

## The Implementation of Ki Hadjar Dewantara's Leadership in the Strengthening of the Pancasila Student Profile Project at SMP Negeri 3 Marioriwawo, Soppeng Regency

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Received: 5 October 2024  
Revised: 10 October 2024  
Accepted: 29 October 2024

### Abstract

This study is motivated by the challenges faced by some teachers in implementing the Pancasila Student Profile Strengthening Project at SMPN 3 Marioriwawo, Soppeng Regency. The study aims to describe the implementation of Ki Hadjar Dewantara's leadership principles in teaching. The research method used is qualitative, with data collection techniques including interviews, observations, and documentation. Data analysis is conducted through three stages: data reduction, data presentation, and verification, while data validity is ensured using source and method triangulation techniques. The findings indicate that in the implementation of Ing Ngarsa Sung Tuladha (leading by example), the principal and teachers identify students' needs by designing diagnostic assessments and consistently instilling discipline through the enforcement of a code of ethics. In the implementation of Ing Madya Mangun Karso (inspiring in the middle), the principal forms an implementation team through discussions with teachers, collaborates with parents and external parties, motivates students using prompting questions, conducts field surveys, and facilitates learning resources tailored to students' interests. For Tut Wuri Handayani (supporting from behind), teachers organize open discussions, brainstorming sessions, and provide opportunities for students to present their ideas while giving constructive feedback. Additionally, the principal conducts regular observations. This research is expected to provide insights into leadership and educational practices in schools, as well as support the development of character and Pancasila values among students.

**Keywords:** Leadership, Ki Hadjar Dewantara, Pancasila Student Profile

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**How to Cite:** Asmar, A., Ansar, A., & Pada, A. (2025). The Implementation of Ki Hadjar Dewantara's Leadership in the Strengthening of the Pancasila Student Profile Project at SMP Negeri 3 Marioriwawo, Soppeng Regency. *International Journal of Education, Information Technology, and Others*, 8(1), 76-85. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/11057>

### INTRODUCTION

Ki Hadjar Dewantara's educational philosophy in Indonesia is highly relevant and significant, as his principles offer solutions that address modern educational challenges. As a pioneer of national education, Ki Hadjar Dewantara promoted profound concepts such as kodrat alam (natural disposition), kodrat zaman (the spirit of the times), among (guidance), and budi pekerti (character), which remain highly applicable in the context of contemporary education. As stated in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum for Early Childhood Education, Basic Education, and Secondary Education.



Ki Hadjar Dewantara stated that “it is necessary for our children (of Taman Siswa) to bring their lives closer to the life of the people, so that they not only have ‘knowledge’ about the lives of the people but can also ‘experience’ it themselves, and therefore will not live separated from their people.” This thought is closely related to the Pancasila Student Profile Strengthening Project (P5). In P5, students are encouraged not only to understand the values of Pancasila theoretically but also to apply them in real life through projects that actively involve community participation. The principle emphasized by Ki Hadjar, namely bringing students closer to the life of the people, aligns with the spirit of P5, which encourages students to engage in activities relevant to social issues, enabling them to directly experience and contribute to society. This also strengthens the sense of togetherness and social responsibility, which are central to P5 and Ki Hadjar Dewantara's teachings.

Junior High School is a crucial transitional period in students' development, where the formation of character and Pancasila values begins to be emphasized. This is relevant to the implementation of the Pancasila Student Profile Strengthening Project (P5). In this study, the researcher is interested in conducting research at SMPN 3 Marioriwawo, Soppeng Regency. This school is located in a remote area with limited access to technology and distance from the city, but these limitations have been overcome through initiatives such as building a Wi-Fi network and utilizing technology to support learning and P5 activities.

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## **THEORETICAL REVIEW**

### **The Concept of Principal Leadership**

Educational leadership refers to various actions or activities carried out by a school principal to mobilize teachers, staff, students, and community members to contribute to the implementation of educational programs at the school. Additionally, educational leadership encompasses all efforts aimed at influencing individuals within the educational environment in specific situations, so they are willing to collaborate with full responsibility and sincerity to achieve the predetermined educational goals (Santika, 2017).

### **Biography and Thoughts of Ki Hadjar Dewantara**

The idea of "Merdeka Belajar" (Freedom to Learn) is rooted in the philosophy of Ki Hadjar Dewantara. According to him, this concept was developed through discussions with various policymakers from fields such as law, social sciences, ethics, and education. Ki Hadjar Dewantara is known for guiding children to become individuals who are independent in their inner selves, thoughts, and physical abilities. This philosophy forms the foundation of the "Merdeka Belajar"

concept implemented by the Ministry of Education, Culture, Research, and Technology (Noventari, 2020 in Febriyatko et al., 2023).

Ki Hajar Dewantara, originally named Raden Mas Suwardi Suryaningrat, was born in Yogyakarta on May 2, 1889. He was a descendant of Sunan Kalijaga. At the age of 39, Raden Mas Suwardi Suryaningrat changed his name to Ki Hajar Dewantara. His surroundings greatly influenced his soul, fostering a deep sensitivity to art, culture, and religion. After adopting his new name, he found it easier to interact with ordinary people, making his struggles more readily accepted by society at that time (Suwahyu, 2018).

### **The Concept of Budi Pekerti (Character and Morality)**

Ki Hadjar Dewantara viewed education as a dynamic process that continually progresses and evolves. Education, according to him, must be adaptable to the changing times to optimally shape a child's character. "Budi" is interpreted as thought and will, while "Pekerti" refers to the force or energy that drives actions. Thus, budi pekerti reflects the inner qualities of a person, starting from ideals and culminating in concrete actions (Mery et al., 2022).

### **The Concept of the Among System in Education**

Ki Hadjar Dewantara is a prominent Indonesian figure who imparted valuable lessons in shaping the nation's character. His thoughts are highly relevant to the archipelago's culture. In his educational practice, Ki Hadjar Dewantara implemented the "Among System" or "Among Method." This system places students at the center of the educational process, aiming to nurture their independence in heart, mind, and effort. Teachers are not merely tasked with delivering useful knowledge but also guiding students to independently discover and apply knowledge for the common good. The knowledge provided should benefit both the physical and spiritual needs of life within society (Efendy, 2023).

The Among System is based on two main principles: respecting the natural traits of children and upholding the principle of freedom founded on familial values. These principles aim to support the physical and emotional growth of children, not through commands or coercion but through guidance. While children are granted as much freedom as possible, limitations are still imposed to ensure that such freedom is not misused to act irresponsibly (Efendy, 2023).

### **The Trilogy of Leadership by Ki Hadjar Dewantara**

In the Among System, every educator leading the educational process must adhere to the principles of: Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani.

Ing Ngarsa Sung Tuladha means that educators, as individuals with greater knowledge and experience, must serve as good role models for students. Educators are expected to be a "central figure" that students can look up to. Ing Madya Mangun Karsa signifies that educators, in their position among students, are tasked with fostering enthusiasm, interest, and motivation. Teachers should encourage students to be creative and productive, guiding their efforts toward achieving noble and ideal goals. Tut Wuri Handayani carries a profound meaning

in the educational process. Tut Wuri means following from behind with full attention and responsibility, based on genuine love and care without ulterior motives. This approach avoids authoritarian, possessive, overly protective, or arbitrary permissive attitudes. Handayani means granting freedom and opportunities to students, accompanied by attention and guidance that allows them to learn through their own initiative and experience. This aims to enable students to develop according to their natural personal path (Tarigan et al., 2022:154).

## **RESEARCH METHOD**

### **Type of Research**

This research employs a qualitative approach, aimed at gaining a deep understanding of the phenomenon based on the data collected. The study does not focus on numerical data, but rather on phenomena and expert opinions, which are gathered, analyzed, and transformed into research findings. The research type used is descriptive research, aimed at systematically obtaining accurate interpretations of facts from specific conditions or situations. This study is conducted at SMP Negeri 3 Marioriwawo, located at Tanjonge, Kec. Marioriwawo, Kab. Soppeng, South Sulawesi Province. To generate significant data aligned with the research objectives, techniques employed in this study include observation, interviews, and documentation. Data analysis techniques used are data reduction, presentation, and drawing conclusions. Data validity checks are conducted using triangulation techniques, specifically source triangulation and method triangulation.

Qualitative research can be simply defined as a type of research where findings are not generated through statistical procedures, but rather through the understanding and interpretation of the researcher regarding the meanings of events, interactions, or behaviors of subjects in a specific context from the researcher's perspective. (Feny Rita Fiantika et al., 2022:4). To produce significant data that aligns with the research needs and objectives, the techniques utilized in this study will include observation, interviews, and documentation. Observation is a complex process composed of biological and psychological elements. In using the observation technique, the most important aspect is relying on the researcher's observation and memory (Hardani et al., 2020:122). In the interview process, the researcher will prepare an interview guide in the form of a draft of questions to be posed to the informants. During the interview, the researcher may adapt questions based on the situation in the field, while still adhering to the interview guide that has been previously developed. Documentation in this study will be used to support the information obtained, including various descriptions of the school and supporting data related to the process of developing religious culture at SMP 3 Marioriwawo.

### **Time and Place of Research**

The research will be conducted over 3 weeks, from October to November 2024. The study will take place at SMP Negeri 3 Marioriwawo, located at Tanjonge, Kec. Marioriwawo, Kab. Soppeng, South Sulawesi Province.

### **Research Focus**

Related to the research title, which explores the implementation of Ki Hadjar Dewantara's leadership and the Pancasila Student Profile Strengthening Project at SMPN 3 Marioriwawo, the researcher will outline the focus of the study in a broad and detailed manner to ensure a clearer understanding.

The focus of this research is to gain an overview of the implementation of Ki Hadjar Dewantara's leadership and the Pancasila Student Profile Strengthening Project at SMPN 3 Marioriwawo.

### **Description of Research Focus**

#### **Ki Hadjar Dewantara's Leadership**

Ki Hadjar Dewantara's leadership is the application of principles and values developed by Ki Hadjar Dewantara within the educational context. This leadership approach emphasizes the principles of "Ing Ngarsa Sung Tuladha" (leading by example), "Ing Madya Mangun Karsa" (inspiring and motivating from the middle), and "Tut Wuri Handayani" (supporting from behind). These principles aim to foster independence, character development, and responsibility among students.

#### **Pancasila Student Profile Strengthening Project (P5)**

P5 (Pancasila Student Profile Strengthening Project) is a program initiated by the Indonesian Ministry of Education aimed at developing students with character aligned with Pancasila values. The program focuses on six key dimensions: faith and piety to God, moral integrity, global diversity, teamwork, independence, critical thinking, and creativity. P5 is integrated into learning activities, extracurriculars, and thematic projects that cater to students' needs and interests, preparing them to meet the challenges of the modern world.

## **RESEARCH RESULTS AND DISCUSSION**

SMP Negeri 3 Marioriwawo is a public junior high school located in Marioriwawo Subdistrict, Soppeng Regency, South Sulawesi. The school was established on August 8, 1987, based on the Decree of Establishment No. 025/0/1987 and operates under the Ministry of Education and Culture. With a total of 306 students, this school is supported by professional teaching staff, ensuring quality learning experiences.

### **Implementation of Ingarso Sung Tulodho in the Pancasila Student Profile Strengthening Project.**

Being a role model in education goes beyond demonstrating good behavior and attitudes in front of students; it also involves being fully present with a deep understanding of students' needs. This includes the ability to understand students' backgrounds, whether socially, emotionally, or academically. Ki Hadjar Dewantara, who emphasized the importance of understanding kodrat alam (natural disposition) and kodrat zaman (the spirit of the times), embodies this approach.

#### **a. Understanding the Comprehensive Needs of Students**

Based on the research, diagnostic assessments are used to identify students' needs in understanding their requirements. The school principal plays a role in overseeing the implementation of these assessments by monitoring the

results of observations and interviews conducted by teachers. After collecting data from these assessments, student profiles are mapped. This mapping allows for the grouping of students based on their abilities, interests, and learning styles. With this information, teachers as facilitators can adjust teaching methods and P5 activities to better align with students' needs

b. Setting an Example in Character Development for the School Community

Setting an example in character development is an essential duty for leaders in the education world. The school principal and teachers strive to demonstrate discipline, consistency, and responsibility in accordance with professional ethics. They also create spaces for dialogue to help students understand differences. The restorative triangle approach is applied as a method to guide students in recognizing their mistakes, understanding their social impact, and improving themselves without the threat of punishment. They also actively practice spiritual values such as praying before learning, humility, honesty, gratitude, and mutual help.

**Implementation of *Ing Madya Mangun Karso* in the Pancasila Student Profile Strengthening Project**

The implementation of *Ing Madya Mangun Karso* in the Pancasila Student Profile Strengthening Project involves how a leader fosters collaboration, communication, motivation, and facilitation of students according to their needs.

a. Building Collaboration and Communication with All Resources

Based on the research, leaders formed a P5 implementation team where the school principal identified the potential and competencies of each teacher, particularly those related to partnerships with students. The principal coordinated through meetings with teachers, emphasizing the importance of a strong shared vision and designing programs that meet students' needs. Furthermore, the principal actively involved parents in various activities, both formal and informal. Teachers encouraged parental participation, such as observing their children's interests at home and providing moral and material support. The principal also collaborated with community organizations or practitioners to provide sessions aligned with the project theme.

b. Motivating Students to Actively Participate in Learning

Based on the research, to motivate students to actively engage in learning, teachers begin by delivering comprehensive material, utilizing various teaching media, facilitating discussions, and posing stimulating questions to encourage critical thinking. Practical activities such as environmental surveys and field visits are also employed. Meanwhile, the school principal regularly observes learning activities to ensure student participation, engages in discussions with teachers to identify strategies for student motivation, and conducts evaluations by asking teachers to submit portfolios.

c. Facilitating Students According to Their Needs

The school principal ensures that available resources within the school are utilized effectively, fosters strong collaboration with all stakeholders, and encourages teachers to be flexible in using various learning resources. Teachers ensure that learning resources such as books, religious texts, videos, and articles are made available and used according to students' needs. However, the most important aspect is still providing students with the freedom to utilize resources and learning methods that best suit their individual needs.

### **Implementation of Tut Wuri Handayani in the Pancasila Student Profile Strengthening Project**

The implementation of the Tut Wuri Handayani principle in the Pancasila Student Profile Strengthening Project is reflected in supporting and providing students with freedom in their learning process. This freedom includes opportunities for students to explore their interests and talents, which can enhance their sense of responsibility and intrinsic motivation. In addition to providing freedom, teachers offer constructive guidance and feedback to facilitate students' growth. This feedback comes in the form of moral support, reinforcement of material understanding, and encouragement to improve and enhance the quality of their work.

#### **a. Supporting and Providing Freedom for Students in Learning**

Teachers provide space for students to express their opinions and choose learning themes and methods that align with their interests. By organizing open discussions and brainstorming sessions, teachers encourage students to express their ideas freely, fostering an inclusive atmosphere. The school principal plays an active role in guiding teachers by providing advice and direction to implement effective learning and teaching practices aligned with the Pancasila Student Profile modules. The principal also offers encouragement to students, urging them to be creative and utilize the freedom given by teachers to develop their potential.

#### **b. Monitoring Students Regularly and Providing Feedback**

Teachers implement learning strategies that involve presenting student work, offering constructive feedback, and conducting reflective discussions to monitor students' progress in applying the values of the Pancasila Student Profile. Additionally, the school principal conducts regular classroom supervision to monitor the implementation of project-based learning methods by teachers. If challenges are identified, feedback is provided directly, or training is designed to address those issues. Instruments such as assessment rubrics are also available to evaluate specific aspects of the Pancasila values.

### **CONCLUSION**

The implementation of Ingarso Sung Tulodho in the Strengthening Project of the Pancasila Student Profile involves utilizing diagnostic assessments to identify students' needs through observation, interviews, and questionnaires, followed by the mapping of profiles. For becoming a role model in character-building, discipline is instilled through the application of professional codes of

conduct, demonstrating consistency in carrying out responsibilities, using the restorative triangle approach, encouraging students to manage their social and emotional abilities, and providing examples of spiritual values such as honesty, gratitude, humility, and respect for differences.

The implementation of Ing Madya Mangun Karso in the Strengthening Project of the Pancasila Student Profile involves the principal fostering collaboration by demonstrating exemplary commitment, emphasizing the importance of a shared strong vision, and designing programs aligned with students' needs. This includes building partnerships with parents and external parties. Active student engagement is encouraged through thought-provoking questions, practical activities like environmental surveys and field visits. Guidance, support, and freedom are provided to allow students to contribute according to their abilities. The availability of learning resources such as books, scriptures, videos, and articles is ensured to meet students' needs effectively.

The implementation of Tut Wuri Handayani in the Strengthening Project of the Pancasila Student Profile involves teachers encouraging students to express their ideas without fear and regularly monitoring students through presentations. Constructive feedback is provided to help students recognize their strengths and identify areas for improvement.

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