



The Role of the School Principal as a Manager in the Implementation of P5 in the Merdeka Curriculum at SD Negeri 2 Sanggrahan, Kranggan District

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Abstract

This study aims to analyze the role of the school principal as a manager in the implementation of the Pancasila Student Profile Strengthening Project (P5) within the Merdeka Curriculum at SD Negeri 2 Sanggrahan, Kranggan District, Temanggung Regency. This research uses a descriptive qualitative approach with data collection through interviews, observations, and documentation. The obtained data were analyzed using thematic analysis techniques to gain an in-depth understanding of the implementation of P5 and the role of the principal in managing the curriculum. The results of the study show that SD Negeri 2 Sanggrahan has successfully implemented the Merdeka Curriculum, although it is not a model school, with a focus on the development of student character through the dimensions of the Pancasila Student Profile such as independence, cooperation, critical thinking, and creativity. The role of the school principal as a manager is crucial in ensuring the success of this program, with structured steps in the planning, organizing, and supervising the implementation of P5. The principal also plays a key role as an instructional leader who fosters collaboration among teachers, students, parents, and the community in supporting the implementation of this character-based project. However, challenges related to limited infrastructure and less-than-optimal community involvement still need to be addressed. This study recommends enhancing technology facilities, strengthening critical and creative thinking dimensions among students, and improving teacher competencies through continuous training. Furthermore, the involvement of parents and the community in supporting the implementation of P5 should be increased through more intensive socialization. Thus, it is expected that SD Negeri 2 Sanggrahan will continue to develop as an effective school in implementing the Merdeka Curriculum and serve as a model for other schools in fostering student character and academic competence holistically.

Keywords: Role of the Principal as a Manager; Merdeka Curriculum; Pancasila Student Profile Strengthening Project (P5)

Introduction

The Student Profile Strengthening Project (P5) is one of the efforts to achieve the Pancasila student profile in the implementation of the Merdeka Curriculum. One of the crucial factors of attention is how the learning in this curriculum can generate innovative ideas that align with the dynamics of the changing times. P5 aims to improve the quality of education by focusing on curriculum achievements to realize a Pancasila student profile that is in line with the values embedded in Pancasila (Tim Penulis, 2022). P5 teaches students to experience knowledge, engage in the learning process, and strengthen character to learn from and within their environment.

P5 is an interdisciplinary project that is contextual and based on community needs and issues within the education sector. It provides cross-disciplinary learning so that students can observe and think of solutions to the problems around them (Tim Penulis,

2022). According to the Minister of Education, Culture, Research, and Technology Decree No.56/M/2022, P5 is a project-based extracurricular activity designed to strengthen efforts to achieve competencies and character that align with the Pancasila student profile. SD Negeri 2 Sanggrahan, located in Kranggan Subdistrict, Temanggung Regency, is one of the elementary schools in the area, established on June 1, 1977, with a founding decree number 421.2/032/111/78/85 and accredited with an A rating. With a student population of 270 and supported by 14 teachers, the school has more than 6 learning groups. As a school implementing the Merdeka Curriculum, SD Negeri 2 Sanggrahan is able to embody the values of Pancasila in the six fundamental dimensions of the Pancasila student profile. Through P5, the school aims to create Pancasila students who behave in accordance with the values of Pancasila, such as being devout and faithful to God Almighty, embracing global diversity, promoting mutual cooperation, being independent, thinking critically, and being creative (Irawati et al., 2022).

The implementation of P5 at SD Negeri 2 Sanggrahan is focused on three main dimensions: embracing global diversity, mutual cooperation, and critical thinking. Project themes and time allocation are determined in the planning at the beginning of the semester, based on local needs and context. The school's vision and mission strongly support the implementation of the Merdeka Curriculum, with a focus on developing strong, creative, and critical-thinking students who can follow their interests and talents in line with their potential (Edison et al., 2018).

As one of the model schools for the implementation of the Merdeka Curriculum, SD Negeri 2 Sanggrahan plays an important role in realizing effective elementary education. The implementation of the Merdeka Curriculum at this school serves as an example and best practice adopted by schools around Kranggan Subdistrict (Hartoyo and Rahmadayanti, 2022). The success of the Merdeka Curriculum implementation is heavily influenced by the role of the principal as a manager. In this context, the principal is responsible for planning, managing, and developing educational activities that support the implementation of P5 in the Merdeka Curriculum.

However, the implementation of P5 is not without challenges. One critical issue is the varying capacity of school principals in carrying out their managerial roles effectively. This raises the question why is the principal's managerial role crucial in P5? Addressing this problem is essential, as the principal acts as the key driver in managing school resources, building collaboration, and ensuring that P5 aligns with the intended outcomes of the Merdeka Curriculum. This concern is supported by national policies, such as the Regulation of the Minister of Education, Culture, Research, and Technology No. 262/M/2022, which emphasizes the strategic role of school leaders in the success of curriculum implementation.

Additionally, the Guidelines for Curriculum Implementation issued by the Ministry underline the importance of leadership in planning, supervising, and evaluating learning activities, including interdisciplinary projects like P5. Therefore, understanding and strengthening the managerial role of school principals is vital for the successful realization of the Pancasila student profile. This study aims to explore the role of the principal as a manager in the implementation of P5 in the Merdeka Curriculum at SD Negeri 2 Sanggrahan, Kranggan Subdistrict. Some key roles of the principal in implementing P5 include forming the P5 project team, managing resources, building collaboration with the community, providing supervision and guidance to educators, and conducting planning and evaluation of project implementation (Irawati et al., 2022). Initial observations indicate that the principal at SD Negeri 2 Sanggrahan has strong managerial skills in planning and developing educational programs, although there are challenges in other roles.

The Merdeka Curriculum is designed to provide freedom in the learning process, giving students sufficient time to familiarize themselves with concepts and strengthen their competencies. Teachers are given the freedom to choose various teaching resources that meet the needs and learning interests of students. The project to strengthen the achievement of the Pancasila student profile is developed based on specific themes set by the government, which are not directed at achieving certain learning targets and are not tied to subject content (Sumpena et al., 2022).

Merdeka learning gives students the opportunity to learn freely and comfortably, taking into account their natural talents, without forcing them to master knowledge that is beyond their abilities and interests. Thus, each student can develop according to their potential and capabilities. This concept emphasizes learning free from pressure and stress, creating a liberated school that frees students in the learning process (Aziz, 2017). The structure of the Merdeka Curriculum prioritizes freedom, flexibility, and the development of individual potential in the learning process. This concept aims to create a learning environment that responds to the needs, interests, and talents of students, while encouraging creativity, innovation, and problem-solving (Ainia, 2020).

In the curriculum structure, there are two main learning activities regular or routine learning (intracurricular) and the Student Profile Strengthening Project (P5), which focuses on developing the Pancasila character. This project is allocated around 30% of the total teaching hours per year and is carried out with flexibility in content and timing. The Pancasila Student Profile Strengthening Project (P5) must refer to the achievements of the Pancasila student profile, adjusted to the student phase, and does not have to be related to the achievement of learning outcomes in subjects (Ministry of Education and Culture, 2023).

P5 aims to enhance students' abilities through projects that require them to collaborate and develop values embedded in the Pancasila student profile. P5 is part of the Merdeka Curriculum, which emphasizes the formation of student character in line with the values of Pancasila. This activity includes various research and problem-solving tasks that are considered quite challenging for students, with the aim of improving students' abilities in various dimensions of the Pancasila student profile, such as local wisdom, diversity, mutual cooperation, and entrepreneurship (Maulida, 2023).

According to Kemendikbudristek (2022) P5 also aims to prepare students to be faithful and devout to God, embrace diversity, actively participate in mutual cooperation, be independent, think critically, and be creative. Through this project, students are expected not only to acquire knowledge but also skills to solve real-life problems. The role of the principal as a manager is very important in the implementation of P5 in the Merdeka Curriculum. The principal is not only responsible for school administration and operations but also plays a key role in planning, organizing, and developing activities that support the implementation of P5.

As a manager, the principal must ensure that these projects are carried out effectively and in line with the educational goals that have been set. According to Mulyasa (2007), the principal has roles as an educator, manager, administrator, and supervisor (EMAS). In the context of P5, the principal also serves as a leader who can provide direction, create a conducive school culture, and encourage the improvement of educator competencies. The principal's managerial skills include program planning, resource management, and managing the relationship between the school and the community to support the success of educational programs (Aisyah and Badrudin, 2019). As a manager, the principal must have the ability to plan, organize, and supervise the implementation of various activities that support the achievement of educational goals.

The principal's role as a manager includes planning the P5 program, managing school changes and developments toward an effective learning organization, optimizing school resource utilization, and managing the relationship between the school and the community in the P5 program (Satria et al., 2024). With good managerial skills, the principal is expected to create an environment that supports the effective implementation of P5. This will contribute to the success of the Merdeka Curriculum program at SD Negeri 2 Sanggrahan and can serve as a model for other schools in the vicinity.

Method

This study employs a qualitative descriptive approach, aiming to provide an in-depth understanding of social phenomena in their natural context. Qualitative research is a process of investigation conducted naturally and in accordance with the objective conditions in the field, without manipulation. Qualitative research focuses on understanding the phenomena experienced by the research subjects, such as behavior, perceptions, motivations, and actions, within a natural context. This research is conducted at SD Negeri 2 Sanggrahan, Kranggan Subdistrict, Temanggung Regency, from February to June 2025. The research schedule includes several stages, beginning with the proposal and pre-field phase in February, data collection and processing in March-April, validity testing and result narration in May, thesis report preparation in June, and thesis examination in June. The research design consists of four main stages pre-field, fieldwork, data analysis, and result description. In the pre-field stage, the researcher designs the study based on the existing phenomenon, conducts initial observations, selects informants, and prepares the necessary documents and materials. The fieldwork stage involves the researcher being present at the research site, adapting to the environment, and engaging in data collection through observation and interviews. Once data is collected, the data analysis stage is carried out by identifying, organizing, categorizing, and synthesizing the data to draw relevant conclusions. Data analysis in qualitative research aims to organize data to make it understandable, categorize it, and select important data. The final stage, result description, presents the research findings to answer the research questions or objectives and outlines the new contributions made by this study. The main instrument in qualitative research is the researcher themselves, who serves as the primary data collector. Quality of qualitative research heavily depends on the researcher's critical and adaptive attitude in collecting data. The supporting instruments used include interview guidelines, observation guidelines, and documentation guidelines, designed to support data collection in accordance with the sub-focus of the study. Data collection techniques are conducted through observation, interviews, and documentation. Qualitative research, data is collected from primary sources in natural conditions. Observation is used to observe the phenomenon being studied, interviews are conducted to explore in-depth understanding of the informants' views and experiences, and documentation is used to analyze relevant documents. The collected data consists of qualitative data, including interview results, field observations, and documentation studies. Primary data is obtained from interviews with selected informants and direct field observations, while secondary data is obtained from documentation studies. Interviews are conducted using semi-structured interviews, which allow the researcher to explore more deeply. Semi-structured interviews can be used to obtain more open data, allowing the researcher to explore the informants' opinions and ideas in more depth. The interview guidelines are developed based on indicators or dimensions related to the object being studied. Observation is carried out using overt observation techniques, where the researcher openly states that the research is being conducted in a formal educational environment. Data validity testing is conducted to

ensure the credibility of the collected data. One technique for checking data credibility is triangulation, which involves verifying data from various sources, techniques, and times to ensure its accuracy. Data analysis is performed inductively by organizing the collected data and identifying patterns or relationships. This study uses the Miles and Huberman data analysis model, which consists of four steps: data collection, data condensation, data presentation, and drawing conclusions.

Result dan Discussions

1. P5 Planning Program in the Merdeka Curriculum

The planning process for the Pancasila Student Profile Strengthening Program (P5) at SD Negeri 2 Sanggrahan is carried out in a highly structured manner, involving various stakeholders, including the principal, teachers, parents, and the community. The results of interviews with the principal indicate that the planning of P5 begins with a needs analysis and reflection on the learning outcomes of the previous year. This planning process not only involves the principal and teachers but also the students and parents, who are expected to play an active role in ensuring the success of the program. The themes chosen are always relevant to the needs of the students and aligned with the school's characteristics.

In addition, the planning also includes the efficient allocation of time, clear task distribution between teachers and students, and the determination of the resources needed to support the program's implementation. SD Negeri 2 Sanggrahan is located in a strategic area, close to the Kranggan Subdistrict government center and the Sanggrahan Village Office. This easily accessible location by public transportation has a positive influence on the community's interest in the school. With a large student body and a diverse socioeconomic background, the school is highly heterogeneous. Most of the students come from families working as factory employees, farmers, and laborers, while a small portion comes from families of civil servants, military, and police.

This diversity is reflected in the students' interests and talents, which include sports such as football, table tennis, and badminton, as well as arts such as music and painting. The socio-cultural characteristics and the environment at SD Negeri 2 Sanggrahan strongly support the implementation of the Merdeka Curriculum. The school's strategic location, close to the government center and easily accessible by public transportation, allows the school to thrive. The diversity of the students' socio-economic backgrounds is also an advantage, as this diversity enriches the perspectives and learning experiences of the students (Wahyuni and Aditya, 2021).

However, despite this diversity being a strength, the research findings indicate that the school faces challenges in terms of facilities, particularly in providing information technology resources and arts and dance equipment. According to Suriani (2022) the availability of adequate facilities is crucial in supporting technology-based and arts-based learning. Research by Nizar (2021) highlights that even though many schools are located in urban centers, the limitations of facilities still pose a barrier to implementing curricula that are based on technology and student creativity.

The role of the principal is evident not only in initiating inclusive planning but also in aligning it with students' needs and local context. This strategic alignment plays a significant role in ensuring that the planning phase directly contributes to the success of P5 implementation. The process follows principles of participatory planning in educational leadership Fullan (2007) which emphasizes shared decision-making and collective ownership as essential factors in school reform.

2. Change Management and School Development towards an Effective Learning Organization in Implementing P5 in the Merdeka Curriculum.

The current paradigm shift in education has opened many opportunities for SD Negeri 2 Sanggrahan to improve the quality of its learning. The principal plays a key role in managing this change by ensuring that the school can adapt to the Merdeka Curriculum and leverage technology and project-based learning. Interview results indicate that the principal is able to identify opportunities arising from this change and manage the existing challenges with a systematic approach based on strong collaboration between various parties, both internal and external to the school. The principal also serves as an instructional leader, ensuring that every element of the school plays an active role in implementing P5 and focusing on achieving better educational outcomes.

The Pancasila Student Profile Strengthening Program (P5) at SD Negeri 2 Sanggrahan is an extracurricular activity integrated with other subjects, designed to strengthen students' character and competencies through major themes that are relevant to daily life. The themes taught in P5 include Sustainable Lifestyles, Local Wisdom, Bhineka Tunggal Ika (Unity in Diversity), Building the Soul and Body, Engineering and Technology, and Entrepreneurship. In its implementation, SD Negeri 2 Sanggrahan places more emphasis on developing the Pancasila Student Profile dimensions such as independence, responsibility, critical thinking, and creativity.

One of the main focuses in the implementation of the Merdeka Curriculum at SD Negeri 2 Sanggrahan is the Pancasila Student Profile Strengthening Program (P5). The findings of the research show that P5 serves as an effective tool for shaping students' character, oriented towards the values of Pancasila, such as independence, mutual cooperation, critical thinking, and creativity. This project-based approach aligns with research by Ismail and Shofwan (2020) which shows that project-based learning can enhance students' life skills and develop their character.

Interview results with the principal and teachers indicate that project-based learning, which is relevant to real-life situations, is highly effective in improving students' social and personal competencies, in line with findings from Rahmawati (2021), who states that project-based learning supports character development through hands-on experiences. However, although P5 has been implemented effectively, this study also found that some dimensions of the Pancasila Student Profile, particularly critical and creative thinking, still need more attention. This aligns with research by Sari and Arifin (2022), which shows that although students can improve their technical skills, their critical thinking abilities still require strengthening through a more structured and experience-based approach.

Research by Aisyah (2021) also highlights the importance of strengthening critical thinking among students by providing greater challenges in analyzing information and evaluating solutions offered in the context of everyday life. This challenge suggests the need for continuous innovation in pedagogical practices. As Fullan (2001) explains, sustainable educational reform must include professional learning communities that reflect on student outcomes to guide teaching improvement. The principal's ability to lead reflective and adaptive practices among teachers is therefore critical.

3. Optimal Utilization of School Resources in Implementing P5 in the Merdeka Curriculum

The principal at SD Negeri 2 Sanggrahan demonstrates the ability to optimize the use of available resources, including human resources, facilities, and finances. This is reflected in the effective management of the resources at the school. However, interview results indicate that there are several challenges related to the utilization of information

systems and technology in resource management. Nonetheless, the principal continues to make efforts to improve resource management through training and professional development for teachers and by utilizing technology to increase efficiency in implementing the P5 program.

The Merdeka Curriculum at SD Negeri 2 Sanggrahan is implemented with the involvement of educators who have qualifications appropriate to their respective fields. Of the 15 educators, 12 have teaching certifications. However, a weakness identified in the 2024 Education Report is that no teacher is currently enrolled in the Teacher Movement Program. Despite this, the teachers are actively participating in various training and self-development programs, both organized by the Ministry of Education and Culture and by private institutions. This indicates that the school is making efforts to improve the quality of education, although there are gaps in some professional development programs.

The role of the principal as a manager is crucial to the success of the Merdeka Curriculum and P5 implementation at SD Negeri 2 Sanggrahan. The principal not only serves as the administrative leader but also as the instructional leader, ensuring that every element of the school collaborates to achieve educational goals. Interview results with the principal and teachers indicate that the principal plays a central role in planning, organizing, and supervising the implementation of P5. This is in line with research by Fajriani (2020) which shows that the principal plays an important role in curriculum and learning management, as well as in guiding teachers to implement innovative teaching strategies. The principal also plays a key role in creating an environment that supports effective project-based learning.

Furthermore, the principal ensures that school resources, whether human, facilities, or finances, are well-managed to support the successful implementation of P5. Despite challenges related to limited resources and teachers' understanding, the principal continues to strive to enhance teachers' competencies through training and professional development, which aligns with findings by Nugroho (2021), who shows that the professional development of teachers significantly influences the success of implementing a new curriculum. These leadership actions resonate with the concept of resource-based school improvement Harris (2002) which suggests that school leaders must be able to mobilize both tangible and intangible resources to achieve learning objectives. The focus on professional development and infrastructure use reflects a long-term commitment to educational sustainability.

4. Managing Relationships Between The School And The Community in Seeking Support, Ideas, Learning Resources, and Financing for the P5 Program in the Merdeka Curriculum

Both internal and external support for the implementation of P5 is crucial to the success of this program. The principal and teachers actively involve parents, the school committee, and the community at every stage of the P5 implementation. Interview results indicate that the principal has successfully established effective communication with all relevant parties and encouraged their active participation in supporting the implementation of P5. Although there are some challenges in community engagement that need to be improved through better socialization, overall, the support for P5 has been very positive and has had a significant impact on the development of students' character and skills. The majority of students at SD Negeri 2 Sanggrahan come from the local community, with a small proportion coming from outside the area due to their parents' jobs or their status as transfer students.

In the 2024/2025 academic year, the school has a total of 244 students, divided into two learning groups for each grade from 1 to 6. Based on the 2024 Education Report, the students' literacy skills have improved to 96.67%, showing an increase of 3.34% from the previous year. Meanwhile, numeracy skills have also increased to 90%, a rise of 2.33%. Although there have been improvements in literacy and numeracy, there has been a decrease in the quality of learning, with a score of 64.6%, indicating that despite progress in literacy and numeracy, the quality of learning requires further attention, especially in developing students' creativity and critical thinking skills.

Internal and external support is essential for the success of the P5 implementation. The principal and teachers at SD Negeri 2 Sanggrahan have successfully built effective communication with parents, the school committee, and the community, all of whom strongly support the implementation of P5. Research by Aryani (2020) shows that parental and community involvement in the learning process is crucial for creating a supportive and conducive environment for student development. Although there are some challenges in community engagement that are not always maximized, the school continues to strive to improve socialization to gain greater support. Efforts to maintain stakeholder involvement reflect the importance of collaborative leadership Lambert (2003) which underscores that school transformation is most successful when all parties are involved in a shared vision and mission. SD Negeri 2 Sanggrahan has effectively implemented the Merdeka Curriculum despite facing challenges related to facilities and community involvement. The role of the principal as an educational manager is crucial in ensuring that every element within the school collaborates to achieve educational goals based on the values of Pancasila. The principal has successfully organized and managed resources optimally to support the implementation of the P5 Program.

Although there are challenges in developing the dimensions of critical and creative thinking, the school continues to work on overcoming these obstacles by involving various parties in the development of students' competencies. With collaboration between the school, parents, and the community, it is hoped that SD Negeri 2 Sanggrahan can continue to grow and become a more effective and innovative school in implementing the Merdeka Curriculum. The findings of this study indicate that SD Negeri 2 Sanggrahan, although not a model school for the Merdeka Curriculum, has successfully implemented this curriculum comprehensively.

The implementation of the Merdeka Curriculum at this school focuses on the development of flexible educational quality that can be adjusted to the needs of students, in line with previous findings that show that the Merdeka Curriculum provides room for innovation in learning (Sari, 2020). This school also demonstrates a strong commitment to improving educational quality, as evidenced by its A accreditation achievement, reflecting high standards in learning quality (Sukma, 2021). This aligns with studies stating that competency-based curricula that are flexible and based on students' needs are more effective in improving education quality (Rosita and Husna, 2022).

This research also highlights the importance of integrating Pancasila values into the Merdeka Curriculum, which is consistent with studies by Haryanto (2020) showing that character-based curricula can enhance students' competencies in various life dimensions. Although limitations in facilities and infrastructure, such as the lack of ICT laboratory facilities and arts and dance equipment, were found at SD Negeri 2 Sanggrahan, the school continues to address these limitations by utilizing available resources and focusing on the development of literacy and numeracy through the morning literacy program and reading corners in each classroom. This effort is in line with research by Dewi (2019) which revealed that the implementation of literacy programs in schools can significantly improve students' reading and writing abilities.

5. Monitoring and Evaluation of the Program

The implementation of the Pancasila Student Profile Strengthening Program (P5) at SD Negeri 2 Sanggrahan does not only focus on project-based activities but also includes a systematic process of monitoring and evaluation conducted by the principal and the curriculum team. Monitoring is carried out through direct observation of project activities, weekly evaluations by classroom teachers, and collective reflection involving students. Evaluation is conducted periodically to assess the effectiveness of implementation, achievement of learning objectives, and the program's impact on students' character development.

The principal plays an active role in overseeing the implementation of P5 by conducting academic supervision, documenting best teaching practices, and facilitating evaluation forums at the end of each project theme. In these forums, teachers present implementation reports, identify challenges, and propose improvements. This shows the principal's managerial competence in conducting evaluations that support the continuous improvement of educational quality. The findings also indicate that the evaluation process fosters reflective teaching practices and strengthens a collaborative and participatory school culture. Teachers and students are encouraged to engage in self-reflection and contribute to the improvement of future project planning.

However, monitoring and evaluation have not yet been fully optimized, particularly in documenting project outcomes and following up on evaluation results. Some teachers still face difficulties in writing reflective reports, and not all students are able to express their reflections in depth. This highlights the need to improve teacher capacity in creating alternative assessment tools and training students in metacognitive skills. Therefore, monitoring and evaluation are not merely the final stage of program implementation, but rather an integral process that supports continuous improvement. By embedding reflection and feedback mechanisms, the school enhances its ability to deliver a more effective and meaningful learning experience for students.

Conclusion

Based on the research findings and discussion conducted at SD Negeri 2 Sanggrahan, it can be concluded that the implementation of the Merdeka Curriculum at this school has been successful, despite facing several challenges, particularly in terms of facilities and limited technology. The school has successfully integrated the values of Pancasila into its learning through the Pancasila Student Profile Strengthening Program (P5), which focuses on the development of students' character such as independence, mutual cooperation, critical thinking, and creativity. This success is also influenced by the role of the principal as a manager who not only acts as an administrative leader but also as an instructional leader, ensuring that every element of the school works together to achieve educational goals.

The principal's role in planning, organizing, and supervising the implementation of P5 is crucial in ensuring the success of the program. Additionally, the collaboration between the school, parents, and the community has provided significant support for the implementation of the Merdeka Curriculum. However, the research findings indicate that some dimensions of the Pancasila Student Profile, such as critical and creative thinking, need more attention, especially for students in the lower grades. The utilization of school resources, including human resources, facilities, and finances, has also been optimized to support the success of the P5 program. Despite challenges related to the limited use of information systems and technology in resource management, the school continues to strive to improve the efficiency of resource management and utilization.

Internal and external support, especially from parents and the community, also plays an essential role in the smooth implementation of P5. To support a more optimal implementation of the Merdeka Curriculum, (1) SD Negeri 2 Sanggrahan needs to improve its facilities, particularly in terms of ICT facilities and arts and dance equipment. Adequate facilities will support technology-based and arts-based learning, which are integral components of the Merdeka Curriculum. (2) Although project-based learning has been effectively implemented, there is still a need to strengthen critical and creative thinking, particularly in the lower grades.

This can be done by providing more opportunities for students to engage in activities that encourage them to think critically and creatively, as well as introducing more innovative teaching strategies. (3) The principal needs to continue improving teachers' competencies through training and professional development. One step that can be taken is to increase training related to project-based learning and character development through the Merdeka Curriculum, which will strengthen teachers' abilities in managing learning that meets students' needs. (4) While support from parents and the community is good, their involvement in the implementation of P5 can be further enhanced.

The school needs to conduct more intensive socialization and involve parents and the community more actively in supporting learning activities at the school. More open and collaborative communication with the community will strengthen support for the Merdeka Curriculum. (5) Although the use of technology has begun to be implemented, there are still some challenges related to information systems and technology that need to be addressed. Therefore, the school needs to develop a better information system to support learning management and school administration so that resource management can be carried out more efficiently and effectively.

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