

Optimization Of The Penggerak School Program At The Educational Unit Level

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Abstract Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 1177/M/2020 concerning the Penggerak School Program, the determination of the educational unit as the implementer of the Penggerak School Program is carried out by selecting the Head of the Education Unit who has learning leadership, learning that supports students and a willingness to learn that represents diversity throughout Indonesia (differentiated learning). The presence of the Penggerak School Program began with an independent curriculum development program which started from the implementation of the 2013 curriculum which was considered too rigid, the material was too dense and learning loss was caused by the impact of online learning during the Covid-19. The method used in research is library research methods. In general, this research describes the results of the penggerak school program carried out at the educational unit level, so that it can encourage the transformation process of educational units in order to increase student learning outcomes character in order to realize Pancasila students. Penggerak School Program has several advantages, namely being a school that can provide guidance to other schools (model school), getting assistance from expert trainers, accelerating school digitalization & improving the quality of school principals and teachers. Schools that take part in the Penggerak School Program will be expected to have output as a pioneer force in the transition to the independent curriculum.

Keywords: optimization, peggerak school program, educational units.

INTRODUCTION

The rapid development of the times has had an influence on various aspects of life, one of which is education. It is this positive influence that needs to be encouraged in order to bring about more or less changes in the education sector in Indonesia, in terms of the applicable system, quality, facilities, infrastructure, and so on. However, as an eastern nation that upholds Pancasila as an ideology, the current developments must not change the attitudes and character of students who are the main pillars in the world of education in a direction that is not good (negative) or deviates from what it should be. The progress of the world of education, which is accompanied by characters based on Pancasila, is expected to be able to form superior human beings attitude, morals and science. In response to this, the Ministry of Education and Culture, Research and Technology initiated a new program called the Penggerak School Program.

The Penggerak School Program is an effort to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students (Kemdikbudristek, 2020). The Penggerak School Program is a reform of school quality as stated by the Minister of Education, Nadiem Makarim, that education reform must carry out culture transformation. Apart from that, the driving school program is expected to improve and equalize the quality of education in schools throughout

Indonesia. In general, the penggerak school program aims to encourage the transformation process of educational units so that they can increase student learning outcomes holistically from both cognitive and non-cognitive aspects (character) in order to realize Pancasila students. The expected transformation is not only limited to educational units, but can trigger the creation of an ecosystem of change and mutual cooperation at regional and national levels so that the changes that occur can be widespread and institutionalized (Kepmendikbudristek, 2020).

The Ministry of Education and Culture's program, which will start in 2021, has several selection stages in each wave which can be followed by all levels of schools, from PAUD to high school, both private and state. Based on the decision of the Minister of Education and Culture of the Republic of Indonesia No: 1177/M/2020 concerning the Penggerak School Program, the determination of educational units as implementers of the Penggerak School Program is carried out by selecting the Head of the Education Unit who has learning leadership (instructional leadership), learning in favor of students and a willingness to learn that represents diversity throughout Indonesia (differentiated learning). Schools selected to take part in the Penggerak school program must of course meet general criteria, such as being registered in the basic education data and not currently carrying out disciplinary punishment. Apart from that, there are selection criteria which include, having ethical maturity and the ability to be a companion (*coaching*). For the selection of Penggerak Schools themselves, the government does this on an ongoing basis so that they become driving schools because there are so many schools spread throughout Indonesia. Selecting a school to take part in the Penggerak School Program has several advantages, namely being a school that can provide guidance to other schools (model school), getting assistance from expert trainers, accelerating school digitalization, accelerating the profile of Pancasila students, improving the quality of school principals and teachers, and many more. Schools that participate in the Penggerak School Program will be expected to have output as a driving force in the transition of the 2013 curriculum to the independent curriculum.

METHOD

The method used is library research, namely research carried out by reading, analyzing and recording literature that is in accordance with theory, then filtered and expressed in a theoretical framework of thinking related to optimizing driving school programs at the educational unit level. This technique is carried out to strengthen facts to compare differences and/or similarities between theory and practice being researched. The research also uses the

website method (accessing internet sites), namely a method carried out by browsing websites/sites that provide various data and information related to research, namely sites regarding research journals regarding the implementation of driving school programs in relation to the development of students' abilities and also the quality of the school.

RESULTS AND DISCUSSION

The Penggerak School is a school that prioritizes the development of student learning outcomes where within the Penggerak School it relates to one of the themes, namely the Pancasila Student Profile. As the name suggests, this Penggerak school uses a curriculum which covers one of the important aspects of social, national and state life (Fauziyah, 2021). The Penggerak School Program aims to encourage the process of changing educational units in order to improve student learning outcomes.



Picture 1. The Penggerak School Program intervention

Optimizing the Penggerak School Program begins with carrying out several stages as follows: (1) Consultative and asymmetrical assistance. The Penggerak school program is a collaboration between the Ministry of Education and Culture and regional governments to provide assistance in the implementation of driving schools. Through the UPT, each province provides assistance in planning the Penggerak School Program, (2) Strengthening school human resources Strengthening school human resources including strengthening school principals, supervisors, owners and teachers through intense training and mentoring programs (coaching) one to one with expert trainers who have prepared by the Ministry of Education and Culture. Training is carried out once/year during the program, national training for teacher representatives. Meanwhile, other teachers are trained according to the training material, time and place of training according to the wishes of the participants (in-house training), and (3). The concept of learning with a new paradigm the concept of learning with a new paradigm is

formed based on the principle of separate learning so that each student learns according to their needs and stage of development. Believing in God Almighty and having noble character, global diversity, independence, mutual cooperation, critical and creative reasoning, these are the Pancasila learning profiles that are studied through curricular and co-curricular programs, (4). Program-based learning plans are carried out to improve the performance of teachers through a planned and structured data collection program. The implementation of the penggerak school curriculum can be used as motivation for other schools to be able to improve the quality of the education unit, and (5). School digitalization aims to increase the effectiveness and efficiency of implementing the driving school curriculum considering that as time goes by, almost all schools use digital-based learning methods. This also aims to strengthen and uphold the good name of the school concerned. Use of digital platforms to make things easier, increase efficiency, add inspiration, and customize approaches.

The Penggerak school program aims to perfect the previous school transformation program. The Penggerak school program is a collaboration program formed by the Ministry of Education and Culture with the Regional Government where the responsibility of the Regional Government is the main key, the intervention is carried out holistically, starting from school human resources, learning, planning, digitalization and assistance to the Regional Government, a program that has a scope that covers all school conditions, not only superior schools, both public and private, assistance is carried out for 3 academic years and schools continue their transformation efforts independently, and the programs carried out are integrated with the ecosystem until all schools in Indonesia become driving schools (Kemendikbud, 2021). The form of school transformation described by the Ministry of Education and Culture can be seen as follows:



Picture 2. Stages of the school transformastion process in Indonesia (Kemdikbud, 2021)

The school principal plays an important role in managing governance and is the driving force of each unit in education so as to create an environment with meaningful and enjoyable

learning through the establishment of a system that supports improving the quality of education. By increasing the capacity of the school principal, he will help the school community to examine the problems they face and solve their own problems. This is in accordance with the concept of transformation that someone who has knowledge and skills will be able to find solutions and fix all problems independently. Once a school can make changes, the driving school will become an example for other schools around it. Driving schools will be activists in bringing together local schools to share solutions and innovations to improve the quality of learning at both regional and national levels.

The Penggerak School Program is one of the government's programs in an effort to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students. Apart from that, the Penggerak School Program focuses on developing holistic student learning outcomes which include competencies (literacy and numeracy) and will accelerate public/private schools in all conditions to move 1-2 stages further (Kemdikbud, 2021). It is hoped that the Penggerak School can make continuous changes and transform into a school that produces a Pancasila Student Profile. After the school successfully carries out the transformation, the Driving School will become an agent of change for other schools in the surrounding area. The Penggerak School will be the initiator in bridging surrounding schools to share solutions and innovations to improve the quality of learning. A mutual cooperation/collaboration approach will enable school principals and teachers to share knowledge and expertise, as well as encourage the creation of quality improvement opportunities, not only for their own school, but also for surrounding schools. Apart from that, through the mutual cooperation system, the Mobilizing Schools program is also expected to be able to create an ecosystem of change, not only in schools, but also at regional and national levels (Zamjani *et. al.*, in Pattilima, 2022).

CONCLUSION

The Penggerak School Program requires every stakeholder to be able to collaborate both at the regional and national levels. Therefore, in carrying out this program there are 5 interventions provided to educational units running this program, including, consultative & asymmetric assistance, strengthening human resources, learning with a new paradigm, school digitalization, and data-based planning. In implementing these 5 interventions, the role of the school principal is very important as a driving force in designing so that they can be implemented well in accordance with the goals that have been set and want to be achieved.

It is recommended that the Penggerak School Program continue to be implemented in accordance with the Merdeka curriculum with improvements in increasing human resources through training activities for educators and education staff, providing supporting infrastructure and the government assisting in increasing the budget so that the acceleration of the implementation of the Independent curriculum will be achieved optimally. The process of the Penggerak School Program in educational units has resulted in educators and education staff in the Penggerak Teachers experiencing an increase in graduate competency, achieving learning leadership and the ability to develop themselves in the Driving Teachers. Meanwhile, to motivate and encourage sustainable professional development within schools, school management needs to be improved.

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