

# The Concept of Sekolah Penggerak Digital Paradigm in Supporting Profil Pelajar Pancasila

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**Abstract.** With the Kemendikbudristek policy on Sekolah Penggerak, supervisors, principals, and teachers must already understand this and be able to apply it in schools. But the problem is, does our education world already know Sekolah Penggerak to realize Profil Pelajar Pancasila in the current digital era. So this research tries to give the idea of a digital-based Motivator School program model in realizing Profil Pelajar Pancasila.

This study uses a qualitative approach. The data analysis technique used is the Grounded Theory approach. In this study, data analysis refers to steps consisting of three flow of activities that occur simultaneously, namely: data reduction, data presentation and conclusion drawing/verification.

**Keywords:** Sekolah Penggerak, Profil Pelajar Pancasila, School Digitization

## 1. Background

Pasal 31 ayat 1 UUD 1945 expressly states that every citizen has the right to education. The right to education is not only related to access to education, but also the right to an equal quality of education. Pasal 5 ayat 1 UU No. 20 Tahun 2003 concerning the National Education System states that every citizen has the same right to obtain quality education. The guarantee of access and quality of education is the goal of the implementation of the National Education System.

Efforts to educate the nation's life have a correlation with the goal of improving the welfare of the community. Amartya Sen (1999) in Development as freedom (PSP Academic Manuscript, 2020:1) categorizes education and health as "social opportunities" (social opportunities) that allow people to have sufficient provisions to participate in various fields of life. Provision of education, such as literacy and numeracy skills, becomes the basic capital for individuals to access education and allows them to navigate social, economic, and even political life. With adequate education, a person has more open opportunities to participate in economic and social development and to create and maintain a healthy democracy.

To face the challenges above, the government is transforming schools through Sekolah Penggerak program, which is a program that encourages schools to improve student learning outcomes holistically in order to realize Profil Pelajar Pancasila by focusing on cognitive (literacy and numeracy) and non-cognitive (character) competencies that begin with by increasing the competence of the head of the education unit (principal) and teachers. Furthermore, after schools are able to carry out self-transformation, Sekolah Penggerak is expected to be a catalyst for other schools so that equitable distribution of education quality can occur widely and evenly throughout Indonesia (PSP Academic Manuscript, 2020:1).

UU Nomor 20 Tahun 2003 about the National Education System Pasal 5 ayat (1) that “Every citizen has the same right to obtain quality education. Equity in the sense of “quality” means that every citizen has the right to get quality education services. Quality in this context means that the educational process must be able to improve learning outcomes in the form of cognitive and non-cognitive competencies so that each student is able to be competitive at the global level, but still base his behavior on the principles of Pancasila. The learning outcomes which are the main objectives of this learning are formulated as Profil Pelajar Pancasila (Curriculum and Books Center, 2020).

The acceleration of digital technology presents a disruptive situation in life, including in the field of education. So that education is currently being challenged to be able to present a policy that is able to adapt quickly. The digital era presents a new situation that changes the behavior of everyday attitudes in the adaptation process. Digital acceleration presents challenges for the Indonesian people in facing a disruptive and uncertain future.

Sekolah Penggerak Program which aims to improve student learning outcomes holistically, focusing on cognitive (literacy and numeracy) and non-cognitive (character) competencies, must be able to adapt to the use of various digital platforms to realize Profil Pelajar Pancasila.

With the Kemendikbudristek policy on Sekolah Penggerak, supervisors, principals, and teachers must already understand this and be able to apply it in schools. But the problem is, does our education world already know Sekolah Penggerak to realize Profil Pelajar Pancasila in the current digital era. So this research tries to give the idea of a digital-based Motivator School program model in realizing Pelajar Pancasila.

## **2. Methods**

The research method uses a phenomenological method with a qualitative approach as the method used in this study. The phenomenological method was chosen because this study aims to study participants’ understanding of meaningful experiences in their lives and examine experiences in their own citations (Smith, et.al., 2009). In addition, the phenomenological method is a qualitative research that includes phenomena that are outside of it, such as perspectives, thoughts, responses, wills, and beliefs of the subject about “something” outside himself (Idrus, 2009).

This is in accordance with the purpose of phenomenology itself, which is to return to the existing reality (Creswell, 2013). This then became the choice of researchers to understand the concept of a digital paradigm driving school regarding government policies to realize Profil Pelajar Pancasila.

### 3. Results

Sekolah Penggerak is a school that focuses on developing student learning outcomes holistically by realizing Profil Pelajar Pancasila which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with superior human resources (principals and teachers). Principals and teachers from Sekolah Penggerak make an impact on other educational units (Kemendikbud, 2021: 6). Sekolah Penggerak program consists of five interrelated and inseparable interventions. The five interventions can be seen in the image below:



(Source: Kemendikbud, 2021: 8)

**Picture 1. Five Interventions of Sekolah Penggerak**

- a. Consultative and asymmetrical assistance  
A partnership program between the Ministry of Education and Culture and the Regional Government where the Ministry of Education and Culture provides assistance in implementing Sekolah Penggerak. Kemdikbudristek through the technical implementation Unit in each province will provide assistance to the Provincial and District/City Governments in planning Sekolah Penggerak.
- b. Strengthening school human resources  
Strengthening principals, school supervisors, supervisors, and teachers through intensive training and mentoring programs with expert trainers provided by the Ministry of Education and Culture.
- c. Learning with a new paradigm  
Learning with the new paradigm is designed based on the principle of differentiated learning so that each student learns according to their needs and stages of development.
- d. Data-driven planning  
Data-based planning is a change in habits to encourage education units and local governments to develop activities to improve learning outcomes based on data and facts.

This is done by schools to improve the performance of educators through a planned and structured data collection program.

e. School digitization

This is done with the aim of increasing the effectiveness and efficiency of implementing the driving school curriculum, considering that along with the times, almost all schools apply digital-based learning methods. The use of various digital platforms aims to reduce complexity, increase efficiency, add inspiration, and a customized approach.



**Picture 2. Digital Platform of Sekolah Penggerak**

f. Technology Platform For Digital Acceleration

The technology platform is provided to support the implementation of education policies in Sekolah Penggerak programs that focus on the learning process and teacher competency development, as well as the management of school resources. In Sekolah Penggerak program, school digitization includes several technology platforms, namely: (1) an independent teaching platform, (2) a school resource platform, and (3) an education report card dashboard.

#### 4. Discussion

The results of this study have a study of the concept of the digital paradigm in Sekolah Penggerak program, the use of digital media platforms in Sekolah Penggerak program and strengthening the concept of the digital paradigm Sekolah Penggerak in Profil Pelajar Pancasila.

## 5. Conclusion

Based on the data that researchers have taken, it can be concluded that Sekolah Penggerak program is able to increase the acceleration of school digitization. This is done with the aim of increasing the effectiveness and efficiency of implementing Sekolah Penggerak curriculum, considering that along with the times, almost all schools apply digital-based learning methods.

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