Implementation Of Educational Strategic Planning Through The Pancasila Student Profile Strengthening Project

Suharyanto H. Soro[1], Andi Suhandi[2], Ferry Timorochmadi[3], Indra Suryana[4], Novalia Nurlaela[5], Premeliani[6]

[1,2,3,4,5,6]Nusantara Islamic University, Bandung Indonesia

[4]indrasvilla64@gmail.com

Abstract

The purpose of this study is to describe and analyze the implementation of educational strategic planning through the project of strengthening the Pancasila student program at SMPN 43 Bandung.The approach used in this study is a qualitative approach with a descriptive method. Data collection techniques use observation and interviews while analysis techniques use interactive data analysis models which include the data collection stage, data reduction stage, data presentation, and conclusion drawing / verification, the results of the study show that the implementation of educational strategic planning through the Pancasila student profile strengthening project at SMPN 43 Bandung is carried out well and planned. This is evidenced by the steps taken by the Principal in organizing P5 activities. The principal carries out strategic planning with stages of activity, namely planning activities by establishing a P5 Committee of teachers. The core activity of the implementation is by providing material on the theme raised, namely Local Wisdom. And the closing activity by conducting digital-based group evaluations to increase the creative dimension and mutual assistance.

Keywords: *Educational Strategic, Strategic Planning, Pancasila student profile*

Introduction

Education is a strategic tool in improving the level of human life. Education can increase a person's status several levels (Lubis, 2018). Through education, humans become intelligent, have abilities or skills, good life behavior, so they can get along well in society. Education is an investment that provides benefits to make a nation dignified before the world (Firdaus & Erihadiana, 2022). The emergence of schools caused a phenomenon in the world of education. The forms and approaches used in education are increasingly developing and complex. This also creates competition between schools (Mulyasa, 2022). Schools are learning educational institutions and have initiatives to increase student happiness (student wellbeing), because education is a circular process that is mutually suggestive and sustainable. Therefore, strategies are expected to win competition between schools and to increase the acceleration of improving the quality and professionalism of school management (Efferi, 2014).

Currently, the terms effective and efficient are terms that are often used in increasingly strict patterns. The world of education, including schools, is no exception to the demands of these conditions. There are many changes that need to be made, especially regarding school management patterns so far. Therefore, schools are required to continually revitalize their strategies, in order to ensure that the demands of the environment and competition match their internal strengths. A school's inability to respond to external opportunities and threats will result in reduced competitiveness or hampered school performance. If this is allowed to happen, it will threaten the continuity of the educational unit concerned. In general, schools have goals, and to achieve them requires strategies.

Strategy is a broad and integrated plan that connects an organization's internal strengths with the opportunities and threats of its external environment (Permatasari, 2017). Strategies are designed to ensure organizational goals can be achieved through proper implementation. The substance of a strategy is basically a plan. Strategy is related to the evaluation and selection of alternatives available to

management in achieving predetermined goals (Selim et al., 2023). In achieving the goals that have been set, strategic planning or Strategic planning. Strategic planning refers to the existence of a relationship betweeninternal strengths with external needs. In this case, strategy contains elements of needs analysis, projections, forecasting, economic and financial considerations, as well as analysis of more detailed action plans (Mulyasa, 2011). Planning in the management function is very important. A successful activity is usually an indication of careful planning. From this verse it can be understood that there is a need to plan for the future, whether for oneself, family leaders, institutions, society or as leaders of the country or in the world of education. In the view of Islamic teachings, everything must be done neatly, correctly, in an orderly and orderly manner.

The processes must be followed properly. Something should not be done haphazardly. Planning is the act of determining in advance what will be done, how to do it, what must be done and who will do it. Planning determines what must be achieved (defining time qualitatively), and when it must be achieved, where it must be achieved, how it must be achieved, who is responsible, why it must be achieved. The application of strategic planning needs in education is indeed necessary. It is hoped that the application of this concept can reduce stagnation for the acceleration of educational development. The key activity lies in strategic planning. At this stage, an analysis of external challenges and opportunities as well as internal strengths and weaknesses is carried out. The substance of planning premises is contained in four things containing accumulated information resulting from situation analysis or part of planning.

In the Industrial Era 5.0, it cannot be denied that technology is developing rapidly and becoming more advanced day by day. The sophistication of this technology has spread to various parts of the world, both in terms of politics, economics, social, culture and including education. Innovation and renewal of education is needed at all times, even every second. To welcome the Industrial Era 5.0, the Indonesian people must be smart in taking the positive side and discarding the negative side. The young generation of the Indonesian nation must also be able to fill this 5.0 era to the maximum and not be easily influenced by external currents that influence various aspects of life. One way that can be implemented by the younger generation of the Indonesian nation is to remain firm in adhering to the foundations of our country, namely Pancasila and the values contained therein. These Pancasila values have actually been taught from an early age, but they cannot necessarily be absorbed and implemented well.

Implementation of Pancasila values is carried out through learning Pancasila and Citizenship Education, namely by implementing the Merdeka curriculum (Istianah et al., 2023). The dynamics of the Merdeka curriculum, especially in Pancasila and citizenship education subjects, can currently be said to be declining (Sumardjoko, 2023). This decline can be seen in the implementation of each material which still uses theory and minimal practice. Teacher professionalism also has an impact on the current decline in curriculum dynamics. As educators, teachers must also be able to keep up with the times by implementing and utilizing technology to support the learning process (Firdaus, 2022). The impact of decreasing curriculum dynamics affects the character of students. Especially for students who are still in elementary school. Because at this level is the place where the embryo of character education is implanted. The declining implementation of character education gives rise to various problems with students' character values (Khairunisa & Firdaus, 2023).

One of the problems that can be encountered in the field is being picky about friends. The above problems can occur because they are caused by the weakening of the implementation of Pancasila and citizenship education values in the elementary school realm. The practice of Pancasila in question is its direct application in the school environment to become a personal habit that can be applied in everyday life. Freedom to learn can also be interpreted as students being given freedom according to their interests and interests. This freedom can take the form of freedom to express opinions and obtain learning through various literature. In carrying out learning, the teacher only acts as a facilitator for the students. Where the teacher only prepares and accompanies the learning process. Here students are required to play an active role in the learning process (Febrianningsih & Ramadan, 2023).

The aim of Merdeka Belajar is to create independent and cultured people. As expressed by the MENDIKBUD Nadiem Makarim on the implementation of the character strengthening program which is

the mandate of President Joko Widodo and is contained in the Minister of Education and Culture Regulation No. 20 of 2018 concerning determining the profile of Pancasila students. The Pancasila student profile contains 6 profiles, namely critical, independent, creative, mutual cooperation, global diversity and noble character. After looking at the statement above, it shows that the curriculum regarding Pancasila and character education requires revision. For this reason, the role of educators as the front guard is very necessary (Rahayu et al., 2023).

One of the problems why it needs to be revised is because the current character has begun to fade and rarely practices Pancasila values. The two problems above are also accompanied by the role of educators who do not implement character education and Pancasila in the teaching and learning process. The form of this curriculum revision is in the form of implementing the values contained in the Pancasila principles into learning at school or personal habituation. So that students can apply and implement it in their home environment. This implementation is called the Pancasila student profile. The profile is a general view that is first seen to be identified and assessed. The profile that will be explained here is the Pancasila student profile, which is a view of students who practice Pancasila values in their daily lives.

State Middle School 43 Bandung is one of the driving schools which has a school environment where teachers are quite professional in teaching. Based on initial observations made by the author, teachers at this school have used strengthening the profile of Pancasila students very well. Therefore, considering the importance of Educational Strategic Planning through the Project for Strengthening the Pancasila Student Profile, the author needs to describe and analyze the implementation process of Educational Strategic Planning through the Strengthening the Pancasila Student Profile Project.

The aim of this research is to determine the implementation of educational strategic planning through the project to strengthen the profile of Pancasila students at SMPN 43 Bandung. The results of this research can be a reference for schools in planning, implementing and evaluating project activities to strengthen the profile of Pancasila students.

Research on educational strategic planning and strengthening the Pancasila student profile has been researched by previous researchers, namely by (Hartati et al., 2022) who focused on strategic planning to improve quality, then by (Kahfi, 2022) who focused on strengthening the Pancasila profile to strengthen character. students, research (Kurniawan et al., 2023) which focuses on strategic planning to improve the quality of madrasas, while the theme raised by researchers focuses on the implementation of educational strategic planning through a project to strengthen the profile of Pancasila students, this is novelty from previous research.
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Method

The approach used in this research is a qualitative approach with descriptive methods. A qualitative approach is used to find out or describe the reality of the events being studied so as to make it easier to obtain objective data (Lexy J Moleong, 2013). Data collection techniques use observation and interviews (Sugiyono, 2022), while the data analysis technique in this research uses an interactive data analysis model which includes the data collection stage, data reduction stage, data presentation, and drawing conclusions/verification (Miles et al., 2014). This research was carried out in November 2023 with research subjects including the Principal, Deputy Head of Student Affairs, Curriculum, and Teachers at SMP Negeri 43 Bandung.

Results

As it should be, implementation requires a conceptual or image that is structured and whose success is guaranteed. The conceptual implementation of the Pancasila student profile is very influential when applied from school. It should be noted that students who are still in elementary school have a high level of curiosity and have a strong grasping power. So it is very easy to indoctrinate or instill Pancasila values in the teaching and learning process to apply them in everyday life and for their future survival.

According to the principal, SMP N 43 Bandung has entered its second year of implementing the Strengthening Pancasila Student Profile (P5) Project Activities. He also explained that this November he had entered the P5 Project activity for the 5th time. He also explained that the first stage was to create a theme, where the big theme had already been created by the Ministry of Education and Culture, so that the high school reduced it to a small theme or activity title. Where the stipulation is that every year the school must have at least 3 projects a year. After that, the principal proceeds to the stage of forming the P5 committee, starting from chairman to members. After forming the committee, the school will invite Class Partners or parents to explain this P5 activity. The committee is also provided by the school principal for this P5 activity to first release the teacher's background in teaching or teaching one of the subjects. After all P5 activities have been carried out from start to finish, specifically at SMP Negeri 43 Bandung, they always hold an Expose event or to provide an Achievement to the children.

The Project for Strengthening the First Pancasila Student Profile at SMP Negeri 43 Bandung has the theme "Local Wisdom". It was not without reason that the first P5 committee chose the theme of "Local Wisdom," Pa Dian explained that this theme was taken because the school wanted to explain, introduce to students what region they were in, what culture they were in and how art was in the region. students, where we know that the location of SMP Negeri 43 Bandung is in the center of Bandung City government (Alun-Alun) with a strong nuance of Sundanese local wisdom, where the preservation of Sundanese culture is still maintained through art (Sundanese food, Jaipongan, Angklung, Sundanese songs, etc.)

Dian also explained that SMP Negeri 43 Bandung not only wanted to introduce Sundanese culture, but the school agreed that it wanted to introduce digitalization to children, then how to use it and much more. Finally, several processes have gone through, until the students are divided into 5 groups per class, the details of which are as follows: Group 1 is given an interview assignment; Group 2 was given the task of how to photograph objects properly and correctly; Group 3 was given the task of how to edit videos; Group 4 was given the task of making a PPT; Group 5 was given the task of creating a design on Canva.

Discussion

The Merdeka Curriculum has been implemented at SMP N 43 Bandung in the 2021/2022 academic year. Project Activities for Strengthening Pancasila Student Profiles (P5). According to the principal, in November 2023, it will enter Project P5 activities for the 5th time. The Pancasila student profile is an implementation of the independent curriculum which underlies the expected implementation. The Pancasila student profile is carried out by SMPN 43 Bandung when learning takes place in the classroom. This is in line with (Santoso et al., 2023) teachers must implement the „Pancasila Student Profile" as regulated in the Minister of Education and Culture's regulation (Permendikbud) No. 22 of 2022 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. The project to strengthen the student profile of Pancasila requires implementation in classroom learning in order to create students who are faithful, devoted to God Almighty, and Noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity.

Figure 1. Six Six Indicators of the Pancasila Student Profile Version of the Driving School

Source: Ministry of Education and Culture, 2020

In carrying out educational strategic implementation activities through P5, the school principal divides them into 3 stages, namely; First, the school principal carries out careful planning by forming a P5 committee starting from the chairman to the members. After forming the committee, the principal invites Class Partners or parents to explain this P5 activity. The committee is also provided by the school principal for this P5 activity to first release the teacher's background in teaching or teaching one of the subjects. After all P5 activities have been carried out from start to finish, specifically at SMP Negeri 43 Bandung, they always hold an Expose event or to provide an Achievement to the children.

Second, the Project for Strengthening the First Pancasila Student Profile at SMP Negeri 43 Bandung has the theme "Local Wisdom". It was not without reason that the first P5 committee chose the theme of "Local Wisdom," Pa Dian explained that this theme was taken because the school wanted to explain, introduce to students what region they were in, what culture they were in and how art was in the region. students, where we know that the location of SMP Negeri 43 Bandung is in the center of Bandung City government (Alun-Alun) with a strong nuance of Sundanese local wisdom, where the preservation of Sundanese culture is still maintained through art (Sundanese food, Jaipongan, Angklung, Sundanese songs, etc.)
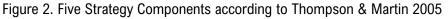
Third, the P5 evaluation form is carried out with group assignments by digitally based students. Digitalization for children is used to foster creative dimensions and mutual cooperation. The following is an explanation of the assignments in the P5 process at SMPN 43 Bandung: Group 1 is given an interview assignment; Group 2 was given the task of how to photograph objects properly and correctly; Group 3 was given the task of how to edit videos; Group 4 was given the task of making a PPT; Group 5 was given the task of creating a design on Canva

The principal's steps in implementing educational strategic planning through P5 are in line with the strategic steps according to (Bryson et al., 2018) which include:
1. Initiate and approve a strategic planning process
2. Clarify the organization's mandate
3. Clarify the mission and values of the organization
4. Assess the external and internal environment
5. Identify strategic issues facing the organization
6. Formulate strategies to manage issues
7. Review and adopt strategies and strategic plans

According to (Thompson & Martin, 2005) visualization of five ways of looking at strategy in Figure 2. There are five components in looking at strategy, namely: vision, planning, tactics, position and pattern. For further explanation, see Figure 2 below;

Figure 2. Five Strategy Components according to Thompson & Martin 2005

Some people think that strategy and planning are the same thing. Strategic planning has an important role in creating strategy, but planning does not fully explain how the strategy works. Tactics are also views about looking at the future that must be implemented immediately. The planning carried out by the head of SMPN 43 Bandung by forming a P5 committee was a strategic step to implement the program. Organizational competition and developments over time will be very dynamic. All organizations will continue to innovate and use the latest methods in organizational development efforts. For this reason, tactics are a quick way to adopt and overcome rivalry and competition so that the organization can be superior. Vision, planning and tactics all concern the future and imply change. The principal's tactic of involving Class Partners or parents to explain P5 activities is a form of collaboration in achieving the goals of the vision.

Position is related to the suitability of the organization's current competitive situation. Basically, positioning is stopping temporarily to look at the current position of the organization to be aware of the condition of the organization and then clarifying it so that organizational changes are based on data and knowledge, not past assumptions. And of course the current position of the organization is the result of previous decisions taken, plans that have been implemented and previous tactics. Then the important thing is to analyze and understand the patterns that develop, see what has happened, why and how it happened. Understanding patterns can be a valuable foundation for future decisions, plans and actions for an organization, but while history can be a guide to the future, it is rare for events to be repeated exactly the same or without some differences. The importance of clarifying patterns of decisions and changes also explains the success of a strategy. We will gain an understanding of this perspective and strengthen it when we see and practice directly how a strategy is created by an organization and changed according to organizational conditions, competition, and very dynamic developments in the times. After explaining several concepts of strategy, a conclusion can be drawn that strategy is a series of actions carried out by an organization in an integrated manner to make the best decisions for achieving organizational goals. The principal of SMPN 43 Bandung has implemented educational strategic planning well and systematically.

Conclusion

Based on the research that has been conducted, it can be concluded that the implementation of educational strategic planning through the project to strengthen the profile of Pancasila students at SMPN 43 Bandung was carried out well and well planned. This is proven by the steps taken by the school principal in organizing P5 activities. The principal carries out strategic planning with stages of activity, namely planning activities by establishing a P5 Committee from teachers. The core activity of the implementation is providing material on the theme raised, namely Local Wisdom. And the closing activity is by conducting a digital-based group evaluation to increase the creative dimension and mutual cooperation

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