



PLANNING OF “SEKOLAH PENGGERAK” IN EDUCATION QUALITY ESCALATION EFFORTS

Anisa Mega Nur Safitri¹, Teguh Triwiyanto², Ahmad Yusuf Sobri³, Sultoni⁴

^{1,2,3,4}Faculty of Education, Universitas Negeri Malang, Indonesia

Corresponding author: anisameganursafitri@gmail.com , anisamega777@gmail.com

ABSTRACT

Escalating the quality of education can be done with various means and efforts. One of them is the escalation of the quality of education by initiating the “Sekolah Penggerak”. Escalation requires changes and careful planning to achieve educational goals. Therefore, the planning process built on school resources can be one of the steps in achieving educational goals. This research aims to find out the planning of the “Sekolah Penggerak” to escalate the quality of education. The method used is descriptive qualitative, with data collection using interviews, observation, and documentation techniques. The results of this study are 1) conducting a planning process through PBD, IRB, RKT, and SWOT analysis; 2) conducting school development strategies through mindset alignment, asset management, HR development, partnerships, TPMPs optimization, budget, and time; 3) establishing driving school guidelines, and 4) setting driving school goals and expectations.

Keywords:

Planning,
“Sekolah Penggerak”,
Education Quality

INTRODUCTION

Education is a structured institution that plays a role in escalating the quality of education. This proves that education is part of supporting the progress of the nation and state. Schools as institutions that play a direct role in producing quality Indonesian generations should receive great attention from the government and society. A quality school is also related to the escalation of the quality of its human resources (Penti, 2019). The better the quality of a school, optimally it will produce good inputs, processes, and outputs as well. In fact, in the quality of education, there are still many problems in escalating or improving quality in schools (Penti, 2019). This can be based on the dynamics of education which always changes and develops according to the circumstances of the times (Qori, 2019). One of the breakthroughs to support the goals of education is through the School of Drivers (Syafi'i, 2021).

The “Sekolah Penggerak” is a program to realize the vision of Indonesian education, through schools that focus on developing holistic student learning outcomes that include literacy and numeracy competencies and character to realize the profile of Pancasila students, starting with superior human resources, namely principals and teachers (Muji et al., 2021). The hope is that with the “Sekolah Penggerak”, schools will experience the transformation of character education that is built into daily life and lived by each student through school culture, co-curricular, oncurricular learning, and extracurricular activities (Sudarmanto, 2021). Therefore, school principals are expected to be active as a driving force in advancing quality schools (Sriyaningsih, 2021).



The progress of an educational institution is determined by the principal as the leader of the institution, teachers as educators, students, parents, and the community as partners in school development. As stated by Mr. Mujiono Hariyanto is the head of the Implementation Section of the Competency Improvement Facilitation Division at PPPPTK PKn and IPS and is also part of the working group responsible for the Mover School Program in East Java, Papua, and West Papua. Principals as school leaders can move forward to escalate the quality of education by registering their schools in the “Sekolah Penggerak”.

This is not only beneficial for the school, but also for the principal. If the school passes, the principal automatically becomes the driving school principal, so the principal becomes a pioneer in the escalation of the quality of education in his area. The driving principal is allowed to conduct socialization with schools in his area about the driving school program whose goal is to form a Pancasila student profile, so there is a transformation of learning contained in the independent curriculum. Therefore, the driving principle can strive for the escalation of the quality of education through innovation in managing the school according to the conditions that exist in the school.

As a driving figure, the principal has an important role in escalating the quality of education. In connection with this, the principal as the driving force of the education system in schools is expected to have management skills that can be carried out effectively and efficiently (Ustina et al., 2021). Good management knowledge can be an understanding of the concepts communicated through the principal's activities in mobilizing school resources to carry out the process of school organizational activities through management functions, one of which is through planning for school activities (Djafri, 2019).

Through the Decree of the Director General of Early Childhood Education, Basic Education, and Secondary Education Number 6555/C/HK.00/2021 on the Determination of Education Units Implementing the Mover School Program, 382 public and private high school (SMA) level schools were selected as implementers of the Mover School Program Batch I in 2021. These schools are spread throughout Indonesia, from Aceh Province to Papua Province (Dowansiba & Hermanto, 2022). Batu City is one of the cities that has been recommended as a target area that can register its schools to participate in the “Sekolah Penggerak”, from several schools that registered there were only 12 schools that passed the “Sekolah Penggerak” in Batu City, namely, 2 schools at the high school level, 2 schools at the junior high school level, 5 elementary schools, 2 kindergarten schools, and one special school (Depdiknas, 2021; Wiyono, 2021).

SMA Negeri 2 Batu and SMA Al-Hikmah Boarding School Batu are schools that have qualified to be part of the driving schools in Indonesia. The implementation of the driving school which is still relatively new and is a refinement of the previous school transformation program illustrates that the management carried out needs to be continuously developed as a change in the quality of education in Indonesia. Thus, the driving school needs good management from a leader to be able to continue to develop the latest innovations to continue to develop according to the times.





The results of interviews with school principals as a preliminary study conducted by researchers obtained information that the management of driving high schools requires innovations that must continue to be raised to achieve student independence in the system built. So that as a leader who mobilizes all existing resources, the driving school principal will bring changes to the school through the planning process carried out as a form of the first step in managing the driving school building to become a school that can mobilize other schools in the area. Based on the description that has been presented, the focus of this research is to examine the planning of the “Sekolah Penggerak” as an effort to escalate the quality of education.

METHOD

Research related to the planning of driving high schools as an effort to escalate the quality of education uses a qualitative research approach. This approach is defined as the stages in conducting research that produce descriptive data in the form of written or spoken words from people and behaviors that can be observed. (Sukamdinata, 2016). In addition, researchers need to go directly to the field with the object of research so that the type of research used is a multi-case study. This type of research is a qualitative research design that involves two or more research subjects with different characteristics (Murdiyanto, 2020). This is following the purpose of this study, namely how the planning carried out by the driving school at SMAN 2 Batu and SMA Al-Hikmah Boarding School Batu as an effort to escalate the quality of education. Although both schools are driving schools, the two schools have different school characteristics, as indicated by the status of schools which are public schools and private schools, so that indirectly, the conditions in the two schools are also different.

The data collection conducted in the planning of the “Sekolah Penggerak” at SMAN 2 Batu and SMA Al-Hikmah Boarding School Batu, used three main techniques, namely in-depth interviews, observation, and document study (Ulfatin, 2015). Data were obtained directly from the driving principals of SMAN 2 Batu and SMA Al-Hikmah Boarding School Batu as key informants and supported by other resources through information from vice principals and educators. The research data were analyzed using single-site data analysis and cross-case data analysis. Data validity checks in this study include credibility, transferability, dependability, and confirmability tests.

RESULT AND DISCUSSION

Based on the research findings, it can be concluded that the planning of the “Sekolah Penggerak” escalate the quality of education includes 1) the planning process, 2) strategy making, 3) guidelines used in the management of driving schools, and 4) goals and expectations that are built.

The planning process in the “Sekolah Penggerak” is carried out by using PBD (Data-Based Planning) by looking back at the results of the education report card and collecting all plan data in the previous year. Furthermore, formulating the current situation by conducting IRB (Identify, Reflect, and Fix), and mapping school resources.



Next, designing a costed and non-costed RKT (Annual Work Plan). SWOT analysis is also conducted in the planning process to conduct asset management and make recommendations for school implementation.

The strategy that is built, of course, is adjusted to the conditions in each school. However, the findings can serve as an illustration of developing a “Sekolah Penggerak” in general, by equalizing the mindset related to driving schools, optimizing the management of assets owned, optimizing teacher self-development through supporting training, optimizing partnerships, optimizing TPMPS (School Education Quality Development Team), and optimizing the budget and time in the planning.

The planning also needs to consider the guidelines used in managing the driving school. This is related to the running of a system that requires rules and flows to achieve a school goal. The driving school management guidelines used in driving school management include the KOSP (Education Unit Operational Curriculum) which has been prepared, reviewed, and adjusted to the conditions of each school. Next, the guidelines used are based on government regulations related to the driving school, namely ministerial decrees and ministerial regulations related to the driving school and the independent curriculum, as well as the guidance provided by the government. MBS (School-Based Management) is also a guideline in the management of the driving school.

The goals and expectations of the “Sekolah Penggerak” are also part of the planning results. This is because goals and expectations are targets in the planning that is compiled to produce the vision, mission, and objectives of the school. It is concluded that the goals and expectations in the driving school include, among others, improving the quality of education by restoring the nature of education by educating, guiding, and fostering students based on the philosophy of Ki Hajar Dewantara and the implementation of the P5 program (Pancasila Student Profile Strengthening Project); changing the mindset of the academic community through a new paradigm in the driving school; returning school like home through the concept of independent learning; making schools more existent and known by the wider community.

Discussion

Educational planning is a task for a school leader to make choices with various alternatives in, school policies, procedures, and programs that will be implemented (Hikmat, 2019). Planning is the most important management function (Tanjung et al., 2022). This cannot be separated from the driving school, which is a school that serves as a benchmark or example for other schools to change. Thus, planning is the first step in the school management function (Sobri & Gunawan, 2020). The research findings show that the planning of the “Sekolah Penggerak” to escalate the quality of education includes: 1) the planning process, 2) strategy making, 3) guidelines used in managing the “Sekolah Penggerak”, and 4) goals and expectations built. This is in line with the statement Rama et al., (2022), that planning in education management is a comprehensive development, strategy, and preparation of human resources to meet the needs of the organization in the future.

The planning process carried out in the research findings is in line with the recommendations of the Ministry of Education and Culture (2021) regarding





interventions from the “Sekolah Penggerak”, namely conducting data-based planning and ways to design RKAS which are classified as RKT. In addition, the planning process that was built related to the SWOT analysis used in the planning that was built was also in line with what was conveyed by the Ministry of Education and Culture (2021) Nur et al., (2022) that planning is an activity to use limited resources efficiently and effectively to achieve predetermined goals, so that the planning process that is built needs to be analyzed to produce mature planning through optimizing the resources owned.

The planning stage is determined by who is involved in a program's activities, what to do, and how to do it. (Akbar et al., 2021). In line with this, the resulting research findings lead to research results related to the strategies designed at the driving high school. The strategies carried out in the management of driving schools through planning must be adjusted to the conditions of each school. Thus, the resulting findings can be a general description of other schools by looking at the existing school conditions.

Next, guidelines are carried out in planning which drives schools that are built are aligned with Kohar & Wahidin (2022), where the things that need to be determined in the planning process are the objectives of a program that has been made, procedures, and guidelines or formats used in achieving the desired goals. The guidelines used are in the form of a KOSP that has been prepared, reviewed, and adjusted based on the conditions in each school, then the guidelines also refer to government regulations related to driving schools. These guidelines are used to achieve school goals. The goals and expectations generated in the research findings in the two driving schools are in line with the goals of the “Sekolah Penggerak” initiated by the government. Kemendikbud (2021), which is an effort to realize the vision of Indonesian education in realizing an advanced sovereign, independent, and empowered Indonesia through the creation of Pancasila Students.

Therefore, through the driving school, the principal plays an active role in developing and improving the quality of the school based on innovations that are raised in the preparation of a plan, to achieve school goals. Based on the planning of the “Sekolah Penggerak” that was built to escalate the quality of education, it can be concluded that the planning that was built can be an illustration of building plans with similar conditions and situations. The findings that have been described related to the planning of the “Sekolah Penggerak” can be said to be able to bring quality changes to the school through the system implemented. This is in line with the statement of Marliyani & Iskandar (2022) that planning is expected to be able to change the less good mindset, into thinking that is increasingly advanced gradually and gradually, to achieve school programs.

CONCLUSION

Planning is a key management function. So, by planning clearly, it will make it easier for all school resources to carry out each task to contribute to the achievement of school goals. This cannot be separated from the driving school, which is a school that serves as a benchmark or as an example for changes in other schools. Therefore, it



can be said that in planning, it should be able to organize the goals and steps that will be implemented to achieve the goals. Thus, the management of the driving school becomes directed and clear in its tasks and functions.

Based on the description of the research results related to the planning of driving high schools in an effort to escalate the quality of education, the findings include: 1) planning process through PBD, conducting IRB, designing RKT, conducting SWOT analysis; 2) Conducting school development strategies through mindset alignment, optimization related to asset management, teacher self-development, partnerships, TPMPS, and budget and time; 3) Establishing driving school management guidelines using the KOSP that has been compiled, reviewed, and adjusted to school conditions, using guidelines based on government regulations and guided by MBS; 4) Establishing driving school goals and expectations which include: improving the quality of education by restoring the nature of education based on the philosophy of Ki Hajar Dewantara and the implementation of the P5 program, changing the mindset, implementing the concept of independent learning, and making schools more existent and known by the wider community.

REFERENCES

- Akbar, K., Hamdi, H., Kamarudin, L., & Fahrudin, F. (2021). Manajemen POAC pada Masa Pandemi Covid-19 (Studi Kasus BDR di SMP Negeri 2 Praya Barat Daya). *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 167.
- Depdiknas. (2021). Surat Keputusan Direktur Jendral Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Nomor: 6555/c/HK.00/2021 Tentang Penetapan Satuan Pendidikan Pelaksana Program Sekolah Penggerak. [Http://Kemdikbud.Go.Id/](http://Kemdikbud.Go.Id/).
- Djafri, N. (2019). *Manajemen Kepemimpinan Kepala Sekolah*. deepublish.
- Dowansiba, N., & Hermanto. (2022). Strategi Kepala Sekolah Menengah Atas dalam Menyiapkan Sekolah Penggerak. *Jurnal Pendidikan Dan Kebudayaan*, 7(2), 125–137.
- Hikmat. (2019). *Manajemen Pendidikan* (Cetakan ke). CV Pustaka Setia.
- Kemendikbud. (2021). *Program Sekolah Penggerak*. Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia. <https://sekolah.penggerak.kemdikbud.go.id/programsekolahpenggerak/>. Diakses pada 5 Juli 2022
- Kohar, A., & Wahidin, K. (2022). Implementasi Fungsi Manajemen dalam Meningkatkan Mutu Pendidikan Madrasah di Madrasah Ibtidaiyah Wathoniyah Putra Buntet Kabupaten Cirebon. *OASIS : Jurnal Ilmiah Kajian Islam*, 1(1).
- Marliyani, T., & Iskandar, S. (2022). Program Sekolah Penggerak (PSP) terhadap Kinerja dan Manajemen Kepala Sekolah. *Jurnal Basicedu*, 6(4), 2541–2549.
- 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. *JPPI (Jurnal Penelitian*





- Pendidikan Indonesia*), 7(3), 377.
- Murdiyanto, E. (2020). *Metode Penelitian Kualitatif (Teori dan Aplikasi disertai Contoh Proposal)*. Lembaga Penelitian dan Pengabdian Pada Masyarakat, UPN "Veteran" Yogyakarta Press.
- Nur, M., Harun, C. Z., & Ibrahim, S. (2022). Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan Pada Tingkat SD. *Jurnal Manajemen Pendidikan Islam*, 8 Nomor 1(1), 8.
- Penti. (2019). *Implementasi Manajemen Strategis dalam Meningkatkan Mutu Pendidikan Di Mts Negeri 1 Bandar Lampung*. Universitas Islam Negeri Raden Intan Lampung.
- Qori, I. (2019). Analisis Implementasi Manajemen Strategi dalam Meningkatkan Mutu Pendidikan Pondok Pesantren. *Management and Business Review*, 3(2), 83–94. <https://doi.org/10.21067/mbr.v3i2.4605>
- Rama, A., Giatman, M., Maksun, H., & Dermawan, A. (2022). Konsep Fungsi dan Prinsip Manajemen Pendidikan. *Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)*, 8(2).
- Sobri, A. Y., & Gunawan, I. (2020). *Pengantar Manajemen Pendidikan (Cetakan I)*. Universitas Negeri Malang.
- Sriyaningsih, I. (2021). The Humanist Constructivist Paradigm in Sekolah Penggerak. *ISCE: Journal of Innovative Studies on Character and ...*, 5(2), 223–230.
- Sudarmanto. (2021). Pengaruh Komunikasi Kepala Sekolah Terhadap Keterlaksanaan Kepemimpinan Sekolah Pada Program Sekolah Penggerak. *Jurnal Ilmiah Pro Guru*, 7(4), 462–474.
- Sukamdinata. (2016). *Metode penelitian pendidikan* (11th ed.). Remaja Rosdakarya.
- Tanjung, R., Supriani, Y., Mayasari, A., & Arifudin, O. (2022). Manajemen Mutu Dalam Penyelenggaraan Pendidikan. *Jurnal Pendidikan Glasser*, 6(1), 29. <https://doi.org/10.32529/glasser.v6i1.1481>
- Ulfatin, N. (2015). *Metode Penelitian Kualitatif di Bidang Pendidikan: Teori dan Aplikasinya*. FIP UM.
- Ustina, U., Cholil, A. A., & Tjahjono, A. B. (2021). Manajemen Kepala Sekolah dalam Meningkatkan Mutu Pendidikan Agama Islam. *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 4(2).
- Wiyono. (2021). *Sebanyak 13 Sekolah di Kota Batu Lolos Program Sekolah Penggerak*. <https://javasatu.com/jawa-timur/sebanyak-13-sekolah-di-kota-batu-lolos-program-sekolah-penggerak/>. Diakses pada 1 Juli 2022