

## ***Sekolah Penggerak* and *Guru Penggerak* Evaluation Policy as Pioneers of Changes in The Education System in The New Paradigm Curriculum**

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### **ABSTRACT**

To accelerate the improvement of the performance quality of public/private schools in Indonesia, the Ministry of Education and Culture has launched the “Sekolah Penggerak” and “Guru Penggerak” programs which are improvements to the school transformation program. The purpose of this study is to review and evaluated the “Sekolah Penggerak” and “Guru Penggerak” programs in Indonesia launched in 2021. The paper attempts to answer the following research questions: (1) has the “Sekolah Penggerak” and “Guru Penggerak” been running as expected? (2) What things need to be done in improving the effectiveness of “Sekolah Penggerak” and “Guru Penggerak” in Indonesia? This research method is carried out with an evaluation research and desk study approach by reviewing policy objectives rolled out by the Indonesian government through the curriculum "Merdeka Belajar" compared to current conditions. The results of the desk study and evaluation show that there are at least 7 (seven) aspects that constitute curriculum changes in this program, namely (1) The profile of Pancasila students; (2) Changes in KI and KD to CP (Learning Outcomes); (3) Learning system with thematic approach; (4) The new paradigm curriculum; (5) Collaborative learning model; (6) Informatics subjects; (7) Combining science and social studies subjects. Further research is needed to see the impact and effectiveness of the achievement of the “Sekolah Penggerak” and “Guru Penggerak” in a quantitative method within the next 2 years.

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## **Introduction**

The 7th episode of *Merdeka Belajar* is *Sekolah Penggerak* program. *Sekolah Penggerak* Program is an improvement from the previous program related to school transformation. This program will accelerate the condition and performance of public or private schools to move 1-2 stages further. In addition to *Sekolah Penggerak* program, the Ministry of Education and Culture has previously launched *Guru Penggerak* program in the 5th episode of *Merdeka Belajar*. In *Sekolah Penggerak*, teachers provide lessons not only in one

direction, but with a variety of fun activities that include critical reasoning, collaboration, and creative competencies.

The orientation of *Sekolah Penggerak* program is to increase the competence of teachers to become learning leaders so that the role of teachers as facilitators and inspirations is truly realized in the learning process. Meanwhile, *Sekolah Penggerak* program generally focuses on developing school human resources, starting from students, teachers, to school principals. The quality of students is measured by achieving learning outcomes above the expected level by creating a safe, comfortable, inclusive, and fun learning environment.

The two programs launched by the Minister of Education and Culture are in line with the vision and mission of education in Indonesia, namely to create a golden generation in 2045. The school and teacher mobilization program is designed as an effort to realize an advanced Indonesia that is sovereign, independent, and has a good personality through the creation of Pancasila students who are faithful, pious to God Almighty, and have a noble character, are independent, think critically, creatively, work together, and have global diversity.

The implementation of *Sekolah Penggerak* and *Guru Penggerak* program is carried out in stages through a long selection. *Sekolah Penggerak* program consists of five interrelated and inseparable interventions, namely:

1. Consultative and asymmetric assistance. The Ministry of Education and Culture through the technical implementing unit (UPT) in each province will assist to provincial and district/city governments in planning *Sekolah Penggerak* program. The UPT Ministry of Education of RI in each province will assist to the Regional Government during program implementation. This includes facilitating the local government in conducting outreach to related parties to find solutions if problems occur in the field.
2. Strengthening school human resources involving school principals, school supervisors, supervisors, and teachers. The form of strengthening includes training and intensive mentoring (one-to-one coaching) with expert trainers from the Ministry of Education and Culture.
3. Conducting learning with a new paradigm. Namely, designing learning based on differentiated principles, so that each student learns according to his needs and stage of development.
4. Emphasis on school-based management, which is based on self-reflection of the education unit.
5. Digitizing schools through the use of various digital platforms that reduce complexity, increase efficiency, increase inspiration, and adapt approaches.

#### *The Research Purposes*

1. Provide an overview of the program of *Sekolah Penggerak* and *Guru Penggerak* in improving the quality of education in Indonesia.
2. Provide an evaluation of the achievement of *Sekolah Penggerak* and *Guru Penggerak* program which has been running for 2 years.

#### *Overview of School Policy and Movement Teachers*

As an effort to continue and develop policies to improve and equalize the quality of education, the Ministry of Education and Culture of the Republic of Indonesia initiated the *Sekolah Penggerak* program. The *Sekolah Penggerak* program seeks to encourage educational units to transform themselves to improve the quality of learning in schools, and then to make an impact on other schools to carry out similar quality improvements. In general, the *Sekolah Penggerak* program aims to encourage the transformation process of

educational units to improve student learning outcomes holistically, both in terms of cognitive and non-cognitive competence (character) to realize the Pancasila student profile. The expected transformation is not only limited to education units, but can trigger the creation of an ecosystem of change and mutual cooperation at the regional and national levels so that changes that occur can be widespread and institutionalized. To support and ensure the achievement of the goals of *Sekolah Penggerak* program, it is necessary to arrange the mechanism for implementing *Sekolah Penggerak* program, which will later be used as a guide in implementing *Sekolah Penggerak* program (Ministry of Education of RI, 2021a).

Decree of the Minister of Education and Culture of the Republic of Indonesia No. 1177/M/2020 on *Sekolah Penggerak*. The important content of the policy is that it aims to encourage the process of transformation of educational units in order to improve student learning outcomes holistically, both in terms of cognitive and non-cognitive competence (character) in order to realize the Pancasila student profile. The expected transformation is not only limited to education units, but can trigger the creation of an ecosystem of change and mutual cooperation at the regional and national levels so that changes that occur can be widespread and institutionalized.

## Method

This study aims to evaluate descriptively about the Motivating School and Motivating Teacher program that has been taking place since 2020/2021 in Indonesia through the desk study and evaluation research method, namely by collecting data and information through examination and analysis of data and information using secondary data. , both in the form of school internal/external documents, laws and regulations related to government policies, reports, literature studies, and relevant journals for further comparison between program objectives and the achievement of current conditions in a summative manner, namely as a process of assessing to the extent to which educational goals can be achieved (Tayibnapis, 2018).

In carrying out the evaluation, the researcher thinks systematically, which is looking at the program under study as a unit consisting of several components or elements that are interrelated with each other in supporting the successful performance of the object being evaluated by using information from monitoring to analyze processes, programs and projects. to determine if there are opportunities for change to strategies, programs and projects. Evaluation, like monitoring, should encourage learning. In the strategy implementation phase, evaluation is used to determine whether the actions meet strategic objectives, are efficient, effective and/or at all (Materials, Design and Evaluation of Multimedia Educational, 2005).

The process of implementing this systematic literature review adopts the method used by Durst and Edvardson (2012), namely: (1) determining the area of discussion and literature search, (2) determining the boundaries of inclusion and exclusion, (3) conducting in-depth research, and (4) do the final writing.

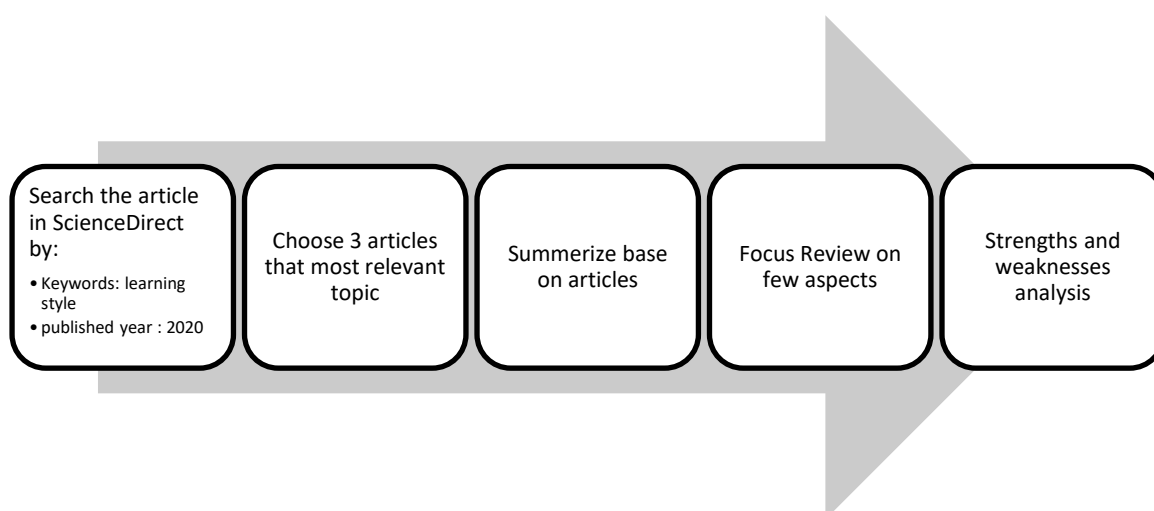


Figure 1. Stages of Research Methodology (Durst and Edvardson 2012).

## Results and Discussion

As an effort to continue and develop policies to improve and equalize the quality of education, the Ministry of Education and Culture of the Republic of Indonesia initiated *Sekolah Penggerak* program. *Sekolah Penggerak* program seeks to encourage educational units to transform themselves to improve the quality of learning in schools and then to make an impact on other schools to carry out similar quality improvements. In general, *Sekolah Penggerak* program aims to encourage the transformation process of educational units to improve student learning outcomes holistically, both in terms of cognitive and non-cognitive competence (character) to realize the Pancasila student profile. The expected transformation is not only limited to education units but can trigger the creation of an ecosystem of change and cooperation at the regional and national levels so that changes that occur can be widespread and institutionalized. To support and ensure the achievement of the goals of *Sekolah Penggerak* program, it is necessary to arrange the mechanism for implementing the *Sekolah Penggerak* program, which will later be used as a guide in implementing *Sekolah Penggerak* program (Ministry of Education of RI, 2021a).

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*Guru Penggerak* program is the realization of the National Long Term Development Plan (RPJP) Vision 2005-2025 regarding quality human development. Superior human resources as the educational output in question, of course, human resources who have both competitive and comparative advantages, because without having superior human resources Indonesia will not be able to achieve the demographic bonus, especially entering the era of the industrial revolution 4.0 or the era of globalization that is so fast. Mentoring and professional development are emphasized on the principle of reflective and self-development for teachers, as well as using clear and measurable assessment tools. The mentoring process is designed as needed and carried out by the education unit leader based

on the results of observations or evaluations. Some examples of mentoring and professional development that can be done: (a) Coaching: mentoring process to achieve goals by exploring one's thoughts on a problem; (b) Mentoring: mentoring process by sharing experience/knowledge to overcome a problem; (c) Training: The mentoring process by strengthening knowledge and skills related to performance, with internal or external sources (according to the ability of the education unit) (Ministry of Education of RI, 2021). The strategies for preparing teachers and education personnel for *Sekolah Penggerak* are:

1. Focus on human resources training
  - a) Increase the capacity of teachers and education personnel in implementing the prototype curriculum
  - b) Accelerating the massive capacity building of teachers and education staff to be ready to implement prototype curriculum
2. Develop a learning community
  - a) The learning community can consist of teachers and principals from *Sekolah Penggerak* or *Guru Penggerak*.
  - b) This learning community facilitates the sharing of good practices in implementing a prototype curriculum
3. Curriculum adoption can be done in stages (learning journey) (Ministry of Education of RI, 2021c).

Furthermore, the education unit has the freedom to develop in other ways as long as it is in line with the main objectives of the school's operational curriculum. As the leader of the learning process in the education unit, the principal needs to reflect as part of his daily activities. The process of reflection becomes a culture and habit that is carried out personally and as part of a discussion with all school members. Especially for vocational high schools, the operational curriculum is an implementable curriculum that outlines the core curriculum of fields and competency programs in the form of concentration and internal potential of schools and the world of work (Ministry of Education of RI, 2021b).

Principles of developing a new paradigm of the operational curriculum in education units:

1. Student-centered, namely learning must meet the diversity of potentials, developmental needs, and stages of learning, as well as the interests of students. The Pancasila Student Profile has always been a reference at all stages in the preparation of the school operational curriculum
2. Contextual, showing the uniqueness and following the characteristics of the education unit, the socio-cultural context, and the environment, as well as the world of work and industry (specifically for SMK), and showing the characteristics or specificity of students with special needs (special SLB)
3. Essential, which contains all the important/main information elements needed and used in the education unit. The language used is simple, concise, and easy to understand
4. Accountable, can be accounted for because it is based on data and actual
5. Involve various stakeholders. The development of the education unit curriculum involves the education unit committee and various stakeholders including parents, organizations, various centers, as well as industry and the world of work for SMK, under the coordination and supervision of the Education office or ministry office that carries out government affairs in the field of religion in accordance with their authority. (Ministry of Education of RI, 2021b).

The Goals of the Motivating School Program aim to:

1. Improving competence and character in accordance with the profile of Pancasila students; Pancasila student profiles;
2. Ensure equal distribution of education quality through capacity building programs for principals who are able to lead educational units in achieving quality learning;
3. Build a stronger education ecosystem that focuses on improving quality; and
4. Creating a collaborative climate for stakeholders in the field of education both at the school, local government, and government scope.

It is hoped that the mechanism for implementing the Motivating School Program can be used as a reference for the parties in implementing the Motivating School Program so that the implementation is as expected (Ministry of Education of RI, 2021a). The following is a strategy to strengthen *Sekolah Penggerak* launched by the government:



Figure 2. Strategy for Strengthening Schools of Movers  
(Ministry of Education of RI, 2021d)

*Sekolah Penggerak* is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competence and character starting with superior human resources (HR). This program is expected to be able to achieve the vision of Indonesian education, namely: "Realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students who think critically, creatively, independently, have faith, fear God Almighty, and have noble character, work together, and have diversity. global.

Based on research conducted by Rahayu et. al., (2021) showed that teachers did not yet have an understanding in implementing *Sekolah Penggerak* curriculum, namely: (1) 80 percent of the respondent teachers had difficulty understanding *Sekolah Penggerak* curriculum; (2) 95 percent of respondent teachers have difficulty in implementing the new curriculum; (3) 90 percent feel that the training time for *Sekolah Penggerak* curriculum is short; (4) 70 percent of respondent teachers feel the lack of information on *Sekolah Penggerak* curriculum. From these data, it shows that teachers are not ready to implement *Sekolah Penggerak* curriculum.

Furthermore, the results of research conducted by Sibagariang et al., (2021) show that the role of *Guru Penggerak* with ordinary teachers (non-activators) does not have a very significant difference, because they both have the task of being *Guru Penggerak* in learning to create a learning atmosphere that is conducive to learning. interesting and fun so that students are motivated to develop their potential independently. But what distinguishes it is

that *Guru Penggerak* has a special role in independent learning, namely being a teacher who is able to manage learning using existing technology by reflecting and improving continuously so that students are encouraged to improve their academic achievements independently.

Meanwhile, in the research of Satriawan et al., (2021) it is explained that the school transformation process that is driven by *Guru Penggerak* is carried out through an appreciative inquiry approach. Although different in terminology, the appreciative inquiry approach has actually become an essential part of organizational change. In Scharmer, 2018 (p.177) explains that this appreciative inquiry approach is part of action research that can be used to create a new culture within the organization. Through an appreciative inquiry approach, *Guru Penggerak* manages the educational transformation process at the school level by exploring the shared desires of every school member, gathering the driving forces and forces, appreciating every slightest improvement effort, and aligning different interests within the school in order to avoid counterproductive resistance for school progress (Satriawan et al., 2021).

Appreciative inquiry assumes that personal and organizational change will be effective if it is based on questions and dialogue about transformational strengths, successes, values, hopes, and dreams. This assumption is equivalent and relevant to Ki Hajar Dewantara's vision and conception of the principle of nature and the Among system in education. These common assumptions are the basis for the use of appreciative inquiry in driving the transformation process in schools (Dharma, 2020).

Research by Aryesam (2018) shows that the factors that support the implementation of the planning and driving function of school principals are the existence of good cooperation between schools, committees, and the education office, as well as adequate infrastructure; while the inhibiting factors are the lack of teachers, the absence of administrative staff (administrative staff), the absence of a clear division of tasks, and the lack of communication between school principals and teachers.

The impact of school principals who have not been able to implement the driving function properly and correctly are: (1) low accreditation status; (2) low academic and non-academic achievements; (3) School Examination Scores (US), and National Examination Scores (UAN) from year to year for the last three years have not increased; (4) the teaching and learning process does not change; (5) the division of tasks for teachers is stagnant. From the results of interviews, it was obtained data that the communication system did not work between the principal and other learning components causing implementation barriers (Aryesam, 2018).

Based on the review and evaluation in this study, 5 (five) superior resources were obtained which are expected to be able to overcome the five challenges of the world of education in the future, which are as presented in the following table.

Table 1. Five Excellent Resources to Overcome Future Educational Challenges

Category	Current Situation	Future Directions
Ecosystem	a. School as a job b. Leaders as regulators c. School management is too administrative d. There are still early childhood education programs that have not involved parents.	a. School as a fun activity b. Leaders provide services c. Collaborative and competent school management d. Harmony of education at home and family.

Teacher	<ul style="list-style-type: none"> <li>a. Teachers as curriculum implementers</li> <li>b. The teacher as the only source of knowledge</li> <li>c. Teacher training based on theory</li> <li>d. Early childhood education programs (PAUD): drilling &amp; teacher-centered method.</li> </ul>	<ul style="list-style-type: none"> <li>a. Teachers as owners and curriculum makers</li> <li>b. Teachers as facilitators from various sources of knowledge</li> <li>c. Practice-based teacher training</li> <li>d. early childhood education programs (PAUD): competencies include pedagogic and socio-emotional.</li> </ul>
Pedagogic	<ul style="list-style-type: none"> <li>a. Students as recipients of knowledge.</li> <li>b. Focus on face-to-face activities.</li> <li>c. Approach: Play to read-write-count lessons.</li> <li>d. Teaching based on age division.</li> </ul>	<ul style="list-style-type: none"> <li>a. Student-oriented learning.</li> <li>b. Learning using technology.</li> <li>c. Approach: Play is learning, meaningful &amp; contextual.</li> <li>d. Teaching based on ability level student.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>a. Linear progression</li> <li>b. Content-based curriculum</li> <li>c. Focus on academic activities</li> <li>d. The fracture between early childhood education programs and elementary school curricula.</li> </ul>	<ul style="list-style-type: none"> <li>a. Flexible development</li> <li>b. Competancy-based curriculum</li> <li>c. Focus on soft skills and character development</li> <li>d. Smooth transition from early childhood education programs to elementary school.</li> </ul>
Assessment Method	Assessment as learning.	Assessment for learning.

In the challenges of the world of education described in the table above, teachers and pedagogy play an important role in responding to change. Then *Guru Penggerak* as a solution to answer the global challenges of education. Motivating teachers are expected to be agents of change in the learning process, able to create true learning leaders so that they have an impact on student learning outcomes.

*Sekolah Penggerak* program to achieve Indonesia's education vision and print a golden generation in 2045 is very good program, however, its human resources (HR) have not been able to fully support the program. In addition to human resources, facilities and infrastructure are also obstacles to achieving the vision of education to the fullest. The following is an analysis of school policies and *Guru Penggerak* in changing the curriculum of the new paradigm:

Table 1. Challenges/Problems Found and Solution Suggestions

Curriculum Changes	Challenges/ Problems Found	Solution Suggestions (Recommendations)
A. Changes in the curriculum structure, where the Pancasila Student Profile (PSP) becomes a reference in the development of Content Standards, Process Standards, and Assessment Standards (Curriculum Structure); The emergence	1. The quality and availability of human resources are not evenly distributed.	<ul style="list-style-type: none"> <li>1. a. The quality of human resources can be improved by increasing training / workshops at the District / City level.</li> <li>b. To meet the needs of the number of teachers in accordance with the field of</li> </ul>



<p>of an assessment system based on Learning Outcomes, Learning Principles, and Learning Assessments.</p>		<p>subjects that are mastered, the local government needs to increase teacher recruitment.</p>
	<p>2. Teacher literacy levels are low so teacher critical thinking is still low.</p> <p>3. Teachers will find it difficult to determine the achievement of learning and curriculum development.</p>	<p>2. a. Encouraging literacy activities becomes compulsory habituation in schools.</p> <p>b. Increase the number of libraries in a school library.</p> <p>c. Incorporate teacher literacy programs into the school curriculum.</p> <p>3. a. More intense supervisory mentoring and coaching.</p> <p>b. The supervision of the principal was enhanced.</p> <p>c. To know the achievements of each student, the teacher must do a diagnostic test before making a lesson plan.</p>
<p>B. Changes in terms of Core Competence and Basic Competence are replaced with Learning Outcomes which is a series of knowledge, skills, and attitudes as a continuous process to build a complete competence.</p>	<p>1. Weak pedagogical competence of teachers in the mastery of learning models.</p> <p>2. Characteristics of heterogeneous students.</p>	<p>1. a. The principal examines lesson plans made by teachers with lesson plan review instruments.</p> <p>b. Socialize learning models implemented with coordination from supervisors.</p> <p>2. a. Mapping at the beginning of the admission of new students to determine the achievement of school learning and the achievement of subject distribution.</p>

- |  |  |   |
|--|--|---|
|  |  | <p>b. It is necessary to explore the character of the student in terms of:</p> <ul style="list-style-type: none"> <li>▪ Socioeconomic background.</li> <li>▪ Educational background of parents.</li> <li>▪ Inherent culture in the family.</li> <li>▪ Parenting accepted by students at home</li> </ul> <p>3. a. Encourage parenting programs in schools.</p> <p>b. Involving parents/committees in formulating school programs.</p>        |
| <p>C. The implementation of the learning process with a thematic approach is an alternative at all levels of education. While at the elementary school level, you can choose to use the thematic approach or not.</p>              | <p>The pedagogical competence of teachers is not evenly distributed so it will make it difficult for teachers to choose learning methods that match the characteristics of students.</p>               | <p>a. The subject teacher in collaboration with counseling teachers approaches the student/parent of the student to understand the characteristics of the child.</p> <p>b. To improve the pedagogical competence of teachers, the school programs workshops for subject teachers.</p> <p>c. To increase teacher motivation in achieving pedagogical competencies that are expected to be held rewards/awards for teachers from schools.</p> |
| <p>D. The New Paradigm curriculum does not set the number of hours of lessons per week as has been the case in the 2013 Curriculum. In the New Paradigm Curriculum is determined only the number of hours of lessons per year.</p> | <p>The ability of schools and human resources are diverse, requiring socialization that is not short for understanding and implementation of the number of hours of lessons in the new curriculum.</p> | <p>Supervisory assistance is further enhanced to the school so that the school can compile the ideal Educational Operational School Curriculum (EOSC).</p>  |

<p>E. Schools are given the freedom to implement collaborative learning models between subjects. Furthermore, assessment can be done across subjects, for example in the form of summative assessments in the form of projects or project-based assessments.</p>	<ol style="list-style-type: none"> <li>1. Weak creativity of teachers about project tasks that will be given to students.</li> <li>2. Low mastery of IT teachers related to the preparation of projects to be developed</li> <li>3. Lack of completeness of school facilities and infrastructure in project development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase teacher training and maximize teacher deliberation activities.</li> <li>2. Designing IT application training programs for teachers held in schools.</li> <li>3. Allocate funding to increase school facilities.</li> </ol>
<p>F. Information and Communication Technology (ICT) subjects in the 2013 Curriculum were eliminated and replaced with a new name. Namely informatics subjects that will be taught starting from the Junior High School level.</p>	<ol style="list-style-type: none"> <li>1. Lack of teachers with IT background.</li> <li>2. School infrastructure facilities that have not been maximized and the internet network is not stable.</li> </ol>	<ol style="list-style-type: none"> <li>1. a. Procurement of IT teachers through teacher recruitment.</li> <li>b. Existing teacher IT competency improvement program.</li> <li>2. Schools program the purchase of IT-based facilities.</li> </ol>
<p>G.1. Science and social studies subjects at elementary school level Grades IV, V, and VI are taught simultaneously under the name of Subjects: Social and Natural Sciences (SNS).</p>	<ol style="list-style-type: none"> <li>1. Low mastery of teachers in collaborative learning methods of science and social</li> </ol>	<ol style="list-style-type: none"> <li>1. Training for teachers on collaborative learning methods.</li> </ol>
<p>2. Furthermore at the elementary level English subjects becomes the elective subjects.</p>	<ol style="list-style-type: none"> <li>2. Lack of teachers with English background in elementary school.</li> </ol>	<ol style="list-style-type: none"> <li>2. Recruiting English teachers to elementary school.</li> </ol>

## Conclusion

*Sekolah Penggerak* and *Guru Penggerak* program is the right step to realize the Independent Learning education system which is expected to realize the vision and mission of education in the year 2045. However, in its implementation, it does require hard work, support from various parties, and a large investment of funds from the government to motivate teachers and school principals to work harder and maximally. Facilities and infrastructure related to learning projects, especially IT facilities are also very much needed to make it easier for *Guru Penggerak* to develop their teaching creativity. Intrinsic motivation is an aspect of urgency that cannot be ignored. *Guru penggerak* must be aroused by a sense of involvement from within (work engagement) so that teaching and educating becomes a passion, love, and a pleasurable need for him. The teaching creativity of *Guru Penggerak* will produce creative students. A high sense of work involvement from within the teacher will transmit and foster a sense of love in the hearts of students for science. Furthermore, parental, family, and community support become a smooth path for *Sekolah Penggerak* to develop learning ideas in a new paradigm curriculum that must be prepared based on student needs, local culture, socio-economic conditions, and local wealth. So, it takes the cooperation of all educational stakeholders in filtering the information on the needs of these students. Furthermore, it is recommended that further research be carried out to see the impact and effectiveness of the achievement of the *Sekolah Penggerak* and *Guru Penggerak* program quantitatively for at least the next 2 years, as well as periodic evaluations at least once every 3 years in each region in Indonesia. In order for the evaluation to run on an ongoing basis, a supervisory committee for the implementation of *Sekolah Penggerak* and *Guru Penggerak* is needed. This is needed so that the complaints and obstacles felt by the *Sekolah Penggerak* principal and *Guru Penggerak* can be recorded properly so that the resolution of problems and challenges that arise when the program is running can be prepared comprehensively and sustainably (continuous improvement).

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