

Research Article

Analysis Results and Impact of the Sekolah Penggerak Program at Kolese Xaverius Ambon High School

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Abstract.

This study describes the results and impact of the Sekolah Penggerak program at Kolese Xaverius Ambon High School. The focus of the research is four dimensions, including: Sekolah Penggerak program preparation, Sekolah Penggerak program planning, Sekolah Penggerak program implementation as well as results and Sekolah Penggerak program impacts. This research uses a descriptive-analytical approach used to describe in depth research problems to describe descriptively the phenomena that occur in the field. The participants this research were the school principal and deputy head of curriculum. The data collection techniques used were assessment rubrics, observation, free interviews and documentation studies. Data analysis was carried out descriptively (quantitative and qualitative). The results of data analysis in all dimensions obtained the results: $100\%+92\%+72\%+87.5\%=351.5\%/4= 88\%$. These results are in the category: $(75\% < X \leq 100\% = 4)$ meaning very good. Results of data analysis on dimension 1: Sekolah Penggerak program Preparation obtained 100% results. These results are in the category $(75\% < X \leq 100\% = 4)$ meaning very good. Results of data analysis on dimension 2: Sekolah Penggerak program Arrangement, obtained a result of 92%. These results are in the category $(75\% < X \leq 100\% = 4)$ meaning very good. Results of analysis of dimension 3: Sekolah Penggerak program implementation the drive obtained a yield of 72%. These results are in the category $(50\% < X \leq 75\% = 3)$ which means good. Results of data analysis on dimension 4: Sekolah Penggerak program results and impact a result of 87.5% was obtained. These results are in the category $(75\% < X \leq 100\% = 4)$ meaning very good. The results obtained include: the school principal has become a role model by implementing team leadership, understanding assessment, learning tools, innovative learning models and information technology this has implemented differentiated learning, both content, process and product differentiation. There has been an increase in literacy, numeracy, character and school reports. Perceived impact: Energy used for partner schools, one student Kolese Xavier Ambon High School passing the selection and getting a scholarship to study in the United States, enthusiasm for entering high school, the trend of students graduating and entering their favorite college.

Keywords: analysis, Sekolah Penggerak Program, leadership, assessment, school principal

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1. INTRODUCTION

Law no. 20 of 2003 concerning the National Education System Chapter II article 3 states that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen[1].

John Dewey explains that "Education is the process of forming fundamental intellectual and emotional skills towards nature and fellow humans" [2]. On the other hand, Oemar Hamalik explains that "Education is a process in order to influence students so that they can adapt themselves as best as possible to the environment and thus will bring about changes in themselves that enable them to function strongly in the life of society"[3]. Efforts to make the nation's life smarter through education are correlated with the aim of improving the welfare of society. Budiman in Development as freedom categorizes education and health as "social opportunities" which enable people to have sufficient provisions to participate in various areas of life [4].

Educational provisions, such as literacy and numeracy skills, are the basic capital for individuals to access education and enable them to navigate social, economic and even political life. With proper education, a person has more open opportunities to participate in economic and social development and build and maintain a healthy democracy. The government has made various efforts to improve the quality of national education, starting from curriculum development, teacher training, procurement of textbooks, improvement of existing school facilities and infrastructure, as well as improving school management.

In the 2015-2019 period, the government succeeded in reducing the school dropout rate (APTS) at the elementary, middle school, high school and vocational school levels, even high school APTS has fallen by 72% from 7.01% in 2015 to 1.97% in 2019. The achievement of a significant reduction in APTS at the secondary school level is the result of one of the national priority programs, namely the Smart Indonesia Program (PIP). PIP assistance is distributed through the Smart Indonesia Card by providing educational cash assistance to elementary, middle school, high school and vocational school students from poor or vulnerable families to finance education [5].

The decline in school dropout rates contributed to the increase in enrollment rates rough (APK) middle school and high school levels. SMP/MTs equivalent APK increased from 88.6% in 2014 to 90.6% in 2019. Meanwhile, SMA/SMK/MA APKE equivalents

increased from 74.3% in 2014 to 83.98% in 2019. In the same period, the average length of schooling also increased along with the development of the GER. The average length of schooling for residents aged 15 (fifteen) years and over is currently reached 8.75 [6].

From the teacher side, efforts to standardize teacher competency have been undertaken through the issuance of Law Number 14 of 2005 concerning Teachers and Lecturers which regulates minimum educational qualifications and teacher competency standards [7]. As a profession, every teacher is expected to have a minimum bachelor's or diploma IV education and have pedagogical, social, personal and professional competencies as proven by an educator certificate. This policy has encouraged the majority of teachers to have a bachelor's degree, from around 37% in 2003 to 90% in 2016 [8].

Various efforts to expand access and improve the quality of education provision The above unfortunately has not produced satisfactory learning outcomes [9]. Survey of student learning outcomes such as The Program for International Student Assessment (PISA) indicates that the quality of education in Indonesia has not improved. PISA results from 2000 to 2018 show quite good performance in terms of expanding access to education, as can be seen from the increase in student participation in school in the PISA survey from 39% in 2000 to 85% in 2018 [10].

However, this positive development has not been followed by learning outcomes, where the 2018 PISA scores for reading, mathematics and science skills respectively are 371, 379 and 376, which are below the average for OECD countries. Most students are not even able to achieve minimum competency in these three areas—70% of students do not achieve minimum competency in reading, 71% in mathematics, and 60% in science [11].

In terms of learning outcomes, disparities in education quality can be seen from the assessment results Indonesian Student Competency Assessment (AKSI) which measures mathematical abilities, reading, and science of Indonesian students. AKSI SMP data in 2019 shows differences in the average AKSI scores of students from DKI Jakarta and DI Yogyakarta with other regions both on the island of Java and other regions in Indonesia. The AKSI scores were grouped based on islands and the two provinces with the highest scores (DKI Jakarta and DI Yogyakarta) which shows geographical disparities in education quality. Islands in eastern Indonesia such as Sulawesi, Papua, the Maluku Islands and the Nusa Tenggara Islands show a high gap compared to DKI Jakarta and DI Yogyakarta in AKSI scores [12].

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In an effort to continue and develop policies to improve the quality of education so that it is more evenly distributed to more schools and regions, the Ministry of Education and Culture initiated the Driving School Program. This program seeks to encourage schools to carry out self-transformation to improve the quality of learning at the internal level, then encourage other schools to carry out similar quality improvements.

On February 1 2021, the Minister of Education and Culture launched the Sekolah Penggerak Program. This program aims to create schools that focus on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with improving Human Resources (teachers, school principals and superior supervisor). Selected Sekolah Penggerak will receive interventions, namely: consultative and asymmetric assistance, strengthening school human resources, holistic competency learning, data-based planning, and school digitalization. The benefits of the Sekolah Penggerak Program for Regional Governments include: increasing the competency of educational unit human resources, making learning more interesting and enjoyable, accelerating the improvement of the quality of education in the area and there is an opportunity to become a reference area for Sekolah Penggerak. The Sekolah Penggerak Program seeks to encourage schools to be able to carry out internal transformation, and can become a catalyst for change for surrounding schools. To achieve this goal, this program intervention not only seeks to encourage school change, but also transformation at the regional level so that it can provide better education.

2. METHOD

In this research, a methodology with a descriptive analytical approach was used to describe in depth the research problems to describe descriptively the phenomena that occur in the field. This research was conducted at Kolese Xaverius Ambon High School. In this study, the research subjects were school principals and teachers. The data analysis techniques in this research are quantitative and qualitative descriptive.

Qualitative data analysis techniques will use the Miles and Huberman model. The data analysis steps based on the Miles and Huberman model are data reduction, data display, and conclusion drawing/verification [14].

3. RESULT AND DISCUSSION

3.1. Sekolah Penggerak Program Preparation

The Sekolah Penggerak 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. The Sekolah Penggerak program focuses on developing holistic student learning outcomes which include competency (literacy and numeracy) and character, starting with superior human resources (school principals and teachers). The Sekolah Penggerak program is a refinement of the previous school transformation program. The Sekolah Penggerak program will accelerate public/private schools in all school conditions to move 1-2 stages further forward. The program is carried out in stages and integrated with the ecosystem until all schools in Indonesia become the Sekolah Penggerak Program [15].

Sekolah Penggerak is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with superior human resources (school principals and teachers). Principals and teachers from driving schools provide guidance to other educational units [16].

The above conditions are in line with the results of this research. The results of the analysis of dimension 1: Sekolah Penggerak preparation obtained 100% results. These results are in the category ($75\% < X \leq 100\% = 4$) meaning very good. This result is quite a breath of fresh air and must be appreciated because the Xaverius Ambon Senior High School personnel were truly prepared by the government as one of the schools holding the mandate to implement the Sekolah Penggerak program. The informant explained that mentoring is consultative and asymmetrical; obtained from partners including: Ministry of Education and Culture, BPMP, learning committee, supervisor, and driving teacher. In more detail, the material obtained includes: related to the 6 Pancasila Student Profiles. Strengthening is also related to the introduction of the independent curriculum for students, then also related to how teachers are starting to get to know the independent curriculum, where in the learning process they can provide opportunities for students, and also the introduction of the Ki Hajar Moto. Meanwhile, for the principal,

the principal (Pastor) has participated in the activity several times in Jakarta, Bogor and Makassar, with material on learning leadership.

Strengthening the capacity of school principals is very strategic because school principals are managers and administrators who are expected to be able to monitor all system components in schools to make the Sekolah Penggerak program a success. This statement is supported by the following opinion Harahap, 2016: The role of the school principal as a leader is an important indicator in the implementation of quality education [17]. In the context of education, quality education includes; input, process and output. Input is everything that must be available because it is needed for a process to take place. Then the educational process is to create a pleasant learning situation, able to motivate and trigger interest in learning and able to empower students. Meanwhile, educational output is how much graduates from that education can be accepted or used by stakeholders.

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 knowledge and skills will be able to find solutions and fix all problems independently. Sekolah Penggerak are expected to be able to make continuous changes and transform into schools that produce the Pancasila Student Profile [18].

3.2. Sekolah Penggerak Preparation.

Preparation of the Sekolah Penggerak Program as a basis for implementing the Sekolah Penggerak program. According to the Minister of Education and Culture (2023), Sekolah Penggerak has 5 main programs, namely: (1) Consultative and asymmetric assistance; (2) Strengthening School Human Resources; (3) Learning with a new learning paradigm; (4) Data-based planning, school-based management; (5) School Digitalization The use of various digital platforms aims to reduce complexity, increase efficiency, increase inspiration, and customize approaches. These five programs must be prepared in the school planning document so that they become a reference for Sekolah Penggerak in implementing the independent school program. Based on data analysis on dimension 2: Sekolah Penggerak Program Preparation, a result of 92% was obtained. These results are in the category ($75\% < X \leq 100\% = 4$) meaning very good. These results illustrate that Xaverius Ambon High School has prepared program planning based on five national programs initiated by the Ministry of Education and Culture to be implemented by all Sekolah Penggerak.

The results of in-depth interviews with informants yielded information that data-based planning has been done by involving and involving school principals, operators, business administration and teachers. In the planning, according to the informant's testimony, the school report became a reference. In addition, the aspects of literacy, numeracy and character, become a reference so that the character of students at Xaverius Ambon High School is very good.

3.3. Implementation of the Sekolah Penggerak Program

Whatever program is prepared, if it is not implemented, it is difficult to know whether the program is successful or not. Likewise with the implementation of the Sekolah Penggerak program. The results of the analysis of dimension 3: Implementation of the Sekolah Penggerak Program obtained a result of 72%. These results are in the category ($50\% < X \leq 75\% = 3$) meaning good. From interviews with informants, it was found that the program implementation was running as it should with the support of learning leadership, affirmation funds, IT support and the commitment of all teachers to implement the planned program. Aspects of independent learning, differentiated learning and student well-being have been applied in program implementation. In essence, complete freedom is given to students to develop their full potential. This is in line with the views of Sibagariang, Sihotang & Pure meaning the concept of "Freedom to Learn", namely liberating educational institutions and encouraging students to innovate and encourage creative thinking [20]. This concept was then accepted considering the vision and mission of Indonesian education in the future for the creation of quality human beings who are able to compete in various fields of life).

3.4. Results and Impact of Implementation of the Sekolah Penggerak Program

The existence of the Sekolah Penggerak program shows an improvement in performance. In facing and preparing drivers, it is necessary to have the performance capability of the school principal who is ready to carry out all forms of performance to the best of his ability. Sekolah Penggerak is expected to be able to make continuous changes and transform into a school that creates a Pancasila Student profile. Sekolah Penggerak is a school that focuses on developing holistic student learning outcomes which include cognitive literacy and numeracy competencies as well as character,

starting with superior human resources. School principals and teachers from Sekolah Penggerak carry out outreach to other educational units [21].

Based on the research results it was found that the results Data analysis on dimension 4: Results and impact of the Sekolah Penggerak Program obtained a result of 87.5%. These results are in the category ($75\% < X \leq 100\% = 4$) meaning very good. The results of in-depth interviews with informants were asked about what results were obtained from the implementation of the Sekolah Penggerak Program. The following information was obtained from the informant: For school principals: whether the principal has become a model by implementing team leadership. For teachers: they really understand assessment, learning tools, there is an increase in teachers' understanding of innovative learning models and ICT. Teachers are more motivated to use the independent learning platform, send real actions uploaded to the independent learning platform, teachers have implemented differentiated learning, both content, process and product differentiation.

From the overall data analysis, the results were obtained: $100\% + 92\% + 72\% + 87.5 = 351.5\% / 4 = 88\%$. These results are in the category: ($75\% < X \leq 100\% = 4$), this means that the results and impact of implementing the Sekolah Penggerak Program at Xaverius Ambon High School are categorized as very good. Specifically, the results obtained from the implementation of the driving school program are reported as follows, For students: there is an increase in literacy and numeracy and character. such as honesty, religiosity, independence, mutual respect and respect for the environment. For schools: there has been an increase in school report cards.

Apart from the results, the impacts felt are as follows: (1) Energy is utilized for partner schools, both for IHT and mentoring; (2) This year, one of the Xaverius Ambon High School students successfully passed the selection and received a full scholarship to study in the United States; (3) The enthusiasm of students entering Xaverius Ambon High School has greatly increased. Of the 600 students who applied, 132 were accepted; (4) Students graduating and entering their favorite universities have also increased. The informant admitted that it depends on the parents' abilities, but we have MOUs with various leading universities in Indonesia, namely Binus, Bunda Mulia Jakarta, Maranatha, Atmajaya, Ubaya, Cipetra, UKSW, UPH, Multimedia Nusantara, US Malasya, Esa Unggul. There can be 15 people every year who study. There are more at Pattimura University; (5) There are two Guru Penggerak people at Xaverius Ambon High School, but the frequency and intensity of their use by partners both in Maluku and in other provinces is very high.

4. CONCLUSION

Based on the results of the analysis it can be concluded as follows: (1) The results of the analysis of dimension 1: Sekolah Penggerak preparation obtained 100% results. These results are in the category ($75\% < X \leq 100\% = 4$) meaning very good. All school personnel have been prepared by the Ministry of Education and Culture and its staff so that they understand the substance of the Sekolah Penggerak program; (2) Preparing the Sekolah Penggerak Program, obtained results of 92%. These results are in the category ($75\% < X \leq 100\% = 4$) meaning very good. These results illustrate that Xaverius Ambon High School has prepared program planning based on five national programs initiated by the Ministry of Education and Culture to be implemented by all Sekolah Penggerak; (3) The implementation of the Sekolah Penggerak Program obtained results of 72%. These results are in the category ($50\% < X \leq 75\% = 3$) meaning good. The program implementation is running as it should with the support of learning leadership, affirmation funds, IT support and the commitment of all teachers to implement the planned program. Aspects of independent learning, differentiated learning and student well being have been implemented in program implementation; (4) The results and impact of the Sekolah Penggerak Program were 87.5%. These results are in the category ($75\% < X \leq 100\% = 4$) meaning very good; (5) The results obtained include: the school principal has become a roll model by implementing team leadership, understanding assessment, learning tools, innovative learning models and ICT. has implemented differentiated learning, both content, process and product differentiation. There has been an increase in literacy, numeracy, character and school reports; (6) Impact felt: Energy utilized for partner schools, one Xaverius Ambon High School student passed the selection and received a scholarship to study in the US, enthusiasm for entering high school, terend students graduating and entering favorite colleges is increasing. The frequency and intensity of the use of driving teachers has increased.

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