

Implementation of the School Driving Program in North Kalimantan Province

^{1st} Joko Suprpto, ²Hasniati, Muh. ³Akmal Ibrahim, Syahribulan

Department of Marine Defense Management, Land Aspect, Indonesian Navy Polytechnic

* Corresponding author: jokosuprpto2018@gmail.com

Abstract: The School Mover Program is a program that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile, which includes cognitive and non-cognitive competencies. The development begins with superior human resources, namely the principal and teachers. The Principal and teachers of the School Move conduct outreach to other educational units. This study aims to analyze the implementation of the school mover program in North Kalimantan Province. This study uses a descriptive qualitative approach with data collection methods, namely observation, in-depth interviews, and documentation. The informants in this study are the authorities and are directly involved in the implementation of the school mover program in North Kalimantan Province. The results of the study indicate that the implementation of the school mover program in North Kalimantan Province has not been running optimally. This is indicated by factors, including the attitude of the implementer, environmental conditions, coordination between institutions, understanding of policies, and availability of resources. More extensive efforts are needed in terms of training.

Keywords: Implementation, Driving School, North Kalimantan

1. INTRODUCTION

The development of the Indonesian nation as a whole is greatly influenced by education. Because high-quality education can increase a country's IQ, it is very important to create education that comes from various kinds of science. Education plays an important role in the national development process, which drives the economic expansion of a country. Decentralization of education is a form of government awareness of the importance of organizing education based on regional autonomy and local wisdom. Changes in the focus of education have an impact on the output and outcome of learning, so that quality education is realized. In this context, the implementation of learning that refers to the curriculum in detail is needed in order to bridge the vision, mission, and goals of national education (Ervannudin & Widodo, 2016).

Education is also an investment in the growth of human resources, because improving one's skills and abilities will help one navigate life. Increasing devotion to God Almighty, intelligence, talent, character development, and personality formation are the goals of Pancasila-based education to help you become a better person and take responsibility for the progress of the nation.

Student success during teaching and learning activities is a good indicator of the quality of education that must be considered to meet educational goals. To have quality human resources not only in science and technology but also with a strong character, the government drafted a law on the education system, No. 20 of 2003. In the law, Article 3, it is stated that national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Educational policies should be made to be a guideline for action, directing activities in education, organizations, or schools, with the community and government to achieve predetermined goals. In other words, policies are a general guideline for action for decision making at all levels of education or organizations, including local government. An important component in the development of a country, including Indonesia, is education. However, education in Indonesia still needs to be improved to face the increasingly complex problems of global transition. To face the global transformation and improve education standards, the Indonesian government has started the Sekolah Penggerak Program.

The School Mover Program is a program that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile, which includes cognitive and non-cognitive competencies. The development begins with superior human resources, namely the principal and teachers. The principal and teachers of the School Mover conduct outreach to other educational units. Efforts to realize the vision of Indonesian Education in realizing a sovereign, independent, and personality-based advanced Indonesia through the creation of Pancasila Students. The School Mover Program focuses on developing student learning outcomes holistically, which includes competencies (literacy and numeracy) and character, starting with superior human resources (principals and teachers). The School Mover Program is a refinement of the previous school transformation program. The School Mover Program will accelerate public/private schools in all school conditions to move one to two stages more advanced.

The hope to be achieved in the series of major Merdeka Belajar programs issued by the Ministry of Education and Culture is that the program will be realized in stages and integrated with the ecosystem until all schools in Indonesia become the School Mover Program. The Minister of Education, Culture, Research, and Technology of the Republic of Indonesia has made a new policy through his decree number 162/M/2021 concerning the school mover program with the hope of change and encouraging the acceleration of the education transformation process. The School Mover Program is a leadership competency model as regulated in the decree of the Minister of Education and Culture no. 162/M/2021 concerning the School Mover Program focusing on four competencies, namely: a) self-development and others; b) learning leadership, c) school management leadership; and d) school development leadership. School leadership will be realized and implemented optimally if a principal has credible leadership skills, namely leading schools to optimally utilize existing school resources (Permendiknas No. 13 of 2007). In reality, the implementation of this School Mover program is so diverse. Each city or district has regional characteristics and internal policies that more or less influence the success of this program.

Policy aims to solve existing problems completely, not just solve problems by creating new problems, therefore, public policy must be a solution and resolution to the problems currently being faced by the community. (Winarno: 2014). Policy implementation is a crucial stage in the public policy process because it is what happens after the policy is established that provides real benefits and outcomes; policy implementation is the actions by actors, especially bureaucrats, intended to make the program run. Public policy implementation is needed, whose program goals and results can be shown to government officials. (Ripley and Franklin 1982 in Winarno 2014).

In the implementation of public policy, the role of the stakeholders is very important in order to achieve policy effectiveness. Where the current trend is that policy implementation tends to involve multiple actors or many organizations, and not a single organization. The actors involved interact with each other and play a key role in achieving the expected policy performance. Furthermore, various forms of stakeholder relationship models in policy implementation include contract-based cooperation between providers and implementers.

North Kalimantan Province, as a new autonomous region officially formed in 2012, still experiences difficulties in improving the quality and quality of education in its region. This study aims to see what the relationship or synergy is between the North Kalimantan Provincial Education Office and Secondary Schools and equivalents, and in relation to the implementation of the Sekolah Penggerak program in North Kalimantan Province. Because currently there is no education information system, conditions and data related to education in North Kalimantan Province have not been optimized, making it difficult for the

government to assess and overcome the problems faced. However, school performance is also affected by a shortage of teachers. A key component of the governance process in the field of education is the capacity of the bureaucracy, in this case, schools, to act as agents in the implementation of education.

With the conditions faced, it is important to know and analyze the implementation of the school driving program, so a good step is to study in more depth the implementation of the school driving program in North Kalimantan Province by focusing or measuring the implementation with the Van Meter and Van Horn (1975) theoretical approach, namely policy standards and targets, resources, relationships between organizations, characteristics of implementing agents, social/political/economic conditions, implementor disposition.

2. METHOD

This study uses a qualitative approach. The selection of this method is based on the theory or model used as a reference in data collection, which is then verified or confirmed with field data collected through qualitative analysis methods. This study focuses on the implementation of the school movement program. The location of the study was carried out in North Kalimantan Province. Data collection was carried out by researchers using observation and interview techniques. Data sources in this study were taken from primary data and secondary data. Primary data collection was carried out directly with an in-depth interview method. Secondary data collection was obtained through related office documents and online data searches. Informants in this study were selected according to the criteria set by the researcher by considering all the information needed to carry out the research. The data collection technique in this study is a systematic procedure with interview, observation, and documentation methods. Furthermore, to state the validity of the data using four techniques, namely Credibility, Transferability, Dependability, and Confirmability. According to Miles and Huberman, the analysis is divided into four activity flows, namely: (Sugiyono, 2010) namely data collection, data reduction, data presentation, and drawing verification conclusions.

3. FINDINGS AND DISCUSSIONS

Sekolah Penggerak is Sekolah Penggerak is a school that is specifically selected and fostered by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to be an example in carrying out better educational transformation. This school is a pioneer in changing the way of teaching, managing schools, and improving student learning outcomes. The Sekolah Penggerak program began in North Kalimantan in 2021. The implementation of the Sekolah Penggerak Program (PSP) in North Kalimantan Province (Kaltara) has been ongoing since 2021, with Nunukan Regency as the only area implementing the PSP in Batch I, then followed by other regencies/cities in Batch II and Batch III, namely Tana Tidung Regency, Tanjung Selor, and Tarakan City.

At the provincial level, the North Kalimantan Provincial Education and Culture Office has authority over the Senior High School (SMA) level of education. Based on data as of 2024, the number of driving schools at the Senior High School (SMA) level is as follows.

Table 1. Number of Senior High School Leader Schools

| School name | Level | Status | Place | District/City | Accreditation |
|--------------------------------|--------------------|---------|----------------|------------------|---------------|
| ST GABRIEL HIGH SCHOOL NUNUKAN | SENIOR HIGH SCHOOL | Private | Nunukan | Nunukan Regency | A |
| DON BOSCO BRETHREN HIGH SCHOOL | SENIOR HIGH SCHOOL | Private | Tarakan Tengah | Tarakan City | B |
| SENIOR HIGH SCHOOL 2 | SENIOR HIGH SCHOOL | Country | Tanjung Selor | Bulungan Regency | C |

| | | | | | |
|------------------------------------|--------------------|---------|-----------------|---------------------|-------------|
| SENIOR HIGH SCHOOL 2 TANA TIDUNG | SENIOR HIGH SCHOOL | Country | Tanah Lia | Tana Tidung Regency | B |
| SENIOR HIGH SCHOOL 1 TANJUNG PALAS | SENIOR HIGH SCHOOL | Country | Tanjung Palas | Bulungan Regency | A |
| SENIOR HIGH SCHOOL 1 SEBUKU | SENIOR HIGH SCHOOL | Country | Sebuku | Nunukan Regency | A |
| SENIOR HIGH SCHOOL 1 SEBATIK | SENIOR HIGH SCHOOL | Country | Sebatik | Nunukan Regency | B |
| SMAN 1 PESO | SENIOR HIGH SCHOOL | Country | Peso | Bulungan Regency | C |
| SENIOR HIGH SCHOOL 1 NUNUKAN | SENIOR HIGH SCHOOL | Country | Nunukan | Nunukan Regency | A |
| SMAIT IBNU SINA BOARDING SCHOOL | SENIOR HIGH SCHOOL | Private | Nunukan Selatan | Nunukan Regency | Not Filling |

Source: Department of Education and Culture of North Kalimantan, 2024

The driving school program began in 2021. This program was carried out due to learning loss due to COVID-19. In North Kalimantan Province, there are 66 high schools from 2021-2023, there are only 10 Driving Schools, representing only about 15% of the total number of high schools. According to the RPJMD of North Kalimantan Province, 90% of high schools in North Kalimantan should be driving schools.

The implementation of the school movement program in North Kalimantan Province was analyzed using the implementation theory approach proposed by Van Meter and Van Horn (1975) which consists of 6 (six) variables, namely policy standards and targets, resources, inter-organizational relationships, characteristics of implementing agents, social, political and economic conditions, and implementor dispositions. The description of the research results from each element of strategic management will be explained as follows.

Policy Standards and Objectives

Policy standards and targets must be clear and measurable so that they can be realized. If policy standards and targets are not clear, there will be multiple interpretations, and it is easy to cause conflict among implementation agents.

The research findings show that the Sekolah Penggerak program in North Kalimantan Province is implemented based on National policies aimed at improving the quality of education through the Independent Curriculum, strengthening teacher competencies, and forming the Pancasila Student profile. The North Kalimantan Provincial Government supports the implementation through Governor Regulation No. 32 of 2023 concerning the Acceleration of Education Transformation through the Independent Learning Policy.

The research findings also show that the target of the School Mover program policy is schools in the Indonesian Region. The findings also show that most principals and teachers understand the general objectives of the school mover program, but there are differences in understanding the indicators of success and implementation strategies, especially in remote areas. The implementation of the School Mover Program in North Kalimantan Province also experienced obstacles and difficulties, this is indicated by the existence of

schools that have difficulty in adjusting the curriculum and learning methods according to the established standards. Of course, differences in understanding the standards and targets of the policy can cause differences in the quality of implementation of the school mover program between schools.

Resource

Policy implementation requires support from both human resources and non-human resources. The findings of the study indicate that the implementation of the school driving program requires adequate resource support, of course, through funds, infrastructure, and human resources.

The research findings also show that there is inequality in the distribution of resources. This is shown through schools in Tarakan City having better access to facilities and training compared to schools in remote areas, such as several areas in Nunukan Regency and Maliau Regency. The research findings also show that limited internet access and information technology infrastructure are obstacles to the implementation of digitally based learning. As well as uneven program funding, with several schools reporting delays in the disbursement of funds.

Inter-organizational relations

In many programs, the implementation of a program requires support and coordination with other agencies. Therefore, coordination and cooperation between agencies are needed for the success of a program.

The findings of the study indicate the importance of coordination between various stakeholders in the implementation of the school driving program. BPMP (Education Quality Assurance Center) of North Kalimantan has carried out various coordination and assistance activities with local governments and schools in the implementation of the school driving program. However, in its implementation, there is still a need for improvement in communication between the Education Office, Schools, and professional assistants, especially in terms of delivering information and reporting. Communication is very important in the implementation of a program to achieve the goals that have been set.

Characteristics of the Implementing Agent

What is meant by the characteristics of implementing agents include bureaucratic structures, norms, and relationships that occur within the bureaucracy, all of which will influence the implementation of a program.

The field findings show that the success of the school driving program is influenced by the characteristics of the individuals involved in its implementation. Principals and teachers in urban areas tend to be more proactive and adaptive to changes in the implementation of the school driving program. Meanwhile, in remote areas, implementation shows resistance to change due to limited knowledge and resources. With differences in the capacity and attitude of implementers, it can affect the consistency and success of the implementation of the school driving program in various regions.

Social, political, and economic conditions

These variables include environmental economic resources that can support the success of policy implementation; the extent to which interest groups provide support for policy implementation; the characteristics of participants, namely supporting or rejecting, the nature of public opinion in the environment; and whether political elites support policy implementation.

The findings of the study indicate that external environmental conditions also influence the implementation of the school mover program. This shows that in areas of North Kalimantan Province with better socio-economic conditions, community participation in supporting the school mover program is higher. Meanwhile, in several districts in North Kalimantan Province with regional conditions that have economic and geographical challenges, parental and community involvement in education is still low.

Implementor disposition

The implementor's disposition includes three important things, namely: a) the implementor's response to the

policy, which will influence his willingness to implement the policy; b) cognition, namely his understanding of the policy; and c) the intensity of the implementor's disposition, namely the value preferences held by the implementor.

The findings of the study indicate that the need for attitudes and commitment in implementing the school mover program can encourage the success of the program in North Kalimantan Province. The results show that training and workshops organized by the North Kalimantan Provincial Teacher Mover Center have helped improve the understanding and motivation of implementers. However, there are still implementers who are less enthusiastic or feel burdened by the changes in the school mover program.

4. CONCLUSION

Based on the results of the research and discussion above, the conclusion of this study shows that the implementation of the School Mover Program in North Kalimantan Province shows that this program has not run well. This is due to several factors, including the attitude of the implementer, environmental conditions, coordination between institutions, understanding of policies, and availability of resources. More extensive efforts are needed in terms of training, provision of resources, and collaboration with stakeholders to improve the success of the program.

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