Analysis of The Level of Readiness of The Principal in Implementing Sekolah Penggerak' Program

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Abstract. Every school that is used as a penggerak school must have passed the specified qualifications. However, each school has a different readiness. Before implementing the Sekolah penggerak program, it is necessary to have mature readiness and strong supporters**.** The aim of this study is to determine the level of readiness of the principal in implementing the Sekolah penggerak program. This study used qualitative research methods. The subject of this research is the principal at SD Sekolah Penggerak in Sragen District. Data collection techniques through interviews, questionnaires, and documentation. The data analysis technique used is the Miles and Huberman technique which includes data collection, data reduction, data display, and conclusion. The results of this study are the level of readiness of the principals of SDN in Sragen Sub-district in the first indicator (early stage) obtaining a percentage of 56.24% in the medium category, the second indicator (developing stage) obtaining a percentage of 19.20% in the low category, and the third indicator (advanced stage) obtained 0% very low category. The results of the average level of readiness of principals in implementing penggerak' schools are in a low category. The results of this study can contribute to improving the quality of the implementation of the penggerak' school program.

Keywords: Sekolah Penggerak's Program, readiness level, Principal

1   Introduction

The era of globalization occurs in various fields so that humans compete to have high quality, one of which is in the field of education. Currently, quality education is a must for a developed nation. In addition, education in Indonesia is also required to produce graduates who have high competence [1]. The Ministry of Education and Culture 2020 issued circular letter number 1 of 2020 regarding the policy of independent learning. This turns out to be among the academic community, giving rise to pros and cons. The

concept of Merdeka Learning is "Freedom of Learning" which is intended to free educational institutions and encourage students to be passionate about innovation and encourage critical and creative thinking [2].

After the Ministry of Education and Culture issued a policy of independent learning, some time ago the Ministry of Education and Culture attempted to make breakthroughs in developing the quality of education and a new paradigm in student learning in schools. The policy of independent learning is essentially the freedom of students and teachers in thinking. This policy forms an independent spirit character for teachers and students freely and can explore cognitive, affective, and psychomotor aspects of the learning environment. Freedom of learning can encourage students to develop their abilities, care for the environment, self-confidence, and the ability to adapt students to their community environment [3]. This was marked by the issuance of the Decree of the Minister of Education and Culture Number 1177/M/2020 concerning the Sekolah Penggerak' Program (Penggerak' School Program) [4].

The Sekolah Penggerak' Program is an effort to realize an advanced Indonesia that is sovereign, independent, faithful, devoted to God Almighty, has a noble character, works together, and has global diversity following the vision of Indonesian Education [4]. The goals of the Sekolah Penggerak' Program are to improve competence also a character by the profile of Pancasila students, make sure fair distribution of quality education through a program to increase the capacity of school principals who can conduct educational units in accomplishing quality learning, build a stronger education system that focuses on getting better quality, and make a collaborative climate for stakeholders in the area of education both at the school, regional and central government levels [5]. In addition, the Sekolah penggerak' program points support the process of transforming educational units so that they can increase student learning results holistically, in terms of cognitive and non-cognitive (character) competencies to realize the Pancasila Student Profile. It is trusted that the transformation carried out is not only limited to education units but also triggers the invention of an environment that ropes the change and collaboration at the regional and national levels so that change can occur widely and in an institutionalized manner. The above goals are in line with hard work to create superior, character, and expert human resources so that they can support sustainable development [6].

However, not all schools can implement the Sekolah penggerak' program, only certain schools have met the qualifications and have quality (accredited A) only. The Sekolah penggerak' program has various changes in the learning process including a new learning paradigm, the 2013 curriculum turning into a school operational curriculum, data-based management, the use of digital technology platforms, and so on [7]. Not all of the implementation of the Sekolah penggerak program is ready to run this program. One of the reasons for this is from the principal's side. The principal has an important role in the school. The principal is a manager who must have goals to be achieved and developed with the school through the preparation, planning, organizing, monitoring, and directing of each existing program [8]. The principal as a leader must increase the quality of education. To improve the quality of education in schools, changes are required in schools. Changes in schools will happen if they begin from a penggerak' school that gets to be an example and role model for other schools. The

penggerak' school is expected to be an encouragement for principals and other teachers. Automatically, teachers in the penggerak school offer a variety of very diverse learning [9]. Based on the statement stated that the principal has full responsibility for the running of the school. Not only teachers or educators, but school principals must also have readiness in implementing the Sekolah Penggerak' program. Therefore, this study aims to analyze the level of readiness of school principals in implementing the Sekolah penggerak' program

However, the problem of implementing a penggerak' school does not only come from the principal but also the teacher, even the facilities and infrastructure in the school. Based on the results of interviews, problems in the field related to the Sekolah penggerak' program are that many schools do not meet the requirements of penggerak' schools, so not all schools are included in the Sekolah penggerak program. In addition, there is no school readiness to use the new curriculum, schools are still using the 2013 curriculum (K-13). Human resources and infrastructure are still low, so a transformation is needed toward the readiness of the Sekolah penggerak program.

The problems above are similar to the research that has been studied by Rahayu (2021) [10], with the research title "Barriers to Elementary School Teachers in Implementing the Sekolah Penggerak' Curriculum from the Side of Time and Space Management in the Era of the Covid-19 Pandemic". This study explains that changing the curriculum into a penggerak' school curriculum has faced various obstacles in its implementation, both in terms of time and space management that are felt by classroom teachers in elementary schools. Then confirmed by research from Maulida Cindy Magdalena entitled Curriculum "School of Movers": An Overview of Solutions to Learning Problems". The results of the research conducted indicated that there are several problems regarding the Sekolah penggerak program, namely the problem of limited time and material levels [11]. The results of the two previous studies can illustrate that the implementation of the Sekolah penggerak program is currently still reaping various problems or obstacles in elementary schools.

Therefore, based on the above background, this research is important to carry out to determine the level of readiness of the principal in implementing the Sekolah penggerak program in elementary schools. This is because the principle is the main milestone in creating an independent learning program, for example, the Sekolah penggerak program. Thus, the attitude of the leader to the principal who is proactive and provides opportunities for educators and students to continue to develop all their potential is an effort to realize Independent Learning.[12]. This research is different from previous research because this research focuses on the readiness of the principal for the implementation of the Sekolah penggerak program. This study aimed to determine the implementation of the Sekolah Penggerak program in elementary schools.

2   Methodology

The type of research used is qualitative research. Qualitative research can be understood as a research procedure that utilizes descriptive data, in the form of written or spoken

words from observable people and actors [13]. Implementation of research in elementary schools in Sragen District, Sragen Regency. The subject of this research is the principal of a public elementary school in the Sragen sub-district. Data collection techniques in this study were through interviews, questionnaires, and documentation. There are three questionnaire indicators in this study with a total of 9 sub-indicators. The questionnaire was used using a Dichotomous Scale with a scale of "yes" and "no" answers. Each scale of the answer "yes" is worth 1 and the answer "no" is worth 0. The grid of research instruments in the form of a questionnaire used in this study was adapted from research conducted by Rachmawati (2022) [2].

Table 1. Research Instrument Grid

No.	Indicator		Sub-indicator
1.	Early stage	a.	There is no system in schools for preparing and implementing project-based learning
		b.	New educators know the idea of project-based learning
		c.	Schools carry out projects independently/internally by not involving outsiders
2.	Developing stage	a.	Project-based learning is owned and run by the school
		b.	Students already understand the idea of project-based learning
		c.	The involvement of outsiders is involved in helping project activities at school
3.	Advanced stage	a.	There is a habit of project-based learning in the schools
		b.	All educators already understand the concept of project-based learning
		c.	It exists between schools in collaboration with partners outside the school so that the impact of the resulting project can be expanded and replicated in a sustainable manner

(Source: Rachmawati, N., Marini, A., Nafiah, M., & Nurasiah, I., 2022)

The questionnaire data collection technique was used to get more detailed data related to the statement. While the technique through interviews is shown to the principal in the research area. Meanwhile, documentation is used to record all research actions and can be used as primary data in research. The data analysis technique used is the Miles and Huberman technique, namely data reduction, data display, and concluding [14]. The procedure of this research is carried out by making research instruments, taking research data, analyzing data, and making conclusions.

3   Result and Discussion

Based on the results of data collection that the researchers conducted on the principals of all Sragen District, and Sragen Regency through questionnaires, the following results were obtained:
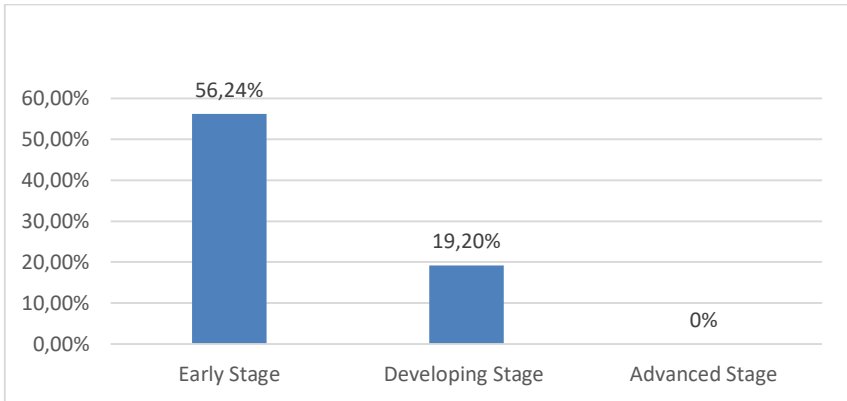

Fig. 1. Results of the Principal's Readiness Level Questionnaire

The results of the questionnaire regarding the level of readiness of the penggerak' schools from several penggerak' schools in Sragen District including SDN 15 Sragen, SDN 16 Sragen, SDN 18 Sragen, SDN Teguhan, SD Birrul Walidain Muhammadiyah shows that the majority of principals' readiness level in implementing the Sekolah penggerak' program is in the early stages with those who answered "Yes" by 56.24% and those who answered "No" by 43.76%. Furthermore, the principal whose level of readiness is at the developing stage by answering "Yes" is 19.20% and the answer "No" is 80.80%. On the other hand, at the advanced stage, the score was 0%, which means that there is no school principal whose level of readiness is at the advanced stage or all principals answered "No".

Early stage

Table 2. Results of the Percentage of Early Stage Indicators

Indicator	Sub-indicator	Percentage Yield
	There is no system in schools for preparing and implementing project-based learning	
	New educators know the idea of project-based learning	56.24%
	Schools carry out projects independently/internally by not involving outsiders	

Initial indicators that contain the absence of a system in schools in preparing and implementing project-based learning, educators are new to the concept of project-based learning, and schools carry out projects independently/internally by not involving outside parties. In this indicator, some schools have done this in the learning process. Based on table 2, the results of the research on the level of readiness of school principals in the first indicator, namely the initial stage, obtained a percentage of 56.24% including the medium category. This indicator describes a project-based learning system. The Sekolah penggerak program is required to implement a new paradigm of the learning system, namely by implementing project-based learning [15]. In addition, project-based learning can increase students' learning motivation and train independence and critical thinking [16]. Based on the results of interviews with principals at SD Sragen who have implemented the Sekolah penggerak program, the level of readiness of school principals in implementing a project-based learning system does not yet exist. Furthermore, not all educators know the concept of project-based learning. Some educators or teachers already know about the concept of project-based learning. However, old teachers will have difficulty understanding new learning concepts and preparing things related to the learning. During the implementation, the teacher still had difficulties using the base learning project. Teachers are still confused in distinguishing this learning model from other learning models and there are still misunderstandings about planning, and implementation [17]. Then, schools still carry out project-based learning independently without any help from outsiders. This makes it free for the school to implement the learning. Based on the description above and the results of the research data, it was concluded that in the schools in this study, the level of readiness of their principals in implementing the penggerak' school in the early stages had a medium category, namely 54.24%.

The results of this study are different from previous studies. In this study, the primary school that was used as the object of research had not implemented a project-based learning system at the penggerak' school and had not involved outside parties in running a project, whereas previously the schools targeted for the penggerak' school had implemented learning with STEM-based collaborative projects [18]. This is because there is no socialization regarding project-based learning and learning is done using conventional methods. The results of this study can encourage community service in the research area to disseminate project-based learning.

Developing Stage

Table 3. Results of the Percentage of Developing Stage Indicators

Indicator	Sub-indicator	Percentage Yield
Developing Stage	Project-based learning is owned and run by the school	
	Students already understand the idea of project-based learning	19.20%
	The involvement of outsiders is involved in helping project activities at school	

Based on the results of the study in table 2, the level of readiness of the principal in the second indicator, namely the developing stage, obtained a percentage of 19.20% including the low category. This indicator explains the stages of developing project-based learning in the implementation of the *Sekolah penggerak* program in the schools in this study that have started running. This is evidenced by the implementation of project-based learning in the school. However, from the results of research on the level of readiness of school principals at this stage of development, it is categorized as low. Based on the results of interviews, this is caused because the principle in the development stage to implement project-based learning is still not optimal. In addition, there are still few students who understand the concept of learning, because of the transition of the 2013 curriculum learning system to the *penggerak'* school curriculum that made students experience the transition. Thus making the understanding of the new learning system a little hampered. In addition, the involvement of outside parties in the implementation of this learning is also still lacking, because the school is still focused on managing it independently. Schools that have collaborated with external parties include cooperation with the district and sub-district education offices, local LPPM, and parents with local officials, for example in the health sector providing training for minor doctors, and invited speakers from Isra Mi'raj. The following are some documents of schools that organize project-based learning:

Fig. 2. Students present learning media projects

Fig. 3. Teacher learning module for project-based learning

The results of this study are following previous research, namely the research conducted by Widodo (2021).[19]. The study revealed that implementing online learning independence in schools was carried out by project-based learning. Although the project learning system has begun to be implemented, there are several obstacles to its implementation. The obstacle is the unpreparedness of teachers and students and their parents are constrained by the cost of implementing project-based learning.

Advanced Stage

Table 4. Results of the Percentage of Advanced Stage Indicators

Indicator	Sub-indicator	Percentage Yield
Advanced Stage	There is a habit of project-based learning in the schools	
	All educators already understand the concept of project-based learning	0%
	It exists between schools in collaboration with partners outside the school so that the impact of the resulting project can be expanded and replicated in a sustainable manner	

Based on the results of the study in table 4, the level of readiness of the principal in the third indicator, namely the advanced stage, obtained a percentage of 0%, including the very low category. This indicator describes the advanced stages of project-based learning, both preparation, and implementation. At this stage, school principals are not ready to take the next step in implementing the Sekolah penggerak' program related to project-based learning. This is seen in terms of habits, students, and the school's relationship with partners [2]. This indicator is classified as very low because based on the

results of interviews, the principal still has not familiarized his school with implementing the Sekolah penggerak program in the form of project-based learning and collaboration with partners outside the school so that this can be an evaluation and follow-up for the future.

The results of this study are different from previous research conducted by Nisa (2021) [20]. The results of the study revealed that the implementation of 21st-century learning skills oriented to independent learning in project learning to strengthen the Pancasila student profile needs to be carried out in project learning by strengthening the Pancasila student profile. So school principals need to strengthen the profile of Pancasila students to realize the implementation of penggerak schools by the indicators in this study.

4   Conclusion

The Sekolah penggerak program is one of the programs launched by the Ministry of Education and Culture. The program aims to improve the quality of education in Indonesia. So in implementing the Sekolah penggerak program, a mature readiness is needed. The results of the study indicate that the level of readiness of the principal in implementing the program is based on several indicators. The results of the research by the principals of SDN schools in the Sragen District are that the first indicator in the early stage obtained a percentage of 56.24% in the medium category, and the second indicator in the developing stage obtained a percentage of 19.20% in the low category, and the third indicator in the advanced stage obtained 0% in the very low category. The results of the average level of readiness of principals in implementing penggerak schools are in a low category. The results of this study can contribute to improving the quality of the implementation of the Sekolah Penggerak program. The results of this study can contribute to increasing the readiness of school principals in implementing the Sekolah Penggerak program so that they can reach the advanced level. In addition, the results of this study can also be used as a reference in implementing Sekolah Pengerak programs so that they can run effectively and efficiently.

Acknowledgments

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