

Strategy Analysis of Making High School and Junior High School in Realizing Pancasila Student Profiles in Buleleng District

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Abstract. The aims of this study were to (1) analyze the strategies of the Motivating Middle School and High School in realizing the Pancasila Student Profile in Buleleng Regency, (2) Analyzing the obstacles faced by the Motivating Middle and High School in realizing the Pancasila Student Profile in Buleleng Regency. This study used a qualitative descriptive research design. The subjects of this research consisted of: the principal, driving teacher, non-motivator teacher, and students who were determined purposively by using snowball sampling technique. Collecting data using observation, interviews, and document recording. Data were analyzed descriptively qualitatively. The results of the study indicate that the driving school strategy in realizing the Pancasila Student Profile targets and develops five aspects, namely, (1) Consultative and asymmetrical assistance with the Regional Government.

Keywords: School, Pancasila Student Profile.

1 Introduction

Regulations relating to education used in Indonesia basically states explicitly related to the meaning of education as an effort that is carried out in a planned manner in order to create active learning activities to develop the abilities of students to the maximum from various aspects. According to [1] states that education is a process of providing facilities in the form of knowledge, skills, and so on. In the 4.0 revolution era, students are required to have abilities such as thinking, being creative and innovative, communicating and collaborating [2]. The initiation of an independent learning program by the Indonesian government is based on the increasingly rapid development in the 4.0 revolution era. MFreedom of learning is freedom of thought that starts from the teacher. According to Bell Hooks (inOsman, Ahmed., and Special Akello,2015)educating as a practice of freedom is an interesting and exciting form of teaching and learning for teachers and students. In this practice of freedom, both parties are players in contributing and sharing learning experiences [3].

Kthe concept of Freedom to Learn is based on the essence of freedom of thought [4]. Free to learn should first start in the mindset of the teachers before they teach it to students. To accommodate and promote freedom, critical thinking, innovative, collaborative, and communicative, school transformation is needed, namely driving schools and driving teachers. Talking about driving schools, actually this program focuses on developing and improving the ability of students to the maximum based on the Pancasila Student Profile. The launch of this

program aims to support the vision of education in Indonesia and develop the potential of students on an ongoing basis.

This Motivating School Program is basically intended for private schools and public schools. The government is committed to advancing the quality of student learning outcomes throughout Indonesia. To achieve this goal, in the next few years the government will encourage the presence of thousands of Driving Schools that are able to demonstrate instructional leadership, especially from school principals and teachers in them. These schools will be the driving force to improve the quality of student learning outcomes.

In line with the stated goals government, the Buleleng district government is also committed to improving the quality of student learning outcomes through improving the quality of school principals and teachers. This commitment has been responded to by schools through the selective emergence of Motivating Schools and Motivating Teachers in Buleleng Regency. As a new program and very much needed by all of us, it is very important and urgent to do research as a basis for a holistic school quality development strategy.

2 Method

This study used a qualitative descriptive research design. This research was conducted in SMP and SMA Penggerak in Buleleng district, namely: SMAN 1 Grokgak, SMAN 1 Busungbiu, SMA N 3 Singaraja, SMPN Candimas Pancasari, SMPN 4 Sukasada, SMPN 1 Seririt, and SMPN 3 Singaraja. The subjects of this study consisted of: principals, teachers and students, which were determined purposively. The technique of collecting is through interviews, observation, and document recording. This study uses qualitative data analysis techniques with various activities, namely: (1) data reduction, (2) data display, (3) data interpretation, (4) data verification, (5) drawing conclusions [5].

3 Results and Discussion

Motivator School Program. The government is committed to improving the quality of student learning outcomes throughout Indonesia. To achieve this goal, in the next few years the government will encourage the presence of thousands of Driving Schools that are able to demonstrate instructional leadership, especially from school principals and teachers in them. These schools will be the driving force to improve the quality of student learning outcomes. As a new program and very much needed by all of us, it is very important and urgent to do research as a basis for a holistic school quality development strategy. The strategy of driving schools in Buleleng Regency in realizing the Pancasila Student Profile in Buleleng Regency. *First*, consultative and asymmetrical assistance with local governments. In this regard, the local government and the Ministry of Research, Technology and Higher Education will cooperate and will later provide assistance to driving schools in each district. During the implementation of the Driving School, the district government facilitated in socializing the parties in need to finding solutions to field constraints at the time of implementation.

Second, Strengthening school human resources (HR). The types of training provided to school principals, teachers, and school supervisors are in the form of learning implementation training with a new paradigm and leadership training. Meanwhile, assistance from the Ministry of Education and Culture takes the form of in-house training, district/city-level workshops, learning communities, and coaching programs, either on a 1-on-1 basis or in

groups. In addition, education units are also given strengthening and assistance related to technology implementation, which consists of technological literacy, competency development platforms and teacher profiles, teacher empowerment platforms, school resource platforms, and educational report cards platforms.

The development of superior human resources can be obtained through the implementation of driving schools whose manifestation is through the student profile of Pancasila. Student Profile Pancasila as the embodiment of lifelong students who have comprehensive abilities with characteristics of independence, high creativity, religiosity, global diversity, have a spirit of mutual cooperation, and have critical thinking. The six characteristics are described as follows. (1) Faith, fear of God Almighty. (2) Global diversity. (3) Working together. (4) Independent. (5) Critical reasoning. (6) Creative.

Third, New Paradigm Learning. The new paradigm of learning is based on the profile of Pancasila students through intra-curricular and co-curricular programs. In intracurricular programs, the new paradigm of learning can be learned through differentiated learning with simplified learning outcomes so that students have enough time to explore concepts and strengthen competencies. Teachers can also freely choose teaching devices according to their needs. Whereas in co-curricular programs, new paradigm learning can be learned through cross-subjects, activities oriented to character development and general competence, interdisciplinary learning outside of classroom activities that involve the community, as well as local content that is developed in accordance with national and global issues.

In addition, the new paradigm of learning is also very relevant to 21st century learning. The target of achievement in 21st century learning is to achieve global competencies, namely knowledge, skills, and positive attitudes in accommodating the demands of changing times and being able to adapt in achieve success in professional and social life [6]. *Center for Global Education*(2018), global competencies must be designed by educational institutions so that they are able to lead students to: (1) have curiosity; (2) able to see opportunities; (3) can communicate ideas; and (4) able to make decisions and take action. These four global competencies are the main basis in the development of human resources in the 21st century. According to [7] performance changes continue to develop along with technological developments. Stated that a student's success depends on 21st century skills, so students must learn to have them [8]. The achievement of these skills can be achieved by applying appropriate learning methods in terms of mastery of materials and skills. Bloom divides educational goals into three domains, namely the cognitive, affective, and psychomotor domains [9].

Fourth, Data-Based Planning. Data-based planning is one of the interventions given to education units. Data-based planning can be realized through school-based management programs where schools make plans based on school reflections. The school's self-reflection material comes from school reports that describe the condition of the quality of education. After self-reflection, the school plans an improvement program which will be studied further in the mentoring session by the UPT and/or expert trainers.

Fifth, School Digitization. The government will provide assistance in the use of various digital platforms aimed at reducing complexity, increasing efficiency, adding inspiration, and a customized approach. These platforms consist of a teacher platform for competency profile and development, a teacher platform for learning, a school resource platform, an education report card dashboard, and a digital library.

4 Conclusion

The driving school strategy in realizing the Pancasila Student Profile is carried out by developing five aspects simultaneously, namely: (1) Consultative and asymmetrical assistance with local governments, (2) Strengthening school human resources (HR), (3) New Paradigm Learning, (4) Data-Based Planning, and (5) School Digitization. The five aspects above basically realize school independence, accommodate 21st century learning and accelerate the realization of the Pancasila Student Profile.

Considering that this research is an initial research, it is suggested that other researchers can develop the above aspects more deeply and more comprehensively.

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