IMPROVING THE PROFESSIONALITY OF TEACHERS TOWARDS “SEKOLAH PENGGERAK” PROGRAMS IN DARUL FAQIH INDONESIA

PENINGKATAN PROFESIONALITAS GURU MENUJU SEKOLAH PENGGERAK DI SMP DARUL FAQIH INDONESIA

Faris Khoirul Anam¹, Abd. Rauf Hassan², M. Alifudin Ikhsan³, Abdul Adzim⁴, Zahrotul Muzdalifah⁵

¹Fakultas Sastra Universitas Negeri Malang¹, ⁴Fakulti Bahasa Modern dan Komunikasi Universitas Putra Malaysia²
²Fakultas Ilmu Sosial, Hukum dan Ilmu Politik Universitas Negeri Yogyakarta³
³Magister Pendidikan Agama Islam ST’AI Ma’had Aly Al-Hikam⁵

¹⁴Jalan Semarang Nomor 5 Malang, Indonesia
²Jalan Universiti 1, 43400 Serdang Selangor, Malaysia
³Jalan Colombo Yogyakarta Nomor 1 Sleman, Indonesia
⁵Jalan Cengger Ayam Dalam Nomor 24 Malang, Indonesia

Email: faris.fs@um.ac.id¹, raufhassan@upm.edu.my², malifudin2023.student@uny.ac.id³, abdul.adzim.fs@um.ac.id⁴, zahromuzda@gmail.com⁵

Abstract
The professionalism of school principals and teachers is an important part in advancing the institution. Several studies show that the level of success of schools in achieving their learning goals is influenced by how professional the resources they have are. Professionalism can be formed with an organized system. School quality is a serious concern for the government, which is manifested by changes to curriculum schemes and various superior programs such as the driving school program. This activity aims to provide education, assistance and initial assessment of the school’s suitability as a driving school based on applicable regulations. This activity was carried out at Darul Faqih Indonesia Middle School, and was also attended by 30 state and private middle schools in Malang Regency. The method used in community service activities is divided into two phases, namely the training and empowerment phase and the assessment phase. The results of this activity show that the professional level of school principals and teachers is an indicator of the school’s success in achieving the desired educational targets.

Keywords: headmaster, professionality, teacher, sekolah penggerak

Abstrak

Kata kunci: guru, kepala sekolah, profesionalitas, sekolah penggerak
INTRODUCTION

The Driving School Programme -in Indonesian- “Program Sekolah Penggerak” (PSP), an initiative of Indonesia’s Ministry of Education, Culture, Research, and Technology, serves as a model for high-quality educational institutions. The paradigm developed is predicated on the necessity of learning renewal in light of the Minister’s judgement. (Rahayuningsih & Rijanto, 2022; Wijaya et al., 2020). PSP is a programme designed to establish schools that are capable of concentrating on the comprehensive development of student learning outcomes in order to achieve the Pancasila student profile. (Rahayu et al., 2021), which includes increasing competence and character starting with increasing superior Human Resources (HR) from school principals and teachers (Abdullah, 2017; Rahayuningsih & Rijanto, 2022; Setyawan & Masduki, 2021).

This program is a form of collaboration between the central government, in this case the Ministry of Education, and regional governments, followed by all levels of education from elementary to upper secondary level, both public and private, up to tertiary institutions. (Rahayuningsih & Rijanto, 2022; Wijaya et al., 2020). A plan to raise the calibre of potential PSP target schools is required in order to meet the objectives outlined in the PSP. As an educator tasked with overseeing the school, the principle bears a great deal of responsibility for raising the standard of education. In addition to serving as the school’s top administrator, he also performs teaching duties, such as facilitating learning activities. (Ariyani, 2017; Lazwardi, 2016; Rozimela, 2020). Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018, the workload of School Principals includes carrying out basic managerial tasks, developing entrepreneurship and supervising teachers and education staff in an effort to improve school quality. One of the school principal’s efforts to improve school quality is to take part in the Driving School Program (PSP).

With excellent human resources graduates from the State University of Malang, Darul Faqih Indonesia Middle School is a brand-new, forward-thinking institution with a lot of potential to fulfill the goals of the driving school programme. Darul Faqih Indonesia Middle School has also partnered with the State University of Malang's Independent Campus Learning -in Indonesian- “Merdeka Belajar Kampus Merdeka” (MBKM) programme. As a potential new school, this institution needs to receive support from all parties. Limited facilities and infrastructure to support learning, the lack of managerial skills of the Principal and the level of teacher professionalism which must be improved means that this institution has not been able to realize its achievements as a driving school.

According to the situation analysis that was conducted, the principal’s ignorance of the driving school leadership competency model is the root of the problems; without this knowledge, it will be challenging to accomplish the driving school’s objectives. In light of these issues, attempts must be taken to improve Driving School Principals' familiarity with the Driving School Leadership Competency Model. In addition, there is a need to enhance the professionalism of teachers. Enhancing the calibre of educators and principals in schools is the first step in PSP initiatives. Enhancing the calibre of human resources can be achieved by imparting knowledge that the resources do not currently possess via instruction or instruction and training.

The aim of this activity is to provide guidance, training and assistance to increase the professionalism of school principals and teachers to realize the achievement of the Driving School Program. This activity will at least provide some training, education and outreach about PSP, MBKM and government policies accompanied by achievements in increasing the competence of school principals and teachers. Apart from that, this activity will try to collaborate and maximize the potential between two institutions, namely the UM campus as the implementer of the tri dharma of higher education and Darul Faqih Indonesia Middle School as an MBKM partner. With this activity, it is hoped that schools will be able to provide maximum service by improving the human resources of school principals and teachers as the spearhead of the quality of education in Indonesia.

METHOD

The collaboration and synergy between SMP Darul Faqih Indonesia and the Faculty of Letters at State University of Malang is demonstrated by this community service project. 30 school principals and professional instructors from Darul Faqih Indonesia Middle School and numerous state schools in the Malang district attended the event, which took place from August 19–25, 2023. This school was specifically picked since it is a very new institution—it has only been around for four years— with an excellent academic record, exceptional accreditation scores, and a professional work atmosphere. This institution has a true religious ethos of an Islamic boarding school and a strong dedication to the country. The school’s ambitious medium-term development plan calls for it to become a Driving School under the Ministry of Education, Culture, and Sports' Driving School Programme (PSP).

This activity was carried out over six meetings, consisting of training and mentoring towards the mobilization school. The training in question is divided...
into two main phases, namely, in the first phase, the community service team from the Faculty of Letters, State University of Malang carries out exploration, visitation and communication activities on the results of the analysis of problems in the school as well as mapping the abilities of school principals and teachers. In this first phase, 3 interconnected activities will be carried out, namely identifying the principal's abilities in school management, mapping teachers and coordinating the implementation of PSP in schools. In the second phase, activities focus on developing human resources for school principals, teachers and education personnel. PSP socialization activities, performance management training for school principals, programs to improve the quality of learning for teachers and assistance in proposing schools to become driving schools.

To measure how successfully this community service program was implemented, the Malang State University service team carried out an assessment by measuring the readiness index for moving schools through curriculum achievements. The analysis used is percentage. The following is the flow of service activities that have been carried out, presented in Figure 1.

**Figure 1 Flow of Community Service Activities**

**RESULTS AND DISCUSSION**

Driving schools are those that prioritise the overall development of student learning outcomes by implementing the Pancasila Student Profile, which comprises character and skills and starts with excellent human resources (teachers and school principals) (Angga et al., 2022). The driving school programme is one of the requirements of the state constitution, based on Article 31 Paragraph 1 of the 1945 Constitution of the Republic of Indonesia, which clearly says that every citizen has the right to education and learning (Sumarto et al., 2019). This right is not just to get access to education but the right to equal quality education. This is in accordance with Article 5 Paragraph 1 of Law Number 20 of 2003 concerning the National Education System which states that every citizen has the same right to obtain quality education (Abdullah, 2017). The National Education System's implementation aims to provide both access and quality of education. It also states that in order to meet the demands of changing local, national, and international conditions, education reform must be done in a way that is planned, directed, and sustainable. These requirements include the National Education System's ability to ensure equal distribution of educational opportunities, enhance quality, and ensure the relevance and efficiency of education management.

Obligations regarding the provision of quality education are regulated in more detail in several regulations, including; regulations regarding education governance, namely Law Number 20 of 2003 concerning the National Education System which was later reduced to regulations regarding national education standards as revealed in Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards, Teacher quality assurance is regulated in Law Number 14 of 2005 concerning Teachers and Lecturers which was revealed in Government Regulation (PP) Number 74 of 2008 concerning Teachers which has been amended through PP No. 19 of 2017 concerning Amendments to PP No. 74 of 2008 concerning Teachers, Increasing the competence of school principals and school supervisors which is regulated through Minister of Education and Culture Regulation No. 6 of 2018 concerning the Assignment of Teachers as School Principals and Minister of Education and Culture Regulation no. 36 of 2019 concerning the Organization and Work Procedures of Institutions for the Development and Empowerment of School Principals and School Supervisors.

The Driving School Programme aims to motivate educational institutions to implement changes that will raise the standard of instruction in classrooms. This demonstrates the government's commitment to upholding the State's obligation that all citizens have equal access to education. Because of this, all regulating laws serve as crucial markers for the application of high-quality education and for producing the next generation of leaders capable of improving Indonesia in the future. One of the newest initiatives from the Ministry of Education and Culture is a driving school with the goal of using Pancasila students to develop an advanced, autonomous, and unique Indonesia.

At the very least, this community service project shows how crucial it is to raise the standard of instruction and learning in classrooms. Aspects of the quality of education in schools are undoubtedly given more attention at Malang State University, a campus that is entirely focused on the field of education. Numerous sources claim that the standard of education and learning will have a big influence on the nation's development and
people's way of life (Ikhsan, 2020; Lazwardi, 2016; Sumarto et al., 2019). The following is the presentation of material on the theme of studying independent schools, driving schools, presented in Figure 2.

**Figure 2 Delivery of Material on the Theme of Independent Schools “Sekolah Penggerak”**

Driving schools are schools that focus on developing student learning outcomes holistically by realizing the Pancasila student profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies. This aims to realize the vision of Indonesian education, namely schools that focus on developing student learning outcomes holistically by realizing the Pancasila student profile and starting with superior human resources (school principals and teachers) (Rahayuningsih & Rijanto, 2022; Setyawan & Masduki, 2021; Wijaya et al., 2020).

The Pancasila Student Profile (P3) is a graduate profile designed to reinforce the admirable Pancasila values of students and stakeholders while demonstrating the character and competencies required to be attained. The six elements of the Pancasila Student Profile are then as follows: Global Diversity; Independent; Collaborative; Critical Reasoning; Faith, Fear of Almighty God, and Noble Morals; and Creative. It is necessary to see these six dimensions as a cohesive whole that supports and flows from one to the next.

What is meant by students who have the dimensions of Faith, Fear of God Almighty and Have Good Morals are students who are concerned about the existence of God and always try to obey commands and stay away from prohibitions in accordance with the teachings of their respective religions. For the Global Diversity dimension, Indonesian students have a mature identity, able to show themselves as representatives of the nation’s noble culture, accompanied by insight and openness about the existence of various regional, national and global cultures. The Independent Dimension is a student who has initiative in self-development which is reflected in the ability to take responsibility, have a strategic plan to take action and reflect on the process and results of experience. The dimension of mutual cooperation is that students have the ability to collaborate voluntarily so that the activities carried out can run smoothly and achieve goals. The Critical Reasoning Dimension is a student who thinks objectively, systemically and scientifically by considering all aspects. The creative dimension is a student who is able to modify and produce something original.

The driving school programme is put into practice by enhancing the abilities of teachers and school administrators, who are crucial in implementing reform and restructuring in the educational system. According to Pounder, the principal of a school plays a crucial role in enhancing governance and serves as the motivator for every educational unit, resulting in the creation of meaningful and pleasurable learning experiences through the enhancement of systems that facilitate the improvement of educational quality. The progress of education at the school level is influenced by the school principal. The level of education attained by the educational institution led by a school principal is one indication of that leader's effectiveness. The following participants' enthusiasm for participating in training activities is presented in Figure 4.

**Figure 4 Participants' Enthusiasm in Participating in Training Activities**

This community service activity is carried out through two phases and stages. In the first phase, the community service team at the Faculty of Letters, State
University of Malang carried out exploration, visitation and communication activities regarding the results of the analysis of problems in the school as well as mapping the abilities of the school principal and teachers. In this first phase, 3 interconnected activities will be carried out, namely identifying the principal's abilities in school management, mapping teachers and coordinating the implementation of PSP in schools.

Based on the results of identifying the principal's ability to manage school management, it can be said that Darul Faqih Indonesia Middle School has good quality education and learning based on several indicators, namely, a school with superior accreditation, a boarding school-based school and 70% of human resources (HR) consisting of Master of Education graduate.

One of the strengths or potentials is the implementation of centralized learning using the Block system at every level of education. This Block System became known as D'BEST (Decentralization of Block Education System) which adopted several advantages of the Merdeka curriculum implemented in Indonesia. This system makes schools more flexible in organizing and managing learning. The learning model is also adapted to the environmental conditions of an Islamic boarding school-based school.

The second phase's activities centre on building educators', principals', and staff members' human resources. PSP socialisation exercises, principals’ performance management training, teacher quality improvement initiatives, and support in recommending schools to become driving schools. Driving schools can serve as a model for other organisations looking to enhance their managerial calibre and curriculum in a variety of current areas.

The following activity participants provide a commitment to improving the quality of learning in schools towards the realization of the driving school program shown in Figure 5.

In this second phase, the community service team carried out an assessment of the school's readiness to become a driving school proposed by the central government. The results of the initial assessment are used as evaluation material for the school to strengthen its next steps and programs. This program is an important part of the activities initiated by the UM community service team. The instrument was developed based on the results of previous research which was adapted from the Islamic boarding school readiness model in implementing hybrid learning (Hanafi et al., 2021). The following are the results of an assessment of the perceptions of school principals and teachers regarding the school's readiness to become a driving school.

The assessment is carried out to provide a real assessment of the institution's readiness. Several research sources that have been conducted previously say that assessment is an indicator of an institution's success. An institution that routinely carries out institutional assessments will be able to evaluate every activity and program that has been implemented (Ikhsan, 2020; Karatas, 2019; Rozimela, 2020; Sukmana, 2020). It may be inferred from this action that Darul Faqih Indonesia Middle School is generally considered prepared to participate in the driving school programme. After the school readiness assessment that led to figure 6, the school administrators and resource personnel are seen in the following group shot.

![Figure 5 Activity Participants Committed to Improving the Quality of Learning in Schools Towards the Realization of the Driving School Program](image)

![Figure 6 Photo with Teachers after the Assessment](image)
Table 1 displays the perceptions of the initial evaluation of the school's preparedness to become a driving school.

**Table 1 Perceptions of the Initial Assessment of School Readiness to Become a Driving School**

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Assessment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school prepares a work plan containing the vision, mission, goals and strategies for achieving school goals</td>
<td>100 0 0</td>
</tr>
<tr>
<td>2</td>
<td>The school facilitates activities so that students have an attitude of faith through familiarization with intra-curricular, co-curricular and extra-curricular activities</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>The school facilitates various activities to foster social attitudes with characters of honesty and responsibility, caring, mutual cooperation and democracy, self-confidence, and nationalism.</td>
<td>94 6 0</td>
</tr>
<tr>
<td>4</td>
<td>The school has a literacy movement program in learning activities both in the classroom and outside the classroom, through familiarization with the program.</td>
<td>90 6 4</td>
</tr>
<tr>
<td>5</td>
<td>The school facilitates students to develop creative, productive, critical, independent, collaborative and communicative thinking and acting skills through learning experiences</td>
<td>90 2 8</td>
</tr>
<tr>
<td>6</td>
<td>The school facilitates students to have creative, productive, critical, independent, collaborative and communicative thinking and acting skills through learning experiences and inside or outside the classroom (laboratory practice; research; study tours; seminars/workshops; demonstrations/exhibitions; and performances artworks).</td>
<td>87 13 0</td>
</tr>
<tr>
<td>7</td>
<td>The school facilitates teachers in cultivating students' spiritual attitude competence through direct and indirect learning, example, habituation and school culture by paying attention to subject characteristics as well as students' needs and conditions.</td>
<td>85 12 3</td>
</tr>
<tr>
<td>8</td>
<td>Schools facilitate teachers in developing students' skills, namely demonstrating reasoning, processing and presenting skills</td>
<td>90 10 0</td>
</tr>
<tr>
<td>9</td>
<td>The school implements the curriculum according to applicable guidelines</td>
<td>100 0 0</td>
</tr>
<tr>
<td>10</td>
<td>The school ensures that the implementation of the assessment applies the principles of valid, objective, fair, open, holistic and accountable assessment through teacher supervision.</td>
<td>100 0 0</td>
</tr>
<tr>
<td>11</td>
<td>The school plans a Monitoring and Evaluation Program for Teachers and Education Personnel</td>
<td>89 9 2</td>
</tr>
<tr>
<td>12</td>
<td>The school implements the Teacher Supervision Program through monitoring the learning process</td>
<td>90 2 8</td>
</tr>
<tr>
<td>13</td>
<td>Schools carry out evaluations in the implementation of the school's internal quality assurance system (SPMI).</td>
<td>87 8 5</td>
</tr>
<tr>
<td>14</td>
<td>The school programs to increase the work motivation of educators and staff by using a system of giving rewards and sanctions for violations of regulations and codes of ethics</td>
<td>93 7 0</td>
</tr>
<tr>
<td>15</td>
<td>Schools manage adequate management information systems to support effective, efficient and accountable educational administration</td>
<td>87 6 7</td>
</tr>
<tr>
<td>16</td>
<td>Schools increase useful work/ideas</td>
<td>95 3 2</td>
</tr>
<tr>
<td>17</td>
<td>for school development</td>
<td>97 3 0</td>
</tr>
</tbody>
</table>
CONCLUSION

This exercise validates a conclusion, which is that the professionalism of the school principal and faculty members affects how well the school manages the institution. This institution uses a variety of innovative teaching strategies to enhance the quality of instruction. These strategies are structured by the D’BEST (Decentralisation of Blok Education System) curriculum scheme, which blends the current Islamic boarding school curriculum with the relevant national curriculum.

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia launched the driving school initiative as a way to raise and level the educational playing field in Indonesia. This programme focuses on educational institutions that exhibit a strong commitment to advancement and offers recommendations to other organisations on how to collaborate in raising the standard of instruction in their own institutions. Based on the findings of the evaluation, Darul Faqih Indonesia Middle School qualifies as a junior high school driving school.

REFERENCES


