

## **Implementation of the Mobile School Program in Increasing the Quality of Education**

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**Abstract:** This study aims to describe how the implementation of the driving school program in improving the quality of education at SMAN South Sumatra. This research was conducted at the South Sumatra High School located in Jakabaring, Palembang, South Sumatra. implementation in this research activity, namely for two months from November 10 to December 10, 2022. The research is a type of qualitative research with an analytical descriptive flow that has the aim of proving various kinds of norms and theories regarding the quality of education in terms of the Pancasila Strengthening Project Bangunlah jiwa and Body and its application to the object of research. In qualitative research, the information obtained is generally in the form of words, and descriptive, and the majority is not in the form of numbers. Collecting data and information obtained by researchers while in the field by obtaining direct surveys and documentation and research results, almost 90% of students can implement the driving school program to improve education at SMAN South Sumatra from the results of the researcher's evaluation.

**Keywords:** Mobile School Program, Education, Quality

### **A. Introduction**

Efforts to prosper the community are very relevant to the government's efforts to educate the nation's children throughout Indonesia. Sen (1990) revealed that social opportunities are categorized as *development as freedom* so that it is possible for the community to have the competence to participate in the field of life sciences. The competencies that become provisions, namely the skills of school program academic texts (PSP), literacy skills (reading habits), and numeracy, are the basic capital in access to education and it is possible to lead a social, political, and economic life. Therefore, the appropriate education that a person has a greater chance of being more open-minded to participate in the human resource revolution through social and economic development, creating and maintaining a good and healthy democratic life. (Lucas et al, 2014).

Epstein (1995), stated that the family, school, and community are the basic environments of education. While educational institutions are places where teaching

and learning activities take place. In educational institutions, of course, there will be activities or activities carried out to develop the potential of human resources in them, of course, this is related to the goals of Indonesian education, namely to educate the nation's life. The vision of Indonesian education can be pursued through the Mobilizing School Program to create a sovereign, independent, advanced Indonesia characterized by the development of a Pancasila student profile. The focus of the Mobilizing School Program is on the development of student learning outcomes in a holistic manner which includes literacy and numeric abilities as well as character formation (Sahlberg, 2007).

Implementation of the curriculum by learning units in schools must pay attention to the achievement of the competency level of student participants in learning units in special circumstances. The Covid-19 pandemic period was one of the special circumstances which caused different levels of educational attainment (learning *loss*) of students (Aristovnik et al, 2020). Efforts to overcome educational backwardness (learning *loss*) really need several educational recovery policies within a certain period of time related to the implementation of the government curriculum by learning units.

Apart from the independent learning curriculum, there are other programs from the driving school, namely Strengthening the Pancasila Student Profile Project. Students at this time, namely students in the 21st century, are very much demanded by the development of the safe era itself, of course, to face global competition in the future, it really requires a very strong foundation. One of the government's efforts in this case is to improve the national education system with driving schools so that the purpose of the birth of the program from the Mobilization School is to realize a Pancasila student profile which includes six characteristics, namely having faith, fearing God Almighty, and having a noble character, global diversity, mutual cooperation, independence, critical thinking and creative thinking.

Leadership at SMAN Sumatera Selatan carries out clear planning preparations from the person in charge to the assignment decree from the student division. The scope of learning for students who create and facilitate through a series of seminars and workshops within a period of each week with the title *Long-life Learning*, basic leadership training classes namely OMT *Organization Management Training* and the *Afternoon Assembly* or at ceremonial activities and flag ceremonies. From each of these activities' students are given the opportunity to give scheduled speeches. An activity program that familiarizes students with performing self-tests both in front of a crowd and other leadership activities that are sustainable and become a habit the good one. The student program is fully supported by each member of *the teaching and non-*

*teaching staff* of SMAN South Sumatra by giving appreciation and recognition to each student at SMAN South Sumatra.

Based on the description of this background, the researcher was interested in conducting a study at SMAN South Sumatra by emphasizing the study on aspects of Strengthening the Pancasila Student Profile Project on the theme Wake Up Their Soul and Body. The analysis carried out by researchers in this study is the Implementation of the School Mobilization Program in elevating the quality of education at SMAN South Sumatra.

## **B. Methods**

The research method is a way to get information or data. This is used to obtain valid *and* reliable information or data. The main ones in data collection techniques are informant observation, complex interviews, documentation studies and a combination of the three or called triangulation (Jentoft, & Olsen, 2019). Qualitative research does not necessarily start from zero, but begins with the researcher's thoughts to see a problem that arises from the surrounding environment. In this regard, Moleong (2012) explains that the researcher's paradigm influences the taking of existing problems, namely researchers position themselves as evaluators, researchers or policy researchers. In this regard, there are several types of problems as follows: problems for evaluation, selection of policies and for researchers. Therefore, in this study researchers will use three information or data collection techniques, including interview, documentation, and observation (Sugiyono, 2009).

Sources of information or data in this study are 1) primary data is the first party to collect data, namely the Principal of SMAN Sumatera Selatan, the School Management Team (SMT), a fellow teacher who has experience of being a facilitator of a driving teacher education program, fellow driving teachers, as well as prospective driving teachers, students and guardians of students in the school and then the primary data is obtained from interviews (interviews), direct *track* records documentation and so on. Obtaining primary data in this study by means of observation *and* face-to-face interviews *regarding* the issues to be discussed in this research; 2) secondary data, according to Sugiyono (2009) is the provision of indirect data to information or data collectors such as through other sources or through documents.

Primary data and secondary data are in the form of documents depending on the documents obtained. Primary documents are documents that are of course used to ascertain the topic of the research problem. Then, secondary documents are supporting documents for the implementation of research activities, like previous research documents, which both have the same object of research. Document analysis

is needed to check the data that has been obtained by going through the stages of interview and observation. The types of documents studied are types of documents including official documents, drawings, field notes, video recordings, audio recordings, and other documents. All data or information is analyzed in depth obtained through research. Moleong (1990) gives a statement that the most important sources in qualitative research are prefaces and treatments or actions, but data originating from documents that are not true will be ignored. Therefore, the documents analyzed are documents that are collected and selected according to the topic and focus of research, including school drive program documents, school academic programs, student programs at schools, school support facility documents, teacher HR improvement documents, student overview documents of Pancasila profiles through the program. in schools, as well as other documents related to the focus and topic of research (Miles & Huberman, 1992).

Data processing activities were carried out through the theory of Miles and Huberman (1992) that data processing can be carried out in three steps, namely data reduction, data presentation, and drawing conclusions. The data collection was collected then processed and analyzed through the following stages: 1) data reduction analysis technique The researcher summarized some of the data that were considered important for analysis and then included in the discussion; 2) presentation of data, researchers obtain data and information related objects to be presented which will be discussed so as to find the essential truth; and 3) data verification or drawing conclusions, collecting data that has been collected will be formulated into conclusions.

### **C. Results and Discussion**

This school has a very positive impact on meeting the needs of students who excel and provides opportunities for them to attend international standard schools. The government of South Sumatra and the Putera Sampoerna Foundation reinforce each other's belief that this school program is able to break the poverty line, then the programs offered by the school are able to develop and shape the character of future leaders so that they can change the fate of their families. Each student is funded by a full scholarship from the APBD of South Sumatra Province.

Good quality or bad quality in an educational unit is determined by the competence of each teacher. For this reason, SMAN Sumatera Selatan has standard criteria for recruiting teachers so that they can be effective in carrying out their work in accordance with the goals of the school itself. We can see from the Vision and Mission above that there are many tasks for the teacher to fulfill and achieve the vision and mission of the school. For example, teachers at SMAN Sumatera Selatan are able to speak English well as evidenced by a minimum TOEFL score of 450. In addition to

being able to speak English, teachers are graduates from the best state universities in Indonesia or graduates from foreign universities. Then the teachers at SMAN Sumatera Selatan have criteria for stratum 2 (S2).

### **Results of Data Analysis Implementation of the Mobilizing School Program (PSP) in Elevating the Quality of Education at SMAN South Sumatra as Viewed from One of the Projects Awaken the Mind and Body**

There is a module that has been prepared by the learning committee team to Strengthen Pancasila Student Profiles at SMAN Sumatera Selatan related to the Wake-Up Spirit and Body Project which has been implemented since July 2022 for 3 (three) months. The researcher obtained several important points referring to the pattern of preparation, activity planning technically to the learning outcomes of students.

Source: Module P5 Awaken the Spirit and Body of SMAN South Sumatra

The “Beautiful Together” Project (Preventing Bullying Gives a Sense of Security) is a project that carries the theme “Build Your Mind and Body”. This project is very important to carry out at the beginning of the E phase of the academic year for class X students, especially at SMA Negeri Sumatera Selatan which implements a *boarding school system*. Schools with a boarding system are more prone to bullying, both in the school environment and in the dormitories.

Local content is a co-curricular activity to add to the process of developing student competencies that are tailored to the characteristics and potential as well as the uniqueness of the area. To carry out these curricular activities, teaching materials are needed that can support the learning process, such as the use of modules (Juliansyah, 2022)

Then Bagus Abdillah as the BK teacher and a member of the driving school committee stated that *“Starting from the school mobilization committee training which was held for 40 days from 10 May 2022 to 13 July 2022, so in the training we studied the application of the independent curriculum in schools and then implemented the project to strengthen the profile of Pancasila students for South Sumatra High School. At the training we were asked to make a p5 project for class X students. In this project, as a learning committee group conducted a P5 needs analysis at SMAN Sumatera Selatan schools, we saw or found that in our school there are many cultures and cultural values from each of them. The 17 urban districts in the province of South Sumatra with cultural diversity will be vulnerable to bullying if it is not anticipated. From that, we determine a dimension or theme, build a body and soul called Cakap Bersama, namely Preventing Bullying, giving a Sense of Security, so this project is very important to be implemented at the beginning of the school year phase E for class X students, especially at SMAN Sumatera Selatan which implements the boarding school system, which has the potential for bullying to occur both within the school environment and in the dormitory*

*environment. In this project we saw 3 dimensions that were assessed by students, namely the dimensions of faith, piety to God Almighty, independence and creativity. Now we have entered the 10th meeting where at the 11th meeting, we will carry out an internal project harvest”.*

Based on the information from the interview above with Mr. Bagus Abdillah, M.Pd, it was explained that the beginning of this Project activity was carried out from May 10, 2022 until the Build Your Body and Spirit Project believes Cakap Bersama will be completed in September 2022 which has been divided into several learning committee groups.

This is in accordance with the information provided by the Mathematics teacher, namely Neneng Khairani, S.Pd as a member of the learning committee, as follows:

*“ I am lucky because I am the 4th Appointment Teacher Candidate, so when the head of the learning committee, Ms. Devi Marhiyanti, S.Pd., M.Pd said that at the end of the first Project lesson students would present a product according to their interests, I already understood this. because this is included in the differentiation of learning products when participating in teacher mobilization education. The school decided on a Project to strengthen the Pancasila student profile with preparations that began with an internal meeting of the P5 member group called Cakap Bersama which means Preventing Bullying Actions Give a Sense of Security, then Outreach to children with regard to the interests of students will choose their respective Project product interests. The children were guided by their respective mentors so that several kinds of products were formed including dramas, songs, podcasts, articles, digital comics and posters”.*

This is also in accordance with the information provided by the Religion teacher, namely M. Rifqy, namely that:

*“Starting with the socialization of the driving school by the principal who was also a school committee at that time, he was introduced from the link and I studied the videos. Then later one of the videos is maintaining an attitude of tolerance between people that has something to do with anti-bullying at school. I, as a religious teacher, really support the anti-bullying project because it is very inconsistent with religious teachings. Then I am also the learning committee in this project to carry out the task of implementing the strengthening of the Pancasila student profile project which has been divided into working groups”*

Based on the results of the interview with Mr. Rifqy, S.Pd.I above, the researcher obtained a new lesson related to the aspect of religious norms associated with acts of bullying at schools where in religious knowledge there are lessons to love, respect and help each other.

Based on the results of an interview with Mr. Bagus Abdillah, M.Pd, the preparations for the Awaken Body and Spirit Project have been very well prepared for the *In House*

*Training activities for all staff and teachers where everything will run smoothly with well-prepared preparations.*

In House Training is a performance professional development agenda that is carried out internally *by* several individuals or groups in an educational unit or outside the school, namely being appointed as the organizer of professional development which is carried out based on the premise that a handful of abilities to improve teacher competence and performance are not required to be carried out outside school.

Based on some of the observational statements above, the researcher can analyze that from the preparation and execution of the Awaken Mind and Body Project, the Project to strengthen the profile of Pancasila students with the theme Awaken Mind and Body has been well prepared and has formed working groups and the division of learning committee members who become mentors in each group. Each, then the school decided to discuss acts of bullying at school, namely, they were named Saucy Together to Prevent Bullying Actions Give a Sense of Security. with very good and effective planning. Currently, it has entered the 10th week of 11 meetings that have been designed into the Project module to strengthen the profile of Pancasila students.

Based on the results of the observations and interviews above with the learning committee member Mr. Bagus Abdillah, M.Pd who stated that there were several dimensions of the Pancasila student profile that were applied from this Project, namely Faith and piety to God Almighty, Creative, and Mutual Cooperation, according to what had been contained in Module P5 Wake up the Body and Spirit. It also describes one by one the dimensions of the Pancasila student profile taken from the P5 Build Mind and Body module data.

According to Ki Hadjar Dewantara, learning in the surrounding environment is very important so that students have sensitivity, care and learn to solve problems they face in their surroundings (Dron, 2018). One of the efforts made is the presence of a Project to strengthen the profile of Pancasila students. This reinforcement project comes as an interdisciplinary learning to observe and think of solutions to problems in the surrounding environment by using a project-based learning approach. By developing this Project, students will be able to strengthen their character and develop their competencies as active world citizens; participate in planning learning actively and continuously.

Based on the statement of Ms. Neneng Khairani, S.Pd, that it was divided into 9 work groups and each group had 11 students. This statement is in line with the theory of a psychology that each individual student has interests and talents and cognitive abilities that vary based on status characteristics such as background and culture

where they start life early as evidenced by the facilitator working on this type of project (Subotnik et al, 2011), based on the needs of students as follows:

Implementation of the driving school program the project to strengthen the profile of Pancasila students in terms of the Wake Up Their Soul and Body Project called Cakap Bersama. The researchers also interviewed each representative of the facilitator in the joint conversation group which was divided into 9 groups.

From the findings of the researchers found in the field, there was a drama group guided by Ms. Iegune, S.Psi as a learning facilitator for the Awaken Spirit and Body Project. In the action interview, Mrs. Igen acknowledged that she was very satisfied with guiding her group until the end of the project which was shown at the harvest at the Amphi Theater venue, SMAN South Sumatra.

This is evidenced from the results of interviews with researchers regarding the planning to the implementation process, namely as follows:

*" Initially, we took the name Cakap together with Preventing Bullying to Give a Sense of Security, so that's one of the things that we have to prevent, especially in the environment of South Sumatra High Schools where students are in dormitories. The first thing is that we provide material or information about bullying, one of which is the South Sumatra High School inviting a resource person, namely Mrs. Angga, a lecturer from the University of Psychology, Unsri. He has a patent on this bullying action. Then we form groups according to their interests, there are 9 groups with each having a project that they will work on. For the analysis of the needs of the students' interests, we leave it to the students whether they want drama, podcasts, digital comics, songs, or make articles in another sense, we don't have any coercion for students. The activities of the drama group 1 in this case the drama must contain elements of the act of bullying and then how do we prevent the act of bullying in a drama work, first we make a script then I correct the results of the script, then what kind of moral message should it convey? the drama that we are showing has no moral message because at the end of this project there will be a mini show. So I, as the accompanying teacher, have to go step by step, then practice for about two weeks, then edit the video, then we have a dress rehearsal".*

Based on the results of the interview above with Ms. Iugene, S.Psi as the Counseling Teacher who is the learning committee in the drama group. Before entering the drama-making session, he brought in a psychologist who is currently a psychology lecturer at Sriwijaya University as a resource person in order to provide an understanding regarding acts of bullying. The role of the psychologist, in this case a psychologist has the expertise to understand the psychology of victims which can help trauma recovery for victims of crime, Analiya & Arifin (2022) so that the role of the psychologist as a resource person is able to provide a lot of learning and insight

into acts of bullying in schools and dormitories. Thus, the making of a drama *script* that is compiled is more conical and sharper on the subject of anti-bullying actions.

The researcher also found that in the field, namely in a Poster group guided by Mr. Bagus Abdillah, S.Pd., M.Pd as the facilitator of the strengthening learning committee of the Pancasila student profile Project Wake Up Their Soul and Body. Apart from the posters, there is also a Multimedia group where Mr. Armansyah, M,Pd serves as the Multimedia group supervisor. The use of audio-visual media in order to be able to make students interested so as to foster interest and passion for learning. Audio-visual media can foster student enthusiasm for learning because it has clear pictures and is able to provide good explanations, Juliansyah (2020). So that the project is able to foster the interests and talents of students.

Then continued with the interview with Mr. Bagus Abdillah, S.Pd., M.Pd in the South Sumatra High School Counselor room. The researcher wanted to find out how the implementation and activities in the poster group from the beginning to the end of this project were carried out, namely as follows:

*"We have gone through the action of the Saucy Joint Project for about 3 months, the first being the division of groups and sharing of interests and talents. Initially introducing the poster first, how to make a poster, learning what the golden ratio is, how the poster becomes the message and what are the points in the poster. Then then divide into 3 groups in each group they work together to make posters together in the form of a canvas. In essence, from their work on making the poster, we can see it from the dimensions of strengthening the profile of Pancasila students, namely the dimensions of God Almighty, Mutual Cooperation and Creativity. And in every reflection, they reflect on what the purpose of this project is. So that the time has come for a small exhibition, namely sharing the results of the project to all residents of SMAN South Sumatra".*

Based on the interview above, it is explained that in the poster group students can implement a moral message in bullying actions in the form of a canvas where the school provides a creative platform to meet the needs of students' characteristics visually. In this case the dimensions emphasized are Belief in One Almighty God, Mutual Cooperation and Creativity.

The researcher also found that in the field, namely in a Podcast group guided by Ms. Neneng Khairani, S.Pd., as the facilitator of the strengthening learning committee of the Pancasila student profile Project Wake Up Their Soul and Body.

This is also evidenced by an interview with Ms. Neneng Khairani, S.Pd in the homeroom room of the South Sumatra High School.

*" In our group, in the planning, all were gathered at the Amphitheater, where we presented material about bullying so students had basic knowledge about bullying, after that an expert*

*was brought in, a psychology lecturer who explained more deeply about bullying after that the children were brought together again to determine the project to be made, that's where we divide students according to their talents and interests in making products at the end of this project. We consist of 9 groups with 10 facilitators, but within the 9 groups there are the same groups so there are 3 drama groups, 1 group of songs, 1 group of articles, 1 group of Podcasts, 1 group of posters, and 1 group of digital comics. The intended dimensions of the Pancasila student profile are Faith and piety to God Almighty, mutual cooperation, and creativity. We see the dimensions from piety to God Almighty, mutual cooperation and creativity. Why do we take that dimension because that is the basic value that they must have, while they are still in class X on the value of the mutual cooperation dimension it will encourage them where they respect each other, work hand in hand, accept each other's opinions as well, then then our creative dimension You can see from this podcast project how not all of it is my result, I only accompany and guide them but they are also active in discussing it too".*

Based on the interview above, it is explained that Ms. Neneng Khairani is a learning committee where she facilitates her mentor children to be creative in compiling podcasts so that in this case the students work on compiling several questions related to preventing acts of bullying with the figure of a psychologist, namely the counseling guidance teacher at Sumatra State Senior High School South as well as presenting perpetrators and victims rather than acts of bullying on the podcast. In this group the dimensions of Pancasila students can be seen when students discuss and play their roles and duties.

The researcher also found that in the field, namely in a group that produced a song, which was supervised by Mr. Madiyanshah, S.Sos., M.Pd.I as the facilitator of the learning committee for strengthening the Pancasila student profile project.

*" At the planning stage, we chose a program that is cute together, prevents acts of bullying, gives a sense of security, so this is what is currently booming and interesting, so we took it for our first project. So we facilitate all class X students according to their respective interests and stay focused on bullying cases and preventing bullying. From the mapping of my interests, I was found to assist the group in creating a song in which this group composed messages that were packaged into an Anti-bullying Song "*

Based on an interview with Mr. Madiansyah S.Sos., M.Pd.I, it was explained that in this song group there is an interesting thing, namely that there is a *boom* in making songs that carry a moral message of acts of bullying. In this case, they are creative in creating song lyrics that are interesting to listen to (*easy listening*) that focus on conveying the moral message of bullying in schools.

According to the interview statement above, we clearly imagined and imagined with regards to planning the preparations for the Awaken Body and Spirit Project carefully and focusing on anti- *bullying* goals in each group with their respective works and

products. Effective school organization and management will ensure learning services are also carried out in the best and quality ways (Sagala, 2012). Thus, the success of management at school and the collaborative relationship between the School Principal, the teacher council and students greatly determine the success of the results of the Project that is being carried out.

### **Supporting and Inhibiting Factors for the Implementation of the Driving School Program in Elevating the Quality of Education at SMAN South Sumatra in terms of the Awaken the Body and Spirit Project**

Some of the travel stories of each group, which has been guiding the Project for about 3 months, however, Mrs. Igen found several supporting and inhibiting factors in the process of preparing the Project. In this case, it was stated by Ms. Igen during an interview by the researcher, namely;

*“ We look at the supporting factors. The first thing to look at is HR (Human Resources) from the facilitators who have their respective fields or talents, in other words, like the example of Mr. Arman who is good at video editing so that it fits his respective field. Then then the facilities from the South Sumatra High School which are very adequate such as the Amphitheater building and sound and spotlights for drama performances and then from the intelligence of children who are above average so that it is easy to catch in the preparation of this project*

The supporting factors have been explained by Ms. Iugene as her supervisor as a Project Facilitator. This Project has a field that is capable of qualifying for the Project she is guiding and then apart from her professional field, the supporting factors are adequate facilities and infrastructure. building for drama performances.

This was also found by Mr. Bagus Abdillah, S.Pd., M.Pd as the facilitator for the poster project, namely as follows:

*“ Supporting factors from school facilities that are very adequate, utilizing existing resources from fellow teachers who are involved as facilitators, environment, academic policies in preparing schedules for adjusting teaching hours and when the Project is carried out, and the enthusiastic factor of students in their respective interests “*

Something similar was also found by Mrs. Igen in the inhibiting factors, namely from her guidance group and stated during the interview by the researcher, including the following:

*“I found the inhibiting factor from them, namely because they were still in class X and they had implemented the Free Learning Curriculum so there were lots of things they had to do so that their focus was disturbed, then later that student came from 17 urban districts throughout South Sumatra so the project this is very new for them to feel how to make this drama project”*

The next inhibiting factor came from Mrs. Iugen, S.Psi. The results of the interview explained that the implementation of the Merdeka Curriculum began in class X

semester 1 where students were in a period of adaptation to boarding schools far from their parents. So that the focus and concentration of students is not maximized with the annual school program and additional driving school programs, one of which is the implementation of the Pancasila Student Profile Strengthening Project.

The same thing was also found by Mr. Bagus Abdillah, S.Pd., M.Pd on the inhibiting factors, namely from the guidance group and stated during the interview by the researcher, including the following:

*"Inhibiting factors, I found that we are still struggling to map out the initial concept of this project, because our school is implementing the project for the first time and it happens that this project is the first batch project, from an information point of view it is still uncharted".*

Based on the Poster group Mr. Bagus Abdillah, M.Pd explained that the obstacle he encountered was starting from scratch and he was still groping where he had not received *trial and error* before so he had to have understanding and independent learning.

Based on the results of the interview with Ms. Iegen, S.Psi explained that in addition to producing a drama, the students formed an anti-bullying action agent where 10 representatives were elected as Bullying Action Agents. In the school environment, there is a need for training for peer tutors to be able to provide solutions in dealing with acts of bullying. There is research that examines the results of interventions using peer tutors who are facilitated by training with a concern about the ability to communicate with the heart such as empathy, coping strategies, and social skills in real life and virtually (Kim et al, 2022). Thus, the agency strategy with peers is one of the solutions and facilities as a Counseling Guidance Teacher in Schools in responding to acts of bullying. Mrs. Iegun herself is a Counseling Teacher at SMAN Sumatra Selatan so there is a linearity with her professionalism, namely if there is a report from the agent, Mrs. Iegen will take over for follow-up coaching.

#### **D. Conclusion**

Based on the discussion of this thesis, the researcher draws several conclusions regarding the implementation of the driving school program in terms of strengthening the profile of Pancasila students on the theme of building their minds and bodies in improving the quality of education at SMAN Sumatra Selatan.

1. The implementation of the driving school program Strengthening the Pancasila Student Profile Project on the theme Awaken the Spirit and Body in general has been going as expected, seen from the values of the dimensions of the Pancasila student profile namely Faith, Faith in God Almighty and noble character, Mutual Cooperation and Creativity which are strengthening that it has been carried out

- properly. Facilitator assistance in learning and scheduled assistance by several facilitators who produce products according to the interests of each student in their achievements to be demonstrated at the main harvest in a simple way.
2. Factors faced by SMAN Sumatera Selatan in implementing this project were related to the many programs in SMAN Sumatera Selatan so that it was difficult for students to focus on carrying out this project, and then not all facilitators had expertise in specific fields in facilitating projects according to the interests of students. The Project to Strengthen the Pancasila Student Profile is a project that was carried out for the first time at a South Sumatra High School so that the implementation of the drafting of the concept was completely from zero. The last obstacle is related to the budget, namely the allocation of funds provided by the government is not sufficient to finance all the programs that have been prepared, such as bringing students for comparative studies to schools that have implemented the Independent Curriculum.
  3. Factors supporting Human Resources at SMAN South Sumatra as a whole are in their productive age, the infrastructure is very adequate. Collaboration between the divisions of student affairs, academics, good public relations and the enthusiastic students of class X (ten) of SMAN South Sumatra, namely male regional students who excel.

From the implementation of the Pancasila Student Profile Strengthening Project activities in the theme of building up the body and soul, it can be said that SMAN Sumatera Selatan as a Driving School has tried its best to improve the quality of education in schools. The implications of the dimensions of the Pancasila Student Profile dimension are embedded in the souls of students in schools through the implementation of the Project to Strengthen Pancasila Student Profiles in terms of the theme Awaken Their Soul and Body. 1) teachers are able to improve skills in developing Project lessons according to the needs of students in realizing the Pancasila Student Profile; 2) this thesis can be used as a source for research related to the implementation of the School Motivator Program through the Pancasila Student Profile Strengthening Project in improving the quality of education.

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