

Original Research Article

Strategic Management of Inspirational Teachers in Realizing the Pancasila Student Profile Based on Merdeka Curriculum in Samarinda City (A Multi-Case Study at Islamic Elementary School "Bunga Bangsa," Public Elementary School 011 Sungai Pinang, and Public Elementary School 005 Sungai Kunjang Samarinda)

Sri Mulyati¹, Dwi Nugroho Hidayanto¹, Masrur Yahya¹, Rahmat Soeod¹, Susilo¹, Laili Komariyah¹, Hasbi Sjamsir^{1*}¹Mulawarman University, Samarinda Indonesia

Article History

Received: 02.05.2024

Accepted: 08.06.2024

Published: 25.06.2024

Journal homepage:

<https://www.easpublisher.com>

Quick Response Code



Abstract: Strategic management involves the process of planning, organizing, implementing, and controlling decisions to achieve desired objectives. Teacher leaders are expected to have good teaching management skills involving planning, organizing, carrying out activities-actuating, and controlling (POAC) to realize the Pancasila Student Profile through the Pancasila Student Profile Strengthening Project. Pancasila forms the foundation and ideology of Indonesia, playing a crucial role in national and state life by guiding all aspects of the nation whether in society, nation, or state. This research aims to describe the planning, organizing, implementing, and controlling carried out by exemplary teachers to realize the Pancasila Student Profile. This research is a qualitative study using a multiple case study approach, the research examines teachers from Islamic Elementary School "Bunga Bangsa", Public Elementary School 011 Sungai Pinang, and Public Elementary School 005 Sungai Kunjang. Data was collected through interviews, observations, and documents. Data analysis used interactive analysis model from Miles, Huberman, and Saldana,. The results depict the planning, organizing, implementing, and monitoring steps taken by exemplary teachers to realize the Pancasila Student Profile through programs like "Tak Kan Kubalas", "Coaching-Ngobrik", and "Perikasi", which can positively impact the development of devout, noble ethics, diverse, creative, collaborative, , " the growth of faithful, global diversity, creativity, teamwork, critical thinking, and fostering student independence and independent students. This research highlights the importance of strategic management in realizing the Pancasila Student Profile.

Keywords: Strategic management, the Pancasila Student Profile, Kurikulum Merdeka.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

A. INTRODUCTION

Teachers are learning leaders who promote the holistic, active, and proactive development of students by centering learning around them, and serve as role models and educational agents to realize the Pancasila Student Profile. Ministerial Regulation Number 40 of 2021 stipulates that teachers are professional educators with the main tasks of (1) educating, (2) teaching, (3) guiding, (4) directing, (5) training, and (6) assessing and evaluating students. Based on Law Number 20 of 2003 concerning the national education objectives, it states that: "National Education aims to develop the abilities and shape the character and civilization of the nation in

order to enlighten the nation, aiming for the development of students' potential to become individuals who are faithful and devoted to the Almighty God, noble in character, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens" (Surahman, 2022), (Sjamsir, H., *et al.*, 2024).

Inspirational teachers are expected to produce as many transformation agents as possible in the education ecosystem who are capable of producing globally competent and Pancasila-characterized students, encouraging transformation in Indonesian education, promoting academic achievement, teaching

creatively, and actively developing themselves. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Pancasila Student Profile character education, which includes six dimensions: (1) Faithful and devoted to the Almighty God and noble in character, (2) Global Diversity, (3) Cooperation, (4) Independence, (5) Critical thinking, and (6) Creativity, these basic values allow the formation of noble Pancasila values in students. The Pancasila Student Profile is urgent in addressing issues related to the noble values and morals of the nation; emotional maturity as citizens, supporting the realization of social justice, and achieving 21st-century competencies.

Pancasila serves as the foundation and ideology of the Indonesian nation, playing a crucial role in the life of the nation and the state, accommodating all activities in Indonesian national life, whether in society, nation, or state. The aspirations of the Indonesian nation are embodied in the educational goals, namely the realization of the Pancasila Student Profile, which includes vision, mission, aspirations, and educational goals for students and all components within the educational unit. Efforts that the government can make to assist schools in supporting the realization of the Pancasila Student Profile require appropriate programs, including the inspirational school program focusing on the structure of the free curriculum, and the inspirational teacher program aimed at producing learning leaders in realizing student-centered learning (M. Hasanah, 2022).

B. LITERATURE REVIEW

The concept of Management is the science and art of organizing the effective and efficient utilization of human resources and other resources to achieve a specific goal (Ansyori, 2022). Essentially, human activities generally involve managing, where the art of coordination is required to accomplish shared objectives. The functions of management can be divided into four parts, namely planning, organizing, actuating, and controlling (Setyowati, 2022), as explained below:

1. Planning involves determining the tasks to be carried out by a group to achieve the outlined objectives. Planning includes decision-making activities, as it involves selecting alternative decisions, requiring the ability to visualize and anticipate the future to formulate a pattern of actions for the future (Deliana, 2023).
2. Organizing is a series of activities in the allocation of planned work to be completed by group members, determining good work relationships among them, as well as maintaining a suitable work environment and facilities (Syamsuar & Reflianto, 2018).
3. Actuating is an effort to motivate group members in such a way that they desire and strive to achieve the goals of the respective company and the goals of those companies because the members want to achieve the same

objective (Adawiyah, 2021).

4. Controlling is an activity to match whether operational activities (actuating) in the field are in line with the plans (planning) established to achieve the goals (goal) of the organization. Thus, the object of control activities concerns errors, deviations, defects, and negative aspects (Soleh & Pratiwi, 2021).

Based on Ministerial Regulation No. 40 of 2021 Chapter I Article 2, it is stated that the definition of a teacher is a professional educator with the main tasks of educating, teaching, guiding, directing, training, as well as assessing and evaluating students in Early Childhood Education through the formal education, primary education, and secondary education pathways. Based on the Teacher Mobilization Registration Guidebook from the Ministry of Education and Culture in 2021, Teacher Mobilization Education is a leadership education program for teachers to become learning leaders. This program includes online training, workshops, conferences, and mentoring for 9 months for prospective inspirational teachers. During the program, teachers continue to carry out their teaching duties as teachers. As time progresses, so does technology, which develops rapidly in all aspects of life.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020, the relevant character is the Pancasila Student Profile, which includes six basic values, namely (a) Faithful and devoted to the Almighty God, (b) Global Diversity, (c) Cooperation, (d) Independence, (e) Critical thinking, and (f) Creativity. With these basic values, it is possible to form noble Pancasila values in students. The Pancasila student profile is urgent in addressing issues related to the noble values and morals of the nation; maturity as citizens, supporting the realization of social justice, and achieving excellent 21st-century competencies to improve the quality of education in Indonesia. The six indicators in the Pancasila Student Profile are inseparable from the educational roadmap for 2020-2035, which is caused by changes in technology, social, and environmental factors that occur universally (A. H. Hasanah, 2022).

The Dimensions and Elements of the Pancasila Student Profile have 6 dimensions and several elements within them. These six dimensions need to be seen as an inseparable unit:

Based on the Ministry of Education and Culture Regulation Number 56 of 2022 regarding Guidelines for Curriculum Implementation for Learning Recovery, it is explained how the structure of the free curriculum, learning hours, learning achievements, and learning evaluations are carried out. Based on the National Education System Law Number 20 of 2003, the aim of education is: "Education is one of the conscious and planned efforts to create a

learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, control, personality,

intelligence, noble character, and skills needed for themselves, society, nation, and state" (Ministry of Education and Culture, 2022).



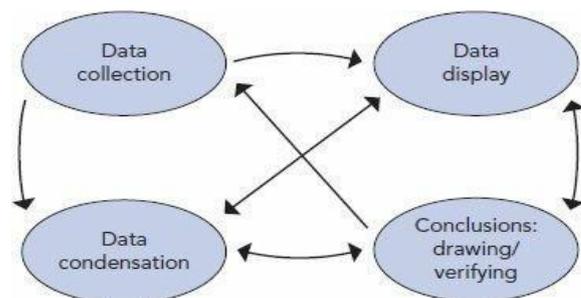
Gambar 2.3. Profil Pelajar Pancasila dan Enam Dimensinya (Panduan Kurikulum Merdeka, 2020)

C. RESEARCH METHODOLOGY

This research utilizes a qualitative approach to uncover the learning situation conducted by teacher leaders through the activities of the Pancasila Student Profile Strengthening Project. The study was conducted in real-life settings, namely at SD Islam Bunga Bangsa, SDN 011 Sungai Pinang, and SDN 005 Sungai Kunjang as the research locations, describing real-life learning events centered on students in implementing learning to strengthen the Pancasila Student Profile and realize student leadership (Student Agency).

The research instrument is the researcher himself through interviews using research tools such as interviews, observations, and documentation. The techniques and procedures for data collection are obtained from primary and secondary data. Data in this study are obtained from both primary and secondary sources. Primary data are obtained from interviews with teacher leaders. Secondary data consist of observations and documentation. The primary data sources in this study are three elementary school teacher leaders in Samarinda City. Data analysis is conducted using the theory of Milles, Hubberman, and Saldana in 2014 through an interactive model. The steps are as follows: 1). Data Collection, 2). Data Condensation, 3). Data Presentation, 4). Drawing Conclusions and Verification.

The validation of data authenticity is conducted through triangulation, which aims to compare and cross-check the degree of confidence in information obtained from informants.



Gambar 3.1. Komponen Analisis Data Sumber: Milles, Huberman, dan Saldana, (2014)

D. FINDING AND DISCUSSION

- a. **Planning:** The research findings indicate that the strategic management planning of teacher leaders in SD Islam Bunga Bangsa, SDN 011 Sungai Pinang, and SDN 005 Sungai Kunjang in realizing the Pancasila Student Profile based on the independent curriculum revealed similarities in strategic steps taken by teacher leaders in planning the Pancasila Student Profile Strengthening Project through activities titled "Tak Kan Kubalas," "Coaching-Ngobrik," and "Perikasi-Kamis Berbudaya."
- b. **Organization:** The research findings show that the strategic management organization of teacher leaders in realizing the Pancasila Student Profile demonstrates that teacher leaders play a crucial role in organizing and forming an organizational structure that supports the formation of students' characters in line with Pancasila values. The organization of programs conducted by teacher leaders requires effective organizational strategies based on an analysis of strengths, weaknesses, and threats to maximize opportunities to realize the Pancasila Student Profile.

- c. **Implementation:** The research findings indicate that during the implementation stage of character formation programs based on Pancasila values, various initiatives supporting the success of the program were found. One key aspect is the involvement of teachers as the main change agents. Teacher leaders play a role in designing and implementing programs that emphasize Pancasila values. They create learning situations that allow students to imbibe and internalize these values. Similarly, teacher leaders act as transformation agents in realizing student-centered learning by designing learner-centered teaching through class agreements. This is consistent with the research conducted by Syamsuar & Reflianto (2018), which emphasizes the crucial role of teacher leaders in implementing student-centered learning programs.
- d. **Control:** The research findings indicate that control in the implementation of character formation programs based on Pancasila values is an essential component to ensure the success and sustainability of the program. Strategic control conducted by teacher leaders in monitoring and ensuring the smooth running of the "Tak Kan Kubalas," "Coaching-Ngobrik," and "Perikasi-Kamis Berbudaya" programs impacts changes in students' attitudes reflecting the Pancasila Student Profile. Control is carried out continuously through good communication with all parties involved, including parents and the school principal, as well as providing motivation and reinforcement to students.
- e. **Solutions:** Based on the research findings, the strategic management solutions of teacher leaders in overcoming obstacles to realizing the Pancasila Student Profile through the programs "Tak Kan Kubalas," "Coaching-Ngobrik," and "Perikasi-Kamis Berbudaya" are highlighted. Teacher leaders prepare risk management in the implementation of designed programs, allowing flexibility while still focusing on the formation of the Pancasila Student Profile.

Based on the research findings and discussion, the novelty of this study is associated with the four functions of management:

1. **Planning:** The Pancasila Student Profile Strengthening Project (P5) in previous research was designed only based on P5 guidelines in the independent curriculum. This research found that teacher leaders added specific programs to strengthen Pancasila values based on the independent curriculum and Module 3.3 of the Teacher Leader Program (PGP), which focuses on student-centered programs, considering: 1) Voice: students' opinions, views, ideas, 2) Choice: opportunities given to students to choose social, environmental, and learning opportunities, and 3) Ownership: ownership that develops in students towards independence, power, and responsibility towards others, thus fostering student leadership

(Student Agency).

2. **Implementation Orientation:** The implementation orientation of the Pancasila Student Profile Strengthening Project (P5) conducted by teacher leaders in SD Islam Bunga Bangsa, SDN 011 Sungai Pinang, and SDN 005 Sungai Kunjang is not in the form of a product but oriented towards changes in students' attitudes in fostering student leadership (Student Agency) reflecting the Pancasila Student Profile.

E. CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

1. Conclusion

Based on the research findings and discussions presented by the researcher, the following conclusions can be drawn:

1. Thoughtful planning and maximizing assets within the school, particularly through the pivotal role of teacher leaders, are essential in achieving the goal of shaping students' character that integrates Pancasila values through the Project to Strengthen the Profile of Pancasila Students (P5). Additionally, program planning begins with analyzing students' characteristics, designing learner-centered learning, coordinating with the school principal, communicating with parents, and socializing programs such as "Tak Kan Kubalas," "Coaching," and "Perikasi," which aim to nurture characteristics such as faith, integrity, respect for differences, independence, mutual cooperation, creativity, and critical thinking among students.
2. Effective organization in managing the Pancasila Student Profile Strengthening program through communication between teachers and student community groups, communication and collaboration with school practitioner communities, scheduling, commitment, and consistency have provided much-needed positive support in organizing programs like "Tak Kan Kubalas," "Coaching," and "Perikasi." Teacher leaders manage effective communication and implement systematic steps and effective communication strategies with all stakeholders in implementing the P5 program.
3. The implementation of character-building programs for students based on Pancasila values is a crucial step in achieving educational goals. Teacher leaders as agents of change in schools have played a role in instilling Pancasila values in students' daily lives through the Pancasila Student Profile Strengthening Project (P5) by integrating values such as faith, integrity, global diversity, independence, mutual cooperation, creativity, and critical thinking through programs like "Tak Kan Kubalas," "Coaching," and "Perikasi" in fostering student

independence or leadership (Student Agency) to realize the Pancasila Student Profile.

4. Effective control in implementing character-building programs for students based on Pancasila values is a crucial component to ensure the success and sustainability of programs like "Tak Kan Kubalas," "Coaching," and "Perikasi." Continuous control and evaluation by teacher leaders to monitor student progress in internalizing Pancasila values through surveys, interviews, and classroom observations have shown an increase in students' understanding of Pancasila values and how to apply them in daily life.
5. Challenges faced during the implementation process of the P5 program have motivated teacher leaders to seek appropriate solutions through the formation of parent community groups, collaboration with school communities, communication and coordination with all stakeholders, and continuous motivation for students, laying a strong foundation in supporting the implementation of the Pancasila Student Profile strengthening program. Teacher leaders are committed to overcoming obstacles and controlling the "Tak Kan Kubalas," "Coaching," and "Perikasi" programs to ensure smooth and sustainable implementation.

2. Implications

1. **Theoretical Implications:** The research findings indicate that effective management is needed from both schools and teachers as learning leaders in nurturing students' good character through the Pancasila Student Profile Strengthening Project (P5). Thoughtful planning, active involvement of all parties, organizational strategies, and control in achieving the goal of shaping students' character based on Pancasila values are crucial. Further research is needed to delve deeper into the cultivation of Pancasila Student Profile characteristics for elementary school students.
2. **Practical Implications:** The research findings can be used as input for teachers and prospective teachers to reflect on and improve their competencies in learner-centered learning to nurture character values such as faith, integrity, independence, creativity, mutual cooperation, respect for differences, and critical thinking, while considering aspects such as Voice (students' opinions, views, ideas), Choice (opportunities for students to choose social, environmental, and learning opportunities), and Ownership (ownership that develops in students towards self-reliance, authority, and responsibility for others). Students are expected to have an open attitude in accepting and participating in character formation-focused learning and implementing it in daily life. Educational institutions or schools are expected to design programs that facilitate teachers in enhancing

their competencies as learning leaders centered on students in this digital era.

3. Recommendations

1. As input for teachers to innovate in designing programs,
2. Educational institutions can improve effective communication strategies and facilitate the implementation of training for teachers,
3. The Education and Culture Office of Samarinda City should appreciate educational institutions and teachers who have successfully implemented innovations.

ACKNOWLEDGMENTS

We would like to thank the principal, vice principal, and teachers who participated in this study. We jointly participated in the study design, analysis, interpretation, manuscript writing and publishing process.

REFERENCES

- Faiz, A., Pratama, A., & Kurniawaty, I. (2022). Pembelajaran berdiferensiasi dalam program guru penggerak pada modul 2.1. *Jurnal basicedu*, 6(2), 2846-2853.
- Daga, A. T. (2021). Makna merdeka belajar dan penguatan peran guru di sekolah dasar. *Jurnal Educatio Fkip Unma*, 7(3), 1075-1090.
- Ahyar, H., Andriani, H., & Sukmana, D. J. (2020). Buku Metode Penelitian Kualitatif & Kuantitatif (Issue March). *Yogyakarta: Pustaka Ilmu*.
- Ansyori, M. R. (2022). Pelaksanaan Pemberian Asimilasi dan Integrasi Warga Binaan dalam Penanggulangan Covid-19 di Lembaga Pemasyarakatan Kelas II A Banjarmasin.
- Dirsa Andika. et al (2022). Teachers play an essential and strategic role in education.
- Daga, A. T. (2021). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar. *Jurnal Educatio*, 7(3), 1075-1090 DOI: 10.31949/educatio.v7i3.1279
- Faruqi, (2019). Metode Penelitian Kualitatif di Bidang Pendidikan. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Gunawan & Ratmono, (2018). Threats to the Ideology of Pancasila In the Reform Era: Praxis Case of Regional Development Policy. *Jurnal Studi Pemerintahan*.
- Ghufron, (2018). Revolusi Industri 4.0: Tantangan, Peluang, Dan Solusi Bagi Dunia Pendidikan. *Seminar Nasional Dan Diskusi Panel Multidisiplin Hasil Penelitian Dan Pengabdian Kepada Masyarakat 2018*, 1(1), 332-337.
- Haryoko M.Pd., (2020). Analisa Data Penelitian Kualitatif (Konsep, Teknik dan Prosedur Analisis). <http://eprints.unm.ac.id/20838/>
- Hasibuan, A. T., Batubara, S. A., Khairani, M., & Siagian, E. A. (2023). Telaah Kurikulum Dari Masa

- Ke Masa: Studi Evaluasi. *Jurnal Pendidikan dan Konseling (JPDK)*, 5(3), 313-319.
- Hasanah, A. H., Adha, M. M., & Mentari, A. (2022). Peran Guru Penggerak Dalam Mewujudkan Profil Pelajar Pancasila di Sekolah. *De Cive: Jurnal Penelitian Pendidikan Pancasila dan Kewarganegaraan*, 2(10), 6-14.
 - Iqbal, M., Winanda, A., Sagala, D. H., Hasibuan, U. R. A., & Wirahayu, W. (2023). Peran Guru dalam Kebijakan Merdeka Belajar dan Implementasinya terhadap Proses Pembelajaran di SMP Negeri 1 Pancur Batu. *Journal on Education*, 5(3), 9299-9306.
 - Indrayani Rusmiati (2022). Manajemen strategik pembentukan karakter di Sekolah Dasar Islam terpadu Yabis Bontang Kalimantan Timur.
 - Kurniawaty, I., Faiz, A., & Purwati, P. (2022). Strategi Penguatan Profil Pelajar Pancasila di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5170-5175.
 - Agayon, A. J. D., Agayon, A. K. R., & Pentang, J. (2022). Teachers in the new normal: Challenges and coping mechanisms in secondary schools. *Journal of Humanities and Education Development (JHED)*, 4.
 - Kahfi, (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138-151.
 - Nagri, K. S., Muqawim, R., Munastiwi, E., & Santika, R. (2020). Menggali Prinsip Dasar Guru Penggerak Melalui Rekonstruksi Pemikiran Nurcholish Madjid. *Syntax*, 2(9), 583.
 - Kemendikbudristek. (2022). Buku Panduan Pembelajaran dan Asesmen. Badan Standar Kurikulum dan Asesmen Pendidikan Kemendikbudristek Republik Indonesia. Jakarta.
 - Kemendikbudristek. (2022). Buku Saku Kurikulum Merdeka. Kementerian Pendidikan dan Kebudayaan Jakarta.
 - Kemendikbudristek. (2022). Buku Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila. Badan Standar Kurikulum dan Asesmen Pendidikan Kemendikbudristek Republik Indonesia. Jakarta.
 - Kemendikbudristek (2022). Pendidikan Guru Penggerak. Permendikbudristek Nomor 26 Tahun 2022 Kemendikbudristek Republik Indonesia. Jakarta.
 - Kemendikbudristek. (2022). Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran. Permendikbudristek Nomor 56 Tahun 2022 Kemendikbudristek Republik Indonesia. Jakarta.
 - Kemendikbudristek. (2020). Buku Panduan Pendidikan Guru Penggerak. Kementerian Pendidikan dan Kebudayaan Jakarta
 - Kiska, N. D., Putri, C. R., Joydiana, M., Oktarizka, D. A., Maharani, S., & Destrinelli, D. (2023). Peran profil pelajar pancasila untuk membentuk karakter peserta didik sekolah dasar. *Journal on Education*, 5(2), 4179-4188. <https://doi.org/10.31004/joe.v5i2.1116>
 - Ini, I. N., & Komariyah, L. (2021). Pengaruh Mutu Manajemen Berbasis Sekolah Dan Revitalisasi Fungsi Kepala Sekolah Terhadap Kompetensi Guru Di Lima Sekolah Dasar Swasta Se-Kota Samarinda. *Pendas Mahakam: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 6(2), 84-93.
 - Gusteti, M. U., Jamna, J., & Marsidin, S. (2023). Pemikiran digitalisme dan implikasinya pada guru penggerak di era metaverse. *Jurnal Basicedu*, 7(1), 317-325.
 - Masrukhi, (2020). Manajemen Pembelajaran Pendidikan Kewarganegaraan sebagai Pembangun Karakter. 384.
 - Miles, Hubberman, Saldana (2014). *Qualitative Data Analysis*. Third Edition Copyright © 2014 SAGE Publications, Inc.
 - Ningrum, A. R., & Suryani, Y. (2022). Peran Guru Penggerak dalam Kurikulum Merdeka Belajar. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 6(2), 219-232.
 - Nurhasanah, N., Sukmawati, S., & Syukri, M. (2022). Evaluasi Program Guru Penggerak Di SMA Kabupaten Kubu Raya. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 11(9), 1308-1320.
 - Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai kearifan lokal: projek paradigma baru program sekolah penggerak untuk mewujudkan profil pelajar pancasila. *Jurnal Basicedu*, 6(3), 3639-3648. <https://doi.org/10.31004/basicedu.v6i3.2727>
 - Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the Role of Instructional Leadership in Teacher Professional Development. *Advanced Qualitative Research*, 1(1), 63-73.
 - Palupi, (2018). Internalisasi Pendidikan Karakter dalam Pembelajaran IPS Sejarah (Studi Kasus SMP Kebon Dalem Semarang) Tahun Pelajaran 2015/2016. 1–66.
 - Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). Peran Guru penggerak dalam implementasi kurikulum merdeka di sekolah dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(1), 330-345.
 - Riowati, R., & Yoenanto, N. H. (2022). Peran guru penggerak pada merdeka belajar untuk memperbaiki mutu pendidikan di Indonesia. *Journal of Education and Instruction (JOEAI)*, 5(1), 1-16.
 - Rahayuningsih, (2022). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila. *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. <https://doi.org/10.51878/social.v1i3.925>
 - Mansyur, A. R., & Bunyamin, A. (2022). Wawasan kepemimpinan guru (teacher leadership) dan konsep guru penggerak. *Education and Learning Journal*, 2(2), 101-109.

- Rachmawati, N., Marini, A., Nafiah, M., & Nurasiah, I. (2022). Projek penguatan profil pelajar pancasila dalam implemmentasi kurikulum prototipe di sekolah penggerak jenjang sekolah dasar. *Jurnal basicedu*, 6(3), 3613-3625. <https://doi.org/10.31004/basicedu.v6i3.2714>
- Reza Ayu (2022). Peran Guru Penggerak dalam Kurikulum Merdeka Belajar.
- Reimers Fernando, M. (2022). Primary and Secondary Education During Covid-19 Disruptions to Educational Opportunity During a Pandemic.
- Lubis, R. R., Amelia, F., Alvionita, E., Nasution, I. E., & Lubis, Y. H. (2023). Peran guru penggerak dalam meningkatkan pemerataan kualitas kinerja guru. *Jurnal At-Tadbir: Media Hukum Dan Pendidikan*, 33(1), 70-82.
- Hasbi, S., Satriah, S., Hanim, Z., & Komariyah, L. (2024). STRATEGIC PLANNING OF SCHOOL LEADERSHIP IN EDUCATOR DEVELOPMENT IN EAST KUTAI REGENCY, EAST BORNEO. *Authorea Preprints*. DOI: 10.31124/advance.24211319.v1
- Surahman, S., Rahmani, R., Radiana, U., & Saputra, A. I. (2022). Peran Guru Penggerak dalam Pendidikan Merdeka Belajar di Kubu Raya. *Jurnal Pendidikan Indonesia*, 3(04), 376-387.
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). Peran guru penggerak dalam pendidikan merdeka belajar di indonesia. *Jurnal Dinamika Pendidikan*, 14(2), 88-99.
- Suwarsono. (2018). Manajemen Strategik. Universitas Terbuka Jakarta.
- Sherly, 2022. Peran Media Sosial Sebagai Alat Komunikasi Pemasaran.
- Berbasis Online Dalam Meningkatkan Pendapatan Toko Aisyah Fitrah Kabupaten Gowa,
- Supriyani, Y. (2022). Kepemimpinan Pendidikan di Era Disrupsi. *JIIP- Jurnal Ilmiah Ilmu Pendidikan* (2614-8854), 5(1), 153-161.
- Yahya Masrur (2022). Tantangan Pelaksanaan Kepemimpinan Berbasis Online dalam Penerapan Inovasi Pendidikan Pada Masa Post- Pandemi oleh Kepala MAN se-Samarinda.
- Yusuf, H. T. (2022). Teachers Evaluation of Concurrent and Consecutive Teacher Education Models in South-west, Nigeria. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 4(2), 107-117.
- Yusuf, M., Arifin, Z., & Firdausi, I. (2021). The influence of leadership style and employee competence with organizational climate as an intervening variable on employee performance in educational institutions. *Asian Journal of Economics, Business and Accounting*, 21(11), 59-69.
- Tangahu, W. (2022, January). Pembelajaran Di Sekolah Dasar: Guru Sebagai Penggerak. In *Prosiding Seminar Nasional Pendidikan Dasar*.

Cite This Article: Sri Mulyati, Dwi Nugroho Hidayanto, Masrur Yahya, Rahmat Soeod, Susilo, Laili Komariyah, Hasbi Sjamsir (2024). Strategic Management of Inspirational Teachers in Realizing the Pancasila Student Profile Based on Merdeka Curriculum in Samarinda City (A Multi-Case Study at Islamic Elementary School "Bunga Bangsa," Public Elementary School 011 Sungai Pinang, and Public Elementary School 005 Sungai Kunjang Samarinda). *EAS J Humanit Cult Stud*, 6(2), 48-54.
