



Teacher Reflective Practice: Post-Pandemic Program Sekolah Penggerak (PSP) Development Model

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Abstract. A good learning culture in the post-pandemic period needs to be restored to what it was before the pandemic. One of the activities that can be done through the creativity of teacher reflective practice in learning. Reflective practice is carried out with supervisors, headmasters, and teachers. Starting from planning, implementation, and evaluation, it is carried out through this reflective practice. Teachers' reflective practice is key to overcoming uncertainty and maintaining the quality of learning. This study aims to develop a reflective practice model in responsive learning planning. This research method adopts a case study approach, especially in the context of reflective practice carried out by the mobilizer school program. Data collection techniques are carried out through observation, interviews, and document analysis. The collected data were analyzed using a qualitative approach to explore the reflective practices of teachers in mobilizer school programs. The results showed that teachers who applied reflective practices in driving schools had a better ability to adjust lesson planning according to the development of the latest situation. The proposed learning planning development model includes concrete steps to facilitate teacher reflection, including analysis of previous learning outcomes, identification of student needs, and adjustment of lesson plans according to classroom dynamics. The proposed model can be used as a guide for teachers and education policymakers to improve responsiveness to changes that may occur during the learning process.

Keywords: Teacher, Reflective Practice, Education, Learning Planning.

1 Introduction

Teachers play an important role in the implementation of classroom learning. The presence of teachers in the classroom organizes, controls, and facilitates the atmosphere of the classroom to stay alive. In other words, this teacher becomes an actor like the main character in a movie. A teacher becomes an example in every scene he does so that the things inherent in the teacher will become symbols of communication with students that his students must obey. Therefore, for a teacher to deal with such issues, users are

required to know the troubleshooting according to different error just armed with experience alone to be a professional in managing learning; however, it requires a lot of learning about how to teach and teach students [1][2].

Indonesia's new Education Minister, Nadiem Makarim, has acknowledged mixed reactions to his "Freedom of Learning" policy, which grants flexibility in student study paths towards graduation. This policy aims to empower educational institutions and foster student innovation and creative thinking. Ultimately, the concept aligns with Indonesia's future educational vision of nurturing well-rounded individuals equipped to excel in diverse fields [3].

The extended period of online learning due to the pandemic has led to concerns about student learning. Two years of remote learning have created challenges in re-engaging students and ensuring high-quality, engaging education. Distance learning inherently has limitations that can hinder its effectiveness, with a potential risk of learning loss [4]. One significant factor impacting student motivation is the lack of face-to-face interaction. In traditional classroom settings, students are more likely to be attentive and motivated due to direct supervision and feedback from teachers. To address learning loss during the pandemic, schools were given two curriculum options since 2020: the full 2013 Curriculum or a simplified Emergency Curriculum focusing on character development and core competencies. Interestingly, research shows that students using the Emergency Curriculum during the 2020-2021 academic year achieved better learning outcomes than those using the full curriculum, regardless of socioeconomic background. This finding suggests the potential benefits of a more streamlined approach during disruptive periods. In 2021, the Ministry of Education and Culture introduced the Prototype Curriculum, indicating ongoing efforts to adapt and improve educational approaches in the wake of the pandemic [5].

The Program Sekolah Penggerak (PSP) is a transformative initiative aimed at realizing Indonesia's vision of a sovereign, independent, and character-driven nation. This program focuses on developing well-rounded students ("Pancasila Students") equipped with strong academic abilities (literacy and numeracy) and ethical character. Building on previous school transformation programs, PSP prioritizes fostering superior leadership qualities in principals and teachers. This initiative aims to accelerate the progress of public and private schools across all spectrums, propelling them 1-2 stages ahead in development. The program will be implemented gradually and integrated with the existing educational ecosystem, ultimately striving to transform all Indonesian schools into Program Sekolah Penggerak institutions.

Teacher reflection after each lesson plays a crucial role in identifying student needs and tailoring instruction accordingly. Continuous teacher improvement is essential to address the diverse needs of students while still meeting curriculum demands and broader learning goals. Early detection of student needs allows teachers to design effective strategies to achieve desired learning objectives [7]. In essence, effective teaching follows a three-step process: Setting clear learning goals and targets for a specific subject, assessing and documenting student mastery of the material, and tailoring instruction to address unmastered material and provide stimulating challenges for students who have already grasped the concepts. This can involve utilizing differentiated learning strategies to cater to diverse learning styles and paces [8]. By incorporating

reflection and differentiation, teachers can ensure classroom learning is adjusted to meet the individual needs of each student, ultimately leading to improved learning outcomes.

This study focuses on the role of teacher reflection in improving differentiated learning practices. Reflection serves as a valuable tool for educators to examine their professional knowledge base, encompassing: (1) content knowledge: mastery of the subject matter being taught, (2) pedagogical knowledge: understanding of effective teaching methods, and (3) knowledge of content packaging: ability to present information in a way that promotes meaningful learning [9]. By regularly reflecting on these areas, teachers can transform reflection into a routine practice that fosters professional development and enhances their teaching and learning expertise. This aligns with the established literature on teacher education, which emphasizes the importance of ongoing reflection throughout a teacher's career [10]. Building on this foundation, the present study aims to achieve two key objectives: (1) describe the nature and process of teacher reflection in the context of implementing differentiated learning strategies, and (2) analyze how reflection can lead to improvements in teachers' differentiated learning practices.

2 Method

This study employs a qualitative descriptive survey approach. In this method, information is gathered through a survey instrument containing a series of questions administered to a sample population [11]. The study focuses on analyzing teacher reflections within the Program Sekolah Penggerak (PSP). The survey research process follows four stages: preparation, data collection, data analysis, and conclusions. Data are obtained through observation, interviews, and document analysis. Data collection techniques through observation are carried out by observation in learning. Data collection through interviews was conducted with teachers who teach in the mobilizer school program. Data collection through document analysis is carried out through analysis of the results of reflection on learning that has been carried out. The sampling technique is carried out through random sampling. Four schools already run school programs, and one private school. The four are samples of data collection as a result of research. Data analysis techniques are used through triangulation of data sources. The three data obtained will be processed into a unity that strengthens or supports each other.

3 Results and Discussion

Indonesia's Ministry of Education and Culture views driving schools as contributors to its vision of holistic student development. This vision aligns with the "Pancasila Student Profile," which emphasizes both academic skills (cognitive) like literacy and numeracy, and character development (non-cognitive). The Ministry highlights the importance of qualified educators (principals and teachers) as the foundation for achieving these goals.

In addition, the Program Sekolah Penggerak (PSP) takes a comprehensive approach to transforming educational institutions by focusing on five key areas. First, Reinvented Learning. This pillar moves beyond traditional methods, embracing a "new paradigm" with a focus on simpler, holistic learning outcomes. It incorporates differentiated learning approaches and the "Teaching at the Right Level" (TaRL) strategy to cater to diverse student needs. To ensure effective implementation, teachers will receive ongoing training and mentorship in these new methods. Second, Empowered School Leadership. The program recognizes the crucial role of school principals. PSP provides leadership training, mentoring, and consultation opportunities to equip principals with the skills necessary to manage schools in a way that prioritizes student learning. This includes fostering a collaborative learning environment through instructional leadership practices. Third, Leveraging Technology. PSP acknowledges the importance of technology in education. The program aims to optimize the use of digital tools to support and enhance the performance of both principals and teachers, offering them new ways to engage students and manage learning processes. Fourth, Data-Driven Decision Making. PSP recognizes the value of data in education. The program equips schools with tools to collect and analyze data on student learning outcomes. This data will be used to inform program and budget planning, ensuring resources are targeted effectively to address student needs. Fifth, Strengthened Partnerships. PSP fosters collaboration between central and local governments. Through consultative and "asymmetric assistance" (where resources are directed towards areas with the greatest need), the program aims to improve the competence of education supervisors. This in turn strengthens their ability to support principals and teachers in enhancing student learning outcomes [12].

The five pillars of PSP are not isolated aspects, but rather interconnected interventions. Fig. 1 provides a visual representation of their interdependency, highlighting how they work together to create a holistic and sustainable system for educational transformation.



Fig. 1. Five intervention flow charts (Source: Kemendikbud, 2021)

Intervention activities in the mobilizing school program can be reflected as follows. First, Consultative and Asymmetric Assistance. The Mobilizing Schools Program is a collaborative effort between the Ministry of Education and Culture (MoEC) and local governments. The MoEC, through its provincial offices (UPT), actively supports local authorities in planning and implementing the program. This support includes assisting provincial and district/city governments in program planning, facilitating communication and collaboration between involved parties, and helping local governments identify solutions to challenges encountered during program implementation. Reflection activities are conducted every three months to assess progress and identify areas for improvement. This collaborative reflection process ensures continuous program development and successful implementation of the Mobilizing Schools Program.

Second, Strengthening School Human Resources. The program focused on building the capacity of school leaders and educators. This was achieved through one-on-one intensive training and mentoring sessions led by expert trainers from the Ministry of Education and Culture. The training covered different aspects for different groups. Training of principals, supervisors, and teachers (learning committee) consist of 1) Implementing a New Learning Paradigm, 2) Learning Leadership Training for Principals and Supervisors, and 3) National Exercise for Teacher Representatives (Learning Committee). While the Learning Committee received national training, other teachers within the school participated in separate, in-house training sessions tailored to the program's goals. This multi-tiered approach ensured that all educators involved received the support and development needed to effectively implement the program within their schools.

The program provides ongoing support for School Principals, School Supervisors, and Teachers (Learning Committee) through a variety of professional development opportunities, offered every 2-4 weeks throughout the program: 1) in-house training, 2) district/city level workshops, 3) learning communities/practitioner groups (mapel groups), and 4) coaching programs. The program also emphasizes technology integration within schools: 1) technology literacy training, 2) teacher platform, 3) school resource platform, and 4) education report card platform.

Third, Learning with New Paradigm. This innovative approach to learning is designed with differentiated instruction in mind, ensuring each student receives tailored education that aligns with their individual needs and developmental stage. It goes beyond academics, fostering the development of a Pancasila Student Profile. This profile emphasizes core values including belief in God Almighty and a strong moral character, appreciation for global diversity, independence and self-reliance, collaborative spirit and mutual cooperation, critical thinking and creative reasoning skills. These values are integrated into both curricular programs (core subjects) and co-curricular programs (extracurricular activities) to cultivate well-rounded individuals.

Fourth, Program-based planning. This activity starts by looking at the Education Report Card of each Education unit. Furthermore, data analysis was carried out based on the report card. The education unit sees colours (symbols of value through colour). Red and yellow colours need to be considered. Based on these colours, education units ranging from supervisors, principals, and teachers (Learning Committees) must formulate programs to overcome these values. Then, the teacher (Learning Committee), together

with the principal, develops data-based planning. This is the step that needs to be taken by the education unit in formulating planning.

Fifth, School Digitization. The use of various digital platforms aims to reduce complexity, increase efficiency, add inspiration, and a customized approach. Program Sekolah Penggerak (PSP) utilizes reflection as a key strategy to enhance student learning outcomes. This program, designed to accelerate school progress within 3 years, incorporates five interventions. Reflection is implemented at three key stages, such as before, during, and after [13]. The ultimate aim of the Mobilizing Schools Program is to establish a safe, inclusive, and enjoyable learning environment that fosters student-centered learning. By integrating self-reflection and teacher reflection into program planning and budgeting, the program strives for continuous improvement and ensures schools experience significant advancements in learning outcomes [6].

The Program Sekolah Penggerak (PSP) builds upon previous school transformation initiatives. It represents a collaborative effort between the Ministry of Education and Culture and regional governments, where local government commitment is crucial for success. This program takes a holistic approach, focusing on improvements in five key areas: school leadership and human resources, curriculum and learning, program planning, digitalization, and support for local governments. Unlike past programs that may have targeted only high-performing schools, PSP embraces all educational institutions, both public and private, regardless of their current standing. The program provides intensive mentoring for three years, followed by a period of independent transformation efforts by the schools themselves. Ultimately, PSP aims to become an integrated part of the educational ecosystem, with the vision of transforming all schools in Indonesia into Program Sekolah Penggerak institutions.

The role of the principal as a leader is an important indicator in the implementation of quality education. In the context of education, quality education includes input, process, and output. Input is everything that must be available because it is needed in the running of a process. Then, the educational process is to create learning scenes that are fun, able to motivate and mimic interest in learning, and able to empower students. While educational output is how much graduates from the education can be received or used by stakeholders [14].

Program Sekolah Penggerak (PSP) empowers school principals through capacity building initiatives. This equips them to identify and address challenges within their schools independently. This aligns with the concept of transformation, where individuals with knowledge and skills can become self-reliant problem solvers. Ultimately, PSP aims to transform participating schools into institutions that cultivate "Pancasila Students" – well-rounded individuals embodying the core values of Indonesia's national ideology [12].

4 Conclusion

The Program Sekolah Penggerak (PSP) leverages reflection activities as a key driver for improving educational quality in Indonesia. This program emphasizes holistic stu-

dent development, nurturing both academic skills (cognitive) like literacy and numeracy, and character development (non-cognitive) to cultivate well-rounded "Pancasila Students." PSP recognizes the crucial role of all education stakeholders in driving positive change. This includes school facilitators, mobilizers, supervisors, principals, teachers (including learning committees), and all education personnel within their respective units. By working collaboratively and engaging in reflection practices, all these individuals contribute to achieving a transformed and improved educational landscape.

Reflection activities are carried out once a year. All components in the Education unit, through workshops, play an active role in solving priority problems of the Education unit. In addition, together with facilitators and facilitator coordinators, it is necessary to conduct a communication and coordination forum in this driving school program. All alternative solutions to problems in this forum are submitted so that the Education unit gains additional knowledge and experience from other schools in overcoming problems or running new programs.

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