

The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2023

Volume 33, Pages 34-39

**IConSE 2023: International Conference on Science and Education**

## **Analysis of School Principals' Cohesion on the Sekolah Penggerak Program As a Catalyst to Realize the Vision of Indonesian Education in the City of Yogyakarta**

**Muh. Abdillah Maulana**  
Yogyakarta State University

**Lia Yuliana**  
Yogyakarta State University

**Bayu Syalihin**  
Yogyakarta State University

**Khatibul Umam Salam**  
Yogyakarta State University

**Abstract:** The implementation of the Sekolah Penggerak Program since the 2021/2022 academic year has given rise to various adjustment dynamics, one of which is the competence of school principals. This research aims to examine: (1) the cohesion of school principals towards the implementation of the Sekolah Penggerak Program which relies on the school principal, and (2) the supporting and inhibiting factors for implementing the Sekolah Penggerak Program as a catalyst to realize the vision of Indonesian education. Developing the competency of school principals in Yogyakarta City. This research was conducted in schools that have implemented the Sekolah Penggerak Program in the city of Yogyakarta. Qualitative data collection was carried out by observation, documentation and interviews. The data analysis technique uses three activity flows, namely: 1) data reduction, 2) data presentation, and 3) conclusions. The research results show that: (1) Implementation refers to the guidelines of the minister of national education. (2) Organizing is carried out by registering the Principal as a participant in the school mobilization program (3) Implementation is carried out through workshops, internal training, In House Training (IHT), Collaborating in a Community of Practice with other Mobilizing School Principals, school principals receive management and leadership training Instructional (4) Control is carried out through supervision of activities by expert trainers and supervisors. (5) The supporting factors are: first, the school has a budget for program development. Second, the principal's high motivation in participating in the training program. Third, the school has quality leaders. The four principals have the right strategy in the school development process, especially learning management. The inhibiting factors are; First, school principals must adapt quickly so that program implementation is fast. Second, the school principal is bored studying a lot of material. Third, the age factor of the principal who has to learn from the start to adapt to the program. Fourth, the school principal is not ready to face program changes. Fifth, the school principal is not ready to implement the Sekolah Penggerak Program.

**Keywords:** Sekolah penggerak program, School principal, Educational vision

### **Introduction**

The principal, who is considered the highest leader in the school, often becomes a role model for all teachers, staff and students at the school, including being interested in running school programs, but often a principal does not show interest in building the school he leads. This article aims to add to the study, especially cohesion,

---

- This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

- Selection and peer-review under responsibility of the Organizing Committee of the Conference

© 2023 Published by ISRES Publishing: [www.isres.org](http://www.isres.org)

interest or interests of school principals regarding the implementation of the program which relies on the principal and has been implemented in the past three years. Cohesion is an awareness of a person's interest or interest in an object, person, problem, or situation that is related to him. This means that interest must be seen as an awareness. Therefore, interest is a psychological aspect of a person who has high attention to certain activities and encourages the person concerned to carry out these activities. Meanwhile, the level of attention and psychological drive for each person is not necessarily the same, so that the level of interest in the object for each person is also not necessarily the same in cohesion, so information can be extracted that can become the basis for the success of the program sekolah penggerak. Based on observations and findings from previous research, there are gaps that are problematic, namely: (1) it was identified that sekolah penggerak Program principals should be agents of change that have an impact on teachers, students and staff but this has not been implemented optimally. (2) the competence of school principals is not yet optimal in participating in the driving school program. The driving school curriculum that should be implemented by the driving school has not been implemented optimally.

This research is different from previous research, this can be seen from several previous studies, namely, research conducted by Waruwu, 2022 in the journal of community service. In this research, the problem raised focused on the Empowerment of School Principals and Teachers in the Implementation of the Sekolah Penggerak and Independent Learning School Program, further carried out by Yantoro, 2022 in the journal Gentala Basic Education, regarding the implementation of the leadership competency model for school principals in Sekolah Penggerak (competency model analysis study Jambi University partner school leadership). Another research by Hamid, 2022. School principals must understand the school competency model which consists of four categories, namely 1) development of self and others 2) learning leadership 3) leadership 4) school development leadership.

Of the four model categories, the Principal is given in-depth material about increasing school competency, especially the Principal as a learning leader in the school, so that the Principal knows more deeply about the four competency categories of leadership, namely a) leading efforts to develop a learning environment that is centered on students, b) leading the planning and implementation of student-centered learning processes, c) leading reflection and improving the quality of student-centered learning processes, and d) involving parents/guardians of students as companions and learning resources at school. Other research also discusses mobilizing schools by Mariana, 2021. The results of mobilizing school principals are able to move school operations and become facilitators for teachers in schools. Student-centered learning is carried out using a micro-learning approach and is adapted to students' abilities, talents and interests. Learning is planned according to students' abilities and various activities are expected to make students comfortable and happy while studying at school. The principal as a leader in the school is capable become a locomotive of change in schools.

Based on the description above, the problem that will be studied in this research is regarding the cohesion or interest of school principals in implementing the sekolah penggerak program in Yogyakarta City, starting with the readiness of the school principal in implementing the sekolah penggerak program, what are the supporting and inhibiting factors in implementing the program.

## **Research Methods**

This type of research is qualitative descriptive research with a case study method, namely research on individuals, groups, one organization at a certain time (Arifin, 2011). This research was conducted at Yogyakarta City Elementary Schools which are included in stage 1 driving schools as independent program implementers. The object of this research is school principals who have been selected and are implementing the sekolah penggerak program. This research will analyze the attachment or interest of school principals towards the driving school program and describe the various difficulties faced by sekolah penggerak when implementing independent learning programs and independent curricula. The selection of informants in this research used a purposive sampling technique.

To obtain the desired data, the author used observation, interview and documentation techniques. Checking the validity of the data in this research uses diligent observation, member checking, and triangulation which consists of source triangulation and technical triangulation. Meanwhile, the data analysis technique uses the Miles and Huberman model (Hardani, et al, 2020: 163), namely data reduction, data presentation and drawing conclusions/verification.

## **Results and Discussion**

The sekolah penggerak curriculum is a refinement of the previous school transformation program (Falma, Bentri, Gustutui & Muji, 2021). The sekolah penggerak curriculum 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 (Sibagariang, Sihotang, & Murniarti, 2021). The Sekolah penggerak curriculum will accelerate public and private schools in all school conditions to move 1-2 stages further. The program is carried out in stages and is integrated with the ecosystem until all schools in Indonesia become the sekolah penggerak program. Evaluation model (CIPP) Context, Input, Process and Product used to evaluate the implementation of the sekolah penggerak, sekolah penggerak are schools that focus on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competence and character starting from superior human resources (school principals and teachers) therefore the school principal is one of the drivers and targets of program implementation The sekolah penggerak must have a large and strong interest or passion. According to Hakim, Lukmanul (2009:38). Interest is a person's interest in paying attention or being actively involved in learning activities. Under these conditions, according to Mariana, 2021. The sekolah penggerak principal must have cohesion or interest and be able to drive school operations and become a facilitator for teachers at the school. In implementing the sekolah penggerak program, school principals must also increase their competence in accordance with the sekolah penggerak program with a new paradigm regulated in the Decree of the Minister of Education, Culture, Research and Technology Number 162/M/2021 concerning Driving Schools.

Apart from that, according to Falma, 2021. The presence of a driving school curriculum in schools from the start was intended to change the school culture by involves the power of resources from within the school itself and not from external forces. The sekolah penggerak curriculum as a driving force for the transformation of Indonesian education is expected to be able to support the holistic growth and development of students so that they develop into students who adhere to Pancasila, become coaches or mentors for other teachers for student-centered learning, and become role models and role models as agents of transformation. educational ecosystem. The implementation of the sekolah penggerak program begins with teacher recruitment, then after that the education of prospective driving teachers is carried out, and then it is hoped that it will be able to produce a new generation of teacher education leaders who will later become school principals, school supervisors and teacher training instructors. The principal's interest in implementing the sekolah penggerak program.

### **Principal's Interest in the Program Sekolah Penggerak**

The vision of Indonesian Education is to create an advanced Indonesia that is sovereign, independent and with personality through the creation of Students with Pancasila which are featured in the new program design as an effort to advance education in Indonesia( Ministry of Education and Culture, 2021). The Mobile School Program consists of five interventions that are interrelated and cannot be separated , namely 1) Consultative and asymmetric assistance 2) Strengthening School Human Resources 3) Learning with a new paradigm 4) Data-based planning 5) School Digitalization. One of the five program interventions that focuses on school principals is Strengthening School Human Resources Strengthening School Principals, School Supervisors, Inspectors and Teachers through intensive one-on-one training and mentoring programs with expert trainers provided by the Ministry of Education and Culture. This program is a form of strengthening school principals in running sekolah penggerak which includes in-house training, district/city level workshops, learning/practitioner communities (maple groups), coaching programs, 1-on-1 with school principals, partnering with principal teachers -teachers are trained nationally to provide group assistance with teachers. Carried out periodically every 2-4 weeks during the program, and therefore based on the driving school program which provides many platforms for school principals to improve their competence and learn to become competent leaders while implementing the sekolah penggerak program.

Mechanistically, the school has implemented a sekolah penggerak program through the selection of principals as sekolah penggerak principals and teachers as learning leaders who implement independent learning and mobilize the entire educational ecosystem to realize student-centered education. Strengthening School Principals, School Supervisors and Teachers through intensive training and mentoring programs. Teachers will also create a variety of fun activities that include critical reasoning, collaboration, and creative competence. Through the Pancasila Student Profile, programs implemented by school principals and teachers will Mechanistically, the school has implemented a sekolah penggerak program through the selection of principals as sekolah penggerak principals

and teachers as learning leaders who implement independent learning and mobilize the entire educational ecosystem to realize student-centered education. Strengthening School Principals, School Supervisors and Teachers through intensive training and mentoring programs. Teachers will also create a variety of fun activities that include critical reasoning, collaboration, and creative competence. Through the Pancasila Student Profile, programs implemented by school principals and teachers will generate student profiles. To mobilize schools that are capable of producing students who have noble character, are independent and independent, have the ability to reason critically, be creative, work together, and have a sense of diversity in the nation and state. From parents to community leaders, local government. Everything supports the quality of student learning. Based on all the programs that have been implemented with a very neat system and full of collaboration to make the principal the front guard in advancing the school he leads, then the principal who implements the sekolah penggerak program and independent curriculum with a focus on the Pancasila student profile should be a school principal. must show seriousness and cohesion or interest in carrying out the sekolah penggerak program.

The cohesion or interest of a school principal must be the main reference in implementing new programs in the educational environment, including the implementation of the current sekolah penggerak, during the implementation which started in 2021 there were several significant changes in the schools that registered as sekolah penggerak, this can be seen from the head schools that are communicative and adaptive and teachers and students who are creative with the programs implemented. In the city of Yogyakarta itself, there are 8 elementary schools that have been selected as sekolah penggerak, the selection of which is based on the selection of school principals in the sekolah penggerak program and after training the school principals apply the results of their learning to teachers and students to implement the sekolah penggerak program, basically based on observations that have been made. I think there has been good progress during the implementation of this sekolah penggerak program starting from adaptive and increasingly competitive school principals, creative teachers and increased enthusiasm and interest in student-centered learning, as well as a curriculum that is flexible and can adapt to cultural conditions. and school environment. Apart from that, the first supporting factor is that the school has a budget for development programs. Second, the principal's motivation is high in participating in this coaching program. Third, the school has quality leaders. The four principals have the right strategy in the school development process, especially learning management.

However, among these supporting factors, there are also factors inhibiting the implementation of the sekolah penggerak program. First, school principals must adapt quickly so that this program can be implemented quickly. Second, the school principal is bored studying a lot of material. Third, the age factor of the principal who has to learn from the start to adapt to the program. Fourth, the school principal is not ready to face program changes. Fifth, the school principal is not ready to implement the driving school program. However, based on the supporting and inhibiting factors that have been explained, researchers found that school principals still have an interest in the sekolah penggerak program because the program obtained by schools, especially school principals, provides benefits in increasing the competence of school principals and providing learning space and places for school principals to improve his leadership capacity. Conceptually, sekolah penggerak can solve some of the problems found in the curriculum of 2013, such as learning time and learning loads. However, a solution to the problem of a scientific approach was not found. It is better if the concept of sekolah penggerak can develop a scientific approach because it is important for constructing students' knowledge and leadership capacity (Magdalena, 2022).

## **Conclusion**

Having a sekolah penggerak can be a role model, a training ground, and also an inspiration for teachers and other school principals. Thanks to the tenacity and tenacity of the school principal who encouraged various unique participatory programs, and many innovations, as well as the cooperation of the teachers who support their leaders to participate in creating sekolah penggerak, sekolah penggerak make school principals understand the student learning process and become mentors for teachers in schools. In sekolah penggerak, there are teachers who understand that every child is different and has a different way of teaching, according to the right level to produce a profile of students who have noble character, are independent and self-sufficient, have the ability to reason critically, be creative, work together and have a sense of diversity domestically and globally. A very significant finding from sekolah penggerak is the support from the community around the school which supports the educational process in the classroom. Then support from parents to community leaders, local government.

All of this supports the quality of student learning and the competence of principals in sekolah penggerak. However, the author feels it is very necessary to carry out relevant research again to support the achievement of the sekolah penggerak program. With the existence of a sekolah penggerak, it is hoped that school principals can develop according to their potential and abilities because with the sekolah penggerak program they receive activities that are innovative, high quality, expressive, applicable and progressive. And changes to this new educational program require cooperation, strong commitment, seriousness and real implementation from all parties, so that increasing the competence of school principals and Pancasila student profiles can be embedded in students.

## **Recommendation**

Based on the conclusions of the research results, the author hereby recommends to: a). School principals should always try to increase cohesion or interest in implementing sekolah penggerak programs and new programs that can support school progress, b). To improve the quality of schools from various elements, the competence of school principals is very influential, so it is necessary to have a fighting spirit, learn new things and prepare oneself to work harder in order to support competence as an adaptive school principal, c). The government/policy makers must always provide support and motivation to schools as the sekolah penggerak program is implemented, d). Other researchers, e). In order to carry out further research that can reveal more deeply about the cohesion of school principals in the implementation of sekolah penggerak because this research is still far from expectations and is still very limited, f). So that steps can be followed up by conducting the same study in other settings, as well as other schools in general which can act as the necessary evidence to provide additional data to reduce errors in the findings in this research.

## **Scientific Ethics Declaration**

The author states that the ethical and legal responsibility of articles published in the EPESS journal is the responsibility of the author.

## **Acknowledgements or Notes**

\*This article was presented as an oral presentation at the International Conference on Science and Education ([www.iconse.net](http://www.iconse.net)) held in Antalya, Turkey on November 16-19, 2023.

\*The researchers would like to express their deepest gratitude to the Education Fund Management Institute (LPDP and BPPT/Indonesian Education Endowment Fund) under the Ministry of Finance of the Republic of Indonesia as well as the Indonesian Education Scholarship (BPI) for sponsoring their master's studies, as well as their support for the paper and this publication.

\*The researchers also would like to thank the Committee of the International Conference on Science and Education for providing the opportunity to present the researchers' articles.

## **References**

- Arifin. (2011). *Qualitative, quantitative, and R&D research methods*. Bandung : Alfabeta.
- Hardani, A., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Qualitative & quantitative research methods*. Yogyakarta: Science Library.
- Hakim, L. (2009). *Learning planning*. Bandung: Prima Discourse.
- Muji, AP, Gistituati, N., Bentri, A., & Falma, F.O. (2021). Evaluation of the implementation of the Sekolah penggerak curriculum using the context, input, process and product evaluation model in secondary schools. *Indonesian Journal of Educational Research*, 7(3), 377-384.
- Muji, A. P., Gistituati, N., Bentri, A., & Falma, F. O. (2021). Evaluation of the implementation of the sekolah penggerak curriculum using the context, input, process and product evaluation model in high schools. *Jurnal Penelitian Pendidikan Indonesia*, 7(3), 377-384.

- Magdalena, M. C. (2022). Curriculum “Sekolah Penggerak”: An overview of solutions to learning problems. *Proceeding International Conference on Religion, Science and Education*, 1, 137-147.
- Mariana, D. (2021). The influence of the principal's leadership on the effectiveness of Sekolah Penggerak in improving the quality of education. *Tambusai Education Journal*, 5(3), 10228-10233.
- Ritonga, R., Hamid, A., Harahap, A. M., & Harahap, R. (2022). strengthening socio-emotional competence for Sekolah Penggerak principals through workshop activities. *Selaparang: Progressive Community Service Journal*, 6(1), 309-315.
- Sholeh, Muhammad, & Yantoro, Yantoro. (2022). Implementation of the school leadership competency model in sekolah penggerak (analysis study of the leadership competency model of Jambi University partner schools). *Gentala Journal of Basic Education*, 7(2), 161-180.
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). The role of motivating teachers in independent education for learning in Indonesia. *Journal of Educational Dynamics*, 14(2), 88- 99.
- Waruwu, M., Dwikurnaningsih, Y., Ismanto, B., Iriani, A., Satyawati, S.T., & Wasitohadi, W. (2022). Empowerment of school principals and teachers in implementing the sekolah penggerak and independent learning school program. *Magistrorum Et Scholarium: Journal of Community Service*, 2(3), 440-450.

---

### Author Information

---

**Muh. Abdillah Maulana**

Educational Management Products  
Faculty of Education and Psychology Yogyakarta State  
University, Indonesia  
Contact e-mail: [abdillahmaulana28@gmail.com](mailto:abdillahmaulana28@gmail.com)

**Lia Yuliana**

Educational Management Products  
Faculty of Education and Psychology Yogyakarta State  
University, Indonesia

**Bayu Syalihin**

Educational Management Products  
Faculty of Education and Psychology Yogyakarta State  
University, Indonesia

**Khatibul Umam Salam**

Educational Management Products  
Faculty of Education and Psychology Yogyakarta State  
University, Indonesia

---

### To cite this article:

Maulana, M. A., Yuliana, I., Syalihin, B., & Salam, K. U. (2023). Analysis of school principals' cohesion on the sekolah penggerak program as a catalyst to realize the vision of Indonesian education in the city of Yogyakarta. *The Eurasia Proceedings of Educational & Social Sciences (EPESS)*, 33, 34-39.