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The policy of mover school as a catalyst for improving the quality of education

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ABSTRACT

This article aim to analyze of the policy form of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia in collaboration with local governments, followed by early childhood education programs, Primary School, Junior High School, Senior High School, Extraordinary School both public and private in the Motivating School Program whether or not it can be implemented. This research uses a qualitative approach. The data collection technique used in this study is library research. In this literature study, the author collects materials related to research from books, scientific journals, literatures and other publications that are worthy of being used as sources, by describing and describing the data through several expert opinions. The result of this research is that the Driving School program has an impact as a catalyst for the quality of education in Indonesia. This is indicated by the existence of several interventions. The interventions carried out in the motivating school program start from human resources, learning with a new paradigm and data-based planning. This program is able to accelerate public/private schools to move 1-2 stages further. However, because it is still dynamic, some of the readiness in the curriculum is still not optimal. This program is able to accelerate public/private schools to move 1-2 stages further. However, because it is still dynamic, some of the readiness in the curriculum is still not optimal.



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Introduction

This study is motivated by the opinion of (Handayani et al., 2021) which says that among the transformations that occur in the education system in Indonesia, one of them is the transformation of the curriculum which so far has undergone many changes since 1947. The most popular are the Education Unit Level Curriculum 2006 and 2013 Curriculum. However, even though the curriculum has changed, the objectives remain the same and are in accordance with the National Education Goals according to Law no. 20 of 2003. Every change that occurs is always initiated by the parties responsible for handling education in Indonesia, in this case, the Ministry of Education and Culture. This opinion is reinforced by (Auliya et al, 2018), the curriculum is something that must exist in every learning component because the curriculum is used as a reference for the

success or failure of an educational institution in carrying out the learning process. From year to year, the implementation of the curriculum has changed a lot. This was done because it was adapted to the conditions and educational situation that was happening at that time (Afrina et al, 2021). According to (Faiz et al., 2022) education in Indonesia must run properly with changes to the new curriculum in order to produce quality graduates who have an adaptive and transformative soul to the times. Planning the new curriculum is expected to be able to improve the quality of education in Indonesia for the better while still paying attention to and developing the potential of students who are broad-minded and can build a soul that is ready to face challenges in the future (Denda, 2022).

One of the policies designed by the government to make a big leap in the quality of education is through the concept of independent learning (Daga, 2021). Minister of Education and Culture (Kemendikbud, 2021) Nadiem Anwar Makarim during a speech at the 2019 National Teacher's Day (*HGN*) event sparked the concept of "Free Education for Learning". This concept is a response to the needs of the education system in the era of the industrial revolution 4.0. (Sibagariang et al., 2021) that the concept of "Learning Independence" which was coined by Nadiem Makarim can be drawn several points. First, the concept of "Learning Independence" is a solution to problems in educational practice faced by teachers. Second, teachers are given independence in preparing the learning process. Third, explain why we have faced the obstacles that teachers have faced so far in learning assignments at school, starting from the problem of accepting new students (input), teacher administration in teaching preparation including lesson plans, the learning process, as well as evaluation problems such as USBN-UN (output). Fourth, teachers who are at the forefront of shaping the future of the nation, students are the spearhead of the nation. Understanding the meaning of independent learning and the role of teachers in independent learning helps teachers and students be more independent in thinking, more innovative and creative, and happy in learning activities (Daga, 2021). Of course, with this policy, teachers can create a more fun, meaningful and applicable learning atmosphere (Zamjani et al, 2021).

In the era of the Industrial Revolution 4.0, the education system is expected to be able to make students have skills that are able to think critically and solve problems, creative and innovative as well as communication and collaboration skills. Also the skills to find, manage and convey information as well as skilled use of information and technology are needed (Redhana, 2019). (Sibagariang et al., 2021) mentioned that in the Industrial Revolution 4.0 era educational institutions must prioritize new literacy. The article written (Ibda, 2018) emphasizes that educational institutions do not simply apply old literacy (reading, writing, arithmetic), but must implement new literacy (data literacy, technological literacy and human resource literacy or humanism). Challenges and educational opportunities in the Industrial Revolution 4.0 era. Strengthening new literacy, teachers are the key to change, which is supported by the revitalization of literacy-based curriculum and strengthening the role of teachers who have digital competence. Teachers play a role in building a generation of competence, character, having new literacy skills, and high-order thinking skills.

The portrait of the low quality of education in Indonesia from other countries has sparked various programs and policies at the national level. Efforts to improve the quality of education are pursued by establishing quality schools in various regions (Tjalla, 2010). Educational progress is proof of a great nation. With a well-organized education system, it is hoped that students will have 21st century competencies. The development of the Industrial Revolution Era 4.0 which puts knowledge forward as the main spear that is put forward in the development of the Industrial Revolution Era 4.0. Education for the 21st century must reflect the knowledge we have about cognition and must empower teachers to be as effective as possible in the classroom with that knowledge (Kutlu et al., 2018). A 21st-century education must have considerable focus on mindful, sustainable behaviours that allow for a better world (Acedo & Hughes, 2014). However, knowledge alone is not enough, because there needs to be a balance between knowledge and skills as the basis of quality human resources in the times (Nofia, 2020).

The Ministry of Education, Culture, Research and Technology initiated the Driving School Program. The driving school program is in line with the national education vision to realize an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students (Syafi'i, 2021). In the current era, special designs and strategies are needed to lead the nation's children to world civilization by realizing character values as seen from the profile of Pancasila students (Faiz et al., 2022). This program seeks to encourage schools to carry out self-transformation to improve the quality of learning at the internal level, then carry out an impact on other schools to carry out similar quality improvements. In order for this program to be sustainable, it is necessary to create an ecosystem for improving the quality of education at the national, regional and educational levels. Regulations, policies, and budgeting in the education sector will be focused on supporting quality improvement so that learning outcomes can increase continuously at the education unit, regional and national levels (Suyahman, 2016).

The Minister of Education, Culture, Research and Technology launched Merdeka Learning episode 7 on Driving Schools. The Motivating School Program is a catalyst for realizing Indonesia's education reform vision that focuses on developing student learning outcomes holistically through the six Pancasila Student Profiles. The motivating School Program focuses on developing human resources in schools, from students, teachers, to school principals. The quality of students is measured through the achievement of learning outcomes above the expected level by creating a safe, comfortable, inclusive and fun learning environment (Kemendikbud RI, 2021). In accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 1177/M/2020 concerning Guidelines for the Implementation of the Motivating School Program, it states that the purpose of the Motivating School Program is to increase competence and character in accordance with the Pancasila student profile, ensuring equitable distribution of quality education through a capacity building program for school principals. capable of leading Education units in achieving quality learning, building a stronger education ecosystem that focuses on improving quality, and creating a collaborative climate for stakeholders in the education sector at the school, local and central government levels.

Based on circular letter number 1 of 2020 regarding the policy of independent learning in determining student graduation, it has caused debate from various circles, "Learning Independence" or "Freedom of Learning". The concept of "Freedom of Learning", which frees educational institutions and encourages students to innovate and encourage creative thinking. This concept was then accepted considering the vision and mission of Indonesian Education in the future for the sake of creating quality human beings who are able to compete in various fields of life (Sibagariang et al., 2021). The Motivating School 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 Motivating School Program focuses on developing student learning outcomes holistically which includes competencies (literacy and numeracy) and character, starting with superior human resources (principals and teachers). The Motivating School Program is a refinement of the previous school transformation program. The Motivating School Program will accelerate public/private schools in all school conditions to move 1-2 stages further. The program is carried out in stages and is integrated with the ecosystem until all schools in Indonesia become the Driving School Program (Kemendikbud RI, 2021).

In the era of the industrial revolution 5.0, it became a challenge for educational actors, especially in secondary education whose students were Generation Z to prove that the independence of learning provided by the government was able to form superior human resources (Rezky et al., 2019). that the provisions that educators must prepare for this generation must be in accordance with their needs and character. Given the importance of the role of the world of education in facing the challenges of the times, with the concept of Independent Learning, education actors must be ready to enter the industrial era 5.0. The concept of "free learning" has parallels with the concept of education according to the progressive philosophy of John Dewey. The similarity is that it emphasizes the independence and flexibility of educational institutions in exploring maximally the abilities and potentials possessed by students who naturally have diverse abilities and potentials. Students are given the freedom to develop naturally and get direct experience from the learning process (Mustagfiroh, 2020). In research conducted by (Nasution, 2008) stated education in Indonesia shows that the quality is still low. While the progress of a nation, one of the most important is education. Gaps in education in Indonesia still occur in various things, such as infrastructure and teaching staff resources. The spearhead of education is in the hands of educators. Educators must prove with high responsibility and enthusiasm as well as a strong will to continue to learn to keep up with the times, so as to be able to prepare students with future skills and invite students to learn to be ready to face the challenges that will come. Qualified and competent human resources are needed to face these challenges. In building all of that, of course, quality education plays a very important and strategic role (Rezky et al., 2019).

Method

This research uses a qualitative approach. The data collection technique used in this study is library research (Khatibah, 2011). In this literature study, the author collects materials related to research from books, scientific journals, literatures and other publications that are worthy of being used as sources, by describing and describing the data through several expert opinions.

Results and Discussions

One of the most important parts of the independent learning policy is the driving school program (Satriawan et al., 2021). The Motivating School Program is a catalyst for realizing Indonesia's educational vision that

focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile (Kemendikbudristek, 2020). A driving school 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 (principals and teachers). Principals and teachers from the driving schools make an impact on other education units (Kemendikbudristek, 2020). The drive school program consists of five interrelated and inseparable interventions. The five interventions can be seen in the figure 1:

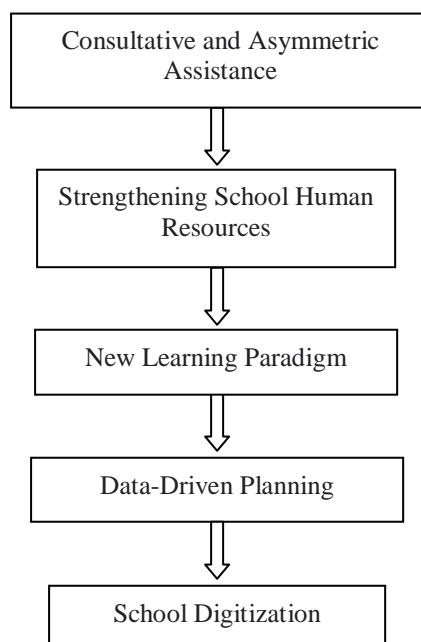


Figure 1. Five driving school program interventions
(Source: (Kemendikbud, 2021))

The Motivating School Program consists of five interrelated and inseparable interventions: 1) Consultative and asymmetric assistance. A partnership program between the Ministry of Education and Culture and the local government where the Ministry of Education and Culture provides assistance in the implementation of Driving Schools; 2) Strengthening School Human Resources. Strengthening Principals, School Supervisors, Superintendents, and Teachers through (coaching) one to one with expert trainers provided by the Ministry of Education and Culture; 3) Learning with a new paradigm Learning that is oriented towards strengthening competence and character development in accordance with Pancasila values, through learning activities inside and outside the classroom; 4) Data-based planning. School-based management: planning based on school self-reflection; 5) School Digitization. Use of various digital platforms aims to reduce complexity, increase efficiency, add inspiration, and a customized.

The Motivating School Program is implemented through strengthening the capacity of principals and teachers who are key in restructuring and reforming education in Indonesia. The principal is an important element in improving governance and becomes the driving force for each educational unit so that a meaningful and enjoyable learning environment will be created through improving systems that support improving the quality of education (Yahdiyani et al., 2020). Law Number 14 of 2005 concerning Teachers and Lecturers defines the principal as a teacher who is given additional duties to lead the school. Thus, ideally, the principal is a teacher who is able to integrate his professionalism. The principal as a teacher and his competence as a school managerial leader to realize the school's vision, which has an impact on improving student learning outcomes. defines the principal as a leader who is able to create a learning teacher ecosystem and foster teacher enthusiasm so that it will encourage quality learning. Capacity building for school principals will help school residents to explore the problems they face and solve their own problems. This is in line with the concept of transformation (Wijaya et al., 2016) that someone who has the knowledge and skills will be able to find solutions and fix all problems independently.

The Activator School is expected to be able to make changes continuously and transform into a school that prints the Pancasila Student Profile. After the school has succeeded in carrying out the transformation, the

Driving School will become an agent of change for other schools in the vicinity. The Driving School will be the initiator in bridging the surrounding schools to share solutions and innovations to improve the quality of learning. With a collaboration approach, it will enable principals and teachers to share knowledge and expertise, as well as to encourage the creation of quality improvement opportunities, not only for the school itself, but also for schools around it. In addition, through the mutual cooperation system, the Motivating School program is also expected to be able to create an ecosystem of change, not only in schools, but also at the regional and national levels. The Motivating School Program begins with a collaboration between the Ministry of Education and Culture and the local government. This collaboration will form a strategic partnership so that it can build a vision and mission of education that is in line. To bridge communication, coordination, and program synergies between the Ministry of Education and Culture and local governments, the education office will be accompanied by education consultants from the technical implementing units (*UPT*) of the Ministry of Education and Culture in the regions, especially the Technical Service Unit for Early and Middle Age Child Education (*UPT PAUD Dasmien*) and Technical Service Unit for Teachers and Education Personnel (*UPT GTK*).

Implementing Driving School

According to (Masitoh, 2009) the implementation of the curriculum pays attention to creativity, innovation and student skills rather than mastery of the material. In this regard, students as subjects in the learning process should receive meaningful learning and have soft skills so that they can be applied in the real world. A driving school is a school that can move other schools. The driving school can be a role model, a place of training and also an inspiration for school principals and other teachers (Kemendikbud, 2021). The teachers in the driving schools provide learning that takes place in one direction only, but through a variety of fun activities that include critical, collaborative and creative reasoning competencies. The implementation of the Driving School program is generally divided into five aspects: (a) Learning, schools will apply learning with a new paradigm with a simpler and more holistic learning achievement model, as well as with a differentiated learning and Teaching at the Right Level (*TaRL*). Teachers will receive training and assistance to increase their capacity in implementing learning with a new paradigm; (b) School management, the Motivating School Program also aims to increase the competence of school principals. The school principal organizes school management that is in favor of learning through instructional leadership training, mentoring, and consultation. In addition, capacity building also includes training and mentoring of teachers to improve the quality of learning; (c) The Motivating School Program will optimize the use of digital technology to facilitate the performance of principals and teachers; (d) Self-evaluation and evidence-based planning. The Motivating School Program provides data on student learning outcomes, as well as assistance in interpreting and utilizing this data to plan programs and budgets; (e) Partnership between central and local governments through consultative and asymmetric assistance. In the regional scope, the Motivating School Program will also improve the competence of supervisors to be able to assist school principals and teachers in school management to improve student learning outcomes.

The Driving School Curriculum Framework Curriculum

Development is one aspect that drives a change in the management of education. The position of the curriculum in the educational process has a very strategic role in addition to developing students towards optimal development both physically and spiritually. The curriculum is a benchmark in seeing the educational progress of a nation (Masykur, 2019). The curriculum is dynamic, meaning that it continues to grow and develop. Must experience shifts and changes. This is of course caused by several factors, both internal and external. So the curriculum must be flexible and able to adapt to the changes and demands of the times from students.

The learning carried out in the Motivator school program refers to the Pancasila student profile in order to strengthen the competence and character of students as an important component in the implementation of learning. The basic curriculum framework is the main basis in developing a curriculum structure that becomes a reference for learning. The basic curriculum framework directs the competencies that students need to master, the characters that need to be built and developed, and the subject matter that students need to learn. As stated in the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021 that the basic curriculum framework consists of: a. Curriculum structure; b. Learning outcomes; and c. Principles of defense and assessment.

The motivating school program seeks to encourage educational units to carry out transformations to improve the quality of learning in schools. This shows the seriousness of the government to carry out the mandate of the State in providing equal rights and education to all citizens. For this reason, all the regulations that regulate are important indicators for the implementation of quality education and quality education so that the creation of the next generation that is able to build a better Indonesia in the future (Siagian, 2021).

The direction of change in learning at the early childhood education programs level is 1) Per week 1050 minutes; 2) assessment refers to Learning Outcomes; 3) the reported assessment is sufficient for the semester assessment; 4) literacy-based learning approach (children's reading books and other text materials); 5) Integrating literacy and numeracy preparation into learning outcomes through play-learning activities. At the elementary level, the direction of change in learning is 1) science and social studies are combined into IPAS (Natural and Social Sciences) as the foundation before children learn science and social studies separately at the junior high school level; 2) the approach to organizing lesson content (subject-based, thematic, etc.) is under the authority of the education unit.

Schools may continue to use the thematic or switch to a subject-based approach. Some of the changes related to the subject structure of Junior High School are 1) informatics as a compulsory subject: teachers who teach do not have to have a background in informatics education, a teacher's book is prepared to help "beginner" teachers in this subject; 2) Craft is an option, not only art. Considerations: a) for students who do not continue to high school, b) minimizing changes from K13; 3) regular learning is not full 36 weeks to meet the project allocation. At the high school level there were several changes related to the structure of subjects. Changes in Tenth Grade are: 1) there is no specialization, students take all compulsory subjects. In tenth grade students prepare themselves to determine the choice of subjects in eleventh grade. Students need to consult with counseling guidance teachers, homeroom teachers, and parents; 2) Science and Social Science group subjects consist of: 1. Science: Physics, Chemistry, Biology (6hours)/week 2. Social Sciences: Sociology, Economics, History, Geography (8 hours/week); 3) Schools can determine the organization of science and social studies based on available resources, namely by choosing: a. Block system - team teaching in planning but teachers of Physics, Chemistry, Biology teach alternately b. As a stand-alone subject c. Integrated - team teaching in planning and learning; 4) Every middle and end of the semester there is an inquiry unit that integrates subjects in each science and social sciences. Students write essays as one of the graduation requirements. Participation in various learning activities is expected to provide inspiration regarding the chosen topic; 5) a minimum of 25% of lesson hours from each subject must be allocated for co-curricular projects.

Meanwhile, eleventh and twelfth grade are a combination of specialization and holistic development. The direction of the change in learning is: 1) students choose subjects from selected groups Students choose subjects from a minimum of 2 elective groups until the minimum requirements for class hours are met (total hours: 40/week; JP for elective subjects: 22 JP/week) There are 5 groups recommended subjects, namely: a) MIPA: Specialization Mathematics, Physics, Chemistry, Biology, Informatics; b) Social Studies: Economics, Sociology, Geography, Anthropology; c) Language and Culture: Indonesian Language and Literature, English Language and Literature, other Foreign Languages; d) Vocational/Creative Works: Cultivation, Engineering, etc.; e) Arts and Sports (especially for government-defined schools). The school opens a minimum of 2 subject groups. Where resources allow, schools can open more than two groups Schools can work with local stakeholders to develop CP for Vocational subjects; 2) Total hours/week = 44, 22 hours allocated for selected subjects from the Science, Social Studies, Language and Culture, and Vocational groups. Only general group subjects were integrated with co-curricular projects (Kemdikbudristek, 2020).

Strengths and Weaknesses of the Motivating School Program

The advantages of the Motivating School program are 1) Improving the quality of learning outcomes within a period of three years; 2) Improving the competence of school principals and teachers; 3) Acceleration of school digitization; 4) Opportunity to become a catalyst for change for other educational units; 5) Accelerating the achievement of the Pancasila student profile; 6) Get intensive assistance; 7) Obtain additional budget for the purchase of books for learning with a new paradigm.

The weaknesses of the Motivating School program are: 1) Motivating Schools are exclusive. Because the only schools that can participate are those that pass the principal's test. This means that not all schools have opportunities, they are not inclusive; 2) The driving school curriculum is different from the previous curriculum so it needs adjustment; 3) Many teachers do not understand the essence of the driving school curriculum because the training is carried out in a short time; 4) An independent teaching platform that is still dynamic; 5) Lesson plan which is replaced with a teaching module so that it needs adjustment due to different components; 6) Learning resources such as textbooks are still incomplete; 7) Report on the Pancasila student profile project which is still dynamic and adjusted by each educational unit.

Principals as Learning Leaders

According to research conducted (Jontarnababan, 2018) effective schools are the result of the actions of effective principals. The results of other studies show that effective schools require strong instructional leadership from their principals, in addition to other characteristics, such as high expectations of student

achievement, a positive school climate for teaching and learning activities and monitoring. continuous teaching and learning progress. There are five leadership styles according to Thomas Sergiovanni, namely 1) technical/skills; 2) human; 3) Education; 4) symbolic; and 5) culture. An effective leadership style must be able to create conducive conditions and situations and increase the opportunity to hold meetings effectively with teachers. The behavior of the principal must be an example for the school community. The principal as a learning leader must also be able to encourage the performance of teachers by showing a sense of friendship, closeness and consideration towards teachers, both as individuals and as groups. Positive leader behavior can encourage groups to direct and motivate individuals to work together in groups in order to achieve school/institutional goals (Asrin, 2016).

Strengthening the capacity of principals is the key to implementing the driving school program and teachers are the key in restructuring and reforming education. Pounder stated, School principals are an important element in improving governance and are the driving force for each educational unit so that meaningful and enjoyable learning will be created through improving systems that support improving the quality of education (Auliya et al, 2018). The principal is a decisive figure in the development of education at the school level. One indicator of the success of the principal's leadership is measured by the quality of education achieved by the educational institution he has achieved (Jontarnababan, 2018).

Based on the results of research conducted (Jontarnababan, 2018) it is stated that there is a need for synergy between various parties and seriousness in carrying out the driving school program and carrying out the mandate of the 1945 Constitution, Educating the Life of the Nation. The low quality of education can be overcome through the concept of the principal's vision as a driver of the quality of education by optimizing all the resources available in the school. Efforts to improve the professionalism of principals are a comprehensive process and school organizations must have a solid team and be able to work continuously.

Conclusions

The results of the policy analysis of Driving Schools have an impact and as a catalyst for the quality of education in Indonesia. This program provides benefits to local governments and schools. This program is able to accelerate public/private schools to move 1-2 stages further. However, because it is still dynamic, some of the readiness in the curriculum is still not optimal.

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