

Teachers' Perceptions of the Influence of "Mover School" in Generating Pancasila Student Profiles

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Abstract

This paper aims to explain the influence of principal's leadership (PL), teacher competence (TC), literacy movement (LM), learning facilities (LF), and community involvement (CI) on the implementation of the "Mover School" policy, then its influence on the development profile Pancasila students. The manuscript is part of the results of research on 16 junior high schools that are classified as good in 4 (four) cities in 3 (three) provinces. Data was collected by distributing questionnaires to permanent teachers in the sample schools, with a sample of 20 teachers drawn at random from each school. On the other hand, the research also conducted interviews to collect information from several teachers, school supervisors, parents, religious leaders, and others. The results of the study indicate that the study variables have a significant influence on school management, so it is necessary to pay attention to schools that will be designated as "Mover School". The implementation of "Mover school" needs to pay attention to the indicators of each variable that contributes the strongest value, namely: emotional control and motivational guidance on the OT variable; continuous professional development, use of methods, and mastery of teaching materials in TC variables; involving community participation and strengthening literacy movement management on the LM variable; availability of adequate libraries, classrooms, and practicum laboratories on the LF variable; and involvement in character education and learning supervision in the CI variable. All of these tend to support the success of the "Mover School" and the achievement of the expected student profile.

Keywords: leadership, kompetensi, literacy, facility, community, profil.

Introduction

The Ministry of Education and Culture of the Republic of Indonesia for the 2019-2024 government period issued a policy regarding "Mover Schools" with the hope of becoming one of the strategic breakthroughs to improve the quality of education. It is said that the "Mover School" program is a school that focuses on developing student learning outcomes holistically with the aim of realizing the competence of the Pancasila Student Profile (Kemdikbudristek, 2021a). The "Mover School" program is implemented in stages and is integrated with the ecosystem, which at the same time supports the implementation of education in schools.

The purpose of the "Mover School" policy is to improve the quality of education, especially in relation to inadequate learning

outcomes. The phenomenon of the implementation of national education is still showing the tendency of learning outcomes that tend to be low. The Program for International Student Assessment (PISA) study initiated by the Organization for Economic Cooperation and Development (OECD) in more than 70 countries shows that Indonesian students' reading, science and mathematics skills from year to year are always at the bottom. In 2018 the results of the PISA test showed an average of 487 for reading ability with the first rank being achieved by China with a score of 555, Singapore 549, and Macau 525, while Indonesian students were in the score of 371 and ranked 71 of the 77 countries studied. The average PISA score for math and science is 489, and Indonesian students are at 379 and science 396, this position is far from China and

Singapore which rank high for math and science scores 591 and IPA 569 (PISA, 2019; Balitbang Kemendikbud, 2019; Kompas.com 2019).

These results are worrying, so that they require a breakthrough in thinking to improve the abilities of Indonesian students, one of which is through the "Mover School" policy. Through "Mover School" it focuses on mobilizing all internal and external aspects holistically to support the implementation of education in schools. At least these aspects are related to the leadership of school principals, teachers, literacy movements, learning facilities, and community involvement, which will be discussed in this paper. Directly "Mover School" will be influenced by the leadership of the principal who is able to carry out management roles, directing educational organizations, and mobilizing staff in schools. In fact, principal leadership often determines the success or failure of achieving educational outcomes in schools (Brookover et al, 1979; Mortimore, 1998; Muhadzdzibah, Somantri, & Djuwita, 2017; Erti, 2020).

Likewise with the teacher aspect in carrying out learning tasks. The level of ownership of teacher competence will determine learning performance, then affect the level of achievement of learning quality. Another aspect is the intensity of the literacy movement in the form of promoting reading and writing activities at home, school, and other places. This activity is not only limited to letter recognition and reading fluency, but also understands and develops the ability to channel ideas and thoughts in written form.

Another aspect is that the learning facilities owned by the school at the "Mover School" are also suspected of influencing student learning, starting from a safe and comfortable school building, neat, clean, bright, and fresh classrooms, the existence of a teaching laboratory, and an adequate school library, and others. The availability of adequate learning facilities, including digital technology devices, greatly supports the smooth running of learning, so that students are not only given things that are theoretical, but also practical, actively seek, and develop selfknowledge.

Another aspect that is also highlighted in this paper that is considered to affect the implementation of "Mover School" education is the involvement of the community in supporting learning, starting from students' parents, community leaders, religious leaders, and others.

Basically the five aspects above are variables that commonly affect school management. These five aspects are variables that will also affect the function of indicators in school management variables, especially those related to achieving the quality of education, competence of school principals and teachers, school digitization, the acquisition of mentoring, the role of catalyst for change for others. schools in the vicinity, and additional budget costs. The realization of the achievement of these functions will determine the development of the expected profile of Pancasila students who have noble character, understanding of global diversity, mutual cooperation, independence, critical thinking, and creativity.

This paper aims to determine the effect of the exogenous variables of school principal leadership, teacher competence, literacy movement, learning facilities, and community ecosystem involvement on the endogenous variables of school management becoming "Mover School", as well as their impact on the development of Pancasila student profiles. This research will also show the indicators that are the strongest in influencing each variable, so that later it needs to be considered in the development of the "Mover School" school by the relevant parties, so that the mechanism can actually achieve the expected results.

2. Literature Review

2.1. Mover School The "Mover School" policy was initiated because of dissatisfaction with the low quality of educational outcomes. The program has the characteristics of being integrated with the entire school ecosystem to support changes in the medium-term (three-year) learning process which is expected to be a catalyst for change to improve the quality of teaching and learning (Kemdikbudristek, 2021b). To that end, the ministry allocates funds for capacity building for human resources (HR), accompanying teachers, and the community or practitioners who will assist

teachers in facilitating the learning process. The "Mover School" program was carried out in stages with an initial quota of

2,500 schools in 111 districts/cities (2021-2022), then doubled to 10,000 schools in 250 districts/cities (2022-2023), increasing again to 20,000 schools in 514 districts/cities, and 40,000 schools in 514 districts/cities, and so on to cover all schools in Indonesia (Kemdikbudristek, 2021b).

It is stated that "Mover school" is an improvement from the previous school transformation program to accelerate school progress, both in terms of learning outcomes, learning environment, learning, as well as reflection and impact. There are at least 2 (two) important aspects in the implementation of the "Mover School" program, namely: the role of the Mover teacher, and the Mover community. Mover teachers are learning leaders and strive to encourage the entire educational ecosystem in a student-centered manner. Mover community is the involvement of people parents, community and traditional leaders, organizations, scholars, volunteers, and other stakeholders to support and realize quality education. Implicitly between schools and the community can create an ecosystem that is interrelated, cooperates, and supports the implementation of education in schools to achieve results quality learning.

As a transformation process from the previous education management, "Mover School" will not be separated from the influence of various internal and external aspects, as is the case in conventional schools. There are at least 5 (five) aspects that affect school management, namely: principal leadership, teacher competence, literacy movement, learning facilities, and the education ecosystem. These five aspects are exogenous variables that are thought to have an effect on the endogenous variables of school management which will become "Mover School". Furthermore, the influence of this variable will determine its impact on the achievement of educational outcomes, especially in shaping the profile of Pancasila students with noble character traits, understanding global diversity, mutual cooperation, independence, critical thinking, and creativity.

2.2. Principal Leadership

The progress of education in schools is often determined by the leadership of the principal in managing the educational organization. Principals whose components will manifest leadership not only contain a better vision, goals, and orientation for change, but also the ability to direct and mobilize staff to achieve these visions and goals (Mortimore et al, 1998; Yukl, 2001; Nanus, 2004; Ivancevich, Konopaske, & Matteson, 2007; Agung, 2010; Davis & Newstrom, 2014; Luthans, 2014; Toha, 2016). The leadership of a less competent principal tends to lack vision, goals, and is oriented towards change, so that it will only lead to a stagnant situation and a tendency to maintain the status quo for the results achieved so far.

The current development, traditional leadership patterns that tend to be hierarchical with decision making entirely on the leader tend to be abandoned. Leadership shifts to a collaborative pattern, where decision-making by the leader is carried out with staff to determine the vision, goals, and expected outcomes (Daft, 2015; Kouzes & Posner, 2017). No exception with schools, principals' leadership which tends to be hierarchical and based on top-down instructions tends to be abandoned, shifting to a form of cooperation between principals and staff, especially teachers. The principal determines the shared vision and goals of the staff, forms joint decisions and becomes the orientation of shared values to be realized.

The "Mover School" program emphasizes the aspects of cooperation between the principal and teachers, teachers and teachers, and teachers and students, and even seeks to increase community participation in the implementation of education in schools. To improve the competence of principals and teachers, the government provides intensive assistance for three years carried out by expert trainers (Kemdikbudristek, 2021c). The role of this expert trainer includes: encouraging collaboration across the school education ecosystem, developing a community of education practitioners, developing the competencies of principals and teachers; and monitor learning progress (<https://school.penggerak.kemdikbud.go.id/pr o gramschool penggerak/peliharahaahli/>). In simple terms, competence can be defined as a set of knowledge, skills, and behaviors that

must be possessed, appreciated, mastered, and actualized in carrying out their duties (Wibowo, 2013; Robbins, 2017).

2.3. Teacher Competence

Since the issuance of regulations requiring teachers to be competent and professional, more than half of the 2.5 million teachers have graduated and are competent (Law of the Republic of Indonesia No. 14/2005). But in fact passing the teacher competency test has not been able to improve the quality of education, even though the Ministry of Education and Culture has also provided training through teacher learning programs and continuous professional development programs from 2016 to 2019 (Directorate General of Teachers and Education Personnel, 2016). Indications from many parties, the Covid-19 pandemic that applies online learning from home, has resulted in a decrease in the quality of student learning outcomes at all levels.

The implementation of the “Mover School” policy is getting tougher. Efforts to increase teacher competence are carried out through a mentoring program by “Mover Teacher”. In this “Mover Teacher” program, the ministry trains a number of selected teachers for 9 (nine) months, so that later they can provide assistance to teachers in “Mover School” (Directorate General of Teachers and Education Personnel, 2020). During program implementation, teachers continue to carry out their teaching duties and receive online training, workshops, conferences, and mentoring (<https://school.penggerak.kemdikbud.go.id/gurupenggerak/>). Furthermore, to strengthen this program, the Ministry of Education and Culture in 2021 will also launch the Learning and Sharing Teacher Program which will be conducted online. This program is carried out with the aim of strengthening limited face-to-face learning due to the Covid-19 pandemic, to create safe, comfortable, and fun learning for students in the educational unit environment. The target participants for this program are all teachers and heads of education units at all levels (Kemendikbudristek, 2021d).

2.4. Literacy Movement

The PISA study which showed that the reading ability of Indonesian students was still relatively low had spawned a policy of the school literacy movement by the Ministry of Education and Culture in 2017. The aim of this movement is to foster a culture of reading and writing so as to support the improvement of the quality of education and the development of lifelong learning. One of the literacy movements is reading and writing which can be said to be the basis for students to achieve high learning achievement (Paska, 2017). This literacy does not only limit the ability to read and write, but includes the ability to think to find and interpret various forms of representation around us (Kist, 2005).

Literacy means developing the culture, activity, and creativity of reading and writing. Reading-writing culture is a set of values that guide students' reading-writing habits and skills to recognize, understand, and utilize all aspects of developing the potential of their environment (Hidayah, 2017; Hidayat, Basuki, & Akbar, 2018; Hartyatni, 2018). Reading and writing culture will motivate reading behavior and habits at home, at school, in school libraries, regional libraries, reading parks, and others, then channeling ideas in writing (Indramayana, 2015; biMBA, 2016; Agung et al, 2020). Reading and writing culture will encourage creativity to analyze, interpret, and generate new ideas or thoughts in the form of words and sentences or written language, from nothing to being (Ayan, 2002; Boden, 2004; Amilia, 2018; Agung et al, 2020). Creativity in reading and writing will bring up the ability to produce essays in writing which are the result of thoughts, observations, studies, or scientific and non-scientific works. Various studies have shown that reading-writing literacy has a significant effect on increasing students' reading-writing achievement, and other learning achievements (Hasibuan, 2018; Rismaida, 2019; Agung et al, 2020).

2.5. Learning Facilities

The implementation of the “Mover School” policy is aimed at both public and private schools. However, there are still differences in ownership of learning facilities between public and private schools, large and small. If public schools tend to have relatively complete learning facilities because they receive assistance from the government,

private schools must provide them themselves. Perhaps only private schools managed by foundations with large capital can provide relatively complete learning facilities to support student learning activities, on the other hand, schools that are relatively small and poor. Ironically, the number of schools of this last type is quite a lot

spread in the city center, suburbs, villages, remote areas, and so on in the territory of Indonesia. Various studies show that the availability of learning facilities in schools is one of the determinants of student learning success, and generally located in urban areas (Dewi, Johan, & Trisnawati, 2017; Azis, Efendi,

& Basori, 2019; Arrixavier & Wulanyani, 2017; Azis, Efendi, & Basori, 2019; Arrixavier & Wulanyani, 2020; Octavia, Ismiyati, & Sholikah, 2020).

The rapid development of information and communication technology makes ownership of digital technology facilities a must-have requirement in schools. The current and future learning challenge is the ability to develop and use digital technologies to support learning. Digital technology functions as an instrument for developing and utilizing learning, but also as a source of knowledge exploration, sources of data and information, ease and fluency of communication, and so on. Therefore, digital technology will bring creative, innovative, and fun learning, as well as generate critical thinking, collaboration, and students' ability to convey ideas and thoughts in problem solving (Pearlman, 2006; ISTE, 2008; Osman, Hiong, LC, & Vebrianto), 2013; Griffin & Care. Eds., 2015).

2.6. Community Involvement

In the implementation of the "Mover School" it does not only rely on the internal subelements of the school, but also seeks to involve sub-elements outside the school. Education in schools is considered to require community participation to support its success, either individually, in groups, or in institutions. Community participation is mental and emotional involvement to support the implementation of education in schools so that it runs and succeeds well (Newstrom & Davis, 2014; Durišić and Bunijevac, 2017).

Community participation can be reflected in various aspects, starting, both in the form of material and non-material, starting from the fulfillment of learning support facilities, planning school policies and objectives, fostering learning substances and methods, supervising the implementation of education, and so on. (Brown, 2000; Hicks, 2000; Lee, 2002; Widiyanto, 2015; Pratiwi, 2019; Irmalia, 2020). Community participation is also needed in developing student character values at home and in the surrounding environment, such as: sports activities, religious activities, commemoration of national holidays, cooperation in environmental hygiene, environmental greening, and so on.

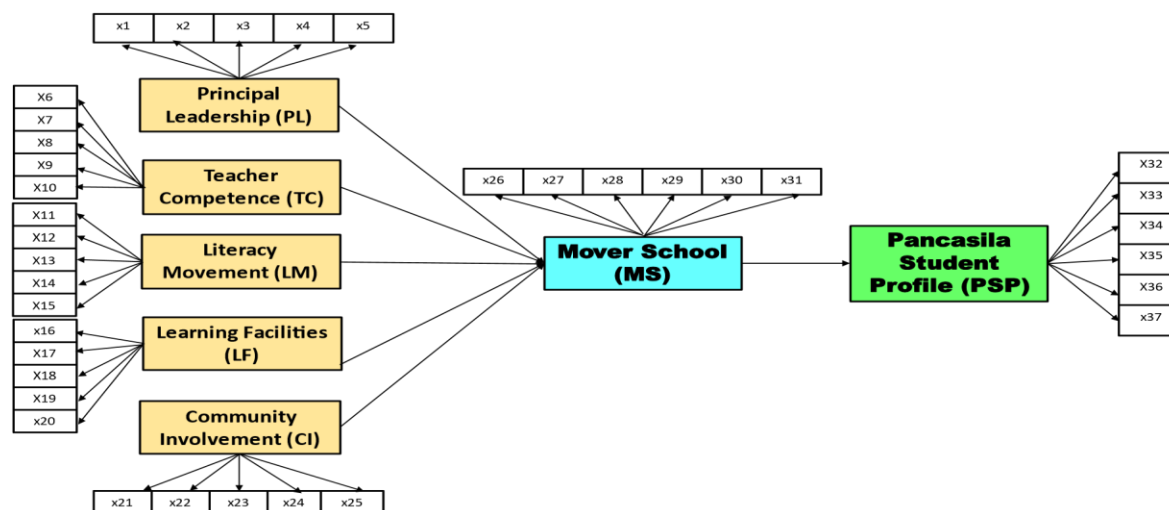
2.7. Pancasila Student Profile

Principal leadership (PL), teacher competence (TC), literacy movement (LM), learning facilities (LF), community involvement (CF) are suspected as variables that affect school management, including schools that will be designated as "Mover Schools". These five variables will determine the strengths and weaknesses of indicators in school management, both in achieving improving the quality of education, increasing the competence of principals and teachers, accelerating school digitization, obtaining assistance from the government, the ability to be a catalyst for change in other schools, and increasing the cost of education.

Furthermore, the management of the "Mover School" school will determine the achievement of the expected student profile. The Ministry has launched a "Mover School" policy as a way to develop a profile of Pancasila students with noble character traits, understanding global diversity, mutual cooperation in life to achieve common goals, independence, critical thinking, and creativity, (Wulandari, 2021; Center for Character Strengthening, 2021; Directorate of Basic Education, 2021). Pancasila itself is a national consensus as the philosophy and ideology of the nation and state consisting of religious values, humanity, unity and integrity, democracy, and social justice (Ministry of Information, 1987; Fajar, 2004; Ministry of Education and Culture, 2017).

2.8. Theoretical Framework

On the basis of the description above, a theoretical framework is built as a basis for



The proposed hypothesis is that PL, TC, LM, LF, and CI have a significant effect on MS, and then MS will have an impact on the development of PSP.

3. Methodology

This manuscript is the result of a 2021 study in 4 (four) junior high schools in 4 (four) cities within the DKI Jakarta, Banten, and West Java Provinces. From each city, 4 (four) schools were selected that were classified as good, consisting of 2 with state status and 2 private ones, which were likely to be designated as “Mover Schools” and were expected to be a catalyst for change for other schools. The sample of this research is teachers with permanent status and 20 people are taken from each school at random, meaning that all teachers still have the same opportunity as the study sample. Samples were obtained by randomizing the number and names of existing teachers.

Data was collected through questionnaires and interviews with several principals, senior teachers, school supervisors, education office officials, parents of students, religious leaders, community organization leaders, and others. In particular, the questionnaire before being used in the study was tested for validity and reliability. The criteria used are the Pearson correlation coefficient and Cronbach's alpha (Sugiyono, 2017). The analysis was carried out using the Structural Equation Modeling (SEM) technique using the Lisrel 8.70 program (Joreskog & Sorbom, 1993; Hair et al, 2010; Haryono & Wardoyo, 2013; Sarjono & Yulainita, 2019; Yohana, 2021; Sariwulan et al, 2021; Zakso et al, 2021).

4. Results

approaches and efforts to overcome the problems studied, as follows.

4.1. Characteristic Respondent

Of the 320 teacher respondents, 42.2% were male and 57.8% female. Respondents are permanent teachers (civil servants or foundations) and have worked as more than 10 years, consisting of 69.4% civil servants and 30.6% foundations. The distribution of teaching assignments is 10.6% in the subjects of Religious Education and Character Education, 9.4% Pancasila and Citizenship Education, 25.0% Indonesian Language, 15.0% Mathematics, 15.0% Science, 10.0% Social Studies, and 15% English. All teacher respondents have carried out competency tests and obtained educator certificates. The average income level is 15 million rupiah per month consisting of basic salary, teacher certification allowance, incentives from schools and local government.

As many as 86.2% of teacher respondents stated that they were active in subject teacher organizations (nickname: MGMP), 60.9% had attended training through teacher learning programs or continuous professional development carried out by the director general of teachers and education staff, and 28.8% had receive training organized by the school by inviting experts. Overall respondents tend to say that training brings improvement in teaching abilities and skills, but

because learning methods and approaches are constantly evolving, it is sometimes difficult for them to adapt quickly, for example: recommendations for implementing active, creative, and innovative problem-solving based learning, many teachers are have not understood in depth, even though it is said to be in accordance with current needs (Rhem, 1998; Lambros, 2004; Hmelo-Silver, Duncan, & Chinn, 2007; Barge, 2010). On the other hand, the various trainings obtained are said to be still not supported by adequate learning facilities, thus hampering its implementation.

4.2. Goodness of Fit Model

Test the validity and reliability of the study indicators using Confirmatory Factor

Analysis (CFA) with the aim of measuring that the indicators and variables really form the latent variable by comparing the loading factor of at least 0.5. If it is greater than 0.5 then the indicator is valid (Yohana, Dania, & Prihandono, 2021; Zakso & Agung, 2021; Sariwulan et al, 2021). Reliability test to find out how well the measuring instrument can produce relatively the same results if repeated measurements are made on the same object. The reliability value was measured by Construct Reliability (CR) and Variance Extract (VE). It is said to be reliable if $CR > 0.70$ and $VE > 0.50$. Below is shown the results of the validity and reliability of the indicators of each of the variables studied (table 1).

Table 1. Validity and Reliability Indicators

Variables	Indicators	SLF	T-Count	CR	VE	Conclusion
Principal Leadership (PL)	x1 = Achievement orientation	0.91	46.69	0.9730	0.8785	Valid & Reliabel
	x2 = Open to the use of new methods/approaches	0.85	39.44			
	x3 = Democratic and transparent	0.92	52.46			
	x4 = Motivation and guidance	0.98	50.78			
	x5 = Emotional Controll	0.99	49.46			
Teacher Competence (TC)	x6 = Mastery of learning materials	0.96	50.68	0.8179	0.4744	Valid & Reliabel
	x7 = Utilization of learning methods	0.97	53.23			
	x8 = Continuous professional development	0.97	58.24			
	x9 = Character education	0.88	46.81			
	x10 = Stakeholder driver	0.81	44.08			
Literacy Movement (LM)	x11 = Capacity of facilitators	0.90	45.97	0.9806	0.9102	Valid & Reliabel
	x12 = Number and variety learning resources	0.95	47.87			
	x13 = Expanding access	0.97	52.64			
	x14 = Public involvement	0.98	50.37			
	x15 = Strengthening governance	0.92	51.69			
Learning Facilities (LF)	x16 = School building	0.92	48.82	0.9776	0.8972	Valid & Reliabel
	x17 = Class room	0.94	53.98			
	x18 = Laboratory	0.94	54.09			
	x19 = Library	0.98	52.80			
	x20 = Sport arena	0.89	47.80			
Community Involvement (CI)	x21 = Education Fund Assistance	0.91	56.34	0.9670	0.8542	Valid & Reliabel
	x22 = Provision of learning facilities	0.93	54.16			
	x23 = Expert assistance	0.86	43.08			
	x24 = Learning supervision	0.94	52.51			
	x25 = Character education	0.95	57.06			

	x26 = Education quality improvement	0.80	26.40			
Mover School (MS)	x27 = Increased competence of principals and teachers	0.77	38.29	0.9376	0.7157	Valid & Reliabel
	x28 = Acceleration of school digitization	0.79	38.67			
	x29 = Gain intensive mentoring	0.90	41.07			
	X30 = Another school change catalyst	0.92	41.15			
	X31 = Additional budget	0.89	40.68			
Pancasila Student Profile (PSP)	x32 = Noble morals	0.87	40.42	0.9265	0.6799	Valid & Reliabel
	x33 = Global diversity	0.92	47.63			
	x34 = Mutual cooperation	0.92	47.37			
	x35 = Independent	0.74	42.59			
	x36 = Critical thinking	0.75	42.64			
	x37 = Creative	0.72	41.91			

* Source: Teachers' Perceptions of the Influence of "Mover School" in Generating Pancasila Student Profiles

The indicators that have been tested for their validity are the basis for conducting the Goodness of Fit Model (GOF Model) test to see the conformity between the frequency of expectations and observations. The test results to determine whether the indicator in whole or in part shows that the model is fit or good, and is able to answer the theory built. The model suitability test is very important, because the structural relationship analysis in SEM is based on the Goodness-of-Fit (GFI) statistical indicator. In the Goodness of Fit Model testing, the required limit values are RMR, RMSEA, GFI, AGFI, CFI, NFI, NNFI, IFI, and RFI. If it meets the boundary value requirements, it can be said that the model built is good or fit (Joreskog and Sorborn, 1993; Ferdinand, 2002; Hair et al, 2010; Haryono & Wardoyo, 2017; Sarjono & Yulianita, 2019; Thamrin et al, 2022).

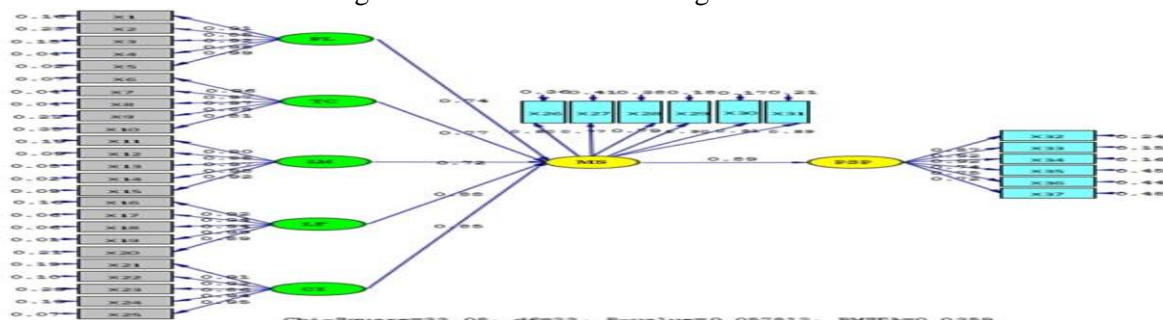
Square Residual) value of $0.030 \leq 0,05$ atau $\leq 0,1$, RMSEA (Root Mean square Error of Approximation) $0.0359 \leq 0.08$, GFI (Goodness of Fit) $0.97 \geq 0.90$, AGFI (Adjusted Goodness of Fit Index) $0.96 \geq 0.90$, CFI (Comparative Fit Index) $0.96 \geq 0.90$, NFI (Normed Fit Index) $0.97 \geq 0.90$, NNFI (Non-Normed Fit Index) $0.97 \geq 0.90$, IFI (Incremental Fit Index) $0.98 \geq 0.90$, and RFI (Relative Fit Index) $0.99 \geq 0.90$. The test model can be said to be fit or good. The study data is able to answer the theory that is built (Thamrin et al 2022).

4.3. Structural Relationship Analysis

The fulfillment of the requirements for the built model (GOF Model) becomes the basis for analyzing the structural relationships between variables and knowing the amount of the indicator contribution of each variable, as shown in Figure 2.

The LISREL output of the 8.70 program in this study resulted in an RMR (Root Mean

Figure 2. Standardized Loading Factor



* Source: Teachers' Perceptions of the Influence of "Mover School" in Generating Pancasila Student Profiles

Figure 2 shows the results of hypothesis testing between the variables studied. The variables of the principal's leadership (PL), teacher competence (TC), literacy movement

(LM), learning facilities (LF), and community involvement (CI) have a significant positive effect on the management of "Mover Schools" (MS), and subsequently have an impact on development expected student profile (PSP). The results of hypothesis testing are shown in table 2 below.

Tabel 2. Hypotetis Testing

Hypothesis	SLF	T-Count	Conclusion
PL ⑦ MS	0.74	45.34	Significantly positive
TC ⑦ MS	0.77	49.70	Significantly positive
LM ⑦ MS	0.72	48.50	Significantly positive
LF ⑦ MS	0.88	50.39	Significantly positive
CI ⑦ MS	0.85	50.64	Significantly positive
MS ⑦ PSP	0.89	44.68	Significantly positive

* Source: Teachers' Perceptions of the Influence of "Mover School" in Generating Pancasila Student Profiles

Discussion

This study found that the principal's leadership variable (PL) had a significant influence on the management of the "Mover School". The indicator that most strongly contributes to this variable is the emotional control of the principal in implementing leadership with a coefficient of 0.99, followed by motivation and guidance of 0.98, democratic and transparent 0.92, achievement orientation 0.91, and the lowest is open to use. the new method/approach is 0.85 (Figure 2).

The five indicators have a contribution to the principal's leadership variable (PL). It appears that the principal who is able to control emotions is the most desirable indicator manifested by being patient, not easily offended and angry, establishing a synergistic and harmonious working relationship with employees, and so on. This is often referred to as the ability of Emotional Intelligence which consists of five components, namely: Selfawareness with the ability to recognize and understand moods and emotions as well as personal drives, and their effects on others; selfregulation in the form of the ability to control or direct disturbing impulses and moods, and a tendency to delay judgment and think before acting; internal motivation in the form of enthusiasm for work based on an inner vision of what is important in life, joy in doing something,

curiosity in learning, the flow that comes with being immersed in an activity; empathy is the ability to understand other people's emotions, and social skills to manage relationships, build networks, and find common ground (Goleman. 1999; https://web.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/goleman.htm).

The teacher competency variable (TC) also has a significant effect on the management of the "Mover School". Indicators of continuous professional development and variations in the use of learning methods give the strongest contribution to this variable of 0.97, followed by mastery of learning materials with a not much different contribution of 0.96, then character educators at 0.88, and stakeholder drivers at 0.81 . These results indicate that teachers at the "Mover School" must develop continuous work professionalism, especially increasing mastery of the material and the use of effective learning methods. Teachers who are stagnant and satisfied with their knowledge, do not use varied learning methods, pay less attention to differences in student abilities, do not use learning media, and others will only bring low results. Even the inability of teachers to adapt to a constantly changing environment tends to lead to situations where the quality of student learning outcomes continues to decline. Another thing found in this study is the role of the teacher as a coach of student character and mobilizing stakeholders in supporting student learning and character. From the point of view of character education, the teacher's role is not only limited

to delivering character education material, but also providing an example in behavior, being a role model, involving religious leaders and experts, carrying out activities outside of school in the form of worship, commemorating independence day, sports, arts, and so on.

Literacy Movement (LM) is also a

variable that has an influence on "Mover School" with a coefficient of 0.72. There is no significant difference between the indicators contained in this variable, although it is known that community involvement (x14) is the indicator that gives the highest contribution with a value of 0.98, followed by an indicator of expansion of access (x13) of 0.97, an indicator of total and the variety of learning resources (x12) is 0.95, the governance strengthening indicator is 0.92, and the facilitator capacity indicator is 0.90. This means that the literacy movement (LM) really needs the functions of these indicators simultaneously, integratively, and mutually support each other. Literacy reading and writing is an important aspect in the implementation of education at the "Mover School", becoming the basis for achieving quality educational outcomes. Literacy is the basis for students to recognize scientific material/substance, understand, apply, and creatively generate ideas and thoughts. This literacy will also facilitate, expedite, and produce effective teacher learning, otherwise it will complicate and hinder learning when faced with students' low literacy skills.

Another variable is learning facilities (LF) which has the highest coefficient of 0.88 in the "Mover School" school management. This means that the level of achievement of educational outcomes at the "Mover School" will be influenced by the availability of adequate learning facilities, including: science, mathematics, language practicum laboratories, as well as media and teaching aids (including digital technology and a strong internet network), school libraries with a relatively complete collection of books, and others. Schools that are classified as good (most of them are in urban areas) have adequate learning facilities, but on the other hand schools located on the outskirts of cities, in rural areas, remote areas, and in border areas between countries still face obstacles in this regard.

Another variable that has a positive effect on the implementation of "Mover School" is community involvement. These results indicate that schools need to optimize the participation of sub-elements in society to support the implementation of education in schools. The strongest indicator contained in this variable is the importance of community involvement in character education, learning supervision, fulfillment of learning facilities, educational funding assistance, and expert assistance. Various studies have shown the importance of community involvement in education in schools, such as: parental concern in paying attention to children's learning at home, participation of non-formal community institutions in providing and supporting the needs of learning facilities in schools (one of which is providing computers and internet networks), supporting reading activities. writing by providing reading books, caring for children's associations in the surrounding environment, raids on a drug and alcohol-free environment, and so on (Sanders, 2013; Yosai, 2016; Nurhasanah, 2017; Diana et al, 2021). Such involvement requires the activeness of principals, teachers, and school staff in fostering harmonious relationships with the community. In particular, the principal of "Mover School" must be oriented towards the value of change that leads to the achievement of goals and better educational outcomes.

The above variables need to be considered in the implementation of education at the "Mover School". Generally, what is designated as a "Mover School" because it is considered quality and achieves good student learning outcomes. Figure 2 shows that "Mover Schools" will play an important role as a catalyst for change and guide for other schools. These two indicators at the same time show that "Mover Schools" can be an entry point to support improving the quality of education in other schools. However, to realize this role, there needs to be support from the government to increase school budgets. Figure 2 also shows the need to increase competence principals and teachers contributed the least, perhaps because they were considered to have good school leadership qualities and teachers.

What is the overall impact of the above on the "Mover School" learning outcomes,

especially to achieve the development of the Pancasila student profile? From the results of the study, the variables used have a positive effect on the management of the "Mover School". Furthermore, this influence is not only focused on improving the quality of education in the original school, but also becomes the basis as a catalyst for change and mentoring for other schools. The impact of the management of the "Mover School" is reflected in several aspects, with the highest contribution focusing on understanding global diversity and mutual cooperation, followed by noble character, critical thinking, independence, and creativity.

The implementation of the "Mover School" program can be an entry point for efforts to improve the quality of education, as long as it pays attention to various variables and indicators that support it. In the variable of the principal's leadership (PL), it is necessary to pay attention to indicators of the ability to control emotions, provide motivation and assistance, and act democratically and transparently. In the variable of teacher competence (TK) it is necessary to pay attention to indicators of mastery of the material, the use of varied learning methods according to needs, as well as continuous professional development. In implementing the literacy movement (LM) it is necessary to pay attention to indicators involving community participation, expansion of access, as well as the number and variety of learning resources. For learning facilities (LF) it is necessary to strive for adequate libraries and books, comfortable and healthy classrooms for learning, and laboratory support in schools. In community involvement (PK) it is necessary to provide support for student character development, supervision of learning activities at school and outside school, as well as assistance to fulfill learning facilities.

Conclusion

The "Mover School" program is perceived by teacher respondents as an entry point for improving the quality of education, but if you pay attention to the various variables and indicators that influence it. The results of this study indicate a number of variables that affect the management of "Mover Schools", as well as indicators that contribute to each variable. The influence of these variables and indicators then tends to have a positive impact on student

learning outcomes, especially in the effort to develop the Pancasila student profile launched by the government. On the other hand, the program tends to be less successful if the variables and indicators are not taken seriously, and there is a lack of support to fulfill the required aspects, especially funding, learning facilities, and the availability of a library with relatively complete textbooks. and enrichment, laboratory equipment for practicum, and so on.

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