

## The Role of Private School Principle in Elementary Schools in Implementing *Sekolah Penggerak*

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### ABSTRACT

The *Sekolah Penggerak* program is designed to enhance educational outcomes through structured support for principals, school supervisors, and teachers. This study aims to delineate the role of elementary school principals in fostering independent learning via enhanced learning processes within the *Sekolah Penggerak* framework. This qualitative study employed a phenomenological design to explore the perspectives of various stakeholders. Participants included school principals, eight teachers, two supervisors, and ten students. Data were collected through Focus Group Discussions (FGD), interviews, observations, and document analysis. The credibility of the data was ensured through dual triangulation methods: source and method triangulation. Data analysis followed a three-step inductive process: data reduction, data display, and verification, concluding with the synthesis of findings. Findings highlight two principal aspects of the *Sekolah Penggerak* program: (1) the pivotal role of the principal in enhancing the school ecosystem and (2) the principal's leadership in activating school human resources as learning leaders. The study emphasizes the importance of In-House Training (IHT) activities, which are pivotal in increasing teacher capacity and include differentiation learning, mapping of children's learning needs, reflective practices, and follow-up actions based on reflective outcomes. The results underscore the effectiveness of principal-led initiatives in supporting flexible and targeted learning enhancements. Through the strategic use of IHT, principals play a crucial role in both improving teaching practices and ensuring the active involvement of the entire learning community in achieving comprehensive educational goals. The *Sekolah Penggerak* program significantly contributes to the professional development of educators and the operational optimization of schools, affirming the crucial role of leadership in achieving educational excellence.

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## 1. INTRODUCTION

The *Sekolah Penggerak* program aims to enhance the effectiveness of educational strategies through consultative support for school principals, supervisors, and teachers. This initiative necessitates the thoughtful restructuring of existing curriculums within schools, recognizing the curriculum as a critical component that reflects the educational model in practice (Mulyasa, 2021). Education, conceptualized as the practice of freedom, transcends the mere transmission of information, becoming a transformative process that nurtures both the intellectual and spiritual growth of students. This holistic approach to teaching suggests that the true essence of education lies in its capacity to foster personal and collective enlightenment (Osman, Ahmed, & Akello, 2015). Furthermore, the implementation of project-oriented learning strategies not only deepens mastery of academic content but also cultivates a sophisticated way of thinking among students. Complementing this approach, recent initiatives such as the project highlighted by Minsih et al. (2023) aim to reinforce the Pancasila profile among students through character development activities that extend beyond traditional classroom settings. These strategies underscore a broader commitment to developing well-rounded individuals equipped with the values and competencies necessary for navigating complex societal challenges.

The Merdeka Belajar Kampus Merdeka (MBKM) concept, as frequently discussed by the Ministry of Education and Culture, incorporates the *Sekolah Penggerak* Program (PSP). This initiative underscores the capacity of schools to cultivate a new generation of students characterized by the lifelong learner ethos, which aligns with the profile of the Pancasila student (Setyawan & Masduki, 2021: 346). The independent learning policy central to MBKM aims to enhance the capabilities and competencies of school principals, teachers, and students alike (Suyanto, 2022). This policy not only broadens educational horizons but also empowers educational leaders and facilitators to adopt more innovative and autonomous teaching strategies. By fostering an environment that encourages self-directed learning and critical thinking, MBKM seeks to prepare students to meet the challenges of a rapidly evolving world. This holistic approach ensures that the educational system remains adaptive and responsive to both national and global educational standards and needs.

The *Sekolah Penggerak* curriculum complements the previous curriculum which is a school transformation program to improve quality (Makarim, 2021). In *Sekolah Penggerak* the curriculum used is an effort to realize the vision of Indonesian Education in realizing the progress of Indonesia which is sovereign, independent, and has a personality through the Creation of Pancasila Students (Sibagariang, Sihotang, & Murniarti, 2021). This program is carried out in stages and integrated with the ecosystem so that all schools in Indonesia become the driving school program (Muji et al., 2021). Thus it can be concluded that driving schools are a transformation carried out by the government in empowering all existing ecosystems in schools wrapped in several learning and extra-curricular activities in achieving literacy and numeracy and realizing the profile character of Pancasila students. The driving school program often abbreviated as PSP, has been implemented in several steps, including strengthening the capacity and capability of school principals, school supervisors and learning committees to reconstruct schools so that they are of higher quality as an embodiment of education reform after the pandemic-19 (Zamzami, 2021: 38).

MBKM is a regulation made by the government to create major breakthroughs in the field of education in Indonesia so that it can produce reliable output in dealing with increasingly complex future problems (Suyanto, 2020). The essence of the concept of independent campus learning is the freedom of a person, both teachers and students, in learning and thinking. With this freedom, students can freely and happily explore insights, behaviors and skills obtained from the environment. This is as stated that MBKM is able to motivate children to learn and develop their own skills, so that they can form characters that are relevant to technological developments and make children easily adapt to society (Ainia, 2020). This is in line with Sherly's research who thinks that an independent curriculum can answer the future needs of children because the output competencies are in accordance with the needs of the times, namely apprenticeship experience and practice at school (Sherly et al., 2020; Nisah & Widiyono et al., 2021).

Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in class (Alsubaie, 2016). As an educator, teachers can understand student psychology, know about teaching methods and strategies. The teacher also acts as an evaluator for assessing student learning outcomes. So, in curriculum development, teachers need to have qualities such as planners, designers, managers, evaluators, researchers, decision-makers and administrators. Teachers can play these roles at every stage of the curriculum development process (Jaghav & Patankar, 2013). The *Sekolah Penggerak* is not limited to carrying out his duties as a teacher in preparing lesson plans, conveying material to students but must have the will and ability in terms of leading, innovating and making changes (Sirait, S., Murniarti, E., & Sihotang, H., 2021). Teachers who promote independent learning must be able to teach and manage learning effectively using existing technology, be able to speak English to improve the quality of education and must reflect and improve learning continuously (Pendi, Y.O., 2020). As a driving force teacher, one must have the ability to be creative innovatively and energetically serve students and be able to build good relationships between teachers and schools and the wider community to become learners as well as agents of change. Saleh's research shows that teachers play a very large role in independent learning. Even the teacher appears to be a driving force for independent learning. Because the key to the independent learning policy is humans, namely teachers and students who are independent (Agustin, (2021). Reveals that teachers must carry out self-innovation related to independent learning in conditions during the COVID-19 pandemic. The teacher's self-innovation is associated with innovation in the design of learning materials, learning strategies, online learning media, and assessment of student learning outcomes.

Innovation and change within the education system hinge on several critical aspects that stakeholders must engage with: awareness of the need for change, the ability to compare alternatives, and the capability to identify and implement actionable steps (Makovec, D, 2018). These elements are essential components of the educational transformation process and must be actively embraced by teachers, who are at the forefront of this advancement. As key agents, teachers play a pivotal role in shaping the educational landscape. Therefore, the successful mobilization of teachers is crucial, not only for the individual classroom but for the broader school environment as well. This mobilization effort must also extend to school principals and supervisors, who together form a dynamic school ecosystem. By empowering these key figures, schools can create a conducive environment for meaningful educational changes that are sustainable and impactful. In doing so, the entire school community becomes fertile ground for pioneering educational practices that respond effectively to the evolving demands of teaching and learning.

The principal is a profile that can be a bearer of the direction of the progress system that exists in the education unit that leads to improving the quality of the school. Motivator schools are considered as a solution that can change the way of thinking of school principals, teachers and supervisors to be more advanced and innovate in aspects of learning in the classroom, curricular activities that are able to improve students' skills and achieve the profile of Pancasila students in improving the quality of education evenly (Mariana, 2021). Based on the opinion above, it can be concluded that *Sekolah Penggerak* can create meaningful and enjoyable learning through system improvements that support improving the quality of education. *Sekolah Penggerak* is a culture transformation that is built because it moves the existing ecosystem through several components including project learning. Based on previous research explanations, it can be formulated that the strength of this research is that it emphasizes the role of school principals in mobilizing teachers as an ecosystem in the world of education, especially in learning areas. The independent curriculum perfects the character education of students through the Pancasila student profile. In this character education intracurricular activity, it is carried out in a classroom made through the teacher's teaching module by determining the materials and methods used by instilling the six components of the Pancasila student profile that are tailored to the needs of students (Minsih, 2022).

The City of Sragen has shown considerable support for the Minister of Education and Culture's initiative through the *Sekolah Penggerak* Program, as evidenced by the participation of 32 educational

institutions ranging from early childhood to secondary levels. This enthusiasm is further echoed by the positive feedback from an elementary school superintendent and the vibrant participation of teachers in the In-House Training (IHT) sessions of the program. These elements collectively underscore the program's potential and its impact, warranting a deeper investigation.

This research aims to dissect the *Sekolah Penggerak* Program by examining its conceptual framework, strategic roadmap, objectives, and implementation processes at the elementary level. Specifically, it seeks to elucidate the role of school principals in fostering independent learning within this context, a topic that remains underexplored in existing literature. The study will focus on Muhammadiyah Birrul Walidain Elementary School in Sragen, aiming to fill the gap in understanding how educational transformations are orchestrated at the school level, including the pivotal role of school leadership in mobilizing the educational ecosystem—encompassing students, teachers, administrative staff, and parents—in the Surakarta area. This research is crucial for providing insights into the effectiveness of the *Sekolah Penggerak* Program and the tangible outcomes of educational leadership in facilitating teacher mentorship and management activities within the PMO framework. This study will address how these initiatives translate into successful educational transformation and evaluate their practical impacts.

## 2. METHODS

This study employs a qualitative research methodology with a phenomenological design, which focuses on in-depth discussions and comprehending the lived experiences of phenomena as they occur. The research was conducted over a six-month period, from March to August 2022, at SD Muhammadiyah in the city of Sragen. Data collection methods included both participatory and direct observation, allowing the researcher to actively engage in teacher activities and gain firsthand insights. The aspects observed from the informants, specifically teachers, were documented meticulously to ensure a comprehensive understanding of the educational dynamics. Additionally, semi-structured interviews were utilized to gather deeper qualitative data, with the researcher preparing a draft of questions in advance to guide these interactions effectively. This combination of observational and interview methodologies provides a robust framework for capturing the complexities of the educational practices and interactions within this study.

**Table 1.** Interview Aspects

| No | Interview Aspects                                 | Informant            |
|----|---|----------------------|
| 1  | Differentiation learning                          | Headmaster           |
| 2  | Learning Committee Strengthening.                 | Teacher & Headmaster |
| 3  | The application of character education activities | Teacher Mrs. WS      |
| 4  | The application of character education activities | Teacher              |
| 5  | P5 : Making <i>jumputan</i> cloth                 | Teacher Mrs. SS,     |
| 6  | Principal leadership in mobilizing                | Headmaster           |

The author conducted interviews with all informants (Teacher & Student) regarding the implementation of an inclusive culture by schools. The author uses two types of triangulation, namely source triangulation and technical triangulation, to check the validity of the data. Source triangulation is used to collect data from various parties, namely students and teachers. While technical triangulation is used by checking back the interview data with the observation data and the documented data. As Creswell stated, the qualitative data analysis process uses an inductive technique with componential analysis. In the analysis stage, researchers often apply a parallel system simply to ensure that the statements of the participants involved in this study (Creswell, 2015). In this study, data analysis was used in stages, which included data reduction, data presentation, and conclusion (Miles & Huberman, 2020). In this research, the data analysis stage is used, which includes data reduction, which is the centralization of the data that has been collected to select the most appropriate ones. Then, the data is presented in the form of descriptions and tables, and then conclusions are drawn.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

The *Sekolah Penggerak* Program is a solution to educational problems that are getting increasingly tense due to COVID-19. This *Sekolah Penggerak* program is a refinement of the previous school transformation program. The driving school is an effort to realize the vision of Indonesian Education in realizing the progress of the education system in Indonesia. PSP has five programs that are capable of intervening in schools in realizing an independent curriculum, namely: consultative assistance, human resource strengthening, new paradigm learning, data-based planning and school digitization. National training on implementing learning with a new paradigm attended by school principals, supervisors, and teacher representatives from all subjects. The training activities were carried out for 74 JP. Participants who take part in this training are hereinafter referred to as the "Learning Committee".

Training within the *Sekolah Penggerak* program frequently includes workshops, referred to as "LK" (Lokakarya), which focus on implementing new paradigms in education. These workshops facilitate discussions on the outcomes of the "learning committee training results inducement workshop," which is held monthly at the district level and attended by school principals and PSP supervisors. Another key component is the Learning Committee Strengthening activity, which brings together school principals, supervisors, and three representatives from the learning committee.

Additionally, the program offers a one-on-one coaching program where expert trainers provide monthly guidance to school principals, typically during the second or third week of each month. Beyond individual coaching, the *Sekolah Penggerak* initiative incorporates a PMO program (Project Management Office), aimed at enhancing school development. These PMO activities are conducted monthly at each school, involving learning committees and expert educational trainers.

Furthermore, district-level PMO sessions are held every six months and are attended by representatives from all levels of driving schools, from PAUD (Early Childhood Education Programs) to SMA/SMK (Senior High Schools/Vocational Schools). These various training and development activities are integral to advancing the capabilities of educational leaders and institutions within the *Sekolah Penggerak* framework.

The role of the principal as central in the implementation of the independent curriculum. This is related to its role as a learning leader who must always monitor the development of students. Schools must always ensure that they have a role in mapping the characteristics and learning needs of students because of the principal's role as a supervisor. The principal as a learning leader is a good example of being a true teacher. The principal is a good resource person and is able to shape his teachers to have a learner mentality that is not afraid to make mistakes and try new things. The school principal also ensures that the ongoing learning adheres to collaborative planning among teachers in the form of team teaching. The principal asks teachers to invite students to learn and collaborate with friends. Teachers are trained and their abilities are properly empowered in the form of learning enhancements that are always able to provide feedback and ask provocative questions related to students' prior knowledge. Teachers are trained to increase their abilities in the *guru Penggerak* program (Setriawan, W, Santika, D. I, & Naim, A. (2021).

The principal plays a pivotal role in empowering the school ecosystem, taking a central position in mobilizing human resources and leading educational strategies. Their leadership is crucial in fostering a flexible and responsive learning environment, primarily through enhancing teacher capabilities via In-House Training (IHT) activities. These IHT sessions are designed to strengthen instructional approaches through differentiation learning, mapping children's learning needs, conducting reflective practices, and implementing follow-up actions based on these reflections. Additionally, these activities include monitoring the achievement of Real-Time Learning (RTL) objectives and ensuring active participation from the entire learning community. This approach aligns

with the insights shared by the principal of SD Muhammadiyah I Surakarta, emphasizing the importance of dynamic and engaged leadership in educational settings.

*“that leaders who are able to build future learning paradigms, must be able to: carry out learning oriented to the interests of students, create a conducive environment, reflect on leadership, achieve success in developing classroom learning, increase capacity collaboratively”.*

Learning to strengthen the Pancasila student profile cannot be separated from the teacher's ability to plan and adapt media to teaching materials. In order for the strengthening of the Pancasila student profile to work effectively, it must be carried out during learning, and the teacher must know the components needed by students through an initial diagnosis. This is in accordance with what was conveyed by Mrs. WS homeroom teacher IC, who said:

*“I did an initial needs diagnosis, because grade I was in the transition period from Kindergarten, many students were still not independent, for example, when doing assignments given by the teacher, we also the application of character education activities for students”*

This is reinforced by the observation that students still depend on the teacher when doing the assignments given. And there were three students who were silent when the teacher explained. Unlike Mrs. WS, Mrs. EL as the guardian of class IVB, also said:

*“In the early stages I found out the initial needs of the children, I adapted the learning media, we made use of the school environment and the internet to make learning media, during my observations, these children had to improve their critical thinking so I usually use project-based learning, because many children who just keep quiet when I explain it. However, when using a project, children are very happy to ask questions.*

This is reinforced by the results of the observation that in learning activities students are reluctant to ask questions when the teacher conveys them verbally. Therefore, the teacher carries out the initial assessment activity to facilitate which dimensions and elements are used by the teacher in strengthening the Pancasila student profile to students.

In accordance with what is written in the Teaching Module on the application of character education activities as strengthening the profile of Pancasila students at Muhammadiyah 1 Elementary School through project activities for making *jumputan* cloth, there are two dimensions that are emphasized to students in the activities of making *jumputan* cloth, the following is the explanation:

**Table 2.** Dimensions of Pancasila Student Profiles

| No | Dimension   | Character Strengthening Activities   |
|----|---|--|
| 1  | Having faith, fearing God Almighty and having noble character | Pray together at the beginning of the activity, students ask permission for rubber from friends to tie <i>jumputan</i> cloth, honestly present their work to consumers in the work title activity, respect the seller. |
| 2  | Creatif   | Students choose a pattern to make <i>jumputan</i> batik, students choose their own colors to make <i>jumputan</i> batik.   |

The results of these observations were confirmed from the results of interviews with Mrs. SS, and she said that:

*"The school chooses the theme for P5 itself, in the P5 activity we choose to emphasize the dimensions of Faith, piety to God Almighty and noble character, and creativity, although if we look at almost all of the dimensions we apply to the P5 activity. In the mutual cooperation dimension, for example, children help each other with friends whose paint is lacking and so on.*

In the activities of the Pancasila Student Profile Strengthening Project indirectly written in the Project Module emphasized another dimension, based on the observations of researchers on character education strengthening activities through the Pancasila Student Profile Project at SD Muhammadiyah 1 Surakarta, namely:

**Table 3.** Dimensions of Pancasila Student Profiles

| No | Dimension        | Character Strengthening Activities   |
|----|------------------|--|
| 1  | Independent      | Students can complete jumputan batik making projects, clean up the jumputan cloth production site after the event is over. |
| 2. | Global Diversity | The practice of making jumputan batik.   |
| 3. | Working Together | Students help friends who cannot tie cloth, prepare together for the title work  |

The results of these observations were confirmed from the results of interviews with Mrs. SS, she said that:

*"The school chooses the theme for P5 itself, in the P5 activity we choose to emphasize the dimensions of Faith, piety to God Almighty and noble character, and creativity, although if we look at almost all of the dimensions we apply to the P5 activity. In the dimension of mutual cooperation, for example, children help each other with friends whose paint is lacking, and so on.*

The findings from the observations and interviews detailed above shed light on the enhancement of character education through the activities of the Pancasila Student Profile Strengthening Project. This project directly influences dimensions such as faith, piety towards God Almighty, and noble creativity. Moreover, it indirectly promotes the development of character education within the Pancasila student profile, specifically in the dimensions of independence, appreciation of global diversity, and mutual cooperation. These insights highlight the comprehensive impact of the project on fostering well-rounded character traits among students.

### 3.2 Discussion

The *Sekolah Penggerak* Program is a solution to increasingly complex educational problems due to COVID-19. This driving school program is a refinement of the previous school transformation program, which is what the minister said in his speech on National Education Day in May 2021. The *Sekolah Penggerak* is an effort to realize the vision of Indonesian Education in realizing the progress of the education system in Indonesia (Fatilima, 2022: Fraire, 2018). Education provides real experiences and activities to realize students' conceptual understanding. *Sekolah Penggerak* is considered a program that seeks to realize an independent school curriculum, PSP has five programs that are capable of intervening in schools in realizing an independent curriculum, namely: consultative assistance, human resource strengthening, new paradigm learning, data-based planning and school digitalization. National training on implementing learning with a new paradigm attended by school principals, supervisors, and teacher representatives from all subjects (Makarim, 2021). The training activities were carried out for 74 JP. Participants who take part in this training are hereinafter referred to as the "Learning Committee".

The success of the five intervention programs hinges significantly on the commitment of the school principal. The involvement of the principal in PSP (Program Sekolah Penggerak) activities is crucial, as their leadership not only contributes vitally but also acts as a catalyst for the successful implementation of all programs initiated by the ministry. This perspective is supported by Mariana, D. (2021), who emphasizes that the role of the school principal is instrumental in enhancing educational quality through the Sekolah Penggerak framework. Their active participation and support are essential for realizing the objectives and potential impacts of these interventions.

In the implementation of the project to strengthen the profile of Pancasila students at SD Muhammadiyah 1 Surakarkat, it was adjusted to the Teaching Module of the Project to strengthen the profile of Pancasila students that had been made. In the project, the results of the school's research chose the theme "local wisdom" with the project topic "making jumputan batik" which targeted dimensions, namely; a) Faith and devotion to God Almighty; b) Creative; c) Gotong-royong and indirectly targeting the dimension of critical reasoning.

### 3.2.1 Have faith and devotion to God Almighty and have a noble character

The dimensions of the Pancasila student profile emphasize faith, devotion to God Almighty, and the development of noble character traits. At SD Muhammadiyah 1 Surakarta, these attributes are cultivated through structured activities such as prayer and environmental clean-up sessions following events. Teachers reinforce these values by offering guidance and advice, further embedding these principles in the students' daily routines. Additionally, the curriculum extends beyond spiritual morality to include environmental ethics, teaching students to respect and care for nature. This holistic approach ensures that students not only develop a strong moral compass but also an awareness of their responsibilities towards the environment, preparing them to be conscientious global citizens.

As part of the environment, students or Pancasila students can manifest their noble character through responsibility, compassion, and concern for their natural surroundings. Pancasila students understand that their Hizbul Wathana is a part of the earth's ecosystem that influences each other. He also understands that as a human being, Hizbul Wathana has an obligation to protect and preserve God's creation. This made him understand how important it is to protect the environment in order to keep nature alive for present and future generations. He does not destroy or abuse nature and plays a role in stopping behavior that destroys and abuses nature. Pancasila students are also always thinking, reflective and aware of the consequences or impacts of their behavior on nature. This awareness is the basis for getting used to an ecologically conscious lifestyle, so he participates actively in environmental preservation (Ministry of Education and Culture, 2022).

### 3.2.2 Creative

The creative dimension of the Pancasila student profile is exemplified through activities such as the crafting of *jumputan batik* cloth. This process involves critical artistic decisions like stringing techniques and color selection, allowing students to translate their personal visions or expectations into tangible artworks. Such activities not only enhance character education but also foster creativity, as students engage in producing original, meaningful, and visually striking works. This creative endeavor serves as a platform for students to express a range of ideas, from simple expressions of thoughts and feelings to more complex conceptualizations.

The cultivation of creativity is intrinsically linked to the emotional, experiential, and cognitive development of students. As they navigate through these creative processes, students learn to think innovatively, articulate their thoughts, pose questions, view problems from multiple angles, synthesize ideas, and apply new solutions contextually. This capacity for creative thinking and problem-solving is crucial, as it equips students to address challenges and generate diverse solutions in various life situations (Kemendikbud, 2022). These experiences are vital in nurturing a generation

of creative thinkers who are prepared to contribute effectively and adaptively in a rapidly changing world.

### 3.2.3 Critical reasoning

The dimensions of the Pancasila student profile on the dimension of critical thinking through 1) proper processing of the material explained on how to make jumputan cloth; 2) analyze the practice of making crochet cloth; 3) through questions given by students when they find problems to complete the jumputan cloth making project at SD Muhammadiyah 1 Surakarta. Through the project, strengthening the Pancasila student profile in making jumputan cloth can increase the dimensions of critical reasoning in students because at the manufacturing stage students are asked to solve problems in the process of making projects. Critical thinking skills are the ability to think, define, formulate, argue and use argumentation and induction to solve a problem. Based on this, it can be seen that critical thinking allows students to use their intelligence by thinking rationally, observing and analyzing, and using reason in making decisions (Amanda et al, 2018).

Pancasila students are adept at processing ideas and information using both qualitative and quantitative knowledge. These students exhibit a robust curiosity that drives them to pose relevant questions, identify and articulate the ideas and information they encounter, and effectively process this information. Moreover, they possess the skills necessary to discern the content and quality of information or ideas (Kemendikbud, 2022). The implementation of Project Profil Pelajar Pancasila (P4) within the curriculum is instrumental in building students' character. Character education is pivotal in the curriculum as it not only aids students in developing commendable traits that manifest in their social interactions but also fosters a keenness to learn independently and cultivate a responsible attitude towards their academic tasks (Purwati, 2023). This comprehensive approach ensures that students not only excel academically but also grow into well-rounded individuals capable of contributing positively to society.

## 4. CONCLUSION

The Sekolah Penggerak initiative is a strategic endeavor aimed at advancing the Indonesian education system by aligning it with the vision of fostering comprehensive educational progress. The program encompasses five core strategies designed to revamp educational practices: consultative assistance, human resource enhancement, the adoption of new learning paradigms, data-informed planning, and the digitalization of school operations. Central to these interventions is the role of the school principal, who is pivotal in overseeing the application of the independent curriculum. This includes monitoring innovative learning approaches through differentiated learning and spearheading the digital transformation of schools via In-House Training (workshops) and Project Management Office (PMO) activities. Such leadership is crucial as it involves continuously tracking student progress and adapting educational practices to meet diverse learning needs and characteristics. However, a notable limitation of this research is its lack of detailed analysis on the specific methodologies employed in the independent curriculum, particularly concerning the execution processes and their educational outcomes. However, this study provides valuable insights into effective strategies that school principals can employ to implement the independent curriculum successfully. Considering the implications of this research, it is recommended that future studies extend beyond elementary education to explore the implementation of the Sekolah Penggerak program at the secondary school level and within inclusive educational settings. Such research would provide a broader understanding of the program's effectiveness across different educational contexts and student demographics, offering a more comprehensive strategy for educational reform in Indonesia.

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