed phenomenon. The focus of the research was to understand the leadership style of the principal in the implementation of the Pancasila Student Strengthening (P5) project at SDN Inpres 1 Lolu. This research was conducted at SDN Inpres 1 Lolu, located on Jl. Kartini No 18, South Lolu, South Palu District, Palu City, Central Sulawesi Province, with zip code 94111. This school has implemented the Independent Curriculum, where one of the initiatives is the Pancasila Student Profile Strengthening Project (P5). The study took place from October 3, 2023 to February 17, 2024, with the research subjects

consisting of principals, teachers, and grade V and VI students at SDN Inpres 1 Lolu. The focus of the research is the principal's leadership style in the implementation of P5 in the school.

Data and Data Sources

In this study, the type of data used is qualitative data, which refers to information that cannot be measured directly (Hadi, 2015), but presented in the form of verbal words (Muhadjir, 1998). The focus of qualitative data is to provide an overview of the reality of the leadership style of school principals at SDN Inpres 1 Lolu in the implementation of the Pancasila Student Profile Strengthening Project (P5).

Data sources in qualitative research can be words, actions, documents, and others. Primary data sources are data directly collected by researchers from their first source, such as interviews with principals, teachers, and several grade V and VI students at SDN Inpres 1 Lolu. Meanwhile, secondary data sources are sources that do not directly provide data to data collectors. Examples are pictures, photos, and documents at SDN Inpres 1 Lolu. This secondary data source serves to strengthen the results of the primary data source, so that the information obtained becomes more complete and balanced.

Data collection techniques

Data collection techniques used in this study include observation, interviews, and documentation.

1. Observation: Researchers made direct observations of environmental conditions at SDN Inpres 1 Lolu to get a clear, detailed, and complete picture of the principal's leadership style in the implementation of the Pancasila Student Profile Strengthening Project (P5). Observation is carried out in a nonparticipatory manner, where the researcher only acts as an observer without participating in the observed activities.
2. Interview: This process involves questioning directly to the principal as the main informant. Interviews are conducted using interview guidelines that have been prepared based on research problems (Herdiansyah, 2012). The researcher used an in-depth interview approach with a semistructured approach, where the aim was to gain a more open understanding of the principal's leadership style related to P5 at SDN Inpres 1 Lolu (Suggestion, 2019). Interview instruments are prepared in advance to ensure focus on the problem under study.
3. Documentation: Data that is already available in schools is used as a data source through documentation. The documentation includes various forms of information related to the leadership style of the principal at SDN Inpres 1 Lolu that is relevant to this study.

By using these diverse data collection techniques, it is hoped that researchers can obtain comprehensive and in-depth information about the leadership style of school principals in implementing P5 at SDN Inpres 1 Lolu.

Data analysis

In analyzing qualitative data, (Miles & Hubberman, 1992) emphasizing the importance of an interactive and continuous process until the data reaches saturation point. The analysis

involves three main activities: data reduction, data presentation, and conclusion drawing or verification. In addition, to ensure the validity of the data, (Suggestion, 2019) Outlines three inspection techniques: credibility test, transferability test, and dependability test. By following this procedure, researchers can ensure that their research results are trustworthy and relevant.

RESULTS AND DISCUSSION

How the Principal of SDN Inpres 1 Lolu Solves Problems and Makes Decisions in the Application of P5

Researchers conducted research on the principal of SDN Inpres 1 Lolu using observation, interview, and documentation techniques to understand the problem-solving and decision-making process related to the implementation of P5. Based on the results of the interview on February 7, 2024, it was shown that the principal always held meetings with teachers to solve problems and make decisions, with deliberation as the main approach. One example is the determination of the theme of Bhineka Tunggal Ika to overcome the problem of diversity and bullying in schools. Based on interviews on February 15, 2024, teachers also confirmed that the principal regularly held reflection meetings to find solutions to the P5 problem. Observations showed that the headmaster was directly involved in the deliberations and the meetings resulted in effective problem solving. This confirms that headteachers use a deliberative approach with staff and teachers in P5-related decision-making. The following is a picture of the implementation of the principal's meeting with the teacher council.



Figure 1. Joint meeting of the teacher council

After the decision was taken in implementing P5 at SDN Inpres 1 Lolu, there was a significant improvement in handling the problem. The principal and teacher council took prompt and appropriate measures to address the problem. The results of the meeting involving all teachers caused the problem to be resolved quickly and comprehensively. Based on interviews on February 7, 2024, principals actively take input from teachers and make decisions together, thus providing a strong foundation for problem solving. This is supported by the results of an interview on February 16, 2024, the teachers also confirmed that the decisions taken together brought tangible improvements. Thus, collective decisions enable comprehensive problem resolution and make P5 implementation run smoothly.

The principal at SDN Inpres 1 Lolu is actively involved in the decision-making process related to the implementation of P5. In the interview, he confirmed his involvement as a policy

maker and principal in the school. In addition, the teacher of Islamic religious studies also confirmed the presence and active involvement of the principal in decision-making meetings, especially in the context of P5. Thus, it can be concluded that the headmaster plays a significant role in the decision-making process in schools, especially regarding the implementation of P5. This shows his commitment as a leader in ensuring the successful implementation of the program.

How the Principal Mobilizes/Leads Subordinates (Teachers, Staff, and Students)

The principal, Ibu AH, emphasized direct guidance to staff, teachers, and students at SDN Inpres 1 Lolu. Based on the results of interviews, in meetings held, he provides guidance and direction to all staff and teacher councils, as well as providing coaching to students at apple or march. The class VI teacher also confirmed that the headmaster regularly visited each class to provide guidance on P5 learning and evaluate the activity. Based on the results of interviews on February 13, 2024, the students also noted the coaching they received, especially in the context of P5 competitions such as art and dance exhibitions, where the principal provided encouragement, motivation, and direction directly.

From the results of the study, it was concluded that coaching is carried out in two ways: globally through meetings and individually by talking directly to the individuals concerned. The principal provides guidance, direction, and motivation to teachers, staff, and students directly. Thus, the principal ensures that coaching is carried out comprehensively and has an impact on all relevant parties.



Figure 2. The principal guides teachers and students

As shown in Figure 2, the headmaster actively guides teachers in making P5 modules and visits each class to monitor the progress of the P5 program. This shows his commitment to providing direct support for the successful implementation of P5 in schools.

Furthermore, before giving orders to subordinates in the implementation of P5, the principal at SDN Inpres 1 Lolu always gives an example first. Ibu AH, the principal, asserts that she consistently sets an example to teachers and students before giving P5-related instruction. Examples given are usually in the form of practice, such as communicating directly with teachers to provide an image, or involving teacher councils or students in providing practice examples, especially in terms of respecting others and others. The principal's statement was corroborated by the testimony of all teachers and students in the school. One of the teachers, Ibu AR, asserted that the principal often gave examples before giving orders. Students also note that the principal gives examples in advance so that they can understand the instructions well.



Figure 3. Teachers set an example to teachers and students

Thus, it can be concluded that the principal not only commands, but also practices what he instructs subordinates. This is reflected in Figure 3, where the principal gives examples to the teacher about making the P5 module and to the students about making poems and reading them correctly.

The principal at SDN Inpres 1 Lolu also never sanctioned subordinates (staff, teachers, and students) who made mistakes in implementing P5. Mrs. AH emphasized that so far, the sanctions given were only in the form of advice and reprimand. This reflects the principal's approach which prioritizes a constructive and educational approach rather than harsh sanctions. This statement was corroborated by the testimony of Ibu HT, a grade I teacher, who stated that the principal only gave advice without giving harsh sanctions. This opinion is also supported by the testimony of students, such as QI, through the results of an interview on February 13, 2024 which stated that the principal never gave corporal punishment to students. The principal just gave advice and advice as usual. It can be concluded that the principal at SDN Inpres 1 Lolu adopts a more educational and constructive approach, by not giving physical sanctions to subordinates who make mistakes in implementing P5.

In addition to providing sanctions, the principal at SDN Inpres 1 Lolu also consistently gives awards to outstanding subordinates (staff, teachers, and students). Mrs. AH emphasized that she always gives appreciation or appreciation in the form of charters, trophies, and sometimes in the form of personal money to subordinates who have shown achievements. This approach shows appreciation and recognition for their hard work and dedication.

This statement is corroborated by testimony from Ms. EA, a teacher of Islamic religious studies, who confirmed that the achievements of teachers and students are often rewarded with charters, trophies, and sometimes money. This is considered as motivation for them to continue to work and achieve. The students also stated that the headmaster gave awards to those who excelled, as in the P5 race, which can be in the form of charters, trophies, and sometimes money. This shows that the principal highly values the performance and contribution of his subordinates, as well as provides positive encouragement for them to continue to develop.

Thus, it can be concluded that the principal at SDN Inpres 1 Lolu not only sanctioned, but also gave awards to outstanding subordinates. This approach reflects the support and rewards given to the entire school community for encouraging high performance and motivation. Many parents provide support and appreciation for P5 activities. They see this program as a good way to develop their children's character, including values such as mutual cooperation, integrity, and independence. Parents generally enjoy seeing their children involved in

activities that are useful and support character formation. Some parents are actively involved in P5 activities, either as supporters in project activities or as members of the school community who contribute in various ways. This participation creates a more supportive environment for children to learn and develop.



Figure 4. The principal accompanied the teacher and presented the award

As seen in Figure 4, the principal always accompanies teachers and students in every activity and gives awards as a form of appreciation for their performance. This demonstrates the principal's commitment to be actively involved in supporting and encouraging achievement in the school.

Ibu AH, the principal at SDN Inpres 1 Lolu, confirmed that she has always been involved in all activities at school, especially in activities related to P5. He even went directly to each class to see the development and improvement in P5 activities, such as making dance creations. This statement is supported by the testimony of Ibu AR, a grade II teacher, who stated that the principal was very active in all school activities. Students also supported the statement and expressed the principal's active participation in P5 activities. They stated that the headmaster always assisted the teacher in working on P5 activities and regularly visited each class to see the progress of the activities.

Thus, it can be concluded that the principal at SDN Inpres 1 Lolu plays a very active role and participates in all activities in the school, especially those related to P5. This approach demonstrates his commitment to the progress and success of the educational institution, and sets a good example for all school members to be actively involved in school activities.

The Principal's Personality in Leading the School, Especially in the Application of P5

The attitude of the principal, Mrs. AH, towards subordinates (staff, teachers, and students) looks very friendly, polite, and authoritative. He created a warm and harmonious environment in the school, where every individual was treated with respect and considered part of the family. The teacher stated that the principal's leadership attitude reflected discipline, responsibility, and concern for the success and well-being of all school members. This is supported by the student's statement stating that the principal has a very polite and friendly attitude. The use of technology, such as fingerprint-based attendance and face id, demonstrates his commitment to time management and discipline at school. Overall, the principal's attitude creates an environment conducive to P5 implementation and effective learning.

The principal, Ibu AH, showed strong confidence in her leadership. He believes that self-confidence is an important key in becoming a leader, as expressed in his statement. Based on the results of interviews with Mrs. LM, and US students, it reinforces the impression that the principal has a high level of confidence, even exceeding 100%. During the leadership, the principal showed courage and firmness in making decisions, both related to research permits

at school and in delivering messages in ceremonies. The self-confidence shown by the headmaster sets an exemplary example for teachers and students, inspiring them to develop their own self-confidence.

The principal, Ibu AH, always prioritizes a sense of unity and unity in her leadership, especially in the implementation of P5 in schools. He believes that an attitude of unity and unity is very important in organizations, including in the school environment. Based on the results of interviews with Ibu HT and AK students, it is confirmed that the principal has consistently prioritized togetherness in leading the school. Thus, the principal's firm, disciplined, kind, wise, and responsible attitude aims to make SDN Inpres 1 Lolu a more developed school.

How the Principal Communicates with Subordinates (Staff, Teachers, and Students) in P5 Implementation

The attitude and way the principal, Ibu AH, communicates with subordinates in P5 is very good, relaxed, friendly, polite, polite, warm, harmonious, firm, and authoritative. She stressed the importance of using polite and non-hurtful language in communicating, as expressed by EA's mother and the students interviewed. The headmaster seemed sociable and always asked questions about P5 to staff, teachers and students, showing his interest in the development of the programme. The positive response from students regarding the principal's attitude and way of communicating shows that he is respected and considered polite by all parties.

The principal, Ibu AH, emphasized her openness in the process of communication with subordinates, both related to P5 and matters outside it. Her statement was supported by the experience of AR mothers and students who felt that the principal was very open and could be invited to discuss or vent about various things at school. This openness creates an inclusive and supportive environment at the school, where all parties feel valued and listened to.

Relationships Established between Principals and Subordinates (Staff, Teachers and Students) in the Application of P5

The relationship between the principal, Ibu AH, and subordinates (staff, teachers, and students) is very good, close, and harmonious. His statement was supported by testimony from various parties, including teachers such as Ibu HT, Ibu EA, and Ibu FI, as well as students such as AK. They state that the headmaster is not only a leader, but also a reliable figure, a place to vent, and is considered a parent to them. The active involvement of school principals in P5 is also greatly appreciated. Overall, a close and harmonious relationship between the principal and subordinates contributes to a positive and productive school atmosphere.

The principal, Mrs. AH, insists that she tries to interact with subordinates regularly and closely, treating them like friends or relatives. This includes interactions within the application of P5 as well as outside the activity. Testimonies from teachers like Ibu LM and students like QL show that the interaction carried out by the principal is very good, polite, open, and close to all parties in the school without discriminating. The headmaster ensures that communication and interaction are direct, without intermediaries, creating a strong bond between the leadership and all members of the school community.

Principal's Attitude in Receiving Input in the Implementation of P5

The principal's attitude in accepting opinions, criticisms, and suggestions from his subordinates, be it staff, teachers, or students, is very positive and open. He appreciated the

input as an important step towards improving and progressing the school. The headmaster's reaction after receiving the input also showed openness and acceptance with a generous attitude, without showing anger or rejection.

The steps taken after receiving feedback and suggestions are very organized and proactive. The headmaster conducts meetings or meetings together with all teachers to respond to the input given. In the meeting, all members of the teacher council were invited to discuss and convey creative ideas to find solutions to existing problems. This reflects the principal's principle of being open, proactive, and prioritizing collaboration in overcoming the challenges faced by the school. If a decision is taken, the results are then communicated to all school members, demonstrating transparency and involvement of all parties in the decision-making process.

Principal's Program in P5 Implementation at SDN Inpres 1 Lolu

The program run by the principal at SDN Inpres 1 Lolu in implementing P5 has the main theme, namely "Bhinneka Tunggal Ika". This theme was chosen because it saw differences in ethnicity, religion, and culture in the school. The main purpose of this theme is to form mutual respect, tolerance, and respect for diversity among students. In addition, this theme was also raised as an effort to reduce the incidence of bullying in schools. The reason for taking the theme is based on the situation in schools, where there are differences in ethnicity, religion, and culture. With the theme *Bhinneka Tunggal Ika*, the school hopes that students can learn to respect each other and maintain tolerance between religious communities. In addition, this theme was chosen as a step to overcome the problem of bullying that still occurs in schools.

After the implementation of P5 with the theme *Bhinneka Tunggal Ika*, there was a positive change in students' attitudes and behavior. There has been an increase in politeness and a decrease in bullying cases. Students become better at communicating and being polite to others. This shows that the P5 program carried out with the theme *Bhinneka Tunggal Ika* has had a positive impact in shaping the character and behavior of students at SDN Inpres 1 Lolu.

From the results of research conducted on principals, teachers, and students at SDN Inpres 1 Lolu, it was revealed that school principals apply a democratic leadership style in implementing P5. In line with Leunupun dkk. (2020) One of the ideal leadership, a democratic leader, is a leadership style that uses the principle of cooperation or deliberation in every decision making, there are four components possessed by a leader who uses a democratic style towards his subordinates, namely responsibility, activeness, decision making, and empathy (Olla, 2017).

Table 1 presents a comparative analysis of the ideal leadership style according to Andani dkk. (2024) with the reality of the leadership style applied by the principal of SDN Inpres 1 Lolu as follows.

Table 1. Analysis of the Ideal and Reality of the Leadership Style of the Principal of SDN Inpres 1 Lolu

Indicator	Ideal	Reality
Responsibility	Measured by the structured division of obligations, as well as the implementation of	The principal of SDN Inpres 1 Lolu created a management structure regarding participation

	obligations and responsibilities that must be carried out by subordinates.	in the implementation of the P5 seminar.
Liveliness	Judging from the communication between superiors and subordinates, the principal is open to suggestions and criticisms and gives his subordinates the opportunity to give suggestions when making decisions.	During P5 learning hours, the headmaster will control the activities carried out by teachers and students in the classroom by visiting each class to see the progress of P5 implementation.
Decision	Seen for decision making carried out with subordinates by asking for consideration of decisions that must be taken and mitigation of risks that potentially arise as a result of making these decisions.	In making decisions, the principal of SDN Inpres 1 Lolu always holds deliberative meetings involving teacher councils related to the implementation of P5. Not only that, school principals often discuss an issue before making a decision.
Empathy	Judging from the drive to achieve achievements tailored to their respective abilities, and within the organization there is an atmosphere of mutual trust and respect.	The principal of SDN Inpres 1 Lolu values and trusts his subordinates. Thus, even though the principal is not available, the program is still implemented by the teachers even without supervision from the principal.

In the evaluation of the leadership of the principal of SDN Inpres 1 Lolu based on Table 1, it can be seen that despite efforts to meet expectations, there are some differences. Regarding responsibilities, although a governance structure has been established for the P5 seminar, a more structured approach to the distribution of obligations can be strengthened (Mardizal & Jalinus, 2023). Meanwhile, in terms of activeness, the principal has been active in controlling activities during P5 learning hours. In addition, the empathetic aspect reflected by appreciation and trust in subordinates has been manifested, but it is important to pay more attention to the encouragement of achievement tailored to the individual's ability to create a more supportive environment (Pianda, 2018). Thus, while principals have demonstrated commitment to some expected aspects of leadership, there is room for improvement in realizing more ideal standards according to each indicator.

CONCLUSION

The principal of SDN Inpres 1 Lolu shows an ideal leadership style in solving problems, making decisions responsibly, and mobilizing his subordinates through direct coaching without using violence. His friendly, decisive, and authoritative personality allows for harmonious relations with his subordinates and the school community, as well as accepting input casually and sincerely. The P5 program with the theme Bhinneka Tunggal Ika has succeeded in changing the attitudes of students to be more tolerant, respectful, and polite. The advice given is that the principal continue to apply the pattern of Asah, Asih, Asuh to all school residents to maintain harmony, and all school residents together to maintain the school environment to remain safe, comfortable, cool, peaceful, clean, and conducive.

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