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The Impact Of Eliminating The Driving School Program On Kindergarten Education Level

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Abstract

This study aims to examine the impact of the removal of the Program Sekolah Penggerak (PSP) on curriculum management and the quality of the learning process at the Early Childhood Education (PAUD) level, specifically in kindergartens (TK). The study was conducted at TK Islam Az-Zahrah and TK Negeri Pembina 2 Palembang as case studies. The discontinuation of PSP forced PAUD institutions to independently design and manage the curriculum without direct government support. Despite challenges such as reduced facilities and guidance, principals and teachers continued to collaborate closely in planning, implementing, and evaluating the curriculum dynamically. Adjustments in teaching methods were made to suit the specific needs of young children. The initial removal of the program resulted in decreased teacher motivation, but with internal support and creative approaches, teachers' competencies and professionalism were still improved. This study emphasizes the important roles of principals, teachers, and parents in maintaining the quality of PAUD education following the termination of PSP. Recommendations include ongoing training, increased collaboration, and resource optimization to support an effective and meaningful learning process.

Keywords. School Driving Program, Curriculum Management, Early Childhood Education

INTRODUCTION

Education is one of the most important aspects of human life because it can influence well-

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being and happiness, as well as shape an individual's personality. The educational process is ongoing. in a way sustainable , which gives birth to draft education long life *long life education*) and education Keep going Continuing education . This process actually begins when the fetus is in the womb, known as the prenatal period, so educational preparation must begin at this stage. Furthermore , education is also very important during infancy . or child age early , namely ages 0-6 years , which is often called as the *golden age* .

Early Childhood Education (PAUD) focuses on instilling foundational skills through stimulation to support children's physical and mental growth and development, preparing them for further education. At this age, children possess enormous potential and develop rapidly. In PAUD, six elements need to be addressed: physical, motor, cognitive, language, arts, social, emotional, values, religion, and morals. If young children receive appropriate stimulation in these six areas, this will positively impact their subsequent growth. In Indonesia, PAUD is provided through formal, non-formal, and informal channels. The formal channel includes Kindergartens (TK), Raudhatul Athfal (RA), and similar organizations. The non-formal channel covering Group Play (KB), Childcare Center (TPA), and organizations similar . While informal channels consist of from education family or education held at home (Pujianti *et al.,* 2024) .

Learning outcomes are significantly influenced by the quality of education (Kistian, 2019). The quality of teachers, their understanding of the material, their teaching methods, and their professional skills all have a significant impact on success or failure in education (Andayani *et al* ., 2022) . In addition to possessing the academic qualifications and competencies required as learning agents, educators also need to be physically and mentally healthy and capable of achieving national education goals. Therefore, management is crucial in every activity to ensure that goals are effectively achieved (Irawan & Berlian, 1970) . The curriculum is the expectation embodied in educational plans and activities carried out by teachers. Implementation is the learning process, while the curriculum is the plan. This process involves students and teachers simultaneously (Nursalam et *al.* , 2023) .

The quality of a country's development is greatly influenced by the education system implemented in schools, particularly at the Early Childhood Education (PAUD) level. Quality education in PAUD institutions is crucial for achieving optimal educational goals, which encompass four elements: an efficient learning process, good management, collaboration with parents, and the provision of basic services for children. Effective management is a crucial component in improving early childhood education and the success of the institution. Management here refers to the ability to collaborate in completing various tasks to achieve organizational goals. The quality

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of learning in PAUD is considered a guarantee that the services provided comply with regulations and meet the needs of children, parents, and the community. One important aspect of PAUD management is curriculum management, which indirectly influences learning success. A well-planned curriculum can improve the quality of education and produce quality graduates. Therefore, an appropriate, efficient, and effective curriculum management approach is required. The principles of curriculum management must be applied in curriculum management so that PAUD management can plan the provision of effective teaching materials for students aged 0-6 years to achieve optimal growth and development (Agustriana, 2018) .

Curriculum planning, implementation, and evaluation are the initial steps in curriculum management, given the limited scope of the curriculum in schools. These management activities encompass various aspects, particularly in formulating curriculum concepts. To maximize the growth and development of early childhood, the PAUD curriculum needs to be tailored to their needs. The definition of curriculum includes "a collection of planning and arrangement tools regarding objectives, basic competencies, basic materials, learning outcomes, and guidelines for implementing learning activities to achieve basic competencies and educational objectives." This process involves evaluation, implementation, and planning. Learning objectives will be achieved if teachers, students, the curriculum, and the learning environment are well managed. An effectively managed PAUD curriculum is a way to achieve PAUD institutional goals in supporting optimal growth and development. Therefore, curriculum management principles must be applied in PAUD curriculum management, with attention to several important aspects in the management process. Thus, curriculum management is a principle that must be applied in PAUD curriculum management.

Several aspects must be considered in the curriculum management process. However, many problems arise in the field when implementing Early Childhood Education (PAUD) curriculum management, including in curriculum planning, implementation, and evaluation. As a result, the learning process often focuses solely on writing and arithmetic (calistung), without considering the overall curriculum. Furthermore, many PAUD teachers lack adequate education, so they do not fully understand the concept of early childhood learning or how to effectively implement the PAUD curriculum. Changes in government regulations and policies regarding education can also impact the implementation of the PAUD curriculum . This often confusing and compelling early childhood education institutions for adapt (Pujianti *et al.* , 2024) .

Development and update curriculum is an important strategy For increase quality education . However , changes curriculum often face various obstacle in its implementation .

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In the process this , attention from various parties , especially teachers, are very necessary . No can denied that educator own role important in operate curriculum . Transformation curriculum in a way automatic will influence content teaching materials and methods used . Therefore Therefore , thorough preparation is necessary For adapt with the new curriculum . The obstacles faced by teachers in Indonesia are similar with what is experienced by teachers in various parts of the world. Government own not quite enough answer For formulate regulation and development curriculum . On the other hand , participation active society , especially in give input to change , is also very important . The development process curriculum should consider various aspects , such as understanding theory or draft curriculum new design curriculum , as well as basis and principles its development .

The School Mover Program is a collaboration between the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and regional authorities, with local government support as the primary foundation. The intervention efforts are comprehensive, encompassing aspects of human resources in schools, the learning process, planning, digital implementation, and mentoring for local governments. This program covers all categories of schools, regardless of their status as public or private. Assistance will be provided for three academic years, after which schools are expected to transform independently. The long-term goal of this program is to integrate the School Mover concept into the overall education system, so that all schools in Indonesia can adopt it. In the context of School Mover, there is no concept of favorite schools or changes in initial resources, but rather a focus on improving the learning process and developing human resource competencies (Iqbal, 2024) .

School Driver consists of of five interrelated interventions related and unrelated can separated . Intervention First is Mentoring Consultative and Asymmetrical , which is a partnership program between Ministry of Education and Culture and the government area . Intervention second is Strengthening Human Resources Schools , which involve empowerment role Head Schools , Supervisors , and Teachers through training as well as mentoring intensive in a way individual by coach expert from Ministry of Education, Culture , Research and Technology . Intervention third is Learning with paradigm new , which focuses on strengthening competence and development character in accordance with Pancasila values through activity inside and outside learning class . Intervention fourth is Planning data- based , which refers to management based school and planning based on reflection self . Intervention fifth is Digitalization Schools , which involve use various digital platforms for reduce complexity , increasing efficiency , providing inspiration additional , as well as apply tailored approach (Iqbal,

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2024) .

However, over time, this program was deemed no longer in line with legal developments and the need for more modern educational services. Therefore , the Ministry of Primary and Secondary Education (Kemendikdasmen) has officially announced the withdrawal of the School Mover Program . The decision to discontinue the program This delivered in the Decree of the Minister of Primary and Secondary Education Number 14/M/2025. With existence decision the practical pull out decision minister previously namely the Decree of the Minister of Education, Culture , Research and Technology Number 371/M/2021 concerning School Programs Drive and replace it with policy newer relevant with context moment this (L usi mahgriefie ., 2025).

This is long-term process length required consistency and confidence . What is happen Now cause wound social circles educators . Those who previously involved , nurtured , and requested For committed now feel disconnected from root they (Kumparan ., 2025). Changes regulations and policies government about education can impact on implementation Early Childhood Education curriculum . Changes This often confusing and requires early childhood education institutions for adapt . Observation results beginning which was carried out at the Az-Zahrah Islamic Kindergarten , which is located on Jln . Raya Housing Bukit Sejahtera , District Ilir Barat 1, Palembang City, and Pembina 2 State Kindergarten, Palembang, are interesting attention researcher . School This selected as school drive . Two stages selection For become school driving force has succeed passed . Therefore that , researcher decide For research and observe to what extent the policy elimination of School Programs The driving force at Az- Zahrah Islamic Kindergarten Palembang and Pembina 2 State Kindergarten Palembang, has an impact on the continuation and transition of school programs , learning processes , teacher competencies , and sustainability transformation education in institutions the .

RESEARCH METHODS

Methods used in study This is approach qualitative , which aims For understand the phenomenon that happening in the field in a way deep . According to (Fadli et al., 2020) " Method This allows researchers For get deep insight about perspective subject " , so that can catch complexity interaction social and dynamics that occur . Methods This often involving technique data collection such as interview in- depth discussion group focused and observation participatory , all of which aim For produce rich and contextual data (Sukardi , 2018). Research qualitative is very useful in field education and science social Because give description holistic about the phenomenon being studied (Saraswati & Rioni , 2019). Definition This also refers to

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research that reveals situation social certain with understand fact in a way accurate , which is built on the level data collection and analysis obtained from situation nature . Presence researchers in the field is one of the method For reach success in understand something cases , especially If done in real context .

Object from study This is Policy Delete School Movers at the Kindergarten Education level Where informants obtained from head school , deputy principal Schools , teachers and students of Az- Zahrah Islamic Kindergarten , Palembang and Pambina 2 State Kindergarten, Palembang. Data collection techniques used in study This For get accurate information past observation , interviews and documentation deep to informant (head schools , teachers, and participants educate).

Data analysis is process for find and arrange it in a way organized to the results data notes , interviews and observations or document For increase understanding a researchers to current topics researched and explained to others as Findings . Data analysis is the process of examining and discussing data in depth to derive meaning, interpretation, and conclusions from all data in a study. All collected data is then analyzed interactively following the analysis model (Miles and Huberman in Yusuf 2022), which includes data reduction, data presentation in descriptive narrative and matrix form, and drawing verification conclusions. In In this research, the analysis technique used is qualitative, where the data is processed to produce valid conclusions or meanings. In addition that , the method that appropriate must implemented For analyze qualitative data to meet the requirements criteria scientific in researcher .

RESULTS AND DISCUSSION

The research data and discussion obtained by the researcher are through interviews, direct observations, and also documentation at the Az-Zahrah Islamic Kindergarten in Palembang and the Pembina 2 State Kindergarten in Palembang. Based on the results of the data analysis obtained by the researcher at the Az-Zahrah Islamic Kindergarten in Palembang and the Pembina 2 State Kindergarten in Palembang, in this section the researcher will compare the findings with the criteria that are in accordance with the focus and sub-focus which will ultimately become an accurate conclusion. Therefore, this discussion will remain focused on the Impact of the Elimination of the Driving School at the Kindergarten Education Level at the Az-Zahrah Islamic Kindergarten in Palembang and the Pembina 2 State Kindergarten in Palembang.

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Findings of Early Childhood Education Curriculum Management after the elimination of the School Mover Program at Az Zahra Islamic Kindergarten, Palembang and Pembina 2 State Kindergarten, Palembang

The elimination of the School Mover Program (PSP) has significantly impacted curriculum management in Early Childhood Education (PAUD) institutions. Previously, the PSP provided clear guidelines and comprehensive support in the form of training, mentoring, and structured teaching materials for the implementation of the Independent Curriculum. With the PSP, PAUD institutions feel more focused and have better access to the resources and information needed to develop a quality curriculum.

However, after the program was discontinued, early childhood education institutions faced new challenges that forced them to be more independent and innovative in managing their curriculum. This required schools not only to adapt to the new policy but also to find creative ways to develop curricula that remained grounded in the principles of Freedom to Learn.

This is in line with the statement "Strengthening curriculum management is very important in curriculum development and implementation of a quality curriculum, quality PAUD curriculum management must be supported by responsive and innovative curriculum management to changes and developments to achieve effective and efficient learning goals (Waluyo *et al.* , 2024) .

1. Principal of Az Zahra Islamic Kindergarten

He stated that although the foundation of the PSP, particularly the Independent Curriculum, which is oriented towards competency-based learning and children's needs, remains in place, there is an urgent need for flexibility in designing a curriculum that is appropriate to the local context and real conditions on the ground.

This flexibility allows teachers to innovate and develop their creativity in teaching, although challenges arise due to the lack of direct mentoring from the central program. This can be a source of confusion for some teachers who are used to structured guidance.

2. Principal of Pembina 2 State Kindergarten, Palembang

Through this evaluation, they identified strengths that could be continued and weaknesses that needed to be addressed. For example, the emphasis on the "6 Pancasila Student Profiles" project was maintained but adapted with a Deep Learning approach . This approach emphasizes the importance of deeper understanding and the relevance of learning to children's daily lives.

The principal of Pembina 2 Public Kindergarten in Palembang emphasized that the curriculum must be based on the students' real needs, not simply following formal documents

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that may not reflect their local context. This demonstrates the importance of collaboration and discussion among teachers, so that their experiences and input can be integrated into a more responsive and relevant curriculum.

In the context of curriculum development, the principles of Deep Learning are a primary focus. The three main principles emphasized in this approach are mindfulness, meaning, and joy. Mindful learning encourages children to recognize the importance of the knowledge and skills they are learning, enabling them to relate their learning to their life experiences. Meaningful learning ensures that the activities undertaken are relevant to children's daily lives, so that children are not just studying for exams but also learning to understand the world around them.

Finally, fun learning seeks to create a fun atmosphere, which motivates children to learn and explore. This approach not only enhances children's understanding, but also creates a positive learning atmosphere and supports their social-emotional development. Thus, these principles not only increase the effectiveness of learning, but also ensure that children feel comfortable and happy in their learning process.

The involvement of teachers and parents in the learning process is very important in post-PSP curriculum management. Teachers are given the freedom to develop learning themes that suit the context of the surrounding environment, such as raising the theme of "Market" if there is a traditional market near the school.

This contextual approach makes learning more meaningful because children learn from things close to their lives. Parental involvement is crucial to ensure a harmonious learning process between the school and home environments. Schools need to establish good communication with parents to support children's development and create a mutually beneficial partnership in the educational process.

By involving parents, schools can create a more holistic and supportive learning environment, where parents can contribute to learning activities at home while supporting learning carried out at school according to Parental participation not only allows children to develop in one aspect, but also allows children to develop in many aspects.

Parental involvement can improve children's academic achievement, and children's time with their parents can foster positive behaviors. Parental involvement not only benefits children but also parents and teachers (Anjani & Mashudi, 2024).

Post-PSP Early Childhood Education (PAUD) curriculum management is also decentralized, giving institutions greater flexibility to determine their own learning direction. While this aligns with the spirit of Freedom to Learn (Merdeka Belajar), challenges arise in terms of educational

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quality. This flexibility requires strengthening teacher capacity to prevent disparities in quality across PAUDs. Therefore, ongoing training and inter-PAUD learning communities are urgently needed to ensure that all institutions have access to the resources and knowledge necessary to develop a quality curriculum. Without capacity building, some institutions may struggle to determine the most appropriate curriculum model, creating disparities in the quality of education received by children.

" From the evaluation, we found strengths that can be continued as well as weaknesses that need to be improved. For example, in terms of emphasis on the 5 Pancasila Student Profile project, our school maintains it, but now uses Deep Learning 8 Dimensions of the Graduation Profile, namely: 1). Faith and devotion to God Almighty, 2), Citizenship, 3). Critical Reasoning, 4). Creativity, 5). Collaboration, 6). Independence, 7). Health, 8). Communication " . The three principles of in-depth learning are: 1) Awareness, 2) Meaning, and 3) Joy. We adapt the themes and implementation to the child's condition and the school environment. (principal of Pembina 2 State Kindergarten, Palembang).

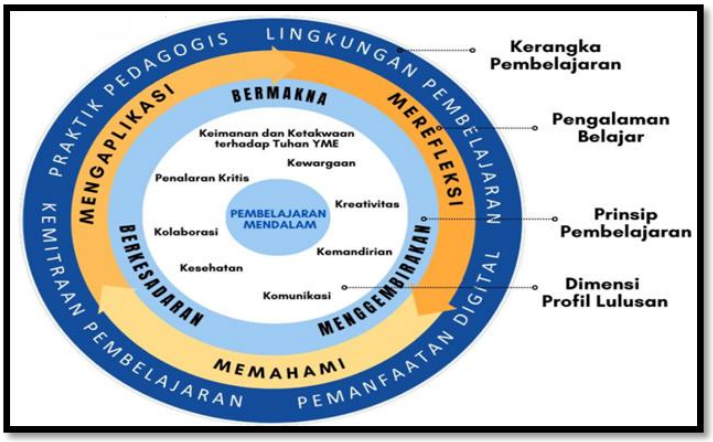


Figure 1. Learning Deep Learning

Source : https://www.google.com/

Overall, post-PSP curriculum management is not merely a technical matter of document development, but rather an ongoing process involving principal leadership, teacher creativity, parental support, and collaboration with relevant agencies. Principals play a crucial role in maintaining consistent curriculum implementation through monitoring and evaluation, providing necessary input for curriculum development.

The active involvement of teachers in the curriculum development and implementation process is crucial, as they are the spearheads of daily learning. If all these elements function well,

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the quality of early childhood learning can be maintained even without direct support from the School Mover Program.

Dynamic curriculum management that is responsive to children's needs is key to achieving optimal educational goals in the context of early childhood education (ECE). To face future challenges, it is crucial to continuously evaluate and improve the curriculum management system to meet the evolving needs of children and society.

Findings on the Learning Process, Strategies, and Adaptation Methods of Teachers After the Elimination of the School Mover Program .

In the context of PSP, many teachers felt tied to specific formats and templates, reducing their freedom to design learning activities. However, after the PSP was removed, teachers were given more freedom in developing the curriculum, allowing them to explore new strategies and methods to adapt learning to children's needs and local contexts.

1. Changes in Preparation of RPPM and RPPH

In an interview with the principal of Pembina 2 Public Kindergarten in Palembang, it was revealed that the development of RPPM and RPPH has undergone significant changes since the elimination of PSP. While the basic framework of RPPM and RPPH remains, teachers now have more freedom to adapt the format and content to suit the applicable curriculum.

Previously , teachers were tied to fairly detailed templates and followed PSP directives , which are often felt burdensome . With existence change this , teacher now can prepare RPPM and RPPH with more simple and contextual , so that more in accordance with need Study children in class .

The principal of Pembina 2 Palembang State Kindergarten, explained that change This give chance for teachers to more focus on the core of learning . They No Again trapped in routine rigid administrative , but can adapt theme learning with potential local and needs participant educate . For example , when season harvest Arrive , the teacher can lift the theme of " Farmer " or " Gardening ," which makes RPPM and RPPH more alive and relevant with life daily children . With thus , the changes This No only make activity learning more interesting , but also enhancing involvement child in the learning process .

2. Flexibility in Using Development Indicators

One striking aspect of this change is the use of developmental indicators. During the PSP period, developmental indicators tended to be uniform and followed program-defined guidelines. However, post-PSP, teachers were given the freedom to adjust indicators according to the

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developmental milestones of the children in their classes. This freedom provided greater flexibility in setting daily and weekly targets that could be adapted to real-world conditions. In this way, while still guided by national early childhood developmental milestones, teachers could be more responsive to the specific needs and contexts of their classes.

The RPPM now places greater emphasis on the meaningfulness of activities. Teachers not only list activities but also design activities that can develop children's social, emotional, and cognitive skills in a balanced manner. This demonstrates that teachers are now paying more attention to the holistic aspects of child development, rather than solely focusing on cognitive aspects. Meanwhile, the RPPH has become simpler and focuses on a fun flow of daily activities, emphasizing interaction and more active learning experiences. This allows teachers to create richer and more in-depth learning experiences for children.

3. Post-PSP Curriculum Guidelines and References

When researchers asked about the references or guidelines used in developing the post-PSP curriculum, the principal of Pembina 2 Kindergarten in Palembang emphasized that although the PSP no longer exists, official documents from the Ministry of Education, Culture, Research, and Technology remain the primary foundation. The Independent Curriculum, designed to provide flexibility while still providing clear direction, is used as the basis for developing learning materials. He emphasized that despite the changes, the spirit of developing students who are faithful, independent, critical thinkers, creative, collaborative, and globally diverse remains a key part of the curriculum.

The Independent Curriculum applies nationally and serves as the basis for educational units, both those that have participated in the PSP and those that have not. This is important to understand, as many teachers initially worried about losing their way after the PSP was removed. The fact that official documents such as learning outcomes (CP), learning objective paths (ATP), and learning and assessment guides can still be used as references provides reassurance to educators. Thus, in general, the curriculum references remain and have not disappeared, which is positive for maintaining the consistency and quality of education.

4. Involvement in Curriculum Development

Both principals indicated that Az Zahra Islamic Kindergarten and Pembina 2 Public Kindergarten in Palembang utilize guidebooks and teaching modules provided by the government and the educational community. The teaching modules from the Independent Curriculum serve as an important reference for teachers in developing learning activities. Furthermore, teachers seek additional guidance from various sources, including training sessions, workshops, and

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teacher learning communities. This demonstrates that educators strive to enrich their ideas and approaches in curriculum development.

By combining official guidelines with additional resources, teachers can be more innovative in designing learning activities tailored to children's needs. The training materials provided often include examples of learning tools that can serve as inspiration, thereby improving the quality of classroom learning. Furthermore, the existence of a learning community among teachers allows them to share experiences, challenges, and solutions, which in turn strengthens teaching practices at each institution.

5. Challenges and Solutions

Despite many positive changes, this transition is not without challenges. Some teachers may struggle to adapt to the new freedom in developing RPPM and RPPH, especially those accustomed to a more structured approach. To address this challenge, the school strives to provide adequate internal support. Through training programs and group discussions, teachers are encouraged to share experiences and learn from each other. This creates a collaborative culture that supports teacher professional development.

Conclusion: Overall, the learning processes, strategies, and methods implemented by PAUD teachers after the removal of the PSP demonstrate significant adaptation to policy changes. Developing more flexible and contextualized RPPM and RPPH (School Plans) allows teachers to create more meaningful learning experiences for children. Furthermore, adhering to official documents such as the Independent Curriculum and utilizing additional resources from the education community enriches teachers' approaches.

According to (Anggara Dwinata et al., 2025), teachers can adapt the existing guidelines from the Ministry of Education and Culture specifically for Early Childhood Education (PAUD) when compiling RPPHs, allowing them to select a format that is comfortable for them. The compilation process is flexible, allowing teachers to modify or develop themes or sub-themes according to the level of need and the latest information updates in the child's environment.

Despite the challenges of adapting to new methods, the teachers' courage and creativity in developing the curriculum demonstrate their commitment to quality education. With the right support , the learning process in PAUD can Keep going grow and fulfill need diverse children . In the future , it is important For Keep going evaluate and improve system management curriculum so that it can face challenges that arise and ensure that education child age early still relevant , quality , and capable form ready generation facing the future .

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Findings about Influence PSP removal against Competence , Motivation and Professionalism of Early Childhood Education Teachers

The findings obtained after stage interviews and observations about Elimination of School Programs The driver (PSP) has cause significant impact on the competence , motivation , and professionalism of teachers in Early Childhood Education (PAUD) institutions . Researchers do interview with teachers at Az Zahra Islamic Kindergarten and Pembina 2 State Kindergarten, Palembang to explore more in about influence that . Focus main from interview This is For understand How PSP removal affects aspects important in teaching and development professional teachers.

1. Impact To Teacher Competence

In interview with the teacher of Pembina 2 Palembang Kindergarten, he explain that while the PSP is running , teachers get support in the form of mentoring , training , and examples very helpful teaching tool in preparing RPPM and RPPH. However , after the program was stopped , teachers were faced with challenges For Work more independent . According to him , " After PSP elimination , teachers are sued For develop capacity individual they .” This means that teachers must be more active in seeking references from various sources, whether through books, the internet, or learning community forums.

Teachers significantly influence the success and development of early childhood. Professional teachers will educate the nation's children. Professional teachers also possess the following competencies: teaching skills, social skills, personality skills, and professional skills. A competent teacher will be able to educate children according to their learning needs. One competency that significantly impacts early childhood is social competence. Social competence is essential for teachers because it supports the child's learning process (Кгрыжановский et al., 2021).

This situation can provide an opportunity to enhance teacher creativity in designing learning that is appropriate to the local context of each school. Teachers who are able to adapt to this new situation have the potential to improve their professionalism, while those who struggle to adapt may experience a decline in the quality of their lesson plans. This demonstrates that the elimination of the PSP presents both challenges and opportunities for teacher development.

2. Learning Strategies and Methods

Applying the learning methods and strategies learned during the PSP program, the Az Zahra Islamic Kindergarten teacher explained that they still employ project-based learning methods. "This model has proven effective in developing children's collaborative, communication,

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and creativity skills," she said. However , after PSP removal , implementation method the must done without support full from government .

Then According to the teacher at Az Zahra Islamic Kindergarten, "We rely on experience previously For still implement relevant methods .” The difference The main thing that teachers feel is absence previously official teaching tools provided by PSP. Now , they are must in a way independent designing teaching tools , which require more Lots time For look for inspiration activities , adjust with theme learning , and ensure achievement objective development child ".

3. Influence To Teacher Motivation

According to the teacher at Az- Zahrah Islamic Kindergarten Palembang when asked about his motivation in teach after PSP removal , reveals that he feel decline motivation at the beginning . “ Losing chance regular training and mentoring make atmosphere learning felt more monotonous ," he said . Previously , every training always bring new ideas that improve Spirit teaching . However , as time goes by walking time , motivation start recover . Support from head school and friends colleagues become factor important thing that helps the Az- Zahrah Islamic Kindergarten teacher return excited . “We each give encouragement , sharing strategies, and collaborating to make learning still walk with "Good ," he said .

Experience This show that teacher motivation is not only depend on external programs , but can also grow from environment supportive work . Although PSP does not There is again , keep up the spirit For teach Still Can guarded with depend on Work same and determined For give the best for children .

4. Change Curriculum and Methods Teaching

Teacher of Pembina 2 State Kindergarten, Palembang, explains that change curriculum influence method teaching used in class . " Change curriculum make I more focus on interaction and learning active ,” he said . With more Lots activity based projects and games , he try involving children in a way active in the learning process . For example , when learn environment , they do project planting plants in the yard school activities This No only teach children about plants , but also involves they in the collaboration process , responsibility answer , and take decision .

5. Component Learning Deep

Zahrah Islamic Kindergarten, Palembang also explained component main from learning integrated depth to in curriculum moment this , namely exploration , collaboration , and reflection . “ Children pushed For ask , work The same in groups , and reflect experience them ," he said . Through activities that stimulate curiosity you know , kids given chance For ask , do experiment , and find answer in a way independent or in group . With collaboration , they Study For

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communicate , share ideas, and appreciate other people's opinions . Reflection process help children realize development they alone and strengthen understanding they .

6. Challenge In Apply Learning Deep

challenges faced in implementing in-depth learning . main is adapt method teaching with the needs of each child and managing time For every activities ," he said . Besides that , there are also different expectations of parents to education . Some parents Possible want education in kindergarten is more focus on teaching academic in a way directly , such as skills reading and arithmetic .

For overcome matter This , teachers at Pembina 2 Palembang State Kindergarten often do communication with parents , explaining benefit learning depth and how approach the support development child in a way comprehensive . Building trust with parents become step important in ensure support they to method applied teaching .

Conclusion In General Overall , the removal of the PSP provides significant impact to competence , motivation , and professionalism of PAUD teachers. Although challenge appear in adapt with condition new , capable teacher innovate and seek solution can increase quality teaching they .

Support from environment work and collaboration between colleague colleagues is factor important in maintain motivation and enthusiasm teaching . With approach more learning active and in-depth , and good communication with parents , teachers can create experience learn more meaningful for children . Although without support official from PSP, teachers are expected can Keep going develop competence and professionalism them for progress education child age early.

Findings on the Role of School Principals and Teachers in Managing the Adaptation of the PSP Elimination Policy

Researchers' findings from interviews and observations regarding the elimination of the School Mover Program (PSP) have created new challenges for principals and teachers in managing the curriculum in Early Childhood Education (PAUD) institutions. Researchers conducted interviews with the principal of Pembina 2 State Kindergarten and the principal of Az Zahra Islamic Kindergarten to further understand their roles in adapting to this policy.

1. The Role of the Principal

According to the principal of Pembina 2 Public Kindergarten in Palembang, the principal plays a crucial role in directing and controlling curriculum policy. "The principal is responsible for ensuring that the curriculum design aligns with applicable regulations, the school's vision and

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mission, and the values it seeks to instill in students," he said. Furthermore, the principal also serves as a facilitator, providing space for discussion, coordinating meeting schedules, and mediating disagreements between teachers and stakeholders.

In this context, the principal serves not only as a leader but also as a liaison between the various parties involved in education. By involving teachers in the curriculum planning process, the principal ensures that input from teachers, who are the most knowledgeable about child development in the classroom, is integrated into the curriculum.

In addition to having to lead the school in accordance with its main duties and functions, the principal must also be able to respond to and adapt to various dynamics that are developing rapidly in the current era of new adaptation and industrial revolution, for example in the implementation of the curriculum, regulations for New Student Admissions, improving teacher competency, improving principal competency, and so on.

As a leader, the principal must be able to provide guidance and supervision, improve the skills of the teaching staff, facilitate two-way communication, and delegate tasks. The principal needs to employ appropriate strategies, tailored to the maturity level of the teaching staff and the appropriate combination of task behavior and relationships. These strategies can implemented in style dictate , sell , involve and delegate (Aslamiah *et al.,* 2022)

2. The Role of Teachers in Planning Curriculum

Teachers have a central role in curriculum planning. According to Mrs. Lisdawati , " When all of these element in school involved active in compilation curriculum . Teachers play a role as designer activity study , head school give supervision and direction , while parents and the committee school involved For give input for the curriculum more in accordance with need child."

A teacher is defined as a professional educator whose primary task is to educate, teach, guide, direct, train, assess, and evaluate students in primary, elementary, and secondary education. Therefore, teacher readiness can be defined as the condition of a teacher who possesses sufficient competence or abilities, both physically, socially, and emotionally.

The role of teachers in developing the independent learning curriculum is (1) formulating specific learning objectives in accordance with the curriculum objectives and the characteristics of the subjects and students as well as class conditions; (2) designing a learning process that can effectively help students achieve the learning objectives or competencies that have been set; (3) implementing the learning process as an implementation of the curriculum; (4) carrying out evaluations of the learning process and outcomes; (5) carrying out evaluations of the interactions of the curriculum components that have been implemented. shows that teachers play a very large

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role in independent learning. In fact, teachers appear as drivers of independent learning. Because the key to the independent learning policy is humans, namely independent teachers and students *(Marsela Yulianti et al.* , 2022) .

The curriculum planning process begins with an annual work meeting involving teachers and the principal. In this forum, each teacher reports on their students' progress from the previous year and proposes ideas for future improvements. The principal then integrates these ideas into a curriculum framework aligned with the school's vision. The draft curriculum is then presented to the school committee for input.

3. Cross-Role Collaboration

One concrete example of multi-stakeholder involvement is cross-role collaboration in determining local content. For example, a school might want to add environmentally-based activities, such as gardening in a small school garden. In this case, teachers develop activity plans, the principal provides support with facilities, and parents and the committee can donate seeds or simple equipment. In this way, curriculum planning becomes a tangible, collective effort.

4. Curriculum Evaluation and Adjustment

Curriculum planning doesn't stop at the beginning of the school year. Each month, schools hold evaluation meetings where teachers report on the progress of curriculum implementation and any challenges encountered. The principal listens to this feedback and collaboratively seeks solutions. This ongoing involvement is crucial to ensuring the curriculum remains flexible and adaptable to changing circumstances.

However, the challenge in involving all parties is maintaining a balance between diverse inputs. Sometimes there are differing views among teachers, principals, and parents regarding learning priorities. Through effective communication, these differences can be reconciled into a common agreement. This is where the principal's role is crucial in ensuring the curriculum remains focused and the school's identity is not lost.

5. Challenges of Infrastructure and Learning Resources

Researchers also interviewed the principal of Pembina 2 Public Kindergarten in Palembang regarding challenges related to infrastructure and learning resources following the elimination of the PSP. He stated, "After the elimination of the PSP, one of the challenges we faced was infrastructure and learning resources. During the PSP, the school received support for the procurement of learning resources, books, and supporting facilities. However, after the program was discontinued, these procurements were no longer directly facilitated by the government, requiring the school to be more independent in managing them."

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Despite this, the principal of Pembina 2 Public Kindergarten in Palembang emphasized that the school still has adequate facilities. The resources acquired during the PSP program are still being utilized to their full potential. Reference books, teaching modules, educational props, and previously distributed technology devices remain the primary learning resources in the classroom. Teachers are required to be more creative in utilizing existing resources to ensure they remain relevant to learning needs.

6. Creativity and Participation in Learning

From this statement, it can be concluded that although the elimination of the PSP resulted in the loss of direct support for infrastructure, the learning process can still proceed smoothly. The keys to success lie in teacher creativity, parental participation, utilization of the surrounding environment, and optimization of existing facilities. With these strategies, children can continue to learn actively, enjoyably, and in accordance with the principles of the Independent Curriculum without over-reliance on formal facilities.

Conclusion Overall, the role of principals and teachers in managing the adaptation of the PSP elimination policy is crucial. Solid collaboration between principals, teachers, parents, and the school committee ensures that the curriculum planning process runs smoothly and is responsive to children's needs. Although challenges in terms of infrastructure arise, creativity and collaboration among all parties are key to maintaining the quality of learning in PAUD. With an integrated approach and adaptive, schools can continue to provide meaningful learning experiences for children.

CONCLUSION

Berdasarkan hasil analisis data dan pengujian hipotesis mengenai pengaruh *Servant Leadership* dan budaya kerja terhadap kinerja guru SD di Kecamatan Kayuagung, diperoleh kesimpulan sebagai berikut:

The conclusion from the research results regarding the impact of the elimination of the driving school program at the kindergarten level, in this case the researcher conducted research at the Azzahra Islamic Kindergarten in Palembang and the Pembina 2 State Kindergarten in Palembang. This conclusion formulated based on analysis findings research that has been discussed , with answer all over formulation problems and goals study .

1. Management Early Childhood Education curriculum (planning , implementation , and evaluation) was implemented at Az- Zahrah Islamic Kindergarten, Palembang and Pembina 2 State Kindergarten, Palembang after PSP removal : PSP removal forced school For become more

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independent in organize and manage curriculum . Although support from government has reduced , head schools and teachers collaborate For designing relevant curriculum with context local and needs participant Educate . Evaluation and adjustment curriculum in a way periodic is very important For ensure flexibility and responsiveness to changes that occur in the field .

2. The learning process , including strategies and methods , is adapted by post-secondary teachers . PSP elimination , teachers are sued For more creative and innovative in compile Plan Implementation Learning Weekly (RPPM) and RPPH. After the elimination of PSP, many teachers feel freedom in designing more learning contextual and relevant with life daily However , challenges remain, especially for teachers who are not yet accustomed to an independent approach .

3. The impact of the elimination of PSP on the competence, motivation, and professionalism of PAUD teachers in the two institutions: The elimination of PSP initially caused a decline in motivation among teachers, but support from colleagues and a positive work environment helped restore their enthusiasm for teaching. Teachers who were able to adapt to the changes showed improvements in their competence and professionalism.

4. The role of the principal, teachers, and parents in managing the adaptation of this policy. The principal plays a crucial role as a director and facilitator, ensuring that the curriculum aligns with the school's vision and mission. Teachers, on the other hand, play a central role in planning and implementing the curriculum, with contributions based on observations of child development. Collaboration between all parties—teachers, the principal, parents, and the school committee—is key to success in designing an effective curriculum.

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