

## Principle Learning Leadership on “Sekolah Penggerak” Programme

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**Abstract:** The learning management of “Sekolah Penggerak” by principals is vital in implementing independent learning that can create a conducive learning and improve the quality of learning in a school. This research aimed to explore the top management of “Sekolah Penggerak” in school-based management. The research used a qualitative research approach with a case study design. The main informant was principals; supported informants were teachers, students, and parents. Data were collected using observation, interview, and documents; Data were analyzed using content analysis with data reduction, display, and verification. Validity and credibility, and confirmability data were verified. Results showed that the school principal implemented some management strategies. As follows (1) facilitated the five principles of students’ profiles optimally, (2) motivated teachers to develop a learning conducive learning environment, and (3) managed the learning program through planning, implementing, monitoring, evaluating, and following up for continuous learning improvement for achieving education objective in the school.

**Keywords:** Learning Management, Sekolah Penggerak, School Based Management

### 1. INTRODUCTION

Leadership is the most critical factor in establishing a successful and high-achieving school. Schools can run effectively if the principal can create an atmosphere of order, discipline, and purpose. This condition will create an atmosphere of good cooperative relations between staff, commitment between staff and students to achieve goals, sufficient time to give directions, and adequate staff development (Frymier, 1984; Gorton & Schneider, 1991; Greenfield, 1987; Rossow, 1990).

As the school’s leader, the principal has made a considerable contribution to the success and decline of the school. The quality of the school is very dependent on the quality of the principal (Davis & Thomas, 1989). Furthermore, leadership plays an important role or is a significant factor that drives the success of school reform efforts (Borko et al., 2003; Trianto, 2009).

The results of an academic study by the Ministry of Education and Culture also state that principals’ leadership is one of the keys to successful changes in education management (Katman, 2021). This program would fill the gap in the quality of learning of Indonesian students among countries in the world, and between groups can be narrowed. In this case, the school principal, as manager and leader, was the determining factor in upscaling education quality at the school level.

Thus, the required leader model is a leader who can build future learning paradigms, carry out student-oriented learning, create a conducive environment, reflect on leadership, achieve success in developing classroom learning, and increase capacity collaboratively. The influential school leaders consist of five criteria, namely: (1) being able to empower educators and all other school members to realize quality learning, (2) being able to establish partnerships with the community to realize the vision and mission of the school and educational goals, (3) being able to apply leadership principles by the level of maturity of subordinates, (4) being able to collaborate with the school management team to realize school goals effectively, efficiently and accountably by applicable regulations (H. E. Mulyasa, 2011).

The role of the principal as a learning agent is very strategic for improving the quality of education and producing superior human resources. Principals must have the competence, as stated in Permendiknas No. 35 of 2010 concerning Technical Instructions for Functional Teacher Positions and Their Credit Scores, that credit scores in competencies assess the effectiveness of school principals: (1) personality and social, (2) learning leadership, (3) school/madrasah development, (4) resource management, (5) school/madrasah entrepreneurship, and (6) learning supervision. One implementation of the principal's competence is learning leadership which is analogous to the heart organ in the human body, which has an essential function in human life. Excellent and optimal learning leadership from the school principal will create an academic atmosphere that supports the achievement of educational goals in schools.

A good leader is a democratic leader because a leader like this will work with subordinates to achieve common goals. A leader like this provides opportunities for subordinates to provide ideas so the learning process can be maximized. The principal's involvement focuses on the learning conditions in the school and leads orients to learning problems. It shows that he is carrying out the role of a learning leader. Therefore, in this role, the principal will pay close attention to curriculum issues, teaching and learning processes, learning outcomes assessment, and teacher development. According to other research, learning leadership will always focus on improving academic quality, not on handling school administration, school facilities, finance, meetings, and other non-academic activities (Tanama, 2017).

Principals who carry out learning leadership most of their time will focus on activities that can improve the quality of learning, such as: developing curriculum, improving and developing teaching and learning processes, evaluating and developing teacher performance, building learning communities, and making continuous improvements. Learning leadership is an appropriate leadership model that must have by the school's principal because this follows the primary function and mission to carry out learning—namely, to educate and provide opportunities for students to acquire knowledge, skills, and the necessary values to be used in future challenges. Paying attention to the primary function of schools like that, every school principal should implement a learning leadership model. It is in line with other literature on learning leadership to facilitate learning so that students can increase their learning achievement, satisfaction, motivation to learn, curiosity, creativity, innovation, entrepreneurial spirit, and awareness to learn continuously (Daryanto, 2011). Moreover, learning leadership has immediate attention to the learning component to develop students to face a future full of turbulent challenges (Davis & Thomas, 1989; Gorton & Schneider, 1991; Greenfield, 1987; Soutworth, 2002).

Few schools were lacking in terms of education quality caused of their lack of effectiveness in improvement. The principal, as a leader, is responsible for improving the quality of education through quality learning. Improved education quality in schools requires changes in schools. Changes in schools will occur if it starts from a driving school that is an example and role model for other schools. The driving school is expected to inspire other principals and teachers. Automatically the teachers in the driving schools provide a variety of very diverse learning.

Looking at the conditions above, the researchers are interested in researching the learning leadership of school principals in driving schools because previous research has only focused more on research on school principal learning leadership. This research aims to examine more about the role of driving school principals in school-based learning leadership to create an academic atmosphere to support the achievement of educational goals in schools.

## 2. METHOD

This research was conducted at SDN 5 Kota Barat, Gorontalo City, at Jalan Usman Isa, Pilolodaa Village, West Kota District. The school is located in Gorontalo City, bordering Gorontalo Regency. The initial idea of this research is that the school principal is a female school principal who is still very young. She has achieved in academic and non-academic fields, creating an Adiwiyata School, and encouraging and maximizing community involvement in two years of roles. The primary informants of this study were school principals, and the supporting informants were teachers and parents. Data collection techniques used were interviews, observation, and document studies. The interviews used were structured and unstructured interviews. The structured interview is a standard, written interview through sound stages and procedures to obtain accurate information.

In contrast, unstructured interviews are not bound, not standard, and free, so informants are free to provide data to complement research needs. The observations used were participant and non-participant observations. Documentation studies are used to collect written data and activity documents related to research from complementing interview and observation data. We used data reduction, display, and verification to analyze data. Test the validity of the data using the credibility and confirmation of the data. Credibility is done through the triangulation of sources and techniques. Meanwhile, data confirmation is done by assessing the quality of research results which emphasizes tracking data through various methods and processing information correctly through diligent observation to produce objective research findings.

### 3. RESULT

The main task carried out by a school principal is to lead the teaching and learning process in schools toward achieving maximum learning outcomes. As a learning leader, the principal is responsible for student achievement. In this study, the school principal has carried out his role with full responsibility to improve learning in the school. As learning agents, leaders must ensure the teacher’s learning process runs effectively to educate all students and provide opportunities for students to acquire the knowledge, skills, and values needed to become human beings that are superior to face future uncertainty. The research findings are described in Figure 1.

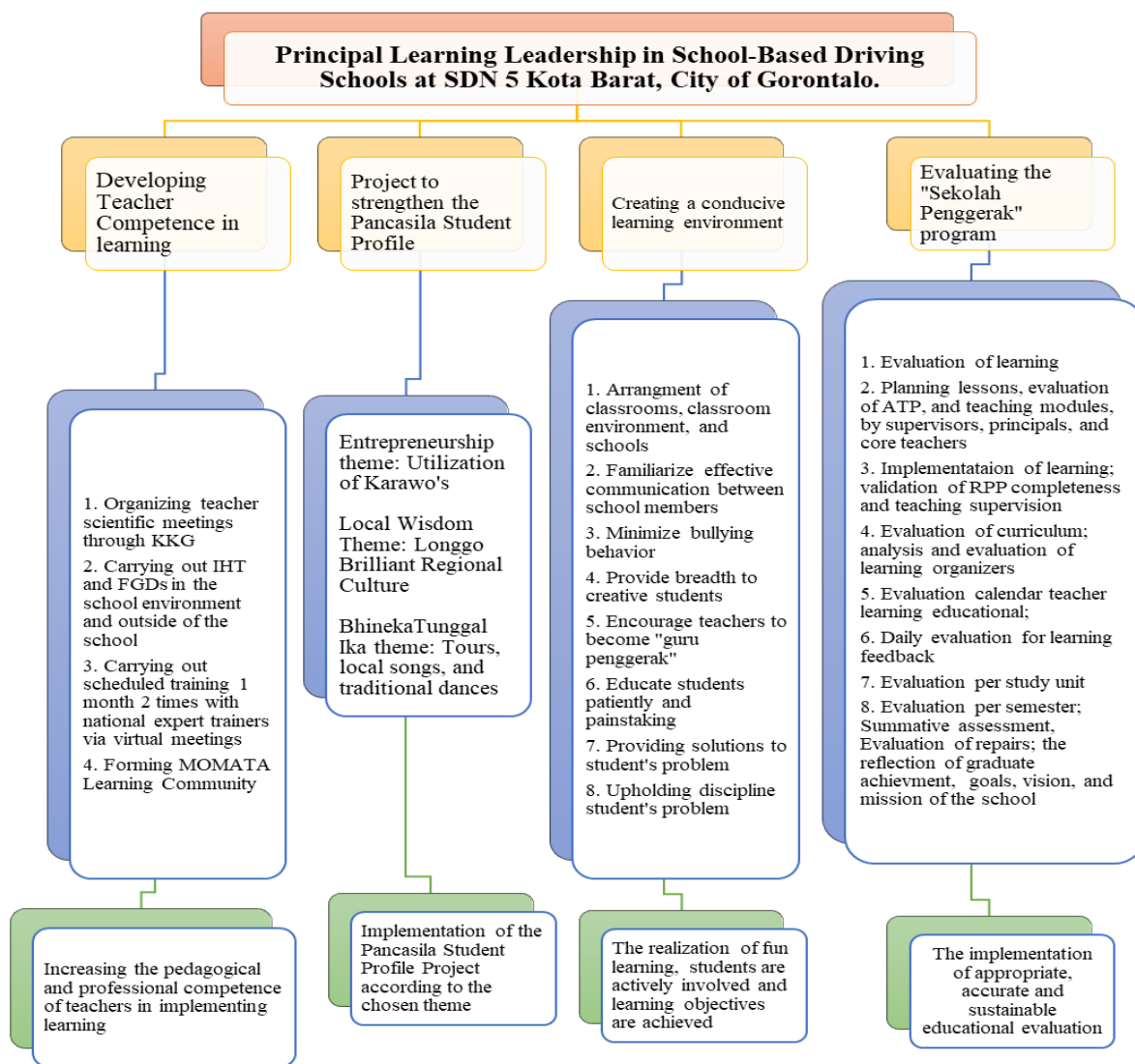


Figure 1. Principal learning leadership in “Sekolah Penggerak” at Elementary School

#### 4. DISCUSSION

##### The role of the principal in developing teacher competence to improve the quality of learning in “Sekolah Penggerak” program

The results showed school principals play an active role in improving teacher competency through training, seminars, regular meetings of the KKG professional community and the like, and the formation of a learning community, “MOMATA,” which means that everything planned can be realized. This activity supports the improvement of teacher competence in managing classroom learning. As a driving school principal, it is necessary to continuously think about various models and develop ideas about the school he leads so that quality, lifelong learning can take place optimally to realize quality education.

The role of school principals in improving the ability of teachers or educators and educational staff is an obligation. It has a professional commitment to improving the quality of education (Kemdikbud, 2003). Thus, carrying out the duties and functions of education proportionally to both teachers and principals has become an obligation in educating Indonesian human beings. As educators, principals must also be role models to improve teachers' and students' expected performance or quality. It is in line with recent literature that the role of the principal in developing teacher competence includes roles as educator, manager, administrator, supervisor, innovator, motivator, entrepreneur, and leader (Megawati et al., 2021; Tanama, 2017; Wardani & Indriayu, 2015). The principal is most responsible for finding forms and strategies for managing education. The principal determines the school's progress; for this reason, he must have administrative skills, have high commitment, and be flexible in carrying out his duties (Nurviza et al., 2019).

One of the characteristics of a “Sekolah Penggerak” are having a principal who can develop competency in teachers and student-oriented learning. The principal can actuate school operations and become a facilitator for teachers at school. As a learning agent, the principal is essential in exercising authority in providing facilities so school changes can be accepted, pursued, and successfully implemented. The principal is a central element in improving the quality of school teaching programs. The principal determines the effort to realize changes in the school. The contribution of the driving school principal as a leader is very influential and determines the school's progress.

For this reason, he must have administrative abilities, have high commitment, and be flexible in carrying out his duties to support the school program's success as a whole (Kumala & Susanto, 2019). Furthermore, the role of the principal as a learning agent is very strategic to improve the quality of education to produce human resources with competitive and comparative advantages (Wardani & Indriayu, 2015).

The primary function of the principal as an educational leader is to create a teaching and learning situation so that teachers can teach and students can learn well to improve the quality of education. The success of a school essentially lies in the efficiency and effectiveness of the principal in carrying out his duties. It follows what other researchers stated that school success is the success of the school principal in carrying out his duties because top management has influenced the teacher's capability to learn (Bafadal, 2006; Lunenburg, 2010; Wahjosumidjo, 2007). Teachers play a role and are responsible for planning and implementing learning in schools. Therefore, teachers must seek and absorb the latest information to develop creative ideas to enable teachers to create fun teaching and learning situations for students. Therefore, academic and clinical supervision is needed to develop teacher competence to increase teacher professionalism (Bafadal, 2006; Glickman, 2002; Suhardan, 2014).

Teacher competence is a significant factor in improving the quality of education. These teacher competencies include pedagogic, personal, social, and professional competence can be improved by optimizing the role of the school principal. Moreover, increasing teacher competence is strongly influenced by the role of a school principal. If the principal can carry out his eight roles, it is almost certain that teacher competence can increase, and in turn, the quality of education in the school can also increase (Bafadal et al., 2017). With that result, those school principals significantly contribute to the success of schools (Bush & Glover, 2003; Davis & Thomas, 1989; HALLINGER, 2003). Principal leadership is a significant factor driving the success of school reform efforts. Otherwise, inspiring and excellent principals significantly impact school quality (Sergiovanni, 1999).

## The Role of the Principal in Facilitating the Project to Strengthen Pancasila Students in Motivator

At SDN 5 Kota Barat, they have carried out three projects to strengthen Pancasila students in the 2021/2022 school year, to be precise, in December 2021. The first project is to strengthen Pancasila students with an entrepreneurial theme that uses the cultural potential Karawo area. The choice of Karawo is based on the habits of the local people who fill their spare time by weaving Karawo. Furthermore, parents' habits while waiting for their children to come home from school also weave Karawo, so that has excellent potential to be developed in students to become life skills in the present and future to improve the family's finances. Apart from that, it is also a form of preserving regional culture which is aligned with the local potential of the academic unit's characteristics. The second project, carried out in an odd semester to be precise, in May 2022, carried the theme of local wisdom with the topic "Longgo Cemerlang Regional Culture," which packaged a musical drama to display the cultural research process of students to become cultural ambassadors for Gorontalo. Even this project is a form of commemoration of National Education Day and National Resurrection Day, which is a milestone in the world of education that carries national unity and unity.

The third project was carried out in the odd semester of the 2022/2023 school year, choosing a project with the theme "Bhinneka Tunggal Ika" packaged in Indonesian folk songs. This activity was followed by grades 4 and 5 every Thursday from the first hour to the last hour (learning is carried out in blocks).

In this project activity, students can study essential themes or issues to take real action in responding to these issues according to their learning stages and needs. This strengthening project can inspire students to contribute and impact the surrounding environment.

Strengthening the Pancasila Student Profile is cross-disciplinary learning to observe and think about solutions to problems in the surrounding environment. The Pancasila Student Profile Strengthening Project uses a project-based learning approach. Implementing project-based learning can increase student creativity and improve students' reasoning abilities, which are different from project-based learning in intra-curricular programs in the classroom (Ismuwardani et al., 2019). The Pancasila Student Profile Strengthening Project allows students to learn in an informal situation with a flexible learning structure. The Project for Strengthening the Pancasila Student Profile and Work Culture provides space for all members of the school community to be able to practice and practice the values contained in the Pancasila Student Profile, including (a) having faith, fearing God Almighty, and having noble character, (b) ) global diversity, (c) cooperation, (d) independence, (e) critical reasoning, and (f) creative through activities with a choice of themes: Unity in Diversity, local wisdom, engineering and technology, entrepreneurship, build a soul and sports, sustainable lifestyles, and the voice of democracy (Kemdikbud, 2022).

Project-based learning will be carried out optimally if students, teachers, and the school environment as the primary learning components can mutually optimize their roles. Students act as learning subjects who are expected to participate actively in the activities. The teacher is a learning facilitator who is expected to help students optimize their learning process. Furthermore, the school plays a role as a supporter of the implementation of activities that are expected to sponsor the provision of facilities and a conducive learning environment.

### The role of the principal in creating a conducive student learning environment

The school principal and teachers are responsible for creating. Based on the results, the principal has taken ten strategies as follows, (1) organizing the classroom, (2) managing the inside-outside school environment, (3) building effective communication, (4) minimizing deviant behavior such as bullying, (5) encouraging students creativity, (6) encourage teacher's to become fun teachers, (7) using media and learning strategies that match to the material being taught, (8) being a good listener, (9) advising and guiding students, and (10) providing solutions to students who face problems and enforce educational rules. The school principal is an essential element that is expected to mobilize other elements in organizational activities by influencing its members to carry out their duties and achieve organizational goals. Moreover, the teacher also has a role in creating a conducive work climate; as the spearhead of the success of the educational process through learning activities in the classroom, the teacher is expected to uphold the values espoused by the school in attitude, behavior, and work. As an element that implements policies and decisions made by the principal, the teacher is expected to demonstrate the quality of work and loyalty to the principal in realizing the school's vision and mission to create a conducive working environment.

The principal's efforts to create a conducive working climate are (a) the principal establishing interactive communication with teachers through formal and informal approaches as an effort to create harmonization, (b) the principal providing rewards in the form of praise or giving prizes as a form of appreciation for the quality of teacher work, (c) providing opportunities for teachers to assist students in developing skills through extracurricular activities, especially in the fields of religion and the arts (Ritonga, 2020). To create a conducive culture and work climate, school principals should understand the following principles: (1) the high and low quality of teacher work is greatly influenced by how interesting and enjoyable the activities and work they do, (2) the objectives of the activities must be arranged systematically clear and conveyed to the teaching staff so that the teacher understands the purpose of his work, then the teacher needs to be involved in setting the goals, (3) informing the teacher of the mechanism of each work. (4) giving rewards is an option and an effective way of giving punishment. However, it cannot be denied that giving punishment is also necessary for certain conditions, and (5) meeting the socio-psycho-physical needs of teachers so that teachers feel satisfied with their work (E. Mulyasa, 2004).

A good working climate is inseparable from the influence of the physical working atmosphere and the communication between the people working in the organization. Physical comfort is realized through adequate educational infrastructure facilities and the completeness of the media in the learning process. In addition to meeting the need for adequate facilities or infrastructure, the school principal also makes a set of work mechanisms or devices other than facilities and infrastructure. This working mechanism is prepared so that teachers understand their duties and responsibilities, have a good work spirit, and have healthy work competition. Then the principal builds harmony and communication by building good school culture morals through smiles, greetings, courtesy, and openness. A school atmosphere like this is hoped to create an excellent working climate (Ritonga, 2020). Three essential elements in the concept of learning leadership are elements that directly influence student learning, elements of the relationship between learning leadership and teachers, and elements that support increased learning achievement (Glickman, 2002). These three elements are carried out in full and carried out sustainably in school administration.

### **The role of the principal in evaluating learning programs**

In evaluating teacher learning, the principal of SDN 5, Kota Barat, constantly monitors and evaluates all school program activities, especially learning management. The activities include daily, semester, and annual evaluations per study unit. Daily evaluation, carried out individually by the teacher after learning based on notes during the learning process, assessment, and reflection on the achievement of learning objectives. The results of this evaluation are used to improve the lesson plan or lesson plan for the next day. Evaluation per study unit is carried out in groups (team teaching) after completing one learning unit or theme. These results reflect on the learning process, achieving goals, and making improvements or adjustments to the learning process and teaching tools, namely the flow of learning objectives and teaching modules. Semester evaluation, carried out in groups (team teaching) after one semester is completed. This evaluation is based on the reflection of learning and the results of student assessments submitted in student learning outcomes reports. In contrast, the annual evaluation reflects the achievement of graduate profiles, school goals, school vision, and mission.

The purpose of conducting a program evaluation is to determine the achievement of program objectives by knowing the implementation of program activities (Arikunto & Jabar, 2008). Based on the learning program's design, the things that need to be evaluated are the essential competencies to be developed, the learning strategies to be applied, and the contents of the learning program. One aspect of basic competence that needs to be studied is the achievement of competency standards and graduate competencies. In the learning strategy, several criteria can be used to assess the planned learning strategy: suitability with the competencies to be developed, suitability with the desired teaching and learning conditions, and clarity of formulation, primarily covering teacher and student activities in the learning process. The content of the learning program must contain learning experience, such as relevance to the competencies to be developed, relevance to the student's experience and environment, suitability to the student's level of development, suitability to the available time allocation, the authenticity of the experience with the student's living environment.

Evaluations carried out by teachers should help with the development, implementation, need for a program, program improvement, accountability, selection, motivation, increased knowledge, and support from those involved (Tayibnapis & Yusuf, 2008). Improving the quality of learning requires improving the quality of learning

programs on an ongoing and continuous basis and improving the quality of learning programs' information about implementing previous learning programs (E. P. Widoyoko, 2009). It can be obtained by evaluating the learning program periodically.

To further optimize the results of the evaluation of learning programs, the role of the teacher needs to be further enhanced. If so, teachers have only been program designers and implementers, and then they need to be involved as learning program evaluators in the future. In evaluating the teacher's learning program, it is not enough to assess student learning outcomes; it is necessary to evaluate the learning process that has taken place before. In order to evaluate learning programs properly, teachers need to be equipped with knowledge and skills regarding instructional program evaluation, starting from concepts, choosing program evaluation models, and preparing evaluation instruments to compile reports on the results of learning program evaluations. Effective teachers will constantly assess their students based on the learning objectives formulated previously and improve their learning practices according to the results of the planned assessment (Yusuf, 2015). Therefore, assessment needs to integrate into education end-to-end. Furthermore, teachers should develop, improve and evaluate classroom management skills so that student learning can be achieved according to learning objectives (S. E. P. Widoyoko & Putro, 2013).

## CONCLUSION

The role of the school principal in developing teacher competence includes organizing teacher scientific meeting activities through KKG, IHT, and FGD together with teachers both in the school and school environment, scheduling one-month training with national expert trainers of driving schools through zoom, mentoring from school facilitators driving force in the implementation of PMM and providing solutions to obstacles in completing PMM and forming The Momata to maximize learning communication meetings between teachers.

The role of the school principal in facilitating projects to strengthen Pancasila students includes: assisting projects to strengthen the profile of Pancasila students with the theme of entrepreneurship, carrying out the utilization of the artistic potential of the Karawo area, which is carried out in odd semesters, Longgo brilliant local wisdom of regional culture in even semesters, Bhinneka Tunggal Ika in odd semesters of tourism Indonesian folk songs and dances. Pancasila student strengthening project activities are carried out in blocks (total hours every Thursday).

In creating a conducive learning environment, the principal and teacher should make strategic efforts by managing the classroom together, such as by creating a supportive inside-outside school environment, building effective communication, minimizing deviant behavior, providing space for student creativity, encouraging teachers to be fun, using media and learning strategies match to the material and enforcing rules that educate. The role of the principal in evaluating learning programs through four forms of evaluation, namely: (1) evaluation of lesson plans, including validation of ATP and teaching modules by supervisors, principals, and core teachers, (2) evaluation of the implementation of learning which includes validation of completeness and understanding of lesson plans, teaching supervision, coaching of school principals based on the results of supervision, follow-up on the results of supervision, evaluation by students and parents, (3) evaluation of the educational operational curriculum including evaluation of context analysis and evaluation of the organization of learning, and (4) evaluation of the educational calendar.

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