

Evaluation of the Implementation of the Sekolah Penggerak Program: a Case Study of SMPN 3 South Tangerang

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Keywords	ABSTRACT
Driving School Program, educational evaluation, CIPP, learning innovation, SMPN 3 South Tangerang	This study aims to evaluate the implementation of the <i>Driving School Program (PSP)</i> at <i>SMPN 3 South Tangerang</i> . The research uses a qualitative approach with in-depth interview techniques involving teachers as key informants. The results of the study show that the main challenges in implementing <i>PSP</i> are the gap in students' learning abilities and motivation, as well as the need for teachers to adjust to curriculum changes. Training and assistance from the education office have proven helpful to teachers in aspects of assessment, differentiation, and learning innovation, although limited digital facilities remain an obstacle. The effectiveness of <i>PSP</i> can be seen in teachers' ability to conduct diagnostic assessments, design differentiated learning, and encourage creativity and active participation among students. The positive impact of this program includes creating a conducive learning atmosphere, increasing students' courage to speak up, and raising teachers' expectations for schools to become successful driving school models. The analysis using the <i>CIPP</i> evaluation model shows that <i>PSP</i> is relevant to the school context, supported by adequate input, operates through an adaptive process, and produces positive learning outcomes. These findings show that <i>PSP</i> contributes to improving the quality of learning, but the sustainability of the program requires improved facilities, continuous mentoring, and strengthened digital literacy among teachers and students.

INTRODUCTION

Education is the main pillar in the development of a nation because it is through education that human resources are formed, developed, and prepared to answer future challenges. The quality of education is directly proportional to the quality of civilization and economic progress of a country, as emphasized by Hanushek and Woessmann (2010), who noted that long-term economic growth is greatly influenced by the quality of the education system, especially in terms of student competence. Therefore, reform in the world of education is a necessity that must continue to be pursued systematically and adaptively to the changing times. Education reform is not only about the curriculum but also touches on aspects of school leadership, the role of teachers, and community participation. In Indonesia, one of the education transformation strategies carried out is through the launch of the *Driving School Program (PSP)* as an integral part of the broader *Merdeka Learning* policy.

This program was launched by the Ministry of Education, Culture, Research, and Technology (*Kemdikbudristek*) in 2021 as a concrete form of government intervention to improve the quality of schools comprehensively and systematically (*Kemdikbudristek*, 2021). *PSP* aims to encourage the transformation of educational units through strengthening the leadership capacity of school principals, improving pedagogical competence and teacher

professionalism, and focusing on learning that prioritizes students (Directorate General of GTK, 2022).

PSP is designed to build a school ecosystem that is oriented toward improving the quality of learning in a comprehensive and sustainable manner, in line with the principle of continuous improvement in education management (Senge et al., 2012). This program includes several key interventions such as a more flexible curriculum (*Independent Curriculum*), project-based learning to strengthen character and competence through the *Pancasila Student Profile*, as well as improving the quality of academic supervision (Ministry of Education and Culture, 2021; Nugroho, 2022).

The *Independent Curriculum*, which is a pillar in *PSP*, is designed to provide space for differentiation and autonomy for teachers in managing the learning process according to the needs of students, addressing issues that were previously hampered by a curriculum approach that was too uniform (Majid, 2021). Project-based learning has also been shown to improve 21st-century skills such as collaboration, creativity, and critical thinking.

In addition, *PSP* emphasizes the importance of learning community involvement as part of strengthening a reflective and collaborative culture in teacher professional development (Lie et al., 2022). This model is in line with the Professional Learning Community approach (*PLC*) that has been proven effective in encouraging improvement in teaching practices and student learning outcomes.

Another important component in *PSP* is digital transformation. Digitizing learning and technology-based data management is an important part of school adaptation to the Industrial Revolution 4.0 era and the post-COVID-19 pandemic (OECD, 2021). Information technology is used not only in online learning activities but also in monitoring the quality of education through platforms such as the Education Report Card and the *Independent Teaching Platform (PMM)*, which support formative assessments and professional development of teachers online (Ministry of Education and Culture, 2022).

A number of previous studies have provided mixed views on the effectiveness of this program. Research by Nurhanifah (2024) shows that the implementation of *PSP* is able to encourage learning innovation and strengthen teacher participation in curriculum development at the education unit level. Meanwhile, a study by Wiryatmo et al. (2023) at *SMPN 1 Bringin* highlights the importance of adequate input and a mature implementation process so that the goals of *PSP* can be achieved optimally. The results of the evaluation conducted using the *CIPPO* model show that the active involvement of school stakeholders greatly determines the success of the program. Research from Herawati & Suyata (2022) shows that the success of *PSP* implementation is highly dependent on the readiness of school resources, the leadership capacity of school principals, and support from local governments.

However, a number of challenges also emerge in the implementation of *PSP*. Ludenara (2023) revealed that obstacles such as limited digital infrastructure, teacher administrative burden, and lack of advanced training are inhibiting factors in program optimization. In addition, resistance to curriculum changes and learning cultures that are not fully adaptive are also critical issues in many educational units. Research by Prasetyo (2022) noted that school principals often experience confusion in translating *PSP* success indicators into daily managerial practices. Furthermore, research by Sari and Lestari (2023) highlights teachers' resistance to curriculum changes, especially the *Independent Curriculum*, which is an integral

part of *PSP*. Other reported obstacles include limited infrastructure, lack of ongoing training, and high administrative burdens for teachers (Hakim, 2022).

In the midst of this complexity, it is important to conduct a thorough evaluation of the implementation of *PSP* in various local contexts. One of the interesting contexts to be researched is *SMPN 3 South Tangerang*, which is one of the driving schools in urban areas. This evaluation is not only useful for identifying achievements and constraints but also as a basis for formulating more contextual education policy recommendations. This research is also important to provide an empirical picture of the extent of the effectiveness of *PSP* at the junior high school level, as well as to evaluate obstacles and strategies that can be used to improve its success. Based on the preliminary presentation above, the researcher wants to conduct research related to the evaluation of the implementation of the *Driving School Program* at *SMPN 3 South Tangerang*.

METHOD

This study uses a descriptive qualitative approach. Data collection techniques are carried out through in-depth interviews with school personnel and observation of learning activities, as well as a documentation study of the *PSP* program at *SMPN 3 South Tangerang*. Data analysis was carried out using data reduction techniques, data presentation, and conclusion drawing based on the model of Miles and Huberman. The validity of the data was tested through triangulation of sources and methods.

This research is also grounded in theory, as the *CIPP* evaluation model developed by Stufflebeam) is used as the main framework in this study. This model includes four components: Context (context of needs and goals), Input (resources and strategies), Process (program implementation), and Product (results and impacts). In addition, the change management approach in education also serves as the theoretical basis, where the success of school transformation is influenced by instructional leadership, readiness for change, and the active participation of all stakeholders.

RESULTS AND DISCUSSION

The results of the research on the implementation of the Driving School Program (*PSP*) at *SMPN 3 South Tangerang* were obtained through interviews with teachers and school stakeholders. The main findings are summarized into several aspects, namely challenges, training, effectiveness, constraints, impacts, as well as expectations and future evaluations.

Challenge

The biggest challenge in the implementation of the Driving School Program (*PSP*) at *SMPN 3 South Tangerang* is to motivate students who have learning gaps. According to Nina Diana, S.Pd., this aspect is the main obstacle in the initial implementation of the program (Interview, N. Diana, personal communication, 2025). In line with that, Widihadi, M.Pd., emphasized that both teachers and students must adapt to significant changes (Interview, W. Widihadi, personal communication, 2025).

These findings are in line with research by Suryadi (2023) who stated that differences in student understanding levels due to academic gaps are the main challenges in the implementation of the new curriculum in secondary schools. This gap is exacerbated by the

socio-economic background of students' families, so teachers are required to be more creative in using differentiated learning strategies. In addition, Mulyasa (2022) emphasized that the success of educational programs is greatly influenced by the ability of teachers to build students' intrinsic and extrinsic motivations, especially in the context of the Freedom of Learning policy.

In the context of teacher adaptation, research by Rahmawati and Prasetyo (2022) shows that teachers in driving schools face pressure to adapt learning methods to a new paradigm that emphasizes competence, collaboration, and 21st century skills. This requires continuous training and support from school principals so that teachers are not only curriculum implementers, but also learning innovators. Furthermore, Hapsari and Kurniawan (2023) emphasized that sudden changes in the education system often cause resistance from both teachers and students, especially if they are not accompanied by comprehensive socialization.

On the other hand, the gap in students' learning motivation is not only related to cognitive abilities, but is also influenced by psychological and environmental factors. According to Zimmerman, learning motivation is closely related to self-regulated learning, namely the ability of students to set goals, monitor processes, and evaluate their learning outcomes. In the case of SMPN 3 South Tangerang, teachers are required to be able to fostering students' self-regulation through project-based learning strategies and real experiences, in accordance with the principles of the Independent Curriculum. Overall, the results of this study show that the implementation of PSP faces two main challenges: (1) gaps in student motivation and learning achievement, and (2) the need for teachers' adaptation to the new learning paradigm. The two are interrelated because low student motivation will make it difficult for teachers to develop innovative learning, while slow teacher adaptation will widen the gap in student motivation.

Training and Service Support

The training organized by the agency in the framework of PSP is considered very helpful for teachers, especially in terms of assessment, differentiation, and learning innovation. Teachers gain new insights that strengthen their understanding of curriculum changes (Interview, N. Diana, personal communication, 2025). These findings are in line with the research of Sari and Lestari (2022) which emphasizes the importance of continuous training for teachers in implementing the Independent Curriculum. Training not only serves as a knowledge transfer, but also as a forum for sharing good practices between teachers. Thus, teachers can adopt a differentiated learning approach that is more in line with the needs of students.

Furthermore, Hidayat and Sunarto (2023) emphasized that support from the education office has a crucial role in maintaining the consistency of PSP implementation. This support can be in the form of providing facilitators, learning modules, and periodic monitoring to ensure that teachers not only understand the theory, but are also able to practice it in real classes.

According to Fullan (2016), curriculum changes will be successful if accompanied by sustainable capacity building. This means that training must be carried out systematically and continuously, not just one-shot training. This is important so that teachers have enough time to

understand, try, reflect, and improve their teaching practices in accordance with the spirit of the Independent Curriculum.

In addition, the Ministry of Education and Culture (2022) also reported that more than 70% of teachers in driving schools felt helped by the training and assistance from the education office, especially in terms of diagnostic assessments, learning planning competency-based, and the application of project-based learning. This data shows that structured training supported by local government policies can increase teachers' motivation and confidence in facing learning challenges in the field.

Thus, it can be concluded that training and support from the service not only improve teachers' technical competence, but also strengthen their psychological readiness to face curriculum changes. Continuous support from the service is a key factor in reducing resistance to change and ensuring the sustainability of the driving school program at SMPN 3 South Tangerang.

Implementation Effectiveness

The effectiveness of PSP is seen when teachers are able to map students' abilities and design learning programs that suit their needs. Widihadi, M.Pd. added that teachers routinely conduct comparisons between semesters and diagnostic tests to ensure the sustainability of the program (W. Widihadi, Personal interview, 2025). This diagnostic assessment practice is in accordance with the principles of the Independent Curriculum which emphasizes the importance of assessment as learning to map students' learning readiness (Ministry of Education and Culture, 2021). According to Brookhart (2017), formative assessments that are carried out on an ongoing basis will help teachers understand the development of students' abilities, so that learning strategies can be adjusted to individual and group needs.

In addition, research by Setiawan and Hidayah (2023) shows that the success of PSP is characterized by increasing teachers' ability to design differentiated learning, where learning materials, processes, and products are tailored to students' learning profiles. This has been proven to increase student engagement and reduce the achievement gap between individuals.

The effectiveness of PSP implementation is also influenced by the use of systematic evaluation instruments. Darling-Hammond et al. (2020) affirm that integrated diagnostic assessments in the learning cycle not only facilitate academic achievement, but also support the development of students' social-emotional skills. Thus, PSP focuses not only on cognitive learning outcomes, but also on the formation of 21st century character and competencies.

The results of this study are also in line with the findings of Putri and Yuliana (2022), which show that driving schools that consistently map students' abilities and compare results between semesters experience an average increase of 15–20% in literacy and numeracy achievements. This reinforces the evidence that the effectiveness of PSP is highly dependent on a planned monitoring and evaluation system. Thus, it can be concluded that the effectiveness of PSP at SMPN 3 South Tangerang is reflected in the consistency of teachers in conducting diagnostic assessments, comparing results between semesters, and designing differentiated learning. Such practices not only support the sustainability of the program, but also ensure that each student has a learning experience that is appropriate to his or her capacity and needs.

Constraints

Some of the obstacles that are still felt include limited facilities and adjustments to the time needed by teachers and students. This makes the adaptation process not run quickly, so some teachers need additional time to adjust (Interview, N. Diana, personal communication, 2025; Interview, W. Widihadi, personal communication, 2025). Limited facilities, especially digital facilities and adequate learning spaces, are a classic problem in the implementation of education policies in Indonesia. Yuliani and Prabowo (2022) emphasized that driving schools face infrastructure obstacles such as internet access, ICT devices, and uneven learning media. This condition has an impact on optimizing the application of technology-based assessments and differentiated learning.

In addition, time adjustment is also a challenge. Teachers often find it difficult to balance administrative burdens with the need for learning innovation. Suharto (2021) emphasized that teachers' workloads in the era of curriculum reform often increase due to the demands of continuous assessment, project-based learning planning, and documentation of student learning outcomes. This results in some teachers experiencing fatigue and taking longer to adapt.

From the student side, Rahmawati (2023) found that adaptation to new learning methods takes time because students are used to conventional teacher-centered approaches. The implementation of the Independent Curriculum requires students to be more active and independent, so for some students, this transition causes confusion and decreased motivation to learn in the early stages.

According to Fullan, obstacles in education reform are natural because changes in the education system are complex and multidimensional. Therefore, structural support in the form of providing facilities, reducing administrative burdens, and consistent mentoring programs is needed to accelerate the adaptation process of teachers and students. Thus, it can be concluded that the main obstacles to the implementation of PSP at SMPN 3 South Tangerang include limited facilities, the burden of teacher adjustment time, and the initial resistance of students to new learning methods. Overcoming these constraints requires a comprehensive strategy, including policy interventions, facility improvements, and ongoing mentoring.

Impact

In general, PSP has a positive impact on the learning process at SMPN 3 South Tangerang. Teachers become more creative, innovative, and students are more courageous in their opinions. This program also creates a conducive learning atmosphere (Interview, N. Diana, personal communication, 2025; Interview, W. Widihadi, personal communication, 2025). These findings are in line with the Ministry of Education and Culture's report (2022) which shows that the implementation of PSP is able to increase teachers' creativity in using project-based learning strategies and diagnostic assessments. This has an impact on increasing students' active participation in the classroom. Furthermore, Hadi and Firmansyah (2023) found that driving schools have experienced a significant increase in terms of literacy and numeracy culture, where students become more confident to express opinions and demonstrate critical thinking skills.

In addition, the positive impact of PSP can also be seen from the increase in collaboration between teachers. Suryana (2021) explained that teacher training and mentoring programs in PSP strengthen a culture of reflection and collaboration, so that teachers not only

play the role of teachers, but also as facilitators and innovators of learning. The school environment also becomes more conducive because of the synergy between teachers, students, and parents in supporting the learning process.

From the student side, research by Rahman and Lestari (2022) shows that the application of differentiated learning in PSP is able to increase students' confidence and intrinsic motivation. This is relevant to the findings at SMPN 3 South Tangerang, where students become more courageous to express ideas and opinions in class forums. According to Fullan and Quinn (2017), effective educational change is characterized by a real impact on learning practices and school climate. In the context of PSP, this impact is reflected in the increase in teacher creativity, the courage of students to participate, and the creation of a more conducive and collaborative learning atmosphere.

Thus, it can be concluded that PSP at SMPN 3 South Tangerang has had a significant positive impact on the quality of learning. This impact includes pedagogical aspects (teacher creativity and innovation), psychological (student confidence), and managerial (more conducive school environment).

Suggestions and Evaluations

To strengthen the implementation of PSP, teachers suggest that there be more specific training, effective mentoring, and improved learning facilities. Mrs. Indah emphasized that teachers who are not used to digitalization must learn a lot in order to be able to adapt to the demands of PSP (Interview, Indah, personal communication, 2025). This is in line with the research of Pratama and Widodo (2022) which found that the successful implementation of the Independent Curriculum is greatly influenced by the quality of teacher training, especially in terms of the integration of digital technology and project-based learning. Teachers need intensive mentoring, not just short-term training, to be able to master innovative learning practices.

In addition, Arifin (2021) emphasized that learning facilities, especially information technology devices, must be improved to support the digitalization of education. The digital divide that still occurs in many schools causes the implementation of modern education programs to be uneven. Therefore, the provision of digital infrastructure, stable internet access, and interactive learning media are needed in driving schools.

Periodic evaluations are also an important point. The Ministry of Education and Culture (2022) recommends that each driving school carry out data-based monitoring and evaluation, so that weaknesses can be immediately identified and corrected. Thus, PSP can continue to develop adaptively according to the needs of teachers and students.

Hope

The teachers hope that SMPN 3 South Tangerang can become an example of a successful driving school and be able to expand collaboration with various external parties. In addition, this program is expected to improve student achievement and bring the school's good name (Interview, N. Diana, personal communication, 2025; Interview, Beautiful, personal communication, 2025; Interview, W. Widihadi, personal communication, 2025).

This hope is in line with the view of Fullan (2016) that the success of education reform is not only measured by internal changes in schools, but also by the ability of schools to build

external networks with the community, local governments, and the industrial world. The collaboration can open up space for students to have a more authentic learning experience. Research by Handayani and Mulyadi (2023) also shows that driving schools that are able to build collaboration with external parties, such as universities, communities, and private institutions, tend to have higher student achievements. This is due to the support of additional resources and contextual learning that is relevant to real life.

Thus, the hope of teachers at SMPN 3 South Tangerang that the school will become a successful driving school model can be realized if it is supported by specific training, effective mentoring, improved facilities, and strengthening external networks. These efforts will contribute not only to improved student achievement, but also to the school's reputation as a pioneer in PSP implementation. Based on the analysis with the CIPP model, the implementation of the Driving School Program (PSP) at SMPN 3 South Tangerang showed quite positive results. From the context aspect, this program is relevant to the needs of improving the quality of education and developing student potential. In the input aspect, training support and mentoring from the office are important capital, although there are still limitations in the facilities and digital readiness of teachers. In terms of process, teachers have tried to differentiate learning, diagnostic assessments, and learning innovations that encourage student creativity, even though adaptation takes longer. Meanwhile, in the product aspect, PSP has a positive impact in the form of increasing teacher creativity, students' courage to express their opinions, and creating a more conducive learning atmosphere. However, continuous evaluation is needed related to facilities, mentoring, and digital literacy so that the implementation of PSP is more optimal.

CONCLUSION

Based on the results of research at SMPN 3 South Tangerang, the *Driving School Program (PSP)* revealed several important findings. First, the main challenge in program implementation is the gap in students' learning ability and motivation, as well as the need for teachers to adjust to curriculum changes. Second, training support and mentoring from the education office are very helpful for teachers, especially in the aspects of assessment, differentiation, and learning innovation, although the limitation of digital facilities remains an obstacle. Third, the effectiveness of *PSP* implementation can be seen in teachers' ability to conduct diagnostic assessments, compare results between semesters, and design differentiated learning that encourages teacher creativity and students' courage to express their opinions. Fourth, the positive impact of *PSP* includes improving the quality of learning, creating a conducive classroom atmosphere, and raising teachers' expectations for schools to become successful driving school models with increased student achievement. Analysis using the *CIPP* model shows that *PSP* is relevant to the school context, supported by adequate inputs (training and mentoring), operates through an adaptive process despite facing obstacles, and produces positive learning outcomes. In conclusion, *PSP* at SMPN 3 South Tangerang has had a significant initial impact on improving the quality of learning, but the sustainability and optimization of the program require improved facilities, continuous mentoring, and strengthened digital literacy among teachers and students.

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