

**IMPLEMENTATION OF THE SEKOLAH PENGGERAK PROGRAM
IN STRENGTHENING THE PROFESSIONALISM OF EDUCATORS
AT SD NEGERI 1 BRINGINSARI**

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ABSTRACT

The Program Sekolah Penggerak is designed to comprehensively improve student learning outcomes, with a primary focus on human resource development. With high-quality human resources, it is expected that all interventions under this program can be optimally implemented. This evaluation study focuses on SD Negeri 1 Bringinsari, which has implemented the Program Sekolah Penggerak in its school. This study uses a qualitative approach and was conducted at SD Negeri 1 Bringinsari, Sukorejo Subdistrict, Kendal Regency. Data were collected through interviews, observations, and documentation. The data analysis techniques employed include data condensation, data presentation, and conclusion drawing. The validity of the study was tested using triangulation. The research findings indicate that the planning of the Program Sekolah Penggerak at SD Negeri 1 Bringinsari was carried out comprehensively, involving goal setting, program design, and resource identification. The implementation of the program adhered to the predetermined guidelines. The evaluation of the program, using the CIPP model, demonstrates that the program's context, input, process, and product aspects were effectively executed. The context evaluation revealed the readiness of elements influencing the program's success. The input evaluation assessed the Kurikulum Merdeka (Independent Curriculum) as aligned with educational advancements. The process evaluation examined the success of planning, implementation, and evaluation stages. The product evaluation showed excellent achievements in each stage of the program, both managerially and evaluatively. Through strong commitment and confidence between the principal and educators, SD Negeri 1 Bringinsari, located in a remote area, successfully completed the Program Sekolah Penggerak. The results of this study show that all evaluated aspects met the established objective standards. Detailed and comprehensive information about the program facilitated the assessment of managerial effectiveness and the identification of improvement actions for the next program cycle.

Keyword: Program Sekolah Penggerak, Professionalism, Planning, Implementation, CIPP

A. INTRODUCTION

Education is the key to the progress of a nation. According to Mahendra et al. (2019:187), a good education system is expected to produce professional graduates who can compete internationally. Article 3 of Law No. 20 of 2003 states that the national education goal is to form the character of a dignified nation. Sujana (2019:30-31) adds that education must develop competence and enhance national civilization, encompassing religiosity, morality, diversity, social aspects, and culture in an integrated manner.

To face the changing times, education must be adaptive. Nur Nasution in Hartono (2020:74) mentions that change requires people to alter their perspectives and mindset. An education system that is not adaptive will produce irrelevant graduates. In this context, the principal, as a leader, plays a vital role. Susanto (2019:7) states that human resource development policies must align with the vision, mission, and educational environment. The principal must also foster a cooperative work climate (Djafri, 2019:1-2). At SD Negeri 1 Bringinsari, the School Driving Program is implemented to

address the low professionalism of educators. This program involves training committees for learning, In-House Training, Operational Management Working Groups, and the use of the Merdeka Mengajar Platform. Since 2021, this program aims to enhance human resource quality through ongoing training and adaptation to the new educational paradigm.

The principal and teachers at SD Negeri 1 Bringinsari continue to implement this program through mentoring, training, and collaboration. Thus, the School Driving Program is expected to improve the quality of education and educator professionalism in accordance with the needs of the times.

B. METHODS

This is a qualitative study with a descriptive approach. According to Danim (2019:32), the study collects data in the form of words and images, not numbers. The purpose is to gather in-depth information regarding the implementation of the school driving program in strengthening human resources at SD Negeri 1 Bringinsari.

2.1 Research Design

This study was designed using a qualitative approach to observe

behaviors and events at the research location. Moleong (2018:127) explains that qualitative research follows three main stages:

1. **Pre-field Stage:** The researcher made an initial visit to SD Negeri 1 Bringinsari to obtain an overview, conduct interviews, and make brief observations about the professionalism strengthening program.
2. **Field Work Stage:** This stage involves preparation by getting familiar with the location and research subjects. The second stage includes accessing information from various sources. The third stage involves conducting interviews, observations, and documentation of the subjects.
3. **Data Analysis Stage:** Data is analyzed by verifying its validity through triangulation. This process involves exploring program concepts, conducting preliminary interviews, scheduling research, and organizing and analyzing the collected data.

2.2 Population and Sample

This research was conducted at SD Negeri 1 Bringinsari, Sukorejo District, Kendal Regency, as the school is a

pioneer in implementing the school driving program in the area. The research subjects include facilitators, supervisors, the principal, and teachers. The research was conducted from October 2023 to December 2024.

2.3 Research Instrument

According to Sugiyono (2019:38), the main instrument in qualitative research is the researcher themselves. After the research focus is determined, additional instruments are used to complement the data. The tools used in this study include:

1. **Interviews:** With facilitators, supervisors, the principal, and teachers.
2. **Observations:** Recording activities in the field related to the implementation of the professionalism strengthening program.
3. **Documentation:** Collecting documents, photos of activities, and interview transcripts as supporting evidence.

2.4 Data and Data Sources

The research data is divided into:

1. **Primary Data:** Comes from interviews with the principal and teachers regarding the program implementation.

2. Secondary Data: Additional information from documents, observations, and supporting interviews.

2.5 Data Collection Techniques

Miles & Huberman (2014:38) emphasize the importance of data collection strategies to meet research standards. The techniques used include:

1. **Observations:** The researcher conducts direct observations of activities in the field. Observations can be overt or covert to ensure accurate data collection.
2. **Interviews:** Based on Creswell (2019:267), interviews can be conducted face-to-face, by phone, or in groups. Interviews are conducted to explore the planning, implementation, and evaluation of professionalism strengthening.
3. **Documentation:** Documentation in the form of transcripts, books, and photos of activities is used as written evidence of observations and interviews.

2.6 Validity Testing

To test data validity, the researcher uses triangulation techniques. Moleong (2012:330) identifies four types of triangulation: source, method, investigator, and theory. The

researcher combines interview, observation, and documentation techniques to ensure data credibility.

2.7 Data Analysis Techniques

Data analysis is conducted using the interactive model of Miles, Huberman, & Saldana. The process involves:

1. **Data Condensation:** This involves selection, focus, abstraction, and transformation of data. Miles & Huberman (2014:18) describe the stages of selection, which include determining relevant information. The focusing stage connects data to the problem formulation. The summarizing stage creates the main summary. The transformation stage simplifies and categorizes data.
2. **Data Presentation:** Data from observations, interviews, and documentation are presented in the form of interview notes (CW), field notes (CL), and documentation (CD). Data is coded for easier analysis.
3. **Conclusion and Verification:** Based on the reduced and presented data, the researcher draws conclusions to answer the research questions, supported by strong evidence.

C. RESULTS AND DISCUSSION

3.1 Research Findings

The research on strengthening educator professionalism in the school driving program at SDN 1 Bringinsari used interviews, observations, and documentation, covering the planning, implementation, and evaluation of the program using the context, input, process, and product (CIPP) model.

1. Program Planning for Strengthening Educator Professionalism at SD Negeri 1 Bringinsari

a. Needs Analysis

The principal conducted a thorough needs analysis, which included task distribution within the learning committee, inspection of facilities, and the development of a work plan that aligns with the school's Annual Work Plan and is budgeted in the School Activity and Budget Plan.

b. Goal Formulation

The scheduling of professionalism strengthening was done well, as evidenced by the program meeting minutes, where the principal involved teachers in the schedule creation while considering the academic calendar to align with other academic

activities.

c. Program Socialization

The socialization conducted by the principal was good as it involved teachers and supervisors, as evidenced by the program socialization minutes. However, it did not yet involve the entire school committee, who play an essential role in overseeing the program's implementation. Based on the data, it can be concluded that the planning for strengthening professionalism at SDN 1 Bringinsari was good. Out of the four indicators of planning, three were rated good, and one was rated adequate. The indicators that were rated good are the preparation of the professionalism strengthening program, needs analysis, and goal formulation. The indicator rated as adequate is the socialization activity, as it has yet to involve school supervisors and the entire school committee.

2. Implementation of the School Driving Program

a. Participant Participation

Participant involvement in the professionalism strengthening program has been good, with most

teachers actively participating in training, particularly in discussions and the application of learning projects. However, some teachers faced time constraints and still required further mentoring to apply training results in their classroom activities. The principal also played a significant role in supporting the program by providing facilities, flexible schedules, and forming learning communities. The program was carried out as planned in the School Work Plan, including time and budget allocations. Despite varying implementation, the program successfully enhanced teachers' knowledge, particularly in innovative teaching. Overall, participant participation in the program has been good, with strong support from the principal, facilitators, and school supervisors. However, continued mentoring and regular evaluations are needed to ensure the consistent application of training outcomes in classrooms.

b. Activity Implementation

The professionalism strengthening program for educators at the school has been

a priority to improve educational quality. The school adopted a collaborative training approach, involving School Driving facilitators and empowering learning communities. The implementation of the program at SDN 1 Bringinsari went well, with the principal playing a strategic role in supporting the program. Teachers experienced competency improvements, especially in student-centered learning. Facilitators significantly contributed through effective coaching and professional development. Some challenges included teachers' time constraints for optimal training participation and uneven digital infrastructure, requiring enhanced monitoring and evaluation to ensure the program's sustainability.

c. Collaborative Learning

Collaborative learning is an educational approach that emphasizes cooperation among students to achieve shared learning goals. According to Johnson and Johnson (2019:229), collaborative learning not only improves academic achievement but also develops social skills such

as communication, responsibility, and conflict resolution.

d. Practical Application in Schools

The implementation of practices in schools following the professionalism strengthening program showed positive results in student-centered learning approaches. However, there is a need for optimization through additional training to enhance the use of technology in learning. Providing more flexible time for teachers to design collaborative learning and a more structured approach to managing cross-subject collaborative projects is necessary.

Based on the data, it can be concluded that the implementation of professionalism strengthening at SDN 1 Bringinsari is good. Out of the four indicators of implementation, three are rated good, and one is rated adequate. The indicators rated good are participant participation, activity implementation, and collaborative learning. The indicator rated as adequate is the practical application in schools, as some teachers have not fully maximized differentiated learning media.

3. Evaluation of the Professionalism Strengthening Program Implementation

a. Context Evaluation of the Implementation of the Educator Professionalism Strengthening Program

The context evaluation of the professionalism strengthening program mostly met the school's needs, especially in teacher capacity development and curriculum renewal. The initial school needs assessment conducted before the program implementation was a key factor in this success. Gaps in implementation emerged due to individual teachers' readiness, limited technological facilities, and uneven understanding.

b. Input Evaluation of the Implementation of the Educator Professionalism Strengthening Program

The input evaluation, based on the implementation plan at the school, financing, and infrastructure, is structured, but the implementation mechanism requires improvement to optimize the use of facilities and infrastructure. Financing remains a

significant challenge, especially in procuring new facilities. Involving all stakeholders, including teachers and the school committee, needs to be more intensive to accurately identify needs and ensure effective implementation.

c. Process Evaluation of the Implementation of the Educator Professionalism Strengthening Program

The process evaluation has been carried out systematically, but planning requires improvement in digital competence and training access. The activities have shown significant progress in project-based learning but still require alignment of modules with local contexts. Supporting factors such as the leadership of the principal and facilitator assistance greatly influence the program's success. The main inhibiting factors include administrative burdens, disparities in teacher competence, and technical constraints.

d. Product Evaluation of the Implementation of the Educator Professionalism Strengthening Program

The product evaluation results indicate that the program has significantly improved the quality of learning at the school. Teachers, students, and other stakeholders have experienced tangible benefits from the teaching modules, learning media, and innovations developed. Observations and supporting documents confirm that the program's outcomes not only enhance teacher competencies but also enrich students' learning experiences and prepare them for future challenges.

Based on the above research data, it can be concluded that the evaluation of professionalism strengthening at SD Negeri 1 Bringinsari is excellent, as all four aspects of the evaluation meet the described evaluation criteria.

3.2 Discussion

1. Planning the Educator Professionalism Strengthening Program

Based on the research results, the planning of professionalism strengthening at SD Negeri 1 Bringinsari shows good results. Three of the four planning indicators were rated as good: program

preparation, needs analysis, and goal formulation. One indicator, the socialization activity, was rated as adequate because it did not involve supervisors and the entire school committee. The principal strives to create a friendly and comfortable atmosphere so that the professionalism strengthening program is well-received by teachers, making it a necessity to enhance competencies in learning (Ritonga, 2020: 46).

2. Implementation of the Educator Professionalism Strengthening Program

In implementing professionalism strengthening activities at SD Negeri 1 Bringinsari, the principal focused on integrating teaching strategies aligned with teaching materials and students' characteristics while utilizing multimodal learning media. This is in line with Muhammad (2016: 62), who stated that teachers seek effective teaching methods and develop lesson plans using various media. The principal also held meetings

with teachers to reflect on learning outcomes, compare them with previous findings, and provide suggestions for improvement.

3. Evaluation of the Educator Professionalism

Strengthening Program

a. Context Evaluation of the Educator Professionalism Strengthening Program

Context evaluation is the most fundamental evaluation, aiming to provide a rationale or foundation for a program. This professionalism strengthening program is based on the government's strategic policies, with SD Negeri 1 Bringinsari serving as a pilot project for the School Driving Program (PSP). According to Stone (2019), needs analysis is a process of gathering information about who, where, and how training can be conducted effectively. In the context of PSP, the goal is to holistically improve student competencies, which also impacts the

quality of education through the implementation of the Merdeka Curriculum. This program aims to strengthen teachers as implementers of learning and supports the provision of facilities, infrastructure, and funding for the program's success. This is also explained in the Minister of Education and Culture Decree No. 162/M/2021, which emphasizes the importance of superior human resources, both teachers and principals.

b. Input Evaluation of the Educator Professionalism Strengthening Program Implementation

The implementation of professionalism strengthening in the input component includes planning, implementation mechanisms, educators, education personnel, students, infrastructure, and financing. At SD Negeri 1 Bringinsari, the socialization of professionalism strengthening has been

carried out with all relevant parties, including training to improve the competencies of educators, education personnel, and the school committee. Adequate facilities and infrastructure are essential to support the smooth implementation of the program. Salihu & Jamil (2019) state that the availability of facilities and infrastructure is one way to assess the effectiveness of education programs.

The implementation of education financing is supported by regular BOS funds, BOS performance funds, and community participation funds. This financing is sufficient to support all planned activities. A well-prepared budget plan greatly determines the level of program implementation. In addition, careful and meticulous scheduling of activities is important to minimize errors, considering the large number of learning groups. This research is

relevant to Lippe & Carter (2019), who stated that program planning should maintain a high-quality curriculum and systematic evaluation.

c. Process Evaluation of the Professionalism Strengthening Program Implementation

The process aspect discusses the implementation of professionalism strengthening, beginning with socialization to all school elements, including parents. The principal coordinates these activities, and the budget allocation is adjusted to program needs. However, there is still a need for increased funding to expedite program implementation.

Wahjosumijo (2019:180) states that principals must be able to plan, organize, lead, and control available resources. In this study, the implementation of professionalism strengthening aligns with

the goals outlined in KOSP and RKAS, where the principal facilitates, accompanies, evaluates, and reflects regularly.

However, challenges include the readiness of human resources and facilities. To address this, the school conducts training, in-house training, mentoring, and coaching, both internally and externally. Facilities and infrastructure are also identified and supplemented as needed to support learning activities. Nur Mawadah (2022) states that organizations must understand the need for socially responsible behavior and gain stakeholder support.

d. Product Evaluation of the Professionalism Strengthening Program Implementation

Product evaluation measures the success of achieving the program's objectives. It helps decision-makers identify program

outputs and benefits. Wirawan (2019) states that product evaluation seeks to identify benefits to help staff focus on important results. Based on interviews and research, the professionalism strengthening program shows good results, though there is room for improvement in human resource development, facilities provision, and increased funding.

The outcomes of the professionalism strengthening program include enhanced school digitization, student learning achievements, successful co-curricular, curricular, and extracurricular activities, as well as increased academic and non-academic achievements. Furthermore, educators have mastered new learning paradigms, and policy coordination has become more solid. Research by Kafi et al. (2019) states that the quality of good educators is

crucial for improving the quality of education.

D. CONCLUSION

Based on the research on the implementation of the School Driving Program (PSP) at SD Negeri 1 Bringinsari, it can be concluded that the school has effectively implemented PSP by setting objectives, preparing programs, scheduling, and identifying the necessary resources such as facilities, infrastructure, and funding. Careful planning has implications for systematic management and optimal achievement of goals. Program implementation has been systematic, involving other parties, and conducting joint monitoring with facilitators and the education office. However, there is still a need to improve program management effectiveness and socialization to avoid misinterpretation. Context evaluation in implementing the professionalism strengthening program aligns with theories and government technical guidelines and successfully develops student character through P5 activities while creating a positive school climate. Input evaluation shows the need for greater readiness among all stakeholders to support the program's implementation, including funding and inter-party coordination.

Process evaluation has been data-based using a Data-Based Planning (PBD) approach to enhance human resources competencies and provide facilities to support learning activities. Product evaluation shows the results of professionalism strengthening at SD Negeri 1 Bringinsari through increased school digitization, learning achievements, academic and non-academic achievements, and improved school environment quality.

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