

THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP STYLE AND TEACHERS' READINESS ON THE LEVEL OF IMPLEMENTATION OF P5 IN ELEMENTARY SCHOOLS IN PABERIWAI DISTRICT

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Abstract

This study aims to analyze the influence of principal leadership style and teacher readiness on the implementation level of the Pancasila Student Profile Strengthening Project (P5) in elementary schools throughout Paberiwai District, East Sumba Regency. The study employed a quantitative approach with a survey method. The study population was all elementary school teachers in Paberiwai District, with a sample size of 40 respondents determined through total sampling. Data collection was conducted using a questionnaire that had undergone validity and reliability testing. The data were analyzed using multiple linear regression analysis with the help of SPSS, along with classical assumption tests, t-tests, and F-tests. The results showed that principal leadership style had no significant effect on P5 implementation. Conversely, teacher readiness had a positive and significant partial effect on P5 implementation, with a standardized regression coefficient (β) of 0.441 and a significance level of 0.022 (<0.05), indicating that teacher readiness contributed 19.45% to the variation in P5 implementation. Simultaneously, the principal's leadership style and teacher readiness significantly influenced the implementation of P5, with an R-square value of 0.600. This indicates that the two variables together explain 60.0% of the variation in P5 implementation, while the remainder is influenced by factors outside the research model. Based on these findings, it can be concluded that teacher readiness is a key factor in the successful implementation of P5 in elementary schools throughout Paberiwai District. The role of the principal's leadership style needs to be strengthened to achieve a more tangible impact. This research provides important implications for education management in the 3T (Underdeveloped, 3T) regions, particularly in formulating policies to increase teacher capacity and strengthen school leadership to support the success of the Independent Curriculum through the implementation of P5.

Keywords: Principal Leadership Style, Teacher Readiness, P5 Implementation, Independent Curriculum



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INTRODUCTION

The Pancasila Student Profile Strengthening Project (P5) is an important part of the Independent Curriculum which aims to shape students to have competencies according to Pancasila values through project-based learning.¹ P5 is designed to develop six main character dimensions, namely faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative.² In addition, P5 is also an effort to encourage the quality of education in Indonesia which focuses on the character of students to realize a generation that is faithful and devoted, independent, critically reasoning, creative, and working together.³

The implementation of P5 in Indonesia is very varied. For example, the implementation of P5 in elementary schools on the island of Java showed positive results, although the success rate varied between schools. Another example is the implementation of P5 in Central Java and Yogyakarta can strengthen the character of students, especially in the aspects of mutual cooperation, creativity, and critical reasoning.⁴ The results of research at SDN 1 Bantul, for example, found that the implementation of P5 has gone well and has a real impact on strengthening students' character.⁵ Another study at SD Purbalingga (Central Java) shows that the implementation of P5 can increase student involvement and strengthen the dimension of Pancasila student profile. The results of research in West Jakarta on the implementation of P5 are able to improve students' creative thinking skills.⁶

¹ Yogi Anggraena dkk., *Projek Penguatan Profil Pelajar Pancasila* (Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), <https://repositori.kemdikbud.go.id/24964/>.

² Naila Risdiana Rahmawati dan Oksiana Jatningsih, "Kesiapan Guru dalam Melaksanakan Projek Penguatan Profil Pelajar Pancasila di SDN Gumeng Mojokerto," *Jurnal Pendidikan Tambusai* 8, no. 1 (2024), <https://doi.org/10.31004/jptam.v8i1.13019>; Anggraena dkk., *Projek Penguatan Profil Pelajar Pancasila*.

³ Andi Besse Rizka Amalyah dkk., "Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) di SD Negeri 3 Balangnipa," *Pedagogy: Journal of Multidisciplinary Education* 1, no. 2 (November 2024), <https://doi.org/10.61220/pedagogy.v1i2.249>; Heni Afipah dan Imamah Imamah, "Implementasi Projek Penguatan Profil Pelajar Pancasila terhadap Enam Dimensi Karakter di PAUD," *Journal of Education Research* 4, no. 3 (September 2023), <https://doi.org/10.37985/jer.v4i3.456>; Wresni Pujiyati, "Kepemimpinan Pendidikan Masa Pandemi Covid-19 Pada Pendidikan Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (November 2021), <https://doi.org/10.31004/obsesi.v6i3.1804>.

⁴ Andrew Fernando dan Erna Zumratan, "Evaluasi Pelaksanaan Projek Penguatan Profil Pelajar Pancasila di Sekolah Dasar: Evaluation of the Implementation of the Project on Strengthening the Profile of Pancasila Students in Elementary Schools," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 8, no. 1 (Mei 2025): 137–50, <https://doi.org/10.54069/attadrib.v8i1.875>; Fariha Maulida dan Heri Dermawan, "Penguatan Profil Pelajar Pancasila (P5) Pada Kurikulum Merdeka di Sekolah Dasar," *TADRUSUUN: JURNAL PENDIDIKAN DASAR* 3, no. 1 (Maret 2024), <https://doi.org/10.62274/tadrusuun.v3i1.124>.

⁵ Bagus Handoko, Ali Mustadi, dan Yeyen Febrilia, "Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) SD Negeri 1 Bantul," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 8, no. 5 (September 2024), <https://doi.org/10.31004/obsesi.v8i5.6126>.

⁶ Heni Farida dan Munawwarah Samad, "Strategi Guru Dalam Mengenalkan Pendidikan Karakter Pada Anak Di Paud Qur'at Aina," *Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini* 9, no. 1 (Mei 2025), <https://doi.org/10.24853/yby.9.1.63-74>.

In the midst of the complexity of educational challenges, the role of school principals is very important in ensuring the successful implementation of project-based learning approaches. According to Wresni, school principals have a strategic role in directing, facilitating, and motivating teachers to adopt curriculum changes.⁷ A learning-oriented leadership style can also drive the success of character building programs because it focuses on teacher professional development and the school's reflective culture. School principals play a role as pioneers of Pancasila leadership to form quality P5.⁸ The principal's leadership style is able to encourage teachers' commitment in implementing P5-based learning. Instructional leadership also contributes to the effectiveness of P5 through supervision of the learning process and support for teacher competency improvement. In addition, participatory leadership increases teachers' sense of ownership of school programs that are active in developing and implementing P5 projects. In Muthoharoh's opinion, said that the role of the principal is very important in organizing and mobilizing existing resources.⁹ Therefore, the support of school principals in the provision of resources, training, and collaboration spaces has been proven to increase teachers' readiness to carry out a character curriculum such as P5.

In addition to the leadership style factor, the teacher readiness factor is also one of the factors that affect the implementation of P5 because teachers who have good pedagogic competence are better able to design and implement project-based learning effectively. Fatikhatussyifa stated that teachers' readiness includes aspects of knowledge, skills, and attitudes in adapting to curriculum changes.¹⁰ In addition, research shows that a teacher's mental readiness and positive attitude towards curriculum changes greatly influences the success of innovative programs such as P5. The success of the implementation of P5 is highly dependent on teacher readiness, as teachers play an important role in designing, implementing, and evaluating project-based learning activities.¹¹ Therefore, support for teachers' professional development can also increase their readiness to implement new learning approaches, including character projects within P5.

⁷ Pujiyati, "Kepemimpinan Pendidikan Masa Pandemi Covid-19 Pada Pendidikan Anak Usia Dini."

⁸ Mohammad Zahran Annaafi dan Wakhudin Wakhudin, "Peran Kepemimpinan Kepala Sekolah dalam Mewujudkan Projek Penguatan Profil Pelajar Pancasila (P5) di SD Negeri 2 Sokaraja Kulon Banyumas," *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)* 4, no. 2 (Juli 2024), <https://doi.org/10.53299/jppi.v4i2.548>.

⁹ Khoirul Muthoharoh, Amirutun Nahdliyah, dan Moh Harun Al Rosid, "Peran Kepemimpinan Kepala Sekolah Dalam Penerapan Projek Penguatan Profil Pelajar Pancasila (P5)," *Jurnal Manajemen Pendidikan Islam Darussalam* 6, no. 2 (September 2024), <https://doi.org/10.30739/jmpid.v6i2.3370>.

¹⁰ Mita Fatikhatussyifa, "Pengaruh Kepemimpinan Kepala Sekolah dan Kesiapan Guru terhadap Efektivitas Pembelajaran Daring pada Masa Pandemi COVID-19 di MA Sunan Pandanaran" (Skripsi, UIN Sunan Kalijaga Yogyakarta, 2022), <https://digilib.uin-suka.ac.id/id/eprint/52441/>.

¹¹ Fariha Maulida dan Heri Dermawan, "Penguatan Profil Pelajar Pancasila (P5) Pada Kurikulum Merdeka di Sekolah Dasar."

Previous studies have shown that the implementation of P5 is strongly influenced by the leadership of the principal and the role of teachers. A study by Hanun Qoriah et al., found that visionary, participatory, and adaptive school principals are able to increase school readiness in implementing the Independent Curriculum, but the study only focuses on the high school context and has not examined the statistical relationship between leadership and the success of P5 implementation directly.¹² In addition, Raissa & Supriyanto's research shows that the role of principals and teachers in planning, implementing, and evaluating the P5 program is very important, but the study is qualitatively descriptive and does not examine the contribution of the influence of these two variables on the level of P5 implementation.¹³

The results of the literature search show that research on the implementation of P5 is still limited and generally only discusses the variables of principals' leadership or teacher readiness separately, so there has been no study that simultaneously analyzes the relationship between these two factors to the success of P5 as a whole. In addition, existing research also tends to focus on certain educational units only, especially schools in areas with more advanced access to education. This condition is reinforced by the finding that most of the research on P5 is mostly conducted on the island of Java, while studies that raise the context of schools in 3T areas (disadvantaged, frontier, and outermost) are still very minimal. As a result, there is no research data on the relationship between leadership style and teacher readiness to the implementation of P5 in 3T areas, especially in East Sumba Regency, in this case in several elementary schools in Paberiwai District. Therefore, this study needs to be carried out, to find out the relationship between the principal's leadership style and teachers' readiness for the implementation of P5 in Paberiwai District.

Based on preliminary field data obtained through the distribution of initial questionnaires to elementary school teachers and principals in Paberiwai District, East Sumba Regency, it was found that the implementation of the Pancasila Student Profile Strengthening Project (P5) has not been running optimally and tends to vary between schools. Some schools stated that they had implemented P5 in the form of projects, but in many cases the implementation had not been supported by an adequate system, such as the lack of a special P5 planning team, the lack of a structured evaluation mechanism, and the implementation that was not routine at least once per semester. In addition, preliminary data showed dominant obstacles in the form of

¹² Luqyanah Hanun Qoriah dkk., "Analisis Gaya Kepemimpinan Kepala Sekolah Pada Kurikulum Merdeka," *Jurnal Kajian Ilmiah Interdisipliner* 9, no. 10 (2025), <https://sejurnal.com/pub/index.php/jkii/article/view/5957>.

¹³ Surya Raissa Dharmawan dan Supriyanto, "Peran Kepala Sekolah Dan Guru Dalam Pengelolaan Proyek Penguatan Profil Pelajar Pancasila (P5) Di SDN 2 Cakranegara Mataram," *Inspirasi Manajemen Pendidikan* 11, no. 4 (2023), <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/64314>.

teachers' incomplete understanding of the P5 concept, limitations in technical training, confusion in determining project themes and assessments, and low confidence among some teachers in implementing P5. Other obstacles that often arise include limited facilities and infrastructure, limited project implementation time, weak collaboration between teachers, and lack of parental and community involvement. These preliminary findings indicate that the low implementation of P5 in elementary schools in Paberiwai District is not caused by a single factor, but is related to the support of the principal's leadership and teacher readiness, thus strengthening the urgency of research to analyze the influence of these two variables on the level of P5 implementation in the 3T area. Based on the description above, the question of this research is how much influence the principal's leadership style and teacher readiness simultaneously affect the level of implementation of P5 in elementary schools in Paberiwai District.

RESEARCH METHODS

This study uses a quantitative approach with a correlational research design that aims to determine the leadership profile of school principals and teachers' readiness for the success of P5 implementation in elementary schools in Paberiwai District, East Sumba Regency. The correlation coefficient produced identified the degree of relationship between the influence of the principal's leadership and teachers' readiness on the success of the implementation of P5 in elementary schools in Paberiwai District. To determine the sample, teachers with ASN status and already have an educator certificate. So there are 78 respondents with *purposive sampling* based on the place and people who help us most understand our central phenomenon. The data collection technique with the Questionnaire refers to the Likert Scale assessment.

Data analysis was carried out using a partial test (t-test) used to determine the influence of the principal's leadership style (X1) on the level of implementation of P5 (Y) and the influence of teacher readiness (X2) on the level of implementation of P5 (Y). Furthermore, a simultaneous test (F test) was used to determine the influence of the principal's leadership style and teachers' readiness together on the level of P5 implementation. The significance level used in hypothesis testing is 0.05.

RESULTS AND DISCUSSION

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	X2, X1 ^b	.	Enter

a. Dependent Variable: Y

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.775 ^a	.600	.579	7.53870	1.668

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3157.991	2	1578.996	27.784	.000 ^b
	Residual	2102.784	37	56.832		
	Total	5260.775	39			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.533	14.745		1.460	.153
	X1	.441	.221	.369	1.994	.054
	X2	.544	.228	.441	2.387	.022

a. Dependent Variable: Y

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	110.7239	144.1385	131.0750	8.99856	40
Residual	-24.13851	17.94383	.00000	7.34286	40
Std. Predicted Value	-2.262	1.452	.000	1.000	40
Std. Residual	-3.202	2.380	.000	.974	40

a. Dependent Variable: Y

The F test was used to find out whether the variables X1 (Principal's Leadership Style) and X2 (Teacher Readiness) together had a significant effect on the Y variable (P5 Implementation). Basis for decision-making: If Sig. < 0.05 → H₀ is rejected (significant model). If Sig. ≥ 0.05 → H₀ is accepted. Test Result F (ANOVA) F calculation = 27.784, Sig. = 0.000. Since the value of Sig. = 0.000 < 0.05, H₀ is rejected. Conclusion The Principal's Leadership Style (X1) and Teacher Readiness (X2) simultaneously had a significant effect on the Implementation of P5 (Y). Thus, the regression model is feasible to be used to explain the relationship between X1, X2, and Y. Partially, the principal's leadership style (X1) had no significant effect on the implementation of P5 (Y), although the direction of the influence was positive. teacher readiness (X2) has a positive and significant effect on the implementation of P5 (Y).

Table 1. Test Results t

Variabel	Sig.	Keputusan	Kesimpulan
X1 – Gaya Kepemimpinan Kepala Sekolah	0,054	H ₀ diterima	Tidak signifikan
X2 – Kesiapan Guru	0,022	H ₀ ditolak	Signifikan

These results show that the success of the implementation of P5 is more influenced by the readiness of teachers directly, rather than the leadership style of the principal. Leadership remains important, but its influence tends to be indirect and likely mediated by other factors (e.g. school culture or policy support). Based on the results of the regression analysis, the Teacher Readiness variable (X2) has a standardized regression coefficient value ($\beta = 0.441$) with a significance value of $0.022 < 0.05$. Thus, H₂ is accepted, which means that Teacher Readiness has a positive and partially significant effect on the Implementation of P5. The contribution of the influence of Teacher Readiness on the implementation of P5 is partially calculated using the square of the beta coefficient, which is 19.45%. This shows that Teacher Readiness contributes 19.45% to the variation of P5 Implementation, while the remaining 80.55% is influenced by other variables outside the research model. The Principal's Leadership Style and Teacher Readiness simultaneously have a significant effect on the Implementation of P5. Based on the results of multiple linear regression analysis, the R Square value of 0.600 was obtained. This shows that the Principal's Leadership Style (X1) and Teacher Readiness (X2) are simultaneously able to explain 60.0% variation in the P5 (Y) Implementation Level.

The test results showed that partially the principal's leadership style (X1) had no significant effect on the implementation of P5, while the teacher's readiness (X2) had a positive and significant influence. Diagnostically, these findings indicate that the implementation of P5 in the field is more determined by operational factors and the readiness of the direct implementing actors, namely teachers, than by the leadership style of school principals which are structural and strategic. This can be due to the possibility that the principal's policies, vision, and direction have not been fully internalized in learning practice, or that the leadership role is indirect so that the impact is not immediately apparent at the P5 implementation level.

Based on these findings, it can be predicted that the increase in the implementation of P5 in the future will depend heavily on the level of teacher readiness, especially in terms of understanding the P5 concept, project planning ability, pedagogical competence, and commitment to implementation. If teachers' readiness continues to be improved through training, mentoring, and resource support, the level of implementation of P5 is expected to experience a significant increase. On the other hand, if teacher readiness is stagnant or declining, then the implementation

of P5 has the potential to be suboptimal even though there is leadership support at the school level.

Prescriptively, the results of this study emphasize the need for a school policy strategy that focuses on strengthening teacher readiness as a top priority in the implementation of P5. School principals are expected not only to play the role of policy makers, but also as facilitators who encourage the development of teacher competencies through continuous training programs, learning communities, and reflective academic supervision. In addition, the synergy between the principal's leadership style and teachers' readiness needs to be strengthened so that the simultaneous influence of both, which has proven to be significant, can be maximized in improving the quality and sustainability of the implementation of the Pancasila Student Profile Strengthening Project.

Education is one of the important aspects of national development which aims to educate the life of the nation and grow the quality of Indonesian human beings as a whole in accordance with the values of Pancasila and the 1945 Constitution.¹⁴ In an effort to improve the quality of education, the Indonesian government introduced the Independent Curriculum which emphasizes strengthening the Pancasila Student Profile through the Pancasila Student Profile Strengthening Project (P5). P5 is a project-based learning approach that encourages students to observe and solve problems in the surrounding environment by developing five main aspects, namely self-potential, self-empowerment, self-improvement, self-understanding, and social role.¹⁵

The success of the implementation of P5 is highly dependent on the participation of school principals and teachers as the main implementers in the field. Effective leadership of school principals is able to create visions and strategies that are adaptive to change, as well as provide support and empowerment to teachers in facing new learning challenges. In addition, teachers' readiness to change is also a crucial factor in supporting the optimal implementation of P5. This readiness includes an open attitude to innovation, commitment to change, and the ability to adopt new learning methods that suit students' needs.¹⁶ Research conducted by Maula & Rifqi, shows that principals' leadership and teacher readiness have a positive and significant influence on teacher performance, which in turn impacts the successful implementation of educational

¹⁴ Annaafi dan Wakhudin, "Peran Kepemimpinan Kepala Sekolah dalam Mewujudkan Proyek Penguatan Profil Pelajar Pancasila (P5) di SD Negeri 2 Sokaraja Kulon Banyumas."

¹⁵ Sri Darmayanti, Zahriyanti Zahriyanti, dan Saiful Bahri, "Pengaruh Kemampuan Manajerial, Kepemimpinan Kepala Sekolah, dan Budaya Organisasi Sekolah Terhadap Kinerja Guru dalam Implementasi Kurikulum Merdeka Belajar di MIN se-Kabupaten Aceh Tenggara," *EDU SOCIETY: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 4, no. 3 (Desember 2024), <https://doi.org/10.56832/edu.v4i3.599>.

¹⁶ Susanti Apriana, Suriswo Suriswo, dan Rahmad Agung N, "Implementasi Kurikulum Merdeka Melalui Penguatan Profil Pelajar Pancasila Gugus Raden Saleh," *Journal of Education Research* 5, no. 3 (Juli 2024), <https://doi.org/10.37985/jer.v5i3.1408>.

programs such as P5.¹⁷ Therefore, it is important to specifically examine how these two variables affect the implementation of P5 in Paberiwai District, East Sumba Regency, given the unique local context and challenges faced in the implementation of this curriculum in the area.

This research is based on the Grand Theory of transformational leadership from Bernard M. Bass and Ronald E. Riggio, which explains that effective leaders are not only regulating, but able to inspire, stimulate thoughts, and give individual attention to teachers.¹⁸ Transformational leadership increases commitment, loyalty, and performance through changes in followers' values, motivation, and behavior, so that principals play a major role in encouraging innovation, collaboration, and teachers' willingness to implement new programs such as P5. This theory provides the foundation for how the principal's leadership style can affect the level of implementation of P5.

Furthermore, this study uses the Middle Theory of teacher readiness from Darling-Hammond and Bransford. Teacher readiness is understood as a combination of knowledge about how students learn, mastery of content and pedagogy, and adaptive ability to design learning according to needs. A ready teacher is a teacher who is able to interpret the objectives of the curriculum, manage the learning process, use assessments appropriately, and reflect and develop themselves. This theory explains why the quality of P5 implementation is largely determined by teachers' competence and readiness to facilitate project-based learning that demands creativity, flexibility, and a deep understanding of learning.

At the application level, this study uses Applied Theory Project-Based Learning (PBL) from Gulbahar Beckett, which states that project-based learning is rooted in John Dewey's philosophy of learning through real experience. PBL places students in authentic activities that develop 21st-century skills such as collaboration, creativity, communication, and problem-solving. P5 as a project-based learning model has principles that are in line with Beckett's theory, which requires the active role of teachers in designing projects, facilitating collaborative processes, and evaluating learning products and processes. Thus, this theory becomes an operational basis for understanding how P5 is implemented in elementary schools and how teacher readiness and principal's leadership style affect its success.

¹⁷ Ailatul Maula dan Ainur Rifqi, "Peran Kepemimpinan Kepala Sekolah dalam Mewujudkan Projek Penguatan Profil Pelajar Pancasila (P5) di SDN Sidotopo I/48 Surabaya," *Edu Learning: Journal of Education and Learning* 2, no. 1 (2023).

¹⁸ Bernard M. Bass dan Ronald E. Riggio, *Transformational Leadership* (Psychology Press, 2006).

CONCLUSION

The conclusion of this study is that the Principal's Leadership Style does not have a significant effect directly on the implementation of P5. Although the direction of influence is positive, a significance value greater than 0.05 indicates that the influence is not statistically strong enough when the other variables in the model are controlled. These findings indicate that the leadership role of school principals in the implementation of P5 tends to be indirect and requires the support of other factors in order to have a real impact. Furthermore, the results of the analysis show that Teacher Readiness has a positive and significant effect partially on the Implementation of P5. The Teacher Readiness variable has a standardized regression coefficient of $\beta = 0.441$ with a significance value of $0.022 < 0.05$, so the second hypothesis is accepted. The contribution of the influence of Teacher Readiness on the Implementation of P5 is partially 19.45%, which shows that teacher readiness is an important and dominant factor in determining the success of the implementation of the Pancasila Student Profile Strengthening Project in schools. Simultaneously, the Principal's Leadership Style and Teacher Readiness have a significant effect on the Implementation of P5. An R-Square value of 0.600 indicates that the two variables together are able to explain 60.0% of the variation in the P5 implementation, while the remaining 40.0% is influenced by other factors outside the research model. These findings confirm that the success of the implementation of P5 is not only determined by one factor, but is the result of the interaction between school leadership and teachers' readiness to implement education policies effectively. Based on the results of research that show that Teacher Readiness has a positive and partially significant effect on the Implementation of P5, it is suggested that schools and education policy makers prioritize increasing teacher readiness. These efforts can be carried out through continuous training related to P5 concepts and practices, implementation assistance based on teacher needs, and the provision of contextual teaching tools and P5 modules. With the increase in teacher readiness, it is hoped that the implementation of P5 can run more effectively and sustainably.

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