The Influence of the Independent Teaching Platform on Teachers' Ability In Managing The Pancasila Student Profile Strengthening Project (P5)

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Abstract: Simultaneously with the independent curriculum, the Ministry of Education and Culture launched an independent teaching platform. The aim of the independent teaching platform is to help teachers get references, inspiration and insight for implementing the independent curriculum. It is hoped that the independent teaching platform can help teachers understand the implementation of the independent curriculum and the project to strengthen the Pancasila student profile in order to foster teacher creativity and innovation in managing P5 in learning. Therefore, the aim of this research is to find out whether the Merdeka Mengajar Platform (PMM) has an influence on the Management of the Project for Strengthening the Pancasila Student Profile (P5), and how big the influence is. This research uses a quantitative approach, with the help of regression analysis. The population in this study were kindergarten teachers who used the Merdeka Mengajar Platform (PMM) with a sample of 96 teachers. Research data was taken by distributing questionnaires. Then, the research results were processed using normality tests, nonparametric tests, regression analysis, and coefficient of determination. Based on research results, the Merdeka Mengajar Platform (PMM) has an influence on the Management of the Project for Strengthening the Profile of Pancasila Students (P5) in Ngaliyan District. This research also produces an R Square value of 0.473 or 47.3%, so that the Platform Merdeka Mengajar (PMM) variable influences the Project Management variable Strengthening Pancasila Student Profiles (P5) by 47.3% in the moderate category and 52.7% is influenced by factors. Therefore, efforts are needed from teachers to consistently maximize the use of the Merdeka Mengajar Platform (PMM) so that the management of the Pancasila Student Profile Strengthening (P5) Project can also improve.

Keywords: *Independent Teaching Platform (PMM); Management; Pancasila Student Profile Strengthening Project (P5)*

INTRODUCTION

Education plays a major role in improving the quality of Human Resources (HR) for the progress and development of a nation. In Indonesia itself, education regulations always change from time to time following applicable policies. Education in Indonesia currently faces various challenges. A new breakthrough launched by the government through Permendikbud No. 23 of 2015 concerning the development of character, one of the programs of which is the Literacy Movement in schools where students are given 15 minutes to read before learning activities begin. This activity is carried out to foster students' interest in reading and reading skills. This is a solution to answer the challenge of increasing literacy in Indonesia.

Early childhood education has an important role in improving human resources. Early Age is a very special time for children's development. As educators, parents are very interested in meeting the essential needs of children well and carefully, this is where skilled hands are needed to stimulate early childhood so that they grow optimally according to the stages of their age development (Waluyo, Handayani, et al., 2018). Early childhood education is a pre-school education level aimed at children aged birth to six years before entering elementary education. In PP RI No. 4 of 2022, the standard for children's achievement levels is focused on six aspects, namely moral and religious values, Pancasila values, physical-motor, cognitive, language, and social-emotional.

Talking about education, it is not foreign to the name curriculum. The curriculum is an important part of education to support the success of an educational institution in achieving the desired educational goals. In(Law of the Republic of Indonesia No. 20, 2003)about the National education system, the curriculum is a set of plans and agreements on learning objectives, content, and materials and methods used as guidelines for implementing learning to achieve certain educational goals. The success of an educational institution is also determined by the leader of the institution. Educational management is the process of working with a group of people to achieve common goals. The process includes planning, organizing, controlling, and monitoring. Educators, students, curriculum and learning environment are managed in such a way that they ultimately produce output that is in accordance with learning objectives. Management activities are the main responsibility of the leader of the educational institution (Waluyo, Dewanti Handayani, et al., 2018).

Recently, Mr. Nadiem Makarim as Minister of Education and Culture issued a Curriculum Development Policy to introduce the Independent Curriculum in February 2022. The Independent Curriculum was born to answer the challenges of the Indonesian education world which experienced a recession several years ago and was exacerbated by the Covid-19 pandemic at the end of December 2019.

After going through ups and downs, the Ministry of Education and Culture has succeeded in issuing the Merdeka curriculum as a recovery program due to learning loss due to the Covid-19 pandemic. The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of children. Projects to strengthen the achievement of the Pancasila student profile are developed based on certain themes set by the government. The project is not directed at achieving certain learning achievement targets, so it is not tied to subject content (BSKAP, 2022).

In the implementation of the independent curriculum, teachers are required to understand the direction of change, including the structure of the independent curriculum which is carried out more flexibly with lesson hours targeted to be completed within a year; the material chosen to be given will be more focused and adjusted to the stages of child development; teachers are free to choose various teaching materials based on the needs and characteristics of children; teachers are provided with various references that will enable them to be independent in carrying out teaching practices(Rasmani et al., 2023). The role of the teacher is basically in accordance with the curriculum guide, namely as a teacher, mentor, and educator. As a teacher, the teacher carries out the educational process, creating effective and enjoyable learning for students. As a mentor, the teacher can help students get to know themselves and their problems and solutions to their problems. As an educator, the teacher facilitates the entire process of recognition and maturity in students through the learning that is taught (Daga, 2021).

Along with the independent curriculum, the government issued a vision of education in Indonesia, namely to realize a sovereign, independent, and individual Advanced Indonesia through the creation of Pancasila Students who are critical, creative, independent, faithful, devoted to God Almighty, and have noble morals, work together, and are globally diverse which is relevant to the Independent Curriculum with the aim of realizing the Pancasila Student Profile. The Pancasila student profile is a character and life skills that are the embodiment of the Pancasila values that are built and experienced by every student every day (Minister of Education, Culture, Research and Technology, 2022).

One of the characteristics of the independent curriculum is the instillation of Character Education through the Pancasila Student Profile Strengthening Project or abbreviated as P5. P5 is a cross-disciplinary learning to observe and think about solving problems in the surrounding environment, where this learning is project-based (PBL) which is integrated into school subjects (Nisa, 2022). The Pancasila student profile strengthening project is a project-based co-curricular activity that aims to improve the achievement of competencies and characters in accordance with the Pancasila student profile that is compiled in accordance with the Graduate Competency Standards. P5 is designed separately from intracurricular and includes content, activities, and time. The objectives, content, and learning activities of the project do not need to be linked to the objectives and subject matter of intracurricular lessons (Satria et al., 2022).

Susilawati & Sarifuddin, (2021) explained that the way to optimize the internalization of Pancasila values through the Pancasila Student Profile, the Merdeka Mengajar Platform (PMM) developed by the Ministry of Education and Culture in 2021, one of the menus discusses the Pancasila Student Profile and its implementation. This is in line with one of the objectives of developing PMM to introduce and implement the Pancasila Student Profile as the basis for a new paradigm of learning. In episode 15 of Merdeka Belajar about the independent curriculum, the Ministry of Education and Culture also launched an information technology system, namely the Merdeka Mengajar Platform (PMM). The Merdeka Mengajar Platform (PMM) is an information technology platform designed to act as a supporting partner for teachers and school leaders in teaching, learning and working (Sanusi et al., 2022). The purpose of the Merdeka Mengajar Platform (PMM) is to help teachers get references, inspiration and understanding related to implementing the independent curriculum and the Pancasila Student Profile Strengthening Project (P5) (Ministry of Education, Culture, Research and Technology, 2022).

According to Iskandar et al., (2023) supporting factors for the success of implementing the independent curriculum are school management or administration, the process of achieving organizational goals by carrying out four basic functions, namely: planning, organizing, directing, and controlling. Teachers must be able to manage learning optimally, have broad insight and think progressively, have a noble personality and morals, care about others, master technology and always update their knowledge (Aulia & Murni, 2023). Teachers must be able to adapt to information technology including its use in the learning process, learning evaluation, and curriculum development (Waluyo, 2021). So it is hoped that the use of the Merdeka Mengajar Platform (PMM) through various available features can improve teacher competence, innovation and creativity in developing more enjoyable classroom learning.
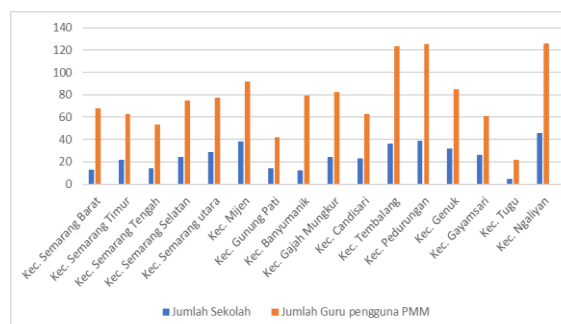

Figure 1. Data on Users of the Independent Teaching Platform (PMM) in Semarang City in 2023
Source: (https://bit.ly/pmmjateng, 2023)

Based on the graph above, it can be concluded that the highest number of users of the Merdeka Mengajar Platform (PMM) is in Ngaliyan District with a total of 126 teachers. So the researcher is interested in conducting research in Ngaliyan District, Semarang City because the most user data is in Ngaliyan District.

Through initial observations conducted, information was obtained that Based on the results of initial observations conducted by researchers on August 10, 2023 at Bintang Kecil Kindergarten, Ngaliyan District, information was obtained that the use of the Merdeka Mengajar Platform (PMM) for approximately two years since its launch has its own pros and cons for teachers as users, including: 1) Less effective time, because teachers feel they have additional tasks to fill in topics on the independent training menu so that teachers have to divide their time between teaching, filling in PMM, and dividing time at home, 2) It is a separate homework for middle-aged teachers because they have to be technology literate and have to learn to use gadgets/laptops in order to access PMM, 3) Teachers feel they have to adapt again from the beginning when analyzing Learning Achievements (CP), Learning Objectives (TP), and the form of Learning Objective Flow (ATP) because they feel comfortable using KI KD in the 2013 curriculum, 4) At the beginning of the implementation of P5 activities, management was less than optimal, because teachers had to adapt so that they still used the teaching modules available on PMM without making modifications.

On the other hand, teachers feel helped by the existence of the Merdeka Mengajar Platform (PMM) as a guideline or pocket book for teaching and learning activities in schools, because teachers are required to use the Merdeka Mengajar Platform (PMM) in implementing the independent curriculum. The enthusiasm of children in working on P5 activities is also very high, children jump directly and do activities related to the project themselves so that children get direct experience.

Through the use of the Merdeka Mengajar (PMM) Platform, it is hoped that various problems that occurred previously can be resolved. Teachers are able to manage their time wisely and be more active in filling/carrying out activities on the PMM. This is because the Merdeka Mengajar platform has provided various features that can help teachers in getting references, inspiration, and understanding of the Merdeka curriculum. Where the more teachers study it, the more knowledge and skills they gain. Therefore, improving teachers' ability to manage P5 activities properly can be done by maximizing the use of the Merdeka Mengajar (PMM) Platform.

Based on the description explained above, the author is interested in conducting a study entitled "The Influence of the Merdeka Mengajar Platform (PMM) on Teachers' Ability in Managing the Pancasila Student Profile Strengthening Project (P5) in Ngaliyan District".

Methods

The approach in this research uses a quantitative approach with a correlational research design.

The population in the study was 126 kindergarten teachers in Ngaliyan District. The sample in this study was 96 teachers who had been measured using the Slovin formula. The sampling technique used random sampling technique. Data collection techniques used observation, questionnaire, and documentation. The data analysis techniques used were descriptive analysis, normality test using Kolmogorov Smirnov, non-parametric test using Spearman rank and hypothesis testing using T test and simple regression analysis (Sugiyono, 2019).Then it is donecalculation of the coefficient of determination to determine the magnitude of the influence of the Merdeka Mengajar Platform (PMM) on teacher abilities in Managing the Pancasila Student Profile Strengthening Project (P5) in Ngaliyan District

RESULT AND DISCUSSION

Data Analysis Results

Results of descriptive data analysis

Table 1. Respondent Data

Variabel	N	Item soal	Min	Max	Mean	St. Dev
Platform Mereka Mengajar (PMM)	96	25	25	125	105,15	9,12
Pengelolaan Proyek Penguatan Profil Pelajar Pancasila (P5)	96	28	28	140	119,60	8,81

Sumber : Data diolah (*Excel* 2019), 2024

      The table above shows the number of respondent data in this study is 96 respondents and consists of two variables. The Independent Teaching Platform (PMM) variable with a total of 25 statement items has a minimum value of 25, a maximum value of 125, and a mean value of 105.15, with a standard deviation of 9.12. The management variable of the Pancasila Student Profile Strengthening Project (P5) with a total of 28 statement items has a minimum value of 28, a maximum value of 140, and a mean value of 119.60, with a standard deviation of 8.81.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			96
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		6.39111214
Most Extreme Differences	Absolute		.147
	Positive		.147
	Negative		-.105
Test Statistic			.147
Asymp. Sig. (2-tailed)			.000[c]
Monte Carlo Sig. (2-tailed)	Sig.		.030[d]
	99% Confidence Interval	Lower Bound	.026
		Upper Bound	.034

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Based on 10000 sampled tables with starting seed 1502173562.

      From the results of the normality and linearity tests from the table above, it can be seen that the normality test using the one sample Kolmogorov Smirnov Test Monte Calro has a Sign value. 0.030 which is <0.05 which means that the data is not normally distributed. Based on the results of the normality test, the data is not normally distributed, so for the next step the researcher uses a nonparametric statistical test.

Table 3. Non-Parametric Test Results

Correlations

			PMM	Pengelolaan P5
Spearman's rho	PMM	Correlation Coefficient	1.000	.777**
		Sig. (2-tailed)	.	.000
		N	96	96
	Pengelolaan P5	Correlation Coefficient	.777**	1.000
		Sig. (2-tailed)	.000	.
		N	96	96

**. Correlation is significant at the 0.01 level (2-tailed).

      Based on the output above, it is known that N or the number of research data is 96 with a sig. (2-taled) value of 0.00, as the basis for decision making above, it can be concluded that there is a significant relationship between the Merdeka Teaching platform and the management of the Pancasila student profile strengthening project. Furthermore, from the output above, it is known that the Correlation Coefficient is 0.777, so this value indicates that the relationship between the Merdeka Teaching platform variable and teacher ability in managing the Pancasila profile strengthening project is very strong and positive.

Table 4. Simple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	49.743	7.630		6.520	.000
	PMM	.664	.072	.688	9.190	.000

a. Dependent Variable: Pengelolaan P5

$$Y = 49.743 + 0.664\ X$$

This equation can be interpreted as:

1. The constant a of 49.743 is a constant number which means that if the Merdeka Mengajar Platform (PMM) has a value of zero or remains constant, it will increase the management of the Pancasila Student Profile Strengthening Project (P5) by 49.743.
2. The constant b is the regression coefficient number with a value of 0.664. This value means that every additional 1 value of the PMM variable will increase the value of the P5 management variable by 0.664.
3. Thus, it can be interpreted that the Merdeka Mengajar Platform (PMM) has a positive influence on teachers' abilities in managing the Pancasila Student Profile Strengthening Project (P5) in Ngaliyan District.

Table 5. T-Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	49.743	7.630		6.520	.000
	PMM	.664	.072	.688	9.190	.000

a. Dependent Variable: Pengelolaan P5

From the output results above, it can be seen that the alternative hypothesis test (Ha) is accepted. This test is carried out by comparing the results of the t count with the t table. Judging from the coefficients table, the t count is obtained = 9.190 while the t table with a significance of 0.05 is obtained t table 1.986. The comparison of the two produces 9.190> 1.986, so it can be concluded that H_1 is accepted and Ho is rejected, which means that there is an influence between the Merdeka Mengajar Platform (PMM) on teacher abilities in Managing the Pancasila Student Profile Strengthening Project (P5) in Ngaliyan District.

Table 6. Results of Determination Coefficient Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688[a]	.473	.468	6.425

a. Predictors: (Constant), PMM
b. Dependent Variable: Pengelolaan P5

Based on the data in the table of the model summary of the determination coefficient test above, it is known that the magnitude of the determination coefficient (R Square) is 0.473. If the value of 0.473 is made into a percentage, the value is 47.3%. Therefore, it can be concluded that the influence of the Merdeka Mengajar Platform (PMM) variable on the Management of the Pancasila Student Profile Strengthening Project (P5) is 47.3% with a moderate category, while 52.7% is influenced by other variables.

Discussion

This study was conducted using two variables consisting of the Merdeka Mengajar Platform (PMM) as the independent variable (X) and the Management of the Pancasila Student Profile Strengthening Project (P5) as the dependent variable (Y). This study aims to analyze and describe whether there is an

influence that arises from the Merdeka Mengajar Platform (PMM) variable on teachers' abilities in managing the Pancasila Student Profile Strengthening Project. The steps in determining whether there is an influence between the Merdeka Mengajar platform variable and the management variable of the Pancasila student profile strengthening project and the magnitude of its influence are conducting descriptive statistical analysis, conducting normality and linearity tests, conducting non-parametric tests, simple linear regression analysis, and determination coefficient tests.

From the results of the descriptive analysis of two variables, namely the Merdeka Mengajar Platform (PMM) and the Management of the Pancasila Student Profile Project (P5), it is known that the Merdeka Mengajar Platform (PMM) variable with a total of 25 statement items has a minimum value of 25, a maximum value of 125, and a mean value of 105.15, with a standard deviation of 9.12. The management variable for the Pancasila Student Profile Strengthening Project (P5) with a total of 28 statement items has a minimum value of 28, a maximum value of 140, and a mean value of 119.60, with a standard deviation of 8.81.

Next, a prerequisite test is carried out, namely the normality test. Based on the results of the normality test in table 2, a significance value of 0.030 is obtained, which is smaller <0.05, so it is concluded that the data is not normally distributed, so the next step is to conduct a nonparametric statistical test.

Based on the results of the nonparametric test seen in table 4.5, the sig. (2-taled) value with N of 96 is 0.000, which means that there is a significant relationship between the Merdeka Teaching platform and the management of the Pancasila student profile strengthening project. It is known that the Correlation Coefficient is 0.777, so this value indicates that the relationship between the Merdeka Teaching platform variable and the management of the Pancasila profile strengthening project is very strong and positive.

The reason researchers use nonparametric tests is because the results of the data normality test show an abnormal distribution, then to determine the influence between the Merdeka Mengajar Platform variable on the Management of the Pancasila Student Profile Strengthening Project (P5) using a simple linear regression test. By processing the data, answers will be obtained regarding the acceptance or rejection of the previously formulated hypothesis and the percentage of the influence of the Merdeka Mengajar Platform (PMM) on the management of the Pancasila Student Profile Strengthening Project (P5).

1. **The Influence of the Independent Teaching Platform (PMM) on the Management of the Pancasila Student Profile Strengthening Project (P5)**

The Independent Teaching Platform (PMM) variable has an effect on the Management of the Pancasila Student Profile Strengthening Project (P5) variable. This can be proven from the results of a simple linear regression analysis. It is known that Y = 49.743 + 0.664X, which is obtained from the constant value of the unstandardized coefficients and the regression coefficient in table 4.6. So for every 1% increase in the PMM value, the P5 Management value increases by 0.664. The regression coefficient is positive, so it can be said that the direction of the influence of the Independent Teaching Platform (PMM) variable on the Management of the Pancasila Student Profile Strengthening Project (P5) variable is positive.

This is also proven by the results of the hypothesis testing using the T test obtained a t count of 9.190 with a t table significance of 0.05, namely 1.986. So the hypothesis testing using the t test produces 9.190 which is greater than 1.986, so it can be concluded that H_1 is accepted and Ho is rejected, which means that there is an influence between the Merdeka Mengajar Platform (PMM) on the Management of the Pancasila Student Profile Strengthening Project (P5) in Ngaliyan District.

Furthermore, to determine the direction of the influence between the independent variables and the dependent variables, the researcher conducted a simple linear regression analysis. From the results of the simple linear regression analysis, Y = 49.743 + 0.664X was obtained. This proves that the Merdeka Mengajar Platform (PMM) has a positive and significant effect on teachers' abilities in managing the Pancasila Student Profile Strengthening Project (P5). In addition, based on the results of the simple linear regression analysis equation, it means that if X is increased by one unit, Y will increase by 0.664. This shows that the higher the use of the Merdeka Mengajar Platform (PMM), the higher the teacher's ability in managing the Pancasila Student Profile Strengthening Project (P5). Likewise, the lower the use of the Merdeka Mengajar Platform (PMM), the lower the teacher's ability in managing the Pancasila Student Profile Strengthening Project (P5)

The results of this study are in accordance with the TAM (Technology Acceptance Model) theory by Fred Davis in 1989, which states that the use of information technology systems is based on human behavior that is influenced by the perception of the usefulness and ease of use of technology (Utomo & Walujo, 2018). This model states that user acceptance of a technology is determined by two main factors, namely usefulness and ease of use. This is supported by the statementMarnia & Sabandi (2017)which states that information technology plays an important role in improving management in the world of education, namely improving the quality of human resources, and being able to produce new innovations and manage them in a good way by utilizing technology and information.

The results of this study are also in accordance with previous research conducted byThe Last Supper (2017) explains the results of the study that the variables of ease of use, perceived usefulness, and computer efficiency each have a positive effect on the interest in using e-SPT. These results show how technology users can use and accept technology in the workplace based on TAM theory. The results of the study conducted byThe Greatest Showman (2016) conveyed that the use of ICT in the personnel section is used to process personnel administration data and also to process PUPNS data, namely a government application used to record all PNS employees in the educational sector in the city of Yogyakarta. The results of this study also received opinions fromTriscova et al (2022) in interviews with 18 teachers as respondents, it was found that teachers as PMM users gave a positive response to the usefulness and appearance of the Merdeka Mengajar (PMM) Platform which is easy to use.

The Merdeka Mengajar (PMM) Platform is a technology platform designed to act as a supporting partner for teachers and school leaders in the fields of teaching, learning, and creativity. This platform has several places where teachers can unleash their creativity: Student Assessment, educational materials, references, inspiration, self-study, motivational videos, and community. The benefits of the Merdeka Mengajar Platform are, getting motivation, references, and a deep understanding of the nature and application of the Merdeka curriculum teaching module. Educators are motivated to continue learning, educating, and creating through the features that are already available on the Merdeka Mengajar platform (Arnes et al., 2023).

The Merdeka Mengajar (PMM) Platform has the benefit of providing information related to the Implementation of the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5), helping teachers improve their competence, and making it easier for teachers to carry out teaching and learning activities, especially P5. In the midst of the rapid progress of a competitive world, information is an important component in learning. Delivering information quickly and accurately will support activities in education, especially learning (Ramdani et al., 2022). Along with the changes in the curriculum that occurred, the government released a platform for independent teaching which aims to help and provide

information needed by education personnel in Indonesia to understand and deepen the independence curriculum and the implementation of the Pancasila Student Profile Strengthening Project.

Management plays a very important role in early childhood learning. This is in accordance with the statementSufi & Efastri, (2019) Management is an effort to supervise, control and coordinate the learning interaction process between students and educators with their environment efficiently, regularly and systematically in order to improve children's development according to developmental achievements in order to prepare them for the next level of education.

2. The Great Influence of the Independent Teaching Platform (PMM) on the Management of the Pancasila Student Profile Strengthening Project (P5)

The magnitude of the influence of the Merdeka Mengajar Platform (PMM) on the Management of the Pancasila Student Profile Strengthening Project (P5) can be seen in the results of the determination coefficient. The table produces an R square value of 0.473. This shows that the Merdeka Mengajar Platform variable significantly influences 47.3% with a moderate category on Duru's ability to manage the Pancasila student profile strengthening project, and 52.7% is influenced by other factors not explained in this study.

Independent curriculum learning refers to the Pancasila student profile, which aims to produce competent graduates whose behavior and behavior are in accordance with Pancasila values. On the other hand, the Pancasila Student Profile Strengthening Project (P5) aims to strengthen efforts to realize the Pancasila student profile that refers to the Child Development Achievement Level Standards for PAUD (Ministry of Education and Culture, 2020). The Pancasila Student Profile Strengthening Project (P5) activity can be called the application of differentiated learning because in this P5 activity, children can develop their abilities to develop interests. Carrying out P5 activities can build children's self-confidence in their work, increase children's self-efficacy, and arouse students' interest in certain fields (Diah Ayu Saraswati et al., 2022).

In the Pancasila Student Profile Strengthening Project (P5) activities, management is needed so that the learning objectives are right on target and in accordance with learning achievements. Learning management at any level generally has the ability to help organizers achieve educational goals as stipulated in government regulations and applicable education laws. This means that the implementation of learning management requires good planning, systematic learning implementation and monitoring, an objective and honest evaluation system.and its implementation is in accordance with previously established evaluation criteria (Rozalena & Kristiawan, 2017).

In this study, the POAC (Planning, Organizing, Actiating, and Controlling) management model was used. From the school's perspective, the educational management process plays a very important role in achieving educational goals in schools effectively and efficiently. All educational activities in schools must be carried out with clear and realistic planning, effective and efficient organization, guidance and motivation of all school staff to continuously improve the quality of service, and must be monitored continuously. The same thing also applies to school curriculum management (Sunari & Hanifah, 2016).

The Last Supper (2023) explains that P5 Management is carried out through the use of provocation and contextualization strategies, optimization through P5 actions, and closing of P5 activities that celebrate learning outcomes in the form of an exhibition entitled ExCBtion Fest. Each stage of management is explained in detail. Through P5 actions, the personality aspects of the Pancasila student profile can be emphasized to students. Processing evaluations and reporting P5 results includes collecting, processing, and creating project reports.

According to toMaharani et al., (2023) There are several supporting factors that can support the implementation of the Pancasila Student Profile Strengthening Project (P5) to run as expected, the following are the factors:

1. Teachers and schools effectively pay attention to improving educational programs, especially in designing educational programs that are appropriate to existing needs and potential.
2. Cooperation between the principal, teachers, students and guardians must be implemented based on an agreement from all parties in the school environment to help optimize the method of implementing the P5 program.
3. Adequate ability in compiling and realizing educational modules that are in line with the Independent Curriculum program.
4. The Independent Curriculum must pay attention to the use of learning materials that can be adapted to the needs and potential of the environmental area.
5. Evaluation, improvement, and refinement are carried out continuously so that the educational program implemented is in accordance with the desires and potential of the surrounding area as an effort to achieve ideal learning outcomes for students.

According to the explanation from (Agus Triyogo & Yulfi, 2022)that the implementation of the Pancasila Student Profile Strengthening Project (P5) is carried out flexibly both in terms of content, activities, implementation time, and flexibly according to the abilities of each child. Educational units can collaborate to involve the community such as parents of students who work as doctors or firefighters to provide insight to children, so that children have real experience because they learn directly with figures who are experts in their fields.

The Merdeka Mengajar (PMM) Platform has a major role in implementing the curriculum, so all teachers and education personnel are required to access PMM to learn more about the independent curriculum, carry out independent training to improve competencies so that they can develop learning in accordance with the independent curriculum. Marisana et al. (2023) explains that teachers have access to the latest references and a variety of teaching tools that can be downloaded and shared. The available references and teaching resources are in the form of lesson plans, learning materials, project modules, student books, and student assessments.

CONCLUSION

Based on the results and discussion of the research entitled "The Influence of the Merdeka Mengajar Platform (PMM) on Teachers' Ability in Managing the Pancasila Student Profile Strengthening Project in Ngaliyan District", the following conclusions can be drawn:

1. From the results of the simple linear regression analysis, it shows that there is an influence between the Merdeka Merdeka Mengajar (PMM) Platform on the Management of the Pancasila Student Profile Strengthening Project (P5), this is also proven by the t-test which produces a calculated t of 9.190> t table 1.986, meaning that there is an influence between the Merdeka Mengajar (PMM) Platform on
2. the Management of the Pancasila Student Profile Strengthening Project (P5) in Ngaliyan District.The determination coefficient test produced an R square value of 0.473. This shows that the Merdeka Mengajar Platform variable significantly influences 47.3% of the management of the Pancasila student profile strengthening project with a moderate category, and 52.7% is influenced by other factors not explained in this study.

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