Principal Leadership in Improving the Effectiveness of the School Mover Program

Hafizh Syafaaturrahman
Universitas Negeri Jakarta
Jakarta Timur, Indonesia
hafizh.syafaaturrahman2803@gmail.com

Abstract— **School Mover is a new breakthrough in the Ministry of Education and Culture's policy which are considered to be able to provide a new paradigm for improving the quality of education in Indonesia. This policy is an educational transformation effort that focuses on developing student learning outcomes holistically. This policy intervention focuses on improving the quality of human resources (teachers and school principals). Thus the success point of this policy lies in the leadership of the school principal, as the principal can formulate a strategy to accelerate the transfer of paradigms, as well as make effective and efficient school organizational governance, so that the policies that have been issued can be realized. There has been a lot of research on learning in school mover programe but there is still no research on leadership in school mover, so therefore this research is expected to provide new knowledge in the scope of education.**

Keywords— *school mover program, leadership, effectiveness*

INTRODUCTION

Efforts to prepare students are of course very closely related to preparing students' abilities and skills in society [7]. Some of the abilities that can be prepared include various things in [7]. First, personal skills or skills in knowing yourself. This skill contains more appreciation of the student's personality as a human being in general as well as a citizen who socializes carefully. This skill is a basic skill for students to deepen the strengths and weaknesses in their personality. Second, advanced skills after recognizing a person personally are skills that can develop rational skills, or a person's rational way of thinking. This skill is the ability of students to be able to explore, find, analyze, process, and make decisions from information. Thus, students can be assessed as more prepared in dealing with social problems later.

Third, is a social skill which is translated as interpersonal skills. Furthermore, after previously students can make decisions from an information found in order to be able to deal with problems. Students can then communicate with empathy and also cooperate with the social environment in order to create a harmonious situation. This skill is an advanced skill from the previous skill.

Fourth, it is necessary to prepare academic skills in summarizing and thinking scientifically. Which includes identifying problems, formulating hypotheses, conducting research. Thus, the analysis of students is considered to be sharper in dealing with social problems in society. Fifth, vocational skills are things that complement all the skills needed by students. These skills are more precisely as skills that can be possessed by students, especially as skills related to certain jobs which are also correlated with life in society.

Some of the skills above are things that need to be prepared for students. This is of course related to the readiness of the world of education including the organization and components in which these skills can be realized. The state has an obligation to provide educational services, especially in preparing all aspects of the skills of students. As in the concept of Education in Indonesia contained in the opening of the 1945 Constitution which states that the state aims to "Educate the Life of the Nation". This concept later became the grand design in formulating the National Education System, namely Law no. 20 of 2003. As in Law no. 20 of 2003, the National Education System has the function of developing capabilities and forming dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen.

Furthermore, [13] states that the National Education System Law No. 20 of 2003 article 35 paragraph (1) contains several matters relating to national education standards. Some of these things, for example, are content

standards, processes, graduate competencies, education personnel, facilities and infrastructure, management and financing, as well as assessments that must be planned and periodically improved. One of the aspects highlighted in this regard is of course related to how to ensure the availability of competent and motivated educators. This is a challenge that is often encountered from time to time.

Of course, the challenges encountered in preparing teacher competencies also occurred during the Covid-19 pandemic. Problems that arise, for example, with the teacher's focus on being more adaptive in teaching online correlates with the ability of teaching staff in mastering literacy, science and technology, social communication, and class management & management of students [11]. In addition, the Ministry of Education and Culture reported that 40.5% of students and their parents experienced problems with the lack of learning support facilities in the form of laptops, gadgets, internet and electricity (Kemendikbud, 2020 [11]

Even though there are still challenges, efforts to prepare teacher competencies have their own urgency. [12] states that competence is one of the absolute requirements that must be possessed by teachers as educators. This is of course related to how in the future the teacher will prepare broader learning objectives with not only aiming to equip students with various kinds of knowledge and technology and also all the things needed in their life, but educators can deliver students to understand themselves as a whole. personal and build correlation with all forms of social aspects. Especially, in this case students can understand the diversity that belongs to the Indonesian people. This is closely related to efforts to prepare the skills of the students above beforehand. So, in preparing educators it is also considered very important to build the skills of students.

In addition, another thing that should be highlighted is learning facilities which are supporting factors for students to be able to develop their skills. Learning facilities as a factor in achieving learning objectives certainly have an important role in increasing the motivation of students. Students with adequate learning facilities will be more enthusiastic in participating in learning than students who have minimal learning facilities. High student motivation will foster enthusiasm for taking lessons.

As in the National Education System Law No. 20 of 2003 stated that facilities and infrastructure are indeed an important part of realizing national education standards in Indonesia. This will also indirectly grow and improve the quality of the learning process for educators and students. Without good learning facilities,

it will be difficult to achieve competent learning and education.

Furthermore, to see the need for educational infrastructure, [9] explained that the need for analysis of educational facilities and infrastructure must be based on good classification, including 1) planning that includes educational facilities and infrastructure can be seen from whether they are used up or not when they are used and how long they last; 2) educational facilities and infrastructure can of course be classified into several types of movable or immovable objects. This is of course to support all learning activities both by educators and students; and 3) facilities and infrastructure, of course, must be related to all learning processes. In addition, according to the classification of educational facilities and infrastructure, it is necessary to follow up to analyze budget requirements that are adjusted to the learning priority scale.

Furthermore, seeing the urgency of learning needs which of course is related to the need for facilities and infrastructure, will indirectly correlate to the motivation of the learning elements involved, both students and teaching staff. This is explained in regarding the correlation of learning suggestions and infrastructure with the motivation of students and also teaching staff who are related to one another. Schools with adequate facilities and infrastructure can always maintain the motivation of teaching staff in the learning process, including the professionalism of the teachers. In addition, this will also be directly correlated with the teaching products received by students. Thus, it can be concluded that the availability of facilities and infrastructure will indirectly affect the motivation of students and teaching staff.

Some of the challenges above, for example, such as the readiness of students, the lack of competence of teaching staff, and also the lack of facilities and infrastructure as learning facilities, of course, concludes that there is a necessity for efforts to improve management and governance of education simultaneously and continuously. This is because we see the urgency factor in education governance which is so much needed as a reference for improving education in Indonesia. Educational governance is the process of planning, organizing, directing, supervising, and evaluating education so that it can achieve the educational goals that have been set effectively and efficiently [5]. So that in doing this it takes careful planning in carrying out changes in the world of learning and education.

So in this case, it is necessary to have policy interventions that include school transformation

programs. Programs that guarantee that schools in Indonesia can transform adaptively to the times, especially in improving education governance in ensuring the quality and quality of learning. This transformation program needs to be translated into a program that is holistic in its implementation.

As the need to answer some of the previous challenges in the world of education, the Ministry of Education and Culture has created a program to improve education governance in Indonesia. The "School Mover" (sekolah penggerak) Program is an effort to create a better education system. School mover are schools that focus on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competence and character that begins with superior human resources (principals and teachers).

This is in accordance with the vision of Indonesian education, namely to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students who are critical, creative, independent, faithful, fearful of God Almighty, and have noble character, work together, and have global diversity. The School mover 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 [8]. This program focuses on translating the vision of Indonesian education that is advanced, sovereign, independent, and has a personality through the values of Pancasila. Thus, this program will focus heavily on the development of holistic learning outcomes for both students and educators. The School moverProgram is a refinement of the previous school transformation program. The School mover Program will accelerate public/private schools in all school conditions to move 1-2 stages more advanced. The program is carried out in stages and integrated with the ecosystem so that all schools in Indonesia become the School mover Program (Kemendikbud, 2021 [8]

Problems in the world of education raise various disparities or gaps both internally and externally. For example, the 2018 PISA results put Indonesia in 74th place or this is the same as sixth from the bottom. This is marked by several things, for example students' reading ability, ability and expertise in mathematics, ability in science, and so on. So that disparity issues such as the decline in Indonesia's ranking in the PISA ranking can be identified through several factors such as the education system, governance and management of learning, the character of students, and so on.

Apart from that, the benchmark for other gaps is minimal competence in the international world. This of course will be related to the quality and quality of learning so far. So that this disparity becomes a benchmark for the gap in the quality of education in Indonesia, which is covered by issues of student character, teacher competency, learning facilities, and educational governance management.

It is necessary to see the School mover Program as an alternative that is offered in responding to these problems and challenges with the values of Pancasila contained within which include faith in God Almighty, Independent, Critical, Global Diversity, Mutual Cooperation, and Creativity. These values through the School mover can be realized into the best possible management and implementation of learning. Improvement of holistic education is of course very much needed.

In addition, figures or actors are needed to make changes, including competence in managing educational institutions or institutions. This is because educational issues are not necessarily based on students alone, but educators are the focus of attention in carrying out this educational transformation. So through the principal, the teacher can become an agent who maximizes the potential of students.

The task of the school principal as a manager is to evaluate teacher performance, which is very important. This assessment is carried out as a function or motivational tool for the leadership of the teacher and for the teacher himself [3]. In addition, the principal can play a role in improving teacher performance in relation to his role as an education leader in schools, namely: (1) helping to maximize focus and effort in increasing teacher competency, (2) designing and allocating funding or budgets that support learning activities, (3) building professionalism in guiding and directing teachers, (4) as a reference in fostering a conducive organizational culture; (5) creating innovation and excellence, and (6) providing rewards for teachers who are successful or performing well [1].

[4] the role of the school principal includes several aspects that have been carried out, namely: as an educator, as a manager, as an administrator, as a supervisor, as a leader, as an innovator, as a very good motivator so that the principal can be an example in carrying out his duties. The strong character possessed by the leader will also have a positive influence on the style and success of his leadership. Therefore, in determining the type and character of a leader, it must be properly observed and assessed [4].

Through this research, the authors try to see the role of the school principal as an effort to increase the

effectiveness of the School Mover Program. The role of the principal has a lot to do with the ability and competence of the teacher which is the problem in the initial discussion. In addition, the influence of the character of the school principal will also lead to a good organizational culture in educational institutions. Therefore, the Principal can be said to be the implicit and main factor in implementing the School Mover Program.

Through this research, the authors try to offer research novelty in seeing the School Mover Program as a result of different policy interventions and program approaches. In addition, by looking at the Principal as the main factor, effective leadership can be pursued through the right leadership style.

LITERATUR REVIEW

Several previous studies have explained the role of the school principal. For example [8] revealed that increasing the capacity of school principals will help school members to explore the problems they face and solve their own problems.

This is in line with the concept of transformation that someone who has the knowledge and skills will be able to find solutions and fix all problems independently. Mobilization Schools are expected to be able to make changes continuously and transform into schools.

In addition, [10] explains that the role of the Principal is in financing and preparing programs. Funding management/programming at SD Negeri 08 Kabawetan has started with planning, which is made and carried out by the school principal and the school development board and treasurer, where education financing planning is adjusted to the guidelines for organizing SD drives issued by the Director General, the KA prepared by the school reflects strengths, weaknesses, opportunities and challenges of the school. school funding is a source of funds received that will be used for the implementation of school education.

There is unity in growing the confidence of task implementers and opening up insights into information and innovation needed to develop school quality. Periodic meeting activities are a moment for school principals to formulate visions and strategies, communicate and discuss ways, and share joys and sorrows within the team. This research indirectly states that school principals need to be supported by culture and organizational harmonization in educational institutions. Both the culture and the role of the school principal are considered interrelated.

On the other hand, it is not only organizational culture that needs to be grown. Sudarmanto (2021) states that apart from being intelligent in verbal communication, school principals are also able to create an effective non-verbal communication climate as Cangara (2005: 95 in Fatmawati, et al., 2018: 202), namely, non-verbal communication is a communication of actions that need to be done so that the principal can set an example to the school community, act before his subordinates carry out, not just talk but can make it happen. The principal in playing himself as a central figure innovator, motivator, and mediator in a school development program that has been tied to the vision and mission and goals of the school requires communication intelligence inherent in him. Communication built by school principals so that they prioritize efforts to increase professionalism that are based on cooperation, are democratic, and are sensitive to the wishes of school members and can be persuasive sincerely or heart to heart so that existing school members can channel their abilities optimally for progress and development school in accordance with the vision, mission and goals of the school.

School principals, school mover programs are able to drive school operations and become teacher facilitators at school. Student-centered learning is carried out using a microlearning approach and is adapted to the talents and interests of students. Learning is planned according to students' abilities and various activities are expected to make students comfortable and happy when studying at school. The principal as a leader in the school is able to become a locomotive for change in the school. Indirectly, this research is related to the influence of school principals in driving operations and also learning in schools.

METHODOLOGY

This study uses a qualitative approach with the aim of obtaining a comprehensive picture of the aspects studied. According to Strauss and Corbin this qualitative approach is used to study and uncover what is going on behind the phenomenon of what is little known. This qualitative method is also used for several reasons. First, adapting qualitative methods is easier when dealing with multiple realities. Second, this method presents directly the nature of the relationship between the researcher and the respondent, and third, this method is more sensitive

and more adaptable to the many sharpening of shared influences and to the value patterns encountered.

The qualitative approach was chosen because it is used to explore and also understand the various meanings contained both in certain groups and individuals who are in social or humanitarian problems (Creswell, 2016). Research on the Principal as the Effectiveness of the School Mover Program is seen through a conceptual and theoretical approach which is then analyzed by the role of the Principal. Thus, it can be found that the Principal is an inseparable party in the course of the School Mover Program. The inculcation of Pancasila characteristics in the program is related to the role of school principals in educational institutions.

FINDING AND DISCUSSION

The School Mover Program as the Answer to the Challenges of Education in Indonesia

The School Mover Program is a school that focuses on developing student learning outcomes holistically by realizing a Pancasila student profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with superior human resources (principals and teachers). Especially in instilling Pancasila values, this certainly needs to be worked on in the cognitive of students. Through deepening the values of Pancasila, students are directed to be able to recognize their personal abilities, to affective abilities in socializing with society. The profiles of Pancasila students include: 1) Faithful, devoted to God Almighty, and noble, 2) Global Diversity, 3) Independent, 4) Mutual cooperation, 5) Critical reasoning and 6) Creative.

The School Mover Program has five interventions which are certainly related to one another. The first is consultative and asymmetric assistance. This program is a partnership effort between the Ministry of Education and Culture and the regional government whereby the Ministry of Education and Culture through the UPT in each province will provide assistance to provincial and district/city regional governments in planning the Mobilizing School Program. The assistance is in the form of facilitating local governments, both provincial and district/city, in conducting socialization. Meanwhile, the target of the socialization is parties related to educational constraints in the field. So that the Ministry of Education and Culture and the Regional Government can provide solutions through these socialization efforts.

Second, strengthening school human resources. The strengthening of human resources in this case is the strengthening of school principals, school supervisors, inspectors and teachers through one to one intensive training and mentoring (coaching) programs with expert trainers provided by the Ministry of Education and Culture. In contrast to the first intervention program where the Ministry of Education and Culture could build a partnership program with local governments. This program intervention is considered to be more micro and directly related to educational institutions in the regions. Through this intervention, human resource strengthening is expected to occur as well as fostering the competence and motivation of educators.

In addition, there are several trainings for school principals, supervising supervisors, and teachers, including: Training on implementation of learning with a new paradigm for school principals, supervisors, supervisors, and teachers and Learning leadership training for school principals, supervisors, supervisors.

This second policy intervention is not only related to training, but assistance efforts for Principals, School Supervisors, Supervisors, and Teachers such as in-house training, workshops, learning communities, and coaching programs. Some of these strengthening efforts have been tried to be complemented by the implementation of technology such as 1) technological literacy, 2) teacher platforms in the form of profiles, competency development, and learning, 3) school resource platforms, and 4) educational report card platforms.

Third, learning with a new paradigm. Through this policy intervention, the values and characteristics of Pancasila can be immersed in educators and students. Learning with a new paradigm is designed based on the principle of differentiated learning so that each student learns according to his needs and stage of development. Six characteristics of Pancasila students are learned through intracurricular and co-curricular programs. Intracurricular programs include 1) differentiated learning; 2) what learning is simplified; 3) Students have enough time to explore concepts and strengthen competence; and 4) Teachers are free to choose teaching devices as needed.

Meanwhile, co-curricular programs are related to 1) Across subjects; 2) Oriented to the development of character and general competence; 3) Interdisciplinary learning outside of class activities; 4) Involve the community; and 5) Local content is developed according to national and global issues.

Fourth, data-based planning. In this case the school reflects itself as school-based management. Through reports and portraits of the condition of the quality of education can be used as material for self-reflection by all elements of the school which include it. After doing this reflection, program planning and school improvement are carried out, which are then accompanied by UPT and/or related expert trainers.

Fifth, digitalization of schools. The use of various digital platforms aims to reduce complexity, increase efficiency, add inspiration, and a customized approach. In this case, several tools that schools need to fulfill are 1) Teacher Platform: Competency Profile and Development; 2) Teacher Platform: Learning; 3) School Resource Platform; 4) Education Report Card Dashboard. The use of digital in education is something that is adaptive according to the times. The arrival of the digital era or the era of the industrial revolution 4.0 is a great opportunity for educators to be able to optimize their resources in giving birth to a superior generation in various fields of life [5].

The Principal as an Important Factor in the School Mover Program

In looking at the problems and challenges in the world of education, the driving school program is present as an alternative for improvement and also a catalyst for sustainable education programs. Through various program policy interventions, the facilitation carried out by the Ministry of Education and Culture is the most basic step to bring the government and educational institutions closer together in various regions including provinces or districts/cities.

Facilitation of human resource development within educational institutions is also not spared. This is like the driving school program providing competency facilitation to teachers in schools including school principals. What is important is how the principal has a different position from other teachers in the school.

The principal must make the school a place of learning for every member of the school so that a conducive learning process occurs. The principal must also be able to become a person who can protect the teacher so that the teacher feels that the work done is valued [1].

There are several things that must be possessed by the principal in ensuring the implementation of the School Mover Program. First, the principal's vision is an effort to implement the vision of the School Mover Program. The role of the school principal is of course an important role in the world of education, especially as a driving force for educational institutions. The school principal through his role can determine the development of education which in the long term can guarantee the sustainability of the world of education through the institution he leads. Programs planned by the central government must of course be in line and run by school principals. This is aimed at the succession of implementing effective educational designs and strategies.

Second, the vision built by the Principal can be implemented into various school programs that can improve academic achievement. This relates later to the cognitive awareness of students to find out their abilities and strengths. As teachers are agents of education that can be facilitated by the School Mover Program, later these teachers can directly provide learning in improving the quality of student education.

Third, in implementing this vision, the principal must make a related plan or program. With the strengthening of human resources through the driving school program, future school principals can provide lessons according to their competence and expertise in their respective fields.

Fourth, the need for feedback on all the achievements achieved is of course very influential. Including relating to relationships and the development of organizational culture in schools. In [2] explains the role of the principal as a liaison between individuals or Figure head which means a symbol with the understanding of the principal as a symbol of the school; Leadership means that the principal is a leader who must be able to mobilize all available resources in the school so that a work ethic and high productivity are born to achieve goals; Liaison (liasion) means that the principal acts as a liaison between the interests of the school and the interests of the environment outside the school. Meanwhile, internally the principal acts as an intermediary between teachers (educators), education staff and students (students).

So it can be said that the role of the school principal in the effectiveness of the School Mover Program is of course very influential. Through HR assistance by the Ministry of Education and Culture, it can then be translated into developing the competence of teachers and elements involved in schools. The principal plays an important role, especially in the continuity of his vision in ensuring quality and sustainable education services.

CONCLUSION AND RECOMMENDATION

Educational leadership is the ability to influence, coordinate, and mobilize other people who have something to do with the implementation and development of education so that educational or school goals can be achieved effectively and efficiently.

In order for school goals to be achieved effectively and efficiently, effective school principal leadership is needed. Indicators of effective school principal leadership are (1) having a clear vision and being able to provide the spirit to make it happen; (2) have innovative programs and provide positive and constructive feedback; (3) encouraging efficient use of time; (4) empowering resources; and (5), carry out continuous evaluation and improvement.

REFERENCES

1. Gaol, N. T. L., & Siburian, P. (2018). Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Kelola: Jurnal Manajemen Pendidikan*, *5*(1), 66-73.
2. Harapan, E. (2017). Visi Kepala Sekolah Sebagai Penggerak Mutu Pendidikan. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, *1*(2), 133-145.
3. Iskandar, U. (2013). Kepemimpinan kepala sekolah dalam peningkatan kinerja guru. *Jurnal visi ilmu pendidikan*, *10*(1).
4. Minsih, M., Rusnilawati, R., & Mujahid, I. (2019). Kepemimpinan Kepala Sekolah Dalam Membangun Sekolah Berkualitas Di Sekolah Dasar. *Profesi Pendidikan Dasar*, *6*(1), 29-40.
5. Noor, A. (2019). Problematika pembelajaran pendidikan agama Islam di era digital. In *Prosiding Seminar Nasional Prodi PAI UMP*.
6. Noor, I. H., & Rahmatllah, N. (2020). Inovasi tata kelola sekolah menengah atas dalam implementasi kebijakan merdeka belajar.
7. Oktarina, N. (2006). Pengembangan Emotional Intelligence Dalam Pembelajaran Ekonomi Di SMK Untuk Mempersiapkan Peserta Didik Dalam Menghadapi Tantangan Kerja Di Era Globalisasi. *Dinamika Pendidikan*, *1*(2).
8. Patilima, S. (2022, January). Sekolah Penggerak sebagai upaya peningkatan kualitas pendidikan. In *Prosiding Seminar Nasional Pendidikan Dasar*.
9. Ristianah, N. (2018). Perencanaan Sarana Prasarana Pendidikan. *Intizam, Jurnal Manajemen Pendidikan Islam*, *2*(1), 64-73.
10. Susanti, Tri. 2021. Manajemen Pembiayaan Sekolah Penggerak: Studi Deskriptif Kualitatif di SD Negeri 08 Kebawetan. Kebawetan: Jurnal Pendidikan Profesi Guru.
    Volume 1. No.3. http://studentjournal.iaincurup.ac.id/index.php/guau.
11. Sudrajat, J. (2020). Kompetensi guru di masa pandemi COVID-19. *Jurnal Riset Ekonomi Dan Bisnis*, *13*(1), 100-110.
12. Suraji, I. (2012). Urgensi kompetensi guru. In *Forum Tarbiyah* (Vol. 10, No. 2).
13. Tabroni, T. (2013). Upaya Menyiapkan Pendidikan Yang Berkualitas. *Al-Fikrah: Jurnal Kependidikan Islam IAIN Sulthan Thaha Saifuddin*, *6*, 56613.