School Management to Magnify the Quality of Inclusive Early Childhood Education Through *Sekolah Penggerak*

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ABSTRACT

This study investigates the school management practices of inclusive Early Childhood Education at Harapan Bunda Wita within the *Sekolah Penggerak* (Mover School) program. It focuses on the role of effective management in enhancing educational quality through curriculum integration and teacher competency development. Unlike previous research that typically centers on the roles of principals or teachers, this study explores broader management strategies aimed at improving educational outcomes. This research employed a qualitative descriptive design using a case study approach. The study was conducted at Harapan Bunda Wita, an inclusive school located in Kartasura, Sukoharjo, from September to October 2024. Primary data were collected through interviews with key stakeholders, including the Chief of the Foundation, the Headmaster, and three teachers designated as *mover teachers*. Data analysis followed six stages: (1) data preparation and processing, (2) data review, (3) data coding, (4) thematic description and setting, (5) presentation of results, and (6) interpretation of data and findings. Findings reveal that school management at Harapan Bunda Wita within the *Sekolah Penggerak* program is effectively carried out through the four core management functions: Planning, Organizing, Actuating, and Controlling (POAC). These functions were found to be well-integrated into the school's daily operations. Despite the effective implementation of POAC, several challenges were identified, particularly in three key areas. Nonetheless, appropriate and context-specific solutions have been applied to overcome these obstacles, ensuring that the management processes continue to support the program's goals. The study highlights the importance of strategic and adaptive management in inclusive early childhood education within government-initiated improvement frameworks.

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1. INTRODUCTION

Early Childhood Education (ECE) serves as the foundational stage of formal education and plays a vital role in shaping children's cognitive, emotional, and social development. According to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, ECE is a structured effort aimed at children from birth to six years of age, designed to stimulate their physical and psychological growth in preparation for further education. Pangastuti (2020) emphasizes that ECE also fosters early character formation, instilling values such as nationalism from an early age. Sutarto (2016) further highlights that ECE environments, particularly those categorized as child-friendly schools, are designed to be safe, nurturing, and engaging, thereby enhancing learning effectiveness (Suminar et al., 2022; Noer et al., 2021).

Among the various forms of ECE, inclusive education is particularly significant for its commitment to equitable access. It integrates children with and without disabilities in a unified learning environment, thereby challenging educational discrimination and promoting equal opportunities for all students (Love & Horn, 2021; Choiriyah, 2021). Inclusive education is not only a pedagogical model but also a fundamental human right for children with disabilities (Klibthong & Agbenyega, 2022). For such inclusive ECE to succeed, robust and adaptive school management is essential. The quality of leadership and organizational management has been shown to be a critical factor in determining school performance and student outcomes (Bush & Glover, 2016; Setia & Nasrudin, 2020). As Fathurrochman et al. (2022) argue, effective management demands adequate resources, skilled personnel, proper infrastructure, and sound financial planning.

Leadership is central to managing inclusive early childhood institutions. Effective leadership ensures that inclusive policies are translated into practices that accommodate all learners. This necessitates meticulous planning, coordination, and oversight by school principals and administrators (Dzulfadhilah et al., 2023; Vélez et al., 2017). According to Rahimah (2021), the quality of ECE management reflects the depth of professional governance and the optimal implementation of educational management principles.

To improve the quality of inclusive ECE, the Indonesian Ministry of Education and Culture launched the *Sekolah Penggerak* (Mover School) program. The program aligns with the national education vision, aiming to create sovereign, independent, and character-based education systems rooted in Pancasila values (Ministry of Education and Culture, 2021). It focuses on enhancing student learning outcomes holistically—through both cognitive competencies and character development—by empowering teachers and school leaders.

The Sekolah Penggerak program comprises five interconnected interventions: consultative and asymmetric support between the ministry and local governments; strengthening human resources through training and mentorship; implementing a new learning paradigm based on competency and character; data-driven school planning; and school digitization (Ministry of Education and Culture, 2021). This multifaceted approach emphasizes the crucial role of principals, who serve not only as administrative leaders but also as strategic visionaries (Purwanto, 2018; Basri et al., 2021; Eyana et al., 2024).

Strong school leadership is integral to transforming an institution into a high-quality, inclusive environment. Principals play a pivotal role in fostering innovation, aligning curriculum to inclusive practices, and cultivating a school culture that supports student-centered learning (Kempa et al., 2017; Arafat & Wardiah, 2021). The relationship between educational leadership, inclusive education, and ECE underscores the need for school leaders to possess the competencies to navigate complex, diverse learning needs (Symeonidou & Loizou, 2023; Nuttall et al., 2023; Bufalino, 2024).

In inclusive ECE settings, adaptive leadership is essential for shaping a flexible curriculum and ensuring continuous professional development for teachers (Sisson et al., 2024). School leaders must also build inclusive school environments that promote safety, respect, and engagement for all children. Visionary leadership is required to facilitate policy implementation and support systems that empower teachers and foster community collaboration (Sofwanudin et al., 2024; Kaushik, 2024). Inclusive

leadership serves as a bridge between educational policies and classroom realities, ensuring that inclusive principles are meaningfully practiced.

Teachers also play a key role in advancing the *Sekolah Penggerak* initiative. Mover Teachers are envisioned as educational change agents who promote autonomy in learning, mentor fellow educators, and drive student-centered practices in alignment with the Pancasila student profile (Ministry of Education and Culture, 2021; Riowati & Yoenanto, 2022).

Despite the growing interest in inclusive education and the *Sekolah Penggerak* program, research regarding school management in inclusive ECE institutions participating in the initiative remains limited. Much of the existing literature focuses on isolated components—such as teacher competencies or principal training—without providing a comprehensive analysis of management practices in inclusive settings. For example, Rizal et al. (2022) examine ECE teachers' roles in implementing the Pancasila profile, while Rasmani et al. (2023) focus on community service initiatives for Mover Teachers. Rahayuningsih et al. (2022) center their work on enhancing principal competencies, and Fitriany (2022) limits her study to the principal's managerial function.

This research aims to address this gap by analyzing the management of inclusive ECE through the lens of the Sekolah Penggerak program. It contributes a novel perspective by integrating inclusive educational strategies with national policy initiatives. The study's objectives are to examine how school leadership, resource allocation, and curriculum adaptation align with inclusive values and how they are operationalized within the framework of the *Sekolah Penggerak* program. By doing so, this research offers critical insights into effective inclusive school management that are relevant for educators, policymakers, and stakeholders aiming to elevate educational quality.

This study is situated at Harapan Bunda Wita Inclusive School in Sukoharjo Regency, Central Java—the only inclusive ECE institution in the region currently participating in the Sekolah Penggerak program (Ministry of Education and Culture, 2020). The school provides care and learning for both regular and mildly disabled children aged 3 months to 4 years. Since 2021, it has been classified under the "Independent Sharing" category—the program's highest designation. This recognition signifies the school's capacity to independently implement innovative, student-focused practices and its role as a model for peer institutions (Mubarak, 2022).

The primary aim of this study is to explore how school management at Harapan Bunda Wita Inclusive School contributes to the quality of inclusive education through the implementation of the *Sekolah Penggerak* program. The research also seeks to identify the challenges encountered and the solutions developed in this context. In doing so, the study enhances current understanding of effective school leadership, inclusive education policy implementation, and national program integration in ECE settings. Ultimately, the findings are expected to inform strategies for replicating successful practices in other inclusive ECE institutions across Indonesia.

2. METHODS

This research was a qualitative descriptive study that applied a case study approach. The objective of this kind of approach is to acquire an in-depth understanding of the constructions of reality, specifically to elucidate the nature of the world as it is perceived, organized, and interpreted by individuals in the context of their daily lives, including their interactions with others (Cropley, 2022). Thus, a case study was conducted in this study with the aim of obtaining information about school management in improving the quality of education through the Sekolah Penggerak program at Harapan Bunda Wita Inclusive School, Kartasura, Sukoharjo Regency, Central Java.

The research data consisted of primary and secondary data. According to Agung (2021), primary data is collected through semi-structured interviews along with other experts in the subject are observed from the case company. Meanwhile, secondary data is an internal publication provided by participants to be given to researchers, including published data that is available and relevant to the topic being observed. This primary data research was obtained by employing various method

encompassing in-depth interview, observation and documentation. The primary data of this research included the interview results from the Chief Foundation, the Headmaster, and the three teachers labelled as mover teachers. Rutledge & Hogg (2020) argue that the purpose of in-depth interviewing is to obtain comprehensive information that illuminates an individual's perspective, experiences, emotions, and the meanings they derive regarding a specific topic or issue. Meanwhile, the observation observes behaviors, interactions and environments in order to reconstruct the experiences lived by the participants and their way of relating with one another. Documentation maintains a systematic (preferably) record of this observation in the form of field notes, recording or any other written documentation (or visuals).

To ensure the validity of the data in this study, which includes validity and reliability, triangulation of methods and data sources was used. Triangulation method involves the use of various data collection techniques, such as interviews, observations, and document analysis, to test the consistency of the findings. Meanwhile, the data sources are triangulated by comparing information obtained from various informants or research subjects. According to Donkoh (2023), triangulation of methods and data sources is effective in increasing the validity and reliability of qualitative research, because it allows researchers to confirm the truth of the data from various perspectives.

The process for analyzing data of this study, it employed Creswell's (2016) model involves several steps: a. to prepare and process the data by transcribing interviews or other source materials and organizing them for analysis, b. to read the data through the entire dataset and identify specific sections that pertain to the research question, c. to be coding the data by grouping similar sections together and assigning categories and themes to each group, d. to describe the setting, people, categories, and themes to be analyzed, e. to present the result of the analysis in the form of qualitative narratives or reports, using a narrative approach as the most popular method, f. to make interpretations based on the data and findings.

3. FINDINGS AND DISCUSSION

3.1. Findings

To present the outcomes and insights of this research, it is crucial to examine the planning, organizing, implementing, and controlling/supervising processes involved in improving the quality of inclusive education through Sekolah Penggerak program at Harapan Bunda Wita Inclusive School. This analysis also considers the obstacles and solutions encountered in school management. Drawing upon G.R. Terry's thoughts on the functions of education management in a school context, which encompass Planning, Organizing, Actuating, and Supervising/Controlling, this study provides a comprehensive overview of the research findings (Sabrina, Giatman, & Ernawati, 2022). The following illustration depicts the role of *Sekolah Penggerak* management within the inclusive early childhood education program at Harapan Bunda Wita.
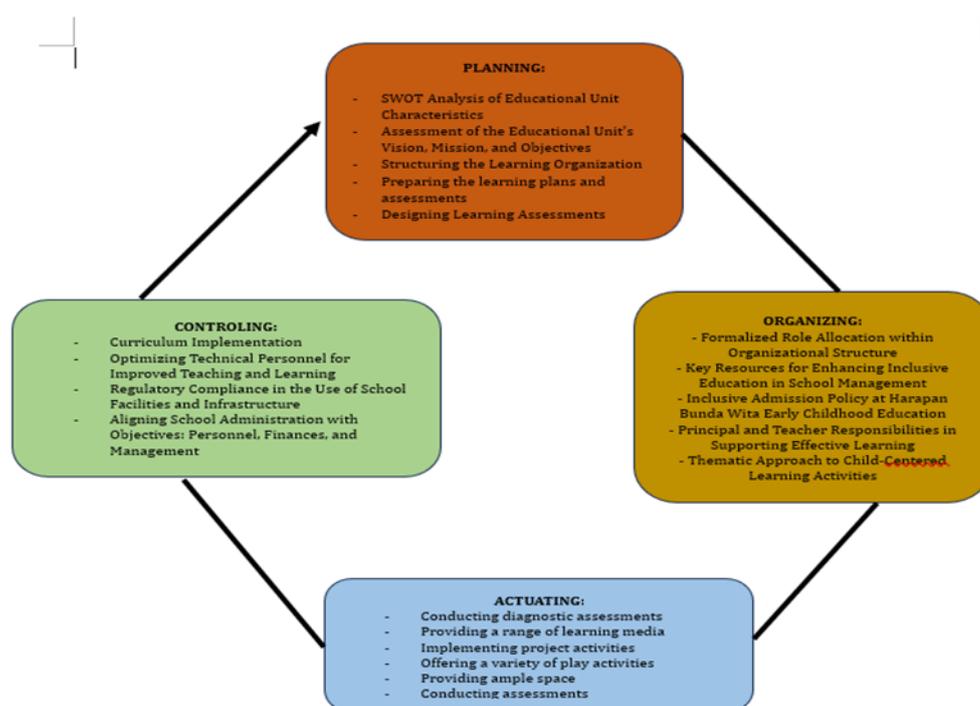
Figure 1. School Management of Sekolah Penggerak Program at Harapan Bunda Wita Inclusive School

Figure 1 above illustrates that the school management in the Sekolah Penggerak program at Harapan Bunda Wita Inclusive School implements four key management functions: Planning, Organizing, Actuating, and Controlling. Below is a detailed description of the activities conducted at each stage of these management functions.

3.1.1 School Management Planning to Improve the Quality of Inclusive Education Through the Sekolah Penggerak Program

Planning serves as the initial stage in the process of establishing objectives and implementing strategies, policies, procedures, and programs within an educational institution. Its purpose is to offer clarity regarding the goals of each activity so that they can be executed effectively and efficiently, taking into account the available resources within the institution. Similarly, planning prepared by the school is essential in implementing management to enhance the quality of inclusive education through the school mover program. Effective planning is crucial because it establishes and provides guidance for the objectives to be achieved (Arifudin & Sholeha FZ, 2021)

To enhance the quality of inclusive education in the Sekolah Penggerak program, it is essential to consider several critical factors, as emphasized by Mrs. Tari, the Principal, during her interview. She said that:

> "We cannot talk about inclusive quality if our curriculum does not reflect the diversity of our students. Planning must begin with understanding each child's unique needs. Besides, our Educational Unit Operational Curriculum is not just a document—it guides us to ensure learning is child-centered, relevant to the students' context, and collaboratively built with teachers, parents, and even the local community. Assessment in an inclusive setting is not about ranking students. It's about understanding their progress and adjusting our teaching to help every child succeed at their own pace."

Therefore, these critical factors involve learning planning and assessment. Learning planning and assessment begin by creating the Educational Unit Operational Curriculum (EUOC), which must

meet the EUOC criteria that align with independent curriculum characteristics, such as being child-centered, context-based, essential, accountable, and involving various stakeholders. The following actions are taken by Harapan Bunda Inclusive School.

a.　Analyzing the context of the characteristics of the educational unit by identifying its strengths, weaknesses, opportunities, and threats (SWOT). To conduct this analysis, the institution involves various parties, including the principal, teachers, parents, supervisors, and the community surrounding the school. Meetings and discussions during the parent-teacher conference and light interviews with students are held to gather information and insights. The results of this analysis serve as the basis for creating the EUOC.

b.　Reviewing the vision, mission, and objectives of the educational unit in accordance with the characteristics of the independent curriculum, Harapan Bunda Wita inclusive school can identify the interests of students and parents, including the reasons for sending their children to this school. By analyzing the data from previous assessments, the institution can compare these interests with the national education goals for ECE and work towards achieving the Pancasila Student Profile, which is based on the Child Development Achievement Level Standards (CDALS).

c.　Determining the Organization of Learning. In the context of structuring the ECE curriculum, it is essential to systematically define its content across different timeframes, including the annual, semester, and monthly programs. Harapan Bunda Wita Inclusive School has undertaken a comprehensive review of the previous curriculum to inform the development of the independent curriculum. The principal, in collaboration with the teaching staff, reflects on the effectiveness of past programs, identifying those that have been beneficial and successfully implemented. These successful programs are adapted and integrated into the new curriculum, while those that were less effective or misaligned with the principles of the independent curriculum are collectively revised and reconstructed. Furthermore, the institution designs extracurricular activities in alignment with its available facilities and resources, including programs in angklung, music, and dance. Additionally, the curriculum is adjusted to incorporate interventions from the Sekolah Penggerak program, ensuring a holistic approach to learning.

d.　Preparing the learning plans and assessments. Before designing learning, the principal and teachers have drafted Learning Objectives (LOb) derived from the three Learning Outcomes (LOu) set by the government. This draft is prepared to make it easier for teachers to understand LOb and LOu and to make it easier to design learning and assessments. The Learning Objectives (LOb) flow is not determined textually by the unit, this is to provide freedom for teachers to determine the direction of learning objectives that are adjusted to the initial achievements of students. The characteristics of independent curriculum learning are Teaching at The Right Level (Tarl), differentiated, meaningful and enjoyable. Teachers hold discussions and communicate with the principal to find a variety of student activities that are in accordance with these characteristics. In addition, teachers also plan initial assessments or diagnostic assessments to observe students' initial achievements.

e.　Designing Learning Assessments. Prior to designing the learning process, a training session is conducted to ensure a thorough understanding of the principles of learning assessments. This training provides educators with assessment techniques and examples of assessment instruments. At Harapan Bunda Wita Inclusive school, several key assessments are employed: 1) Diagnostic Assessments. These assessments aim to gather information on students' learning readiness, initial achievements, and potential developmental issues. Three techniques are employed: Early Detection of Child Growth and Development (DDTK), child interviews, and parent interviews. 2) Formative Assessments. It is conducted during the learning process, these assessments help monitor and support student progress. The instruments used may include work samples, checklists, anecdotal records, portfolios, and other documentation tailored to the

specific learning objectives. 3) Designing Teaching Modules. This process involves the creation of instructional materials that align with the curriculum and assessment strategies. 4) Designing Student Learning Outcome Reports. These reports provide a detailed overview of a child's achievements, including recommendations for additional stimulation, records of child growth, and reflections from parents on the learning process.

3.1.2 School Management Organizing to Improve the Quality of Inclusive Education through Sekolah Penggerak Program.

Organizing activities for principals and teachers in school management are intended to determine who will carry out tasks in accordance with the principles of organizing, by dividing the responsibilities of each school personnel according to their respective fields and authorities (Karacabey, 2021). Effective organization is based on a well-structured plan (Reed, 2016; Fitria et al., 2017).

Based on an interview with Mrs. Wita, the head of the foundation, she argues that:

"Inclusive education doesn't happen by chance—it needs structure. Organizing the right people, resources, and systems is the foundation. Organizing isn't just about people—it also means setting up support systems, like individualized learning plans and access to assistive tools for students."

In addition, Mrs. Tari, the Principal also states that:

"We clearly define roles—from classroom teachers to special education coordinators—so everyone knows their part in supporting inclusive learning. We clearly define roles—from classroom teachers to special education coordinators—so everyone knows their part in supporting inclusive learning."

In detail, they also explain the activities conducted by the Harapan Bunda Wita Inclusive Early Childhood Education. The following are those activities:

a.   The organizational structure includes roles defined according to the needed allocation of tasks & responsibilities. These positions are formalized through a decree issued by the foundation.

b.   The primary resources utilized in school management to enhance the quality of inclusive education include learning resources, which encompass human resources, natural resources, and instructional methods. Additionally, administrative resources are comprised of management resources, technological assets, school facilities, and financial support.

c.   The Harapan Bunda Wita Inclusive Early Childhood Education does not impose specific criteria for student admission. This approach adheres to the principle of inclusion, ensuring that every child, including those with special needs, is afforded equal access to educational opportunities within the institution.

d.   The principal is tasked with providing the necessary facilities and ensuring the completeness of the learning process, while the teachers are responsible for managing the classroom, organizing students, and addressing all aspects related to the success of the teaching and learning activities.

e.   The children's activities are initiated with the selection and development of themes. The indicators employed are tailored to align with these activities, thereby facilitating a more focused and comprehensive engagement in both playing and learning.

3.1.3 School Management Actuating to Enhance the Quality of Inclusive Education through Sekolah Penggerak Program

Actuating refers to the execution of previously established plans. In the field of education, it is the stage that determines the extent to which predetermined objectives are realized (Sunaengsih, Anggarani, Amalia, Nurfatmala, & Naelin, 2019).

According to an interview with Mrs. Tari, the Principal, she argues that:

"As a school leader, actuating means inspiring my teachers to believe that every child deserves to learn and thrive—regardless of their ability. Without that internal drive, inclusion remains just a concept on

paper. I make it a point to visit inclusive classrooms regularly. My presence is a reminder that inclusive education is our shared priority, not an isolated program."

Her response illustrates how actuating in the Sekolah Penggerak context is more than just giving instructions—it is about building motivation, cultivating collaboration, and fostering inclusive culture through strong leadership and engagement. The following outlines the implementation of school management practices aimed at improving the quality of inclusive education through the Sekolah Penggerak Program:

a.   Conducting diagnostic assessments, which involve early detection of child growth and development through direct interviews with parents. One of the primary objectives is to identify any disorders in the child's developmental progress.

b.   Providing a range of learning media, including digital devices, commercially produced educational materials, teacher-created educational tools, loose parts for interactive learning, and other natural materials.

c.   Implementing project activities designed to enhance the Pancasila student profile, including hydroponic planting, soybean cultivation, traditional games, and excursions to local home industries, such as tofu factories.

d.   Offering a variety of play activities tailored to accommodate children's needs and interests. Teachers at Sekolah Penggerak are expected to possess the competence to conduct initial assessments of the project theme's readiness and collaborate in formulating the theme. This theme is then developed and integrated into project-based learning activities.

e.   Providing ample space for the students to ask questions and express themselves well.

f.   Conducting assessments during the learning process.

3.1.4 School Management Controlling / Supervising to Enhance the Quality of Inclusive Education through Sekolah Penggerak Program

Supervision involves monitoring the implementation of agreed-upon programs to ensure they are executed according to the established plan (Thessin & Louis, 2019; Awodoyin, 2023). It serves as the final management function, acting as a tool for evaluating and measuring the outcomes of the initial planning. In the context of school management, supervision entails the principal overseeing and assessing whether the management practices align with the intended objectives (Noor et al., 2020; Ulfah, 2021).

Based on an interview with Mrs. Tari, she claims that:

"I believe supervision isn't just a formal procedure—it's something we do every day to make sure inclusive learning stays on track and effective. Supervision is not about pointing out mistakes—it's about guiding, mentoring, and helping teachers grow, especially in inclusive settings where challenges can be complex. When I do classroom visits, I don't just observe the teacher. I also look at how the media, teaching methods, and materials are being used to support all types of learners. Thus, through daily supervision, I can quickly identify what's lacking—maybe a visual aid needs improvement or a teacher needs help differentiating instruction—and take immediate action."

From her statement, it concludes that supervision is conducted daily and involves monitoring the learning process and its supporting elements, including educational media, methods, teaching materials, and the performance of educators. This supervision aims to ensure the continued effectiveness of the planned programs. Furthermore, the scope of supervision at Harapan Bunda Wita Inclusive School includes:

a.   The implementation of the curriculum, encompasses content delivery, teaching methods, the use of educational media, and the evaluation of the learning process.

b.   The effective and efficient use of school technical personnel to enhance the teaching and learning

process.

c. The utilization of school facilities and infrastructure in compliance with relevant regulations.

d. The school administration, including management of personnel, financial resources, and other administrative matters, ensuring they align with established objectives.

e. The relationships between the school and government and private institutions, as well as interactions with community organizations.

Based on the school management applied in this school, it indicates that the POAC stages above have an important role in managing effective inclusive education. Each of these stages can be adopted and adapted by other inclusive schools, although adjustments are needed to suit the local context or conditions in each region. Overall, although the stages of Planning, Organizing, Actuating, and Controlling at this school have proven effective in managing inclusive education, this program must be able to be adapted to the conditions and needs of other regions. These adjustments involve an understanding of available resources, student characteristics, and community support that can increase the success of inclusive education programs in each region.

The implementation of management of Sekolah Penggerak through the POAC (Planning, Organizing, Actuating, and Controlling) stages can significantly enhance the academic achievement of students (Narindro, Hardyanto, Raharjo, & Utomo, 2020). By integrating these management functions with a robust management information system, Sekolah Penggerak can streamline operations, improve communication, and foster a more effective learning environment.

Here is the diagram showing the academic achievement of students at Harapan Bunda Wita Inclusive Early Childhood Education before and after the implementation of the Sekolah Penggerak Program, with the assessment scale based on the module created by the Ministry of Education and Culture regarding the Implementation of Child Development Achievement Assessment in Social and Financial Education at Early Childhood Education Units (Hasbi et al., 2020), encompassing: 1) Not Developed (BB), 2) Starting to Develop (MB), 3) Developing as Expected (BSH), and 4) Developing Very Well (BSB).

Figure 2. A Diagram Before and After the Implementation of *Sekolah Penggerak* Program at Inclusive School of Harapan Bunda Wita
Source: Students' academic achievement in 2020 and 2024

The calculations in the diagram above are based on a sample of 50 students for each year, 2020 and 2024. The 2020 data represent the period before the implementation of the Sekolah Pengerak program, while the 2024 data reflect the situation after the program was implemented. Based on the diagram, it

reveals that in 2020, the assessment scale Not Developed (BB) is 53% and decreases in 2024 by 6%, while Starting to Develop (MB) in 2020 is 30% decreases in 2024 by 10%. Meanwhile, Developing as Expected (BSH) in 2020 increased from 10% to 37%. Lastly, Developing Very Well (BSB) in 2020 consists of 7% increase to 47%.

3.1.5 *Challenges and Solutions of School Management to Improve the Quality of Inclusive Education through Sekolah Penggerak Program*

Throughout the management function cycle, various obstacles are encountered. However, solutions have been implemented to address these challenges. The following figure illustrates the challenges and corresponding solutions in executing the management function of the Sekolah Penggerak at Harapan Bunda Wita inclusive school.
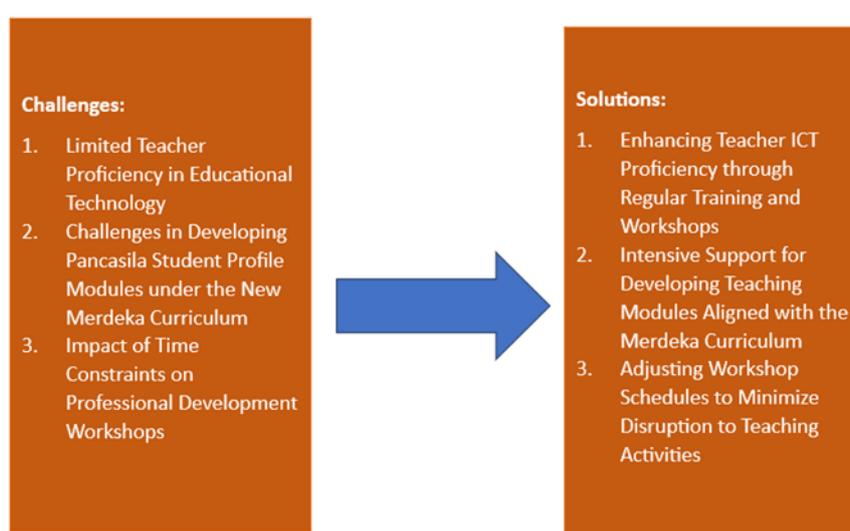

Challenges:

1. Limited Teacher Proficiency in Educational Technology
2. Challenges in Developing Pancasila Student Profile Modules under the New Merdeka Curriculum
3. Impact of Time Constraints on Professional Development Workshops

Solutions:

1. Enhancing Teacher ICT Proficiency through Regular Training and Workshops
2. Intensive Support for Developing Teaching Modules Aligned with the Merdeka Curriculum
3. Adjusting Workshop Schedules to Minimize Disruption to Teaching Activities

Figure 3. The Challenges and Solutions of *Sekolah Penggerak* Management at Harapan Bunda Wita Inclusive School

The above figure is based on an interview with Mrs. Tari. The challenges encountered in school management through the School Mover Program are as follows:

a.   Insufficient teacher proficiency in utilizing information technology for the learning process.

b.   Limited understanding among the Education Unit, particularly teachers, regarding the development of teaching modules for the Pancasila student profile strengthening project, due to the introduction of the new Merdeka curriculum.

c.   Time constraints, such as workshop activities frequently occurring during regular working hours.

Meanwhile, to address these challenges, the following solutions are implemented:

a.   Improving teachers' proficiency in using information and communication technology (ICT) through periodic workshops and training sessions. These should be designed to build teachers' competence in integrating ICT into their teaching practices. ICT training has a positive impact on overcoming the challenges faced. Through this study, teachers are able to improve their technical skills, as seen from the increasing level of active participation in technology-based sessions and increased efficiency in using relevant software.

b.   Providing intensive support for the development of high-quality teaching modules. This support should include tailored assistance that aligns with the specific characteristics of the educational units and students, along with detailed components and guidelines for creating teaching

modules compatible with the independent curriculum.

c.   Adjusting Workshop Schedules. Although workshops organized by the head office may occur during working hours, internal workshops at Harapan Bunda Wita inclusive school can be scheduled during school holidays, such as Saturday, to minimize disruption to regular teaching activities. The adjustment of the workshop schedule has increased the level of attendance and engagement of participants, because the implementation time is more in line with their needs.

Specific indicators of success include several aspects, such as increased scores of pre- and post-training skills evaluations, a higher percentage of attendance compared to previous sessions, and positive feedback from participants regarding the effectiveness of the new schedule. In addition, increased productivity in ICT-based tasks and reduced technical barriers in implementing activities also indicate the success of the implemented solution.

3.2. Discussion

Sekolah Penggerak is an educational institution that emphasizes the comprehensive development of student learning outcomes by embodying the Pancasila student profile, which encompasses both competencies and character. This process begins with the enhancement of human resources, particularly the principal and teachers (Musa, et al., 2022). Similarly, as noted by Budiman et al., (2023) Sekolah Penggerak is a program initiated to foster the transformation of educational units, with the goal of holistically improving student learning outcomes in both cognitive competencies (such as literacy and numeracy) and non-cognitive aspects (such as character) to achieve the Pancasila student profile. The regulatory framework for the driving school program was established by Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology, through the issuance of the Ministerial Decree No. 1177/M/2020 concerning the Sekolah Penggerak Program (Ministry Education and Culture, 2020).

Harapan Bunda Wita Inclusive School, located in Pundhung Street, RT.03/RW.09, Kemasan, Ngadirejo, Kartasura, Sukoharjo, Central Java, has been operating with an official educational permit since 2019. The institution currently offers four classes: the Baby class, for children aged 3 months to 1 year, with an enrollment of 3 children; a class for 1-2 year olds, with 6 children; the Big Brother A class, designed for children aged 2-3 years, which currently has 18 children, including 3 with speech delay and autism; the Big Brother B class, for children aged 3-4 years, which has 20 children, including 4 with mild special needs; and finally, the Transition class for children aged 4-5 years, consisting of 5 children, including 1 with mild special needs. The total enrollment at this Inclusive School is 52 students.

Based on an interview with Mrs. Wita, the founder of the institution, Harapan Bunda Wita inclusive School was motivated by a strong commitment to the continuous growth and development of the institution, leading to its participation in the selection process for the independent learning initiative, specifically the Sekolah Penggerak program. In 2021, the selection process for this program was highly competitive, with participants from 34 provinces and 514 districts/cities. Ultimately, 111 districts/cities are designated as new Sekolah Penggerak. The implementation of this school program is planned to be carried out in phases.

Harapan Bunda Wita Inclusive School, under the leadership of the principal, participated in various stages of the selection process for the Sekolah Penggerak program, which were conducted online due to the Covid-19 pandemic. The selection process began with the administrative stage, which involved uploading data, personal information, and other required documents, totaling 20 different items. This was followed by an interview stage, among other evaluations. Through diligent efforts, the institution successfully passed the selection process and was recognized as the only Early Childhood Education designated as a Sekolah Penggerak in Sukoharjo Regency.

Based on the interview results, the experience of Harapan Bunda Wita Inclusive School mirrors the findings of a study by (Budiman et al., 2023) conducted at Khalifah Early Childhood Education in Jambi, which is also a designated as Sekolah Penggerak. The interventions outlined above represent the

initial steps in implementing the independent curriculum at Harapan Bunda Wita inclusive school. Furthermore, according to an interview with Mrs. Tari, to enhance a comprehensive understanding of the program, the principal was encouraged to participate in various educational and training opportunities, both through the Merdeka Teaching platform and training sessions organized by P4PAUD DKI Jakarta.

Sekolah Penggerak is a program that focuses on developing school human resources, starting from students, teachers and the principal. The quality of students is measured through the achievement of learning outcomes the level by creating a safe, comfortable, fun and inclusive learning environment that supports the diversity and individual needs of children (Aswad & Wirentake, 2023), including children with special needs, of which there are currently 8 children in the institution. In the process of selecting human resources, this school movement focuses on the principal, because the principal is the parent of the sustainability of the school.

Schools that participate in the Sekolah Penggerak program get many benefits, including a transformation of learning in schools. In addition, schools will be given guidance to implement learning models that are interesting for children, such as project-based learning. Project-based learning can accelerate the achievement of the Pancasila Student Profile in the Sekolah Penggerak Program. This is evidenced by the achievement of dimensions in each theme taken in project-based learning (Wasimin, 2022). With school operational assistance, schools will also be trained by expert trainers so that they will become increasingly qualified principals and teachers.

4.   CONCLUSION

This study concludes that the successful implementation of the *Sekolah Penggerak* program at Harapan Bunda Wita Inclusive School is largely dependent on the comprehensive application of the four core management functions: Planning, Organizing, Actuating, and Controlling (POAC). The Planning and Organizing phases each include five specific activities, while the Actuating phase comprises six, and the Controlling phase includes four essential steps. Together, these management processes have significantly contributed to improving educational quality within the inclusive school setting. Despite the overall effectiveness of this implementation, several challenges emerged—particularly the limited proficiency of teachers in educational technology, difficulties in developing Pancasila student profile modules aligned with the Merdeka Curriculum, and time constraints affecting professional development activities. These issues were addressed through targeted interventions such as regular ICT training, structured module development support, and adjusted workshop scheduling to ensure minimal disruption to teaching. However, the study has limitations that should be considered. Most notably, the research was conducted at a single inclusive school, restricting the generalizability of the findings. Additionally, the use of a qualitative approach and descriptive assessment scales limited the ability to perform quantitative statistical analyses. To build upon this work, future research should expand the sample to include multiple inclusive schools from various regions to capture diverse contexts. Employing a mixed-methods design would enhance the depth and breadth of the findings, while longitudinal studies could provide valuable insights into the long-term effectiveness and sustainability of inclusive school management within the framework of national education reform.

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