

Fun School Movement Strategy Management in Realizing the Pancasila Student Profile at SDN Talang Layan

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ABSTRACT

The Fun School Movement (GSM) and the Pancasila Student Profile are important because they encourage the creation of a humane, inclusive, and student-centered learning environment, as well as form the character of students who are faithful, independent, critically reasoning, mutual cooperation, creative, and globally diverse. This study is to describe how the strategic management of the Fun School Movement in realizing the Pancasila Student Profile. This study uses qualitative data, namely a qualitative descriptive method to obtain conclusions. This research is planned to be carried out from August 2024 to January 2025 at SDN Talang Layan related to the implementation of the strategic management of the Fun School Movement in realizing the Pancasila Student Profile. With data collection techniques through observation, interviews, documentation. The result of the study is that strategic management has an important role in the success of the Fun School Movement (GSM) at SDN Talang Layan. Through careful planning, structured implementation, and continuous evaluation, GSM can be an effective means of realizing the Pancasila Student Profile.

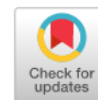
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INTRODUCTION

Schools are one of the most important institutions in people's lives. Without schools, the quality of education in Indonesia will be stagnant and will not improve. School is one of the things that changes the growth mindset of society, showing character development in the way of thinking, acting and behaving. Schools must be able to present themselves not only as a place for children to enjoy learning, but also to create a good atmosphere where children can feel comfortable and develop their talents. In line with the philosophy according to Ki Hajar Dewantara, education is a guide in children's growth and development, which means guiding all the natural forces of children to achieve the highest happiness and safety as human beings and members of society (Santika & Khoiriyah, 2023).

As a formal educational institution, schools have a strategic role in the formation and development of Indonesia's golden generation. According to Suhifatullah (2022), education in schools is not only to develop aspects of students' intellectual intelligence, but also to develop various other aspects of intelligence, including spiritual and emotional intelligence. Therefore, education in schools not only aims to improve students' cognitive abilities but also builds a strong foundation of values and culture. Education has always been a source of hope and a tool to improve people and society, improve human culture, and help generations achieve more in their lives. According to Muhardi (2004), "education contributes significantly to economic growth and nation-building, because through education individuals acquire the skills and knowledge necessary to actively participate in society." In addition, Sapitri et al. (2022) emphasize that "education is a long-term investment that aims to improve the quality of human resources in the face of global challenges." Therefore, investment in education is considered a strategic step to achieve progress and common prosperity.

Research conducted by KPAI found the fact that in 2018 there was an increase in

student brawl cases in Indonesia by 1.1%. Meanwhile, based on KPAI data, in 2020, the number of bullying cases added to the record of children's problems (KPAI, 2020). This phenomenon illustrates that deviant behavior and character of the nation are rampant so that awareness needs to be created to instill character. The good character of the nation needs to be formed and fostered as an effort to increase good human resources. Therefore, character education is one of the efforts that can be made. One of the character education is through the profile of Pancasila Students.

Pancasila Student Profile is a concept carried out by the Ministry of Education and Culture to form student character in accordance with Pancasila values. This profile includes six main characteristics: faith, piety, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. The implementation of the Pancasila Student Profile is expected to overcome the problem of character education which is increasingly eroded by the development of the times. Through school culture, intracurricular learning, and extracurricular activities, it is hoped that these values can be embedded in every student.

An initiation of a movement that is able to answer the challenges of the times is needed, one of which is by creating a child-friendly and fun education ecosystem. The fun school movement is a "free learning" movement to create a critical, creative, independent and fun learning culture in schools. This movement seeks to build awareness among teachers, principals, and education policy makers in designing schools as fun places to learn. This movement can be carried out optimally if there is strong cooperation between teachers, students, and parents. Through these three components, GSM is expected to be one of the solutions to build a fun and effective learning environment (Ratnaningrum, 2020).

The implementation of the Fun School Movement (GSM) and the Pancasila Student Profile shows that there is a significant gap in the education system in Indonesia. While there are great expectations for creating a fun learning environment and supporting student character development, the reality on the ground is often different. Many schools still face challenges in implementing GSM principles, such as the lack of adequate training for teachers to adopt innovative and fun learning methods. According to Muhardi (2004), "education contributes significantly to economic growth and nation-building, because through education individuals acquire the skills and knowledge necessary to actively participate in society." However, limited resources, both in terms of facilities and teaching materials, are a barrier for schools to create an ideal learning atmosphere. KPAI data shows that in 2018 there was an increase in student brawl cases in Indonesia by 1.1%, while in 2020, the number of bullying cases added to the record of child problems (KPAI, 2020). This phenomenon emphasizes the urgency of implementing character education through the Pancasila Student Profile.

The Fun School Movement (GSM) has an important role in the context of character education in Indonesia because it encourages the transformation of school culture to be more humane, inclusive, and student-centered. Through an approach that emphasizes a warm relationship between teachers and students, a safe and enjoyable learning environment, and the active participation of all school residents, GSM helps foster character values such as empathy, honesty, responsibility, and collaboration. In the situation of Indonesian education that still faces many challenges such as an approach that is too oriented towards academic achievement and punishment-based discipline, GSM is present as a more constructive alternative, by prioritizing human values and meaningful learning. Thus, GSM not only contributes to improving the quality of education, but also to the formation of a complete character of students in accordance with national education goals.

On the other hand, parental involvement in children's education is also low, resulting in a lack of emotional support and motivation for students. As emphasized by Sapitri et al. (2022) that "education is a long-term investment that aims to improve the quality of human resources in the face of global challenges," the involvement of all stakeholders is crucial. This is exacerbated by the education system that is still too focused on academic achievement, thus ignoring the aspect of character development that should be the core of the Pancasila Student Profile. Ratnaningrum (2020) stated that the Fun School Movement can only be carried out optimally if there is strong cooperation between teachers, students, and parents. This gap

creates a situation where students feel pressured and unmotivated, which is contrary to the main goals of GSM and the Pancasila Student Profile. In line with Ki Hajar Dewantara's philosophy that education is a guide in children's growth and development, meaning guiding all the forces of children's nature to achieve the highest happiness and safety as human beings and members of society (Santika & Khoiriyah, 2023), an appropriate strategic management model is needed for the implementation of GSM.

Therefore, a thorough evaluation and improvement in various aspects is needed, including teacher training, increased parental involvement, provision of adequate resources, and curriculum adjustments to be more relevant to the needs of students and the challenges of the times. SDN Talang Layan, which has shown achievements with a very good Education report card in the Literacy and Numeracy dimensions in 2022 and 2023, as well as being an inspirational school covered by CNN Indonesia X Heroes, has the potential to become a reference model for other schools. With in-depth research on GSM strategic management in this school, it is hoped that it can provide an effective implementation framework to realize the Pancasila Student Profile with its six main characteristics: faith, fear of God Almighty, and noble character, global diversity, cooperation, independence, critical reasoning, and creativity. Thus, it is hoped that education in Indonesia can be more effective in forming a generation that is not only intelligent, but also has character and is ready to face global challenges.

However, in its implementation, SDN Talang Layan still faces various challenges and obstacles. The implementation of the "Fun School Movement" requires proper strategic management so that this program can run effectively and achieve the expected goal, which is to realize the Pancasila Student Profile. Strategic management includes planning, organizing, executing, and evaluating well-coordinated to achieve organizational goals. To carry out the movement so that it is successful, strategic management is needed. In its implementation, there are still many challenges, therefore the researcher is interested in conducting research on how to implement strategic management in realizing the profile of Pancasila students at SDN Talang Layan.

In this study, I will conduct an in-depth analysis of the implementation of GSM and how it contributes to the achievement of the Pancasila Student Profile. The method used is a qualitative descriptive approach, which allows the collection of rich and in-depth data on the experiences and perceptions of teachers, students, and parents related to the implementation of GSM. Data will be collected through participatory observation, in-depth interviews, and documentation related to activities that have been carried out in schools. Data analysis will be carried out using an interactive analysis model from Miles and Huberman (2014), which includes the collection, processing, and presentation of data in the form of patterns and categories. Thus, this research is expected to provide constructive recommendations for improving educational practices in schools and contributing to better education policies in Indonesia.

As an alternative method to overcome the multidimensional crisis, the government has formulated a Pancasila Student Profile in accordance with the vision and mission of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. Strategic management is an alternative choice to answer the challenges that occur in society to realize Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, cooperation, independence, critical reasoning, and creativity.

Strategic management is an activity that must be carried out by top management with personnel continuously, and is a cycle that is able to give birth to decisions to understand the relevance of organizational needs to environmental needs. In today's context, through strategic management, the top leadership in an organization, especially educational organizations, must be able to formulate and determine the right organizational strategy so that the organization concerned is not only able to maintain its existence, but is resilient to make the necessary adjustments and changes so that the organization increases its effectiveness and

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productivity.

By using the right strategic management, schools will be able to realize the expected educational goals. And vice versa, if the school does not implement strategic management, the school will not be able to achieve the goal of improving the quality of education. Based on this, strategic management is very important that must be owned by an educational organization, namely SDN Talang Layan school. This school for 2 consecutive years received a very good Education report card in the Literacy and Numeracy dimensions in 2022 and 2023, thus getting the Performance Boss. Another achievement is that SDN Talang Layan School is an inspirational school that has been selected and covered by National Television in the CNN Indonesia X Heroes program. This school is also the first time there are driving teachers and practical teachers in Jirak Jaya District. In addition, this school was once a model school for *Putera Sampoerna Foundation-School Development Outreach* activities in 2019-2020.

This school is expected to be a reference and conduct scanning to encourage the improvement of the quality of education for the surrounding schools. In achieving a fun school, seriousness is needed in the management of human resources, both students and educators. The vision and mission of the Fun School Movement is to provide quality education for all children in Indonesia through: Creating a positive and fun culture and learning environment through mindset changes, creating a culture of teacher professionalism, and implementing curriculum strategies in schools and developing and expanding the teacher community through training, mentoring, and various grassroots activities including the exchange of teaching practices, cross-teacher teaching collaboration, and self-development.

In order to realize this, it is necessary to prepare a fun school movement (GSM) at SDN Talang Layan in order to become a school that is able to provide autonomy space for the birth of various uniqueness so that the potential/talent of students can develop into themselves, according to the best version of those who have a critical, creative, independent and fun learning culture and show the expected character and competence and strengthen the noble values of Pancasila.

METHOD

The research will be carried out at SDN Talang Layan, Jirak Jaya District, Musi Banyuasin Regency, South Sumatra. S.D. S.S. S. S. In this study, the object of research is the implementation of strategic management in the fun school movement at SDN Talang Layan. The main focus is on the process of planning, implementing, and evaluating strategies that have been carried out to realize the Pancasila Student profile.

This study uses a qualitative method with a qualitative descriptive approach. The selection of qualitative research is carried out on the basis of the specifications of the research subject and to obtain in-depth information and cover social realities. A qualitative approach is used to understand phenomena in depth through the collection of data in the form of words, observations, or documents, with a focus on meaning and process. The types of research that are often used are case studies, ethnographic, or phenomenology, depending on the purpose and context of the study. The theory of qualitative data analysis from Miles and Huberman (1994) is the main reference, which includes three important stages: data reduction, data presentation, and conclusion/verification. This approach is suitable for exploring participants' behaviors, views, and experiences holistically, so as to be able to explore the depth of information that cannot be reached by quantitative approaches.

In this study, it is attempted to collect as much descriptive data as possible which will be outlined in the form of reports and descriptions, which this research is to conduct research related to the management of the Strategic Management of the Fun School Movement in Realizing the Pancasila Student Profile at SDN Talang Layan Regency.

The data collected in this study is data that is in accordance with the focus of the research, namely the strategic management of the fun school movement (GSM) in realizing the profile of Pancasila students at SDN Talang Layan Musi Banyuasin Regency and the data collected is descriptive in the form of words or pictures. Data can be obtained through

interview results, field observation notes, portraits, tape recorder recordings, individual documents, memorandums and official documents.

FINDINGS AND DISCUSSION

Definition of Strategic Management

Strategic management is the process of planning, executing, and evaluating strategies in an organization to achieve long-term goals. In the context of education, strategic management focuses on managing school resources to improve the quality of learning and the school environment. According to David (2014), "strategic management is a process that involves the formulation, implementation, and evaluation of cross-functional decisions that enable an organization to achieve its goals."

Fun School Movement (GSM) at SDN Talang Layan

The Fun School Movement (GSM) is an educational approach that aims to create a positive, creative, and character-building learning atmosphere for students. GSM emphasizes student-centered learning, a safe and comfortable learning environment, and collaboration between teachers, students, and parents. According to Silbernagel (2018), "a student-centered approach to learning is essential to create an engaging learning environment, where students feel engaged and have responsibility for their own learning."

The Role of Strategic Management in GSM at SDN Talang Layan

Strategic management plays an important role in the successful implementation of the Fun School Movement (GSM) at SDN Talang Layan. At the planning stage, the school and teachers conduct a needs analysis that covers various problems faced, such as low student interest in learning, limited educational facilities, and lack of parental involvement. From the results of the analysis, the school's vision and mission were prepared in line with the values of GSM and the Pancasila Student Profile. Strategic programs are then developed, such as active and fun learning, teacher capacity building through training and workshops, development of a safe and inclusive learning environment, and effective communication with parents and the community. In addition, success indicators and evaluation mechanisms are also determined to ensure that the implementation of the program runs with a clear direction and objectives.

At the strategy implementation stage, schools build a positive culture that strengthens the relationship between teachers and students, as well as implements active, collaborative, and project-based learning. Activities such as anti-bullying campaigns, literacy movements, and the implementation of the Pancasila Student Profile Strengthening Project are carried out to strengthen character values and student competencies. Parents and the community are also actively involved in supporting a fun and safe learning environment for children. Evaluations are carried out periodically both from the academic side such as learning outcomes, educational report cards, and Pancasila and non-academic student profile projects through feedback from students, teachers, and parents. This evaluation helps schools make adjustments and improvements to the program on an ongoing basis, so that the implementation of GSM not only has a short-term impact, but also creates consistent positive changes in the learning culture at the school.

Relevance to Pancasila Student Profile

Pancasila student profiles are a form of translation of national education goals. Pancasila student profiles serve as the main reference that directs educational policies, including being a reference for educators in building students' character and competence. The Pancasila student profile must be understandable by all stakeholders because of its important role. This profile needs to be simple and easy to remember and run both by educators and students so that it can be brought to life in daily activities. Based on these considerations, the profile of Pancasila students consists of six dimensions, namely: 1) faith, fear of God Almighty, and noble character, 2) independence, 3) cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity. The six dimensions of the Pancasila student profile need to be seen as a whole so that each individual can become a lifelong learner who is competent, has character, and behaves according to the values of Pancasila (Kemendikbudristek:2022).

Educators need to develop these six dimensions thoroughly from early childhood education. In addition, to help a more comprehensive understanding of the dimensions of the Pancasila student profile, each dimension is explained in its meaning and its development is ordered according to the stages of psychological and cognitive development of school-age children and adolescents. Furthermore, each dimension of the Pancasila student profile consists of several elements and some elements are explained more concretely into subelements. The following is a description related to Pancasila student profiles. Pancasila Student Profile is an ideal description of Indonesian students who have character in accordance with Pancasila values. GSM at SDN Talang Layan supports the formation of this profile through:

Faith, Fear of God Almighty, and Noble Character: Building a school environment full of compassion and moral values.

Global Diversity: Fostering tolerance and cooperation in learning.

Gotong Royong: Encourage collaboration between students, teachers, and parents.

Independent: Provides opportunities for students to learn actively and responsibly.

Critical: Develop critical thinking skills through creative learning methods.

Creative: Encourage students to express themselves and find innovative solutions in learning.

The following is an example of Dimensions, Sub-Elements and Achievements in Phase C in the Theme Build the Soul and Body. The topic for this project is Anti-Bullying.

Table 1. Dimensions, Sub-Elements and Achievements in Phase C

Yes	Dimension	Element	Sub Elements	Achievements on Phase C
1.	Faith, fear of God Almighty and have noble character	Personal Morals	Integrity	Be brave and consistent in conveying the truth or facts and understand the consequences for yourself.
		Morality to Humans	Empathize with others	Begin to look at things from the perspective of others and identify the goodness and strengths of the people around them.
2.	Critical Reasoning	Acquiring and processing information and ideas	Identifying, clarifying and processing information and ideas	Collect, classify, and select information from various sources, and clarify information with adult guidance.
3.	Self-sufficient	Self-Regulation	Demonstrate initiative and work independently	Understand the importance of working independently and take the initiative to do so in supporting their learning and self-development.

(Source: Module P5 Ministry of Education and Culture 2022)

The relationship between the Fun School Movement (GSM) and the Pancasila Student Profile is very clearly seen in efforts to form student characters that are in line with Pancasila

values. One of the concrete implementations of this relationship is carried out through the Pancasila Student Profile Strengthening Project activities, especially in Program 5 (P5) with the theme "Build the Soul and Body." In this context, the topic raised is "Anti-Bullying," which focuses on forming positive attitudes and values among students by responding to the issue of violence in the school environment.

Through this P5 activity, students are invited to actively engage in projects that not only educate them about the impact of bullying, but also encourage them to develop empathy, tolerance, and social awareness. The activity includes several practical steps, such as:

Education about Bullying and Its Consequences: Students are given knowledge about what bullying is, its types, and the negative impact it causes.

Understanding this problem is very important in fostering empathy and a sense of concern for others.

Group Discussions and Dialogues: Students are divided into groups to discuss cases of bullying they may encounter, as well as how to address them.

This method facilitates collaboration and strengthening relationships between students, which supports the value of mutual cooperation and cooperation.

Anti-Bullying Campaign: Students participate in anti-bullying campaigns, where they create posters, short videos, or presentations that educate their friends about the importance of stopping bullying. It is a form of applying creative values and speaking openly, which also encourages students to be critical individuals in responding to social issues.

Self-Reflection and Positive Actions: Each student is required to conduct a personal reflection on how they can be agents of change in school, creating a more inclusive and safe environment from bullying. This strengthens the dimension of faith, fear of God, and noble character in students.

With all activities carried out in the context of P5, the expected achievement is student character education in accordance with the Pancasila Student Profile. Through strengthening the character and values of Pancasila, students not only learn about their social responsibilities, but also experience positive changes in attitudes and behaviors. This is an important step in forming individuals who are able to contribute to society with a strong Pancasila spirit, integrity, and empathy. Thus, the relationship between GSM and the Pancasila Student Profile becomes stronger through the Pancasila Student Profile Strengthening Project activities with the theme "Build the Soul and Body" as well as relevant and impactful anti-bullying topics.

These findings are in line with the results of previous research. As stated by Imron (2020), the implementation of GSM is able to create a humane and fun learning environment, which has a direct impact on increasing students' interest in learning and participation. In addition, research by Indriani (2025) also shows that parental involvement in the GSM program is very important because it can increase children's confidence and strengthen communication between home and school.

Furthermore, Karso (2019) emphasized that positive school climate change through GSM can facilitate the development of students' character, in line with the Pancasila Student Profile indicators. In this context, the response of parents at SDN Talang Layan proves that GSM not only has an impact on the academic side, but also provides space for growth for children's affective and social aspects, in accordance with today's educational ideals.

Thus, it can be concluded that the implementation of GSM at SDN Talang Layan is not only successfully accepted socially by parents, but also supports various educational achievements as evidenced in previous studies. This is a strong foundation to continue and expand the implementation of GSM more strategically and comprehensively.

CONCLUSIONS

The results of this study show that strategic management has a central role in supporting the successful implementation of the Fun School Movement (GSM) at SDN Talang Layan. Through a structured planning, implementation, and evaluation process, schools are able to create a humanist and collaborative learning culture. GSM has been proven to

strengthen the character of students in line with the Pancasila Student Profile, especially through the Pancasila Student Profile Strengthening Project (P5) with the theme *Anti-Bullying*. This strategy not only increases student and parent engagement, but also creates a safe, creative, and inclusive learning environment, and supports the development of values such as empathy, mutual cooperation, integrity, and independence. These findings are reinforced by previous research that confirms that GSM has a positive impact on character formation and improving the quality of students' social and academic interactions.

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