

## IMPLEMENTATION OF "PROGRAM SEKOLAH PENGGERAK" IN THE INDEPENDENT LEARNING POLICY

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**Abstract:** *This study aims to determine the Implementation of the Sekolah Penggerak Program in the Independent Learning Education Policy at SDN 28 Malay, Bima City. This research uses a qualitative descriptive approach. The data collection technique is by observation, namely, to see the implementation process in the field in the form of actions, interviews, namely, to obtain information in the form of words, and documentation, namely, to obtain data in the form of photos of activities and archives of the implementation of the Sekolah Penggerak program. The result of the study was that five interventions programmed by the government carried out the implementation of Sekolah Penggerak. Learning the intervention with a new paradigm, the school chose the theme of local wisdom and entrepreneurship, which became the first-year project. This theme entered into local content lessons; this intervention was carried out in extracurricular activities and positive culture. Meanwhile, in the school digitization intervention, using the PMM application, Google Classroom, Google Meet, zoom, Google, YouTube, learning videos, and digital libraries, as well as Quiziz applications and Google forms as a medium for assessment.*

**Keywords:** *Education, Independent Learning, Sekolah Penggerak.*

### INTRODUCTION

Education is an effort to transform quality human resources (HR) so that Indonesia becomes a developed country. The implementation process requires education policy as a foundation to uniformize the quality of education in Indonesia. The vision of Indonesian education is to realize an advanced Indonesia that is sovereign, independent, and personality through creating Pancasila students who reason critically, creatively, independently, have faith, fear, God, have a noble character, and work together and diversity.

To achieve this educational vision, the Minister of Education and Culture of Indonesia, Nadiem Makarim, issued circular number 1 of 2020 concerning the policy of Merdeka Belajar or Freedom of Learning. Freedom of learning liberates educational institutions, encourages students to innovate, and encourages creative thinking. This concept was then accepted, considering the vision and mission of Indonesian education in the future to create quality human beings and compete in various fields of life (Surahman et al., 2022, p. 89). The breakthrough of Merdeka Belajar aims to advance education in Indonesia. This policy is a very strategic and innovative way and a big challenge in the world of education. Merdeka Belajar frees schools, teachers, and students to innovate, be independent, and be creative. Merdeka Belajar is so that educators, students, and parents get a happy atmosphere. Happy for an educator, happy for students, happy for parents, and happy for everyone (<https://intens.news/lwinsah>, 2020).

Independent learning is based on humanism, constructivism, progressivism, and the educational philosophy of Ki Hadjar Dewantara. These are the four fundamental pillars of

this approach to education. Humanism emphasizes freedom; the individual's choice in self-actualizing develops potential and function and is meant for his environment. Constructivism emphasizes freedom in delving into and constructing students' knowledge and skills. Finally, progressivism emphasizes the independence of teachers to explore and optimize students' potential.

Meanwhile, the philosophical thinking about Merdeka Belajar in the view of Ki Hadjar Dewantara is contained in the concept of education; namely, students are encouraged to achieve change and be meaningful to their environment. The basic meaning of education is the education of the free soul. The free spirit is concerned with a positive mindset, noble and beautiful feelings, and noble will (Daga, 2021, p. 1076).

The project to strengthen the achievement of the Pancasila Student profile was developed based on the government has determined themes. However, the project is not directed toward achieving specific learning targets; therefore, it is not tied to the lesson's content. Meanwhile (Amani, 2022) writes down the main concepts or characteristics of the independent curriculum that support the recovery of learning, namely project-based learning learners in developing skills and character according to the profile of Pancasila Students, focusing on basic materials so that the time used is sufficient for deep learning for the development of essential competencies such as literacy and numeracy, and flexibility for teachers to carry out differentiated learning according to student abilities and make adjustments to local contexts and content.

Mobilizing School comes from two words, namely, school and mover. Linguistically, according to the online KBBI, a school is a building or institution for learning and teaching and a place to receive and give lessons. At the same time, the mover is the one who moves. Another meaning of the mover is a tool to drive (<https://kbbi.kemdikbud.go.id> KBBI, 2012). Meanwhile, according to the term, Mobilizing, School means that the school focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile, which consists of cognitive competencies (literacy and numeracy) and noncognitive (character), which are started with superior human resources (principals and teachers). Principals and teachers from mobilized schools conducted an extension to other education units (Buku Program Sekolah Penggerak (PSP), Kemdikbud, 2021a, p. 2)

The Mobilizing School Program seeks to encourage education units to transform by improving the quality of teaching and learning activities in schools. This Mobilizing School Program gives the government sincerity to carry out the state mandate in providing the right and equal distribution of education to all citizens. Thus, all regulatory regulations are critical indicators for implementing quality education. One of the latest programs from the Ministry of Education and Culture, namely, the Mobilization School, intends to realize an advanced Indonesia that is sovereign, independent, and personality through the profile of Pancasila Students (Syafi'i, 2021, p. 41).

The Mobilization School is not superior, not only inputting but changing processes and increasing hr capacity. The expected targets are principals and educators at the PAUD, SD,

SMP, SMA, and SLB levels in 34 provinces and education stakeholders at the regional level, along with school supervisors/overseers and education offices in these areas (Kemendikbud, 2020, p. 39). This program aims to encourage the transformation process of academic units to improve student learning outcomes holistically, both from the content of cognitive and noncognitive competencies (character), to realize the profile of Pancasila Students. The transformation needed is not only limited to education units but also to trigger the creation of an ecosystem that supports change and cooperation at the regional and national levels so that change can occur widely and institutionally. Zamani et al. (Kemendikbud, 2020) wrote that the goal is in line with the effort to produce superior characterful and professional human resources to support future sustainable development, namely increasing literacy, numeracy, and character in every student in Indonesia, increasing competence. In addition, principals and teachers encourage quality learning and make it easier for teachers to innovate learning.

Furthermore, principals in conducting self-evaluation and school management through a school digitization approach can increase the capacity of local governments to carry out evidence-based evaluations for producing education policies. This principle focuses on the equitable distribution of quality education, creating an atmosphere of collaboration for stakeholders in the field. The Sekolah Penggerak consists of five interrelated and inseparable interventions: consultation and asymmetrical assistance, strengthening human resources, learning new paradigms, data-based planning, and school digitization.

Rahayuningsih & Rijanto (2022) lack knowledge Principal about leadership competency models in Sekolah Penggerak. Furthermore, Dielfi Mariana (2021) Conducted a study on the principal's leadership on the effectiveness of Sekolah Penggerak. According to him, the school's success in achieving its goals depends mainly on the principal's leadership, who can move all the school's resources effectively and efficiently. Sekolah Penggerak can change a new paradigm of student-oriented learning that embodies the profile of Pancasila Students, which includes competencies and character starting from superior human resources to improve the quality of education.

Fahrian Firdaus Syafi'i (2022) also conducted research in the field of sasma. The results showed that the Sekolah Penggerak is a school that focuses on developing student learning outcomes holistically by realizing a Pancasila Student profile which includes cognitive competencies (literacy and numeracy) and noncognitive (character), starting with superior human resources (principals and teachers).

Pratikno et al.(2022), in their research, concluded that *the human resources in Indonesia, independent from curriculum design to implementation in schools, found significant obstacles where the government was successful in designing the curriculum, but it was constrained in implementation. It can be seen that quite a lot has been achieved, and a lot has yet to be achieved.* Susanti (2021) found the school's financial management driving SD Negeri 08 Kabawetan from the Local Government and the committee. Financial management includes planning based on income and results from the school. Financing to

reach eight national education sectors and for principals, local governments serve as superintendents in referral schools that enhance authenticity proof.

Javanisa et al. (2022)(2022) found that the Mobilizing School is a school that prioritizes the development of student learning outcomes. In contrast, the Sekolah Penggerak relates one of the themes, namely, the Pancasila Student Profile. The Sekolah Penggerak curriculum is a curriculum that includes one of the critical aspects in the life of society, nations, and state. These aspects are related to competence (including literacy and numeracy activities) and character, where both aspects are carried out by looking at superior human resources. This Sekolah Penggerak curriculum differs from the 2013 curriculum, where the assessment uses a holistic assessment, which is more about the students' learning outcomes. Teachers in the Sekolah Penggerak curriculum must be able to mobilize the community of all fellow teachers in the school and their region and bring good changes, especially in terms of improving the quality of student learning under Pancasila values. The achievement of learning objectives is also influenced by the theme of the curriculum itself, namely "Pancasila Student Profile." This condition affects the learning motivation of the students themselves because the learner must indirectly be able to increase their motivation himself to be able to achieve a goal in learning. Based on the data that researchers have taken, the Sekolah Penggerak curriculum can motivate students to increase activeness in learning through the discussion process, so the implementation of the Sekolah Penggerak curriculum for students has increased.

Next, Juita & Yusmaridi(2021), through a literature study, found: 1) The concept of independent learning is a concept that aims to liberate the minds of teachers from students and humanize humans involved in the world of education. Teachers are no longer burdened by administrative tasks and the fulfillment of standardized achievements. Students are also no longer constrained by curriculum rules that can hinder the development of students' mindsets, innovation, and creativity; 2) Humanistic learning theory emphasizes the freedom of learners in actualizing themselves. Learners' talents, interests, and abilities must be optimally developed through meaningful learning. Teachers and students collaborate in determining methods, objectives, materials, and assessments in the learning process; and 3) The concept of independent learning in humanistic learning theory is appropriate and in line with its objectives, implementation, and evaluation. These two topics aim to humanize human beings and explore and develop the potential of learners and teachers. Its implementation also refers to meaningful learning through learning oriented towards the needs and relevance to learners' real lives. The evaluation also prioritizes a comprehensive assessment system and is not partial.

Vikiantika et al.(2022) found that it increased from cycle I to cycle II. In the first cycle, the percentage of completion of student learning outcomes was 56%, which did not meet the class completion criteria. In cycle II, there was an increase in the class completion criteria, which was 30%. A total of 25 students were completed with a learning success

percentage of 86%. The results also show that this class action research has reached the predetermined class completion criteria of 75%, so the study is stopped.

Rufaidah et al.(2022) found that the structure of the new text contains three dimensions: macrostructure, superstructure, and microstructure. The macrostructure is that Sekolah Penggerak must use the School Operational Curriculum. The superstructure includes the *summary* and *story sections*, while the microstructure includes the setting, details, coherence, sentence form, lexicon, and graphics. In the social context, it is known that there is no practice of power and broad access.

Sudarmanto journal (2021) found that effective principal communication can affect and improve the performance of guru and school administration personnel in implementing the Sekolah Penggerak program under the indicators of the implementation of predetermined activities.

This research found that the competence of the principal was essential for the implementation of the Sekolah Penggerak program. Therefore, the principal attended the workshop to improve their competence of the principal. In addition, effective principal communication can affect and improve the performance of teachers and school administration personnel in implementing the Sekolah Penggerak program under the established activity implementation indicators. Another research found that The Sekolah Penggerak is a school that focuses on developing student learning outcomes; this is evidenced by the increase from cycle I to cycle II. Apart from that, the motivation of participants in learning also increased.

Furthermore, 1 study found that the structure of the new text contains three dimensions of the text, namely, macrostructure, superstructure, and microstructure. Subsequent research found that financial management includes planning based on income and school outcomes. Financing to reach eight national education sectors and for principals, local governments serve as superintendents in referral schools that enhance authenticity proof.

From the studies above, the research in the journal that the authors conducted included five interventions in Sekolah Penggerak, namely, consultative and asymmetric assistance, data-based planning, learning with a new paradigm, data-based planning, and school digitization. Apart from that, the author uses qualitative descriptive methods.

## METHOD

This research uses a qualitative descriptive approach. Qualitative research is carried out to examine the condition of natural objects; then, the researcher is a crucial instrument (Nugrahani, 2012, p. 96). At the same time, descriptive intends to explore or clarify symptoms, phenomena, or realities. Descriptive research describes several variables related to the problem and the unit under study. Descriptive research does not dispute the relationship between existing variables because descriptive research does not aim to attract generations that cause a symptom, phenomenon, or social reality to occur thus (Samsu,

2017, p. 65). Thus, in this study, the author describes the phenomenon that occurs in the implementation process of Sekolah Penggerak based on five interventions.

Data was collected with the first observation method by direct observation of schools implementing five Sekolah Penggerak interventions. The second method of interviewing is that the author collects data in the form of words from the speakers, namely, the principal and the teacher. The three methods of documentation study are to collect data in the form of photos of activities and teaching modules. Finally, researchers use *purposive sampling* techniques, a way of sampling data sources with specific consideration of primary and secondary data. First, primary data was unearthed by conducting interviews with subjects related to the research, namely, principals and teachers, implementing independent curricula and members of the learning committee. Both secondary data are extracted from various sources or official literature such as books, journals, facts, and related sources such as data sources from documentation in the form of images, writings, works, or those related to research.

## DISCUSSION

The Mobilizing School Program must be separated from 5 (five) interventions. These interventions are consultative and asymmetrical assistance, strengthening school human resources, learning to a new paradigm, data-driven planning, and school digitization. The following is explained:

### 1. Consultative and asymmetrical assistance

Consultative and asymmetric assistance: a partnership program between the Ministry of Education and Culture and local governments where the Ministry of Education and Culture assists in implementing Sekolah Penggerak. A partnership program between the Ministry of Education and Culture and local governments where the Ministry of Education and Culture assists in implementing Sekolah Penggerak. The Ministry of Education and Culture, through UPT in each province, will assist the provincial and district/city governments in planning the Mobilizing School program. In addition, UPT Kemendikbud in each province will provide local government assistance during the implementation of Mobilizing Schools, such as facilitating local governments in socializing the parties needed to find solutions to field obstacles at the time of implementation (Kemdikbud, 2021c).

The mentoring programs implemented are *Coaching one -on-one*, Workshops, Strengthening the Coaching Learning Committee of the learning Committee, and *the Coaching Project Management Office* (PMO). This program is under the program that the government has programmed. The explanations related to the mentoring program are:

- a. One-on-one coaching is a mentoring program between the principal and expert coaches that is carried out regularly every 1x a month for 90 minutes.
- b. Workshops are mentoring programs for principals and school superintendents carried out regularly, which is 1x month offline.

- c. Strengthening the *Learning Committee coaching* is a program of intensive training and mentoring programs for learning committees with expert coaches. This program is carried out 1x a month online.
- d. *Coaching Project Management Office (PMO)*. This coaching is for the principal and learning committee, which is routinely carried out 1x a month for 90 minutes.

## 2. Strengthening school human resources

Strengthening principals, school superintendents, overseers, and teachers through intensive training and *mentoring programs (one-on-one coaching)* with expert coaches provided by the Ministry of Education and Culture. The Ministry of Education and Culture (2021b) wrote that the training was:

- a. Training for principals, school superintendents, overseers, and teachers is conducted 1x year during the program, which consists of a holistic competency learning implementation training program for principals, supervisors, overseers, and teachers—and learning leadership training for principals, supervisors, and overseers.
- b. Assistance for principals, school superintendents, overseers, and teachers is carried out periodically every 2-4 weeks during the program. The *mentoring program is in-house training*, district/city level workshops, learning communities/practitioners (maple groups), mentoring/*coaching* programs consisting of 1-on-1 with the principal and partnering with the principal, and teachers are trained nationally for group mentoring with teachers.
- c. Implementation of technology one expert trainer for 5-7 principals. Expert trainers will accompany schoolteachers and ingroups for technology, namely, technological literacy, teacher platform: competency profile and development, teacher platform: learning, school resource platform, and education report card platform.

Strengthening School human resources at SDN 28 Melayu Kota Bima school is strengthening members who are members of the learning committee. The learning committee consists of principals, class teachers, teachers (Islamic religious education), PAI, and teachers (Physical education for sports and health (PJOK)). Several programs in strengthening human resources have been implemented, namely *In-house training* (IHT), learning committee strengthening activities, workshops on Sekolah Penggerak at the district/city level, learning communities/practitioners (subject groups), stakeholder forums, mentoring by expert trainers of Mobilizing Schools, training and webinars online.

*In-house training* (IHT) is a training program for teachers who are not part of the learning committee, where then this IHT is mentored by the learning committee. The learning committee had previously attended training on improving learning implementation competencies (KIP) for virtually nine days or 74 hours. The materials taught in IHT were delivered by a learning committee that discussed the KIP training material, namely, the independent curriculum policy—liberating education (which contains materials understanding, the philosophy of education, ki Hajar Dewantara, understanding the process

of independent teaching, and learning activities, a curriculum framework that contains three parts, related to the curriculum structure, Pancasila student profile, and learning activities).

*In-house training* (IHT) is carried out in schools once a year, which means that during the 3-year program period, IHT will be carried out three times. In the first year, IHT participants consisted of grade 1 teachers, grade 4 teachers, PAI teachers, and PJOK teachers who were implementors of the phase A. Then, in the second year, IHT participants came from grade 1 teachers, grade 4 teachers, PAI teachers, and PJOK teachers who did not follow in the previous year, and grade 2 teachers and grade 5 teachers who were phase B implementors, teachers who did not follow the IHT continued to implement the K-13 curriculum.

In the first year, IHT was implemented for eight days. While in the second year, IHT was carried out for four days. The reduced IHT time is because the basic understanding is known, and the material provided is the same as the material taught in the previous year. Therefore, it only needs strengthening and hardening. The IHT mentors are teachers who are members of the learning committee.

### **3. Learning is a new paradigm**

Learning with a new paradigm is oriented towards strengthening competencies and developing character under Pancasila values through learning activities inside and outside the classroom. Learning with a new paradigm is designed based on the principle of differentiated learning so that each student learns according to his needs and stage of development. Learning interventions with a new paradigm focus on the results of creating a profile of Pancasila students (Kemdikbud, 2021c). The Sekolah Penggerak Curriculum (KSP) has contained an educational vision into the profile of Pancasila Students. The profile of Pancasila students is the competence and character contained in six dimensions that serve as a guide for policies and updates on the Indonesian education system, such as learning and assessment. The Pancasila student profile contains 1) faith, piety in God, and character; 2) global Bhinneka; 3) self-sufficient; 4) work together; 5) critical reasoning and 6) creative reasoning (Harahap & Alberida, 2022, p. 79). The Pancasila student profile can be applied through school culture, extracurricular learning, and co-curricular and extracurricular activities, which focus on building character and abilities that are built in daily life and brought to life in each individual. School culture is the school climate, policies, patterns of interaction and communication, and norms that apply in schools. Extracurricular include the content of the lesson of the activity or learning experience. What is meant by a project is contextual project-based learning and interaction with the surrounding environment. Extracurricular activities develop the interests and talents of the student (Rachmawati et al., 2022, p. 3614).

The Ministry of Education and Culture has provided a theme that Sekolah Penggerak can choose as a project that must be carried out during the program's implementation. Sekolah Penggerak can take a minimum of 1 theme year. SDN 28 Malay Kota Bima took the local wisdom and entrepreneurship theme in the first year. This theme of determination is

not just chosen. However, schools have a basis of consideration that includes identifying characteristics of the school environment and identifying students' character. The theme project that has been implemented is the theme of entrepreneurship. This theme includes local content lessons, namely, making traditional Bima cakes. Students are invited to visit the cake-making business to see how it is made. After that, the students were tasked with making a report on the results of the observations. Then the students will practice making the cake according to the ordinances they have seen.

The second theme is the theme of local wisdom. This theme also *includes* local subjects. The projects that have been carried out are making traditional foods (*including* the theme of entrepreneurship), making brooches from traditional Bima woven fabrics, visiting cultural sites in Bima such as ancient Langar, and visiting the ASI Mbojo Museum.

The first year that implements this curriculum is grades 1 and 4; this second year, plus grades 2 and 5, the theme will automatically be selected again for this year. Yesterday's theme remains corroborated and executed as well because strengthening is not only through extracurricular activities but also through positive and extracurricular cultures.

Extracurricular activities are carried out in the classroom as teaching and learning activities (KBM). The learning process in this extracurricular is the same as the learning process in general; it is just that in this independent curriculum, teachers are given the freedom not to have to learn face-to-face in the classroom, even better if the learning is in the environment contextually. An example is when studying material about plants is more effective for children to learn directly from the environment. In addition, there is a project in each subject, or in the old term, it is called practice.

Administratively, teachers need a lesson plan (RPP) as a guide in teaching. Therefore, RPP in Mobilizing Schools has changed its term to a teaching module. The RPP and teaching modules contain the same core activities: preliminary, core, and closing. However, there are several additions to the new terms, namely, lighter questions, meaningful understanding, and materials about strengthening the profile of Pancasila Students.

As previously explained, the activities of learning in the independent curriculum are the same as in the previous curriculum. The preliminary activity contains several activities, namely, greetings, tidying up the class, asking for news, praying, singing mandatory songs, and asking lighter questions in the old term called apperception, which is asking questions related to the previous material or subject. The goal is to measure the ability of the student and the extent of understanding of the material to be taught. Preliminary activities, contained in the profile of Pancasila Students, are applied through prayer activities, namely, faith and piety in God. The core activity is the exploration of concepts which are core activities in learning. Teachers are free to choose what method to use according to the needs of the material as well as the needs of the students.

The approach in the independent curriculum is generally identified based on three children's learning styles: visual, auditory, and kinesthetic. This learning style is a consideration for determining the methods that teachers in teaching will use. Teachers use

learning media such as laptops, LCDs, and other media according to learning needs. After the students understand the material that has been delivered, the question-and-answer method and collaboration activities are used in the form of discussions. The goal is for students to have space to present the material, then they are allowed to respond and assess the presentation results from their friends. After that, as a real action, the teacher gives students questions independently and in groups

For the actual action activities, teachers can use the quiz application; students can practice independently about the materials. In addition, the teacher can give questions classically. Therefore, students will compete to see whoever is the fastest in answering the questions. Finally, in the closing activity, the teacher has reflections and conclusions to strengthen the understanding. In addition, motivation was also given regarding the material.

SDN 28, Malay Kota Bima, has an extracurricular program consisting of scouts, sports, arts (dance, solo singing, marawis), and religion. This positive cultural activity is carried out every Monday-Saturday by taking one class hour before the class begins. This activity is carried out on the school grounds. The purpose of this culture is a project to strengthen the profile of Pancasila Students. The positive culture, that is, the program of this school is:

- a. Monday was a positive culture of order and discipline filled with flag ceremony activities.
- b. Tuesday, the positive culture of Malaju Cheerful Ambassadors (Dhuha, Ceria, and Tartarus). This culture begins with performing kan salat dhuha in congregation. After that, the students carried out qur'anic Tadarus activities.
- c. Wednesday positive culture of The Malaju Glass (School Literacy Movement). This literacy activity is where students are given books to read. After reading, the teacher will appoint a representative from each class to retell in front of his peers regarding the content of the reading.
- d. Thursday positive culture Of Bakti Malaju (Praiseworthy character guidance) breakfast Together and character building. This culture is filled with breakfast activities, where students bring breakfast provisions and exchange food with their friends. In addition, students are also taught to share with their friends who do not bring provisions.
- e. Friday positive culture, Imtaq, Malaju. This activity is carried out by reading surah, Yasin, dhikr, and Salawat, as well as infaq and almsgiving.
- f. Saturday positive culture Sabda Ua Pua Malaju (Saturday business culture changes towards The Step of champions). It is a clean and healthy culture and explores all suitable practice activities during the week.

**Table 1 Applications for strengthening the profile of Pancasila students**

Dimensions of Pancasila Student Profile	Realization
Have faith, piety in True Source, and have a noble character.	Positive culture on Tuesday Duta Ceria Malaju (Dhuha Ceria and Tartarus), Thursday Bakti Malaju (Guidance of commendable characters),

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Globally Diverse	and Friday Imtaq Malaju, habituation to pray before and after learning. Monday's positive culture is a positive culture of order and discipline.
Mutual Aid	Saturday is positive Sabda Ua Pua Malaju (Saturday, the culture of effort changes towards the Step of champions).
Self-sufficient	Positive culture of Friday Imtaq Malaju.
Critical Reasoning	Wednesday's culture is The Malaju Glass (School Literacy Movement).
Creative	Wednesday's culture was positive for The Malaju Glass (School Literacy Movement) and included the theme of wisdom and entrepreneurship.

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#### 4. Data-driven planning

Data-based planning is school-based management which is planning based on the reflection of an academic unit. The program reports the quality of education, self-reflection, planning, improvement programs, and assistance by UPT and or expert trainers (Kemdikbud, 2021c).

The data-based planning that SDN 28 Malay Bima City has carried out is as follows: The first Tahap carried out is to collect data and analyze education profiles sourced from Dapodik data. The second stage of *database* planning, the third stage of implementation, and stage four of evaluation and RTL.

#### 5. Digitizing schools

School digitalization uses various digital platforms to reduce complexity, increase efficiency, add inspiration, and customize a customized approach. Various digital platforms aim to reduce complexity, increase efficiency, add inspiration, and *customize* approaches (Kemdikbud, 2021c).

The digitization of schools used by SDN 28 Malay Bima City is divided into two categories, namely, the provision of a digital platform for human resources in the form of the Merdeka Mengajar Platform (PMM) application and categories for learning, namely Google Classroom, Google Meet, Zoom, Google, YouTube, learning videos and digital libraries as well as Quiziz applications and google forms as a medium for assessment.

The supporting factors faced by schools are the support of the central and local governments, facilities and infrastructure, the support of the community and parents, and especially the most excellent support, which comes from teachers and education staff: School human resources, namely, teachers and education staff, are essential racks in the implementation of this program. The school's human resources are enthusiastic about learning new things to improve self-competence. The obstacle faced is the lack of budget provided by the government. Even though the government has budgeted it, the budget given to schools still needs to be improved, so the project that has been compiled cannot be implemented thoroughly, which is implemented only for those that are considered essential. Apart from that, the school makes cost efficiencies for project programs to be carried out.

In terms of benefits, (Relawan, 2021) wrote down the advantages of Mobilizing Schools, namely, the benefits of the first school: improving the quality of education results within three school years. The implementation of the Mobilization School program is carried out for three years for each batch, as well as the interventions provided. Therefore, this



makes it essential to improve the quality of education. Second: Increased competence of principals and teachers. The mentoring program implemented has a real impact on improving the competence of school human resources, especially principals and teachers. Third: Accelerate the digitization of schools. Mobilizing Schools encourages schools to use and utilize digital media both for HR and for learning activities. Fourth: Acceleration of the achievement of the Pancasila Student profile. Every intra-curricular, extracurricular, and positive culture activities contain elements of achieving the goal of creating a Pancasila student profile. Fifth: Schools get additional budgets for purchasing teaching materials for learning with a new paradigm.

The Mobilizing School Program positively impacts the quality of education, especially in Bima City. This impact significantly affects the transformation of education to improve the quality, especially learning that liberates both the teacher and student aspects. Another positive impact can be seen from the large number of schools not included in the Mobilization School starting to register to implement the independent curriculum independently. Schools that have been incorporated into Sekolah Penggerak become a driving force for other schools to guide how to implement an independent curriculum through technical guidance (Bimtek).

## CONCLUSION

Implementing the program is inseparable from five interventions, namely, consultative and asymmetrical assistance, strengthening school human resources, learning new paradigms, data-based planning, and school digitization. The implementation of 5 interventions at SDN 28, Malay Bima City is carried out under government programs, namely, consultative and asymmetric assistance, strengthening school human resources, and data-based planning. Learning the intervention with a new paradigm, the school chose the theme of local wisdom and entrepreneurship, which became the first-year project; this theme entered into local content lessons; besides that, this intervention was also carried out in extracurricular activities and positive culture. Meanwhile, in the school digitization intervention, the school uses the PMM application, Google Classroom, Google Meet, Zoom, Google, YouTube, learning videos, and digital libraries, as well as Quiziz applications and Google forms as media for assessment. Obstacles to implementing the program are related to the budget; more than the allocation of funds provided by the government is needed to finance all programs that have been prepared. Therefore, the school makes cost efficiency and implements important projects first. Meanwhile, the supporting factors in Mobilizing School program in school are the support of the local government, human resources in productive age, facilities, and infrastructure, and the support of parents and the community. The impact of the Mobilizing School on the education policy in Bima City, which has a positive effect on other schools where many schools are not members of the Mobilization School, have begun to register to implement the independent curriculum independently.

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