

An Evaluation of the *Program Sekolah Penggerak* (PSP) in Early Childhood Education Units in Batu City

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Abstract. This research aims to assess the *Sekolah Penggerak Program* (PSP) using the CIPP evaluation model and identify the supporting factors and challenges in implementing early childhood education in Batu. This study is qualitative with a descriptive approach. The findings of this research indicate the following regarding the implementation of early childhood education PSP in Batu City: 1) the context evaluation of PSP in Batu City aligns with its objective, which is to equalize education in Indonesia. 2) the input evaluation of PSP in Batu City is well-implemented due to the active role of the education department in promoting PSP enrollment and providing full support through monitoring and controlling schools implementing PSP. 3) during the process evaluation of PSP in Batu City, researchers found that accreditation at the beginning of the program did not comply with regulations. 4) the product evaluation of PSP in Batu City is effective, as the program's impact aligns with its main objective of equalizing education through the influence exerted by schools implementing PSP on neighboring schools. 5) the supporting factor in implementing PSP in Batu City is the availability of Early Childhood Education (PAUD) Performance-Based Operational Aid, while the challenge faced is that teachers must continuously adapt to changes in the new learning paradigm. The continuity of PSP implementation in Batu City is recommended to be sustained because regular Program Monitoring and Evaluation (PMO) leads to improvements in PSP in accordance with the new learning paradigm.

Keywords: evaluation, CIPP, *program sekolah penggerak* (PSP)

1. Introduction

National education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1]. The quality of education in an education unit is influenced by the education policy set because education policy will change every aspect of education. Education policy is a guideline in the form of a tool developed by the government for decision-making whose purpose is to solve problems related to the education system and have an impact on citizens [2].

Education policy is interpreted as a collection of rules governing the implementation of the education system which includes goals and how these goals will be achieved. The concept of the Merdeka Belajar Policy launched by the Minister of Education, Culture and Research is a new breakthrough that adapts to the changing conditions of the times. The Merdeka Belajar Policy focuses on improving human resources which makes the direction of learning for the

future. This is also the beginning of the idea to improve the national education system which seems monotonous. The concept of independent learning launched by the Minister of Research, Technology and Education is in line with Ki Hajar Dewantara's thinking, namely the principle of independence in students is highly emphasized [3]. Learners are given the opportunity to learn freely and develop their abilities and potential according to themselves. The teacher acts as a facilitator in the learning process.

The main program of the independent learning policy launched by the Minister of Education, Culture, Research and Technology was launched through different episodes with different targets, one of which is the *Program Sekolah Penggerak* (literally means: PSP). In accordance with the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162 of 2021, the Movers School Program is targeted at all levels and types of education in Indonesia, including early childhood education.

The Early Childhood Education Unit is an informal education service contained in the Law of the Republic of Indonesia in Article 1 which states that an education unit can be interpreted as a group education organization in formal, non-formal and informal channels. The implementation of formal and non-formal education is organized in a structured and tiered manner. In contrast to the implementation of informal education, the education is organized with no structure and tiered. Informal education can be applied to the child's environment or family. It has not gotten good results because it experiences a lack of qualified human resources, uneven improvement in the quality or quality of educators, and the management of school management, making it crucial to create an equivalent PAUD as planned [4].

The low participation rate of PAUD is one of the problems that formed the basis for the birth of Merdeka Belajar Policy. This is stated in the 2020-2024 strategic plan presented by the Ministry of Education and Culture in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020. The achievement of Indonesia's gross participation rate (APK) at the PAUD level in 2018 has decreased significantly and in 2020 towards 2021 it has decreased again by 1.1% [5].

Early childhood education units are included as targets of the PSP because of their broad scope, inter-institutional cooperation, comprehensive interventions between the central, regional and community governments and the realization of quality early childhood education institutions as a foundation for the next level [6]. Not only schools, local governments will also benefit from the existence of a PSP such as increasing human resources in the local area, making learning in the local area more interesting and fun, improving the quality of education in the local area, the opportunity to get an award as a driving school and making the local area a reference in the education sector, especially in the PSP.

Reporting from the website of the Ministry of Education, Culture, Research and Technology about the benefits of schools that become driving schools include improving the quality and competence of teachers and principals, the process of digitizing schools that will be faster, achieving the profile of Pancasila students, obtaining assistance and getting additional budget to support the learning process. The data shows that there are 2 PAUD institutions that became PSP implementing education units in the first batch, 2 institutions in the second batch and 5 institutions in the third batch from a total of all PAUD institutions in Batu City that

participated in the PSP selection. The dissemination of information about the PSP can be said to be minimally received by teachers who are in areas less accessible to signals and technology [7].

In the policy process, evaluation is a stage where policy evaluation is an activity that aims to determine whether the policy is running well or not and can be implemented. The implementation of education programs can be viewed from various points of view in terms of program effectiveness, program usefulness, program results and impacts, and so on. So researchers are interested in conducting research on evaluating the implementation of PSP at the PAUD unit level in Batu City. This article seeks to describe and explain the evaluation of PSP in PAUD units in Batu City and analyze the supporting factors and challenges faced by PAUD units when implementing PSP.

2. Theoretical Overview

2.1. Evaluation

Evaluation means activities to collect information about the operation of something, which then the information is used to determine the right alternative to make a decision [8]. According to Alkin [9] evaluation is a systematic activity to collect, analyze and report information that can be used to make decisions regarding the program or project being evaluated. [9] stated that evaluation is a process for describing an evaluation and judging its merit and worth. Evaluation is a process or activity to determine the value of something. Evaluation can be interpreted as the process of providing information that can be used as a consideration to determine the worth and merit of the goals achieved, design, implementation and impact to help make decisions, help accountability and increase understanding of phenomena. In other words, evaluation is essentially the provision of information that can be used to make a decision [9].

2.2. Program Evaluation

Program evaluation is a systematic process for describing, obtaining, reporting, and applying descriptive information and judgments about program quality, cost-effectiveness, feasibility, safety, legality, sustainability, transferability, equity, and importance [10]. Program evaluation according to [8], is a process to determine whether educational objectives have been realized. According to [9], program evaluation is a process of discovering the extent to which the goals and objectives of a program or project have been realized, providing information for decision making, comparing performance with standards or benchmarks to determine gaps, assessing price and quality and systematically investigating the value or quality of an object.

According to [8], program evaluation is an effort to determine the effectiveness of program components in supporting the achievement of program objectives. Program evaluation is also considered as a unit or unit that has the aim of collecting information that realizes or implements a policy, takes place in a continuous process, and occurs in a group of people or organizations for decision making. Then the results of the program evaluation are used as a basis for carrying out further activities or will influence the creation of the next program.

2.3. CIPP Evaluation Model

The CIPP model is a management-oriented evaluation approach used to evaluate programs, focusing on context, input, process, and product. Developed by [10], it provides a systematic and principles-based evaluation based on context, input, process, and product. This model emphasizes that evaluation is not about proving but improving a program.

Context evaluation needs to know the needs and problems that arise as well as the goal setting of a program. In a context evaluation, what is assessed are needs, problems, assets and opportunities as well as relevant contextual dynamics. According to the CIPP model, those conducting a program should use context evaluation to determine the objectives and priorities of a program and should ensure the objectives are targeted to address significant needs and problems. In this study, the context evaluation includes the problems that exist in the field, the background of the PSP, the purpose of the PSP.

Input evaluation assesses whether a program is implemented in accordance with the plans made, strategies carried out by stakeholders and people with an interest in running a program. Input evaluation assesses program strategies, action plans, staffing arrangements and budgets to meet the needs in order to achieve goals effectively. Input evaluation is conducted on program planning, funding plans, resource allocation, assigning tasks to staff, creating work schedules and finally input evaluation assesses program plans and budgets. In this study, input evaluation includes strategies, action plans, arrangements and funding carried out by the Ministry of Education, Culture Research and Technology as the originator of the PSP and the Batu City Education Office as the authorized party as the PSP implementing area.

Process evaluation involves monitoring, documenting, assessing and reporting on the implementation of a plan. In process evaluation, an assessment is made of the extent to which the program has been implemented according to the predetermined objectives. There are several components of process evaluation, namely whether activities are running effectively and efficiently, recording the progress of activities, identifying implementation problems, adjusting plans and performance to ensure program quality and documenting the actual process that occurs. In this stage, the process evaluation understands and assesses the implementation of the program whether poor program results are due to weak strategies or inadequate strategy implementation. In this study, the context evaluation assessed how the PSP implementation process and the extent to which the PSP at the Early Childhood Education level was implemented in Batu City.

Product evaluation identifies and assesses costs and desired outcomes in the short and long term. Ongoing product evaluation helps program implementation to stay on track with the objectives to be achieved. At the end of a program, product evaluation identifies and assesses program outcomes in terms of cost-effectiveness, goal attainment and need fulfillment. In this study, the product evaluation assesses whether the PSP has been implemented according to the expected goals in the short and long term.

This research uses the CIPP evaluation model because this model is used to assess program effectiveness by assessing program objectives, identifying needs, critiquing proposals, cost analysis, task identification, and overall performance. CIPP evaluation can be conducted when the program is not completed or running. The model is applicable to all types of

evaluations related to the decision-making process, providing a comprehensive evaluation format for all evaluation teams. The CIPP model is effective in its functional areas, helping organizations develop and motivate staff to perform their tasks effectively with available resources.

2.4. Program Sekolah Penggerak (PSP)

The PSP is one of the programs of the Merdeka Belajar Policy launched by the Minister of Education, Culture, Research and Technology. This program was launched in 2021 with the aim of realizing the vision of Indonesian education, namely creating a Pancasila student profile. The Moving School Program is a process of transforming education through increasing the capacity of teachers and principals as key elements in carrying out educational reform. Increasing the capacity of school principals in this case will help school members to deal with all the problems that exist in the environment around them. In line with the concept of transformation, a person has the knowledge and skills to deal with problems independently. With the PSP, transformations and changes are expected to occur so as to create the profile of Pancasila students [11]

This program is formed from the synergy of the Ministry of Education, Culture and Research and local governments to build a vision and mission of education that is in line with the assistance of the local education office with the technical implementation unit of the Ministry of Education and Culture in each region. The PSP has been regulated in the Minister of Education, Culture and Research Decree Number 371/M/2021. At the PAUD level, PSP carries the vision of *Merdeka Belajar, Merdeka Bermain* which is outlined in the meaning of quality PAUD, the aim is to [6]:

- i. Increased enrollment in early childhood education units before entering primary school.
- ii. Strengthening the governance of Early Childhood Education units, especially with providing affordable and equitable inclusive education.
- iii. A quality and meaningful learning process so as to create holistic child development

2.5. Benefits of the PSP

This program is expected to improve quality for local governments and education units, improve human resource competencies, accelerate quality improvement in the region, and become a reference area for good practices in developing driving schools. Education units are expected to benefit from this program, including the provision of training to improve the competence of principals and teachers, gain access to technology in order to accelerate the school digitization process, receive intensive assistance for transformation in education units, become a catalyst for change for education units and get a budget to improve the quality of learning.

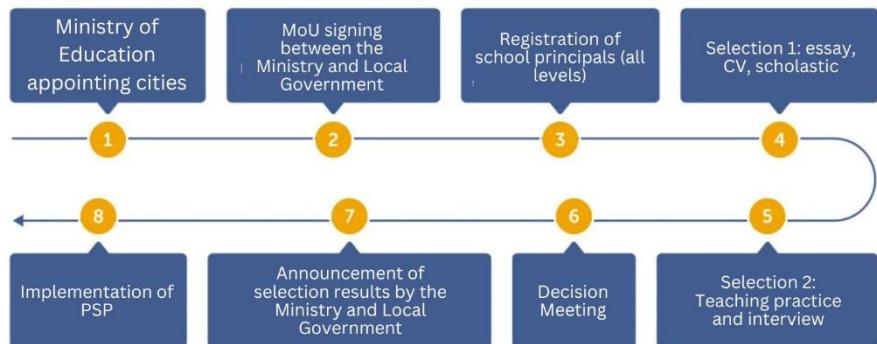


Figure 1. Flow of the PSP

Source: <https://bpmpriau.kemdikbud.go.id/wp-content/uploads/2021/02/Materi-Sosialisasi-PSP-Dinas-ver-210203.pdf>

Based on Figure 1, the flow of implementation of the PSP is the determination of the target areas of the Ministry of Education and Culture, which consists of 111 cities/regents, followed by the making of a memorandum of understanding by the local government and the Ministry of Education and Research. The head of the education unit registers through the sekolahpenggerak.kemdikbud.go.id page and follows two selection stages. The selection of candidates for the school principal mover is done through a graduation plenary by a panel team. Then, the announcement and determination of schools that are implementing the PSP.

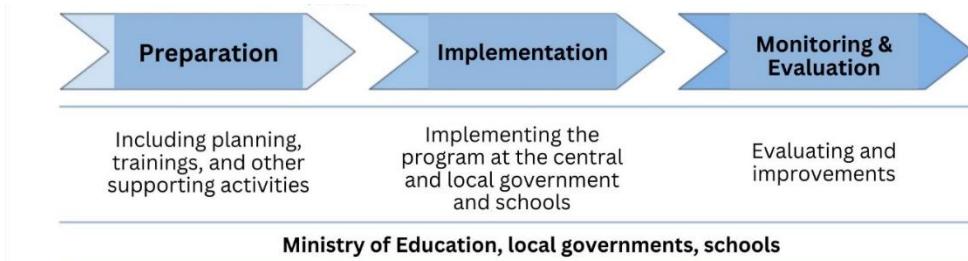


Figure 2. Stages of the PSP

Source: <https://bpmpriau.kemdikbud.go.id/wp-content/uploads/2021/02/Materi-Sosialisasi-PSP-Dinas-ver-210203.pdf>

The implementation of the PSP has three stages: the preparation stage, which consists of planning activities, training and other supporting activities. Then the second stage is the implementation of the PSP both at the central government, local government and school levels and finally the monitoring and evaluation stage is carried out by means of evaluation and improvement.

MoEC, local education offices and PSP implementing schools have their respective roles and responsibilities. The local government, in this case the district/city education office,

has the role of implementing regional policies related to matters that support the implementation of PSP. The role of schools as PSP implementers is to follow all PSP activities, including mentoring with the Ministry of Education and Culture for 3 school years, implementing new paradigm learning, using technology platforms for learning and school management, and conducting data-based school planning. Researchers conducted evaluation research on implementing the PSP in Early Childhood Education (ECD) units in Batu City.

3. Research Methods

This is descriptive research with qualitative methods expressed in sentence form to describe the facts obtained instead of numbers or numbers. According to (12), qualitative research relies on text and image data, has the uniqueness of data analysis, and is described by different designs. The researcher plays a very important role in producing specific research in qualitative research. Qualitative research is conducted in natural settings or natural conditions. Furthermore, [12] defines qualitative research as research based on the philosophy of postpositivism, used to examine the conditions of natural objects, and the key instrument of this research is the researcher. Sampling of data sources is done by purpose and snowball, data collection techniques are done by triangulation (combined), data analysis is inductive/qualitative, and research results emphasize meaning rather than generalization.

The data analysis process in qualitative research is carried out during data collection. The data analysis technique in this research is an interactive cycle according to [13]:

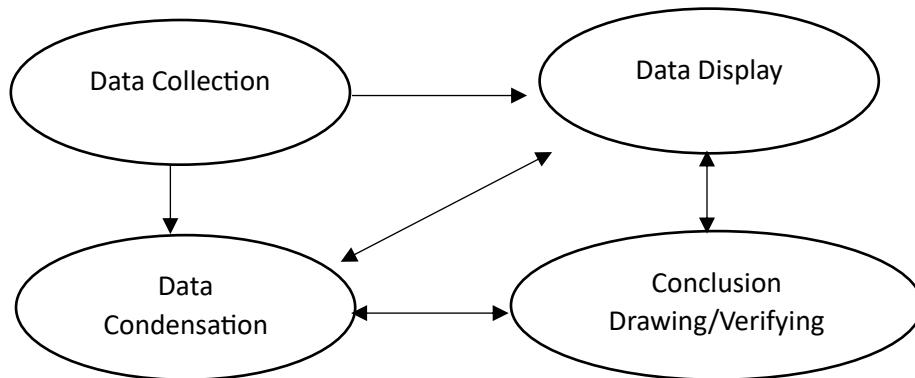


Figure 3: Data Analysis Technique
Source: Miles, Huberman and Saldana (2014)

3.1. Data Collection

Data obtained from documentation, observation, interviews, and recorded in field notes that contain reflective and descriptive. Reflective means notes that consist of comments, opinions, impressions, and interpretations of researchers regarding the findings encountered and are material for data collection plans for the next stage. Descriptive notes are natural notes (heard, seen, and experienced by the researcher without the researcher's interpretation and opinion of the phenomena experienced).

3.2. Data condensation

Data condensation is the process of selecting, focusing, simplifying, summarizing, and transforming the data obtained in such a way that the final results can be drawn and verified. It takes the form of written field notes, interview transcripts, documents and other empirical sources. When data collection is complete, the next stage of data condensation is writing summaries, coding, developing themes, generating categories, and writing analysis notes.

3.3. Presentation of Data

Data presentation can be pictures, words, writing, or tables and graphs. The goal is to combine information so that researchers do not have difficulty mastering information either as a whole or certain parts of the research results. In qualitative research, researchers compile narratives to facilitate mastery of the data or information. This is intended so that researchers draw conclusions wisely and not recklessly.

3.4. Conclusion Drawing and Verification

The conclusions put forward will answer the problem formulation but are still temporary and will develop after research is carried out in the field. In qualitative research, conclusions are expected to be new findings that have not previously existed. Research objects that are supported by credible data can be used as a conclusion. [12].

Test the validity of the data using triangulation techniques including:

- i. Source triangulation is done by checking the data obtained through several continuous sources. In this study, source triangulation was carried out on school principals as leaders, teachers as subordinates and Batu City education office employees as superiors.
- ii. Triangulation of techniques is done by checking the same source with different techniques but when the data obtained is different, the researcher conducts further discussion on the source under study.
- iii. Time triangulation means that data collection techniques are carried out at different times and situations.

4. Findings and Discussion

4.1. Evaluation of the PSP in Early Childhood Education Units in Batu City

4.1.1. Context evaluation

Based on the results of the analysis and evaluation of the context of the implementation of the Early Childhood PSP in Batu City, which includes elements of assessment of the background, objectives and objectives of the program. Context evaluation is made based on what is needed by looking at existing resources and must pay attention so that each existing indicator runs in accordance with established procedures. In making a program, it must be oriented to needs or goal setting. Based on the results of the study, it shows that PSP is one of the Merdeka Belajar Policy aimed at improving the quality of education in Indonesia. PSP is regulated by the decision of the Minister of Education, Culture, Research and Technology,

number 371/M/2021. PSP PAUD is one way to realize the profile of Pancasila students in Merdeka Belajar Policy. The PSP is a transition in the pattern of education in Indonesia.

In PSP, the selected schools are the beginning of the transition and the ultimate goal is for all schools in Indonesia to become Mobilizing Schools. The PSP targets schools that have different initial conditions. Through the interventions made, it is expected that each school will move in a better direction. The indicator of success is progress, which is how the school can move itself and eventually move other schools and not the final condition of the school itself.

4.1.2. Input Evaluation

Input evaluation of the implementation of the School of ECD program in Batu City includes the role of Batu City Education Office, the selection process of PAUD institutions, the determination of PSP implementing institutions and the support of Batu City Education Office. The results of the analysis and evaluation of the Batu City PAUD PSP explain that the Batu City local government, in this case the Batu City Education Office, conducted a follow-up after sounding about the PSP from the Ministry of Research and Technology. The role of the Batu City Education Office is to urge all heads of PAUD education units to register for PSP.

The findings on the selection process of the Batu City PAUD PSP are that only the school principal participated in the entire PSP selection process. There are 2 stages based on the leadership competency model consisting of stage I selection: completing administrative documents, making curriculum vitae and writing essays. Then stage II selection, namely teaching simulations and interviews. This is in accordance with what is described in Kepmendikbudristek No 371/M/2021.

In the process of determining the PSP institution, it was found that the Batu City Education Office contributed to the addition of the PSP assessment form. There were 4 institutions that passed the PSP selection but the Ministry of Education, Culture and Research determined a quota of 2 institutions to implement PSP batch 1. The Batu City Education Office added an assessment form in the form of collecting national level certificates owned by PAUD heads who had passed the PSP. Two institutions were determined to implement PSP batch 1 based on the highest-ranking assessment in Batu City.

Batu City Education Office fully supports the implementation of PSP PAUD. There is support from the Batu City Education Office in the form of allocation of regional funds to support the implementation of PSP at the institution. The regional budget is given in the form of building new classrooms, providing rewards and supporting learning facilities and infrastructure at the institution. The Batu City Education Office makes schools that have become PSP implementers a top priority in making regional education policy. In addition, there is control and monitoring by the Batu City Education Office of PSP implementing institutions.

4.1.3. Process Evaluation

The process evaluation of the implementation of the Early Childhood PSP in Batu City includes school mapping before the PSP, the PSP socialization process, and the implementation of the PSP in Batu City's early childhood education units.

Researchers found that the initial mapping of the PSP was not in accordance with regulations because the initial information obtained by the Batu City Education Office was a trial as an initial mapping of driving schools. The mapping was carried out using the school accreditation method. The accreditation was carried out by BBPMP as a pilot. However, not all schools received the accreditation assessment. The sample of accredited institutions is determined by BBPMP so that not all institutions get the accreditation. In the Batu City PSP PAUD implementing school batch 1, there is a school that is accredited, namely TK Dahlia 01. The accreditation is carried out online, so the assessment process is not optimal.

The findings regarding the PSP socialization process in Batu City were obtained through digital flyers and the online socialization process by the Ministry of Education, Culture and Research through YouTube. School principals also get information about the PSP on the SIMPKB account.

The findings regarding the implementation of the PSP in education units are that after school principals get the announcement of passing the PSP, they get a Decree (SK) as PSP implementers. Then the principals received a briefing and continued with education and training activities that were attended by representatives of teachers and principals. In the first batch of PSP implementers, assistance was provided by expert trainers who later changed to facilitators. The role of the facilitator in the implementation of PSP is to assist the implementation of PSP in the institution and to transfer knowledge from the Ministry of Education, Culture and Research to the implementing institution.

The learning process at PSP implementing institutions uses new paradigm learning whose curriculum is adjusted to the Merdeka curriculum. new paradigm learning is learner-centered learning. Learning with a new paradigm is a cycle that starts from diagnostic assessment, mapping competency standards, planning the learning process and implementing assessments to improve learning so that students can achieve the expected competencies.

New paradigm learning provides flexibility for educators to decide on learning and assessment designs according to the characteristics and needs of students. In new paradigm learning, the Pancasila learner profile acts as a guiding direction that guides all policies and reforms in the Indonesian education system including learning and assessment. Researchers found that in the process, the implementation of PSP in Batu City PAUD institutions is in accordance with Kepmendikbudristek number 371/M/2021 which states that PSP is implemented through new paradigm learning.

The implementation of PSP in PAUD education units in Batu City implements learning that liberates learners. As the beginning of learning, the education unit conducts an assessment at the beginning of learning, which is carried out by analyzing the condition, background, stage of development and previous achievements of students to map. Teachers must know each learner's potential so that learning can be tailored to the potential of each learner.

The learning that is carried out is adjusted to the learning outcomes (CP). Teachers and schools can be more flexible to adjust their learning according to the conditions of the learners. Learners have the opportunity to learn according to their level of achievement (Teaching at the Right Level), needs, pace, and learning style because CP is made by taking into account the phases of child development.

One of the spirits of independent learning is that teaching learners is tailored to their initial level of achievement or ability. Teachers assess learners' learning levels, group them according to those with similar levels of attainment and ability, and provide teaching interventions and various learning activities according to their learning levels, rather than just looking at their age and grade.

There is a learning unit operational curriculum (KOSP) that contains all learning process plans that are held in education units as guidelines for organizing learning. KOSP is developed according to the context and needs of learners and education units. KOSP contains learning objectives and the flow of learning objectives as a reference for learning planning. There is a teaching module as a learning tool developed by the school according to the characteristics of the school and its students.

Researchers found that the implementation of making KOSP and teaching modules at PSP PAUD implementing institutions in Batu City Batch 1 still has no reference or example. So that they develop their own teaching modules and interpret Merdeka learning at the institution.

There are regular evaluations to improve and improvise how PSP is run in an education unit. Evaluation using the PMO (Project Management Office) method is carried out regularly. Kemendikbudristek implements a PMO so that the PSP management process is standardized, with all parties using the same instruments and methods for planning, monitoring, managing, controlling and reporting. In PSP, the PMO organization is at several levels, from the school level, regional level (province/district/city), UPT level, and the central level at the ministry level.

4.1.4. Product Evaluation

Product evaluation of the implementation of the PAUD Mover School Program in Batu City can be seen from the implications that have been carried out by PSP implementing schools and the increase in human resources that has occurred in PSP implementing schools. The PSP mentoring in Batu City has been carried out with various methods, including the PSP principal sharing at the cluster level, namely the schools around it. It is also implemented when there are visits by other institutions to PSP implementing institutions in Batu City. There is also a forum prepared for the PSP transfer process. TK Dahlia 01 and TK Harapan Pertiwi 01 are the first batch of PSP implementers. Thus, both kindergartens are obliged to transfer to schools in the vicinity.

Implementers of PSP batch 1 explained that there was an increase in the capacity of human resources in schools. Increased HR capacity is obtained from the training and implementation of Merdeka Belajar that has been implemented. Principals and teachers have become more innovative with the independent creation of modules based on KOSP. This also makes learning more interesting because the learning process is in accordance with what the teacher prepares and is adjusted to the diversity and characteristics of students and the surrounding area.

4.2. Supporting Factors and Challenges in the Implementation of PSP in Batu City

4.2.1. Supporting Factors

There are supporting factors for the implementation of PSP in PAUD education units in Batu City, namely there is funding support in the form of BOP Performance to support the PSP implementation process in education units. BOP Performance is used to fulfill facilities and infrastructure to support learning and to procure improvements in teacher competence. At the PAUD level, BOP Performance can be used to purchase interesting learning materials and media. This is in accordance with Permendikbudristek number 63 of 2022 concerning technical guidelines for the management of operational assistance funds for education units, namely the Operational Assistance for Early Childhood Education Performance funds, hereinafter referred to as BOP PAUD Performance funds, are used to improve the quality of education. Components of the use of Performance PAUD BOP funds include human resource development, learning with a new paradigm, school digitalization and data-based planning.

4.2.2. *Challenge*

The challenge faced by Batu City PAUD education units in implementing PSP is the confusion experienced by all stakeholders regarding PSP implementation. This is because PSP Batch 1 still has no guidebook, although there have been trainings. The first batch of PSP implementers are looking for how the education system is run so that all stakeholders are required to be willing to learn and continue learning so that the implementation of PSP can run as expected.

In terms of human resources, the challenges faced when implementing PSP are teachers who must be willing to learn. Teachers convey knowledge to students at the beginning so that students are interested in learning. Teachers must be able to describe how the learning will be carried out, especially with the different abilities of students.

5. Conclusion and Recommendations

5.1. Conclusions

Based on the results of the evaluation analysis of each stage that has been obtained, it can be concluded that the Early Childhood Movement School Program in Batu City can be categorized as effective. However, there are still gaps at the process evaluation stage. From these indicators, it can be seen that the implementation of PSP PAUD in Batu City still requires a lot of socialization, assistance, and equal distribution of digital access to support the schools implementing PSP PAUD in Batu City.

Evaluation of the implementation of the Movers School Program in Early Childhood Education units in Batu City includes:

- i. In terms of context evaluation, it is in accordance with the theory contained in the technical guidelines of the Ministry of Education, Culture and Research. The implementation of PSP PAUD in Batu City illustrates that the goal of PSP is the equalization of education throughout Indonesia. PSP PAUD is the beginning of a transition in education programs where the expected output is equitable education in Indonesia.
- ii. In the input evaluation, the implementation of PSP PAUD in Batu City includes the role of the Batu City Education Office after the PSP was announced, namely

calling on all heads of early childhood education to register for PSP. Then, the selection of school principals as PSP implementers in education units is in accordance with what is socialized. The determination of the PSP implementing kindergarten head is carried out by the central government with the consideration of the education office.

- iii. The process evaluation discusses the implementation of PSP PAUD in Batu city from the start of the program. In fact, there was an initial online accreditation before the program was launched which was not in line with what was socialized. The socialization of PSP PAUD was conducted online so that the process was still not optimal. The implementation of PSP PAUD in Batu City in the first year was still called trial and error. Then with the PMO (Project Management Office) evaluating the program continuously, now the implementation of PSP PAUD has started to improve.
- iv. Product evaluation discusses whether the implementation of the PSP is in accordance with the predetermined objectives. The implementation of PSP PAUD in Batu City has carried out various forms of transferring the PSP as a way to achieve equitable education in Indonesia.
- v. There are supporting factors for the implementation of PSP in Batu City, namely the existence of BOP PAUD Performance for the implementation of PSP in PAUD institutions. There are challenges faced by PSP implementing school principals, namely how they mobilize their institutions to implement the concept of Merdeka Belajar.

The implementation of the Early Childhood Movement School Program in Batu City shows good results and has a positive impact on improving the competence of human resources in schools, namely principals and teachers. The sustainability of the PSP PAUD in Batu City is recommended to be continued so that educational equity is achieved and the connection with the implementation of the Merdeka Curriculum can be achieved soon.

5.2. Suggestions

Based on the description that the researchers have described, there are several suggestions that can be described as follows:

- i. The central government should implement a policy carefully so as not to cause confusion for local governments and implementers in the field. The Ministry of Education, Culture and Research needs to increase the socialization of the implementation of the School Mover Program.
- ii. For the central government and local governments, there is a need for continuous collaboration and readiness when PSP is implemented in education units.
- iii. Monitoring and evaluation need to be carried out on an ongoing basis by the central government in a comprehensive and data-based manner regarding the effectiveness of the implementation of the PSP, the challenges and constraints faced, and the follow-up improvement plan that needs to be carried out.

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