



## The Mobilizing School Programme and its Implications for Students' School Well-Being in Primary Schools

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**Abstract:** The focus of the problems in this study are: (1) a general description of driving school and school well-being; (2) the implication of driving school programme to students' school well-being in primary school. This research uses a literature study method. The literature study research method is a research method by reading and analyzing readings related to the theme taken. The results of the study describe the intervention of the Driving School Program: (a) Consultative and Asymmetric Assistance, (b) Strengthening Human Resources in Schools, (c) Learning with New Paradigms, (d) Data-Based Planning, and (e) School Digitalisation. The driving school programme focuses on developing holistic student learning outcomes by realizing the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies. The intervention and focus of the driving school to realize the Pancasila learner profile has positive implications on aspects of school well-being, namely: (a) School conditions (Having) include things such as a safe physical environment, comfort, noise, ventilation, air temperature, (b) Social Relationships (Loving) social learning environment, student-teacher relationships, relationships with schoolmates, group dynamics, bullying, the relationship between home and school, decision-making at school, and the atmosphere throughout the school organization, (c) Health Status (health) is divided into the components of physical and mental illness, and Self-fulfilment (Being) This opportunity can be equal opportunities for all students to be part of the school community and make decisions about their existence at school.

**Keywords:** Driving School Program, School well-being

**Abstrak.** Fokus masalah dalam penelitian ini adalah: 1) Gambaran umum sekolah penggerak dan Gambaran school well-being 2) program sekolah penggerak implikasi terhadap school well-being siswa di sekolah dasar. Penelitian ini menggunakan metode studi literatur. Metode penelitian studi literatur adalah metode penelitian dengan cara membaca dan menganalisis bacaan yang berkaitan dengan tema yang diambil. Hasil dari penelitian mengurai intervensi Program sekolah penggerak: a) Pendampingan Konsultatif Dan Asimetris, b) Penguatan Sumber Daya Manusia di Sekolah, c) Pembelajaran Dengan Paradigma Baru, d) Perencanaan Berbasis Data, dan e) Digitalisasi Sekolah. Program sekolah penggerak berfokus pada pengembangan hasil belajar siswa secara holistic dengan mewujudkan Profil Pelajar Pancasila yang mencakup kompetensi kognitif (literasi dan numerasi) serta nonkognitif (karakter). Intervensi dan focus sekolah penggerak untuk mewujudkan profil pelajar Pancasila berimplikasi positif pada aspek school well-being yakni: a) Kondisi sekolah (Having) meliputi hal-hal seperti lingkungan fisik yang aman, kenyamanan, kebisingan, ventilasi, suhu udara, b) Hubungan Sosial (Loving) lingkungan pembelajaran sosial, hubungan siswa-guru, hubungan dengan teman sekolah, dinamika kelompok, perundungan (bullying), hubungan antara rumah dan sekolah, pengambilan keputusan di sekolah, dan suasana di seluruh organisasi sekolah, c) Status Kesehatan (health) terbagi menjadi kompenen sakit fisik dan mental, dan Pemenuhan diri (Being) Kesempatan ini dapat berupa kesempatan yang sama bagi semua siswa untuk menjadi bagian dari masyarakat sekolah dan membuat keputusan tentang keberadaannya di sekolah.

**Kata Kunci:** Program Sekolah Penggerak, School well being

## **Introduction**

Education in Indonesia according to the Education System No. 20 of 2003 states that 'National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life, national education aims to develop the potential of students to become people who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and democratic.' This includes all levels of education, even elementary school. In addition, this includes all levels of education, even elementary school.

In the world of education, which is used as a place to form the character of students there is still violence in schools. According to the International Centre for Research on women (ICRW) survey, cases of violence in Indonesian schools are higher than Vietnam (79%), Cambodia (73%), Nepal (79%), and Pakistan (43%) (Artati & Herdi, 2023).

Various phenomena in the school show the level of well-being that occurs because students have not been able to regulate themselves and adapt according to the norms that apply in the environment where students are (Artati & Herdi, 2023). Elementary school learners are those who are around 6-12 years old and this period is one of the determining factors for the academic foundation and psychological well-being or well-being of students in the future (Artati & Herdi, 2023). Learners who have high psychological adjustment can accept themselves, control themselves and their environment, find their meaning in life, realize their potential, and set future goals (Fadhilah, 2016).

According to Fadhilah & Rosiana, (2020) states that emotional problems and social problems experienced by students can affect low learning outcomes, one of the factors that influence school well-being. This shows that the condition of well-being in elementary school students is also influenced by the conditions of the learning environment of students called school well-being. in line with (Fadhilah, 2016) states that at the age of elementary school the student learning process, namely students becomes difficult to concentrate and pay attention in the learning process at school.

School well-being is a situation where a person can meet basic needs at school including several aspects, namely school conditions (having), self-fulfillment (being), and health status (health) (Konu & Rimpela, 2002). In the school well-being model developed by Konu and Rimpela (2002), it is explained that there is a relationship between learning and teaching on school well-being.

Based on the results of interviews that have been conducted in Field Practice, it can be seen that students often cannot answer questions given by the teacher during the explanation of the material, it can be seen that some students daydream when explaining the teaching material, leave the class and use mobile phones silently. This can indicate that students are less comfortable in a school environment that is less supportive of the learning and teaching process (Ade, Ikhwan & Okfrima, 2023).

Improving human resources can be done by improving the quality of education in Indonesia. The concept of 'Freedom of Learning' means that educational institutions should be free, and students should be encouraged to be creative and innovative. The mission of Indonesian education is to produce high-quality workers

who can compete in various fields of life. This concept was later accepted (Sibagariang, Sihotang & Murniarti, 2021: 89).

There are various programmes to improve the quality of education in Indonesia, one of which is the drumming school programme. Braking schools aim to achieve the vision of Indonesian education, which aims to make Indonesia advanced, sovereign, independent, and personality. The programme aims to produce students who adhere to the principles of Pancasila. The Mover Schools Programme is a refinement of the previous school transformation programme and will accelerate public and private schools across all school conditions to move 1-2 steps forward by focusing on the development of overall student learning outcomes, including skills (literacy and numeracy) and character. The Driving Schools Programme will be implemented in stages and integrated with the ecosystem until it reaches all schools in Indonesia (MoEC, 2021). The driving school programme can carry out a concept of improving the quality of education to meet the basic needs of students in schools.

The results of research by Faizah, et. al, (2024) on school well-being show that school well-being can be used as a reference to improve the school environment. The results of the study (Ade, Ikhwan & Okfrima, 2023) show that there is a relationship between school well-being and learning motivation of Class XI students of SMKN 3 Padang, if school well-being is low then student learning outcomes are also low. The results of research (Patilima, 2021) show that the driving school programme can be used as an effort to improve the quality of education. Based on this explanation, it is necessary to explore more deeply how the

impact of the driving school programme has implications for students' school well-being in elementary schools.

## **Methods**

This research uses the literature study method. Literature study is a literacy-based research method. Research is carried out by reading various available sources such as books, journals, theses, etc. When you have finished reading, the next step is to analyze the sources and then start the research process. When you have finished reading, the next step is to examine and also analyze the reading sources, and then the research process begins. The data used is data that comes from reading sources that have been read by researchers. The instruments used are books, articles, journals, etc. obtained through libraries or the internet. The data is collected by grouping the types of reading that are by the research topic being discussed.

## **Results and Discussion**

### **1. Students' School Well-Being**

The theory of school well-being is based on Allardt's theory (Allardt, in Konu & Rimpelä, 2002). Konu and Rimpelä (2002) developed a model of school well-being based on a study of literature on health, education, and psychology. Kurniasari (2005) discusses the definition of health derived from psychology. According to Kono and Rimpela (2002), school well-being is when a person can fulfill their basic needs at school, which include having, loving, being, and health. In the school well-being model developed by Konu and Rimpela (2002), it is explained that there is a relationship between learning and teaching in terms of school well-being. In addition,

the condition of students' homes and neighborhoods can also have an impact on students' schooling.

### **3. Aspects of School Well-being**

According to Konu & Rimpela, (2002) there are aspects of school well-being as follows:

- 1) School conditions (Having) include such things as a safe physical environment, comfort, noise, ventilation, air temperature, and so on. In addition, things like subjects and timetables, punishments, and services available at school are part of the learning environment.
- 2) Social Relationships (Loving) Social relationships include the social learning environment, student-teacher relationships, relationships with schoolmates, group dynamics, bullying, the relationship between home and school, decision-making at school, and the atmosphere throughout the school organization.
- 3) Health status (health) is divided into physical and mental illness components
- 4) Self-fulfilment (Being) Schools provide opportunities for self-fulfilment (being). These opportunities may include equal opportunities for all students to be part of the school community and to make decisions about their being at school.

### **2. Driving School Programme**

Drive schools are centered on improving overall learner outcomes. They build Pancasila student profiles with cognitive (literacy and numeracy) and non-cognitive (character) competencies. Drive school principals and teachers impact other education units. Minister of Education Nadiem Makarim later stated that mobilizing

schools plays an important role. It aims to achieve Indonesia's education vision, which is a school that focuses on developing overall student learning outcomes with the Pancasila student profile and starts with excellent Human Resources (teachers and principals) (Syafi'I, 2021). Principals and teachers are strengthened through the driving schools' programme, which is an important part of education restructuring and reform. Principals are an important part of revamping governance and are the drivers of every education unit. Through the creation of systems that support the improvement of education quality, learning will become meaningful and enjoyable (Zamjani, 2021: 38). The principal is a very important person in the development of education in schools. The success of a principal can be measured through the quality of education provided by educational institutions (Hope, 2016: 134).

### **4. Teacher Activator Programme**

On Monday, 2 January 2021, Minister of Education and Culture Nadiem Anwar Makarim launched the Merdeka Belajar Episode 7: Sekolah Penggerak Programme online in Jakarta. According to the Minister of Education and Culture (2021), the Sekolah Penggerak programme helps realize Indonesia's education vision by focusing on developing holistic student learning outcomes by building the Pancasila Learner Profile. Profil Pelajar Pancasila includes cognitive competencies (literacy and numeracy) as well as other cognitive skills (MoEC, 2021). Bulking is carried out by principals and teachers of the driving schools in other education units (MoEC, 2021: 6). According to Patiliama, (2021) there are five interrelated interventions in the mentor teacher programme, including the following:

- 1) Consultative and Asymmetric Assistance Consultative and asymmetrical assistance is a partnership programme between MoEC and local governments in which MoEC assists the implementation of Mobile Schools. The provincial and district/city governments will be assisted by MoEC through the UPT in each province in planning the Mobile School Programme. The UPT in each province will also assist local governments during the implementation of the Mover Schools, including helping them socialise with the necessary parties and resolving field constraints during implementation.
- 2) Strengthening human resources Training for principals, school supervisors, inspectors and teachers is provided by MoEC and consists of a training programme and intensive one-on-one coaching with expert trainers. This training includes 1) new paradigm learning implementation training for principals, supervisors, inspectors, and teachers; and 2) learning leadership training for principals, supervisors, inspectors, and teachers. The training is conducted once every year during the programme period. Teacher representatives undergo national training while other teachers receive in-house training.
- 3) Learning with the New Paradigm The new paradigm uses different learning principles to ensure that every student learns according to their needs and stage of development. The profile of students who learn Pancasila is one of faith in God Almighty and noble character, global diversity,

independence, sociability, critical and creativity.

- 4) Programme-based planning
- 5) School transformation through the driving school programme.

## **5. Scope of the Driving School Programme**

Five components make up the scope of a driving school. They are as follows:

- 1) Learning. The school will implement a new paradigm using a simpler and holistic model of learning outcomes, as well as differentiated learning approaches and learning at the appropriate level (TaRL).
- 2) Teachers will receive training and mentoring to improve their ability to implement the new paradigm. Through instructional leadership training, mentoring and consultation, principals ensure school management that favours learning. Capacity building also entails mentoring and training teachers to improve the quality of learning.
- 3) The Mobilising Schools programme will optimize the use of digital technology to assist principals and teachers.
- 4) Evidence-based planning and self-evaluation will be used to improve performance. Data on student learning achievement is provided by the Mobile School Programme in addition to assisting in the interpretation and utilization of data for programme and budget planning.
- 5) Partnership between central and local government through asymmetric and consultative mentoring In addition, the Mobilising Schools Programme will enhance the capabilities of supervisors in the regions. Supervisors will have the

ability to assist principals and teachers in managing schools to improve student learning outcomes (Zamjani et al., 2020: 41).

## **6. The Implication of School Drivers on Students' School Well-Being**

The quality of education in Indonesia has been improved through the Mobilizing Schools Programme, which enhances the ability of school principals to identify and solve problems. By transforming into a school that is in line with the purpose of education, namely the 'learner profile of Pancasila,' mobilizing schools can make continuous changes. One of the school changes in improving human resources can be improved through aspects of health, education, and psychology called school well-being. School well-being includes having, and loving, and there is a relationship between learning and teaching in terms of well-being formed from school. The impact of the lack of school well-being is the learning process students find it difficult to concentrate and pay attention in the learning process at school. Where the condition of well-being in elementary school students is also influenced by the conditions of the student's learning environment called school well-being.

The driving school programme leads to improving the quality of education in Indonesia, where the driving school is a programme that focuses on developing holistic student learning outcomes by realising the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies (Patilima, 2021, p. 235).

Zamjani et al (2020) wrote that the above objectives are in line with efforts to produce superior, characterized, and

professional human resources to support sustainable development in the future, namely:

- 1) Improve literacy, numeracy, and character in every learner in Indonesia,
- 2) Improving the capacity of principals and teachers to promote quality learning.
- 3) Facilitate teachers in innovating learning, as well as principals in conducting self-evaluation and school management, through a school digitalization approach.
- 4) Increase the capacity of local governments to conduct evidence-based evaluations to produce education policies that focus on equitable distribution of quality education.
- 5) Creating a climate of collaboration for education stakeholders within schools, local governments, and the central government.

Based on an overview of the goals and objectives of the driving school which is not only centered on improving the school physically but on realizing the outcomes of the Pancasila Learner Profile which includes cognitive competencies (literacy and numeracy) and non-cognitive (character) which will have real implications for positive school well-being and is relevant to the Pancasila Learner Profile which shows the character and competencies that are expected to be achieved and strengthen the noble values of Pancasila learners and stakeholders. Then the profile of Pancasila Students consists of six dimensions, which include: 1) Believing, Fearing God Almighty, and Having Noble Character, 2) Global Diversity, 3) Independent, 4) Mutual cooperation, 5) Critical Reasoning, and 6) Creative. The six dimensions must be seen as a unity that supports and is sustainable with each other.

The achievement of the Pancasila learner profile in the driving school programme will be a barometer of the achievement of positive school well-being because the driving school programme implemented at school through the achievement of the Pancasila learner profile will have an impact on aspects of school wellbeing, namely school conditions (Having), Social Relationships (Loving), Health Status (health), and Self-fulfilment (Being).

### **Conclusion**

School well-being can influence the learning process at school, to improve the quality of Human Resources can be through the quality of Education in Indonesia, one of which is the driving teacher programme, this is in line with the objectives of Indonesian education which focuses on developing overall student learning outcomes by building the Pancasila Student Profile. So that in the Scope of the Learning Drive School Programme. Schools will implement a new paradigm by using a simpler and holistic learning achievement model through aspects of school well-being.

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