

**THE IMPLEMENTATION OF *SEKOLAH PENGGERAK*
PROGRAM: AN INSIGHT FROM ENGLISH TEACHERS**

THESIS

Submitted by

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THESIS

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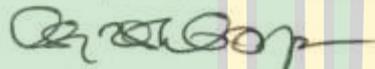
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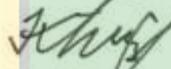
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Bismillahirrahmanirrahim.

In the name of Allah Subhanahu Wa Ta'ala (SWT), the Lord of the world, the King of the king, the Master of the day-after, all praises be to Him who has given me the blessing and health to accomplish this thesis entitled "The Implementation of *Sekolah Penggerak* Program: An Insight from English Teachers". Shalawat and Salam to our beloved prophet, Muhammad Shallallaahu Alaihi Wassalaam (SAW) who has brought his ummah from the Jahiliyah to the Islamiyah era.

The researcher compiled this thesis in order to fulfill the requirement to achieve a bachelor's degree (S1) in the English Education Department, Faculty of Education and Teacher Training, UIN Ar-Raniry. In preparing this thesis, the researcher realized this thesis would not be completed without the help, support, praise, contribution, motivation, and suggestion from several parties. Thus, on this occasion, with great respect the researcher would like to thank:

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ABSTRACT

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The curriculum in Indonesia underwent several changes until a breakthrough emerged regarding the *Sekolah Penggerak* program which was a transformation of the previous school that encouraged students to realize the Pancasila student profile. However, the implementation of the *Sekolah Penggerak* program was confusing and encountered many challenges. Therefore, this research aimed to discover the implementation, challenges, and solutions faced by English teachers in implementing the *Sekolah Penggerak* program. This research used a qualitative method by interviewing 5 English teachers and observing 5 classrooms. The result of this research showed that the implementation of *Sekolah Penggerak* was still ongoing. It showed 4 out of 5 English teachers preferred to use the 2013 curriculum than *Sekolah Penggerak* program. English teachers got some impacts from this program, such as making teachers more updated, improving teaching performance, presenting a non-monotonous learning style, and using technology. However, English teachers also faced challenges where they were confused, lack of knowledge in making teaching modules, hard to organize differentiated learning, difficult in scheduling, lack of teacher competence, low technological mastery, lower-class students, and lack of interest in learning. Therefore, teachers need adaptation, looking for various references, making a diagnostic assessment, managing time, training for teachers, savvyng technology, asking for parental encouragement, and increasing students' interest in learning. So, based on the findings, it appeared that the *Sekolah Penggerak* program has improved many aspects and affected student development but there were still challenges that required solutions in its implementation.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research Question	6
C. Research Aim	6
D. Significance of Study	7
E. Research Terminologies	8
CHAPTER II LITERATURE REVIEW	
A. An Overview of <i>Sekolah Penggerak</i> Program	9
1. Definition of <i>Sekolah Penggerak</i> Program	9
2. Purpose of <i>Sekolah Penggerak</i> Program	10
3. Benefit of <i>Sekolah Penggerak</i> Program	11
4. <i>Sekolah Penggerak</i> Program Intervension	13
5. Scope of <i>Sekolah Penggerak</i> Program	14
B. English Teacher in Brief	15
1. Definition of Teacher	15
2. Teacher Characteristics	16
3. English Teacher in <i>Sekolah Penggerak</i>	18
C. Relevant Studies	19
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	23
B. Research Participant	24
C. Methods of Data Collection	25
D. Methods of Data Analysis	26
CHAPTER IV FINDING AND DISCUSSION	
A. Findings	28
1. Implementation of the <i>Sekolah Penggerak</i> Program	28
2. The Challenges in Implementing <i>Sekolah Penggerak</i>	36
3. The Solutions to the Challenges in Implementing <i>Sekolah Penggerak</i>	41
B. Discussion	45

CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	52
B. Suggestions.....	53
REFERENCES	56
APPENDICES	
AUTOBIOGRAPHY	



LIST OF TABLES

Table 3.1	Participants' Data.....	25
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LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research
Appendix C	Recommendation Letter from Education Office to Conduct Field Research
Appendix D	Interview and Observation Guidelines
Appendix E	Interview Transcript
Appendix F	Documentation of Research
Appendix G	Autobiography



CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the research question, the research aim, and the significance of the study, and it is followed by the research terminology.

A. Background of Study

The implementation of the curriculum in Indonesia is always changing according to the need to find and become an effective way to achieve goals. Curriculum changes continue to occur as a result of advancements and changes in the world of education and work (Habiburrahim, 2021). However, curriculum development is not as easy and simple. In implementing and developing its components, curriculum developers must pay attention to its objectives, components, content, and evaluation. The direction and purpose of the curriculum itself are dynamic because it continues to shift, so in responding to the various changes, the curriculum must be flexible and able to adapt to the changing mindsets and demands (Rahayu *et al.*, 2021).

The dynamics of curriculum changes are also proven since the beginning of the independence of the Indonesian nation until now, namely the education system in Indonesia has undergone several curriculum changes (Rahayu *et al.*, 2021), starting from *Rencana Pelajaran Kurikulum* (1947-1968) which includes *Rencana Pelajaran* 1947, *Rencana Pelajaran Terurai* 1952, then *Kurikulum Rencana Pendidikan* 1964 which includes 1968 curriculum, then *Kurikulum*

Berorientasi Pencapaian Tujuan (1975-1994), then 1975 curriculum, 1984 curriculum, 1994 curriculum, followed by 2004 curriculum (*Kurikulum Berbasis Kompetensi*), 2006 curriculum (*Kurikulum Tingkat Satuan Pendidikan*), and 2013 curriculum (Asri, 2017).

After a long journey of curriculum changes in Indonesia, a breakthrough has finally come from the Ministry of Education, Culture, Research, and Technology, Nadiem Anwar Makarim about *Merdeka Belajar* which is the freedom of educational units (schools, teachers, and students) to innovate, be independent and creative to advance education in Indonesia. This idea is a very strategic and innovative step and also a big challenge in the world of education (Syafi'i, 2021).

One of the programs launched by *Merdeka Belajar* is the *Sekolah Penggerak* program which was launched on February 1, 2021. Evidence of the government's seriousness in implementing the *Sekolah Penggerak* program was proven in the 2021/2022 school year which involved approximately 2,500 educational units in 34 provinces and 110 regencies/cities. Meanwhile, in the 2022/2023 academic year, it is projected that 10,000 educational units in 34 provinces and 250 regencies/cities will be involved in participating in this program (Faiz *et al.*, 2022).

Sekolah Penggerak will accelerate public and private schools in all school conditions to move 1-2 stages further. The program is carried out in stages and is integrated with the ecosystem until all schools in Indonesia become the *Sekolah Penggerak* (Muji *et al.*, 2021, p. 378).

The Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 1177/M/2020 about the *Sekolah Penggerak* program, states that the purposes of the *Sekolah Penggerak* program are to increase the competence and character of the Pancasila student profile, ensuring equal distribution of quality education through a capacity building program for school principals, capable of leading educational units in achieving quality learning, building a stronger education ecosystem that focuses on improving quality, and creating a collaborative climate for stakeholders in the education sector at the school, local and central government (Syafi'i, 2021).

In addition to curriculum development towards the *Sekolah Penggerak* program, the Ministry of Education, Culture, Research, and Technology also understands the new educational paradigm that enters the 21st-century learning concept where Indonesian education needs to reconstruct the educational paradigm (Faiz & Faridah, 2022). This is aimed at creating superior human resources, because schools are the right place for transferring knowledge, inculcating culture, and building the character (Faiz *et al.*, 2022).

However, in its implementation, it certainly faces many obstacles, especially since this is still a new program so there is no final form of this program because there are still changes in terms of concepts and rules, and of course, in implementation, it can not be realized the same as the concept because it must go through not an easy process. In this case, the development of educational policies requires adaptation even though it goes through a long and difficult process, therefore teachers are required to be able to adapt to the new

policies that apply where teachers must be able to change the old paradigm by following new policies (Sibagariang *et al.*, 2021).

In addition, teachers are also required to be able to innovate in delivering learning material by utilizing a support platform, in this case, the teacher has difficulty in mastering technology because of the age factor, so the teacher also needs assistance in accessing or implementing it, as well as problems in terms of limitations in learning, use of technology, signals, and costs (Musa *et al.*, 2022).

The problems above also occur in *Sekolah Penggerak* for junior high schools in Banda Aceh. Based on the Decision of The Director General of Early Childhood Education, Basic Education, and Secondary Education Number 6555/C/HK.00/2021 concerning the determination of the implementing education unit for the first batch of *Sekolah Penggerak* program for junior high school category, namely SMPN 18 Banda Aceh, SMPN 2 Banda Aceh, SMPN 19 Percontohan.

Then based on the Decision of The Director General of Early Childhood Education, Basic Education, and Secondary Education Number 6586/C/HK.00/2021 regarding changes to the Decision of The Director General of Early Childhood Education, Basic Education, and Secondary Education Number 6555/C/HK.00/2021 regarding the determination of the implementing education unit for the *Sekolah Penggerak* program, there was a change in the determination from SMPN 19 Percontohan to SMPIT Nurul Ishlah due to certain considerations.

Furthermore, based on the Decision of The Director General of Early Childhood Education, Basic Education, and Secondary Education Number

0301/C/HK.00/2022 regarding the establishment of the implementing education unit for the second batch of *Sekolah Penggerak* programs, namely SMPN 14 Banda Aceh and SMP Budi Dharma. So, there are five *Sekolah Penggerak* for junior high school category in Banda Aceh city.

Looking at the problems of the implementation of the *Sekolah Penggerak*, the researcher looked at SMPN 2 Banda Aceh, where the researcher did practical field experience, the researcher found that the teacher had implemented the *Sekolah Penggerak* program in the teaching and learning process, but a new program would cause obstacles in its implementation such as difficulties in teaching and learning activities, designing teaching modules, implementing teaching modules in actual teaching and learning activities in the classroom, as well as difficulties because this program is a new program that requires to be more literate and sensitive to all its dynamics.

Based on an interview with an English teacher at one of the *Sekolah Penggerak* in Banda Aceh for the junior high school category, the *Sekolah Penggerak* program has indeed been implemented in school, but the English teachers in that school have not become *Guru Penggerak* so they have not received special training related to *Guru Penggerak*, but they teach and run the *Sekolah Penggerak* program in *Sekolah Penggerak*.

Based on the background above, the researcher wants to know and explore the implementation of the *Sekolah Penggerak* program based on English teachers' insight and experience. The object of this research are the English teachers of *Sekolah Penggerak* at junior high schools in Banda Aceh city.

B. Research Question

Based on the background above, the researcher would like to answer the following questions:

1. How is the implementation of the *Sekolah Penggerak* program based on English teachers' experiences?
2. What are the challenges faced by English teachers in implementing the *Sekolah Penggerak* program?
3. What are English teachers' solutions in coping the challenges in implementing the *Sekolah Penggerak* program?

C. Research Aim

Based on the research question above, the aims of conducting this research are:

1. To discover the implementation of the *Sekolah Penggerak* program based on English teachers' experiences.
2. To find out the challenges faced by English teachers in implementing the *Sekolah Penggerak* program.
3. To find out English teachers' solutions in coping the challenges in implementing the *Sekolah Penggerak* program.

D. Significance of Study

The researcher expects that the result of this research is expected to bring benefits and advantages for various parties. This research should be beneficial both practical and theoretical.

1. Practical Significance

- a. For the teachers: this research may provide insights related to the *Sekolah Penggerak* program and can be used as a reference when the teachers experience obstacles in teaching and learning activities.
- b. For the policy maker in education: it can be used as evaluation material related to the regulations and policies to embody a better education.
- c. For the future researchers: as a reference to further research, especially about the implementation of the *Sekolah Penggerak* program based on English teacher experiences.
- d. For the readers: it is expected to be a citation to border the readers' knowledge regarding the implementation of the *Sekolah Penggerak* program based on English teacher experiences.

2. Theoretical Significance

Academically, this research is expected to provide theoretical benefits as a reference that will facilitate further research, especially those related to the implementation of the *Sekolah Penggerak* program based on English teacher experiences.

E. Research Terminologies

The discussion of this terminology is needed to explain briefly particular words to avoid misunderstandings and unclear interpretations. Based on the title of this research, the terminologies that need to be discussed are as follows:

1. *Sekolah Penggerak* Program

Sekolah Penggerak program is the previous school transformation program that focuses on holistically enhancing student competencies to encourage students to embody the Pancasila student profile. Through the Pancasila student profile, *Sekolah Penggerak* aims to actualize Indonesian education's goal of progress (Sibagariang *et al.*, 2021). In this research, the researcher researched all over *Sekolah Penggerak* for the junior high school category including SMPN 2 Banda Aceh, SMPIT Nurul Ishlah, SMPN 18 Banda Aceh, SMPN 14 Banda Aceh, and SMP Budi Dharma.

2. English Teacher

Teachers are people who help others in gaining informations, skills, or morals and devote themselves to education through formal educational interactions (Wati, 2018). Thus, English teachers are educators who teach English in the classroom (Pendi, 2020). In this research, the teachers are referred specifically to English teachers who implement the *Sekolah Penggerak* program in teaching and learning activities and feel the impact of the *Sekolah Penggerak* program.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theory used in the research. It covers a brief discussion of the *Sekolah Penggerak* Program and the teacher. It also provides the relevant or previous studies related to this research and the research gap between the previous studies and this research.

A. An Overview of *Sekolah Penggerak* Program

Sekolah Penggerak is a new term in the world of education which has just been realized by the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim. For this reason, the researcher wants to explain more about matters related to *Sekolah Penggerak*, such as the definition, purpose, benefit, intervention, and scope of *Sekolah Penggerak*.

1. Definition of *Sekolah Penggerak* Program

Sekolah Penggerak is part of *Merdeka Belajar* and the previous school reform initiative launched by Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim on February 1, 2021, which will start to be used in the 2021/2022 school year at 2,500 schools spread across 34 provinces and 111 regencies/cities (Rahayu *et al.*, 2021). *Sekolah Penggerak* is an effort to accomplish the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and has a personality (Sibagariang *et al.*, 2021).

This is intended to realize the vision of Indonesian education, namely schools that focus on developing student learning outcomes holistically by

realizing the Pancasila student profile. The Pancasila student profile is a graduate profile that aims to show the character and competence that is expected to be achieved and strengthen the noble values of Pancasila for students and stakeholders. It consists of six dimensions, which include faithful, global diversity, independence, working together, critical thinking, and creativity. The six dimensions must be seen as a unit that supports and is continuous with each other (Syafi'i, 2021).

As a driving force for the transformation of Indonesian education, *Sekolah Penggerak* is expected to provide holistic support for student growth and development so that they can develop into Pancasila student profiles, become coaches or other teacher mentors for student-centered learning, and serve as role models and transformation agents for the education ecosystem (Muji *et al.*, 2021).

To conclude, the *Sekolah Penggerak* program is the previous school transformation program that focuses on holistically enhancing student competencies to encourage students and also a catalyst for realizing Indonesian education's goal and transforming the previous school, which focuses on holistically strengthening student capabilities to inspire students to reflect the Pancasila student profile to actualize Indonesian education's goal.

2. Purpose of Sekolah Penggerak Program

In general, the *Sekolah Penggerak* program must have goals to embody a better education. Of course, the goal sought is for the sake of producing superior, character, and professional human resources, so that they can support sustainable

development in the future. There are specific purpose of the *Sekolah Penggerak* program (Syafi'i, 2021):

- a. Improving competence and character according to the Pancasila student profile.
- b. Ensure equal distribution of education quality through improvement programs and the capacity of the principal who can lead the education unit in achieving quality learning.
- c. Build a stronger education ecosystem focused on quality improvement.
- d. Creating a collaborative climate for stakeholders in education both in the scope of schools and government.

In short, the goal of the *Sekolah Penggerak* program is to improve students' overall learning outcomes. It also sets in motion the development of an ecosystem that promotes regional and national cooperation and transformation. The desired outcome is to produce outstanding, great character, and professional human resources.

3. Benefit of Sekolah Penggerak Program

Sekolah Penggerak certainly has benefits for all elements in the education field, especially for educational units and for local governments as the authorities in making *Sekolah Penggerak* policy. So, there are some benefits of the *Sekolah Penggerak* program, including (Ministry of Education, Culture, Research, and Technology, 2021b):

Benefits for local government:

- a. Improving the competence of human resources in education units.

- b. Accelerate the improvement of the quality of education in the regions.
- c. Make learning more interesting and fun.
- d. Opportunity to get an award as a driving force for education.
- e. Multiplier effect from *Sekolah Penggerak* to other schools.
- f. Become a reference area for good practice in the development of *Sekolah Penggerak*.

Benefits for educational units:

- a. Improving educational quality outcomes within three academic years.
- b. Increased competence of school principals and teachers.
- c. Accelerating the achievement of the Pancasila student profile.
- d. Acceleration of school digitization.
- e. Obtain an additional budget for the purchase of books for holistic competency learning.
- f. Get intensive assistance for the transformation of education units.
- g. Opportunity to be a catalyst for change for other educational units.

To summarize, because the *Sekolah Penggerak* is a collaborative initiative involving local government and educational units, it benefits both sides. Through this program, local governments can improve human resource competence and improve the quality of education. For educational units, it can be a catalyst for change for other educational units so educational units can be 1 to 2 stages further.

4. Sekolah Penggerak Program Intervension

In implementing *Sekolah Penggerak*, there are several interventions or cooperative relationships that are interrelated with one another whose intervention points synergize with each other and aim to create an effective *Sekolah Penggerak*. The interventions of the *Sekolah Penggerak* program can be as follows (Javanisa *et al.*, 2022):

a. There is consultative and asymmetrical assistance

The purpose of this intervention is the collaboration between the two parties, namely the Ministry of Education, Culture, Research, and Technology and the local government for the implementation of the curriculum in *Sekolah Penggerak* (Javanisa *et al.*, 2022).

b. The existence of strong school human resources

To support the successful implementation of *Sekolah Penggerak*, training was held which was taught by experts that had been provided by the Ministry of Education, Culture, Research, and Technology (Javanisa *et al.*, 2022).

c. There is a holistic competency learning concept

The purpose of holistic learning is to show how schools realize the vision of education in Indonesia by strengthening the competence of students and highlighting Pancasila student profile (Javanisa *et al.*, 2022).

d. There is a school digitization program

This is done to increase the effectiveness and efficiency of implementing the *Sekolah Penggerak*, considering that along with the times, almost all schools

apply digital-based learning methods. This is also done to strengthen and uphold the good name of the school concerned (Javanisa *et al.*, 2022).

e. There is a data-based learning plan

This is done for a school to improve the performance of educators through data collection in a planned and structured manner. The application of the *Sekolah Penggerak* for a school can be used as a reference for other schools to be able to improve the quality of education in the education unit (Javanisa *et al.*, 2022).

In short, several interventions are interrelated and synergize with one another in implementing *Sekolah Penggerak*, such as there is consultative and asymmetrical assistance, the existence of strong school human resources, a holistic competency learning concept, a school digitization program, and a data-based learning plan.

5. Scope of *Sekolah Penggerak* Program

Sekolah Penggerak has a scope that includes the whole picture of the *Sekolah Penggerak* program, from socialization at the beginning of *Sekolah Penggerak* program implementation to evaluation. As stated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021 about *Sekolah Penggerak*, the scope of *Sekolah Penggerak* program implementation includes:

- a. Socialization of *Sekolah Penggerak* program.
- b. Determination of the province/district/city as the organizer of *the Sekolah Penggerak* program.

- c. Determination of the education unit as the executor of the *Sekolah Penggerak* program.
- d. Implementation of *Sekolah Penggerak* program activities in local governments province/district/city.
- e. Implementation of *Sekolah Penggerak* program activities in the education unit.
- f. Evaluation of the implementation of the *Sekolah Penggerak* program.

In short, the scope of implementation of the *Sekolah Penggerak* program starts from socialization, determination of the province/regency/city as the organizer, determination of the *Sekolah Penggerak* education unit, implementation in local government province/district/city, and in the education unit, and evaluation.

B. English Teacher in Brief

In carrying out the *Sekolah Penggerak* program, the teacher is the most important component. For this reason, the researcher presents an overview of the teacher which includes the definition, characteristics, and role of the teacher.

1. Definition of Teacher

Teachers are people who help others in obtaining information, skills, or morals and devote themselves to the field of education through formal planned educational interactions. Teachers have the biggest role in determining the quality of learning in an educational institution called a school. Teachers also play a very important role for students because without the role of the teacher, the material would mean nothing to students (Wati, 2018). Teachers are the center of

education that determines the success or failure of learning outcomes in schools (Putri *et al.*, 2019).

In this research, teachers specifically focused on English teachers. Thus, an English teacher is an educator who teaches according to their field, namely teaching English. To become an English teacher who has professional competence and who reflects *Merdeka Belajar*, an English teacher must be able to make learning in the classroom fun and provide opportunities for students to seek and read knowledge from various sources so that a reflection of *Merdeka Belajar* is created where children will find their knowledge in their way and according to each student's understanding of how to learn English well (Pendi, 2020).

To summarize, teachers are educators who teach many things according to the fields and abilities they master through planned formal education interactions which of course play the biggest role in the world of education. In this research, the teacher was specifically addressed to English teachers who teach English, make a fun learning in the classroom, and provide opportunities for students to seek and read knowledge about English.

2. Teacher Characteristics

In carrying out the teacher's role, teachers must have several characteristics that will support their performance in teaching and learning activities both inside and outside the classroom. According to Wati (2018), teachers naturally possess the following traits:

- a. Has social goals and meaning for society.
- b. Has unique abilities.

- c. Have abilities that can be assisted by certain scientific disciplines.
- d. Have a code of ethics that directs how to behave.
- e. Have the right to receive financial or material rewards.

Besides the naturally possessed of the teacher, several things are expected from the teacher (Sibagariang *et al.*, 2021) such as:

- a. Teachers can be independent in developing competence as a teacher as well as being able to move other fellow teachers to be able to innovate in improving the quality of output from education.
- b. In *Merdeka Belajar*, the teacher must be able to side with the students. Teachers must be able to move their students to develop themselves according to their talents and abilities, to achieve the goals of education by the school's vision.
- c. Teachers must have the ability to innovate in developing the quality of their school. To improve the quality of school education, teachers must be able to collaborate with parents and the community so it can build an independent attitude and leadership quality.
- d. Teachers must have good personality competencies. A teacher is expected to have emotional maturity, both morally and spiritually in their attitude and behavior act in daily life, by the applicable code of ethics in public.
- e. Teachers must be able to manage learning in a learner-centered manner by creating good communication with the parents of students.

In short, teachers have characteristics both natural and also can be improved, such as the ability to master the material; able to master the class; able

to manage to learn; have broad insight, creative, innovative, independent, good personality competencies, and other positive characteristics who can be role models especially for their students because the teacher is a mirror for students to apply good character values.

3. English Teacher in Sekolah Penggerak

In general, English teachers in each school have the same roles, but specifically, English teachers in *Sekolah Penggerak* have additional roles than English teachers in ordinary schools because they must strive to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and has Pancasila student profiles. Javanisa *et al* (2022) stated teachers play a very important role in implementing the *Sekolah Penggerak* program. These roles include:

- a. Teachers must have the ability to mobilize the community of all fellow teachers in the school and its area and be able to bring good changes, especially in terms of improving the quality of student learning by Pancasila student profile.
- b. Teachers have a role in designing and managing so the learning process becomes more interesting so students do not get bored and become more motivated to improve performance.
- c. Teachers must be able to be agents of change in the field to improve the quality of leadership in school.

- d. Teacher is obliged to create a discussion space or a container that can be used as a forum for collaboration between teachers and holder interests to improve quality and capacity in carrying on learning.
- e. Teacher must be able to provide a conducive, peaceful, and comfortable learning atmosphere to encourage students.
- f. Teachers must always develop their potential according to the development of the era and have high innovation.
- g. Teachers can become motivators and role models for all citizens in school and be able to shape students' character and change their behavior.

To conclude, as the spearhead of program implementation, teachers play a very important role starting from designing, managing and implementing the *Sekolah Penggerak* program to improve the quality of student learning with the Pancasila student profile by providing a conducive learning atmosphere and encouraging students to develop their potential and be able to move the school community to bring good change.

C. Relevant Studies

As a reference material in this research, the researcher found several previous studies related to this research. The studies of previous researchers related to this research include the research conducted by Widyastuti (2020) entitled *Teacher's Perception About the Concept of Merdeka Belajar* Mendikbud Nadiem Makarim in Islamic Religious Education in Indonesia at MTSN 3 Sleman, who found that in general, the *Merdeka Belajar* curriculum received a positive response from the teachers, where this curriculum was very helpful, made

learning that was not limited by space and time, but there are also obstacles and it does not run well because of limited facilities and unclear technical instructions.

In another research conducted by Sumarsih *et al* (2022) entitled Analysis of the Implementation of the *Merdeka Belajar* Curriculum in Elementary Schools, it was found there was *Merdeka Belajar* curriculum that becomes a reference in *Sekolah Penggerak*, which produces students who have a noble character such as independent, think critically, creatively, cooperate, have a sense of diversity, and teachers support their leaders participate in creating *Sekolah Penggerak*, although initially it was very difficult to run *Merdeka Belajar* curriculum and encountered various difficulties including training teachers and technicians to apply the new paradigm of learning, preparing learning administration according to *Merdeka Belajar* curriculum guidelines, synchronizing the application for the *Sekolah Penggerak* report, changing the mindset school residents to implement student-centered education, even though they are still not complete in understanding this program and still have a lot to learn.

Patilima (2021) in his research entitled *Sekolah Penggerak* as an Effort to Improve the Quality of Education revealed that the *Sekolah Penggerak* Program led to improving the quality of education in Indonesia, where *Sekolah Penggerak* was a program that focus on developing student learning outcomes holistically by realizing the Pancasila student profile which included cognitive competence and character that begins with superior human resources (principals and teachers).

Another research conducted by Marmoah *et al* (2022) under the title Teacher's Perception of the Implementation of the *Sekolah Penggerak* Program in

Elementary Schools found that the teacher's perception was neutral toward the implementation of the *Sekolah Penggerak* because the *Merdeka Belajar* curriculum system in the *Sekolah Penggerak* was good, but its implementation was not optimal, it is due to the lack of information for teachers to train the competence of the learning system using *Merdeka Belajar* curriculum in *Sekolah Penggerak*. The *Sekolah Penggerak* Program also received an unfavorable response from teachers because the implementation of the *Sekolah Penggerak* Program had not been implemented properly and was not optimal in terms of school management.

Although there were previous research studies related to this research, the researcher found a research gap between previous studies and this research where this research used a qualitative method with interview and observation as data collection techniques, while the previous research used quantitative by using statistics to process data through questionnaires; in addition, there was the previous research that used literature study with critical analysis using secondary data from journals, books, or other reading materials; however, there were also previous researchs that used a qualitative approach, but they had a different focus.

In addition, the population of this research were English teachers at junior high school in Banda Aceh city, while the population from previous studies were religion teachers in Jogjakarta, teachers, principals, and supervisors in Bandung, and elementary school teachers in Sragen. Only this research showed the implementation of the *Sekolah Penggerak* program from the insight of the English teachers, so this research was different from previous research.

Considering that the *Sekolah Penggerak* program was a new program, which of course would cause obstacles in its implementation and required literacy and sensitivity to all its dynamics, the researcher interested in further research on this matter. This research was aimed to find out and explain the insights of English teachers in Banda Aceh regarding the implementation of the *Sekolah Penggerak* program; the researcher felt this research was necessary to be conducted.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers a discussion about research design, research participants, data collection, and data analysis.

A. Research Design

This research used qualitative research. Qualitative research is research that aims to understand the condition of a context by leading to a detailed and in-depth description of what happened according to what is in the field of research. In qualitative research, it is necessary to go beyond the stages of the critical-scientific thinking process to capture facts and social phenomena that occur in the field that need to be analyzed (Nugrahani, 2014). Qualitative research does not use statistics, but through data collection, and analysis, then interpreted by trying to gain enlightenment and understanding of a phenomenon (Anggito & Setiawan, 2018).

The researcher used a qualitative method by trying to dig deep and open information by asking people to express their views and thoughts on a topic without giving them much direction regarding what they should say to get a clearer view of English teachers' insight and experience on the implementation of *Sekolah Penggerak* program.

B. Research Participant

1. Population

According to Shukla (2020), the population is made up of all the units to whom research findings can be applied. In other words, population is a collection of all units that have the characteristics that the researcher is looking for. Therefore, the population in this research were English teachers at *Sekolah Penggerak* for the junior high school category in Banda Aceh city such as SMPN 2 Banda Aceh, SMPIT Nurul Ishlah, SMPN 18 Banda Aceh, SMPN 14 Banda Aceh, and SMP Budi Dharma.

2. Sample

A sample is a portion of the population that completely represents it. It means, the selected sample must reflect the population (Shukla, 2020). This research used purposive sampling techniques which is the technique of picking a sample by taking a subject that is chosen for a specific purpose rather than based on level or area (Arikunto, 2010). The purpose of the sampling technique is to take samples from members of the population with certain considerations so that the data obtained are more representative (Sugiyono, 2016).

The sample of this research were five English teachers from each *Sekolah Penggerak* for the junior high school category in Banda Aceh City with the criteria, 1) English teachers, 2) active teaching, not on leave, sick, or permission, 3) teach at *Sekolah Penggerak* on grade 7 or 8, 4) have participated in the socialization about the *Sekolah Penggerak* program, 5) more competent on the program, 6) willing to participate.

Table 3.1
Participants' Data

Name	School	Teach at Grade	Participate in Socialization
EV	SMPN 14 Banda Aceh	VII	2022
YS	SMPN 2 Banda Aceh	VIII	2021, 2022
RI	SMP Budi Dharma	VII	2022
RT	SMPN 18 Banda Aceh	VIII	2021, 2022
RE	SMPIT Nurul Ishlah	VII	2021, 2022

C. Methods of Data Collection

In collecting data, the researcher also needs to consider data collection methods. The data collection method is the method used to collect research data (Sugiyono, 2016). In this research, the researcher used interview and observation as data collection techniques.

1. Interview

Interview is a technique of examining data through conversation carried out with a specific purpose by two or more parties. Interview is useful in eliciting opinions, experiences, values, and other features of the population (Nugrahani, 2014). The purpose of the interview is to find problems more openly where the parties invited to the interview were asked for their opinions and ideas. In conducting interviews, the researcher needs to listen carefully and record what is stated by the respondent (Sugiyono, 2016).

This research used semi-structured interview which is a list of topics and associated questions that the interviewer asked the participant that were improvised, where the interviewer had to make decisions about what was

important and needed to be expanded, as well as what was special to research (Bearman, 2019). The subjects interviewed in this research were English teachers at *Sekolah Penggerak* for the junior high school category in Banda Aceh city who would convey their insights regarding *Sekolah Penggerak* program implementation for a minimum of 30 minutes.

2. Observation

Observation is a data collection technique used to extract data from sources in the form of places, activities, or objects (Nugrahani, 2014). Observation is used to obtain empirical facts that are visible and to obtain new dimensions for understanding the context and phenomenon under research (Widodo, 2017).

In conducting the observation, the researcher made the direct observation to the location, which is *Sekolah Penggerak* for the junior high school category in Banda Aceh city by observing 5 classrooms from each *Sekolah Penggerak* for 40 minutes. This observation was made to strengthen the research results obtained from interview as well as evidence of the answers that have been presented through interview.

D. Methods of Data Analysis

Data analysis in this research includes data reduction, data visualization, and verification. The three main components contained in qualitative data analysis must exist because the relationships between the three components need to determine the direction of the conclusions as to the final result of the research (Nugrahani, 2014).

1. Data Reduction

Data reduction is a qualitative data analysis step that aims to sharpen, classify, direct, clarify, and focus, by removing less important things, and organizing data in such a way that the narrative of the data visualization can be understood well, and lead to reliable conclusions (Nugrahani, 2014).

2. Data Visualization

The data visualization is an assembly of information organization which generally presented in narrative and complete description form, which is compiled based on the main findings contained in the data reduction and is presented using the researcher's logical and systematic language so that it is easy to understand (Nugrahani, 2014).

3. Verification

Verification is the answer to the problem in research which is the determination of the final meaning of the data presented. The conclusions of the research must be relevant to the topic and title of the research, research purposes, problem-solving, data in research, findings from the results of data analysis in research, and relevant theory (Nugrahani, 2014).

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings which is a series of facts obtained during the research in the form of interview and observation. The information obtained from this research provided answers to problems regarding the implementation of the *Sekolah Penggerak* program from the insight of the English teachers.

A. Findings

This section discusses findings that answer research questions regarding the implementation, challenges, solutions of the *Sekolah Penggerak* program from the insight of English teachers at junior high schools, such as in SMPN 18 Banda Aceh, SMPN 2 Banda Aceh, SMPIT Nurul Ishlah, SMPN 14 Banda Aceh, and SMP Budi Dharma.

The data collection process in this research was collected for 7 days, started from 02 to 08 November 2022. The research data collection was carried out by observing the classroom and interviewing 5 respondents and each respondents took about 20-30 minutes. Respondents in this research were referred as Teacher-1, Teacher-2, Teacher-3, Teacher-4, and Teacher-5.

1. Implementation of the *Sekolah Penggerak* Program

In Indonesia, education has been undergone curriculum changed eleven times, started in 1947, with a very simple curriculum, then to the last curriculum

in 2013 (Sumarsih *et al.*, 2022). This curriculum changed was also expressed by Teacher-2:

" In fact, curriculum changes were common in the world of education, leading to the phrase "the minister changed, thus the curriculum changed" " (YS, interview 05 November 2022).

However, even though the curriculum changed, the aim was none other than to revise the previous curriculum and to kept it in line with the era. Every changed that occurs was the policy of the parties responsible for handling education in Indonesia; in this case, the Ministry of Education, Culture, Research and Technology. After the inauguration of Nadiem Anwar Makarim on October 23, 2019, as Minister of Education, Culture, Research and Technology, he has made several policies and various programs, one of them was the *Sekolah Penggerak* program which was launched on February 1, 2021 (Sumarsih *et al.*, 2022).

Sekolah Penggerak program was a catalyst to realize the vision of Indonesian education that focused on developing student learning outcomes by realizing the Pancasila student profile in order to create great human resources (Sumarsih *et al.*, 2022). Teacher-1 revealed that:

"A school can become a Sekolah Penggerak because the principals underwent testing, and if they passed, the school they headed would also qualify as a Sekolah Penggerak. However, this does not apply to the teachers. The benefits of being a Sekolah Penggerak included receiving government priority for the school" (EV, interview 04 November 2022).

This was also in line with the information listed on the *Sekolah Penggerak* program website, where a school could become a *Sekolah Penggerak* because the principal have passed the test through various stages; the first stage

was started with registration, filled out curriculum vitae and essays, uploaded documents, verification and validation, then a second test included teaching simulation and interview, verification, validation, and announcement (Ministry of Education, Culture, Research, and Technology, 2021a).

The *Sekolah Penggerak* accelerated the school to move 1-2 further stages. This program was carried out in several stages and was integrated with the ecosystem until all schools in Indonesia became the *Sekolah Penggerak* (Muji et al., 2021). Teacher-1 also revealed in the interview that:

"Although not all schools are Sekolah Penggerak at this time, the Sekolah Penggerak was created to spread programs and serve as an example for other schools. As a result, other schools will look to the Sekolah Penggerak that had previously implemented this program" (EV, interview 04 November 2022).

For now, the implementation of *Sekolah Penggerak* in Banda Aceh City was still in progress, where the first batch has been running for two years, and the second batch has been running for almost a year. This was also expressed by Teacher-1:

"In this school, the Sekolah Penggerak program was not yet completely implemented. Because our school was the second batch, so the eighth and ninth grades at our school still used the 2013 curriculum, while the seventh grade applied the Sekolah Penggerak. However, for the first batch, the seventh and eighth grades had been taught using the Sekolah Penggerak, while the ninth grade had been taught using the 2013 curriculum" (EV, interview 04 November 2022).

a. English Teachers' Experience in Implementing Sekolah Penggerak Program

In implementing the *Sekolah Penggerak* program, English teachers felt different experience that is in realizing the Pancasila student profile strengthening project or known as P5. That statement was delivered by Teacher-3 below:

“There are intra-curricular learning and projects in the Sekolah Penggerak program to support the Pancasila student profile. Currently, a project in the Sekolah Penggerak program that is ongoing integrates two themes; technology that students create vlogs to promote their home region of Aceh and sustainable lifestyle that students utilizing plastic bottle waste and planting hydroponics” (RI, interview 07 November 2022).

The same thing was also expressed by Teacher-1:

“Teachers at Sekolah Penggerak play a further role in putting programs into action there, for example, they are expected to take part in the Pancasila student profile strengthening project (P5). We have three projects to finish each year. The Pancasila student profile contains six key points. A project takes the form of an actual action, so once it is completed, the results the government is looking for will be evident. We've only completed two projects so far: gardening and cleaning up the school environment together” (EV, interview 04 November 2022).

The additional statement conveyed by Teacher-4:

“Schools place a greater emphasis on the project's outcomes or practical outcomes. There are numerous activities from the Sekolah Penggerak, including initiatives that have been carried out, such as market day, where teachers and students also participate in counseling and entrepreneurship to Sabang” (RT, interview 08 November 2022).

Pancasila student profile consists of six dimensions, which include faithful, global diversity, independence, working together, critical thinking, and creativity. Therefore, researcher also observed the embodiment of six dimensions from Pancasila student profile.

a. Students believe and fear God and have a great attitude

According to the result of observation, students in the 5 classrooms at *Sekolah Penggerak* had faith and feared of God and had good morals; including religious, personal, human, natural, and national morals. In this case, the teacher also supported students to have faith and good morals, as evidenced by the advice and reprimands for goodness inserted in the teaching and learning process. In

some schools, reading the *Qur'an* was also implemented before starting to research, reading *Yasin* on Friday, and the *Dhuha* prayer program and congregational *Dzuhur* prayer.

b. Globally diversified students

Sekolah Penggerak also required Indonesian students to maintain their culture and remain open-minded in interacting with other cultures in order to foster mutual respect. Based on observation, the researcher saw that students respected and tolerated each other who had different backgrounds, students were able to communicate with others, and students could recognize and appreciate each other's culture.

c. Students are independent

From observation, it could be seen that students in 4 out of 5 classrooms at *Sekolah Penggerak* were not yet independent, they were not yet responsible for their learning processes and outcomes, where students were still dependent on teachers. Students also had a low interest in learning and their level of self-awareness of the situation they had to deal with was still low.

d. Students can work together

According to observation, students in the 5 classrooms at *Sekolah Penggerak* had the ability to work together where they could carry out activities together voluntarily, marked by collaboration between peers in group work, daily pickets, and concerned in cleaning the classroom and school environment together.

e. Students are creative

Based on the result of observation, students in the 5 classrooms at *Sekolah Penggerak* were not fully creative, there were only a few creative students who were able to modified and produced something original. However, other students had also tried to express their creativity as best they could in the projects they were worked on, such as in making posters and other assignments.

f. Students can think critically

According to observation, students in 4 out of 5 classrooms at school did not think critically, they were not able to objectively process information, built relationships between various information, analyzed information, evaluated and drew conclusions. Students have not been able to express their ideas and opinion related to information, therefore, the teacher directed and encouraged students to think critically.

b. The Impact of Sekolah Penggerak Program on English Teachers

The implementation of *Sekolah Penggerak* program had some impacts for English teachers. Teacher-5 revealed that she felt under pressured, this situation was conveyed:

“Teachers are under more pressure by Sekolah Penggerak Program, and we are expected to stay updated and put more work into our teachings. However, if we consider it, there is in fact a good effect, where teachers get more knowledgeable, enhance their performance, and inevitably have to learn more in order to avoid being lazy” (RE, interview 08 November 2022).

Besides teachers felt forced by various assertions, Teacher-2 also conveyed other impacts of the *Sekolah Penggerak* program on teachers' performance:

“In order to provide material in a way and learning style that is not monotonous, teachers must be more active and innovative. Students are more excited about learning when we incorporate games or other variants, thus with this approach, teachers put more effort to obtaining interesting learning references” (YS, interview 05 November 2022).

The most dominant impact of the *Sekolah Penggerak* program felt by English teachers was a requirement for teachers to savvy technology because the *Sekolah Penggerak* program strongly carried technology, digitization, and data-based learning. Teacher-3 stated:

“Teachers will learn more because of the Sekolah Penggerak Program, especially when it comes to technology. Since there are no workshops available when learning is done online, teachers must be able to digitize using tools like Google Classroom, Zoom, Canva, Jamboard, Powerpoint, and Slideshare. Students frequently use smartphones to access quizzes via Quizizz, Kahoot, and other platforms” (RI, interview 07 November 2022).

This is also supported by Teacher-1’s experience, she said:

“I feel more mature and capable of providing the students by implementing Sekolah Penggerak program. I also made learning engaging and enjoyable by learning Canva and Jamboard, among other things. And I take pride in being able to teach students something new. I work hard to deliver the greatest education possible for them, using knowledge that I previously lacked. There is a sense of pride for me in that, and the outcomes also make students happy since they are eager to learn from me” (EV, interview 04 November 2022).

Teacher-4 also provided relevant statement to the opinion above:

“The Sekolah Penggerak program has an effect on teacher performance in that teachers are expected to understand technology; perhaps young teachers are still fresh to technology issues, but if old teachers like me have not used technology previously, we now have to learn a lot, so we are essentially just trying to do it, even if it is a little bit. Students’ understanding of technology is also aided by computer subjects” (RT, interview 08 November 2022).

c. English Teacher Preferences (Sekolah Penggerak Program or Curriculum 2013)

The researcher also analyzed English teachers' preferences between the 2013 curriculum and the *Merdeka Belajar* curriculum with the *Sekolah Penggerak* program. The interview result showed that 4 out of 5 English teachers preferred to use the 2013 curriculum. This was evidenced by Teacher-5:

"I prefer to use the 2013 curriculum because there is a syllabus for the 2013 curriculum that includes everything, we may teach in accordance with the syllabus, making it easy for us to do so, there is no need to make our learning outcomes, meanwhile the Sekolah Penggerak program is requiring teachers to start from zero" (RE, interview 08 November 2022).

Teacher-2 also showed her preference for the 2013 curriculum because of the grounds of the familiarity with the 2013 curriculum:

"Honestly, I prefer and feel comfortable with the previous curriculum (2013) since I have been using the previous curriculum (2013) for so long and I am familiar with it, it is difficult for me to switch to a new curriculum." (YS, interview 05 November 2022).

Teacher-3 also preferred to use the 2013 curriculum, but due to certain considerations, they had to accept the *Merdeka Belajar* curriculum with the *Sekolah Penggerak* program. Teacher-3 stated:

"Although I prefer the 2013 curriculum, we must adapt to it anyhow. The government does implement the Sekolah Penggerak program to enhance the educational system. If we give it some thought, the Merdeka Belajar curriculum is also appropriate for this time period. We live in a digital era, and the demands of the community may be relevant to the Merdeka Belajar curriculum. However, I like the 2013 curriculum if we consider its essence and the connection between teachers and students" (RI, interview 07 November 2022).

The same thing was said by Teacher-4:

" Actually, I felt more at ease with the prior curriculum (2013), but because the government set it, we must accept" (RT, interview 08 November 2022).

On the other hand, Teacher-1 preferred to use the *Merdeka Belajar* curriculum with the *Sekolah Penggerak* program because she felt she could explore and develop herself. This was conveyed by Teacher-1:

"I feel I am more comfortable with Sekolah Penggerak because it allows me to develop my potential and students' potential. In addition, I enjoy using technology. I love using Canva to create posters and educate using apps and technology, which makes learning more enjoyable and exciting for students rather than having them read from a book and then write on the board, which leaves them bored and sleepy." (EV, interview 04 November 2022).

2. The Challenges in Implementing *Sekolah Penggerak* Program

Based on the data analysis, the researcher found eight challenges faced by English teachers in implementing the *Sekolah Penggerak* program, which include some aspects which would be described further below:

a. Confusion over *Sekolah Penggerak* Program Implementation

The *Sekolah Penggerak* program, which was considered as a new program, certainly confusing in its implementation. Teacher-4 stated her opinion:

"Since the Sekolah Penggerak Program is a new thing in the educational world, we (teachers) are definitely confused especially at the beginning of the launch of this program" (RT, interview 08 November 2022).

Confusing about implementing this program could lead to failure in its implementation. Teacher-2 in an interview explained that:

"Because the Sekolah Penggerak program was still new, I had a very confusing time teaching with it. Our school has been using the Sekolah Penggerak program for the past two years, with classes 7 and 8 participating. Then our school was judged to have failed in implementing the Sekolah Penggerak program after our first year, which was probably

still rushed and confusing, therefore our school is currently under government supervision and must participate in coaching, mentoring, and training sessions three to four times a month. This means that we must put in even more effort in our second year” (YS, interview 05 November 2022).

b. Lack of Knowledge in Making Teaching Modules

A teaching module was very important and essential in the teaching and learning process. Therefore, teachers must make a correct teaching module. However, English teachers had difficulty in making teaching module. Teacher-2 stated:

“Since there is no set format for a teaching module, teachers also struggle to determine which one is the right one because there are so many teaching modules that are freely accessible. Although there is not now a perfect teaching module on the internet, the Ministry of Education, Culture, Research, and Technology asserts that teachers can use references from anywhere and can view examples on the teacher's website on Merdeka Belajar even though there is no perfect teaching module there for now” (YS, interview 05 November 2022).

Difficulties in making teaching module were also explained by Teacher-5:

“Due to the lack of a clear example or format from the Ministry of Education, Culture, Research, and Technology, I am struggling to decide what kind of teaching module I should design. There is a format provided by the supervisor (from the education office), but again, the teaching modules from one teacher to another have different formats, so we must consider the content and how to implement it in the classroom on my own.” (RE, interview 08 November 2022).

From observation, the researcher also looked at the teacher teaching modules, where all the teachers had made teaching module in the form of *Sekolah Penggerak* including the flow of learning objectives that have been developed from learning outcomes with Pancasila student profiles as target. But the form of teaching modules that were created was different from one teacher to another

teacher because there was no definite teaching module from the Ministry of Education, Culture, Research, and Technology.

c. Hard to Organize Differentiated Learning

The *Sekolah Penggerak* program also emphasized teachers teach by differentiation, which teachers must be able to teach according to the needs, interests, talents, and learning styles of students. However, it was very difficult for them to realize it. This was stated by Teacher-1:

"Because each student has a different learning style and requires a distinct approach to therapy depending on it, the Sekolah Penggerak program requires teachers to be able to diagnose students' learning styles. Some students are more comfortable learning visually, there are students with audio styles which easy to hear explanations from the teacher, while some others are kinesthetic that prefer to move around since they have trouble sitting still for lengthy periods of time" (EV, interview 04 November 2022).

However, teachers felt it was too difficult to treat students differently.

Teacher-2 said:

"The Sekolah Penggerak program puts a greater emphasis on students' styles, and teachers are required to be familiar with each student's character and learning style. However, since thirty students might provide a wide range of teaching styles, teacher must teach based on the student's learning style" (YS, interview 05 November 2022).

Based on observation, the researcher found that 4 out of 5 teachers had not been implemented differentiated learning, they only focused on teaching some students and ignore some other students. Teachers argued that it was very difficult to realize differentiated learning.

d. Conflicting Schedule

In the *Sekolah Penggerak* program, there was a Pancasila student profile strengthening project or known as P5, so teachers must be able to carry out intra-curricular learning and P5, therefore, one of the respondents stated that there were difficulties in dividing the schedule between intra-curricular and project learning, this was conveyed by Teacher-3:

“Since both intra-curricular and project learning must be maximized, I think it can be challenging to divide the schedule for both activities” (RI, interview 07 November 2022).

e. Less-Motivated Teacher

The teachers were the most important component and the spearhead of the success or failure of *Sekolah Penggerak* program, but unfortunately, there were still lack of teacher competence in implementing the *Sekolah Penggerak* program. This was revealed by Teacher-1 in the interview:

“There is still a lack of support and roles from teachers, particularly when it comes to creating projects, because they are uncooperative. Therefore, when there is a project, teachers frequently assign the work to other teachers and decide not to participate the project because it has already been completed by others, even though they should because we are paid by the government to complete the project.” (EV, interview 04 November 2022).

From the observation, the researcher knew that not all schools had strong human resources. Researcher saw that teacher resources in School-1 were very low, where there were apathetic teachers, this was also supported by the lack of teacher participation in running the program.

f. Lack of Digital Literate

One of the outputs of the *Sekolah Penggerak* program was to accelerate the digitization of schools and this was also embodied in the intervention of the *Sekolah Penggerak* program which required school digitization and data-based learning. However, in its implementation, there were still obstacles in using technology. This was expressed by Teacher-1:

“We also struggle with a low level of technology proficiency, which is particularly difficult for older teachers. In addition to this, there are instances when we are lazy and feel compelled to utilize technology even though we are more at ease using conventional teaching techniques. It is challenging to implement the Sekolah Penggerak program since teachers already feel comfortable in their traditional teaching methods, despite the fact that schools must digitize in order for all teaching and learning processes to take place digitally” (EV, interview 04 November 2022).

g. Student Financial Problem

Sekolah Penggerak demanded to be digital by using technology, but this was still difficult for students to realize it because the average student came from a lower level economic background. Teacher-1 said:

“Another issue at this school is that some of the students do not have smartphones, despite the fact that this program requires the use of technology, but that is difficult to force because it involves the family economy problem” (EV, interview 04 November 2022).

h. Lack of Students' Participation

Students who were targeted in the *Sekolah Penggerak* implementation must become objects that need attention. The *Sekolah Penggerak* program required students to be active because it was student-centered and must be able to realize the six points of the Pancasila student profile. The success of the teaching and learning process is influenced by the students' motivation since it affects their

level of involvement and participation in class (Dahlia, 2019). However, in this case, there were challenges said by Teacher-2 related to students' interest in learning:

"The kind of students who attend this school are sluggish, disinterested in learning, and unwilling to learn. It can be difficult for us when a student with special needs is present in the class. Because there is no failing grade in the Sekolah Penggerak, teachers must take additional care in their teaching. If students do not really master a given material in grade 7 (we used the term "phases"), the teacher must repeat the material in grade 8" (YS, interview 05 November 2022).

From the observation, the researcher knew that not all schools had strong human resources. Researcher saw that School-2 and School-4 had problem with low student resources, characterized by low student interest in learning and most students chose to sleep or did not pay attention when learning takes place.

3. The Solutions to the Challenges in Implementing *Sekolah Penggerak* Program

The solutions to answer the challenges in *Sekolah Penggerak* program implementation would be described further below:

a. Adaptation to New Policy

Teachers were confused about implementing this new program, of course, requires them to adapt and dig up information related to this program.

Teacher-4 stated:

"Teachers must learn and become more knowledgeable about it since they need to make modifications and adaptations" (RT, interview 08 November 2022).

Sibagariang (2021) also stated the development of educational policies required adaptation even though it went through a long and difficult process,

therefore teachers were required to be able to adapt to the new policies (Sibagariang *et al.*, 2021).

b. Looking for Various References

Teachers also had difficulty in making teaching module. So, Teacher-2 chose to make a teaching module with reference to the 2013 curriculum. She conveyed:

“Considering that I am still confused, I choose to refer to the 2013 curriculum by modifying it with the form of the Sekolah Penggerak teaching module” (YS, interview 05 November 2022).

Teacher-5 also had solutions to overcome difficulty in making teaching module, that:

“The challenge I experience is my extreme confusion over the teaching module. Because the textbook often also lists the learning outcomes, I purchased a variety of English books from other publishers to compare the substance and contents with the Sekolah Penggerak book and adapt the contents. This gave me more references when I was creating teaching modules” (RE, interview 08 November 2022).

c. Making Diagnostic Assessment

The *Sekolah Penggerak* program also emphasized teachers to be able to teach according to the needs, interests, talents, and learning styles of students. However, it was very difficult to do. But the solution to this problem according to the recommendations from the education office and the school principal, teachers need to make a diagnostic assessment before learning begin. This thing also said by Teacher-5:

“Teachers are absolutely encouraged to offer differentiated learning when the principal and supervisor (education office) observe our school. To determine if a student has an audio, visual, or kinesthetic learning style, the teacher must first conduct a diagnostic assessment of the

student's interests and learning preferences” (RE, interview 08 November 2022).

d. Better Time Management

Teachers at *Sekolah Penggerak* had to carry out intra-curricular and project learning, but they found it difficult to divide the time between them.

Therefore, the solution used by Teacher-3 is:

“This school uses a block system, so teachers will teach intra-curricular material at the beginning of the semester, then in the middle until the end of the semester we will make the project, so the teachers must be good at time management and maximizing meetings, so the teacher needs to adjust the time and develop teaching modules for projects and intra-curricular” (RI, interview 07 November 2022).

e. Training for Teachers

Low teacher resources also came as the challenges in the *Sekolah Penggerak* program implementation. To answer this challenge, Teacher-1 revealed that:

“To assist the school in achieving Sekolah Penggerak as a whole, teachers are constantly requested to participate in initiatives, receive training or workshops, and receive additional explanations about the Sekolah Penggerak program” (EV, interview 04 November 2022).

f. Technology Savvy

The use of technology was still not optimal because teachers had problem while using technology, and the solution for this was expressed by Teacher-1:

“Teachers must understand how to utilize technology, participate in technology training, and practice using it with assistance, such as asking for help from others or looking up instructions online” (EV, interview 04 November 2022).

Based on observation, the researcher knew that the 5 classrooms had utilized technology in learning because students were also allowed to bring smartphones at the appointed time and under the supervision of the teacher. The

use of technology was in the form of watching videos, accessing *Google Classroom* for reading the material, submitting assignments, and using applications in taking quizzes.

g. Encourage More Parental Support

There was average student came from a lower level economic background who did not have smartphone for accessing internet for study needs.

So, Teacher-1 said:

“Teachers need to explain to the parents that smartphone is necessary for teaching and learning activities. We (teachers) also ask for parental support to provide smartphones by using parents' smartphones, but in this case, we are not pushy because we also understand the students' financial situation.” (EV, interview 04 November 2022).

h. Increasing Students' Interest in Learning

Low student interest in learning was also a crucial problem in implementing the *Sekolah Penggerak* program, because this program required students to be able to active and realize the Pancasila student profile. However, due to low interest in learning, Teacher-2 conveyed the solutions:

“Teachers need to motivate students to study and stimulate their interest in doing so. Although it sounds simple when spoken, doing it is quite challenging. Teachers should work even harder to encourage children to love learning by making it engaging, enjoyable, and not boring.” (YS, interview 05 November 2022).

The observation result showed that teachers try to increase students' interest by implementing student centered so it encourages students to be more active and expressed their opinions and responses in learning. Teachers also sought to understand students and placed students at the center of the learning process, so students could learn and explore learning without relied on the teacher.

Besides that, teachers also conduct project-based learning to build students' creativity, critical thinking, and working together. According to the result of observation, project-based learning has been carried out in 5 classrooms where the project was the center of learning, so students built their knowledge by carried out independent investigations and the teacher acted as a facilitator. The form of the projects were videos, posters, pictures, and others which were carried out individually or in groups.

B. Discussion

This research emphasized the insight of the English teachers about the implementation of the *Sekolah Penggerak* program. This research investigated three research questions; the first research question was “how is the implementation of the *Sekolah Penggerak* program based on English teacher's experiences?”, the second research question was “what are the challenges faced by English teachers in implementing the *Sekolah Penggerak* program?” and the third research question was “what are English teachers' solutions in coping the challenges in implementing the *Sekolah Penggerak* program?”. This research focused on the experience of English teachers in implementing the *Sekolah Penggerak* program, the challenges, and its solutions.

Based on the interview and observation, the researcher found that the English teachers have already known the basic knowledge of the *Sekolah Penggerak* program. Indeed, the level of understanding of the 5 respondents was different, but overall, the respondents have already known and understood the *Sekolah Penggerak* program and its scope. This could be seen from their

explanation about *Sekolah Penggerak*. They eloquently explained that *Sekolah Penggerak* was a promoter of the other schools by improving learning to produce students who had the Pancasila student profile for a better education.

Marmoah *et al* (2022) stated that *Sekolah Penggerak* was a school that focused on student learning outcomes by realizing Pancasila student profile. As the name implied, *Sekolah Penggerak* used a curriculum that included an important aspect of the life of society, nation, and state. So, *Sekolah Penggerak* would become 1 to 2 stages further than ordinary schools, and it was expected *Sekolah Penggerak* could be promoter of the other schools.

English teachers in *Sekolah Penggerak* were teachers who were selected to run the *Sekolah Penggerak* program because the principal of the school where they taught passed the selection as a *Sekolah Penggerak*, so it was forced or voluntary; like it or not, then they had to teach and implement the *Sekolah Penggerak* program. They also believed that other schools out there would become *Sekolah Penggerak* over time, and for this reason, schools that have already become *Sekolah Penggerak* have been selected to serve as examples for other prospective *Sekolah Penggerak*.

The same result was obtained from previous studies, Patilima (2021) who stated that after the school has succeeded in carrying out the transformation, the *Sekolah Penggerak* would become an agent of change for other schools. *Sekolah Penggerak* would be the initiator in bridging the surrounding schools to share solutions and innovations to improve the quality of learning.

In the course of implementing *Sekolah Penggerak* programs, teachers were confused when they had to adapt and found out about the new program. Teachers were confused about how to run the program, how to realize the project to strengthen the Pancasila student profile, how to prepare lesson plans, confused about using the textbooks, as well as confused about teaching styles.

Even though they were confused, in the end, the teachers said that the *Sekolah Penggerak* program also gave impacts on teacher performance. Teachers believed that the *Sekolah Penggerak* program could help them to improve their teaching performance where teachers became more updated. Teachers were required to be more creative in conveying material, making learning styles not monotonous, trying to find interesting learning references, so students could be more enthusiastic in learning. The most dominant impact of the *Sekolah Penggerak* program was a requirement for teachers to savvy technology because this program strongly carried technology.

Marmoah *et al* (2022) found the use of technology carried out by *Sekolah Penggerak* was able to shape students' personalities according to the national character and competencies needed according to the era because indeed the existence of *Merdeka Belajar* and *Sekolah Penggerak* was very relevant to the needs of students and the demands of 21st-century education. So, students and teachers must be able to use technology due to the demands of this curriculum.

Although teachers also got a positive impact from the *Sekolah Penggerak* program, it is known that only 1 out of 5 English teachers preferred to use

Merdeka Belajar curriculum with the *Sekolah Penggerak* program rather than the 2013 curriculum because she felt she could explore her potential and made teachers develop. But 4 teachers preferred to use 2013 curriculum for various reasons, such as more familiar and easier to apply. Marmoah *et al* (2022) in her research stated there was inadequate teachers' preparation so they do not really understand and lack of material sources in implementing *Sekolah Penggerak* program.

The discussion related to the second research question, teachers also faced several challenges in implementing the *Sekolah Penggerak* program which the researcher have classified into eight points; one of them is the teacher confused in running the *Sekolah Penggerak* program as this program is new; there was no previous example in running this program. The teachers are also confused how to implement this program as it has high expectation for the outcomes; then, the problems raise because there is no definite format and rule of the *Sekolah Penggerak* program.

Besides the confusing in implementing the program, the researcher also found that English teachers had a lack of knowledge in making teaching module. The teaching module which incidentally was the most important item which was also a guidance in carrying out teaching and learning activities in the classroom was also still not clear in its format. In this case, there was no definite example of a teaching module from the Ministry of Education, Culture, Research, and Technology, so teachers must make their teaching module based on the required

content of the *Sekolah Penggerak* program by looking for from various sources to create a teaching module.

Besides the changes in teaching module, a significant difference between ordinary schools and *Sekolah Penggerak* was in the teaching style which teachers were required to organizing differentiated learning according to the abilities, interests, talents, and learning styles of students. However, the respondents found it was very difficult to realize because the students were very diverse, so it must difficult to teach and differentiate teaching styles from one student to another. Marmoah *et al* (2022) in her research also explained that learning system in the *Sekolah Penggerak* program was still not positive and had not directly provided optimal quality in learning in schools. However, in this case, the teachers were required to carry out a diagnostic assessment before learning started to find out the learning style of each student but teachers still provide the same treatment in teaching because it was hard to realize differentiate teaching.

In addition, based on the results of the research, the researcher also found other challenges felt by teachers, namely difficult in scheduling because teachers at *Sekolah Penggerak* need to make two types of learning which was intra-curricular learning and project learning that aimed to strengthen the Pancasila student profile (P5). In carrying these two types of learning, teachers had difficulty in dividing the schedule between them.

Another challenge was the lack of teacher competence, where the teacher was the most important component in running the program, but unfortunately,

there were still problems in terms of teacher competence especially in carried out P5, there was only a few teachers took the initiative to run the project, while others chose to be apathetic and unhelpful in carrying out the project.

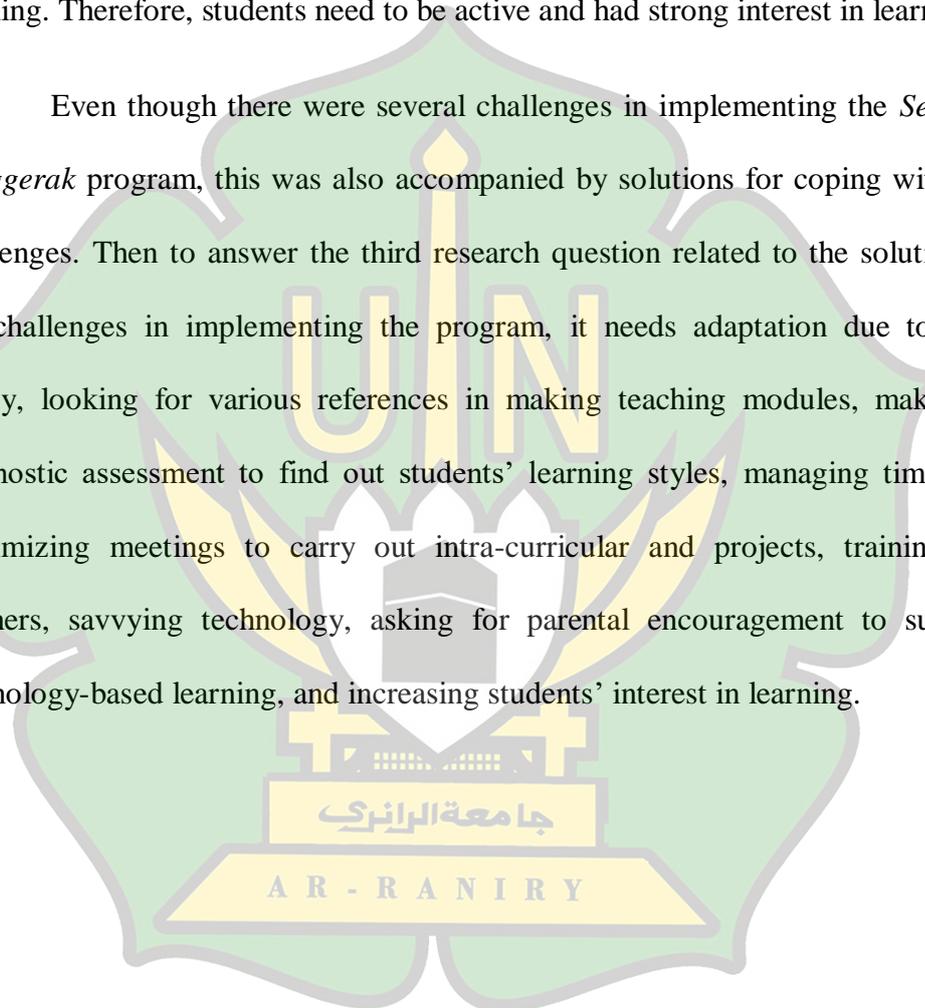
In addition, there were also challenges in terms of low technological mastery, even though one of the outputs of the *Sekolah Penggerak* program was to accelerate the digitization. However, in its implementation, technology had not fully implemented and had some obstacles, which was more specifically for old teachers who were technology stutterers and lazy to use technology because they were used to traditional teaching methods and comfortable with it. For this, Sumarsih *et al* (2022) suggested to change the mindset of teachers so they could get out of their comfort zone in order to make this program implementation is not in vain and teachers must encourage other teachers to implement this program together.

Besides the challenges in using technology from the teacher's side, there was also challenge in using technology from the student's side where there were lower-class students which did not have access to technology because they did not have smartphones, even though learning in *Sekolah Penggerak* demanded to be digital, this was still difficult for students to pursue it because their economic background.

The last challenge was lack of interest in learning while *Sekolah Penggerak* program required students to be active and must be able to realize the Pancasila student profile. However, students' interest in learning was low and

lazy, sometimes there were also students with special needs which was also being a challenge for teachers. Sumarsih *et al* (2022) hoped that students could develop according to their potential and abilities by the *Merdeka Belajar* curriculum, so students could get critical, quality, expressive, applicable, varied, and progressive learning. Therefore, students need to be active and had strong interest in learning.

Even though there were several challenges in implementing the *Sekolah Penggerak* program, this was also accompanied by solutions for coping with the challenges. Then to answer the third research question related to the solution to the challenges in implementing the program, it needs adaptation due to new policy, looking for various references in making teaching modules, making a diagnostic assessment to find out students' learning styles, managing time and maximizing meetings to carry out intra-curricular and projects, training for teachers, savvying technology, asking for parental encouragement to support technology-based learning, and increasing students' interest in learning.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions based on finding and discussion. The researcher describes numerous conclusions based on the finding of the research. Then, provides some suggestions that might be useful for the teachers, policy maker in education, future researchers, and also for the readers.

A. Conclusions

Based on the results of the research and data analysis that has been done, this research could draw the following conclusions to answer research question 1, 2, and 3:

1. English teachers' experience in implementing the *Sekolah Penggerak* program was very confusing, especially at the beginning. They confused in running the program, realizing P5, preparing lesson plans, using textbooks, and teaching styles. However, English teachers also had positive impacts from this program, such as making teachers more updated, improving teaching performance, presenting a non-monotonous learning style, and using technology. But, 4 out of 5 English teachers preferred to use the 2013 curriculum than *Sekolah Penggerak* program.
2. The challenges in implementing the *Sekolah Penggerak* program were confused in implementing the program, lack of knowledge in making teaching modules, hard to organize differentiated learning, difficult in scheduling, lack of teacher competence, low technological mastery, lower-class students, and lack of interest in learning.

3. The solutions in coping challenges are teachers need adaptation due to new policy, looking for various references in making teaching modules, making a diagnostic assessment before learning begins to find out students' learning styles, managing time and maximize meetings to carry out intra-curricular and projects, training for teachers, savvy technology, asking for parental encouragement to support technology-based learning, and increasing students' interest in learning.

B. Suggestions

This research presents a new topic that can give a beneficial impact on various stakeholders, such as English teachers, education policy makers, researchers, readers and students. For researchers herself, it also provides an advantage where researchers can find out and explore more about this program and can convey it to others through writings. Previously, there was no research that presented insights from English teachers regarding this topic, so this research provides an insight of the perceptions and experiences faced by English teachers in implementing this program with primary data obtained through interviews and observations and supported by secondary data from literature.

This research presented quite a lot and extensive discussion about the implementation, challenges, and solutions faced by English teachers in implementing the *Sekolah Penggerak* program, so the analysis of this research was not in-depth due to time constraints and lack of access where the researcher used semi-structured interview that did not delve deeper and only observed at one meeting. This research also did not include all of the English teachers at *Sekolah*

Penggerak for the junior high school category in Banda Aceh; instead, the researcher only took one teacher from each school. As a result, this research can not be used as a general phenomenon because teachers' perceptions differ depending on their perceived level of experience and their geographical location.

The researcher also provided some suggestions or input to various parties, namely as follows:

1. For the teachers, they are expected to be able to carry out the program well, improve their motivation and competence, attend workshops about the *Sekolah Penggerak* programs; especially about technology and teaching methodology, so teachers can find out the learning styles and needs of students, be innovative in advancing education in Indonesia, and be able to overcome the challenges in implementing the *Sekolah Penggerak* program.
2. For the education policy maker, it is crucial to provide the definite formats and technical guidelines related to the *Sekolah Penggerak* program to make teachers easier, hold workshops and socializations intensively about the *Sekolah Penggerak* program which is useful for increasing teacher understanding and competency, as well as conduct periodic monitoring and evaluation.
3. For future researchers, the researcher hopes that there will be more related research in the future related to the *Sekolah Penggerak* program, considering that this topic is also a new thing that is still hotly discussed. Due to the imperfection of this research, the researcher hopes that other studies will delve deeper into this theme thoroughly, which can help teachers to answer the

challenges faced in implementing this program. It is hoped that further researchers will dig more about the *Sekolah Penggerak* program and this research can be a reference.

4. For students, it is hoped that they can increase their interest in learning and be more active in learning by using the *Sekolah Penggerak* program so they can maximize their potential and be able to be the nation's next generation with the Pancasila student profile character.



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Appendix A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11789/UN.08/FTK/KP.07.6/09/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022

Menetapkan
PERTAMA : Menunjuk Saudara:

1. Syarifah Dahlana, Ph.D. Sebagai Pembimbing Pertama

2. Siti Khasinah, S.Ag., M.Pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nada Nafira Almanzani

NIM : 180203137

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Implementation of Sekolah Penggerak Program: An insight from English Teachers

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 September 2022
Dekan


Safrudin

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10482/Un.08/FTK.1/TL.00/08/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala SMPN 2 Banda Aceh
3. Kepala SMPIT Nurul Ishlah
4. Kepala SMPN 18 Banda Aceh
5. Kepala SMPN 14 Banda Aceh
6. Kepala SMP Budi Dharma

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NADA NAFIRA ALMANZANI / 180203137**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jalan Lamgangang, Perumahan Pondok Asoka Pyramid, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Implementation of Sekolah Penggerak Program : An Insign from English Teachers***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Agustus 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Habiburrahim, M.Com., M.S., Ph.D.

Appendix C Recommendation Letter from Education Office to Conduct Field Research



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl.P.Nyak Makam No. 23 GP. Kota Baru TELP/FAX. (0651) 7555136, 755513
E-mail: dikbud@bandaacehkota.go.id Website: dikbudk.bandacehkota.go.id

Kode Pos: 23125

SURAT IZIN
NOMOR : 074/A4/5013
TENTANG
PENELITIAN

Dasar : Surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor: B-10482/Un.08/FTK-1/TL.00/08/2022 tanggal 18 Agustus 2022, perihal Penelitian Ilmiah Mahasiswa.

MEMBERI IZIN

Kepada :
Nama : **NADA NAFIRA ALMANZANI**
NIM : 180203137
Jurusan Prodi : Pendidikan Bahasa Inggris.
Untuk : Melakukan penelitian ilmiah pada SMP Negeri 2, SMP Negeri 14, SMP Negeri 18, SMPIT Nurul Ishlah dan SMP Budi Dharma Kota Banda Aceh dalam rangka menyusun skripsi dengan judul :

"The Implementation of Sekolah Penggerak Program: An Insight From English Teachers".

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Harus mengikuti protokol kesehatan yang ketat.
3. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil penelitian sebanyak 1 (satu) eksemplar kepada pihak sekolah.
4. Surat ini berlaku sejak tanggal 7 November s.d 7 Desember 2022.
5. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan penelitian tepat pada waktu yang telah ditetapkan.
6. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk mahasiswa yang benar-benar telah melakukan penelitian.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 7 November 2022 M
12 Rabiul Akhir 1444 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,



WIBUSANTI, S.Pd, M.Si.
Pembina

NIP.19760113 200604 2 003

Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fak.Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
2. Kepala SMPN. 2, SMPN. 14, SMPN. 18, SMPIT Nurul Ishlah dan SMP Budi Dharma Kota Banda Aceh.

INTERVIEW INSTRUMENTS

THE IMPLEMENTATION OF *SEKOLAH PENGGERAK* PROGRAM: AN INSIGHT FROM ENGLISH TEACHERS

I. Interview Descriptions

- a. This interview was conducted to obtain information about the implementation of *Sekolah Penggerak* program: an insight from English teachers. Therefore, it is expected that the participation of respondents to provide complete and clear information.
- b. This interview is not intended to test or assess the respondents, the results of this interview are only used for thesis research purposes.
- c. The results of this interview will not have any effect, especially the negative things on the respondent, and the identity of the respondents will be kept secret by the research principles. Therefore, the cooperation is expected to answer all interview questions properly and seriously.

II. Identity of Respondent

Day/Date	: / 2022
Time	: until
Location	:

Name/Initial :
Code :
Gender :
Institution :

-
- I. The Implementation of *Sekolah Penggerak* Program
 1. How is the implementation of *Sekolah Penggerak* program?
 2. What are your experiences regarding the implementation of *Sekolah Penggerak* program?
 3. What is the impact of *Sekolah Penggerak* Program for you?
 4. Do you prefer to teach with this program or with the previous curriculum?
 - II. The Challenges in Implementing *Sekolah Penggerak* Program
 1. What are the challenges in implementing *Sekolah Penggerak* program?
 - III. The Solutions to the Challenges in Implementing *Sekolah Penggerak* Program
 1. What is your solution to the challenges in implementing *Sekolah Penggerak* program?

OBSERVATION SHEET

THE IMPLEMENTATION OF *SEKOLAH PENGGERAK* PROGRAM: AN INSIGHT FROM ENGLISH TEACHERS

Name/Initial :
Code :
Gender :
Institution :

No	Description of Observed Indicators	Appearance		Comment
		Yes	No	
1.	Implemented the <i>Sekolah Penggerak</i> program			
2.	Strong school human resources			
3.	Teaching module with <i>Sekolah Penggerak</i> form			
4.	Organizing differentiated learning			
5.	Student-centered			
6.	Project-based learning			
7.	Utilizing technology			
8.	Realizing Pancasila student profile			
	a. Students believe and fear God and have a great attitude			
	b. Globally diverse students			
	c. Students are independent			
	d. Students can work together			
	e. Students are creative			
	f. Students can think critically			

Appendix F Documentation of Research



AUTOBIOGRAPHY

1. Name : Nada Nafira Almanzani
2. Place / Date of Birth : Lhokseumawe, October 11th 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Perumahan Asoka Piramid No.144, Jl.
Lamgapang, Kec. Krueng Barona Jaya, Kab.
Aceh Besar
7. Email : 180203137@student.ar-raniry.ac.id
8. Occupation : Student of English Language Education of
Ar-Raniry Islamic State University
9. Parents
 - a. Father's Name : Dr. Hermansyah, SKM., MPH
 - b. Mother's Name : Helly Susanti, SKM., M.Pd., Ph.D
 - c. Father's Occupation : Lecturer
 - d. Mother's Occupation : Widyaiswara
 - e. Address : Perumahan Asoka Piramid No.144, Jl.
Lamgapang, Kec. Krueng Barona Jaya, Kab.
Aceh Besar
10. Educational Background
 - a. Elementary School : SDIT Nurul Ishlah
 - b. Junior High School : SMPIT Al-Fityan School Aceh
 - c. Senior High School : MAN Model Banda Aceh
 - d. University : Government Science Syiah Kuala
University
Education and Teacher Training Faculty of
Ar-Raniry Islamic State University, English
Language Education Department

Aceh Besar, 21 November 2022
The Writer

Nada Nafira Almanzani