

# Implementation of *Program Sekolah Penggerak* in Improving the Leadership Quality of Elementary Schools in Lebak District, Indonesia

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**Abstract:** This study aims to analyze the *Program Sekolah Penggerak* in efforts to improve the quality of principal leadership and the supporting and inhibiting factors in the implementation of the *Program Sekolah Penggerak*. The research method uses qualitative research methods. The research was conducted at the public elementary school in Lebak Regency. Research data was collected using observation, interview, and documentation techniques. Furthermore, the data were analyzed using a qualitative descriptive approach. The results of this study indicate that the implementation of the *Program Sekolah Penggerak* is inseparable from five interventions, namely consultative and asymmetric assistance, strengthening school human resources, new paradigm learning, data-based planning, and school digitalization. Supporting factors for the *Program Sekolah Penggerak* at public elementary schools in Lebak regency are local government support, productive-age human resources, facilities, and infrastructure, as well as support from parents and the community. The obstacles faced were budget constraints and the impact of the implementation of the *Program Sekolah Penggerak*, namely the existence of policies oriented towards fulfilling student learning and budget policies oriented towards fulfilling teacher-student learning, which required them to get out of their comfort zone. By participating in training activities to strengthen school human resources, there is motivation and enthusiasm for new teachers to accept different learning models because students are served based on their interests and learning styles.

**Keywords:** Program Sekolah Penggerak. Leadership Quality, Elementary Schools

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## Introduction

Education is a very significant thing in the life of a nation and state ([Green & Green, 1997](#); [Setiyadi, 2012](#); [Juhji, 2016](#)). Education is a media strategy for spurring the quality of human resources ([Apud, 2018](#); [Arief, 2021](#); [Hidayah, 2022](#)). In short, the quality of education in a nation or state is one of the determinants of its progress. However, education is never separated from two main problems, namely micro problems such as curriculum problems and macro problems such as the uneven distribution of education in each region ([Hidayah, 2022](#)). This problem is thought to be responsible for the low quality of education in Indonesia.

Various transformation programs in the education sector have been carried out by the Ministry of Education and Culture in an effort to improve the quality of education in Indonesia ([Rouf, 2016](#); [Suradi, 2018](#); [Rusnaini et al., 2021](#)). The program has had a positive impact ([Prawitasari & Suharto, 2020](#); [Musa et al., 2022](#); [Isnawan & Sudirman, 2022](#)). Nonetheless, efforts to improve the quality of education must continue to be carried out by reviewing various transformation programs such as the international standard school program ([Kustulasari, 2009](#); [Sakhiyya, 2011](#); [Sumintono et al., 2014](#)), the model school program ([Prasetyo et al., 2020](#); [Sasmito et al., 2020](#); [Usman & Anwar, 2021](#)), and a referral school program ([Firman & Tola, 2008](#); [Rahayu & Usman, 2022](#)). This is all done in an effort to improve the quality of education in Indonesian schools.

One of the new breakthroughs to support educational goals is the *Program Sekolah Penggerak* initiated by the Ministry of Education and Culture ([Novita et al., 2022](#); [Surahman & Utomo, 2022](#)). The *Program Sekolah Penggerak* is the government's effort to realize the vision of Indonesian education that is sovereign, independent, and has personality through the creation of Pancasila students ([Muji et al., 2021](#)). The main feature of the Program Sekolah Penggerak is that it focuses on developing student learning outcomes in a holistic manner, which includes literacy, numeracy, and character competencies, with superior human resources as school principals and teachers ([Mulyadi & Mardiana, 2022](#)).

The driving school program is based on five phenomena that challenge the world of education ([Oviyanti, 2013](#); [Jailani, 2014](#); [Rifki, 2018](#)). The *first* challenge is the ecosystem, where, in this era, significant changes occurred. Going to school is no longer just a task but also a fun activity. Leaders are also no longer acting as regulators but as service providers. *Second*, it lies with the teacher. The phenomenon of the teacher implementing the curriculum is no longer relevant because now the teacher is the owner and creator of the curriculum. The *third* challenge is pedagogy, with the main challenge being learning that is no longer teacher-centered or learning that only uses the lecture method but student-oriented learning. The *fourth* challenge lies in the curriculum, where the main focus changes from academic activities to soft skills and

character development. *Fifth* is the assessment system, where there has been a change from a summative assessment to a formative assessment.

Through the Decree of the Directorate General of Early Childhood Education, Basic Education, and Secondary Education Number 0301/C/HK.00/2022 dated January 14, 2022 concerning the Establishment of Education Units Executing the *Program Sekolah Penggerak* Batch II, 3,091 schools at the Elementary School level or equivalent were selected, both public and private, as implementers of the 2022 Batch II Year 2022 *Program Sekolah Penggerak*. These schools are spread throughout Indonesia, from Aceh Province to Papua Province. Meanwhile, in Banten Province, at the Elementary School level in 2022, there will be 77 schools implementing the *Program Sekolah Penggerak*, which are divided into 4 districts, namely Lebak Regency with 39 Elementary Schools, Pandeglang Regency with 16 Elementary Schools, Cilegon City with 9 elementary schools, and South Tangerang City with 13 Elementary Schools. Referring to the Decree of the Directorate General of Early Childhood Education, Basic Education, and Secondary Education, there are 39 elementary schools in Lebak Regency that were selected as implementers of the *Program Sekolah Penggerak*, and all of them are located in Lebak Regency.

Concerns about Human Resources preparedness center on the teacher's capacity to comprehend the *Program Sekolah Penggerak*. Another issue with HR preparedness is the limitations on acquiring technical competence, such as the creation of learning modules and their use in learning. Based on initial observations and interviews with the principals of South Malingping 2 Public Elementary School, Sukaraja 1 Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School, it was determined that the problems faced by these schools can be classified into four categories: 1) human resource readiness; 2) learning management using a new paradigm; 3) availability of supporting facilities and infrastructure; and 4) an absence of supporting facilities and infrastructure.

Human resources' unpreparedness also contributes to their failure to manage learning using a new paradigm. This capability must begin with HR's awareness of the new learning paradigm in *Sekolah Penggerak*. Other technical abilities such as producing teaching materials, devising teaching strategies, and operating learning media and equipment come next.

Another issue is the lack of infrastructure, including portals and learning information systems, as well as electronic assessment or evaluation (*e-raport*). According to the principals of South Malingping 2 Public Elementary School, Elementary School 1 Sukaraja, Cijaku 1 Elementary School, and Cigemblong 1 Elementary School, these issues have become a barrier to the implementation of the *Program Sekolah Penggerak*. The purpose of this study is to examine

the *Program Sekolah Penggerak* in order to enhance the quality of principle leadership as well as the supporting and inhibiting variables in the program's execution.

## Research Method

The research method uses qualitative research methods. The research was conducted at the public elementary school in Lebak Regency. Research data was collected using observation, interview, and documentation techniques. Furthermore, the data were analyzed using a qualitative descriptive approach. The research focused on four schools, namely South Malingping 2 State Elementary School, Sukaraja 1 State Elementary School, Cijaku 1 State Elementary School, and Cigemblong 1 State Elementary School. The choice of research location was based on the fact that the school was considered capable of running all the programs in the *Program Sekolah Penggerak* component.

The four schools have the same problem: there is no description of the strategy that will be used when the school is used as a driving school. Through interviews with the heads of South Malingping 2 Public Elementary School, Sukaraja 1 Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School, it is known that the problem of not knowing the strategy to be used will have implications for many things, such as determining the mission of an educational institution and especially developing the quality of educators. The second implication is the difficulty in managing the external environment in order to achieve the goals and quality of education. The last implication is the difficulty of setting the direction and goals of the institution.

This research, in testing the validity of the data, uses a triangulation technique. Triangulation itself is a technique of examining and checking the validity of the data under study by utilizing various sources, techniques, and time. The triangulation techniques used are source triangulation, technical triangulation, and time triangulation.

## Result and Discussion

### Program Sekolah Penggerak Implementation in Lebak Regency

The Ministry of Education and Culture launched the *Program Sekolah Penggerak* in an effort to sustain and create policies to improve education quality so that it is more fairly disseminated to more schools and areas. This initiative strives to inspire schools to engage in self-transformation in order to enhance the quality of learning at the internal level, with the goal of inspiring other schools to follow suit. To ensure the long-term viability of this program, efforts must be made to establish an ecosystem for increasing educational quality at the national, regional, and educational unit levels.

Regulations, policies, and budgeting in the education sector will be aimed at promoting continuous quality improvement so that learning outcomes improve at the educational unit, regional, and national levels. Transformation in schools must take two pathways at the same time, namely boosting the momentum that drives change while eliminating impediments that may occur throughout the transition process (Budiman et al., 2022). This change management viewpoint, according to Hastowo and Abduh (2021), has been used in the engagement program for all school members using an appreciative conversation framework in order to inspire school administrators, instructors, education staff, and students to discover their potential.

The process of adapting to changes in leadership and involving the heads of South Malingping 2 Public Elementary School, Sukaraja 1 State Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School in the implementation of the Driving School Program begins with developing a vision and designing the direction of the changes that occur (Setting Direction). The vision and mission of South Malingping 2 Public Elementary School, Sukaraja 1 Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School altered after participating in the training for driving school principals. The vision, which was originally only focused on religious values and mastery of science and technology, is now increasingly strengthened by awareness of digital technology, cultural values, character building, and entrepreneurship. Through discussion meetings involving school principals, teacher boards, and administrative staff, the new vision and mission are to be "at the forefront of imtaq and science and technology, developing all the potential of students imbued with cultural values, national character, and entrepreneurship". In general, this change conforms to the aim of the Program Sekolah Penggerak, namely to form a profile of Pancasila students.

In designing directions, adaptations made by school principals include plans to increase teacher capacity, improve the quality of the learning process in class, prepare the School Income and expense Budget Plan with additional School Operational cost performance, and improve school digitalization facilities. *First*, in designing HR management, school principals develop training programs to accelerate teachers' adaptation to implementing *Program Sekolah Penggerak*. The forms of Continuous Professional Improvement include conducting diagnostic assessment training for students, preparing Learning Implementation Plans for driving schools, and using information technology routinely twice a week. The school principal also instructed each teacher to join the Teacher Working Group in order to obtain the latest information regarding education policies, add insight on classroom management, and provide solutions to each other to solve problems or obstacles encountered during learning.

*Second*, the principal is designed to improve the quality of learning through the direct supervision of each teacher. Supervision is carried out in the form of checking the completeness of teaching materials, including the Annual Program, Semester Program, and syllabus, as well as conducting class observations to assess the implementation of the suitability of learning activities with the plans prepared by the teacher.

*Third*, the school principal and teacher council prepare a School Income and expense Budget Plan from the funding of Performance School Operational Assistance. Based on the results of the meeting, the allocation of Performance School Operational Assistance is for the purchase of digital facilities and training for teachers. *Fourth*, by adding and improving school digitization facilities, namely providing laptops and printers specifically for Basic Education Data needs, increasing internet bandwidth, and adding router devices so that all school residents can access learning content.

In the aspect of managing human resources to achieve the objectives of the *Program Sekolah Penggerak*, several policies carried out by school principals were: *First*, the principal gave additional assignments to several teachers who were deemed competent and responsible for helping manage school finances with additional performance. School Operational Assistance, guiding student extracurricular activities as a forum for achieving Pancasila student profiles, representing the principal in several external activities, and temporarily replacing positions, duties, and authorities if the principal is unable to attend school. *Second*, internal training was carried out effectively in October 2021 with a training agenda for preparing the syllabus, assessment, and Pancasila student project modules every Thursday and information technology training for learning media and using data applications every Saturday.

Adaptation is also carried out by school principals by giving awards and sanctions to teachers and academic staff based on the results of assessments of the Employee Performance Targets for Civil servant teachers and performance appraisals for honorary employees. The Employee Performance Target Plan is prepared by the teacher every January and assessed in December of the same year. Teachers who meet the Employee Performance Target indicators will be rewarded in the form of a high average score, while those who are lacking will be given sanctions in the form of verbal warnings and coaching. Employee Performance Targets are a requirement for State Civil Service teachers to receive functional allowances. For honorary teachers and employees, the awards given are in the form of additional incentives.

The process of implementing the *Program Sekolah Penggerak* was carried out by the heads of South Malingping 2 Public Elementary School, Sukaraja 1 Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School, then building partnerships (Building Collaboration). Efforts to build partnerships are carried out through

partnerships with parents, school committees, and the local government. Efforts to build school partnerships with parents are carried out in two ways. *First*, there is a WhatsApp Group (WAG) based on class. This WAG is used for permission for students to be absent, notification of homework, and a means for conveying announcements or socialization regarding school policies (for example, sudden decisions to shift learning to home). Interact directly with parents and provide motivation for students.

A partnership pattern with parents has been built by the school principal since the policy of learning from home during the COVID-19 pandemic until Face-to-Face Learning was limited. The partnership pattern is maintained because it is considered relevant to the implementation of the *Program Sekolah Penggerak* at South Malingping 2 Public Elementary School, Sukaraja 1 Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School. The form of partnership with the school committee is in the form of meetings every semester. After the intervention of the *Program Sekolah Penggerak*, the principal of school A held an election for a school committee chairman who had been vacant for several months because the previous chairman had died. Currently, the chairmen of the Committee Committee for South Malingping 2 Public Elementary School, 1 Sukaraja Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School are the parents of sixth grade students who have a Bachelor of Laws educational background. Apart from the level of education, the committee chairman was chosen because he was considered capable of supporting the principal's policies regarding the implementation of the *Program Sekolah Penggerak*, especially in building school partnerships with parents and increasing parental involvement in the student learning process.

The school principal's involvement with these three groups demonstrates that the premise and goal of the *Program Sekolah Penggerak*, namely fostering an environment of collaboration for stakeholders in the education sector, have begun to be fulfilled. The principal interprets the School Movers Program idea as "student character development," "digitalization," and "simplification" of the learning process, based on a two-month process of observation, interviews, and interactions with school inhabitants.

The prototype curriculum in the *Program Sekolah Penggerak* is also seen to be easier to execute and understand by both teachers and students since the information is provided partly rather than conceptually, allowing teachers to just teach material based on disciplines (subjects). However, the principle recognizes that the success of the Driving School Program is greatly dependent on the principal's performance as the driving force for all school members. As a result, its responsibility in modifying the *Program Sekolah Penggerak* must be to adopt policies promptly and accurately.

## Supporting and Inhibiting Factors

Based on the findings of the data on the profile, principal leadership, teacher performance, and learning motivation, the factors that contributed to the process and the results of changes from the *Program Sekolah Penggerak* intervention, namely internal and external factors, were obtained at Public Elementary School 2 Malingping Selatan, Elementary School 1 Sukaraja, Elementary School 1 Cijaku, and Elementary School 1 Cigemblong. Internal elements that contribute include, for example, the structure of contact between parents and schools. Since the policy of mixing at-home and face-to-face learning was implemented, parents have played an important role as mentors for pupils. The alteration in the pattern of coordinating connections via the WAG media for each class demonstrates this. The WhatsApp group sends assignments, makes crucial announcements, allows fellow parents to share information, and offers complaint and question and answer rooms about school regulations and the learning process. Having a WAG in each class improves the effectiveness and efficiency of communication between schools and parents.

Second, managerial ability and high school principal commitment to the *Program Sekolah Penggerak* are evidenced by the fulfillment of various requirements and activities that lead to the achievement of the *Program Sekolah Penggerak* objectives. In addition, the school principal's budgeting ability in managing School Operational Assistance funds (Regular and Performance) is also a potential that can be utilized. But unfortunately, the guidance from supervisors has not taken place optimally because the ratio of supervisors to the number of schools fostered is uneven. This causes schools in Lebak Regency to not get maximum guidance.

*Third*, because of the school's good reputation, the Lebak District education office frequently involves South Malingping 2 Public Elementary School, 1 Sukaraja Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School in contributing to the running of various education-related programs from both the central and regional governments. This is owing to the readiness and ability of South Malingping 2 Public Elementary School, Sukaraja 1 Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School to administer part of these activities. Teachers and education staff have become accustomed to adapting to the numerous programs that come and go while also establishing this school's reputation as a "school of excellence."

*Fourth*, the school's advantageous position, including the ease of internet connectivity and electrical availability to promote school digitization, one of the primary reasons parents send their children here is for this reason. This factor also causes an increase in the number of students at Public Elementary School 2 South Malingping, Public Elementary School 1



Sukaraja, Elementary School 1 Cijaku, and Public Elementary School 1 Cigemblong from year to year, causing the nominal regular School Operational Assistance received to increase.

*Fifth*, despite the fact that the average age of teachers is above 50, the level of teacher education, specifically stratum 1, and the dedication of teachers to adapt to the dynamics of changing times and policies. *Sixth*, support from the head of the school committee in different policies and adjustments made by the school principle, despite the fact that the head of the committee was only recently elected, so he is currently adapting first in order to participate maximally.

Several external elements, among others, contribute. First, the socioeconomic-cultural situations of persons with secondary and lower education levels make them extremely dependent on their children's education process from school instructors. As a result, parents always support changes in school policies as long as they are aimed at boosting learning quality. Second, the well-established cooperation among principals of Mobilizing Schools throughout Lebak Regency in resolving problems and obstacles encountered during the implementation of the *Program Sekolah Penggerak* aided in accelerating adaptation to the *Program Sekolah Penggerak* in South Malingping 2 Public Elementary School, 1 Sukaraja Public Elementary School, Cijaku 1 Public Elementary School, and Cigemblong 1 Public Elementary School.

*Third*, coordination in the Program Management Office network between the Education Unit, the Lebak Regency Education Office, the Lebak Regency Regional House of Representatives, the Lebak Regency Education Quality Assurance Agency, including the Office, the Education Quality Assurance Agency, the Center for developing the professional potential of educational staff, the Learning Committee (head schools, teachers, and supervisors), Parent Representatives, Student Council representatives (for Middle and High Schools), community representatives, *Program Sekolah Penggerak* assistants, and the Program Management Office.

*Fourth*, local government policy support through the Sintang District Education Office, specifically a commitment not to transfer driving school principals for the next four years in order to maintain the continuity of the *Program Sekolah Penggerak* implementation and expectations of operational funds for driving schools that have not been realized due to the refocusing of the Regional Revenue and Expenditure Budget. The policies that have been established and executed by administrative entities that mobilize financial and human resources define the policy implementation phase. According to this notion, the government provides financial aid in the implementation of policies.

Nonetheless, when implementing the *Program Sekolah Penggerak*, the institution must have encountered numerous challenges, such as money and instructor insights, that had to be modified to the requirements for executing this autonomous learning program. Principals and teachers face four challenges when implementing the driving school curriculum: the flow of learning objectives for the driving school curriculum, space management in implementing the driving school curriculum, time management for training the driving school curriculum, and a lack of information about the driving school curriculum. Of course, solutions to these problems can be provided, namely by means that teachers must have digital access, for example, laptops, gadgets, and adequate internet access, so that all obstacles, especially space management, can be overcome.

Then, because they are still under extremely restrictive settings, principals and instructors must think more critically about space and time management. Furthermore, there is a solution to the above constraints, namely the principal and teacher themselves, who must direct their independence to overcome existing solutions because the principal and teacher act as intermediaries between what is expected of curriculum makers and the resulting implications for students.

## Conclusions

The *Program Sekolah Penggerak* initiative consists of five interventions: consultative and asymmetric aid, human resource strengthening in schools, new paradigm learning, data-driven planning, and school digitalization. Mentorship programs, human resource strengthening, and data-driven planning are all part of the implementation process. The new learning paradigm, extracurricular activities, good culture, and media use in digitalization make the difference. Local government assistance, productive age human resources, facilities, infrastructure, and public and student parent support are all important elements. Budget limits, however, limit financing for all initiatives, forcing schools to choose cost efficiency and critical projects.

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