

A Study on the Necessary Components for Implementing 'Sekolah Penggerak' to Nurture the Pancasila Student Profile

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Abstract: In the context of ongoing educational reform in Indonesia, this study aims to analyze the implementation requirements of the *Sekolah Penggerak* program in fostering the Pancasila Student Profile across three educational units in North Lombok Regency. Employing a qualitative research design, data were collected through in-depth interviews, direct observations, and document analysis. The study examines six key factors influencing program implementation: human resources, facilities and infrastructure, curriculum adaptation, extracurricular activities, school environment, and funding management. The findings reveal that successful implementation is strongly determined by the professional competence and leadership capacity of teachers and principals, the adequacy of school infrastructure, and the integration of Pancasila values into both curricular and co-curricular activities. Extracurricular programs play a significant role in shaping students' character, while supportive school environments enhance internalization of core values. Furthermore, effective financial planning and allocation are essential to sustain program activities. This research contributes to the development of strategic frameworks for strengthening character education policy and improving the operational effectiveness of the *Sekolah Penggerak* initiative in Indonesia.

Abstrak: In the context of Indonesia's ongoing educational reform, this study aims to analyze the implementation needs of the *Sekolah Penggerak* program in fostering the Pancasila Student Profile across three educational institutions in North Lombok Regency. This research employs a qualitative approach, utilizing in-depth interviews, direct observations, and document analysis as primary data collection techniques. Six key factors were examined, namely human resources, facilities and infrastructure, curriculum implementation, extracurricular activities, school environment, and funding management. The findings indicate that the successful implementation

of the program largely depends on the professional competence and leadership capacity of teachers and school principals, as well as the adequacy of school facilities. Curriculum adaptation that integrates Pancasila values into teaching and learning processes is essential in strengthening character formation. Extracurricular activities also play a strategic role in internalizing character values beyond classroom instruction. Moreover, a supportive school environment and effective financial management significantly enhance the sustainability and effectiveness of program implementation. This study contributes to the development of strategic approaches for strengthening character education policies and improving the practical implementation of the *Sekolah Penggerak* initiative in Indonesia.

INTRODUCTION

Education plays a pivotal role in shaping an individual's identity and character. It goes beyond the mere transfer of knowledge and extends to the vital realm of character building. This is particularly crucial in the context of Indonesia, a highly heterogeneous society susceptible to horizontal conflicts. As articulated by Ki Hadjar Dewantara, education, as a cultural refinement process, is not solely oriented towards cultivating virtuous individuals but also towards fostering a virtuous society " (Irawati et al., 2022). The Indonesian government has undertaken various measures and methods to enhance the quality of education in the country, one of which is the introduction of a new curriculum, known as the Merdeka Curriculum or the Implementation of Merdeka Curriculum (IKM) (Aransyah et al., 2023).

One of the characteristics of the Merdeka curriculum is the project aimed at strengthening the profile of Pancasila students, referred to as (P5)" (Anwar, 2023). The Pancasila Student Profile encompasses a set of values, attitudes, and behaviors aligned with the fundamental principles of Pancasila. This profile promotes compliance with national values, honesty, tolerance, mutual cooperation, and a strong sense of responsibility towards both society and the state. The Pancasila Student Profile represents an initiative to enhance the quality of education in Indonesia with a specific focus on character formation. Values education and character development play a crucial role in balancing technological progress and human development in the current era of globalization (Rachmawati et al., 2022). According to Suwartini, (2017), character education is a process that nurtures character values in students, encompassing insights, self-understanding, resilience, and components of spirit, as well as the steps to implement these values towards the Almighty, oneself, others, the environment, and society. This comprehensive approach aims to cultivate a well-rounded individual, referred to as *insan kamil*.

The presence of the Pancasila Student Profile holds significant importance as it contributes to shaping the character and personality of the Indonesian youth, reflecting the noble values of Pancasila. This endeavor supports the formation of a cultured, inclusive society that upholds unity and social justice. This situation is, of course, closely related to the rapid progress in globalization (Yunas, 2024). By internalizing the values of Pancasila, the younger generation is expected to serve as agents of change, capable of advancing the nation in accordance with the spirit of diversity and Indonesia's integrity. To fortify the Pancasila student profile, allocating specific time for students to learn is crucial. This provides them with the opportunity to strengthen their characters and learn from their surrounding environment (Jamaludin et al., 2022). Changes or adjustments in the curriculum are consistently made to align with the evolving educational processes and goals. The ongoing activities demonstrate a commitment and consistency with the *Merdeka Belajar* (MB) policy, aimed at enhancing the quality of education in Indonesia (Irfan et al., 2023). In the Merdeka curriculum, there is no longer an insistence on achieving minimal passing grades; instead, the emphasis is on quality learning to foster high-quality students with character, exemplifying the Pancasila Student Profile and possessing competencies as human resources ready to face global challenges (Jannati et al., 2023). The novelty of the Merdeka Curriculum lies in its holistic approach to education reform (Putu & Suharta, 2024). The *Merdeka Belajar* policy has made significant strides in improving the quality of education, producing resilient students prepared to confront future challenges (Wiryatmo & Iriani, 2023).

One of the initiatives under the *Merdeka Belajar* policy is the *Sekolah Penggerak* or Catalyst Schools program. The Catalyst Schools prioritize the development of students' learning outcomes, intertwining one of its themes, namely the Pancasila Student Profile. This profile aims to showcase the expected character and competencies of students while reinforcing the noble values of Pancasila (Sukaryati & Siminto, 2022). The Catalyst School is designed to focus on the holistic development of students' learning outcomes by embodying the Pancasila Student Profile, encompassing both competencies and character attributes (Islamiyah, 2022). Launched in 2021 by the Indonesian government as part of efforts to enhance the quality of education, the Catalyst Schools program commenced in the academic year 2021/2022 in 2,500 schools across 34 provinces and 111 districts/cities (Suryani et al., 2023). The primary objective of this program is

to improve the quality, accessibility, relevance, and governance of education across various regions in Indonesia. The Catalyst Schools program achieves this by enhancing education quality through a combination of activities, including teacher training, infrastructure improvement, innovative learning methods and school management enhancement (Patilima, 2021). The Catalyst Schools program is anticipated to address issues concerning the quality of education in Indonesia. Positioned as a response from the government, this initiative aligns with the broader vision of Indonesian education to advance the nation into sovereignty, independence, and individuality through the realization of the Pancasila Student (Fernanda et al., 2022).

The state of education in Indonesia presents several challenges, including disparities in educational access between urban and rural areas, inadequate availability of educational facilities, and issues related to curriculum quality and the enhancement of teaching quality. In terms of educational quality, Indonesia is still considered suboptimal, facing considerable lag compared to rapidly advancing nations (Mariana, 2021). International research reports that compare academic achievements, such as the Program for International Student Assessment (PISA), indicate worrisome proficiency levels among Indonesian students. The PISA 2018 results positioned Indonesia at rank 74 or sixth from the bottom. According to the AKSI research (Assessment of Indonesian Student Abilities), students' abilities in the eastern regions of Indonesia tend to be lower compared to the western regions. For instance, over 90% of students in the provinces of Nusa Tenggara Timur, Nusa Tenggara Barat, Maluku Utara, and Papua Barat fall into the proficiency gap category in computational skills. In contrast, in Yogyakarta and Central Java, this percentage reaches 50% to 60%. These findings underscore that improvement programs face significant challenges and obstacles (Irfan et al., 2023).

Several studies have been conducted regarding the needs of Catalyst Schools, including research by Suryani et al., (2023), who contend that a crucial factor for Catalyst Schools is the support from the surrounding community that facilitates the educational process in the classroom. Parents, community leaders, and local governments all contribute to enhancing the quality of student learning in Catalyst Schools. However, other research indicates weaknesses in the administrative components, school principals, and teaching staff in implementing the *Merdeka Belajar* program and Catalyst Schools. In their study, Armadani et al., (2023) found a lack of alignment between education offices and schools in the implementation of the *Merdeka Belajar* curriculum. The findings from the research by Andrians et al, (2022) suggest that Catalyst Schools represent an effort to improve school quality through comprehensive learning outcomes derived from high-quality human resources, including school principals and teachers. Another factor hindering the implementation of learning in the *Merdeka Belajar* program is the readiness of teachers to plan lessons and their ability to conduct diagnostic assessments, including understanding the aspects of the Pancasila Student Profile to be developed during the learning process (Martanti et al., 2022). Similarly, concerning infrastructure, Dowansiba & Hermanto, (2022) conducted research in two high schools using the Design, Implementation and Evaluation (DIE) concept to enhance human resource skills. In managing learning through a new model, they employed the concept of student-centered learning (SCL), placing students at the center of the learning process. Both educational institutions utilized the 2P strategy (Planning and Procurement) to provide facilities and infrastructure.

Based on the research findings from the involved researchers, it is evident that the challenges in implementing Catalyst Schools vary from facilities and infrastructure to administrative issues, teaching staff concerns and supporting learning infrastructure. However, there has been no examination of the key factors influencing the effective implementation of the Catalyst School concept in the context of shaping a robust student profile based on Pancasila values. This approach encourages a profound understanding of the challenges, needs and unique opportunities that arise in efforts to foster a deep comprehension and application of Pancasila values among students. The researchers aim for this study to reveal innovative and sustainable strategies that can strengthen an education approach centered on Pancasila values.

METHOD

This research employs a qualitative, in-depth and structured approach to gather comprehensive and contextual data related to the needs of implementing Catalyst Schools in shaping student profiles that embody Pancasila values. The qualitative approach seeks to depict an actual phenomenon or issue occurring in the social life of the community based on observable facts in the field (Muzakki et al., 2023). The research is conducted in the Catalyst School program at the elementary school (SD), junior high school (SMP), and senior high school (SMA) levels in North Lombok Regency, involving three educational units. The subjects of this study include the School Principal (KS), 1 Teachers (G), 1 Vice Principal for Student Affairs (WK), 3 Parents (M), and 5 Students (S).

This qualitative method involves data collection through interviews, observations, and document analysis. Data collection techniques include in-depth interviews with various stakeholders, including the School Principal, teachers, students, parents and school administrative staff. Additionally, direct participatory observation within the school environment is conducted to understand daily practices in internalizing Pancasila values. Observations also cover the P5 project (Pancasila Student Profile strengthening project) held once a year by the Catalyst School. Document analysis involves examining the Operational School Curriculum (KOSP), extracurricular programs, and school policies related to the implementation of Pancasila values. Document analysis employs a technique to identify thematic patterns emerging from these documents. Data for document analysis are collected by gathering and analyzing various types of documents, including written documents, images, works and electronic tools, with the reported results being an analysis of these documents (Fauzi, 2022). This method aims to provide a holistic understanding of the needs for implementing Catalyst Schools to achieve a student profile adhering to Pancasila values. The data analysis technique in this research follows Sugiyono, (2010) process, consisting of data reduction, data display, and conclusion drawing/verification. Figure 1 illustrates the selected research flow in this study.

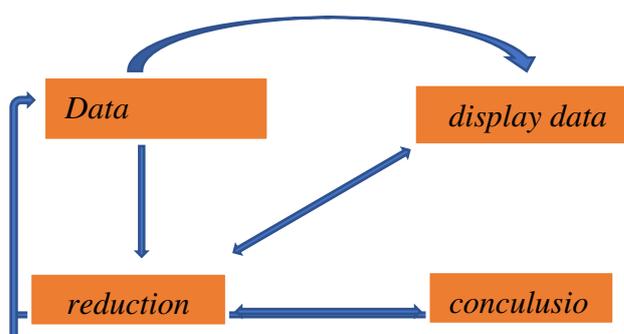


Figure 1. Data Analysis Flowchart (Sugiyono, 2010)

Figure 1 illustrates the data analysis flow according to Sugiyono (2010), which commences with the *data collection* effort. This involves direct fieldwork with various preparations, collecting data aligned with the research objectives through methods such as interviews, observations and document analysis. Subsequently, the data is subjected to reduction, involving cleaning, grouping and selecting relevant data. The obtained analytical results are then displayed comprehensively. Moving forward, the conclusion is drawn based on the analysis results. This conclusion should ideally reflect answers to the research questions and can be used to provide recommendations or practical implications.

RESULTS AND DISCUSSION

The Catalyst School is a program aimed at improving the quality of education in Indonesia. The researcher selected three schools from each educational level of the Catalyst School program, namely Elementary School (SD), Junior High School (SMP), and Senior High

School (SMA) in North Lombok Regency. Based on interviews with the School Principal (KS) at the elementary school chosen as the Catalyst School in North Lombok, it was revealed that the Catalyst School program was launched by the Ministry of Education, starting from the first, second, and third cohorts. According to the School Principal at the junior high school level, the implementation of the Catalyst School program involves several strategic steps. These include enhancing the qualifications of teachers, developing a curriculum that integrates Pancasila values, and efforts to increase student participation in extracurricular activities. Similarly, according to the School Principal at the senior high school level, the implementation of the Catalyst School program follows an approach aligned with the higher educational level. At the SMA level, the program also involves preparing students to face more complex academic challenges and getting them ready to continue to higher education. In this journal, the focus is on the educational aspect in the analysis of the needs for implementing the Catalyst School to cultivate the Pancasila student profile. The discussion encompasses several significant aspects related to education and its impact on students. The implementation of the Catalyst School as an effort to cultivate the Pancasila student profile requires holistic planning and execution. Based on the results of interviews and observations with various sources, the following is an analysis of the key components in the implementation.

1. Human Resources (HR)

The implementation of the Catalyst School in fostering the Pancasila student profile requires skilled and committed human resources. Human Resources (HR) is one of the key elements in the success of the Catalyst School program. In this context, HR refers to the roles of the school principal, teachers, education staff and other support staff involved in the implementation of the education program. As mentioned by (G) at the elementary school, the skills of the school principal in leading innovation and development in the school are crucial. The school principal must demonstrate commitment to improving the quality of education, implementing innovations, and collaborating with stakeholders. The quality of leadership and the ability to motivate and involve staff and students are also essential factors in the development of the Catalyst School.

Regardless of the crucial role of the school principal, it turns out that teachers also play a significant factor. As conveyors of learning material, teachers hold a vital role. Based on interviews with the School Principal (KS) at the junior high school, the implementation of the Catalyst School is supported by the capabilities of teachers who can provide understanding during the learning process related to the program's achievement of the Pancasila student profile. Teachers are obligated to comprehend and understand all teaching materials and modules, as emphasized by the School Principal at both the senior high school and elementary school levels. Training and development for teachers to understand and apply Pancasila values become a primary necessity. Additionally, recruiting educators who are sensitive to national values can enhance the program's effectiveness. In the context of the Catalyst School, the active participation of qualified, trained, and committed human resources serves as the main foundation for creating a supportive, innovative learning environment capable of effectively instilling Pancasila values in students' characters. The classroom learning atmosphere is illustrated in Figure 2.



Figure 2. Documentation of the Classroom Learning Process

2. Facilities and Infrastructure

The development of facilities and infrastructure that support the teaching of Pancasila values is a crucial necessity. Fulfilling these needs involves providing dedicated spaces for religious and cultural activities, as well as establishing libraries with literature collections that enrich students' understanding of Pancasila values. Based on observations conducted by the researcher in the implementation of the Catalyst School, the adequacy of facilities and infrastructure significantly influences the implementation of the free curriculum, such as classrooms equipped with comprehensive facilities, easily accessible books, and a supportive environment. According to the interviews with (S1), (S2), (S3), (S4), and (S5) at the senior high school level, the completeness of facilities and infrastructure is crucial to support the learning process. The more complete the facilities provided, the more enjoyable the learning activities become. The learning atmosphere with adequate facilities and infrastructure can be seen in Figure 3.



Figure 3. Documentation of the Learning Process with Adequate Facilities and Infrastructure

The significance of adequate facilities and infrastructure in the Catalyst School goes beyond supporting quality education; it extends to creating a learning environment that fosters creativity, innovation, and a profound understanding of Pancasila values. By providing excellent facilities and infrastructure, schools can become inspiring spaces where students learn and grow as active contributors to society.

3. Curriculum

The development of an integrated curriculum aligned with contemporary advancements is an essential requirement. Crafting modules or teaching materials that delve deep into the values of Pancasila and their practical application in daily life becomes a crucial component in achieving these objectives. Based on interviews with the Vice Principal (WK) at the high school level, the implementation of the Merdeka curriculum consists of three aspects: independence, transformation, and sharing. In the context of the Catalyst School, the "sharing" component is emphasized, where schools are capable of creating their own modules and sharing them with other schools, fostering educational programs that cultivate character and student autonomy. As per the interview with a teacher (G) at the elementary school, some schools visit others to observe the implementation of the Merdeka curriculum in Catalyst Schools, particularly in terms of building students' character through effective learning processes. Similarly, the interview with a teacher (G) at the high school level revealed a monthly exchange of experiences with other Catalyst Schools in implementing the Merdeka curriculum. This knowledge-sharing initiative allows other schools to adopt similar approaches to develop students' character profiles aligned with Pancasila values. In the implementation of the Merdeka curriculum, Catalyst Schools have a specific program designed to build the Pancasila student profile, known as the Project Strengthening Pancasila Student Profile (P5). According to the Principal (KS) at the junior high school level, P5 is a program embraced by all Catalyst Schools, aiming to shape students' characters in line with Pancasila values. Each school tailors its projects under P5 based on the unique environmental conditions and student needs. For example, the elementary school's project in the first year revolves around the theme of "Kopi Sangah" utilizing the local environment. Similarly, the junior

high school focuses on themes such as "Unity in Diversity" and the high school emphasizes entrepreneurship. The atmosphere of the P5 project can be observed in Figure 4.



Figure 4. Documentation of the P5 Process at (SD)

The significance of curriculum development centered on Pancasila values in *Sekolah Penggerak* lies in shaping students' characters to be caring, responsible and aware of national values. Consequently, the curriculum serves as a primary tool to reinforce the moral and ethical foundations that constitute the basis of education in *Sekolah Penggerak*.

4. Environment

The alignment of policies and the creation of a conducive environment for the growth of Pancasila values in schools become a necessity. The school environment in *Sekolah Penggerak* plays a crucial role in shaping students' character and ensuring the effective implementation of educational programs. Based on interviews with (G) and (KS), the environmental factor is essential in shaping students' character. Utilizing the surrounding environment as an active learning tool, such as outdoor or field exploration, helps apply Pancasila values in real-life contexts. Active participation of parents, the community and other stakeholders in supporting the creation of a supportive environment is a crucial step in this implementation.



Figure 5. Documentation of Utilizing the Surrounding Environment

In Figure 5, we can observe how the utilization of the surrounding environment serves as a learning medium capable of enhancing the responsiveness of the students. The environment in *Sekolah Penggerak* is not merely a physical space for learning but also functions as a laboratory for character formation and a learning culture that integrates Pancasila values into daily activities. By creating a supportive, inclusive environment that encourages participation from all relevant stakeholders, *Sekolah Penggerak* can serve as an optimal platform for shaping a generation that is caring, responsible, and steadfast in national values.

5. Extracurricular Activities

The development of diverse extracurricular programs tailored to students' needs in understanding Pancasila is a priority. Involving students in activities such as debates, arts, or social activities emphasizing Pancasila values can be an effective means to hone their character. Extracurricular refers to activities outside the main school curriculum that can engage students in various activities such as clubs, organizations, or programs not included in the core subjects taught in the classroom. These activities are usually diverse and can cover areas such as sports, arts, literature, science, technology, social, or even community service based on interviews with parents (M1). As a class guardian, extracurricular activities are essential for the formation of students' characters, not only during school hours but also utilizing playtime for learning. Extracurricular activities play a crucial role in developing students beyond the academic aspects.

In *Sekolah Penggerak*, extracurricular activities are not just additions but also an integral part of education aimed at shaping character, leadership, and the application of Pancasila values in students. By providing a variety of activities integrated with the taught values, schools can offer comprehensive learning experiences for students. Here is an example of one extracurricular activity, as depicted in Figure 6.



Figure 6. Documentation of Extracurricular Activities

6. Funding

Adequate funding stands as a crucial determinant for the success of implementing a School of Excellence. Increased financial resources can be allocated towards teacher training, procurement of instructional materials, and enhancement of facilities that support the incorporation of Pancasila values into daily school life. Based on documentary studies in primary schools, School of Excellence itself receives direct funding from the government in the form of Regular School Operational Assistance (called BOS) and Performance-Based School Operational Assistance (called Performance BOS). Schools are granted autonomy to manage the allocated funds in accordance with their needs, with the condition that they achieve the learning outcomes set by the government, as corroborated by interviews with key stakeholders in primary, junior high, and senior high schools. Adequate and efficient funding in a School of Excellence is a crucial foundation for supporting innovative educational programs with positive impacts on students. Through transparent and intelligent financial management, schools can effectively achieve their educational objectives.

Discussion

"*Sekolah Penggerak*" an initiative by the Ministry of Education, is designed to be a pioneer in enhancing the quality of education in Indonesia. Prioritizing innovation, sustainability, and positive impact on learning, this program is implemented through a rigorous selection process based on specific criteria, such as innovative capacity, program sustainability, and contributions to improving the quality of education in its vicinity. The primary focus of *Sekolah Penggerak* is on educational reform, encompassing the improvement of teacher competencies, the development of innovative curricula, and the shaping of students' characters in line with the values of Pancasila. To realize the profile of Pancasila learners, the implementation of this program requires a holistic approach involving the enhancement of human resources quality, provision of adequate infrastructure, development of a curriculum focused on Pancasila values, a conducive learning environment, and efficient financial support. The collaboration of all these aspects aims to shape students who are not only academically excellent but also possess strong characters and moral awareness in accordance with the teachings of Pancasila.

Selected *Sekolah Penggerak* is expected to become an agent of change within the regional scope in the field of education. One of its primary goals is to enhance the competence of teachers and school principals to deliver quality and relevant education in line with the current developments. Skilled and committed Human Resources (HR) emerge as the key element for the success of the *Sekolah Penggerak* program. The pivotal roles played by school principals and teachers significantly contribute to driving innovation, motivating students and executing programs that nurture Pancasila values among learners. Teacher training and the recruitment of educators sensitive to national values are crucial aspects to ensure program effectiveness. *Sekolah Penggerak* is a school that focuses on developing holistic student learning outcomes by embodying the Pancasila Student Profile, beginning with excellent Human Resources (school

principals and teachers) (Isnawan & Sudirman, 2022). Regardless of the Human Resources (HR) factor, the completeness of supporting facilities and infrastructure is also essential. Adequate facilities and infrastructure in a conducive school environment, including well-equipped classrooms, libraries with a diverse collection of literature and other supporting facilities, impact the learning process. This completeness not only supports quality education but also fosters a creative and innovative environment. Proper educational facilities are an integral and vital part of education delivery across all types and levels of education. An effective and efficient learning process necessitates good facilities such as buildings, libraries and learning equipment in schools that can enhance school quality (Musa et al., 2022). If not supported by adequate facilities, it is challenging to expect the delivery of education capable of producing high-quality and competitive human resources (Muzakki et al., 2023). Good facilities create conditions that support the overall learning process and student development. Therefore, it is crucial for schools and the government to ensure adequate investment in educational infrastructure.

The development of an innovative curriculum is a primary focus in the effort to enhance the quality of education in Sekolah Penggerak. A curriculum integrated with Pancasila values and relevant to contemporary developments serves as an essential foundation. The creation of modules and teaching materials that delve deep into Pancasila and its application in daily life is an integral part of education. The utilization of the Merdeka Curriculum, emphasizing independence, change and sharing, serves as a teaching model that builds Pancasila character in students. The developed curriculum encompasses aspects of character education, instilling Pancasila values, and implementing technology-based learning. The curriculum functions as an adjustment, integrator, differentiator, preparation, selection, and diagnostic tool. This places the curriculum as a key and highly significant component in the education process (Suryani et al., 2023). Consequently, students are expected not only to acquire academic knowledge but also to shape resilient characters, possess high moral values, and love their homeland. Sekolah Penggerak is anticipated to create an educational environment conducive to molding a younger generation that loves their homeland, is ethical, and takes responsibility. A supportive school environment involving parents, the community, and other stakeholders becomes a crucial factor. A learning environment that not only provides physical space but also engages in out-of-classroom learning plays a crucial role in shaping students' characters that are ethical, responsible, and caring about Pancasila values.

Extracurricular programs are also encouraged to strengthen the formation of character through activities that support the personal and social development of students. Diverse extracurricular programs tailored to students' needs serve as a crucial means in shaping students' characters. Extracurricular activities integrated with Pancasila values play a significant role in developing students' characters beyond academic aspects. The implementation of the Pancasila student profile can be achieved through the school culture, intracurricular learning, co-curricular and extracurricular activities, focusing on character building and skills developed in daily life and instilled within each individual (Islamiyah, 2022). By centering extracurricular activities on Pancasila values, a Penggerak school can create a holistic learning environment, support character development, and prepare students to become committed citizens.

Despite the various factors mentioned above, adequate and well-managed funding serves as the foundation for various innovative programs within Sekolah Penggerak. Funding in the context of education, including the Sekolah Penggerak program, plays a crucial role in determining the success and sustainability of various educational initiatives. Sufficient funding supports the implementation of innovative programs, teacher training, curriculum development, and the fulfillment of various school needs. Infrastructure and facility requirements are funded through called Performance BOS. The allocated BOS funds amount to Rp130,000,000. This funding is also earmarked for the purchase of various tools to support Sekolah Penggerak throughout the year (Dowansiba & Hermanto, 2022). Overall, Sekolah Penggerak represents a strategic step by the government to create positive changes in the field of education. Through various initiatives and a holistic approach, this program is expected to have a significant impact

on improving the quality of education and shaping a younger generation characterized by competence and a love for national values.

This needs analysis serves as a crucial foundation for schools in designing and implementing educational programs aimed at fostering a profound understanding and active application of Pancasila values among students. By comprehending these needs, schools can develop focused strategic plans to achieve desired educational objectives. The analysis is conducted by considering several key aspects that are significantly related to education and their impact on students. In the context of implementing the School Revitalization Program, the analysis indicates that fulfilling several key components is essential in the effort to shape the Pancasila learner profile. Various components form the primary foundation for cultivating a deep understanding and application of Pancasila values among students.

CONCLUSION

The School Revitalization Program is an initiative by the Indonesian government aimed at improving the quality of education. With a focus on innovation, sustainability, and positive impact on the environment, selected schools undergo a rigorous selection process by the Ministry of Education, Culture, Research and Technology (MERCRT). The implementation of this program requires a comprehensive approach, including the enhancement of human resources quality, adequate facilities, the development of the Pancasila curriculum and a conducive learning environment. Teachers and school principals play a pivotal role, with training and recruitment aligned with national values. Adequate facilities, innovative curriculum development and extracurricular programs supporting character formation are crucial aspects. Properly managed funding serves as the foundation for the success of this program. Overall, the School Revitalization Program represents a strategic step toward creating positive change in the education sector. It is expected to have a significant impact on improving the quality of education and shaping a younger generation with strong character and a love for national values. This conclusion is drawn from a needs analysis that emphasizes the importance of fulfilling several key aspects in shaping the profile of Pancasila students.

The author suggests, based on the research findings, that to ensure the success of the School Empowerment Program, it is crucial to continuously strengthen the training of teachers and school principals in integrating national values into the learning process. Additionally, special attention should be given to improving school facilities to create an optimal learning environment. Sustained support for the development of Pancasila curriculum and extracurricular programs also needs reinforcement. Efforts to ensure adequate and efficient funding should be consistently enhanced. Through these measures, it is anticipated that the School Empowerment Program can have a more significant impact on shaping students' characters and enhancing the overall quality of education.

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