

School Management as a School Mover in Realizing Educational Transformation

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Abstract: This study focuses on the management of school mover in realizing educational transformation (case study at SD Az-Zahrah Palembang), which aims to determine the planning, organization, implementation, and supervisory framework of school mover in realizing educational transformation. This study uses a qualitative approach with the case study method. School mover are catalysts for realizing the vision of Indonesian education, namely realizing a sovereign, independent, and personality-based advanced Indonesia through the creation of Pancasila students. School mover focus on developing student learning outcomes holistically by realizing the profile of Pancasila students that includes competencies and characters that begin with superior human resources (principals and teachers).

Keywords: Educational Transformation, Elementary School, School Management

A. Introduction

Indonesian national education, as per Law No. 20 of 2003, aims to actualize human potential and develop well-rounded individuals. The goal of education is for humans to become people who believe in and are devoted to God Almighty, have noble morals, are healthy and intelligent, have feelings, have a will, and are able to work; are able to fulfill various needs in life in a reasonable manner; are able to control their lusts; have personality; have noble morals; and are cultured (Muid & Mustofa, 2023). The implication is that education must function to realize (develop) various potentials that exist in humans in the context of the dimensions of diversity, morality, individuality/personality, sociality, and culture in a comprehensive and integrated manner. In other words, education functions to humanize humans. Educational institutions are institutions that are oriented towards quality and are focused on two customers, namely internal and external customers.

Internal customers are principals, teachers, and employees who provide services to students or students who directly receive services (internal), while external customers are students, parents, the community, governors, or student sponsors who have direct interests individually or in groups and parties who have important roles, such as the government and the community (Sallis, 2019). Internal customers in the institution are

people who are involved in the learning process, which will ultimately determine the quality of the school (Hwang & Choi, 2019). To realize the meaning of an education, government efforts have always rolled from time to time, which strive to realize better education.

However, to create Pancasila Students who are critical thinkers, faithful, devoted to God Almighty, and have noble morals work together and are globally diverse; all of these programs must begin with creating superior human resources (principals and teachers) (Arifin et al., 2024). The most important part of education is also the basic foundation on which to stand or where an action begins. In making a building, the foundation is a very important part so that the building can stand upright and sturdy and strong. In a building, pillars, tiles, glass, and so on will not be able to stand and stick without the foundation. National education requires a strong foundation in its implementation. Pancasila is the basis of the national system in order to educate the life of the nation, as stated in the Preamble to the 1945 Constitution and Pancasila, so that Indonesian national education is Pancasila education. Through the national education system, it is hoped that every Indonesian citizen will maintain his life, develop himself, and together build his society.

In the era of Industrial Revolution 5.0, education must guide and foster students while maintaining fundamental educational values. This ensures that students develop noble character and adapt to societal progress that is in accordance with the progress and development of the era (Taj & Zaman, 2022). To realize these ideals, there needs to be a change, especially in the education system. Becoming a great and quality nation must certainly have competent and quality human resources, and in achieving these ideals, of course, changes are needed from the aspect of education in Indonesia. One of them is by implementing the Merdeka curriculum with the school mover program. The goal is that education and learning in Indonesia are able to produce a generation that has a character in accordance with the values of Pancasila. The curriculum is a set of plans and guidelines that regulate what will be taught in educational institutions, including educational objectives, learning materials, teaching methods, and assessment of learning outcomes (Simanjuntak et al., 2022). The curriculum aims to provide a clear direction for the learning process and development of students (Su & Zhong, 2022). The curriculum can be considered a basic guide for education in an institution. The curriculum, according to Law No. 20 of 2003, means a set of plans and regulations regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals.

Then, the curriculum has a very important role in the education system. This is the main guide that shapes how education is carried out, what is taught, and how students develop themselves. With the development and renewal of the curriculum, it is a strategy to improve the quality of education. However, changes in the curriculum that occur will certainly give rise to obstacles in its implementation. Then in its

implementation there are various highlights from several parties, especially teachers. It is inevitable that teachers are parties who have mutual roles in the process of implementing the curriculum. The advancement of digital technology will be very disruptive for anyone who is not prepared (Bongomin et al., 2020). Educational transformation is a process of developing, renewing, and adjusting educational paradigms to the demands of the times (García-Morales et al., 2021). Superior, creative, and innovative educational human resources (educators and education personnel) cannot be underestimated. Superior education human resources are those who are able to create an inspiring and competitive learning environment (Alfawaire & Atan, 2021). Creative educators and education personnel must be able to develop and implement interesting and challenging learning methods for students so that the learning process becomes fun and effective (Zulkifli et al., 2022). In addition, innovative educators and education personnel must be able to create new solutions and face educational challenges in smart and different ways.

B. Methods

The research was conducted at SD Az Zahrah Palembang, South Sumatra Province, from July to September 2024. This research uses a qualitative approach with a case study method. Data was collected through interviews, observations, and document analysis.

C. Results and Discussion

The Ministry of Education, Culture, Research and Technology through the Directorate of Early Childhood Education, Elementary Education and Secondary Education decided on the Determination of Educational Units implementing the Batch 2 driving school program and one of them is SD Islam Az-Zahrah with NPSN 10603943. The plan carried out by the school to realize the educational transformation is to implement In House Training (IHT) because the focus of the driving school is the development of student learning outcomes holistically by realizing the profile of Pancasila students which includes competencies and characters that begin with superior human resources (Parwati & Suastra, 2024; Rumino, 2022). So, by focusing on IHT which will provide understanding to human resources (teachers), the objectives of this transformation will be realized according to the government's expectations. The initial step in the Planning strategy is that the school follows the direction and guidance provided by the Ministry of Education, Culture, Research and Technology where the principal is asked to appoint 2 teachers as a learning committee, then the principal and 2 teachers as a learning committee follow the guidance provided by the Ministry of Education, Culture, Research and Technology through a facilitator for the Driving School Program (PSP). Then after we receive all the assistance, the school is obliged to disseminate it to all school residents, especially teachers, so that the transformation of education at SD Islam Az-Zahrah Palembang can be realized.

The methods used in the early stages of implementing the school mover program are; 1) Organizing in-house training in each education unit related to learning with a new paradigm for teachers in the education unit; 2) Facilitating regular meetings for the learning planning process for teachers. Analyzing teacher learning needs; and 3) Analyzing teacher learning needs and mobilizing the community of practitioners in the education unit; 4) Providing supervision, assistance and evaluation. The supervision method used is as a follow-up to the control of the implementation of the school mover program so that if there is an obstacle or obstacle that exists, it can be immediately overcome and can be consulted with the facilitator so that this supervision of assistance is very much needed.

The school mover program consists of five interventions, one of which is: consultative and asymmetric assistance where the Ministry of Education and Culture through the technical implementing unit (UPT) in each province will provide assistance to the provincial and district or city governments in planning the School Mover Program. The UPT of the Ministry of Education and Culture in each province will provide assistance to the local government during the implementation of the program. Including facilitating the local government in conducting socialization to related parties and finding solutions if there are obstacles in the field. The planning assistance was greatly felt by SD Islam Az-Zahrah as a school appointed as the second batch of School Movers located in the city of Palembang. The findings of the organization can be seen from the results of the interview that the role of the principal, who is entrusted with implementing the school mover program, is certainly very important because the school mover program must also target improving the competence of the principal.

The principal organizes school management that is in favor of learning, as well as one of the characteristics of a school mover, including having a principal who understands the student learning process and is able to develop teachers. So, the role of the principal in the implementation of this PSP is certainly very urgent and the movement of this school mover program will be realized in educational units, one of which is the role of the principal. In the division of roles to implement the school mover program, the school is still focused on the learning committee which is indeed obliged to disseminate, provide assistance and evaluate the implementation. The learning committee is a team consisting of a supervisor, a principal and two teachers who are directly appointed by the principal to make the learning committee a success. Together with the learning committee, they attended the workshop held by the South Sumatra Teachers' Movement Center for the implementation of the school movement program in educational units. The role of the learning committee in implementing the independent learning curriculum through the school movement program is training in implementing learning with a new paradigm (Yunaini et al., 2022). The learning committee receives training and assistance related to self-development and school development, use of digital platforms. Only then is the school learning committee obliged to convey to the IHT so that all school residents understand the planned new paradigm.

The role needs to be shared so that it can be implemented properly according to expectations. The most important role in the school driving program is all those involved in making this program a success, including the Ministry of Education, Culture, Research and Technology, Regional Government, School Supervisors, Facilitators, School Principals, Learning Committees, all teachers and education personnel and also all students and support from both parents. In the implementation carried out in the driving school, it is trying to realize the objectives of the school driving program; a) improving competence and character in accordance with the profile of Pancasila students; b) ensuring equal distribution of education quality through a program to increase the capacity of school principals who are able to lead education units in achieving quality learning; c) building a stronger education ecosystem that focuses on improving quality; and d) creating a collaborative climate for stakeholders in the field of education both in the scope of schools, local governments, and the government. The guidelines that serve as implementation guidelines are the guidelines that have been issued by the Ministry of Education, Culture, Research and Technology so that the implementation of the program at SD Islam Az-Zahrah Palembang is carried out properly.

Competency improvement activities and HR collaboration. The driving school program is a vision of Indonesian Education, namely to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students. The driving school is a catalyst for realizing the vision of Indonesian Education. So, the driving school is a school that focuses on developing student learning outcomes holistically by realizing the profile of Pancasila students which includes competencies and characters that begin with superior human resources (Zulaikha et al., 2024). The driving school program will accelerate schools to move 1-2 stages more advanced within 3 academic years. The presence of school mover is also expected to accelerate the recovery of education conditions in Indonesia which have been greatly affected by the Covid-19 pandemic.

The expected achievements for educational units include; a) Improving the quality of education within 3 academic years; b) Increasing the Competence of Principals and Teachers; c) Accelerating the achievement of the Pancasila student profile; d) Accelerating the Digitalization of schools; e) Opportunity to become a Catalyst for change for other educational units; f) Getting intensive assistance for the Transformation of educational units. If there are findings in the field in the implementation of school mover, the principal will evaluate and follow up on improvements. The follow-up carried out is to adjust the needs of the findings that occur, such as if the understanding of differentiated learning is not yet understood by the teacher, then we will carry out training or strengthening activities related to these findings.

Factors that support the implementation of the driving school program: a) The existence of assistance and guidance in the implementation of the driving school

program; b) Motivational encouragement from the principal; c) Collaboration of the learning committee and the entire board of teachers; d) Enthusiasm of all students and the participation of parents. Factors that hinder the implementation of the school driving program: a) Readiness of human resources (HR) in implementing the school driving program; b) Understanding of the school driving program that needs a process; c) Awareness of change with a new paradigm. As feedback from teachers in the third year as a school driving school, the implementation of the school driving program has been carried out well. One of them is learning activities that are in favor of students and the increasing activeness of human resources in utilizing the Merdeka Belajar Platform. Regarding the management of the school driving school at SD Islam Az Zahrah Palembang, it has been good. For example, from the division of roles, which is currently not only focused on the learning committee, each teacher is given the same opportunity to develop themselves and is even given the opportunity and space to share, such as becoming a resource person, and so on.

D. Conclusions

In the planning management function, in-house training has been carried out related to learning with a new paradigm for teachers, facilitating regular meetings for the learning planning process for teachers, and analyzing teacher learning needs and mobilizing the community of practitioners. The school has followed the direction and assistance provided by the Ministry of Research, Technology and Education in appointing two teachers as the learning committee. In the organizing management function, planning assistance has been carried out, the learning committee provides assistance and evaluates the implementation of the learning committee. In implementation, the driving school is a catalyst for realizing the vision of Indonesian Education. School mover are expected to accelerate the recovery of education conditions in Indonesia, improve the quality of education within 3 academic years, increase the competence of principals and teachers, accelerate the achievement of the Pancasila student profile d. Acceleration of school digitalization, Opportunity to become a catalyst for change for other educational units and, Get intensive assistance for the Transformation of Education units.

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