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## Design of Sekolah Penggerak principal leadership in implementing best practices

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### ABSTRACT

This research aims to determine the leadership design of Sekolah Penggerak principals in instilling good practices in high schools in East OKU Regency. The method used in this research is research and development. The Research and Development (R&D) research procedure used in this research adopted the ADDIE model which consists of five stages, namely: Analysis, Design, Development, Implementation, and Evaluation. The results of the research show that the initial conditions for the development of Sekolah Penggerak for school principals in implementing good practices in SMA East OKU Regency still require adaptive school planning and management to adapt to current developments and ensure quality learning. The Sekolah Penggerak principal's leadership design in instilling good practices is presented in units such as the Sekolah Penggerak program, school operational management working group, mentoring activities by the principal, and mentoring of the principal. The feasibility of the leadership design was declared feasible to implement, with an average score of 83.4% on the feasibility criteria and 80.73% on the material validator. This research could be groundbreaking in understanding how school leadership can influence best practices in secondary schools and provide valuable new insights for educational practitioners, researchers, and policymakers. This research can make a significant contribution to our understanding of how school leadership can improve best practices at the high school level, as well as provide a foundation for further research in this area.



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## Introduction

The impact of advances in science and technology on education can be seen in the materials available for use in the teaching process and the need for educational institutions to be able to offer newly developed curriculum-based knowledge and skills. The success of a curriculum really depends on how it is implemented. The curriculum is a dynamic, contextual, and relative policy product in certain situations. Dynamics that are susceptible to criticism are constantly evolving and adapting to new developments. Contextual because it is needed and based on historical context; relatively because the resulting curriculum policy was considered ideal or good when it was created and, in the future, will be out of date. Change and continuity, or change implemented consistently, are basic principles of curricular policy. It is proven that the curriculum in Indonesia has undergone at least eleven significant modifications. Starting from the very basic pre-

independence period and continuing with continuous improvements during the independence period (namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 20130), along with the Autodidactic Curriculum. In general, the curriculum consists of at least four main parts: 1) To achieve educational goals. 2) Information, information, facts, actions, and experiences from around the world. 3) Learning strategies and directions that students adhere to to motivate them to achieve predetermined goals. 4) Evaluation techniques and approaches to measure and evaluate the results of the educational process designed by the curriculum (Langgulang, 2003). According to Nasution (2009), curricular modifications relate to objectives and resources or methods for achieving those objectives. Changing the curriculum often means changing people, namely teachers, education supervisors, and those who provide education. That's because curriculum changes are considered social change, a social change. Curriculum changes are also called curriculum renewal or innovation. An essential component of managing Indonesia's educational system is education management. Because it will be extremely difficult for educational institutions to grow without administration. When educational administration is well executed, it results in visionary education, which has a certain goal in mind to generate high-quality results. Since effective and high-quality human resources are necessary for the implementation of education management, the school's principal oversees this process directly. Article 12 paragraph (1) of Government Regulation No. 28 of 1990 concerning Basic Education specifies that the school's principal is in charge of planning instructional activities, managing the school, hiring and training additional teachers, and using and maintaining infrastructure and facilities.

Thus, the principal of the school has a big say in how good the school is made. An exceptional school demonstrates a high degree of efficacy in realizing its vision, mission, and goals through well-executed school activities and strong support from all school constituents. A school administrator is a person who has the authority and influence to decide what is taught and learned in the classroom (Wahjosumidjo, 2007). In the meantime, the school committee appoints the school's principal, a professional educational manager, to oversee all school operations by set policies (Mulyasa, 2009a). According to Sagala (2008), a school administrator is tasked with overseeing a school and gathering, utilizing, and mobilizing all of the institution's potential to accomplish its objectives. The development of high-quality schools is greatly influenced by school leaders. An exceptional school demonstrates a high degree of efficacy in realizing its vision, mission, and goals through well-executed school activities and strong support from all school constituents. The ability of school administrators to foster open discourse that supports educational communities, rather than using their position of power or bureaucratic influence, is unquestionably one way that their leadership may support the digital cultural change of schools (Navaridas et al., 2020).

The Minister of Education, Culture, Research, and Technology of the Republic of Indonesia made a new policy regarding the Sekolah Penggerak program in 2021 through decision number 371/M/2021 as one of the central government's efforts to address and improve national education in Indonesia. The hope is that this new policy will soon be made and encourage the acceleration of the educational transformation process. It is hoped that educational units would be able to increase student learning results holistically that is, in terms of both cognitive and non-cognitive competency aspects through this Sekolah Penggerak curriculum. The Sekolah Penggerak Program catalyzes the realization of the Indonesian education vision, which calls for schools to concentrate on creating comprehensive learning outcomes for their students, including character development and literacy and numeracy skills to fulfill the Pancasila student profile, beginning with exceptional human resources, such as teachers and school's principals. The Pancasila student profile is a component of the effort to transform character education, which needs to be ingrained in daily life and developed in each student individually through extracurricular, extracurricular, and co-curricular learning. Based on this, it was once more developed in 2021 into the Mobilization School curriculum. With the development of Pancasila Students, this program aims to fulfill the objective of Indonesian education, which is to actualize an advanced, autonomous, and sovereign Indonesia. Starting with outstanding human resources (school's principals and teachers), the Sekolah Penggerak Program focuses on achieving holistic student learning outcomes, which include competency (literacy and numeracy) and character. An improved version of the previous school transformation program is the Sekolah Penggerak Program. Public and private schools in all school situations will go 1-2 levels faster thanks to the Sekolah Penggerak Program. Until all Indonesian schools adopt the Sekolah Penggerak Program, the initiative will be implemented gradually and integrated with the ecosystem (Kemendikbud, 2021).

Sekolah Penggerak are those that prioritize the holistic development of learning outcomes for students by implementing the Pancasila Student Profile, which encompasses both non-cognitive (character) and cognitive (literacy and numeracy) competencies. This process begins with having highly qualified human resources, such as principals and instructors. Other educational units receive assistance from Sekolah Penggerak's principals and teachers (Kemendikbud, 2021). The five interventions that make up the Sekolah Penggerak curriculum are inextricably linked and cannot be divided. The following image displays the five interventions:



**Figure 1.** Five Mobilizing School Program Interventions  
(Source: Ministry of Education and Culture, 2021)

The graphic above illustrates how the Sekolah Penggerak curriculum meets five real-world requirements for educational institutions. This is a completely new Sekolah Penggerak program. Nevertheless, considering the aims and format of existing programs, SekolahPenggerak may be one way to improve teaching standards. Even though teachers function as facilitators and schools function as locations that ensure the smooth running of the educational process, the level of education is determined by the quality of students. In addition to student facilitation, teacher influence on student learning performance is very necessary to support successful learning (Xu et al., 2020). All parties involved work together to raise teaching standards through the Sekolah Penggerak initiative. SekolahPenggerak produce graduates who not only have high academic qualities but also have commendable moral principles and are in accordance with the country's culture. The students produced by SekolahPenggerak are intelligent and have character. This is an indicator of the success of the education system. Producing superior human resources that can help the nation's progress.

This research is important for several reasons and can have a positive impact on the education system, schools, students, and society as a whole. The following are several reasons why this research is important, namely Improving the Quality of Education. Through effective school leadership, it has a major influence on the quality of education provided in schools. By understanding how school principals can be agents of change in implementing best practices, this research can help improve the quality of education at the high school level. Penggerak Innovation and Change. This research can encourage innovation and change in school leadership practices. By identifying effective new strategies and approaches, school principals and other stakeholders can better respond to changes in the educational environment. Improving the Welfare of Students and Teachers. Through strong leadership, schools can create a positive and supportive learning environment for students and teachers. By embedding best practices, this research can contribute to improving students' psychosocial and academic well-being as well as teacher job satisfaction. Preparing Students for the Future. Implementing best practices in high school can help prepare students for a competitive future. This can include developing the critical skills, creativity, entrepreneurship, and collaboration necessary to succeed in society and the global job market. Reducing Educational Inequality. By identifying and implementing best practices, effective school leadership can help reduce educational disparities between students from different socio-economic backgrounds. This can create more equitable opportunities for academic success for all students. Provides a Foundation for Educational Policy. The findings from this research can provide a basis for educational policymakers in designing and implementing policies that support the development of effective school leadership and the implementation of best practices at the high school level. By noting the importance of this research, we can expect significant improvements in the quality of education and student outcomes in high schools, as well as other positive benefits for society as a whole.

Undoubtedly, the introduction of the Sekolah Penggerak program brings about new developments and modifications to the organization and administration of associated educational establishments. The Sekolah Penggerak program and the prior system differ significantly in several ways. The Sekolah Penggerak Program's list of interventions mandates that schools have five components: consulting and asymmetric support; building school human resources; learning with a new paradigm; data-based planning; and school

digitization. With Guru Penggerak acting as agents and schools acting as leaders of the transformation process, the Guru Penggerak program shifts the pattern of educational transformation from a centralized to a decentralized one. It is the Guru Penggerak's responsibility to provide a transformative vision and share it with all relevant parties. The change process driven by Guru Penggerak is carried out using an appreciative inquiry approach to explore the potential and power of change from within the school through a dialogue process to minimize counterproductive resistance.

Apart from that, classroom management is an important skill and main competency that every teacher must learn and possess (Seufert et al., 2022). To further encourage the realization of the Pancasila student profile, the First Dictum of the Decree of the Minister of Education and Culture, also known as Kepmendikbud Number 1177/M/2020, concerning the Mobilizing School Program, outlines the program's focus on holistic competency enhancement. Regarding the Mobilizing School Program, the Second Dictum of the Minister of Education and Culture Number 1177/M/2020, As per the First Dictum, it is stipulated that the following places host the Mobilizing School Program: a. Early Childhood Education for children ages five to six; b. Elementary School; c. Junior High School; d. High School ; and e. Special School. According to the Third Dictum, the following procedures are used to carry out the Second Dictum's intended implementation of the Mobilizing School Program: a) Socialization of the Mobilizing School Program; b) Designating provinces, districts, and cities as the program's organizers; c) Designating educational units to carry out the Sekolah Penggerak Program activities; d) Implementing the Mobilization School Program activities in provincial, district, and city local governments; e) carrying out the activities of the Mobilization School Program in Education units; and f) assessing how well the Sekolah Penggerak Program is being implemented (Sihotang et al., 2021).

The findings of earlier studies make it evident that the application of management in schools has led to changes, as noted by research Satriawan et al. (2021) in his journal article "Teachers Penggerak and Transforming Schools in the Framework of Appreciative Inquiry." The study's findings demonstrate that the Guru Penggerak program shifts the structure of educational reform from one that is centralized to one that is decentralized, with schools acting as leaders of the transformation process and Guru Penggerak acting as agents. It is the Guru Penggerak's responsibility to provide a transformative vision and share it with all relevant parties. To minimize unproductive resistance, the change process spearheaded by Guru Penggerak is implemented through a conversation process that explores the potential and power of change from inside the school using an appreciative inquiry method. Appreciative Inquiry (AI) is a well-documented approach to helping individuals and systems move from a deficit-based paradigm to a strengths-based perspective (Armstrong et al., 2020). Merdeka Belajar Sekolah Penggerak is a Sekolah Penggerak 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 (head schools and teachers). This is according to research Syafi'i (2021) titled Merdeka Belajar Sekolah Penggerak. The Pancasila Student Profile is a graduate profile designed to reinforce the admirable Pancasila principles of students and stakeholders while demonstrating the character and competencies required to be attained. The six dimensions of the Pancasila Student profile are as follows: 1) Global diversity; 2) Working together; 3) Independent; 4) Creativity; 5) Critical reasoning; and 6) Faithful, devoted to God Almighty, and having noble character.

The Influence of Principal Communication on the Implementation of School Leadership in the Sekolah Penggerak Program is research by Sudarmanto (2022) published in his publication. The study's findings demonstrate how good communication between the principal and the teaching and administrative personnel at a school can affect and enhance the latter group's performance in carrying out the Sekolah Penggerak program in line with the established activity implementation indicators. Creating a successful and efficient school administration strategy is crucial for the Sekolah Penggerak program. The school's principal should give full attention to the school leadership competency model in the Sekolah Penggerak program, which includes the following: a) development of self and others; b) learning leadership; c) school management leadership; and d) school development leadership. This was mentioned in the previous paragraph. Aside from that, the following are essential for Sekolah Penggerak to succeed: 1) Consultation and asymmetric support. 2) Increasing the human resources in schools. 3) Learning with a new paradigm. 4) Data-based planning. 5) Digitalization of schools (Kemendikbud, 2021). According to Chris Brown, school leaders' actions are the key to maximizing benefits (Brown & Flood, 2020). In carrying out the role and functions of the school's principal, which change according to the demands of the Sekolah Penggerak program, guidance is needed to carry out their duties well. School's principals need work guidance. This school principal's work guide provides guidelines for school's principals in carrying out their main duties and makes it easier for school's principals to prepare for guidance and assessments carried out by school supervisors and education offices. The school principal's guidebook

already exists but it has not been explained in detail regarding the movements of Sekolah Penggerak's principals. So guidance is needed to facilitate the role and function of a Sekolah Penggerak's principal.

So, researchers feel it is necessary to conduct more in-depth research on the Leadership Design of Sekolah Penggerak's Principals in Imparting Good Practices in High Schools in OKU Timur Regency. The central government in Indonesia is implementing the Mobilizing Schools program to improve national education. This program aims to develop student learning outcomes holistically by focusing on aspects of cognitive and non-cognitive competence. At school, education management is managed directly by the school principal who plays an important role in creating a quality school. School principals need guidance to be able to carry out their duties effectively. The school principal's work guide guides school principals, making it easier to prepare for guidance and assessment. This research aims to determine the leadership design of Sekolah Penggerak principals in instilling good practices in high schools in East OKU Regency. The method used in this research is research and development. The Research and Development (R&D) research procedure used in this research adopted the ADDIE model. The ADDIE Research and Development (R&D) research model refers to five stages, namely: Analysis, Design, Development, Implementation, and Evaluation. The research results showed that the initial conditions for developing Sekolah Penggerak for school principals in implementing good practices in East OKU Regency High Schools still require adaptive school planning and management to adapt to current developments and ensure quality learning. The leadership design of the Sekolah Penggerak principal in instilling good practices is presented in units such as the Sekolah Penggerak program, school operational management working groups, mentoring activities by the principal, and mentoring of the principal. The feasibility of the leadership design was declared feasible to implement, with an average score of 83.4% on the feasibility criteria and 80.73% on the material validator. This research could be a breakthrough in understanding how school leadership can influence best practices in high schools and provide valuable new insights for educational practitioners, researchers, and policymakers. This research can make a significant contribution to our understanding of how school leadership can improve best practices at the high school level, as well as provide a foundation for further research in this area.

## Method

The research method used is Research and Development (R&D). R&D research is used to produce certain products and test the effectiveness of these products (Sugiyono (2011)). The development research used aims to solve problems by producing and developing leadership design guidelines for Sekolah Penggerak Principals in Implementing Good Practices. The Research and Development (R&D) research procedure used in this research adopted the ADDIE model. The ADDIE Research and Development (R&D) research model refers to five stages, namely: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2017). The population in this study were all teachers and principals at SMA Negeri 1 Madang Suku I, SMA Negeri 1 Semendawai Suku III, and SMA Negeri 1 Belitang III. The sampling technique used is Proportionate Stratified Random Sampling, this is because the population is not homogeneous. The samples used in this research were teachers and principals of SMA Negeri 1 Madang Suku I, SMA Negeri 1 Semendawai Suku III, and SMA Negeri 1 Belitang III. Data collection used in this research includes observation, interviews, documentation, and questionnaires. The instruments used are Observation Sheets, Product Validation Sheets, Products that have been developed, Interview Guidelines, Questionnaires, and Documentation. The instruments used to collect research data determine the quality of the instruments received (Santosa, 2005). Data Analysis Techniques consist of product validity tests that have been developed for media experts and language experts.

## Results and Discussions

### Analysis Stage

The result of Identify the initial conditions for the need for Sekolah Penggerak guidance for Sekolah Penggerak's principals in imparting good practices in high schools in OKU Timur Regency. Researchers observed high schools in OKU Timur Regency during the analytical phase. The selection of Sekolah Penggerak's principals may involve principals of the schools who are currently serving as assistants or practical instructors for aspiring teachers, provided that they remain professional in their roles. The development of high-quality schools is greatly influenced by school leaders. An exceptional school demonstrates a high degree of efficacy in realizing its vision, mission, and goals through well-executed school activities and strong support from all school constituents. School principals are influential leaders in the education sector because they not only determine the direction taken by their organization but also determine the success with which different changes are implemented (AlAjmi, 2022). The Indonesian Ministry of

Education and Culture initiated the Sekolah Penggerak program on February 1, 2021, as a of transforming schools. By developing the Pancasila Student Profile, the Sekolah Penggerak Program aims to fulfill the objective of a sophisticated, autonomous, and uniquely Indonesian education. This program's aims include education offices, school supervisors/superintendents, teachers, and principals at the PAUD, SD, SMP, SMA, and SLB unit levels in each Indonesian province(Zamjani et al., 2020).

One of the initiatives that helps achieve Learning Freedom is Mobilization School. The Sekolah Penggerak Program uses a Pancasila student profile to focus on comprehensive learning outcomes. To enable students to attain learning outcomes that surpass expectations, the Sekolah Penggerak program has developed a transformation or change process that is both student-centered and capable of providing comfort, security, inclusivity, and enjoyment for Kemendikbud(Hariyati et al., 2023).School principals must give their undivided attention to the following school leadership competencies in the Sekolah Penggerak program: learning leadership competencies, self and other development competencies, school management leadership competencies, school principals are proficient, and school principals foster a culture of leadership among teachers by providing students with good and focused management. The proficient category of school principals aims to carry out leadership activities through the execution and competency of school development, which helps teachers grow, develop, and share effective student-oriented practices.According toLy (2023), leadership is a process used to persuade others to cooperate freely to accomplish organizational goals. The process of actions taken by someone with the art or capacity to persuade, organize, and move people without coercion from any side so that they can collaborate regularly to accomplish predetermined or developed goals is known as leadership(Wang, 2016).As a leader in the school, the principal sets rules formulates policies, and decides what has to be accomplished (Rosyid, 2021). The school committee appoints the principal, a qualified educational management, to oversee all school operations by setting policies(Liu & Hallinger, 2018). The duty and responsibility of administering the school, gathering, utilizing, and mobilizing all of the school's potential optimally to achieve its goals, falls on the shoulders of the principal. Due to their interdependence, influence, and integration into the professional school's principal's personality, the responsibilities, roles, and duties of this position cannot be isolated from one another. Aydin &Alvi's research results reveal that school principals have significant roles in establishing professional learning communities(Balyer & Hakan Karatas, 2015).

Aside from that, the principal of the school must in particular be capable of managing the administration of the archives and finances. Encouraging school productivity requires the effective and efficient execution of these activities(Purwanto, 2008). In the meanwhile, school principals need to be able to convert these skills into the following operational duties, according to Mulyasa (2009b). The production of comprehensive learning administration data is a prerequisite for achieving curriculum management proficiency. One action that can be taken is to have qualified trainers provide direct, high-quality managerial training to schools. School principals' capacity may be enhanced by this training(Romero et al., 2022).A Sekolah Penggerak program needs to be well-organized and managed, which calls for competent school leadership and significant, long-term efforts that take into consideration the resources already in place. Sekolah Penggerak program organizers need to be creative and innovative to sustain the high caliber of instruction in the educational unit they oversee. The ability of an educational institution's management to effectively handle unforeseen changes plays a major role in how well the institution performs in terms of raising educational standards. To maintain the quality and efficiency of the learning process, school principals can take advantage of both opportunities and challenges when it comes to managing programs with various forms of superior innovation. This can be achieved by designing a curriculum and learning that is adapted to the independent curriculum through adaptive school structuring or management that adjusts to current developments. Adaptive school's principal leadership is therefore required. according to previous research which confirms that. Principal leadership has been promoted as a vehicle for improving school performance(Shen et al., 2021).Instructional leadership is the principal's core responsibility. The success of a school is largely dependent on its principal, who is an innovator and true leader. Strong managerial leadership is required of the school's principal, and this leadership must be shown in the creation, execution, and regular and appropriate evaluation of programs. A Sekolah Penggerak principal's handbook for promoting best practices in high schools is suitable for the circumstances of OKU Timur Regency's high schools. Given the crucial role of a school's principal in leading school success(Yan Liu a, 2018).

### Design Stage

The Result Design of Sekolah Penggerak Principal Leadership in Implementing Best Practices It is possible to prepare the Sekolah Penggerak principal's leadership design for enforcing best practices. Activation Schools are places of learning where the Pancasila Student Profile is realized and learning outcomes are developed holistically for the students. We understand that the Sekolah Penggerak Program is a catalyst for realizing the vision of Indonesian education, namely realizing the Pancasila Student Profile, so encouraging Sekolah



Penggerak is one of the efforts aimed at ensuring that educational transformation occurs more quickly and evenly across all schools. The Sekolah Penggerak program currently always strives to share good practices with schools both within the OKU Timur Regency and outside the OKU Timur Regency in terms of running the Sekolah Penggerak program. Activities to share good practices of the Sekolah Penggerak program carried out by OKU Timur Regency High School.

### Development Stage

At the development stage, a feasibility test is carried out Feasibility of the Sekolah Penggerak principal's leadership design in imparting good practices in high schools in OKU Timur Regency to be implemented in schools. Data from media validation results by six validators are displayed based on data analysis of the Sekolah Penggerak principal's guide, which was developed by the researcher. The first validator's results showed an average of 87.5 with appropriate criteria, the second validator's results showed an average of 80.56 with appropriate criteria, the third validator's results showed an average of 84.02 worthy criteria, the fourth validator's results showed an average of 82.29 worthy criteria, the fifth validator's results showed an average of 83.16 worthy criteria, and the sixth validator's results showed an average of 82.72 worthy criteria. Within the feasible criterion, the six validators' similarity result is 83.4%. It is appropriate for SekolahPenggerak's principals to use the researchers' guide, which they have prepared, to adopt best practices and make adjustments based on validators' recommendations. The researcher's SekolahPenggerak's principal guide was validated using material experts, and the results indicated that the first validator's average score was 75 with adequate criteria, the second validator's average score was 83.33 feasible criteria, the third validator's average score was 79.2 feasible criteria, the fourth validator's score was 81.25 worthy criteria, the fifth validator's score was 80.2 worthy criteria, and the sixth validator's score was 82.72 worthy criteria. Within the feasible criterion, the six validators' similarity result is 80.73%. The researchers' guidebook for SekolahPenggerak's principals is appropriate for use as a manual for SekolahPenggerak's principals to transmit best practices in OKU Timur Regency high schools, with modifications made in response to validator recommendations.

The study's findings support Rosser & Fahmi's (2018) assertions. If the mentoring program is successful, it should have several immediate effects, including local governments starting to run budgets and programs aimed at raising the standard of education and developing supervisors' capabilities, as well as truly grasping the concept and execution of the Sekolah Penggerak program. as well as supervisor. This initial impact will materialize if regional facilitators are given the freedom to maximize their competency in the mentoring process, and if the regional government fulfills its obligations as outlined in the Memorandum of Understanding. It is indisputable that the region's particular conditions cannot completely ensure that the two aforementioned assumptions will come true. For instance, regional policies frequently diverge from central policies due to local political dynamics in the areas. Consequently, the Ministry of Education and Culture must help regional assistants by sending educational advisors as a mitigating step. Education consultants are expected to be able to monitor and encourage regional assistance efforts to be more tactical in both regional policy advocacy work and mentoring work.

### Conclusions

Based on the analysis and discussion of research results, it can be concluded that Identifying the initial conditions for the need for Sekolah Penggerak guidance for SekolahPenggerak's principals in implementing good practices in high schools in OKU Timur Regency, namely critical situations and unexpected conditions can be challenging and can also be opportunities for school's principals in managing programs with various kinds of innovations. excel by designing a curriculum and learning that is adapted to the independent curriculum through adaptive school planning or management that adapts to current developments so that the learning process can continue to run well and with quality. The leadership design of SekolahPenggerak's principals in imparting good practices in high schools in OKU Timur Regency can be effectively implemented in the Sekolah Penggerak program. The products are presented in the form of the following units: Unit 1 Sekolah Penggerak program, Unit 2 school operational management working group, Unit 3 mentoring activities by school principals, Unit 4 mentoring for school principals. The feasibility of SekolahPenggerak's principal's leadership design in imparting good practices in high schools in OKU Timur Regency to be implemented in schools was declared suitable for use as a guide for SekolahPenggerak's principals in imparting good practices by the suggestions of the media validator was 83.4% in the appropriate criteria and the material validator was 80.73 % in eligible criteria. The guide material for SekolahPenggerak's principals that has been developed by researchers is suitable for use as guide material for SekolahPenggerak's principals for imparting good practices in high schools in OKU Timur Regency with improvements by suggestions from the validator.

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