

The Role of Sekolah Penggerak in the Implementation of the Early Childhood Education Curriculum: A Literature Review

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ABSTRACT

The implementation of the Independent Curriculum at the Early Childhood Education (PAUD) level requires the role of educational units that will be the drivers of change in learning practices. This driving school program is presented as a policy that supports education, including at the PAUD level. This study aims to examine the role of sekolah penggerak in the implementation of the PAUD curriculum through a literature review. The research method used is a literature study by reviewing various sources in the form of scientific articles, books, policy documents relevant to the topic of sekolah penggerak and the PAUD curriculum. The results and discussion indicate that sekolah penggerak play a significant role in strengthening child-centered learning, improving educator competency, strengthening principal leadership, and implementing the PAUD Pancasila Student Profile (P5) strengthening project. Suggestions for further in-depth study should be carried out using field studies to obtain a more complete picture of the role of teachers in implementing the PAUD curriculum and to identify any obstacles teachers face in implementing the curriculum.

Keywords: Sekolah Penggerak, Curriculum, PAUD, literature study

1. INTRODUCTION

Early Childhood Education (Early Childhood Education) is an educational stage that plays a very important role in forming the foundation of a child's development. The early childhood period, ranging from zero to six years, is often referred to as the golden age, where various aspects of a child's development experience very rapid growth (Santrock, 2022). At this stage, appropriate stimulation, quality education, and a conducive environmental support will have a significant influence on the child's cognitive, physical-motor, language, social-emotional, moral, and spiritual development. The presence of a comprehensively, holistically designed Early Childhood Education curriculum that aligns with children's characteristics becomes very important to ensure that every child's potential can develop optimally from an early age. The Early Childhood Education curriculum also views early childhood education as a process that must be carried out comprehensively and integratively, meaning all aspects of a child's development should not be separated from one another but must support and develop in a balanced manner. The Indonesian government recognizes the importance of improving the quality of education at the Early Childhood Education level as a foundation for success in subsequent educational levels. Sekolah Penggerak are the government's effort to accelerate educational transformation by encouraging improvements in learning quality and student learning outcomes at all educational levels, including Early Childhood Education.

Sekolah Penggerak are schools that implement instructional leadership principles that emphasize collaboration, innovation, and strengthening teacher competencies in designing enjoyable, contextual, and relevant learning to meet students' needs (Suryana, 2022). Sekolah Penggerak are designed to become models and centers of good practices for other educational units. These schools act as catalysts for change by implementing various learning innovations, strengthening the capacity of principals and teachers, and fostering a reflective culture in the school environment. The role of Sekolah Penggerak in this regard becomes very important. Sekolah Penggerak are expected not only to be policy implementers but also as agents of change capable of inspiring, guiding, and mentoring other Early Childhood Education units in adopting the Curriculum. The role of Sekolah Penggerak in curriculum transition is also inseparable from various challenges. Implementation in this transition is not easy. Several obstacles arise in the implementation of the current curriculum transition.

One of the obstacles is the limitation of facilities and infrastructure, which becomes a significant barrier in implementing the Curriculum in Early Childhood Education. An ideal learning environment should be able to provide varied, creative, and challenging play and learning experiences for children. Many Early Childhood Education institutions have very minimal available facilities. Educational play equipment, learning media that support exploration, and child-friendly classrooms are often not adequately available. This limitation directly impacts the quality of learning received by children, where the exploration and creativity processes that should be the core of learning become difficult to realize. Similar findings were also noted in research conducted by Fitriyani et al. in 2024, where teachers still face challenges in adapting to curriculum updates, with resource conditions, both financially, being a special concern in providing good facilities and infrastructure to support curriculum implementation. Therefore, studies discussing the role of Sekolah Penggerak in supporting Early Childhood Education curriculum implementation become important to provide conceptual and empirical overviews based on various existing research results and policies. Based on the background above, this article aims to examine the role of Sekolah Penggerak in the Implementation of the Independent Curriculum at the Early Childhood Education level through a literature study.

2. METHOD

The type of research used is a literature study research. A literature study is research that collects data from previous literature studies related to the research topic, and the technique for solving the main problems is carried out in-depth on relevant sources. As expressed (Anshori & Iswati, 2019), a literature study is a form of research by finding various studies that have a connection with what will be discussed, searching for research methods and techniques, data collection methods and techniques, and then analyzing them.

Nazir (2014) explains that a library study is a data collection technique utilizing various book sources and related literature that have a connection with the researcher to be solved. This library study is an important step, where the researcher will determine the topic in the research. The library study focuses on research dominated by non-field data collection while covering the researched object and the data used to discuss it, as the main (primary) object as well as secondary.

The research technique carried out by the researcher in conducting the research is by using the literature study technique, which is a technique that collects relevant sources and supports the research studied by the researcher using secondary data, namely data taken from documents containing information for the continuity of the research process. The document sources taken are special reference sources, namely journals, research bulletins, theses, and others. After obtaining the necessary data, it will be continued by analyzing the data. The obtained data is processed and analyzed according to the research objectives and questions.

According to Kartiningrum (2015), start with research result materials that are sequentially considered from the most relevant, relevant, and sufficiently relevant. Another way can also be by reading the abstract of each research first to provide an assessment of whether the discussed problem aligns with what is to be solved in the research, for example, by looking at the research year starting from the most recent and gradually going back to older years.

3. RESULTS AND DISCUSSION

Based on the research analysis, the following results were found:

1. Sekolah Penggerak Play a Role in Strengthening Child-Centered Learning Practices

Learning is no longer oriented solely to academic achievement but to the holistic development of the child. Teachers are encouraged to provide space for creativity and child participation. Creating a pleasant learning atmosphere is necessary for learning to run effectively and efficiently. If children consider learning boring, annoying, or even painful, then children will learn with negative things (Nurfadillah & Dea, 2024).

Sekolah Penggerak play an important role in strengthening child-centered learning practices through learning transformation that places the needs, potentials, and characteristics of students as the main focus. This is realized by encouraging teachers to apply differentiated learning, so each child gets

a learning experience that matches their developmental stage, interests, and learning style. Differentiated learning is the application of child-centered learning. Teachers act only as facilitators who direct children in the learning process because each child has diverse abilities (Nafisa & Ruqqoyah, 2023). The main principle in implementing the Early Childhood Education curriculum is child-oriented (child-centered approach). The child-centered approach places the child as an active subject in learning, not just a recipient of knowledge. Children are given opportunities to explore, ask questions, and find meaning from the learning experiences they have (NAEYC, 2020).

In addition, Sekolah Penggerak emphasize active, meaningful, and contextual learning, where children are directly involved in the process of exploration, questioning, trying, and reflecting on learning. Teachers act as facilitators who guide and accompany, not just as material providers. The learning environment is also designed to be safe, enjoyable, and inclusive so that children feel valued and have opportunities to develop optimally. This aligns with the opinion of Putri, M. R & Arismunandar (2024), that Sekolah Penggerak act as pilot projects, becoming the main examples in implementing the Independent Curriculum. In this case, these schools must demonstrate excellence in all aspects of curriculum implementation, from learning methods to data-based planning. The learning process must reflect the principles of the Independent Curriculum, emphasizing creativity, critical thinking, and active student involvement.

Not only teaching, teachers also need to be motivators for their students. Giving rewards to children is also part of learning, thus helping children to be more confident. Teachers play an important role in providing encouragement and motivation to students during the learning process by giving awards for student achievements. Assessments regarding praise, applause, and special awards. For example, if a student is brave enough to present themselves in front of the class, the teacher will give an award with praise or applause. With such awards, students feel supported and motivated to continue forward. Teachers need to inspire students to learn by providing support through awards for student activities, such as applause, awards, and praise (Nurfadillah & Dea, 2024).

Teachers as agents of change are teachers who not only pay attention to students' academic lessons but also teach moral and ethical values to them. Teachers can play an important role in helping shape students' character towards positive attitudes, such as responsibility, tolerance, discipline, cooperation, and empathy. Moreover, as agents of change, teachers can also introduce innovative learning methods to students to improve learning efficiency. By utilizing educational technology, teachers can increase students' interest in learning and engagement (Nurfadillah & Dea, 2024).

2. Sekolah Penggerak Play a Role in Improving Early Childhood Education Educator Competencies

Sekolah Penggerak play an important role in improving Early Childhood Education educator competencies through continuous and directed teacher capacity building. This program encourages educators to develop an understanding of child-centered learning, in accordance with the developmental stage, needs, and potential of each child. According to Jannati et al. (2023), competency improvement is carried out through training, mentoring, and learning communities that allow teachers to share best practices, reflect, and improve learning quality.

Early Childhood Education educators are also equipped with the ability to prepare meaningful learning plans, implement holistic child development assessments, and utilize media and the environment as learning resources. Driving teachers must always develop themselves by attending training, seminars on the independent learning curriculum, and following technological developments. In this case, teachers encourage student learning activities and find out what students like so that it can be applied in learning. For example, teachers link technology in learning such as asking students to do assignments in the form of photos and videos so that they can follow technological developments. It is very important for teachers to play a role that encourages self-development in the current technological era. A guiding teacher must always update themselves to keep up with the times. A teacher needs to improve and explore their abilities as a teacher independently. A teacher needs to consistently update themselves. Expertise in improving and strengthening the position as a teacher is a must for a teacher (Nurfadillah & Dea, 2024).

In addition, Sekolah Penggerak foster a lifelong learning culture for Early Childhood Education educators, so teachers not only improve pedagogical competencies but also professional, social, and personality competencies. With increasingly strong educator competencies, quality, inclusive, and child-oriented Early Childhood Education services can be realized optimally. Teachers play a role in

creating a discussion forum among fellow teachers and collaborating to improve learning quality. Collaboration among teachers is one of the programs in the independent learning curriculum. This is because in the long term, collaboration-based learning and interaction between teachers. One way to improve teacher competencies can be through teachers teaching other teachers (teachers teaching teachers) (Jannati et al., 2023).

Through training, mentoring, and learning communities, Sekolah Penggerak help. Self-development is a primary need for teachers who want to motivate. For teachers and students to develop better, driving teachers must continue to expand their knowledge through online and offline education and training. In addition, teachers also need to improve understanding by diligently reading books and journals, improving pedagogical competencies by attending training, collaborating with fellow professionals, and deepening knowledge about the latest technology in learning. Through self-development, driving teachers will apply the skills and knowledge gained in classroom learning for the benefit of students (Nurfadillah & Dea, 2024).

3. Sekolah Penggerak Play a Role in Strengthening Early Childhood Education Unit Principal Leadership

Principals are encouraged to become learning leaders capable of mobilizing teachers, collaborative culture, and creating a safe and enjoyable environment for children. Cooperation between teachers is needed for the program to be implemented successfully, because the program will not run smoothly without support from all involved parties. Schools that rank fourth are those with adequate facilities and infrastructure. According to research, it can be concluded that physical facilities are very important to support driving teachers in program implementation. This means that adequate facilities and infrastructure can also encourage optimal policy implementation. Existing facilities and supports can help increase professionalism, because facilities are tools to provide information or support knowledge development. If teachers are equipped with adequate facilities, then teaching insights will develop further. Inadequate facilities and infrastructure also become obstacles for teachers in achieving professional performance. A teacher will not be able to obtain new teaching materials without support from facilities and infrastructure (Nurfadillah & Dea, 2024).

Leadership strengthening is realized through mentoring, continuous training, and practice communities that help Early Childhood Education unit principals in managing the curriculum, building a positive learning culture, and creating a collaborative work climate. Early Childhood Education unit principals are also equipped with data-based decision-making abilities, so every policy taken is based on the real needs of students and educators. In addition, Sekolah Penggerak encourage Early Childhood Education unit principals to act as role models and facilitators for teachers, parents, and the community. With strong and child-oriented leadership, Early Childhood Education unit principals can mobilize the entire education ecosystem to jointly realize quality, inclusive, and sustainable Early Childhood Education services.

4. Sekolah Penggerak Play a Role in Supporting the Implementation of the Pancasila Student Profile Strengthening Project (P5) Early Childhood Education

With theme-based projects close to children's lives, life values such as mutual cooperation, independence, and environmental care can be instilled from an early age. Teachers involve students actively in learning with projects and project-based activities, allowing them to participate actively in the process. Teachers can also guide them in discovering and achieving their personal interests and goals. This needs to be done to ensure students can concentrate during learning, not get bored quickly, and feel safe and comfortable in class. In addition, teachers can create an enjoyable learning atmosphere for students by combining learning and play. This can increase students' enthusiasm to be more excited in following more interesting learning rather than just studying boring things. Enjoyable learning through active activities can increase students' interest in achieving learning goals optimally (Nurfadillah & Dea, 2024).

Sekolah Penggerak play a role in supporting the implementation of the Pancasila Student Profile Strengthening Project (P5) Early Childhood Education as a meaningful and contextual learning tool for early childhood. Through a project-based approach, children are given opportunities to learn through direct experiences that foster Pancasila values from an early age, such as faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

In its implementation, Sekolah Penggerak encourage Early Childhood Education units to design projects that match children's developmental stages, starting from the nearest environment and daily life. Teachers act as companions who facilitate children's exploration, play, and reflection, so learning feels enjoyable and not burdensome..otential for sustainability and replication in other madrasahs.

4. CONCLUSION

Sekolah Penggerak are schools that implement instructional leadership principles that emphasize collaboration, innovation, and strengthening teacher competencies in designing enjoyable, contextual, and relevant learning to meet student's needs Sekolah Penggerak are the government's effort to accelerate educational transformation by encouraging improvements in learning quality and student learning outcomes at all educational levels, including Early Childhood Education. There are 4 roles of Sekolah Penggerak in Early Childhood Education curriculum implementation: (1) Sekolah Penggerak play a role in strengthening child-centered learning practices. Learning is no longer oriented solely to academic achievement but to the holistic development of the child. Teachers are encouraged to provide space for creativity and child participation. (2) Improving educator competencies through continuous and directed teacher capacity building. (3) Strengthening principal leadership, principals are encouraged to become learning leaders capable of mobilizing teachers, collaborative culture, and creating a safe and enjoyable environment for children, and (4) Implementing the Pancasila Student Profile Strengthening Project (P5) Early Childhood Education. With theme-based projects close to children's lives, life values such as mutual cooperation, independence, and environmental care can be instilled from an early age.

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