Model of Sekolah Penggerak in Building Accelerated Transformation of Jambi University Partner Schools

Ahmad Hariandi[1*], Muhammad Sholeh[1]

[1] Faculty of Teacher Training and Education, Jambi University, Indonesia.

Abstract: This research is based on the Sekolah Penggerak model in the development of accelerated school transformation from the implementation of the Sekolah Penggerak program at partner schools at Jambi University. From the results of the initial grand tour, it can be seen that the partner school learning environment still contains bullying and disruption, as well as learning that is not yet student-centered. The research results show that the main elements of the Sekolah Penggerak model in developing accelerated school transformation are leadership development, which is the driving force in the governance system, improving the quality of communication, improving the quality of teachers, and problem-solving. These elements can improve the stages of school transformation at level 3, namely the expected stage, where bullying rarely occurs, and teachers carry out learning according to needs. The synergy of elements in increasing the stages of school transformation leads to the implementation of the School Mobilization Program, namely accelerating school transformation, improving the quality of education, increasing the competence of school principals and teachers, and accelerating the implementation of digitalization in schools. And open up opportunities to become a transformation catalyst for other schools.

Keywords: Sekolah Penggerak, School Transformation

Introduction

The Independent Learning Curriculum Policy has been launched by the Minister of Education and Culture through Circular Letter Number 1 of 2020, which emphasizes that conceptually, a paradigm shift in education makes motivation to think critically and innovatively for students the main orientation. This concept is in line with the vision and mission of Indonesian education in the future, where education aims to create quality human beings who can compete in various fields of life (Sibagariang, Sihotang & Murniarti, 2021).

The new paradigm implemented by the independent learning curriculum is one of the government's efforts to improve the quality of human resources that are responsive to current developments in science and technology which are quite disruptive. Science learning can be an effective model for applying these theories, allowing students to be active in the construction of their

knowledge. Through a quality education system, professional human resources capable of competing globally will be created. According to Aunurrahman (2016), the new paradigm shifts learning practices to rely more on cognitive and constructivist theories, resulting in the restructuring of the existing education system with a new, better paradigm.

The era of Industrial Revolution 4.0, which is marked by artificial intelligence, has now ushered human civilization towards the concept of society 5.0, which emphasizes that human existence as the main subject requires the ability to continue to be active, creative innovative, and collaborative with digital technology. Science learning that involves experiments and hands-on experience can be an effective method for achieving reflection-based learning. Following up on this, education providers must be able to improve all matters related to education, both related to management and quality of

teachers, access to facilities and infrastructure as well as from a policy perspective. In this context, the relevance of implementing school transformation through the Activist School Program becomes very urgent and strategic in the anticipatory efforts carried out by education administrators.

School transformation is the starting point in implementing the independent learning curriculum. It is hoped that school transformation will be able to bring about a paradigm shift that is responsive to developments over time, where schools must be a pleasant place for students so that the psychological impact on students can have an impact on optimizing learning. A safe, comfortable, and inclusive school environment will protect students from all bullying, intolerance, and disturbances in the classroom.

According to Andriani (2018), the school principal as a manager is required to have the competence to transform the school environment into a challenging and enjoyable environment so that students are active, creative and innovative, and able to empower all their potential. At a normative level, school principals are required to be able to transform into servant figures who are not merely manager figures, both for students and parents.

Meanwhile, at a practical level, teachers are also required to be able to transform from curriculum executors to creators and owners of the curriculum. The teacher's position in the learning process is not only as the source of knowledge for students but also as a facilitator and catalyst for various sources of knowledge. The demand to be a teacher who is always up to date in his professional and pedagogical competence is something that every teacher absolutely must have to be able to keep up with developments in information technology, especially in the field of education, as well as being an answer to the increasingly rigid expectations of parents regarding the quality of graduates.

Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia concerning Guidelines for Implementing Curriculum Number 56/M/2022, it is stipulated in point 9, that in the context of learning recovery, the educational unit designated as the implementer of the Curriculum Sekolah Penggerak Program used is the Merdeka Curriculum.

The consequences of school transformation are one of the significant things echoed in the Mobilizing School Program. According to Faiz and Faridah (2022), the program is an effort to realize the vision of Indonesian education where through the Pancasila Student Profile Strengthening Program a sovereign, advanced, independent, and characterful Indonesia can be realized. Pancasila. Developing learning outcomes is the focus of the Focused Sekolah Penggerak Program which holistically covers literacy and numeracy competencies

as well as character, starting with superior human resources (school principals and teachers). Science learning that is well integrated into the curriculum can be the main driving force to achieve this goal, especially in overall development.

The Sekolah Penggerak Program which was launched on February 1 2021 is the result of collaboration between the Ministry of Education and Culture and the Regional Government. Completing school transformation that focuses on learning outcomes is the government's effort in this program. Nadiem Anwar Makarim's explanation of the four stages of school transformation in Indonesia after the Implementation of the Sekolah Penggerak Program hopes that schools can become a pleasant place for students. In the first stage, there are schools with literacy and numeracy levels that are very below average, and the learning environment is not comfortable enough, because bullying and disturbances are still massive.

The second stage, is a better school stage but with several notes, where bullying still occurs and teachers do not pay attention to the needs of each student. In the third stage, the school has reached the expected stage, where bullying is projected to no longer occur and learning is reflection-based. The final stage, namely the fourth stage, is the ideal stage, where numeracy and literacy are above average and the school has become a comfortable, safe, inclusive, and enjoyable environment for students.

The four stages above are the achievements that must be achieved by the Sekolah Penggerak, where the Sekolah Penggerak program is a refinement of the previous school transformation program, which will accelerate public/private schools to move 1-2 stages further forward. This program is carried out in an integrated and gradual manner so that schools throughout Indonesia can become Sekolah Penggerak Programs (Kemendikbud, 2021).

Data from the Jambi Province Sekolah Penggerak Center shows that SDN Number 198/1 Pasar Baru Muara Bulian is one of the second-generation Sekolah Penggeraks in Batang Hari Regency. From the results of the initial interview with Mrs. Nurhayati, S.Pd, the Principal of the School, it is known that SDN Number 198/1 Pasar Baru Muara Bulian has implemented the Sekolah Penggerak Program. Various efforts have been made by the school to implement holistic learning. Teachers have also implemented learning using various learning models and used various types of assessments to see the extent of learning results. Apart from that, teachers are also implementing school digitalization through the use of various digital platforms and have implemented the Pancasila Student Profile Strengthening Program.

However, from the results of initial observations

on February 6 and 14 2023, it was found that the school environment is still unable to become a safe and comfortable place for students. This can be seen from the school environment which seems barren. Apart from that, there is still bullying and disturbances inside and outside the classroom, such as students making fun of each other, and using harsh and dirty words in communicating. In the classroom, there are still students who do not pay attention to the lesson, daydream, chat with friends, and are sleepy. Furthermore, researchers also found that SDN 198/1 Pasar Baru was not optimal in developing the transformative paradigm that was billed in the Sekolah Penggerak Program. In this case, it can be seen from the principal's activities that most of them are in the principal's office and do not monitor the learning process continuously. Apart from that, in the classroom the teachers are also not optimal in their learning approach, not paying attention to the needs and ability levels of students.

The reality above is in line with the 4 stages of the transformation process through Sekolah Penggeraks, where SDN Number 198/1 Pasar Baru Muara Bulian is still at stage 2, namely 1-2 levels below the expected level, bullying is no longer the norm and learning has begun according to student needs. For this reason, according to Mrs. Nurhayati, S.Pd, the school is making various efforts to develop accelerated school transformation so that it can reach the next stages.

Following up on the results of the grand tour, the author is interested in researching the Sekolah Penggerak model in developing accelerated school transformation at SDN Number 198/1, Pasar Baru Muara Bulian Village, which aims to see how the stages of school transformation are achieved so that the expected quality of education can be achieved. in this digital era.

The problem background from the results of interviews and preliminary observations motivated the author to research the Sekolah Penggerak model in developing accelerated transformation of Jambi University partner schools at SDN 198/1, Pasar Baru Muara Bulian Village. As for this research, the problem formulation is: "What is the model of Sekolah Penggeraks in developing accelerated transformation of Jambi University partner schools"?

Method

This research uses a qualitative case study type of research. This research approach aims to reveal conceptions of ideas, perceptions, or designs related to data about Sekolah Penggerak models in developing accelerated school transformation. Apart from that, this method is also suitable for obtaining, studying, elaborating, and interpreting insights about something

new that you want to know about Sekolah Penggeraks and school transformation. The location of this research is at the Sekolah Penggerak SDN 198/1 which is located at Jalan Abdul Mutholib RT. 14 RWs. 02 Pasar Baru Village, Muara Bulian District, Batang Hari Regency, Jambi Province.

The informants or resource persons in this research were the principal, teachers, and students at SDN 198/1, Pasar Baru Muara Bulian Village, Batang Hari Jambi Regency. Based on empirical benefits, the qualitative data collection method in this research uses observation, interviews, and documentation methods. The data analysis techniques used include data reduction, data display, either in the form of essays, brief descriptions, flowcharts, charts, relationships between categories, and the like, as well as data verification. This research uses triangulation as a test of the trustworthiness and validity of the data. The triangulation used in this research is by using source triangulation and method triangulation.

Results and Discussion

Daszko and Sheinberg (2005) reveal that transformation is continuous learning and a new mindset by doing something or acting differently from before. The transformation itself includes policies, systems, procedures, and structures within an organization. According to Pramono and Hendartho (2017: 93), transformation is changing into a different and new form or structure. Transformation is a change in mindset, which occurs when a leader initiates a vision and system that challenges and is up to date in terms of beliefs, assumptions, patterns, habituation, and paradigms to improve and develop the goals of an institution or organization.

Accelerating school transformation is an absolute demand in education which is the spearhead for a nation's progress. Through education, the quality of human resources can be optimized and improved. Because as the main asset in building a nation, improving the quality of human resources through quality education is necessary, to be able to take a nation in a more advanced direction.

According to Khofifah and Syaifuddin (2023), the mechanism for implementing the Sekolah Penggerak Program needs to be designed and structured to support and ensure the achievement of the goals of the Sekolah Penggerak Program. Lunenburg and Omstein in Satriawan (2021) explain that successful school transformation requires five stages of change, that is:
1. Identify desired things and diagnose exploration of the school's current state.
2. Formulate and create a school strategic program (vision).
3. Plan a school transformation strategy.
4. Develop participation, cooperation, and commitment,

which is supported by various parties, especially management.

5. Stability, consolidation, and integration for change.

In the Sekolah Penggerak Program, the transformation stages above are outlined again the stages of school transformation include aspects of learning outcomes, learning environment, learning, self-reflection, and inspiration including the numeracy and literacy levels of students, bullying, intolerance, and the presence of disturbances in the school. in the classroom, and teachers pay attention to each individual's needs for personalization in learning, and the segmentation carried out by teachers is adjusted to the teaching methods and abilities of each student.

Through the Sekolah Penggerak model, it is hoped that education can read and follow developments in the era of globalization which is marked by digitalization so that school transformation can be realized immediately. To make this happen, schools must increase their capabilities in implementing the school transformation model. More specifically, the urgency of this research is that with the Sekolah Penggerak model, it can identify the extent to which the implementation of the Mobilizing School Program is carried out at the school level, which can be the basis for developing further programs to achieve the vision of education in Indonesia, namely by forming Pancasila Students, an independent Indonesia, sovereignty, progress, and personality can be realized, to realize the acceleration of school transformation.

According to Sahrona and Isha (2020), the word model is a simple form of representation of an object, thing, or idea that contains comprehensive information about a phenomenon and aims to make it easier to study and implement it. A model can be a prototype or imitation of an actual object, system, or event and only contains information that is considered important for study. According to Hers in Harahap and Isha (2020), a model is a comprehensive concept miniature that describes a complete form of construction from a mindset and activity.

The model becomes a concept map description of various activities outlined through comprehensive thinking. So, research on the Sekolah Penggerak model in developing accelerated school transformation here is a representation of ideas and important information about the concept and conditions of SDN 198/1 Pasar Baru in implementing the Sekolah Penggerak program to develop accelerated school transformation. This model aims to describe all activities that have been, are being, and will be implemented at SDN 198/1 Pasar Baru, making it easier for the school and outside parties to

understand the implementation flow of the Sekolah Penggerak program and see to what extent the program can develop accelerated school transformation. Based on the results of observations, interviews, and documentation studies, it can be analyzed that the Sekolah Penggerak model.
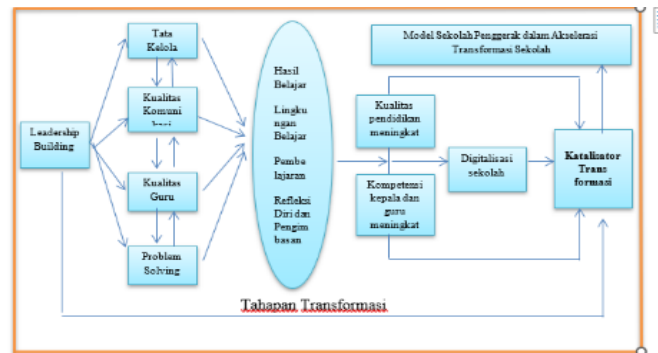

Figure 1. The Sekolah Penggerak Model in Developing Countries Accelerates School Transformation

The Sekolah Penggerak model in developing accelerated school transformation as described above is the result of the researcher's analysis based on the results of interviews, observations, and documentation studies in the research field. From the picture above, it can be explained that the main element in accelerating the transformation of schools at SDN 198/1 Pasar Baru as a Sekolah Penggerak is a building that emphasizes the governance system, improving the quality of communication, improving the quality of teachers, and problem-solving.

These five elements synergize with each other so that they provide a significant influence in improving the transformation stages which include learning outcomes above the expected level, a learning environment that is increasingly safe, comfortable inclusive, fun, student-oriented learning, program planning and budgeting. based on self-reflection, teacher reflection and learning improvement, as well as guidance where school principals and teachers actively develop learning communities.

The synergy of elements in improving the stages of school transformation culminates in the implementation of the Sekolah Penggerak Program which is expected to accelerate school transformation, not only in improving the quality of education but more broadly in increasing the competence of school principals and teachers. Accelerating the implementation of digitalization in schools, and opening up opportunities to become a transformation catalyst for other schools.

As the only expert, the Principal of SDN 198/1 Pasar Baru who was selected to be the Sekolah Penggerak principal is a key element in implementing the Sekolah Penggerak program at the school. As the

highest leader, the principal is required to be able to condition the school as well as possible. Article 15 paragraph (1) states that "The school principal's workload is entirely carrying out the main managerial tasks, developing entrepreneurship, and supervising teachers and educational staff." Then in paragraph (2) it is stated that "The workload of the Principal as referred to in paragraph (1) aims to develop the school and improve the quality of the school based on 8 (eight) national education standards."

In this case, the principal has a very significant role in a school, who not only acts as a leader but must also be able to carry out his functions as an administrator, manager, and facilitator. School principals are also required to have personality competencies, managerial competencies, supervisory competencies, entrepreneurial competencies, and social competencies. Based on the research results, as the head of the Sekolah Penggerak, Mrs. Nurhayati, S.Pd.SD has carried out leadership development with various roles to develop the acceleration of school transformation, which can be described as follows:
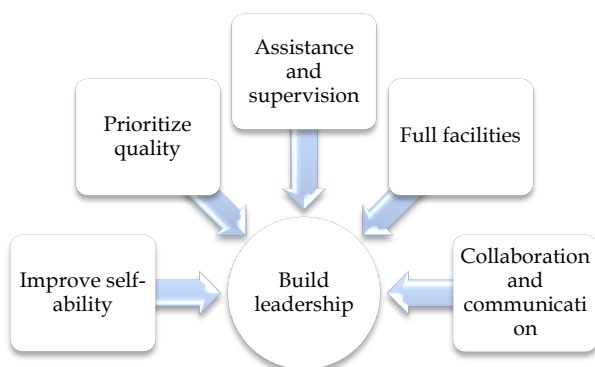

Figure 2. Leadership Development

The leadership development carried out by the principal of SDN 198/1 Pasar Baru as described above includes:
- Improve and develop one's abilities in various ways, such as taking part in training, being active in KKKS activities, exploring various information, and discussing with colleagues.
- Prioritize development and improvement of the quality of educators and education personnel in schools, such as holding training and workshops in schools, providing opportunities for educators and education personnel to continue their education, attend training, workshops KKG, and so on.
- Provide assistance and supervision to teachers at schools in efforts to implement the school drive and digitalization programs.
- Strive to complete school facilities and maximize school resources.
- Collaborate and communicate with various stakeholders to improve the quality of education in schools, such as the business world, relevant officials, community organizations, parents of students, community members, and so on.

It is from this leadership development that is described in the model above that it becomes the driving force for elements of the governance system, improving the quality of communication, improving the quality of teachers, and solving problems. Elements of the governance system relate to school management and administration. According to Syakhroza (2003), a governance system is an institutional mechanism for managing institutional resources by prioritizing the principles of effectiveness and efficiency to achieve the goals of an institution. Gillan & Starks in Baker & Quere (2014) state that the system of laws and rules that control an organization is included in the governance system. In principle, the Economic Cooperation and Development (OECD) organization explains that good institutional governance includes transparency, participation, accountability, coordination, responsibility, independence, and equality as the main assessment factors.

In general, the governance of SDN 198/1 Pasar Baru is quite good, as evidenced by the school's efforts to improve teacher quality and equip school facilities as a form of supporting learning progress, such as providing workshops and training for teachers, providing focus, and other learning media. Meanwhile, from the results of interviews with Mrs. Nurhayati as the school principal, it is known that there are weaknesses and limitations in the school governance system caused by various conditions.

Concerning character education, as explained in the Sekolah Penggerak program, the Pancasila Student Profile is also an important reference in efforts to strengthen student competence and character to accelerate school transformation. The Pancasila Student Profile Strengthening Program is an important program that aims to realize lifelong learning to create people who are competent and have Pancasila character. Based on the results of the interview, it is known that SDN 198/1 Pasar Baru has implemented the Pancasila Student Profile Strengthening Program in the curriculum and extracurricular activities.

Based on the results of observations on April 15 and July 22, 2023, in the P5 program, the school involved all teachers to support strengthening the program. All teachers from grades 1 to 6 collaborate in this P5 program, including religion teachers and physical education teachers. The theme of the Program for Strengthening the Profile of Pancasila Students for the 2023/2024 Academic Year at SDN 198/1 Pasar Baru is "local wisdom". The activity carried out is that the children make organic fertilizer every Saturday. The basic ingredient for making this organic fertilizer is waste that comes from the market environment

adjacent to the school location. The results of making fertilizer are used to grow long beans and chilies.

The theme 'local wisdom' was chosen for P5 activities at SDN 198/1 Pasar Baru, where before the implementation students were invited to understand more deeply about P5 activities in a socialization. This activity aims to make students better understand the Pancasila student profile, self-introduction, and social-emotional learning. Based on the results of observations on July 22, 2023, it can be seen that the implementation of P5 activities at SDN 198/1 Pasar Baru began with breakfast together. On this occasion, the teacher gave students an understanding of gratitude to Allah SWT. Due to the abundance of delicious food eaten, explaining to students the importance of breakfast, the benefits of breakfast, and explaining the nutritional content of the food brought by each student. After that, the P5 activity was carried out in the form of making fertilizer from compost, where each student was grouped into several groups consisting of 4-5 students, and each group was guided by one teacher.

In this way, it is hoped that students can apply their understanding by increasing their gratitude to Allah SWT, getting to know themselves and their environment, and having better morals, such as being able to get used to a positive culture such as respecting themselves and others, behaving well, having a sense of caring and empathy towards others. others. and environment. This will create a comfortable learning environment for all students. It is hoped that the results of implementing P5 activities can develop students' creativity, critical thinking, independence, and cooperation.

In the element of improving communication, the school develops internal and external communications aimed at optimizing the implementation of the Sekolah Penggerak program. Based on the results of the research, internal communication between school principals, teachers, education staff and students takes place intensively. To improve the quality of communication, the principal tries to facilitate the needs of all school members. Periodically, the principal continues to assist teachers to improve teacher competency. Meanwhile, from the teacher's side, intensive communication is always carried out both with the principal, fellow teachers, students, and other school residents. This aims to grow and improve the quality of education. Externally, school principals also collaborate with other parties who have a role in educational development. These parties include students' parents, community members, related agencies, and the learning committee. The learning committee consists of the school supervisor, principal, and teachers selected by the principal.

Meanwhile, the elements of improving teacher quality can be described as follows:
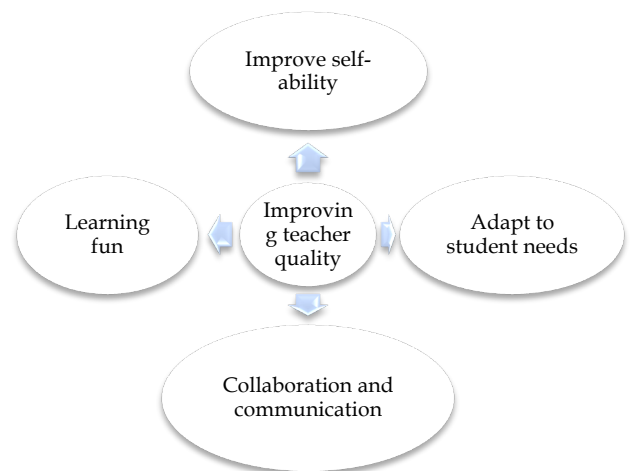

Figure 4. Improving Teacher Quality

Based on the picture above, it can be explained that in terms of improving teacher quality, the efforts made by teachers at SDN 198/1 Pasar Baru include increasing their abilities both independently and institutionally, designing, implementing, and evaluating learning according to student needs collaborating actively with various stakeholders to improve the quality of learning, and implement fun learning inside and outside the classroom.

In this independent curriculum, teachers are required to be independent and creative in managing learning. In this case, the government only conveys learning objectives, while the flow of learning objectives and teaching modules must be prepared by the teachers themselves. It's just that in its realization there are various obstacles and constraints. For this reason, problem-solving is one element that can improve the transformation stage at SDN 198/1 Pasar Baru, whereby problem-solving the principal and teachers identify the problems and obstacles faced and find solutions to overcome these obstacles. these obstacles. Based on the research results, several obstacles can be identified at SDN 198/1 Pasar Baru in accelerating school transformation, namely:
- Schools have difficulty adapting to the new curriculum and regulations that exist in every activity program implemented.
- The weak ability of teachers to utilize IT makes it difficult for teachers to use digital platforms. This is due to the age factor of the teachers, most of whom are elderly, and some are even approaching retirement age, making it difficult to master IT.
- There are teacher limitations in developing teaching materials and learning methods.
- Limited educational facilities and infrastructure, such as information equipment that cannot be used for all classes.
- Students are less ready to accept learning, especially grade 1 students.

- There are limitations to students' parents in helping with learning.

To overcome the obstacles above, the school is trying to find several solutions, including:
- Cooperation or collaboration between school heads and teachers to facilitate the implementation of the new curriculum.
- Assisting teachers who do not understand IT to teachers who understand IT better, so that they can assist these teachers in managing IT-based learning and digital platforms.
- Organizing training and workshops for teachers, providing opportunities for teachers to take part in training, and providing assistance to teachers through evaluation and supervision.
- Hold monthly meetings to evaluate the performance of school principals and teachers
- Ensure the availability of funds to meet the needs of learning media and other learning facilities.
- Implement initial learning transitions to familiarize students with the learning environment.
- Strive for intensive communication with students' parents to help students learn at home.

The explanation of problem-solving above can increase the stages of school transformation at SDN 198/1 Pasar Baru which can be seen from learning outcomes, learning environment, learning as well as self-reflection and inspiration. Based on the results of observations, interviews and student score data, it is known that learning outcomes after implementing the independent curriculum for almost two semesters were able to increase student learning outcomes significantly. This learning outcome indicator is seen in students' literacy abilities. Based on data from several leading surveys, it is stated that the quality of education in Indonesia is still quite low. Data shown by Balitbang (2003) shows that only eight schools are recognized worldwide out of 146,052 elementary schools in Indonesia in the Primary Years Program (PYP) category (Palima, 2022). Based on PISA scores, competency assessments in reading, mathematics, and science need to be improved. This can be seen in the Figure 1.

Looking at the data above, it is hoped that the Sekolah Penggerak program can evenly improve the quality of learning. Regarding the learning environment, observation results show that the learning environment at SDN 198/1 Pasar Baru is in the stage 3 category, where the school is at a fairly good level. Bullying is described as rarely occurring anymore at this stage. In addition, budget and program planning is based on self-reflection. Even though it is not perfect, teachers at this stage have started to make improvements to learning and reflection. Some of the efforts made to improve the learning process in the classroom are by prioritizing a

democratic attitude where teachers always try to give appreciation to student learning outcomes and provide motivation so that students are always enthusiastic about learning. Mrs. Hatimah, S.Pd.I added, establishing good communication with all students will also have a positive impact on learning. Apart from that, teachers also try to understand students' wishes, such as the way students learn and the difficulties students experience, so that teachers can differentiate learning and make improvements to optimize learning.
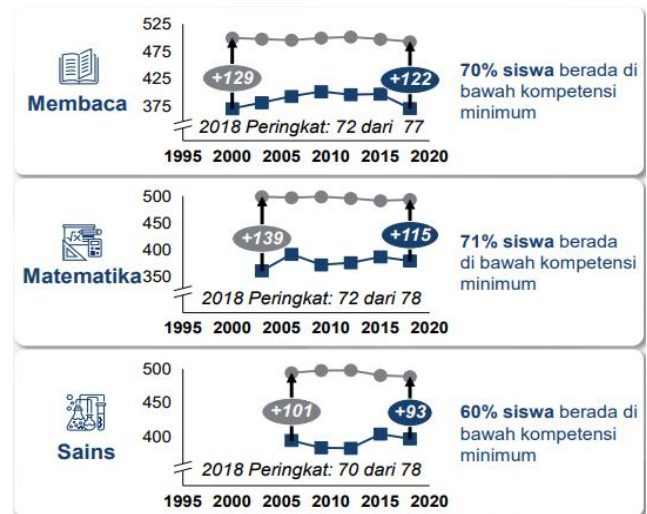

Figure 5. Competency Device
(Source: PISA)

Regarding self-reflection activities, SDN 198/1 Pasar Baru has started implementing them in the school environment. This activity is a student-based learning activity that can provide important information regarding the implementation of the Independent Curriculum (IKM) in the Sekolah Penggerak program. Based on the results of interviews with the school principal, it is known that reflection and observation activities were carried out by the school at the end of the 2022/2023 school year which were attended by the principal, teachers, and supervisors. This reflection and observation activity discusses several important things related to improving student learning outcomes. Supervisors, principals, and teachers discuss student learning outcomes. A lot of information, suggestions and solutions were presented in this reflection activity. Reflection activities focus on discussing plans, implementation, and assessment of learning. Apart from that, obstacles or problems faced by teachers in the learning process are also discussed, as well as solutions to these problems. Likewise, teachers' expectations for student-centered learning are also discussed in this reflection activity.

From the results of the reflective discussion, it can be explained that several things have been implemented by the teacher in the Sekolah Penggerak program, including; Teachers have tried to modify the teaching

modules from the Merdeka Mengajar Platform (PMM) and there are even teachers who implement differentiated and learner-centered learning. In this forum, the teacher also conveyed the obstacles faced in the learning process. Some still have difficulty adapting learning to students' learning needs and students' low learning readiness is an obstacle in the learning process.

Meanwhile, the solution to the problems presented is that in general teachers need to be creative in selecting and combining teaching materials from various sources or teaching materials to suit students' learning needs. Apart from that, teachers need to create an interesting and challenging learning atmosphere so that learning can be student-centered. Learning reflection activities can at least make teachers always think openly (open mindset) and have a growth mindset to improve student learning outcomes. Correctly stating what has been implemented and the obstacles faced in the learning process is enough to make the teacher a person who continues to want to learn and develop himself.

Concrete efforts that have been made by the teachers themselves to support the acceleration of school transformation at SDN 198/I Pasar Baru include trying to always carry out more effective and interactive learning as well as collaborating with colleagues and helping to keep up with existing changes. school developmentally appropriate. existing curriculum. And of course, continue to strive to improve your competence so you can keep up with the changes that occur.

The Sekolah Penggerak programs are also designed to improve the quality of learning. The high or low quality of the resulting learning can be determined by the teacher's actions and reflections. In implementing the Sekolah Penggerak Program, it must refer to a new paradigm. Learning must be oriented to student needs. This means that learning in the classroom must refer to the characteristics of different students, not the wishes of the teacher.

The synergy of elements in improving the stages of school transformation culminates in the implementation of the Sekolah Penggerak Program which is expected to accelerate school transformation, not only in improving the quality of education but more broadly in increasing the competence of school principals and teachers. Accelerating the implementation of digitalization in schools. and open up opportunities to become a transformation catalyst for other schools.

Conclusion

Based on the research results, it can be concluded that the Sekolah Penggerak model in developing accelerated school transformation in partner schools has the main elements of leadership building, which becomes a driving force in the governance system, improving the quality of communication, improving the

quality of teachers, and problem-solving. These elements synergize with each other in improving the stages of transformation which include learning outcomes above the expected level, a learning environment that is increasingly safe, comfortable inclusive, fun, student-oriented learning, self-reflection-based program and budget planning, teacher reflection, and improving learning, as well as encouragement where school principals and teachers actively develop learning communities.

The synergy of the elements in improving the stages of school transformation leads to the implementation of the Sekolah Penggerak Program which is expected to accelerate school transformation, improve the quality of education, increase the competence of school principals and teachers, implement digitalization in schools and open up opportunities to become transformation catalysts for other schools. Based on the implementation of the mobilizing school program, quite significant results can be seen where the transformation stages of partner schools are at the expected level, where the schools are at a fairly good stage. Bullying is described as rarely occurring anymore. Apart from that, budget and program planning is based on self-reflection.

Author Contributions
The author's contribution to this research is in the form of research results which are the development of a new theory about school transformation obtained from developing theories and collecting data in the field where the data is reduced, concluded and verified so that it can add new insights for the author about school and school transformation. a very useful motivator for writers. Apart from that, the results of this research can be used as a reference and comparison for the author and other researchers who will or are currently conducting the same research as the author.

Conflicts of Interest:
This research is financially affiliated or involved with funding from the 2023 Jambi University research fund. Meanwhile, non-financially, this research is affiliated with Jambi University's partner school in relation to data regarding Sekolah Penggerak models in developing accelerated school transformation.

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