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Principal Innovation Develops P5 Students' Learning Experience Through Experiential Learning Stimulation

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Abstract

The purpose of this study was to show the principal's efforts to innovate the learning experience of P5 students through experiential learning. This study used a qualitative approach with the type of school action research. This study included a number of systematic series of actions, namely planning, implementation, periodic observation, and reflection of the actions taken. So with this action it showed that the principal's innovation in developing the P5 learning experience of students through experiential learning was that students like teaching and learning activities because of the way the teacher organizes the learning process, which ensures that learning time is used as efficiently as possible. The learning strategies such as maximizing the learning structure in the classroom; setting, instructing, reviewing, observing, and reinforcing learning expectations and rules; actively involving students; using a number of strategies to deal with expected student behavior; and using a number of strategies to erode unexpected student behavior are components of learning development.

Keywords: *Innovation, Learning Experience, Simulation*

Abstrak

Tujuan penelitian ini ialah untuk menunjukkan upaya kepala sekolah menginovasi pembelajaran pengalaman P5 siswa melalui *experiential learning*. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian tindakan sekolah. Penelitian ini meliputi sejumlah rangkaian tindakan yang sistematis, yakni perencanaan, pelaksanaan, observasi berkala, dan refleksi dari tindakan yang dilakukan. Maka dengan tindakan ini menunjukkan bahwa inovasi kepala sekolah dalam mengembangkan pengalaman belajar P5 siswa melalui *experiential learning* yakni siswa menyukai kegiatan belajar mengajar karena cara guru mengatur proses pembelajaran, yang memastikan bahwa waktu pembelajaran digunakan seefisien mungkin. Adapun strategi pembelajaran tersebut seperti memaksimalkan struktur pembelajaran di kelas; menetapkan, menginstruksikan, meninjau, mengamati, dan memperkuat harapan dan aturan pembelajaran; melibatkan siswa secara aktif; menggunakan sejumlah strategi untuk menangani perilaku siswa yang diharapkan;

dan menggunakan sejumlah strategi untuk mengikis perilaku siswa yang tidak diharapkan adalah komponen pengembangan pembelajaran.

Kata Kunci: Inovasi, Pengalaman Belajar, Simulasi

Introduction

Today's society must continue to improve its knowledge and abilities regarding advances in science and technology due to the increasing use of technology (Anani et al., 2021). To equip the next generation to be able to compete in a more complex environment, the education sector must be ready to face the changes and progress that are taking place (Rahayu, 2017). The Department of Education is committed to making the current curriculum even better. Small adjustments always lead to big changes. Likewise, improvements made by the smallest educational units, teachers and schools always lead to significant changes in students. To face a world that continues to change in accordance with the progress of the times, educators and educational institutions must make significant innovations in teaching (Awwaliyah & Arya Setya Nugroho, 2023).

Every school program is mostly implemented by the principal. Management, supervision, and growth of the entire institution are within the scope of the principal's authority (Salsabila, 2020). The principal is the school administrator who provides guidance, direction, and goals to all employees and students (HAQ, 2023; Yulianto et al., 2023). This includes selecting appropriate lesson plans, teaching strategies, and teaching resources. Programs and activities should be regularly observed and assessed by the principal. They should be prepared to adjust as needed based on assessment findings (Agustina et al., 2023; Soedardi, 2019). In education, the principal plays a vital role in fostering an atmosphere that supports the overall development and evolution of students. With competent leadership, school administrators can ensure that childcare and education are carried out efficiently, providing children with the greatest benefits and nurturing their growth into wonderful people (Suhermah & Endang Yunitasari, 2023; Tobing & Hasanah, 2021).

There is no doubt that the amount of services provided to students has a significant impact on the discussion of quality. If there are not many services provided, teachers cannot expect much from their students (Siregar & Akbar, 2020). This means that the educational services provided must offer excellent opportunities for students to develop in all areas (Prasetya, 2021; Prihatini & Supriyanto, 2020). The activities created and carried out by students, as well as the resources or learning experiences (curriculum) and media used, are all considered part of the quality of learning. Students can easily understand, remember, and apply the content or information given to them if the learning is of high quality (Pribadi et al., 2023; Sabri, 2024).

All educational institutions must strive to provide high quality teaching because this is a criterion for the effectiveness of the principal in running his institution (Hasanah & Mustofa, 2024; Siti Ambarli et al., 2020). The principal's instructional leadership enables high-quality learning to be achieved. By actively participating in educational activities in the school they supervise and working to provide the necessary infrastructure to support teachers' learning needs, the principal can demonstrate their understanding of quality learning. This strategy ensures that the principal remains committed to improving student achievement and creating a high-quality learning environment (Baharun et al., 2021; Fahmi, 2022).

According to Gunantara (in Lindsjo, 2018), stated that improving the quality of learning is the first step in improving quality. If teachers apply creative learning strategies that place students at the center of the learning process and allow them to learn meaningfully, the quality of learning can be improved. Among according to Puspita & Andriani (2021), innovation or educational renewal is a new approach to various issues in education. It is undeniable the importance of creative leadership in education. The quality of education can be improved through innovative leadership by fostering an atmosphere that encourages innovative and cooperative learning.

The quality of human resources is very important in the era of globalization. Gaining an advantage in international competition requires increasing competitiveness in order to compete openly with foreign human resources. The government is still trying to improve the standard of human resources by improving the country's education system. To ensure that school policies and goals are headed in the right direction, the leadership of the principal is very important (Alifah, 2021).

As primary leaders, principals play a crucial strategic role in developing a creative school culture. They must be able to recognize the specific needs of their school community and implement appropriate solutions to meet those needs. However, there are a number of obstacles that must be overcome to implement innovative leadership. Principals must face resistance to change, limited resources, and the constant need to adapt to the latest pedagogical and technological advances (Syarif, 2019). Building partnerships with various stakeholders, providing teacher training programs, and cultivating an atmosphere that supports experimentation and creativity are some ways to address this issue (Muali et al., 2018).

The gaps identified in this study in 2022 (during the new normal) at SMP Negeri 1 Panongan, Tangerang Regency, Banten Province were inadequate knowledge about how administrators implement advances in technology integration in the classroom, teacher professional development, and post-pandemic school management, and how these innovations affect overall school performance. There were six conditions that are the focus of this research problem, including: the need to fulfill quality learning (reconstruction of active learning), useful tasks demanded of students, who were also expected to show their best abilities, evaluate and improve their own work, and produce meaningful work and learning experiences. High-quality work always made those involved feel happy.

The principal of SMP Negeri 1 Panongan, Tangerang Regency was responsible for the quality of the school and the direction and goals of the school's future. To improve the institution he supervises, the principal must have a strong understanding of management. How to prepare schools and students to face post-pandemic globalization has led the Ministry of Education and Culture to introduce the Independent Curriculum. All schools were allowed to create their own innovative curriculum. One of the innovative-active programs for learning was the P5 program (Pancasila Student Profile Strengthening Project). In order for the P5 program to be implemented and strengthened, the principal must be a leader based on Pancasila. Pancasila-based leadership aimed to implement and integrate aspects of the Pancasila profile outlined in P5 and place attitudes and morals as high principles. Many scientific achievements from the P5 program were relevant to the position. To ensure that the six dimensions mentioned above were the same and that these achievements were interrelated, these initiatives utilize the Pancasila Student Profile.

Constructivist and transdisciplinary learning are the foundations of experiential learning. Constructivism is shaped by experiential learning, where students take responsibility for their own education rather than being given instructions on what to do and when (Morris, 2019). Creating multidisciplinary learning experiences that replicate real-world learning is the goal of the experiential classroom (Immaniar et al., 2019; Priyandari et al., 2020). This type of learning requires a shift from teaching methods that are based on transmitting knowledge, where students sit and listen passively, to alternative constructivist methods where students learn by working carefully on tasks while being involved in meaningful situations (Salinas-Navarro et al., 2024).

Developing teachers' teaching skills, understanding students' learning styles, and helping students become self-aware are just some of the benefits of experiential learning (Prasetya, 2021). The experiential learning approach

supports all types of student learning when combined with Kolb's learning styles. The experiential learning cycle, also known as the Four-Stage Learning Cycle, is a central concept in Kolb's experiential learning theory. This cycle consists of actual events that form the basis for reflective observation. After that, the contemplative observations are internalized and reduced to abstract ideas that produce fresh, actionable implications that can ultimately lead to new experiences (Stranovská et al., 2019).

The leadership style of the principal that has been implemented Awwaliyah & Arya Setya Nugroho (2023) about the ideal and reality in implementing the Pancasila Student Profile, including; Democratic leadership style, learning with projects and habituation. In addition, Suhermah & Endang Yunitasari (2023) in his research explained that the role of the Principal in implementing an innovation program was as an instructor, supervisor, manager, administrator, leader, innovator, and motivator who shapes the workplace environment. In his research, Sabri (2024) added that the P5 program has been proven to help students improve their critical thinking, communication, teamwork, and creative thinking skills.

Interestingly, this study declares the principal's innovation in a real and meaningful way by creating and supporting students' creativity, innovation, and exploration with the environment. Of course, the implementation of this program was in line with the experiential learning strategy. The basic question regarding the importance of experiential learning in the implementation of P5 was the learning model that can make the learning process more meaningful by involving students directly in learning. It was a characteristic of this experiential learning that makes a process where knowledge is created through the transformation of experience. So the purpose and focus of this study was to analyze the innovative leadership of the principal to develop students' P5 learning experiences through stimulation of experiential learning strategies.

Methods

The school action research (SAR) approach was used for this study. In order to improve and strengthen the professionalism and performance of schools, teachers, and other education personnel, supervisors or principals conduct research methodically and in an organized manner. This will improve the quality of education. In order to obtain the best supervision practices based on research results, SAR is more focused on solving problems, especially those related to professionalism in supervision. Through careful and methodical trials, techniques or approaches in educational supervision are transformed into action tools that are used seriously (Komariah, 2019).

The location of this research was at SMP Negeri 1 Panongan, Tangerang Regency. Therefore, the PTS activities that have been formulated from some of the above are explained as follows.

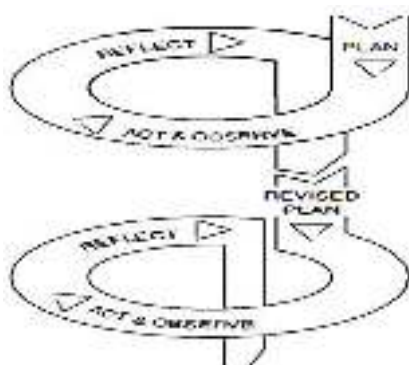


Figure 1. PTS Flow/Cycle (Windayana, 2019)

Planning corrective actions

The supervisor seeks solutions after realizing that there are problems with professionalism in conducting supervision. To overcome these problems, the supervisor creates corrective steps that must be implemented.

Implementation of PTS

The supervisor acts as both a supervisor and a data collector during the implementation phase of the action. This can be done through direct observation, document analysis, or even teacher interviews after the action is

completed. While the supervisor is implementing corrective actions, teachers can also ask their colleagues for help in conducting observations. During the activity, observations are made of the teacher's P5 learning activities. Aspects such as teacher attention, active response, responsiveness and completion of tasks, and participation in activities are some of the elements that will be evaluated by the instrument used.

Observation

The purpose of observation is to determine the extent to which corrective action activities have been effective in achieving the desired results. To carry out these actions, the supervisor has created an observation instrument based on the type of activity and its content. As soon as possible, the observation findings must be combined, processed, checked, and evaluated. The results can be the basis for deciding on further steps.

Reflection

After the activity, data is collected and reviewed. The supervisor reflects based on the findings of the analysis. At this stage, the researcher provides answers to questions about how, why, and how much an action resulted in significant change. The supervisor will learn from the reflection findings how successful or unsuccessful the corrective action was. The supervisor uses the results of this reflection to help plan and implement the next corrective action. Collaborate with colleagues (teachers, principals, and supervisors) to conduct analysis and reflection to determine the extent to which the effort resulted in change, as well as its benefits and shortcomings, improvements that can be made, and other issues.

This research instrument only used the observation process, in-depth interviews with the principal, WKM Curriculum, 2 P5 teachers and 3 students of SMP Negeri 1 Panongan, Tangerang Regency. While data analysis used data condensation from the results of the instrument and reflection itself.

Result

The following were daily activities that must be carried out to demonstrate the principal's competence according to the Regulation of the Minister of National Education Number 20 of 2003: a. Personality competence, including having high morals, an open attitude, self-control, and the ability and desire to lead education. b. Managerial competence, namely the ability to carry out the duties and responsibilities of the principal, including planning, establishing a school organization, supervising school resources, maintaining facilities and infrastructure, supervising curriculum development and learning, as well as monitoring, evaluating, and reporting. c. Entrepreneurial competence, including the ability to innovate, having a strong desire to succeed in his leadership role, and having an entrepreneurial spirit in managing educational resources. d. The ability to provide direction to educators, students, and other staff in order to improve teacher professionalism is called supervision competence. e. Social competence, or the ability to collaborate with related institutions, groups, and communities in order to advance school goals.



Figure 2. Principal Competence

Meanwhile, in the decision of the Ministry of Education, Culture, Research and Technology in 2021, in the reference to the six dimensions of the Independent Curriculum, there were main contents, namely: 1) Faith, devotion to God Almighty, and noble character; 2) Independence; 3) mutual cooperation; 4) global diversity; 5) Critical thinking; and 6) Creative. Contextual, exploratory, holistic, and student-centered are the four main principles of the Pancasila student development profile. The P5 program has the following advantages: (1) In educational institutions, it functions as a participatory ecosystem that involves the community and develops into an organization that makes a positive contribution to the environment or others. (2) In students, especially the development of active competencies and characters, active involvement in lifelong learning, development of attitudes, knowledge, and skills related to projects, development of a sense of responsibility and concern for various current issues, enjoyment in the learning process, and optimization of achievement.

The principal of SMP Negeri 1 Panongan, Tangerang Regency, implemented an innovation to develop students' P5 learning experiences through experiential learning. This activity was studied and implemented in 2 cycles. Each cycle held 2 meetings with a time allocation of 2x45 minutes for each meeting. The purpose of the P5 learning phase or cycle was to provide children with access to resources that will expand and broaden their learning experiences. This study created the following criteria and indicators of achievement. 1) the need to fulfill quality learning (reconstruction of active learning), 2) Students were only expected to complete useful tasks; 3) they were expected to demonstrate their best abilities; 4) they were expected to evaluate and improve their own work results; and 5) high-quality work consistently produced enjoyable work and educational experiences for all parties involved.

The details of the activities at each stage were as follows:

First cycle (5-6 September 2024)

The activities of this first cycle consist of:

Planning and taking baseline data analysis (plan)

At this stage, the principal made interview and observation sheets, created learning assessment indicators, and made notes on the results of the implementation of the RPP in the cycle. Cycle I was used as real training by the Principal in implementing the P5 program through experiential learning. The principal made interventions in the form of training based on most of the instructors' shortcomings in classroom management or learning competencies. This was due to the fact that the training focuses on improving one or several types of specific abilities and prioritizes practice over theory. Therefore, this was in line with the researcher's goal to improve the instructor's P5 learning management abilities. The training materials covered four aspects, namely P5 classroom/learning management, the need to fulfill quality learning (reconstruction of active learning), development of student competencies and skills, project-based learning, quality assignments always made students happy, and meaningful learning and work experiences were created when students were allowed to evaluate and improve their own work. When learning occurs, the principal himself created and provided training. On a certain day, after the teaching and learning activities end, the participants took part in training.

Implementation of the first intervention (act)

The training given by the principal of SMP Negeri 1 Panongan, Tangerang Regency to the six P5 teachers was to introduce experiential learning strategies in learning. The principal demonstrated this strategy by inviting students to learn about the environment with various themes that teachers can use creatively.

Table 1. Number of Classes and Students

Class	Number of Students
VIIa	25 students
VIIb	26 students
VIIIa	25 students
VIIIb	26 students
IXa	27 students
IXb	27 students

Table 2. Some Themes of the Pancasila Student Profile Strengthening Project

No	Themes
1	Sustainable lifestyle
2	Local wisdom
3	Bhinneka Tunggal Ika
4	Build up his soul and body
5	The voice of democracy
6	Engineering and technology
7	Culture
8	Climate change
9	Anti-radicalism
10	Mental health

This training showed the process of interaction between teachers and students openly and without limits, interaction between students, and interaction between students and the environment. Students' knowledge that has been obtained from various subjects during the main hours is then internalized in real activities in this project. The principal also taught teachers to always involve the elements of Pancasila (divinity, humanity, unity, deliberation, and justice between each other).

The initial conditions (cycle I) were deepened with semi-structured interviews to find out the learning of P5 by the six teachers (grades VII-IX). The principal also explored the educational background and work experience of the teachers. This was intended to find out how much experience the teachers had in dedicating their abilities to the world of education. From the results of this interview, the principal found that the six P5 teachers had at

*Principal Innovation Develops P5 Students' Learning Experience Through
Experiential Learning Stimulation*

Heri Rifhan Halili dan Khoiriyah

least 3-7 years of teaching experience with a Bachelor's degree. P5 teachers were also taught to always prioritize creativity and innovation in learning as well as possible so that student exploration continues to be channeled in their activity programs.

Observation

This data collection was conducted two weeks after the training was conducted for the six P5 teachers. After direct training by the principal, the six teachers began to conduct intensive P5 learning with students. The six teachers applied different experience concepts to students. Such as, learning with a rotation model (switching from indoor to outdoor learning, learning with a nature exploration model, learning with a small group model. However, it was quite unfortunate that the implementation of this P5 program is sometimes not supervised intensively by teachers but only given assignments outside the classroom or others. Thus, the interaction between teachers and students was less circulated. Teachers are also more authoritarian in this program.

Evaluation and reflection of result

Reflection on the first cycle shows that after training by the principal, the six teachers were still indifferent to their position as facilitators. During learning, teachers tried to be creative in using materials and learning models according to the theme determined by the Ministry of Education, Culture, Research and Technology. So far, the actions of cycle I, students' learning experiences were structured with the existence of various themes given by the teacher. Students' learning styles were also circulated in natural and environmental knowledge. Interaction between students was built on the principles of togetherness and unity, and was openly independent. Therefore, from the results of this reflection, to optimize P5 learning for students and teachers, it will be continued in the second cycle.

Second Cycle

The planning in the second cycle was the same as the planning carried out in the previous cycle. The difference lied in the time of implementation and the principal's action materials for the six P5 teachers. The action materials used were the principal inviting P5 teachers to be able to represent and demand teachers to appreciate students' learning experiences.

The implementation stage of this action starts from September 26-27. One of the leading activities of the P5 program was the Glipang Dance for the cultural experience of students in the Probolinggo area. This project was more dedicated to the role of teachers as facilitators and media for the success of the program. Random students dance, while teachers taught the movements. In other activities, students were required to be able to present their processed products (food or making other works with the theme of local wisdom) in the form of products. The school environment's green garden activity also illustrated students to get to know and interact with plants. The role of teachers in several of these activities was quite good in their guidance and supervision. Teachers tended to monitor student activities and achievements based on this project. The togetherness of students with teachers was tested in this project and the involvement of the principal is always a supervisor in its implementation.

Based on the observation results, the principal designed coaching for the six teachers whose abilities could still be developed. The purpose of coaching, a type of professional development, was to maximize individual potential, identify their skills and abilities, and create effective performance. One possible follow-up intervention after training was personal coaching. This was because, compared to teachers who receive less performance feedback, those who receive more coaching-based performance feedback usually show higher levels of implementation.

The principal chose to use coaching in the hope that teachers would be more willing to talk about the challenges they faced and the creation of P5 experiences that could be used in their respective classes, because the researchers found during the action process that teachers were more likely to talk in private settings than in groups. The aspects of developing students' P5 learning experiences found in the first cycle were still underdeveloped, so they were re-developed in the second cycle in the form of coaching. Some of these development aspects are: 1) creating, teaching, reviewing, monitoring, and reinforcing learning expectations and rules; 2) making maximum use of the classroom learning structure; 3) actively involving students; 4) using a number of strategies to address expected student behavior; and 5) using a number of strategies to weaken unexpected student behavior.

Observations of the P5 students' learning experiences in the second cycle were that students integrate Pancasila values in everyday life, such as faith, noble character, and mutual cooperation, independence; strong character (unity and humanity); development of competence as active world citizens; able to solve problems in various conditions; and Demonstrate responsibility, independence and concern for issues around the environment.

The ability and courage of students in asking questions was one sign that critical thinking skills were beginning to emerge. Indications of focused questions show the greatest increase in critical thinking skills. Therefore, it can be concluded that the best way to help children develop critical thinking skills is to provide them with stimuli to provoke them. Furthermore, it has been proven that the use of experiential learning increases students' capacity for critical thinking. Without the right learning process, it was clearly impossible to achieve the growth of students' communication skills, which was very important. Students like teaching and learning activities because of the way teachers organize the learning process, which ensured that learning time was used as efficiently as possible.

Table 3. Student Learning Experience Achievement

CLASS	NUMBER OF STUDENTS	KNOWLEDGE ASPECT	ACTIVITY ASPECT	REFLECTION ASPECT
VIIa	25 students	22 out of 25 students were able to complete the project	All students are agile in following the activities	23 out of 25 students were able to observe and reflect on their work.
VIIb	26 students	20 out of 26 can do the project	All students are active in learning	20 out of 26 students were able to observe and reflect on their work.
VIIIa	25 students	21 out of 25 can do the project	23 out of 25 students are actively involved in learning	20 out of 25 students were able to observe and reflect on their work.
VIIIb	26 students	21 out of 26 can work on projects	24 out of 26 students are actively involved in learning	21 out of 26 students were able to observe and reflect on their work.
IXa	27 students	22 out of 27 can work on projects	All students are agile in following the activities	23 out of 27 students were able to observe and reflect on their work.
Ixb	27 students	24 out of 27 can work on the project	All students are agile in following the activities	25 out of 27 students were able to observe and reflect on their work.

Teamwork needed to be practiced often so that students can understand the importance of mutual trust, openness or transparency, self-realization or self-realization, and interdependence in fostering group cooperation. Experience-based or project-based learning designs can be used to train these skills. Shared trust in the skills of their peers in this case, acting is necessary for project-based learning, so that each group member is honest and not afraid to express who they are. Because each position in the group was interconnected, each member must be aware of their own role and think

that it will affect the success of the project, no matter how small. It was seen that the processes for building cooperation skills are carried out directly by students when completing projects.

The principal is also responsible for supervising all school activities to ensure the successful implementation of the Pancasila student profile and character education model. Furthermore, the principal's leadership has an optimization strategy to implement the P5 project (Salim, 2024). Prihatini & Supriyanto (2020) stated that the strategy for optimizing the implementation of this project can also be done by: 1) encouraging student contributions; 2) giving students the opportunity to develop; 3) comparing the values of student work results; 4) optimizing extracurricular and intracurricular activities; and 5) meeting student needs.

Conclusions

The innovation of the principal of SMP Negeri 1 Panongan, Tangerang Regency, developed the P5 learning experience of students with experiential learning stimulation, namely students are able to integrate Pancasila values in everyday life, such as faith, noble character, and mutual cooperation, independence; strong character (unity and humanity); development of competence as active world citizens; able to solve problems in various conditions; and Demonstrate responsibility, independence and concern for issues around the environment.

Therefore, it can be concluded that the best way to help children develop critical thinking skills was to provide them with stimuli to provoke them. Furthermore, it has been proven that the use of experiential learning increases students' capacity for critical thinking. Without the right learning process, it was clearly impossible to achieve the growth of students' communication skills, which was very important. Students like teaching and learning activities because of the way teachers organize the learning process, which ensured that learning time is used as efficiently as possible. The components of learning development included: making maximum use of the

classroom learning framework; developing, instructing, reviewing, supervising, and strengthening learning standards and guidelines; actively involving students; and using a number of techniques to address anticipated student behavior, and using a number of techniques to reduce the likelihood of unexpected student behavior. Recommendations for further research similar to this study were to analyze the effectiveness of the P5 student learning aspect through experiential learning.

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