Conference Paper

# Advancing Indonesian Education through the Three Penggerak Programs

**Widya Kusumaningsih[1], Yusuf Setia Wardana[2], Santosh Kumar Behera[3], Mujiono[4], Faruq Iskandar[5], Mega Novita[6]***

[1]Faculty of Mathematics, Science, and Information Technology Education, Universitas PGRI Semarang, Indonesia
[2]Faculty of Science Education, Universitas PGRI Semarang, Indonesia
[3]Depatmtnent of Education, Kazi Nazrul University, India
[4]Dinas Pendidikan Provinsi Jawa Timur, Indonesia
[5]Faculty of Agriculture, Universitas Muhammadiyah Purworejo, Indonesia
[6]Faculty of Engineering and Informatics, Universitas PGRI Semarang, Indonesia

**ORCID ID**
Mega Novita: https://orcid.org/0000-0002-7230-2492

**Abstract.**
To support the *Kurikulum Merdeka* policy, several programs have been launched by the Indonesian Ministry of Education, Culture, Research and Technology (Kemendikbudristek), such as activating schools (*Sekolah Penggerak*), activating teachers (*Guru Penggerak*), and activating organizations (*Organisasi Penggerak*). To date, there are 2,492 *Sekolah Penggerak* spread across 111 cities of 34 provinces in Indonesia. Meanwhile, the number of *Guru Penggerak* is targeted in 2024 to be as many as 405,900 teachers. On the other hand, the *Organisasi Penggerak* will be assigned to assist 7,588 *Sekolah Penggerak*. Since the Indonesian government has high expectations for these programs, cooperation from various parties is needed. This paper undertakes a comprehensive analysis of these newly launched programs. We used a qualitative approach with a systematic review of the relevant databases on related topics. Observations and interviews were also conducted. We found that massive support from all parties, such as teachers, principals, facilitators, school supervisors, and officials, is very important to achieve the goals of the *Kurikulum Merdeka*. This study is important to gain a deep understanding of the *Kurikulum Merdeka* from the point of view of policymakers.

**Keywords:** *Kurikulum Merdeka*; *Merdeka Belajar*; *Sekolah Penggerak*; *Guru Penggerak*; *Organisasi Penggerak*

🔓 **OPEN ACCESS**

## 1. Introduction

To support the so-called *Kurikulum Merdeka* policy (1–4), several programs have been launched by the Indonesian Ministry of Education, Culture, Research and Technology (Kemendikburistek). The underlying philosophy of this initiative *Kurikulum Merdeka* is the concept of *Merdeka Belajar*, which in essence means that students are given the freedom to explore their respective interests and talents (5–9). Through the end of

September 2022, *Merdeka Belajar* has been launched for 22 episodes. The content of those episodes are 1) launching independent learning, 2) independent campus, 3) distribution and the use of school operational assistance (*Bantuan Operasional Sekolah* or BOS) funds, 4) *Organisasi Penggerak*, 5) *Guru Penggerak*, 6) government fund transformation for universities, 7) *Sekolah Penggerak* program, 8) center of excellence vocational high school, 9) Smart Indonesia Card (*Kartu Indonesia Pintar* or KIP) *Kuliah Merdeka*, 10) expansion of the education fund management institution scholarship program, 11) vocational independence campus, 12) safe school shopping with School Procurement Information System (*Sistem Informasi Pengadaan di Sekolah* or SIPlah), 13) cultured freedom with Indonesian channels, 14) free campus from sexual violence, 15) independent curriculum and 16) independent teaching platform, 17) regional language revitalization, 18) freedom of culture with indonesian funds, 19) indonesian education report, 20) teaching practitioner, 21) college endowment and 22) transformation of state university entrance selection. The "three penggerak programs", activating organizations (*Organisasi Penggerak*), activating instructors (*Guru Penggerak*), and activating schools (*Sekolah Penggerak*), in particular, were the government's major efforts to maintain a secure learning environment throughout the COVID-19 epidemic in episodes 4, 5, and 7, respectively (10–13). Through the development of the Pancasila Students profile (14–20), they were founded to hasten the achievement of the goal of Indonesian education as a sovereign, autonomous, and personality-driven system.

To date, in the academic year of 2021-2022, there are 2,492 *Sekolah Penggerak* spread across the 111 districts/ cities of 34 provinces in Indonesia. This number includes 316 early childhood educations (*Pendidikan anak Usia Dini* or PAUD), 1,089 elementary schools (*Sekolah Dasar* or SD), 546 middle schools (*Sekolah Menengah Pertama* or SMP), 374 high schools (*Sekolah Menengah Atas* or SMA), and 175 extraordinary schools (*Sekolah Luar Biasa* or SLB). Next year, in the academic year of 2022-2023, Kemendikbudristek targets 10,000 *Sekolah Penggerak* within the 250 districts/ cities of 34 provinces in Indonesia. Two years later, in the academic year of 2023-2024, 20,000 *Sekolah Penggerak* within the 514 districts/ cities of 34 provinces in Indonesia. Meanwhile, the number of *Guru Penggerak* is targeted at 2024 as many as 405,900 teachers. On the other hand, the *Organisasi Penggerak* will be assigned to assist 7,588 *Sekolah Penggerak*.

Multiple stakeholders must cooperate since the Indonesian government has high expectations for these projects. The literature on this subject is scarce, hence this research conducts a thorough examination of these recently introduced programs. The

purpose of this study is to provide policymakers with a thorough knowledge of the *Kurikulum Merdeka*.

## 2. Method

With a focus on qualitative research, we thoroughly examined pertinent databases on "three *penggerak* programs". Interviews and observations with a number of other actors were also done. A literature study using a descriptive methodology constitutes this kind of investigation. The objective is to convey the library's discoveries gleaned through books, the web, and YouTube videos linked to the subject under discussion. Researchers use the Internet and the official YouTube channels of policymakers as sources because there isn't much written material on the issues they are studying. The Sugiyono et al. approach provides the foundation for the data analysis technique that is being applied (21). The data that was gathered and related to a particular article was then condensed to create a dataset that matched the study objectives.

## 3. Results and Discussion

As explained by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, Indonesian school transformation includes 4 stages as illustrates in Figure 1. The first stage of school transformation is student learning outcomes in Indonesian schools which are three levels below the expected level. At this stage, the numeracy and literacy levels of students are very below average and the learning environment in schools is not good enough. There is a lot of bullying, intolerance, and maybe routine disturbances in class, because the children are not engaged in class. After that, one stage above covers student learning outcomes one to two levels below the expected level. Bullying in the learning environment is something that is not normal and teachers still do not pay attention to the needs and personalization of learning at this stage. Furthermore, the third stage is the expected stage in school transformation. At this stage there is no more bullying. Teachers have also done segmentation in the classroom, namely adjusting teaching methods to the abilities of each student. The last stage of school transformation is the ideal stage because the learning outcomes already have above average literacy and numeracy levels. With the support of a safe, comfortable, and inclusive learning environment, schools will become fun places for students. It is therefore many programs has been launched such as the "three *Penggerak* programs".
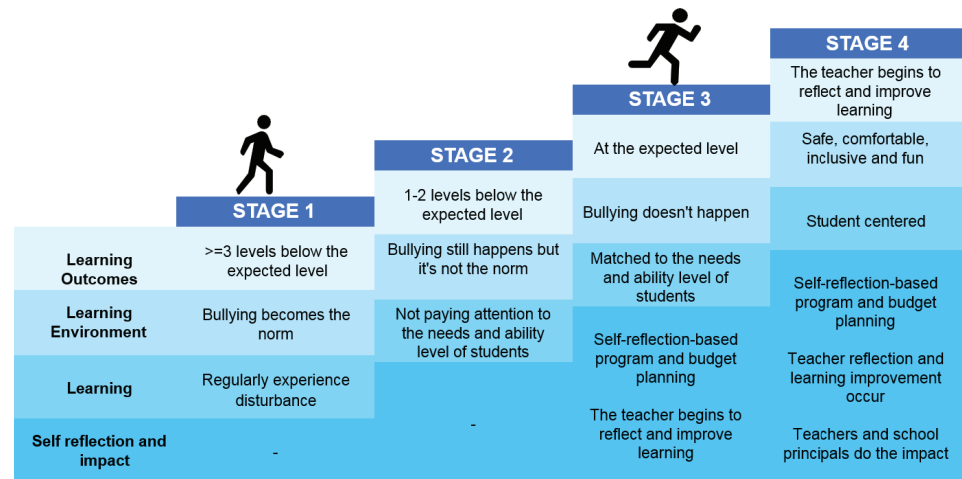
| | STAGE 1 | STAGE 2 | STAGE 3 | STAGE 4 |
|---|---|---|---|---|
| Learning Outcomes | >=3 levels below the expected level | 1-2 levels below the expected level | At the expected level | The teacher begins to reflect and improve learning |
| Learning Environment | Bullying becomes the norm | Bullying still happens but it's not the norm | Bullying doesn't happen | Safe, comfortable, inclusive and fun |
| Learning | Regularly experience disturbance | Not paying attention to the needs and ability level of students | Matched to the needs and ability level of students | Student centered |
| Self reflection and impact | - | - | Self-reflection-based program and budget planning | Self-reflection-based program and budget planning |
| | | | The teacher begins to reflect and improve learning | Teacher reflection and learning improvement occur |
| | | | | Teachers and school principals do the impact |

**Figure** 1: Indonesian School Transformation Stages.

## 3.1. Sekolah Penggerak

Through the development of Pancasila Students, the *Sekolah Penggerak* Program aims to accomplish the goal of Indonesian education, which is to actualize an evolved Indonesia that is sovereign, independent, and has individuality. The *Sekolah Penggerak* Program places a strong emphasis on creating comprehensive learning outcomes for students, including character development and competences (literacy and numeracy) for principals and teachers. The prior school reform program has been improved with the *Sekolah Penggerak* Program. The *Sekolah Penggerak* Program will push public and private schools in all learning environments forward by 1-2 steps within the next 3 years. The *Sekolah Penggerak* Program is implemented gradually and is incorporated into the ecosystem until it is implemented in all Indonesian schools.

The *Sekolah Penggerak* Program's characteristics a project in which the Regional Government and Kemendikbudristek collaborate and the involvement of the local government is crucial. It has a range and encompasses both public and private schools, not only those that are good. Since the program is connected with the environment, all Indonesian schools have become driving schools. Interventions are implemented holistically, beginning with human resources in schools, instruction, planning, digitalization, and support for local governments. After three academic years of mentoring, the institution continues its reform initiatives on its own.

For schools, the *Sekolah Penggerak* program offers several advantages. Improvements in educational quality outcomes within three academic years, accelerating Pancasila student profile achievement, opportunities to act as change agents for other educational units, getting more money for books for holistic competency learning,

increasing principal and teacher competencies, accelerating school digitization, and intensive support for the transformation of educational units. Schools can profit greatly from this *Sekolah Penggerak* Program. Enhancing educational quality outcomes within three academic years, accelerating the completion of Pancasila student profiles, opportunities to act as change agents for other educational units, receiving additional funding for books to support holistic competency learning, raising principal and teacher competencies, accelerating school digitization, and receiving intensive support for the transformation of educational units are all goals. This *Sekolah Penggerak* Program will undoubtedly be helpful for local governments in addition to schools. The mobilizing school will increase the human resources of the education unit's competence and train teachers to make learning more enjoyable and meaningful. It will also give teachers the chance to win an award as an education driving area, establish itself as a model for best practices in the development of driving schools, and increase the impact of the multiplier from the school.

The *Sekolah Penggerak* has 5 interventions. The first is consultative and asymmetrical help. Kemendikbudristek and the government have a collaboration arrangement in which Kemendikbudristek aids in the development of driving schools. enhancing school human resources is the second. Empowering teachers, school administrators, and principals via a one-on-one intense training and mentorship program with Kemendikudristek-provided professional trainers. Learning with a new paradigm comes in third. Through learning activities both within and outside of the classroom, learning that is focused on enhancing competence and character development in line with Pancasila ideals. Fourth is planning based on facts. Management at the school level: planning based on reflection by the educational unit. School digitization comes fifth. Utilizing numerous digital platforms seeks to simplify things, boost productivity, provide creativity, and take a more specialized approach.

## 3.2. Guru Penggerak

A leadership development course for teachers to help them become learning leaders is called *Guru Penggerak* Training Program. This program offers prospective *Guru Penggerak* (*Calon Guru Penggerak* or CGP) online training, workshops, conferences, and six months of mentoring. Instructors continue to perform their professional responsibilities as teachers throughout the program. They are chosen instructors who have completed the *Guru Penggerak* Training Program from all around Indonesia. *Guru Penggerak* who

are prepared to lead the reform of education in Indonesia by taking on the role of learning leaders.

*Guru Penggerak* must succeeded the selection process and enrolled in the *Guru Penggerak* Training Program. This program will develop activator teachers who are able to develop themselves and other teachers through independent reflection, sharing, and collaboration; have the moral, emotional, and spiritual maturity to behave ethically; plan, implement, reflect on, and evaluate student-centered learning with parental involvement; work with parents and the community to improve schools and promote student leadership; create and oversee initiatives to actualize a pro-student, pertinent to the demands of the surrounding community school vision. The *Guru Penggerak* is expected to act as a catalyst for educational change in their community by organizing learning communities for other teachers in schools and in their regions, serving as a practical teacher for other teachers regarding the improvement of learning in schools, encouraging the development of student leadership in schools, and opening constructive discussion and collaboration spaces between teachers and stakeholders inside and outside the school to improve the quality of education.

The following is the design framework for the *Guru Penggerak* Training Program. The primary focus is on the *Guru Penggerak*'s ability to serve as a learning leader such as community of practice, differentiated instruction, gaining social and emotional skills. In this training, 70% of the instruction is done online, 20% is learned through coworkers and other teachers, and 10% is received through formal training. The trainees' assignments and practice, comments from peers, facilitators, and school principals, as well as improvements in student learning outcomes, all contribute to the evaluation in this teacher mobilization program. Andragogy, experiential learning, collaborative learning, and reflective learning are the training concepts.

There are three modules that must be completed in the *Guru Penggerak* training program. The first module is the driving teacher's paradigm and vision. The training will go for two months. The subjects that will be covered include developing a school vision and creating a healthy school culture, as well as Indonesian educational philosophy, values, and the role of *Guru Penggerak*. Meanwhile, the learning achievements of CGP are being able to understand Ki Hadjar Dewantara's educational philosophy and reflect critically on the relationship of these values to the current local and national education context, being able to carrying out the learning leadership initiatives that aim to make the school a center for character development with a supportive environment, and being able to develop and communicate the student-friendly school vision to teachers and stakeholders.

The second module is a student-friendly learning practice which lasts for two months. Several topics discussed here include differentiated learning, emotional - social learning and coaching. The learning achievements of CGP are being able to implement differentiated learning so that accommodate the learning needs of different students, manage emotions and develop social skills that support learning, being able to carry out empowering communication practices as a basic skill of a coach and being able to apply coaching practices as learning leaders.

The third module is learning leaders in school development, which lasts for two months. It covers subjects including program management that affects students, leaders in resource management, and decision-making as a learning leader. The learning achievements of CGP are being able to carry out decision-making practices based on the principles of learning leaders, being able to implement strategies for managing human resources, finances, time, facilities and infrastructure owned by schools to improve the quality of learning that has an impact on students, and being able to plan, organize, and directing the school's improvement and change program, and monitoring it so that it goes according to plan and leads to goals.

Celebration, contemplation, cooperation, and action make up the last one, which lasts for three months. It covers subjects including how to facilitate groups and do transformation, reviewing the key subjects in modules 1, 2, and 3, evaluating the mentoring process with mentors, and sharing best practices of learning leadership. The learning achievements of CGP are being able to reflect on its role as a driving teacher and the strategies that have been implemented as a *Guru Penggerak*, being able to make follow-up plans and collaborate with peers.

### 3.3. Organisasi Penggerak

The *Organisasi Penggerak* program (POP) is a massive community empowerment program through government support to improve the quality of teachers and school principals based on training models that have been proven effective in improving the quality of the learning process and student learning outcomes. POP is carried out by involving a number of community organizations engaged in education, especially organizations that already have a good track record in implementing teacher and principal training programs, with the aim of increasing the professional abilities of educators in improving the quality of the student learning process and learning outcomes. The implementation of POP is focused on increasing competence in the fields of literacy, numeracy, and/or strengthening character education. Participating organizations can

receive government support to transform schools into *Sekolah Penggerak*. There are 156 participating organizations from all over Indonesia and receive government support to transform schools into *Sekolah Penggerak*. In 2020-2022 the POP targets to increase the competence of 50,000 teachers, principals and education personnel in 5,000 PAUD, SD and SMP.

The POP's objective is to identify programs to increase the competence of educators and education personnel carried out by mass organizations and have been shown to have a positive impact on improving student learning outcomes. The POP also aims to identify community organizations that have and/or develop models of improving the competence of educators and education personnel that are in accordance with the character and needs of educators and education personnel in Indonesia. Another goal is to integrate various models of competency improvement programs for educators and education personnel that have been implemented by community organizations and have been proven to have an impact on improving student learning outcomes in the learning process. and the last one is to expand and disseminate the model for improving the competence of educators and education personnel which is proven to have an impact on improving the learning processes and outcomes of students on a large scale.

The registered organization in Activators Community have the opportunity to participate in POP. This program will encourage the presence of a sustainable *Sekolah Penggerak* by involving the participation of organizations. The main focus is improving the quality of educators and education personnel to improve student learning outcomes. Participating organizations can receive government support to transform schools into *Sekolah Penggerak*. The *Organisasi Penggerak* is present as a leap step and the embodiment of learning innovation to face challenges in improving student learning outcomes that focus on improving literacy, numeracy and strengthening character education. There are three categories in which to subcategorize this POP. Elephants fall into category I, tigers into category II, and deer into category III.

The elephants of the first category must have experience in successfully designing and implementing programs. The elephant category must have empirical evidence of the program's impact on student learning outcomes, in addition to empirical evidence of the program's impact on increasing motivation, knowledge, and teaching practices of educators and education personnel. The government will provide funding to organizations taking part in the "Elephant Program" for two years, from 2021 to 2023, so they may operate the program in more than 100 PAUD/SD/SMP. The tiger of the second category must have empirical evidence on increasing the motivation, knowledge and teaching practices of educators and education staff. Furthermore, the firm in the tiger

category has to have expertise in creating and successfully executing initiatives. To conduct the "Tiger Program" in more than 21-100 PAUD/SD/SMP, the government will provide funding for the initiative for two years, from 2021 to 2023. The deer of the third category must have sufficient experience in designing and implementing programs well. In order to implement programs in 5-20 PAUD/SD/SMP, participating organizations in the "Deer Program" will receive government funding for two years, from 2021 to 2023. The Learning Environment Survey at the PAUD level and the National Assessment for the elementary or junior high school level will eventually be used to evaluate schools in organizations active in the elephant, tiger, and deer categories.

## 4. Conclusion

The three activators programs, *Sekolah Penggerak*, *Guru Penggerak* and *Organisasi Penggerak* launched by Kemendikbudristek seem the same because they have the essence of improving the quality of schools to the quality of teachers and principals. However, all those three have different emphases. *Organisasi Penggerak* is based on the specificity of the community organization itself, which maybe a focus on fostering students, learning, more to the teacher. Whereas the Sekolah Pengegrak is a collaboration between the central government and local governments and is held together with schools. The involvement and ability of the principal is a key success of Sekolah Pengegrak. On the other hand, *Guru Penggerak* is a teacher preparation process provided by Kemendikbudristek. Teachers become mentors in their environment. These *Guru Penggerak* are expected to become learning leaders in their respective environments, to drive the change process. The only thing in common with this program is its development focus which boils down to Human Resources (HR) in schools. The development of human resources, he said, would smooth the continuity of the transformation of education. With HR, there is a guarantee that the transformation process will be smoother because there is awareness from within the school itself internally. We found that a massive movement from all parties such as teachers, principals, facilitators, school supervisors, and officials is very important to achieve the goals of the *Kurikulum Merdeka*.

## References

[1] Tedjokoesoemo P, Nilasari PF, Sari SM. Addressing the independent learning curriculum (Kurikulum Merdeka Belajar) as a form of positive disruption to empower

the community. RepositoryPetraAcId. 2020.

[2] Kemendikbudristek. Buku Saku: Tanya jawab kurikulum merdeka [Internet]. Kemendikbudristek. Jakarta: Kemendikbudristek; 2022. 1–50 p. Available from: ult.kemdikbud.go.id

[3] Kemendikbudristek. Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 262/M/2022 Tentang Perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemul. Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia. 2022.

[4] Kemendikbudristek. Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pembelajaran, Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran. Menpendikbudristek. 2022. 1–112 p.

[5] Defrizal D, Redaputri AP, Narundana VT, Nurdiawansyah N, Dharmawan YY. The merdeka belajar kampus merdeka program: An analysis of the success factors. Nusantara: Jurnal Pendidikan Indonesia. 2022;2.

[6] Kemendikbudristek, Tohir M. Merdeka belajar: Kampus merdeka. Kemendikbud. 2020.

[7] Mazid S, Futaqi S, Farikah F. The concept of "freedom of learning" in a multicultural education perspective. Ta'dib. 2021;24.

[8] Pangestu DA, Sulfemi WB, Yusfitriadi. Philosophy of freedom to learn in the perspective of Indonesia. Jurnal Pendidikan dan Kebudayaan. 2021;6.

[9] Prakoso BH, Ramdani Z, Rahmah B. Teacher's Perception on merdeka belajar policy. Indonesian Journal of Educational Assessment. 2021;3.

[10] Sihombing AA, Anugrahsari S, Parlina N, Kusumastuti YS. Merdeka Belajar in an online learning during the Covid-19 outbreak: Concept and implementation. Asian Journal of University Education. 2021;17.

[11] Abidah A, Hidaayatullaah HN, Simamora RM, Fehabutar D, Mutakinati L. The impact of Covid-19 to Indonesian education and its relation to the philosophy of "Merdeka Belajar." Studies in Philosophy and Education. 2020;1.

[12] Heri K, Zaini Z. Political effect in Merdeka Belajar education era of the Covid-19 pandemic. Pedagog J Pendidik. 2021;08.

[13] Hasim E. Penerapan Kurikulum Merdeka Belajar perguruan tinggi di masa pandemi Covid-19. Pros Webinar Magister Pendidik Dasar Pascasarj Univ Negeri Gorontalo "Pengembangan Prof Guru Melalui Penulisan Karya Ilm Menuju Anak Merdeka Belajar." 2020.

[14] Brata DPN, Utomo ES, Sukardi S. The analysis of students' attitudes construction based on pancasila profile to be integrated with teacher's lesson plan in junior high school in pandemic era. Proceedings of the 2nd International Conference on Education and Technology (ICETECH 2021). 2022.

[15] Hasudungan AN, Abidin NF. Independent Learning: Forming the Pancasila Learner Through Historical Learning in senior high school. Soc Humanit Educ Stud Conf Ser. 2020;3.

[16] Zakso A, Agung I, Susanto AB, Calvin Capnary M. The effect of strengthening character education on tolerance increasing and development of Pancasila students in border area: Case of West Kalimantan province. Academic Journal of Interdisciplinary Studies. 2021;10.

[17] Rusnaini R, Raharjo R, Suryaningsih A, Noventari W. Intensifikasi profil pelajar Pancasila dan implikasinya terhadap ketahanan pribadi siswa. J Ketahanan Nas. 2021;27.

[18] Jati RMB, Zuriah N, Sunaryo H. Concept analysis of Pancasila student character in the "Merdeka" Student Exchange Program at University of Merdeka Malang. J Penelit. 2021;18.

[19] Hidayah Y, Suyitno S, Ali YF. A study on interactive–based learning media to strengthen the profile of Pancasila student in elementary school. JED (Jurnal Etika Demokrasi). 2021;6.

[20] Hidayah Y. Strengthening the development of Qur'anic schools and student profiles about Pancasila during the pandemic. Journal of Community Service and Empowerment. 2021;2.

[21] Sugiyono. Metode penelitian dan pengembangan pendekatan Kualitatif, Kuantitatif, dan R&D. Bandung: Alfabeta; 2015.