

Innovation Model Of Sekolah Laboratorium Pancasila (Slp) As A Public Policy Instrument In Building National Character Of Alpha And Z Generations In Indonesia

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ABSTRACT

The great vision of the Indonesian nation was Golden Indonesia 2045. The national character education was needed to realize this vision as a basic capital for Alpha and Z Generation to meet future challenges. This study aims to examine the innovation model of national character education for Alpha and Z Generation through Sekolah Laboratorium Pancasila (SLP). This study used a qualitative approach with a descriptive research type. The theory used is theory diffusion Rogers (2003) innovation. The SLP innovation model was tested at State Elementary School Lagoa 07 in North Jakarta and State Junior High School 28 in Central Jakarta. study obtained SLP innovation can used as alternative solution increase understanding character nation. Channel of the communication model used are: (a) expenditure problems; (b) internal and external coordination; (c) SLP Teacher ToT; (d) coaching for students; (e) student auditions; (f) pinning of SLP PINs; and (g) SLP Monitoring and Evaluation. Term time SLP implementation \pm 6 months, and influences the social system. The results of SLP monitoring and evaluation show that implementation of SLP in both school give profit relative, including improvement understanding character nation, supports the Free Nutritious Meal Program (MBG) and the pattern life healthy, reducing the number of negative behaviors (bullying, intolerance, sexual violence), improving comprehension in organic processing and non-organic waste, and improving the comprehension of entrepreneurial spirit. This showed the very high success of the SLP innovation model as shown by a positive response from school. Therefore, the SLP innovation model can made into instrument policy effective public to build character nationality generation Alpha and Z.

Keywords: Educational Innovation, Instruments Public Policy, Students Characterful Nationality, Sekolah Laboratorium Pancasila

1. INTRODUCTION

Indonesian nation has great vision to realize Golden Indonesia 2045. The quality improvement of human resources was the main challenge to achieve this goal. In other words, good human resource

management could accelerate development, while poor management could become a burden for the country (Fathur, et al., 2014). The Alpha and Z Generation were the main resources that determine the future of the nation (Muhammad & Syarifah, 2024). Therefore, their quality must be optimally prepared to become the nation's hope in achieving Golden Indonesia 2045.

National character education becomes the main key to developing the quality of Alpha and Z Generation in the globalization era. However, the education condition in Indonesia does not fully reflect the goals and ideals of national education. The education system still faces various challenges, including its inability to produce individuals with strong character (Mohamad, et al., 2022). Various social phenomena show lower national values and moral degradation, such as bullying, sexual violence, intolerance, radicalism, drug abuse, free sex, and other criminal acts (Nada, et al., 2024; A. Funa & Prudente, 2021; Ali & Thoyibi, 2020). In addition, the younger generation also lacks awareness to implement a healthy lifestyle (Purnawati, et al: 2020; Umar & Candra; 2022), careless towards the environment, and lacks an entrepreneurial spirit. Therefore, national character education should become a bridge to make a generation with noble morals and virtuous character (Mutsaqofah, et al., 2024).

The character education has been implemented in public and private schools in Indonesia (Ali, et al., 2019), but its implementation was still not optimal (Zurqoni, et al., 2018). Main Textbook (BTU) of Pancasila Education was available in intracurricular lessons, and Pancasila Student Profile Strengthening Program (P5) as implementation of co-curricular. However, there was no extracurricular-based character education model that could address the problem systematically. There was no character education that specifically addresses five important aspects in an integrated manner, namely national values, the success of the Free Nutritious Meal Program (MBG) and healthy lifestyles, morals, environmental preservation, and entrepreneurship. In fact, national character education could also be formed through extracurricular activities that could be followed by students (Tiara & Sudadi, 2023). The Figure 1 shows regarding the Current Condition of National Character Education in Indonesia.

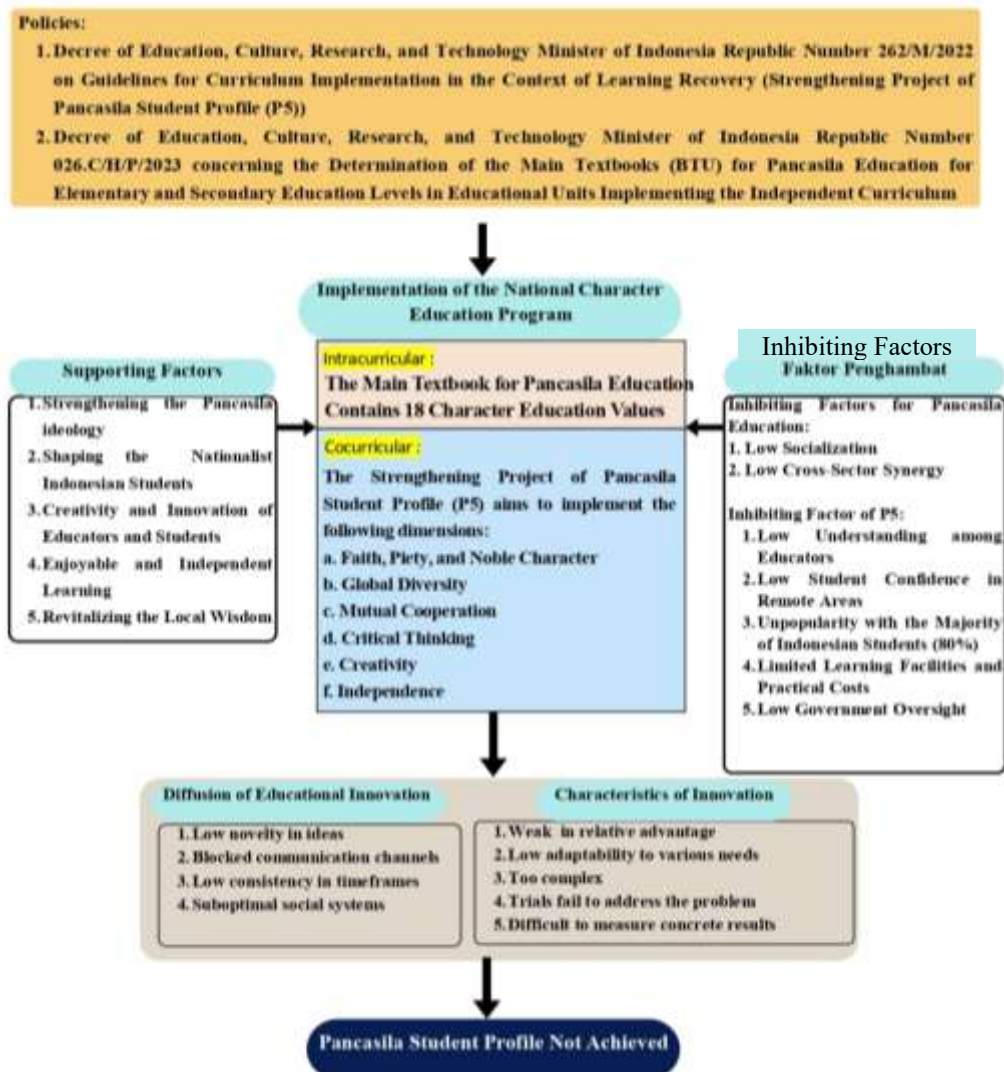


Figure 1. Existing Model of Character Education of the Indonesian Nation

Figure 1 shows that an innovative model was needed to answer these challenges, such as Sekolah Laboratorium Pancasila (SLP). The SLP innovation was presented as an innovation model for character education based on national values. SLP aims to make schools an incubator of independence for educators, students, and parents to create students Characterful Nationality. This was consistent with the Asta Cita of President of Indonesia Republic in strengthening the Pancasila Ideology and building quality, morally and mentally healthy human resources. This model integrates national character education in extracurricular activities that are absent in the current education system. The students not only receive character education through the formal curriculum, but also through direct practice in various school activities. This step was consistent with efforts to realize the Golden Indonesia 2045 based on national values.

Based on the description above, this study aims to find recommendations for innovation model of national character education for Alpha and Z Generation through the SLP. This research was located at State Elementary School Lagoa 07 North Jakarta Administrative City and State Junior High School 28 Jakarta, Central Jakarta Administrative City.

2. RESEARCH METHODS

This study used a qualitative approach with a descriptive research type. The study location was State Elementary School Lagoa 07 in North Jakarta Administrative City and State Junior High School 28 Jakarta in Central Jakarta Administrative City. The reasons for choosing a public school as research sites, namely: (1) public schools are under the direct supervision of government, both in terms of administration, curriculum, and implementation of educational programs. This allows research to gain access to more structured data and observations that are consistent with applicable national policies; (2) the institution follows national education policies; public schools could be a representation of implementation of government policies; and (3) the location represents a strategic area in the context of national development. State Elementary School Lagoa 07 and State Junior High School 28 Jakarta in Central Jakarta Administrative City show the condition of education in a center of government and a well-established economy.

Data collection was based on observation, interviews, and documentation, so that participant views were obtained. Research respondents were taken from 22 informants, consisting of: Principal, Vice Principals, educators, students, and parents. This innovation was implemented for 1.5 years, from May 2024 to June 2025.

The data was analyzed by Miles and Huberman method through three stages, namely data reduction, data presentation, and verification (Sugiyono, 2019). The first stage of data reduction was to find and analyze the innovation of SLP, and to find the supporting and inhibiting factors of SLP innovation. The second stage was data presentation to collect various information from various primary and secondary data. The third stage was verification to give the right meaning in conclusions (Prabowo et al., 2022).

Innovation theory education in study This adopt from theory diffusion Rogers' innovation. According to Everett M. Rogers, diffusion is a process of an innovation communicated through channel certain in term time certain among the members something system social (1995). There are four elements main in diffusion innovation, namely innovation, channels communication, term time and system social. Furthermore, Rogers mentioned characteristics innovation, namely relative advantage (profit) relative), compatibility, complexity, trialability, and observability.

3. RESULTS AND DISCUSSION

3.1 Innovation Concept of SLP

The 'SLP' etymologically contains a deep meaning. The word school comes from Latin *schola*, which means 'place of learning' or 'education', indicating the function of this institution as a means of learning. The word laboratory comes from Latin *laborare*, which means 'work' or 'attempt', and *orium*, which means 'place', thus referring to a place for conducting experiments, research, and

development. Pancasila was a typical Indonesian term consisting of two words in Sanskrit, panca means 'five' and sila means 'principle' or 'basis', which refers to five basic principles of state.

Sekolah Laboratorium Pancasila (SLP) is an innovation program education character nation For school State Elementary and secondary, which internalize values character nation in a way periodic and consistent, with various methods and infrastructure supporters, which is done in a way working together and aiming For push change insight and behavior positive participant educate, with results accountable research at every unit education (Gusman et al., 2025). The vision of SLP is form Students Characterful Nationality, namely students who have character and identity the Indonesian nation, which is reflected through understanding and practice of the 4 Basic Consensus of the Nation (Pancasila, UUD 1945, NKRI, and Bhinneka Tunggal Ika), and the spirit national defense, as well as can understand food nutritious and apply pattern life healthy, capable prevent occurrence moral degradation, also preserve environment live, and soulful businessman.

Table 1. Objectives, Substance, Programs, and Infrastructure Support of SLP

Objectives of SLP	SLP Substance	SLP Program	SLP Infrastructure Support
1 Optimizing the implementation of National Character Values of students	A. Four basic consensuses of nation (Pancasila, UUD NRI 1945, NKRI, and Bhinneka Tunggal Ika) B. Strengthening the character education (good manners) C. Defend the country	A. Systematic positive habits B. Implementation and Impacting the Practice of Pancasila principles 1-5 C. Short film on character education reinforcement (morality) Snakes and ladders game SLP goal 1 E. Storytelling SLP	A. SLP declaration poster B. Pancasila Gallery C. Pancasila corner D. Traditional Indonesian Clothing E. Traditional games
2 For make the Free Nutritious Meals (MBG) program and patterns a success life healthy for participants educate	A. Implementation of Pancasila in the MBG Program B. 7 Habits of Great Indonesian Children. 1. Wake up early 2. Worship 3. Exercising Healthy and Nutritious Eating 5. Love to learn 6. Socializing 7. Sleep fast	A. Ladders Game Goal 2.A. MBG B. Snakes and Ladders Game Goal 2.B. Healthy Lifestyle C. Stretching exercises D. Implementation & Impression: Practice cooking moringa leaves E. Singing Mars SLP F. Storytelling SLP	A. MBG Education Corner B. Healthy lifestyle corner C. Pancasila Garden D. Pancasila farm Pancasila Fisheries
3 Optimizing the prevention of moral degradation of students, such as bullying, sexual violence, intolerance, radicalism, brawling, drinking alcohol, drug abuse, free sex, LGBT, self-harm, etc.	Prevention efforts to behavior: A. Bullying B. Sexual violence C. Intolerance D. Radicalism E. Brawls F. Alcoholic beverages G. Drug abuse H. Free sex I. LGBT J. Self-harm	A. Formation of SLP task force Short film learning to prevent negative behavior C. SLP got talent D. Implementation of Dissemination: Mutual Cooperation Creating Posters and Video Content to Prevent Negative behaviour Snakes and ladders game SLP goal 3 F. Storytelling SLP	A. SLP sign B. SLP task force badge Indonesian arts and culture corner D. SLP PIN
4	A. Organic waste	A. Implementation &	A. Environmental

Optimizing the implementation of healthy lifestyles in students	management B. Non-organic waste management C. Environmental conservation	Dissemination: . Making compost fertilizer Processing non-organic waste into traditional Indonesian houses Snakes and ladders game for SLP goal 4 C. Storytelling SLP	conservation corner . Organic and non-organic waste banks C. Pancasila Park
5 Optimizing the growth of entrepreneurial spirit of students	A. Financial education B. Entrepreneurship education	Implementation & Impacting 1. Saving Practice 2. Entrepreneurship practices B. Storytelling SLP	Entrepreneurship corner

3.2 Innovation Model of SLP

The innovation model of national character education for Alpha and Z Generation in SLP program has been implemented at State Elementary School Lagoa 07 and State Junior High School 28 Jakarta. This SLP innovation model was implemented extracurricularly. The Figure 2 shows the SLP Innovation model.

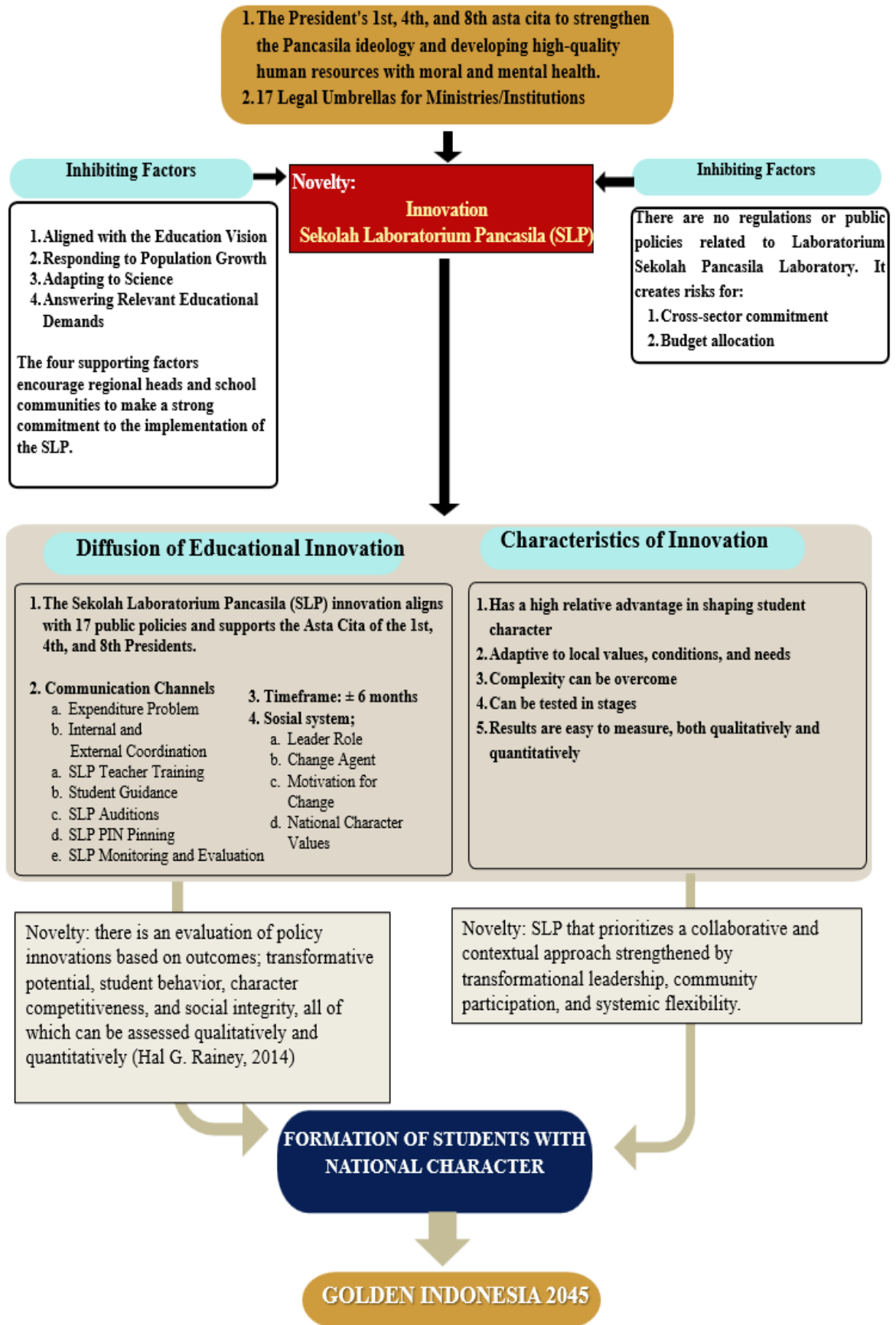


Figure 2. SLP Innovation Model

The SLP innovation was motivated by character education problems in Indonesia with various complex challenges, especially in the era of Alpha and Z Generation. SLP aligned with 17 umbrellas law cross ministries / institutions that encourage innovation education character an integrated nation at a time become base policies and directions strategic implementation of the SLP program effectively national, namely:

1. Regulation President of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education;
2. Regulation President of the Republic of Indonesia Number 83 of 2024 concerning the National Nutrition Agency;
3. Minister of Education and Culture Regulation Number 13 of 2025 on the Curriculum for Early Childhood, State Elementary, and Secondary Educations.
4. Government Regulation of the Republic of Indonesia Number 28 of 2024 concerning Regulation Implementation of the Health Law;
5. Presidential Decree of the Republic of Indonesia Number 24 of 2016 concerning Pancasila Birth Day;
6. Presidential Instruction of the Republic of Indonesia Number 4 of 2022 Concerning Acceleration Deletion Poverty Extreme;
7. Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 29 of 2011 concerning Guidelines Regional Government in the Framework of Revitalizing and Actualizing Pancasila Values;
8. Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 71 of 2012 concerning Insight Education Guidelines Nationality;
9. Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Policy Child Friendly Schools;
10. Regulation of the Minister of Environment and Forestry of the Republic of Indonesia Number P.52/MENLHK/SETJEN/KUM.1/9/2019 concerning the Caring and Cultured Movement Environment in Schools;
11. Regulation of the Minister of defence of the Republic of Indonesia Number 8 of 2022 concerning Guidelines Coaching National Défense Awareness;
12. Regulations of the Development Agency Indonesian Pancasila Ideology Regulation Number 2 of 2022 concerning Basic Materials for Guidance Pancasila ideology;
13. Regulations of the Development Agency Republic of Indonesia Pancasila Ideology Number 4 of 2022 concerning Pancasila Value Indicators;
14. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 46 of 2023 concerning Prevention and Treatment Violence in the Environment Education units;
15. Regulation of the National Agency for Disaster Management RI Law Number 2 of 2023 Concerning Terrorism Implementation of Counter Radicalization in Prevention Action Criminal Terrorism;
16. Regulation of the Minister of Cooperatives and SMEs of the Republic of Indonesia Number 4 of 2023 concerning Implementation Management Integrated Micro and Small Enterprises in the Form of Joint Production Houses Through Task Funds Assistance;
17. Regulation of the Population and Family Agency National Planning Regulation Number 15 of 2023 concerning Service Center Operation Prosperous Family;

As for the channels There are two types of communication used in SLP, namely channel mass and interpersonal. In the context of SLP innovation, utilization of mass media done in a way planned through various digital channels, such as official websites www.LaboratoriumPancasila.com, social media Instagram [@SekolahLaboratoriumPancasila](https://www.instagram.com/SekolahLaboratoriumPancasila) and [@LaboratoriumPancasila](https://www.instagram.com/LaboratoriumPancasila), TikTok [@sekolah_lab_pancasila](https://www.tiktok.com/@sekolah_lab_pancasila) and [@laboratorium_pancasila](https://www.tiktok.com/@laboratorium_pancasila), and official YouTube channel School Pancasila Laboratory and Pancasila Laboratory. The interpersonal channels used are below.

1. Expenditure Problems

According to Rahman et al. (2020) that innovation education character in organization school must change old approaches with new strategies that are relevant and applicable. Therefore that, the SLP model begins from stage shopping problem local through discussion focused and survey (pretest). Stage This aim catch problem real faced participant educate in every school.

2. Internal and External Coordination

Internal and external coordination, including formation SLP Task Force, stakeholder contributions, provision infrastructure, and creation culture positive in the environment school. Initiative This strengthen foundation collaborative between element schools and communities (Arief Rahman et al., 2020). In the school

3. Training of Trainers (ToT) for SLP Teachers

The implementation of Training of Trainers (ToT) for SLP Teachers aims to equip educators with adequate comprehension and skills. This training facilitates schools run SLP independently without relying entirely on external assistance. Therefore, educator hold role strategic in guide participant educate For internalize and actualize values character in a way consistent in behavior life everyday (Hidayati, 2008).

4. Development of Sekolah Laboratorium Pancasila (SLP) for Students

The SLP innovation program adopts a deep learning approach to emphasize in-depth comprehension, active involvement, and mastery of competencies by students. The deep learning approach emphasizes learning through critical analysis, linking new information to existing knowledge, and applying it in real contexts (Artha, et al., 2024). Referring to Fullan, Quinn, and McEachen (2018), deep learning aims to create meaningful, mindful, and joyful learning. The coaching activities for students in SLP were designed to support learning that was not only memorizing, but also understanding concepts and being able to apply them in real life. This was consistent with the essence of deep learning which emphasizes meaningful, mindful, and joyful learning. Below was the SLP coaching that is appropriate to deepen the learning.

1. Optimizing the implementation of National Character Values of students

SLP socializes the values of national character to students through educational activities at the Pancasila Gallery and Pancasila Corner. Participants receive materials in a fun way, such as an introduction to Indonesian traditional clothing, traditional games (congklak, stilts, and others), and snakes and ladders games that are specifically designed to instill national character values. In addition, SLP implements and disseminates Pancasila values through social service activities as a real manifestation of national character practices.



Figure 3. SDN Lagoa 07 Students carry out community service cleaning at worship places



Figure 4. SMPN 28 Jakarta Students wearing Indonesian Traditional Cloth in the Pancasila Gallery

2. Make it a success Free Nutritious Meal Program (MBG) and Healthy Lifestyle for Students

The Sekolah Laboratorium Pancasila carries out various activities to educate students about healthy lifestyles, such as doing stretching exercises and planting vegetables in the Pancasila Garden.

Students also practice cooking vegetables and omelets made from Moringa in the Healthy Lifestyle Corner. The SLP is also supportive implementation Pancasila values through the Free Nutritious Meal Program (MBG) include: praying together before eating, queuing orderly, mutual cooperation on duty room eating, washing tool Eat alone, and education nutrition and management rubbish.



Figure 5. Implementing Pancasila Values through the MBG Program at Lagoa 07 Elementary School



Figure 6. Students Junior High School 28 Jakarta practice to cook omelettes and moringa vegetables in the Healthy Lifestyle Corner

3. Optimizing the prevention of moral degradation of students

In order to prevent moral degradation, schools create an SLP Task Force consisting of representatives of students, educators, and parents. The SLP Task Force has the task of socializing, reporting, and following up on various negative behaviors such as bullying, intolerance, sexual violence, and others. As part of the implementation and dissemination of SLP, students in groups create prevention video content and upload it to social media such as TikTok or Instagram.



Figure 7. Students of SDN Lagoa 07 North Jakarta created a poster on preventing negative



Figure 8. Task Force of SLP SMPN 28 Jakarta

4. Optimizing the implementation of environmental conservation for students

The educators of Sekolah Laboratorium Pancasila (SLP) teach the importance of environmental conservation to students through the fun SLP snakes and ladders game. The implementation and dissemination were done where students process organic waste into compost and non-organic waste into miniature traditional Indonesian houses. This activity instills environmental awareness in a creative and applicable way.



Figure 9. Students of SDN Lagoa 07 Play Snakes and Ladders. SLP Objective 4; Environmental



Figure 10. Miniature of Traditional Indonesian Houserom Non-Organic Waste Processing made by Students

5. Optimizing the growth of entrepreneurial spirit of students

The school collaborates with Bank DKI, Bank BCA, and Bank BNI to educate students to save diligently and be able to manage their finances from an early age. Students also practice entrepreneurship by making various products and selling them at the school's Entrepreneurship Corner and community. This collaboration encourages the growth of an entrepreneurial spirit and financial independence from school age.



Figure 11. Students of SDN Lagoa 07 North Jakarta make pudding to sell at Market Day



Figure 12. Students practice the entrepreneurship in the Entrepreneurship Corner during a visit from PKK Penajam Paser Utara

5. SLP audition for students

The audition activity aims to identify and select students who have superior potential in understanding and practicing the values of national character. This process takes a series of assessments designed to measure the student's understanding of principles of national character, ability to apply them in everyday life, and potential to contribute as Pancasila agents of change. The assessment results become the basis for determining the graduation of students to participate in the SLP program, which aims to form a generation with strong character and national spirit.

6. Pinning the SLP on students

The school and related stakeholders pin SLP to students as a symbol of recognition for their success in implementing the SLP program. This award shows that students have understood and applied the values of national character in their daily activities.



Figure 11. SLP Pinning at SDN Lagoa 07 North Jakarta by the Deputy Mayor of North Jakarta

7. Monitoring and evaluation for SLP development

This stage involves monitoring and evaluation of implementation of program to ensure that implementation is running according to objectives. At the beginning of SLP implementation, the expenditure problem was implemented through an interview. The informants for in-depth interviews were educators and 80 students, with a margin of error of 10%. Table 3 shows comparison results monitoring and evaluation before and after There are SLP at State Elementary School Lagoa 07 North Jakarta and State Junior High School 28 Central Jakarta

Table 3. Comparison of Before and After SLP Innovation

Type	No	Category	State Elementary School Lagoa 07 North Jakarta			State Junior High School 28 Central Jakarta		
			Before SLP (%)	After SLP (%)	Caption	Before SLP (%)	After SLP (%)	Caption
Survey on Degradation of National Character Values	1	Educators do not know the meaning and substance of 4 Basic National Consensus and National Insight	36.4	100	All over educator know	5.88	0	All over educator know
	2	Students do not agree that Pancasila was the ideology of the Indonesian nation	5.9	0	All over participant educate agree	13.26	0	All over participant educate agree
Survey on the Degradation of Understanding of Nutritious Food and Healthy Lifestyles	1	Students never or rarely eat breakfast	61.25	3.75	decreased by 93.87%	55.42		Problems This resolved with the Free Nutritious Meal Program
	2	Students lunches were irregular and did not contain balanced nutritious food	33.75	1.25	decreased by 96.2%	15.65		Problems This resolved with the Healthy Canteen Program, Smart Jakarta

	3	Students have practiced eating nutritious food using Moringa as the basic ingredient	0	100	All over participant educate Once cook moringa	2.5	97.5	All over participant educate Once cook moringa
Survey on Moral Degradation	1	Students become victims of verbal bullying	21.25	13.75	decreased by 35.29%	55.42	32.5	Decrease 41.35%
	2	Students become victims of physical bullying	35	25	decreased by 25%	7.23	5	Decrease 30.84%
	3	Students become victims and see intolerant behavior	10	5	decreased by 50%	21.68	17	Decrease 21.58%
	4	Students become victims of sexual violence	10	3.75	decreased by 62.5%	18.07	2.5	Decrease 86.16%
	5	Students were involved and saw the brawl	38.75	13.75	decreased by 64.51%	8.43	6.2	Decrease 26.45%
	6	Students who commit self-harm (behavior that hurts themselves)	8.75	2.91	decreased by 66.74%	10.84	3.75	Decrease 65.40%
Survey on Environmental Degradation	1	Participant educate No ever and rarely throw away rubbish in accordance its type	66	1.25	decreased by 98.07%	48.19	2.53	Decreased by 94.74%
Survey on Development of Entrepreneurial Spirit	1	Participant students who have Once get Training MSME business in general comprehensive (learning make business plan and practice doing business from upstream until downstream)	0	100	All over student get training MSME business	37.5	100	All over participant educate get training MSME business

Table 3 shows that comparison of research results before and after the implementation of SLP Innovation at State Elementary School Lagoa 07 and State Junior High School 28 Jakarta has a significant effect in various aspects. Study For find channel this SLP communication need 1.5 years. However, from the 7 channels model of SLP communication, every school need more than 6 (six) months to implement SLP comprehensively. Implementation of SLP is carried out in a way gradually based on force, which is adjusted with amount group study (classes) in each unit education, for example: if A school has 20 classes, then so implementation can shared become four forces, each consisting of from five classes.

System social in SLP implementation is influenced by the role leader, agent change, motivation change, and values character nation. In North Jakarta, the system social move stable Because leadership mayor capable build synergy cross sector, while in Central Jakarta is still depends on initiative head school consequence lack of role leader area. The success of SLP is largely determined by the agent changes in schools that maintain program sustainability, giving rise to informal leadership, and building Spirit collective in system responsive social. Motivation change grow from consistency educator, principal schools and communities in run the program, even though support structural different in each region. The values character nation such as mutual cooperation, tolerance and responsibility answer succeed implanted Because system social school uphold high national norms.

The right SLP innovation model should be able to create a superior and character Pancasila Student Profile. The effect was not only felt by students, but also affected families and communities, creating a better and more competitive environment. SLP was an important pillar on the journey towards Golden Indonesia 2045 because the Alpha and Z generations would become the main actors in realizing a sovereign, just, and prosperous nation. This was as expressed by students of State Junior High School 28 Jakarta who felt the benefits of SLP:

"Since joining the SLP class program, I understand Pancasila as part of the Four Basic Consensus of Nation and Character Education. That was what was important for Alpha and Z Generation as the spearhead of the Golden Generation of Indonesia." (Interview, November 26, 2024)

Deputy Principal of State Elementary School Lagoa 07, North Jakarta who has get practice implementation of Pancasila in MBG, conveys:

"We were helped with this program. Children No only get food nutritious, but also learning discipline, mutual cooperation, and gratitude through habituation the values of Pancasila every day." (Interview October 15, 2024)

The principal of State Junior High School 28 Jakarta revealed that since the SLP introduction, there have been significant changes in students' attitudes.

" State Junior High School 28 Jakarta was located in an area prone to youth brawls. However, since the SLP implementation, students have shown changes with increased awareness of national character values. This was evident from the SLP Task Force report on planned brawls that were successfully prevented through quick coordination." (Interview, November 26, 2024)

SLP also teaches to preserve environment live. Participants at State Elementary School Lagoa 07 students said:

"I was taught basics sorting non- organic waste in schools and care for plants." (Interview October 15, 2024)

Educators at State Junior High School 28 Jakarta also revealed the positive effect of SLP in fostering an entrepreneurial spirit:

"There has been an increase in students' creativity in entrepreneurship since the SLP implementation. Some students have tried small businesses, such as handicrafts and selling their work. This proves that character education not only forms good morals, but also prepares a productive and independent generation." (Interview, November 26, 2024)

Support for SLP program also came from parents of State Junior High School 28 Jakarta, stating:

"As the Independent Task Force of SLP, I explained to other parents about the benefits of SLP. Parents were interested in SLP because this school has various interesting facilities, such as the Pancasila Gallery, Pancasila Corner, and so on. (Interview, November 26, 2024)

This SLP Innovation Model could be replicated in other schools. A Vice Principal of State Junior High School 28 Jakarta said:

"This SLP was very possible to be adopted in other schools because the model was structured and has been proven to be successful in our school which was not a driving school." (Interview, November 26, 2024)

SLP innovation is also in line with condition education moment This. The principal of State Elementary School Lagoa 07 North Jakarta said:

"Superiority of SLP is a program and its facilities can adapt as well as support existing curriculum, so that help achievements learning." (Interview August 19, 2024).

This was as expressed by an informant, a teacher at State Junior High School 28 Jakarta, who said: "All technical aspects of SLP coaching have been summarized in a clear guide. SLP teachers were also given in-depth training on SLP materials. The existence of this coaching and guide makes it easier and more focused for SLP teachers to follow the steps that have been set." (Interview, November 26, 2024)

The implementation of SLP innovation was not a complexity, but rather an effective cross-sector collaboration model in instilling national character values. This was conveyed by Vice Principal of State Junior High School 28 Jakarta, who said:

"Cross-sector collaboration in implementation of SLP was actually not difficult to do. We often coordinate with related stakeholders to get support to implement this program." (Interview, November 26, 2024)

In line with State Junior High School 28 Jakarta, deputy principal State Elementary School Lagoa 07 conveyed his hopes:

"We hope quick There is regulations official SLP from Central Government and/ or Jakarta Provincial Government to implement this SLP Can get clear support, because this program proven impact positive for character participant educate." (Interview October 15, 2024)

From the results interview show that SLP has profit relatively high. With Thus, the SLP innovation model can become instrument public policy because capable answer challenge education character generation Alpha and Z. That means. SLP does not only play a role as an educational program, but as approach strategic policy public that emphasizes formation character nationality through formal channels, with contextual and collaborative approach. Government can using SLP for influence behavior society. The SLP approach includes aspect regulatory, structural, financial, and cultural, as Howlett and Ramesh's theory (2003). Implementation of SLP involves collaboration cross actors and stakeholder interest, although still face challenge resistance to in front of it.

5. CONCLUSION

SLP innovation can made into as instrument policy strategic public to build character nationality generation Alpha and Z in general holistic and sustainable. SLP innovation is in accordance with theory diffusion Rogers' innovation. SLP innovation is capable optimize understanding values character nation, making the Free Nutritious Meal Program (MBG) and the pattern a success life healthy, prevent moral degradation, also preserve environment live and grow soul entrepreneurship. Channel SLP communication takes place through mass media and interpersonal channels. The interpersonal channels are: (a) expenditure problems; (b) internal and external coordination; (c) SLP Teacher TOT; (d) coaching for students, which is consistent for deep learning approach; (e) student auditions; (f) pinning of SLP PINs; and (g) SLP Monitoring and Evaluation. Term time SLP implementation requires ±6 months. System SLP social is supported by the role leader, agent change, motivation changes and values character nation.

SLP meets characteristics innovation, namely own profit relatively high in form character participant educate, adaptive with values and conditions, as well as need local. Meanwhile that, complexity can overcome, so that can tested try in a way gradual. SLP results are easy measured through monitoring and evaluation, good qualitative and quantitative.

From the results SLP monitoring and evaluation, showing that: a) before the SLP program, there were 5.9% of participants students at State Elementary School Lagoa 07 North Jakarta and 13.25% of participants Students at State Junior High School 28 Central Jakarta reject Pancasila, however after coaching, 100% of both of them state agree and support Pancasila ideology; b) cases of verbal bullying of participants education at State Elementary School Lagoa 07 North Jakarta has decreased from 21.25% to 13.75% after SLP coaching. Meanwhile that, the case of verbal bullying of participants students at State Junior High School 28 Central Jakarta have decreased from 55.42% to 32.5% after SLP development; c) awareness preservation environment increased, shown with decline behavior No sorting trash on participants education at State Elementary School Lagoa 07 North Jakarta from 65% to 1.25% and at State Junior High School 28 Central Jakarta from 48.19% to 2.53%; d) participation participant educate in training MSME business in general comprehensive increase significant After the SLP program was implemented, it increased from 0% to 100% at State Elementary School Lagoa 07 North Jakarta and from 37.5% to 100% at State Junior High School 28 Central Jakarta.

The success of the effectiveness of the SLP model at State Elementary School Lagoa 07 and State Junior High School 28 Jakarta should be a recommendation for national character education in various other regions to realize the President of the Indonesian Republic's Asta Cita in strengthening the Pancasila Ideology and building quality human resources, in order to welcome Golden Indonesia 2045. Therefore, the SLP innovation model was recommended to be adopted in various regions to support a technical manual to facilitate the implementation for educators.

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