

## EVALUATION OF THE SCHOOL CATALYST PROGRAM IMPLEMENTATION

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Article Info	Abstract
<p><i>Article History:</i></p> <p>Accepted March 2024</p> <p>Revised January 2024</p> <p>Approved December 2023</p>	<p>In education, the fundamental goal is to produce a generation that has competence and competitiveness. Syifa Fikriya Cikande Integrated Elementary School is an exemplary institution dedicated to this goal. Using a systematic and rigorous approach, the institution consistently strives to improve the quality and efficacy of its educational initiatives. This strategic evolution requires a thorough evaluation of the school's flagship program, which includes human resource empowerment, a paradigm shift in learning methodology, data-driven planning strategies, and comprehensive school digitization. As a pioneer in innovative pedagogical approaches, Syifa Fikriya Cikande Integrated Elementary School has systematically implemented a series of programs, each undergoing a careful evaluation process integrating quantitative and qualitative methodologies. It is an essential channel for continuous introspection and refinement in the scientific enterprise. Within the New Paradigm Learning environment, the institution achieved categorical compliance in providing pedagogical materials, reaching a 100% compliance rate. Moreover, adding new pedagogical paradigms, primarily through the judicious application of project-based learning methodologies, showed marked progress, indicating a considerable escalation from 60% to 95%. These developments underscore an unwavering commitment to developing a comprehensive educational environment to enhance the Pancasila Learner Profile.</p> <p><b>Keywords:</b> Evaluation; Catalyst Program; Analysis</p>

### **A. Introduction**

In education, a fundamental tenet resides in cultivating a generation distinguished by competence and competitiveness. Within this scholarly pursuit, Syifa Fikriya Integrated Elementary School Cikande has steadfastly embraced a systematic and rigorous approach to augment the quality and efficacy of its educational initiatives perpetually. The crux of this strategic evolution lies in subjecting the school's hallmark programs to methodical evaluations, facilitating a meticulous analysis of their impact and operational success.

At the vanguard of innovative pedagogical approaches, Syifa Fikriya Integrated Elementary School Cikande has instituted a suite of programs encompassing human resource empowerment, a paradigmatic shift in learning methodologies, data-driven planning strategies, and a comprehensive foray into school digitalization. A discerning evaluation, underpinned by quantitative and qualitative methods, has been meticulously executed to gauge the substantive advancements realized through implementing these programs. This evaluative process, both diagnostically and prescriptively, serves the dual purpose of discerning areas amenable to refinement and charting a strategic trajectory for developing more productive and contextually resonant educational strategies.

The ensuing discourse will intricately dissect the nuances of the evaluation outcomes, with a specific focus on the fortification of human resources, the assimilation of contemporary learning paradigms, the execution of data-driven planning modalities, and the orchestrated strides in effecting digital transformation within the precincts of the school. The affirmative outcomes from this evaluative schema underscore the institution's unwavering commitment to perpetual innovation, engendering a dynamic and competitive pedagogical milieu.

This programmatic evaluation, characterized by its multifaceted dimensions, transcends the mere metrication of success, assuming a pivotal role as a conduit for introspection and perpetual refinement within the scholarly enterprise. Embracing the fundamental ethos that the pursuit of knowledge is an inevitable journey, Syifa Fikriya Integrated Elementary School Cikande duly recognizes the indispensable

role of program evaluation in sculpting an educational trajectory that is inherently progressive and adaptively responsive to contemporary exigencies.

Within the precincts of New Paradigm Learning, the institution achieved categorical compliance in providing or printing pedagogical materials, attaining a flawless 100% fulfillment rate. Furthermore, the augmentation of novel pedagogical paradigms, mainly through the judicious implementation of project-based learning methodologies, exhibited marked progress, indicating an appreciable escalation from an antecedent 60% to a subsequent 95%. It underlines an unwavering commitment to cultivating a comprehensive educational milieu tailored to refine the Pancasila Learner Profile. Embark on a scholarly exploration of the intricacies encapsulated in the evaluation results and the transformative impact delineated by Syifa Fikriya Integrated Elementary School Cikande's avant-garde educational programs in the ensuing sections of this scientific exposition.

The devised Islamic Senior High School Quality Evaluation Instrument, outlined by Shodiq (2017), stands as a methodologically sophisticated and all-encompassing evaluative framework, adept at objectively and non-intrusively gauging the nuanced dimensions of educational quality within Islamic educational institutions while concurrently mitigating disruptions to pedagogical processes. As Korneeva and Shvetsova (2021) explain, empirical findings substantiate a discernible trajectory of moderate satisfaction levels among high school students, manifesting a statistically significant progression from the 8th to the 11th grade. Central to this trajectory are salient determinants, including the efficaciousness of support mechanisms from educational personnel, the implementation of proficient communication protocols, and the accrual of academic knowledge. In summation, the Islamic Senior High School Quality Evaluation Instrument serves as an intricately devised and non-intrusive apparatus for the meticulous evaluation of educational quality within Islamic educational settings, delineating a statistically substantiated amelioration in satisfaction levels from the 8th to the 11th grade, with particular emphasis on the pivotal roles played by adept support from educational personnel, effective communication strategies, and the acquisition of academic knowledge.

The Senior High School Sports Education program, as evaluated by Sulistyawati and Guntur (2019), exhibits proficient implementation but necessitates nuanced adjustments for optimal alignment with the 2013 curriculum goals. Simultaneously, the Android-based mobile application developed by Murdiono (2020) demonstrates pronounced feasibility and efficacy in the pedagogical delivery of civic education within senior high schools. Empirical insights from Kyriakides (2020) underscore the salience of specific teaching factors, including modeling, assessment, questioning, and adept misbehavior management, in positively influencing students' cognitive and metacognitive attainments in mathematics. Consequently, targeted revisions to the Senior High School Sports Education program are imperative for comprehensive adherence to the stipulated 2013 curriculum objectives. Furthermore, the Android-based mobile application for civic education emerges as notably effective, with the identified factors—modeling, assessment, questioning, and positive misbehavior management—exerting discernible impacts on students' cognitive and metacognitive achievements in mathematics.

The rigorous evaluation of developmental education programs, guided by Weissman, Bulakowski, and Jumisko's framework (1997), necessitates thoroughly examining key efficacy metrics, including placement, timing, and enrollment in college-level courses. Looking at the specific case of High School Stella Duce Dua Yogyakarta through the analytical lens of Fantula, Aman, and Setiawan's investigation (2021), the institution manifests commendable efficiency with percentages denoting 82% in curriculum objectives, 83% in curriculum content, 81% in learning activities, and 88% in curriculum evaluation. Notably, the most substantial deviation is observed in learning activities, registering at 19%. Consequently, the scientific assessment of developmental education programs should underscore placement, timing, and college-level enrollment as critical indicators of efficacy, exemplified by the nuanced efficiency profile of High School Stella Duce Dua Yogyakarta, wherein the most pronounced discrepancy is identified in the facet of learning activities at 19%.

The effectiveness of educational programs is intricately linked to the judicious selection of inputs and criteria for outcome assessment, as substantiated by the work of Kerwin and Thornton (2021), revealing that reduced-cost versions demonstrate negligible improvements in reading and harmful effects on advanced writing. Within the domain of educational evaluation, critical to gauging student success and program efficacy in the context of Islamic training, the metric of fiqh al-hadith assumes a central role, as elucidated by Fitriani, Rahmadani, and Erawan (2021). Consequently, the efficacy of education programs is contingent upon meticulous considerations in input choices and outcome measures, exemplified by the limited gains in reading and adverse impacts on advanced writing observed in reduced-cost versions. In the specific context of Islamic training, the imperative assessment of student success and program effectiveness is underscored, with fiqh al-hadith serving as a pivotal and scientifically validated metric.

The educational program implemented at the TNI Air Force's primary technical vocational school, as evaluated by A, K., Mukhtar, M., & Madhakomala, R. (2020), demonstrates marked efficacy in significantly augmenting personnel competence, particularly within the domain of aircraft maintenance engineering techniques, thereby establishing a robust foundation for its enduring development. Concurrently, as elucidated by Martin (2019), impact evaluation emerges as a quantitative method of substantive utility for the systematic appraisal of the effectiveness of educational interventions, particularly those characterized by stability and longevity. In synthesis, the TNI Air Force's basic technical vocational school education program not only attains commendable effectiveness in augmenting personnel competence in the specialized realm of aircraft maintenance engineering techniques, thereby fortifying its prospects for sustained advancement but also aligns with the broader scientific methodology through the application of impact evaluation as a quantitative tool for systematically assessing the effectiveness of enduring educational interventions.

Effective program evaluations, as underscored by the research of Balmer, D., Riddle, J., & Simpson, D (2020), intricately optimize critical parameters, including accuracy, utility, integrity, and feasibility, culminating in the generation of

meticulously precise, contextually relevant, and temporally timely data crucial for facilitating judicious, evidence-based educational decisions. Contrarily, extant evaluation frameworks for work-related education programs, as observed by Sharon, W (2021), require that further curriculum redesign refer to the latest regulations and be oriented toward the future. The curriculum preparation must involve stakeholders from the Education Office and the Ministry of Religion at the city/provincial level. Utama Rizal et al. (2021) predominantly emphasize learner satisfaction and learning outcomes, exhibiting notable lacunae in essential elements such as baseline data, control groups, longitudinal observations, and contextual awareness. Consequently, the systematic prioritization of accuracy, utility, integrity, and feasibility in the framework of effective program evaluations ensures the meticulous provision of data indispensable for well-informed educational decisions. It accentuates the necessity for refining extant evaluation frameworks in work-related education programs, necessitating the inclusion of pivotal components such as baseline data, control groups, longitudinal observations, and contextual awareness to foster a more comprehensive and scientifically rigorous evaluative landscape.

The integration of project-based learning methodologies within the framework of the Sekolah Penggerak Program is asserted to yield substantive advancements in the realization of the Profil Pelajar Pancasila, encompassing enhanced cognitive, practical, and character-oriented competencies among students, as elucidated by Wasimin (2022). Notably, educational stakeholders, including teachers and principals, favor the operational curriculum embedded within the Sekolah Penggerak Program. The curriculum facilitates innovative curriculum development and allows for controlled learning activities, underpinning this good disposition. However, a noteworthy observation surfaces concerning the apparent absence of conspicuous learning innovations, a discernment articulated by Saidah and Imron (2022). Consequently, the strategic assimilation of project-based learning strategies within the Sekolah Penggerak Program emerges as an instrumental catalyst in expediting the realization of Profil Pelajar Pancasila by fortifying students' multifaceted proficiencies. This paradigm shift is underscored

by educators' cognizance and commendation of the extant operational curriculum, notwithstanding its present lacuna in overt pedagogical innovations.

The participatory involvement in service activities within the learning committee has demonstrably contributed to the augmentation of educators' cognitive grasp and motivational impetus toward advancing the transformative agenda of Sekolah Penggerak, as substantiated by the findings of Wijayanti (2022). Within the educational milieu, educators, including teachers and principals, articulate a favorable disposition towards the operational curriculum integrated into the Sekolah Penggerak Program. The curriculum's efficacy in facilitating innovative curriculum development and affording structured learning activities underpins this affirmative stance. However, as expounded by Saidah and Imron (2022), the discernment is notable that the extant operational curriculum is perceived to lack overt pedagogical innovations. Consequently, the observed enhancement in educators' cognitive understanding and enthusiasm for Sekolah Penggerak's evolution is attributed to their active engagement in service activities within the learning committee. Concurrently, educators appraise the operational curriculum for its role in fostering inventive curriculum development and circumscribed learning activities, notwithstanding its shortfall in conspicuous pedagogical innovations.

The efficacy and advancement of the Three Penggerak Programs—Sekolah Penggerak, Guru Penggerak, and Organisasi Penggerak—are contingent upon substantial, diversified support from stakeholders for the realization of their objectives and the progress of Indonesian education, as elucidated by Novita et al. (2022). Specifically, the “Sekolah Penggerak” initiative within vocational high schools, as expounded by Triati et al. (2022), strategically prioritizes comprehensive student learning outcomes by facilitating the development of competence and character by deploying exceptional human resources. Moreover, the ongoing implementation of curricular adjustments within the “Sekolah Penggerak” and “Guru Penggerak” programs in Indonesia necessitates diligent research endeavors to assess their substantive impact and efficacy, as asserted by Desianti and Rahayuningsih (2022). Consequently, the triumphant execution of the

Three Penggerak Programs necessitates robust and multifaceted support. At the same time, the specific emphasis on holistic student development in “Sekolah Penggerak” and the evolving curricular landscape underscores the imperative for continuous empirical investigation to discern their broader implications and effectiveness.

The satisfaction metric, assessed at 80%, within the framework of the “Sekolah Penggerak” initiative, about the adherence of educators and administrators to technical directives, is markedly influenced by a nuanced interplay of intrinsic and extrinsic determinants, elucidated by Rasidi and Mashitoh (2022). Simultaneously, the systematic orchestration of the Professional Competence Improvement (PKB) process for elementary school teachers unfolds through the Teacher's Professional Development Forum medium. This platform seamlessly integrates advanced pedagogical methodologies with exhaustive evaluative modalities, as expounded by Basri, Nurochmah, and Syamsu (2021).

## **B. Methods**

The present scholarly discourse undertakes a sophisticated and scientifically nuanced paraphrasing of the furnished paragraph. Within this academic elucidation, the exploratory methodology is pivotal in the holistic evaluation of essential programs implemented at Syifa Fikriya Integrated Elementary School Cikande. These programs encompass strategic endeavors dedicated to augmenting human resource capabilities, ushering in a novel pedagogical paradigm, orchestrating data-centric planning, and effectuating the digitization of educational processes. The initial phase involves an intricate delineation of each program's objectives, strategic implementation modalities, and anticipated impacts. A meticulously curated set of assessment criteria is applied, encapsulating salient dimensions such as discernible enhancements in human resource competencies, affirmative responses to the avant-garde learning paradigm, the efficacy of data-driven planning methodologies, and tangible progress in digitizing educational endeavors.

The scientific inquiry further entails rigorous qualitative interviews with diverse stakeholders, including faculty members, students, and administrative



personnel, complemented by vigilant observational scrutiny of program execution. The ensuing dataset undergoes a dual qualitative and quantitative analysis, affording a nuanced and precise articulation of evaluation outcomes. These analytically derived findings are expounded upon in a comprehensive discourse, culminating in a conclusive segment that synthesizes the positive impacts of these innovative programs and provides erudite directives for prospective program refinement and development within the scholarly landscape.

### C. Results and Discussion

The program analysis results were conducted on the Sekolah Penggerak program at Syifa Fikriya Integrated Elementary School Cikande, which comprises four programs: strengthening human resources, new paradigm learning, data-based planning, and school digitalization. The human resource strengthening program includes program identification, in-house training, community learning reinforcement, self-training, and increased digital literacy capacity. The analysis results for the human resource strengthening program are presented as follows:

**Table 1**  
**Results of the Human Resource Strengthening Program Analysis**

Program	Before Program (%)	After Program (%)	Analysis Results
Program Identification	45	85	The pre-program did not conduct regular program identification; this identification determines priority programs.
In House Training	60	80	Implementing In-House Training (IHT) is more well-planned, resulting in more optimal outcomes.
Community Learning Reinforcement	25	95	Community learning becomes more effective, with activities reaching their maximum potential.
Self-Training	65	80	Self-training for teachers using PMM becomes more effective.
Digital Literacy Capacity Improvement	55	89	The development of digital literacy among teachers increases through self-guided digital training.

Learning with a new paradigm consists of two activities: providing or printing guides and books for educators' needs and implementing new paradigm learning, including project-based learning. The results of the program analysis can be seen in the following table:

**Table 2**  
**Results of the New Paradigm Learning Program Analysis**

Program	Before Program (%)	After Program (%)	Analysis Results
Provision for the printing of guides and books for educators	0	100	The fulfillment of books for students is already at its maximum, initially using digital textbooks, now using complete package books for each student. Project-based learning is carried out to improve the profile of Pancasila learners.
Implementation of a new paradigm of learning, including project-based learning	60	95	The fulfillment of books for students is already at its maximum, initially using digital textbooks and now using complete package books for each student. Project-based learning is carried out to improve the profile of Pancasila learners.

Next, a data-based planning program is carried out to plan programs concerning the results of the Education report. It consists of 4 programs: Self-reflection activities for education units, program and policy implementation of the school as a Sekolah Penggerak Program, Coordination and consultation activities related to data-based planning, and strengthening the capacity of educational unit governance. The results of the analysis are as follows:

**Table 3**  
**Results of Data-Based Planning Program Analysis**

Program	Before Program (%)	After Program (%)	Analysis Results
Self-reflection activities for Education Units,	60	95	Self-reflection, which is usually not carried out, is now done after the program implementation through various activities such as meetings, learning communities, and briefings.

Program and policy implementation of the school as sekolah penggerak program	50	100	Initially implemented using the independent curriculum "Merdeka Mandiri," Sekolah Penggerak policy has evolved into an ambitious school.
Coordination and consultation activities related to data-based planning	70	90	Conducting the data-based planning analysis to the maximum extent.
Strengthening the capacity of educational unit governance	65	90	Educational unit governance is maximized through the creation of periodic plans, implementations, monitoring, and evaluations.

The following program is school digitalization, aiming to maximize the digital-based management information system. This activity involves strengthening electrical and internet infrastructure, school digitalization workshops, and providing digital hardware and software. The results of the analysis can be seen in the following table:

**Table 4**  
**Results of School Digitalization Program Analysis**

Program	Before Program (%)	After Program (%)	Analysis Results
Strengthening electrical and internet infrastructure	80	95	Strengthening internet and electrical networks to meet capacity needs.
School digitalization workshops	60	100	The workshop implementation results significantly impact teachers' competence in developing digital learning media.
Provision of digital hardware and software	70	95	Teachers and students have access to digital service infrastructure.

The Syifa Fikriya Integrated Elementary School Cikande has successfully implemented the School as a Sekolah Penggerak Program (PSP). Facilitators from the Ministry of Education and Culture serve as mentors during the implementation of this PSP.

#### D. Conclusion

The evaluative scrutiny of the school as a Sekolah Penggerak Program at Syifa Fikriya Integrated Elementary School Cikande delineates substantive achievements across pivotal academic paradigms. Within the Strengthening Human

Resources Program's purview, discernable advancements manifest across variegated dimensions, encompassing escalated human resource enrichment, methodically structured in-house training regimens, and the discernible efficacy of learning communities. The deliberate focus on autonomous learning mechanisms and the augmentation of digital literacy capacities corroborates a laudable ascent, substantiating the program's efficacy in enhancing pedagogical competencies and fostering adaptability within the digital milieu.

Within the precincts of New Paradigm Learning, the institution achieved categorical compliance in providing or printing pedagogical materials, attaining a flawless 100% fulfillment rate. Furthermore, the augmentation of novel pedagogical paradigms, mainly through the judicious implementation of project-based learning methodologies, exhibited marked progress, indicating an appreciable escalation from an antecedent 60% to a subsequent 95%. This underlines an unwavering commitment to cultivating a comprehensive educational milieu tailored to refine the Pancasila Learner Profile.

Concurrently, the Data-Based Planning and School Digitalization Programs evinced marked advancements. Tangible progress in self-reflective undertakings and the orchestration of data-centric planning activities attests to a steadfast commitment to refined planning methodologies. Furthermore, the School Digitalization Program underscored substantive advancements, notably in fortifying electrical and internet infrastructure, the impactful execution of workshops, and the heightened provisioning of digital hardware and software. In summation, the systematic and holistic approach espoused by Syifa Fikriya Integrated Elementary School Cikande in the pursuit of educational augmentation, as guided by the school as a Sekolah Penggerak Program, epitomizes a commendable commitment to sustained scholarly progress and pedagogical innovation.

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