



STRENGTHENING THE LEARNING COMMITTEE OF SCHOOL MOVEMENT PROGRAM

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Abstract

Center for the Development and Empowerment of Kindergarten Educators and Education Personnel as well as the Ministry of Education and Culture's National Education Office. The purpose of this activity is to increase the knowledge and ability of school supervisors, principals and selected teachers in the first grade school mobilization program. The implementation method uses focus group discussions which are packaged in a face-to-face form. conversation event. A total of 22 participants consisted of supervisors, principals and teacher representatives from learning committees from 4 secondary schools. The activity was carried out at Putra Persada Junior High School. The activities that were packaged in exposure sessions and question and answer sessions showed the enthusiasm of the participants to gain knowledge and views on the implementation of the operational curriculum of each educational unit. Participants gain broader insights and get simple guidelines that can be applied by the school curriculum in their respective schools.

Keywords— *learning committee, group discussion forum, driving school*

PRELIMINARY

Policy reform in all education sectors will not succeed without changing the model of school implementation. The reforms carried out by schools can be started from existing driving schools so that they can become examples in learning activities. The School Motivation Program (PSP) with a legal basis based on the Decree of the Minister of Education and Culture Number 162 of 2021 is one of the efforts to realize the vision of Indonesian Education in realizing a sovereign, independent, and progressive Indonesia through the creation of a Pancasila Student profile (Decree of the Head of the Research and Development Agency and Bookkeeping Number 028/H/KU/2021, 2021). PSP focuses on developing holistic student learning outcomes that include literacy and numeracy competencies as well as character, starting with school principals and outstanding teachers. The hope to be achieved in the target school program is to realize the vision of Indonesian education.

PSP is a refinement of the previous school transformation program. The school transformation that has been carried out is expected to increase the speed of education units in order to improve the quality of education. PSP will develop public and private schools throughout Indonesia to move 1 to 2 levels again. PSP is carried out in stages and is integrated with the education ecosystem so that all schools in Indonesia become the Driving School Program.

Teachers whose schools are included in the PSP will deliver material from various directions. Teachers will also create a variety of fun activities that include critical, collaborative, and creative reasoning skills. The characteristics of a driving school are: Having a principal who understands the student learning process and is able to develop teachers. A driving school is a school that has a principal who can not only manage school operations, but also understands the student learning process and becomes a mentor for the teachers at the school. On behalf of students. The driving school has a teacher at the child's side. Driving schools have teachers who

understand that every child is different and has a different way of teaching. So he teaches at the appropriate level for the child and the appropriate level for the child. That is the hallmark of a driving teacher. Generating Student Profiles Schools that motivate are able to produce profiles of students who are virtuous, independent and independent, able to think critically, creatively, collaboratively, and have the spirit of national and global diversity. Community support. The community around the school supports the educational process in the classroom. Starting from parents to community leaders, local government. All of them support the quality of student learning.

The presence of a driving school is expected to improve the quality of student learning outcomes throughout Indonesia by using a prototype curriculum which was later approved by the Minister of Education under the name independent curriculum. The Ministry of Education and Culture in the next few years will encourage the presence of thousands of Driving Schools by implementing an independent curriculum. These schools will drive other schools in their ecosystem to become the next Driving School.

To support the process of implementing driving schools throughout Indonesia, Kemdikbudristek launched the Motivation Organization Program (POP). POP empowers the community through government support to initiate the presence of a Motivational School (KEMDIKBUD, 2021). This is done by improving the quality of teachers and principals based on a training model that has been shown to be effective in improving the quality of student learning processes and outcomes. Implementation of the Organizational Motivation Program is carried out by involving several community organizations engaged in education, especially organizations that have a good track record in implementing training programs for teachers and school principals. This Mobilizing Organization is part of the fourth episode of the Ministry of Education and Culture's Free Learning policy.

The driving school program is a new policy in which supervisors, principals and teachers are still confused. Kemendikbudristek currently issued a policy that is different from the previous policy. The policy is a pattern and process of mentoring for schools that are classified as driving schools for 3 years from the time they are designated as driving schools. Every month a strengthening or training is held that aims to improve understanding of the implementation of the driving school program.

The problems faced by the couple are:

1. There is still not maximal understanding of the principal in the implementation of the driving school program. This is primarily an area of student-centred curriculum, teaching tools and teaching.
2. There is still not a maximum understanding of school supervisors in implementing the driving school program.
3. The understanding of school teachers is still not optimal in implementing the driving school program. This is primarily an area of student-centred curriculum, teaching tools and teaching.

In this community service activity, the abdimas team will present several materials with the aim that participants can freely use learning to develop their professional potential. Reflect on the competencies that have been owned and make a learning plan from the results of the reflection carried out. Participants will then better understand the goals of school leadership and teacher professional development.

In addition to reports on community service activities as a complement to the implementation of community service activities, the outputs produced from these community service activities are:

1. Designing individual and group competency development based on reflection results.
2. The results of reflection related to school leadership competencies and teacher competencies individually or in groups.
3. Mapping the challenges and opportunities faced in developing competence.

RESEARCH METHODS

This collaborative activity is carried out in the form of face-to-face with the application of Focus Group Discussion (FGD) techniques. This FGD was held in lecture sessions, worksheets and question and answer sessions as an assessment. Presentation session by the author on the competency model of school and teacher leadership according to Perdirjen 6565/B/GT/2020, strategies for reflecting competencies, making competency development plans.

The activity was carried out at the Putra Persada Middle School. A total of 22 participants consisted of 4 principals, 16 learning committee teachers and 2 school supervisors. All activities start from 09.00 WIB to 06.00 WIB

16.00 WIB. The duration of the presentation of the material by the author is 60 minutes. After the presentation, the session continued with a worksheet session by the participants. Then proceed with questions and answers. After the question and answer session, the results of the work on the LKS were posted on the blackboard and then each participant gave input.

RESULTS AND DISCUSSION

With a period of more than 8 jp. The activity began with the inauguration of representatives from the Center for the Development and Empowerment of Educators and Kindergartens as well as the Education Office for Special Education, the Education Office. Then proceed with the registration of participants, the main event led by the author, followed by working on worksheets, discussions and questions and answers, and ends with conclusions and closings. In detail, these activities are arranged as in table 1.

Table 1. Schedule

Time	Activity
09.00-09.15	Preamble (agreement, reassurance, introduction)
09.50-10.20	Self-guided learning Reflection on self-competence (10') Read Perdirjen 6565/B/GT/ 2020: Competency Models in Teacher Professional Development and the basic document of competency model thinking (30') Answering reading material reflective worksheet questions (20') Competency case study analysis (30')
10.35-11.55	Self competence Reflective Discussion of Guided Self-Learning (20') Identification of self-competence (30') Reflection on the results of self-competence (20')

13.00-14.20	Competency development The importance of self-development (20') Competency development plan (25') Sharing the results of the competency development plan (35')
14.20-14.50	Sharing good practices (30')
15.20-16.00	Self reflection and closing

The activity began with an inauguration by the Deputy Head of the Education Office, then continued with an introduction to the participants, presentation of the theme and the purpose of strengthening the learning committee. Today's topic of strengthening the learning committee is competency reflection and preparation of lesson plans. Participants are expected to take reflective actions related to individual and group competencies. Participants will use the results of this reflective action as a guide for designing individual and group competency development plans.

The next activity is carried out by making class agreements so that the training process runs smoothly. Expected agreements are: Arrive on time, Actively participate in discussions, Respect other participants' opinions (all opinions and questions are valuable), Use of cell phones only when outside of class - activate silent mode, Keep the class and environment clean. the environment in which the learning committee is established, Return the provided equipment to the equipment holder.

The activity was continued by explaining and understanding the material presented by the author, namely: contemplation competence starting from oneself. This activity is carried out by filling out a worksheet and lasts for

10 minutes. Then participants were instructed to read two teaching materials that had been distributed, including Perdirjen 6565/B/GT/2020: Competency Models in Teacher Professional Development and basic documents of thinking competency models. Module readings were carried out for 30 minutes. Next, participants reflect by answering the questions contained in the reflective question worksheet for reading material. Reflection activities last for 20 minutes. Finally, participants can analyze the case study according to the instructions on the case study worksheet. The case study was conducted for 30 minutes.

School leaders receive guide sheets for learning activities for guided materials, teaching materials for Perdirjen 6565/B/GT/2020, rational documents for school leadership competency models, LKS for reflective reading materials, and LKS for schools. leadership. Teachers receive guide sheets for guided learning activities, teaching materials for Perdirjen 6565/B/GT/2020, rational documents for teacher competency models, reflective worksheets for reading materials, and case study teacher worksheets.

The activity was continued with a classical discussion of the results of reflection questions answered by the participants of guided self-study activities to identify their respective competencies. Each participant was asked to fill out a leadership worksheet that needed to be done as a school principal or as a teacher. These worksheets are given by the abdimas team according to their respective statuses. The duration of the worksheet is 20 minutes. This worksheet focuses on teacher leadership in managing the classroom. Then explore what teachers have done in their respective schools regarding academic leadership during the teaching and learning process.

After participants know their respective competency positions, participants are then instructed to assess their own competencies. The worksheets also contain guiding questions to help participants carry out the assessment. After writing down the results of the self-assessment, invite participants to share their reflection stories with the partner next to them. Ask participants to pair up first and start telling stories. Give yourself 5 minutes before signaling to change the story. The abdimas team members can walk around and monitor the sharing process in the group if there are questions or something that is needed.

The implementation procedure is for each participant to tell about the leadership practices implemented in their respective schools. This practice starts from policies, leadership styles, and coaching that is carried out by school principals to teachers and education staff. Each participant is asked to tell a story for a maximum of 10 minutes. If one person tells a story, the others listen and then offer suggestions or questions. The abdimas team instructed the participants to take notes and reflect on the good practices presented by other participants. It is hoped that it will become additional knowledge about principal management practices and can be applied in their respective schools.

The author invites participants to reflect more deeply on the similarities and differences in competencies contained in the current competency and competency models of participants. These similarities and differences become a bridge to determine the importance of competency development. The abdimas team guides participants' reflection by asking the following questions: 1. Please raise your hand if there are similarities between the competencies in the competency model and your competencies on the self-check competency answer sheet. (wait for participants to raise their hands). What competencies or abilities do you have in common? (ask some participants). 2. Please raise your hand if there is a difference between the competencies in the competency model and the competencies on the self-check answer sheet. (wait for participants to raise their hands). What's the difference? (ask some participants). 3. What is the cause of the difference in efficiency?

The author invites participants to make a self-development plan to make plans for the future. The plan in question is a self-competence development plan. This self-development plan is expected to be able to make participants have all the competencies as school leaders and teachers. Before making a competency development plan, it is very important for participants to understand some of the important points in writing a development plan.

Participants are expected to be able to make plans that can be implemented within a certain period of time (emphasize the part in bold). It is recommended that participants make a development plan within a maximum period of three months, so that they can focus more on working on the plan that has been designed. Please use the results of your competency reflection to be able to determine the competencies you want to develop. Participants can create a development plan for more than one competency. The competency development plan worksheet is presented in the following diagram:

The abdimas team invites participants to share good practices that have been implemented to support the implementation of learning communities and the adoption of new learning paradigms. The author invites participants to share good practices. Good practice is something that participants have done to support the implementation of learning communities and the adoption of new learning paradigms. This session became very interesting because each teacher representative from the school had an interesting and different practical story. In order to create a more efficient and optimal learning process.

The abdimas team invites participants to do individual reflections about the participants' roles as learning committees and the concrete actions they want to take in the future. Reflection is an important component in every activity (Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 371/M/2021 concerning School Motivation Program, 2021). To guide participants to reflect, participants can present three things: 1. So far, what activities or things have you done as a learning committee? 2. Of the

various things that have been done, what do you and your mother think was the most effective?
3. What you want to do is different from before.

The abdimas team invites participants to review the activities that have been carried out today. Invite participants to start entering the closing session. Hopefully the competency development plans made by the participants can be achieved and are able to master the competencies as school leaders and teachers. After the participants got a lot of things related to the professional competence of the fathers and mothers, now is the time for us to evaluate the results of the consolidation of this first learning committee. The abdimas team closed the reflection session and strengthened the learning committee. Only with passion and good cooperation, we will be able to lead our schools towards educational transformation. Thus, we have concluded the consolidation of the learning committee for today.

CONCLUSION

The community service activities carried out by the authors conclude that they produce the following products:

1. The results of reflection related to school leadership competencies and teacher competencies individually or in groups.
2. Designing individual and group competency development based on reflection results.

SUGGESTION

There is a need for additional skills for students.

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