Implementation of Student Leadership in Improving the Project Program to Strengthen Pancasila Student Profiles in Public Junior High Schools 4 Sukabumi

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Abstract

The background of this research is based on the phenomenon of the teaching and learning process in the school environment which is still teacher-centered, while students' creativity and initiative have not been optimally utilized in building a conducive learning atmosphere. Also the emergence of government policies regarding programs to strengthen the profile of Pancasila students and an independent curriculum that must be implemented in schools. The purpose of this study was to obtain information and analyze the Implementation of Student Leadership in Improving the Pancasila Student Profile Strengthening Project Program at Middle School 4 Sukabumi. The research procedure uses a qualitative approach, with the case study method, because the school has implemented a student leadership program in improving the program to strengthen the profile of Pancasila students. The basis of the theory used is the theory of leadership. The results of the study show that the student leadership program at Negei 4 Junior High School Sukabumi can encourage and motivate students to develop their potential, initiative, creativity and courage to make decisions in the dimensions of the teaching and learning process in the school environment.

Keywords

Leadership, students, Pancasila student profiles

Education is interpreted as a conscious effort in developing the potential of students in the hope of having the competencies needed by the world of work and industry. Hanafiah (2020). Education seen from the perspective of the mandate of the 1945 Constitution article 31 paragraph 1 states that every citizen has the right to education. To make this happen, the government continues to try to expand access to education throughout the country through various policies issued by the government from 1945 to the present. This is done in an effort to equalize access to education, quality and relevance of education and improve education governance. The efforts made by the government will have a positive impact because more and more citizens who

receive education from early childhood to tertiary institutions will increase the human development index.

Facts on the ground show that access to increased equity in education has not been directly proportional to the equal distribution of the quality of education obtained by citizens because based on the results of a survey issued by PISA in 2018, it was stated that science, mathematics, and reading skills accounted for 60% to 70% of students in Indonesia. still below the minimum standard. In addition, based on the results of the most recent Computer-Based National Examination (UNBK) in 2019, the average score of 2 provinces on the island of Java beat the average score of the highest 10% group in 10 (ten) other provinces outside Java. (Final-copy-Permendikbudristek-No-371-Year-2021-about-PSP.pdf)

Factors that become obstacles to increasing and equalizing the quality of education are from the educators themselves, such as teacher competence and performance as well as teacher creativity in teaching which is still low. In terms of teacher competency and performance, it can be seen from the results of the Teacher Competency Test (UGK) that the average gain is around 57 (fifty seven) on a scale of 0 (zero) to 100 (one hundred).

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) establishes the Mobilization School Program policy. The Mobilizing School Program will begin rolling out in 2021. The Mobilizing School Program seeks to encourage schools to make changes or self-transformation in improving the quality of learning. After that the Mobilization School will carry out the sweep to other schools in improving the quality or quality of education that is the same and evenly distributed.

Implementation of quality improvement policies is carried out through the implementation of the Independent Curriculum. Since the 2021/2022 Academic Year, the Independent Curriculum has been implemented in nearly 2,500 schools participating in the Mobilizing School Program. The application of Freedom of Learning in schools gave birth to many innovations in the world of education, especially the progress of various educational institutions. However, the implementation of the Merdeka Learning policy is still not fully ready, especially regarding the Merdeka Learning Episode which is still being refined. This is in an effort to achieve the formulation of a Pancasila student profile which is a plan launched by the Minister of Education and Culture to shape Indonesian students to have basic competencies and behaviors that are in line with Pancasila values.

Internalization of the Freedom to Learn policy is carried out, such as through the National Assessment and the 23rd Episode. The role of the teacher is very important in the independence of students' thinking, which must be preceded by teachers before they teach it to students. Therefore, teachers must have sufficient competence and qualifications in order to properly implement the Merdeka Learning policy. The dynamics in the learning process move from inside the classroom to teaching outside the classroom in order to broaden the range of students' learning experiences.

The real conditions found in the field, there are still many educators who do learning by placing students as objects or it can be said that teaching and learning activities are carried out more teacher-centered. (Rostini: 2022). There are still many teachers who are not aware of the importance of student leadership both in learning in the classroom and outside the classroom. Most students participate in learning activities with what has been determined by the teacher. From the description above it is deemed necessary to conduct research with the aim of obtaining information and analyzing the implementation of student leadership in the Project Program to Strengthen Pancasila Student Profiles in Sukabumi Junior High Schools.

Theoritical Review

The concept of leadership literally comes from the word lead. Lead contains the meaning of directing, fostering or managing, guiding and also showing or influencing. The leader has responsibility both physically and spiritually for the success of the work activities of those who are led. According to Wahjosumidjo (2005: 17) leadership is translated into terms of traits, personal behavior, influence on others, patterns, interactions, cooperative relationships between roles, the position of one administrative position, and persuasion, and perceptions of others. about the legitimacy of influence.

Meanwhile, according to Danim (2004: 93) a leader must be able to work with subordinates. So that what is done will feel easy or light, it will further speed up the relationship between subordinates and leaders, but does not violate ethics.

Student leadership is a conscious and academic effort made by teachers and students to foster student

leadership. This provides an opportunity for students to develop a positive profile of themselves and become independent individuals and liberate their nation (Ministry of National Education: 2022). Quoting Vaughn's opinion. M. (2019) "that student leadership in a learning context is multi-dimensional". Student leadership focuses on individuals related to student interests to strengthen the learning context in which students and teachers together create the learning context itself. However, related to the concept of independent learning, student leadership. Meireles, J & Guzzo, RSL (2021) also reminded that only discipline and submission to authority improves the quality of schools.

Student leadership in the context of learning, students are the holders of control in learning for each of them. That is, teachers or students and as optimally as possible facilitate, guide, direct (guide) children according to their profiles, talents and learning readiness. So, a child should know what is needed and understand self-fulfillment of the learning process, the teacher guides children to recognize it. This is one of the independent learning concepts in the student leadership series. In other words, no matter how small the students are, they have the motivation to learn within themselves. The teacher develops this motivation according to the nature and time of each individual child. When the teacher unilaterally decides what students should learn and how they learn it, without involving their participation in the decision-making process, it is in this context that students as learning leaders do not get their portion in place. In practice, when designing a program or learning activity at school, be it intra-curricular, co-curricular or extra-curricular, students should also be the main consideration. Student leadership includes three main concepts, namely: Student Voice. Student Choice, and Student Ownership. As state that in a pedagogical perspective student leadership is interpreted as a voice and choice where students build authentic choices where students see these choices as their own so that their actions have a real impact on themselves and the world around them (Williams, 2017). Student leadership is defined as the ability of students to direct their own learning. Student leadership is a teaching and learning process activity that is centered on students to act actively and make responsible decisions and choices, rather than just accepting what is determined

by others. (Depdikbud: 2023)

Research Methods

This study uses a qualitative approach, the research method used is a case study, which is a strategy that is more suitable for research where the subject matter of the research question is concerned with how or how (Yin, 2013). The research location was in Sukabumi 4 Public Junior High School. The research implementation schedule begins in March 2023 until August 2023. The data collected during the implementation of this research is in the form of qualitative data originating from the data collection process using triangulation techniques, namely observations or observations, documentation studies and in-depth interviews. The data collection instrument was equipped with research grids, observation guides or observations, documentation studies and interviews, the researchers themselves as the main instrument directly involved in extracting information. The research subjects are school supervisors, school principals, deputy principals and teachers. The criteria used in improving and determining the validity of the data, namely the degree of trust (credibility), transferability (transferability), dependability (defendability), and certainty (confirmability). Data validity test was carried out using triangulation techniques and data source triangulation. Data analysis uses a qualitative model which includes data collection, data reduction and display, and drawing conclusions.

Results and Discussion

The general description of the research location is Public Junior High School 4 Sukabumi City, having its address at Jl. Kopeng No. 91, Karamat, Kec. Quail Mountain, Sukabumi City. West Java. State status with the Decree of establishment number 030/U/1979, with an accreditation rating of A.

Based on the results of observations, in-depth interviews and documentation studies at Public Middle School 4, Sukabumi City regarding the implementation of student leadership in improving the Pancasila Student Profile Strengthening Project Program, the school has carried out the stages of planning, organizing, implementing and evaluating. In this process where students are involved in the process of planning, implementing, and evaluating programs in

schools. Involving students in leadership programs has several benefits, including 1) Leadership development. Through the exercise of student leadership, they have the opportunity to develop their leadership skills. This can help them in taking responsibility, taking initiative and working in a team; 2) Increased participation. By involving students in the decision-making process and program implementation, they feel more involved and have a sense of belonging to their school. This can increase their participation in school activities and increase motivation to learn; 3) Development of social skills. Through student leadership, they can learn to cooperate with others, communicate well, and build healthy relationships with classmates and teachers; 4) Increased independence. In implementing student leadership, they are given responsibility for organizing and implementing programs in schools. This can help them develop independence and the ability to take initiative; 5) Increased understanding. Through exercising student leadership, they can gain a better understanding of how schools operate and how decisions are made. This can help them develop a broader understanding of the education system.

In order to realize effective student leadership in Public Junior High School 4 Sukabumi, several steps can be taken such as involving students in planning and making decisions related to school programs, providing training and coaching to students to develop leadership skills, m encourage active participation of students in school activities, provide opportunities for students to take responsibility for implementing school programs, involve students in program evaluation to get feedback and future improvements. By involving students in leadership, schools can create an inclusive, participatory environment and empower students to take an active role in the development of their schools. The implementation of student leadership in schools is carried out by 1) training students' self-confidence; 2) Sharpen students' organizational abilities; 3) Shaping the character and skills of students; 4) Build student self-confidence, 5) Challenge yourself to continue to grow, 6) Development of social skills.

Through the implementation of the student leadership program conducted by SMP Negeri 4 Sukabumi, students can develop leadership skills, increase their participation in school activities, and gain a better understanding of how schools operate and how decisions are made. In addition, involving students in leadership can help them develop independence, develop social skills, and build healthy relationships with classmates and teachers. In implementing student leadership, it is important for schools to provide appropriate support and guidance to students and involve them in the evaluation of implemented programs to ensure success and improvement in the future.

The student leadership program in increasing student involvement in schools aims to improve learning improvement and professional development. Principals and teachers choose development programs that involve students in planning, implementing, and evaluating learning programs, involving families in student learning programs/activities to increase student involvement. Some of the strategies carried out by the school are holding meetings with parents, involving them in school activities, and building collaboration between schools and families, encouraging student involvement from planning, implementing, to program evaluation. By actively involving students, schools can create an inclusive and participatory environment shape the character and skills of students, build self-confidence, learn to organize, and challenge themselves to continue to grow. Through student leadership training, students can develop leadership skills and be involved in school activities, involving students in decision making at school can increase their involvement. Providing opportunities for students to contribute to classroom settings, learning programs, and school activities can make them feel they have an active role in the school environment

The implementation of student leadership at Public Junior High School 4 Sukabumi has been able to help increase student involvement, including teachers involving students in decision making at school giving them the opportunity to increase their influence on what is happening in the school environment, students feel that voice they are heard and valued, they will be more motivated to be actively involved in school activities, students have the opportunity to develop their leadership skills. This can help them take responsibility, take initiative and work in teams, students are involved and have a sense of belonging to their school, students are involved in extracurricular activities at school. Through outreach activities and developing students' leadership potential, they are interested in participating in extracurricular activities

that suit their interests and talents. This will increase the involvement of students in school activities outside of school hours.

A conducive school environment initiated by subject teachers provides opportunities for students to talk, share ideas, and collaborate, student involvement in classroom settings can increase. Through the implementation of student leadership, schools can create an inclusive, participatory environment and empower students to take an active role in the development of their school. By involving students in decision making, developing leadership potential, and giving them an active role in school activities, student involvement can be significantly increased. To create student leadership Homeroom teachers and teachers together with students discuss and present how students' dream classes are. Through discussion, the homeroom teacher and the teacher give students the opportunity to express their voices, make choices, so that students feel they have what they choose through real action. Among them are decorating the class according to what the students say, according to the form they choose will make students feel they belong to their class and take care of the class they have decorated, and students will be confident to invite their friends in different classes to do the same thing.

The tool to measure the success of the student leadership program in increasing student involvement at Public Junior High School 4 Sukabumi is carried out by carrying out a Student Engagement survey. The survey was conducted to measure the level of student involvement in school activities and student leadership programs. This survey includes questions about student participation in school activities, decision making, and the development of leadership skills. Program evaluation is carried out to assess the effectiveness of student leadership programs in increasing student engagement. This evaluation includes analysis of data on student participation in school activities, decision making, and development of leadership skills. Observations can be made to observe student involvement in school activities and student leadership programs. This observation includes observing students' participation in school activities, decision making, and developing leadership skills. Feedback from students helps measure the effectiveness of student leadership programs in increasing student engagement. Students provide feedback about the student leadership program and provide suggestions for future improvements. Increasing student participation in school activities and student leadership programs are indicators of program success. If student participation increases, then the student leadership program can be considered successful in increasing student involvement.

By conducting surveys, program evaluations, observations, feedback from students, and paying attention to increasing student participation, it helps measure the success of student leadership programs in increasing student involvement in schools.

Indicators of the success of the student leadership program at Public Junior High School 4 Sukabumi are measured through the involvement of students in schools including 1) Student participation in school activities, such as extracurricular activities, student meetings, or school events. The higher the level of student participation, the more successful the student leadership program is in increasing student engagement; 2) Student participation in decision making, students are involved in decision making at school, such as in planning learning programs or school activities. If students have an active role in decision making, this shows the success of the student leadership program in increasing student involvement; 3) Development of students' leadership skills, such as their ability to take responsibility, work in teams, and organize activities. If students experience an increase in their leadership skills, this indicates the success of the student leadership program in increasing student engagement; 4) Feedback from students, students can provide assessments and suggestions related to the program, which can be used to evaluate its success in increasing student involvement; 5) Changes in attitudes and motivation, students show a more positive attitude, higher motivation, and a greater desire to be involved in school activities, this shows the success of student leadership programs in increasing student involvement.

The student leadership program by State Junior High School 4 Sukabumi, was formulated and oriented towards the output of the Pancasila student profile. The Pancasila Student Profile is a program plan launched by the Minister of Education and Culture to shape Indonesian students to have basic competencies and behaviors that are in harmony with Pancasila values. Elements that must be implied in the Pancasila Student Profile that must be attached are faith fear of God Almighty (YME), and have noble character, Global Diversity, Mutual Cooperation, Independent, Critical Reasoning, Creative, global diversity, emotional

intelligence, and spiritual intelligence.

The implementation of Pancasila Student Profiles in Public Middle School 4 Sukabumi is carried out by implementing an independent curriculum, teacher training on strengthening Pancasila student profiles, financial assistance as driving schools, exemplary and habituation of teachers as agents of change in the 21st century, character building of students through Pancasila Student Profiles , providing opportunities for students to "experience knowledge as a process of strengthening character as well as an opportunity"

Conclusion

Implementation of Student Leadership in Improving the Pancasila Student Profile Strengthening Project Program at Sukabumi 4 Middle School, has been running through management activities with the stages of planning, organizing, implementing and evaluating carried out by the school principal. The results show that student leadership programs can encourage and motivate students to develop potential initiatives, be creative and dare to make decisions in the dimensions of the teaching and learning process in the school environment. However, there are still obstacles, namely the quality infrastructure and culture in the school environment still needs to be improved.

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