



## Original Article

### School Leadership Model in Supporting the Success of the School-Moving Program Management (A Study at PAUD PG-TK ASMAUL HUSNA in Bandung Regency)

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#### Abstract:

PG-TK Asmaul Husna is one of the early childhood education services in Rancaekek sub- district, Bandung Regency. PG-TK Asmaul Husna is one of 17 PAUD service institutions that became the 3rd batch of driving schools in Bandung District. SP PAUD is a collaboration program between the Ministry of Education and Culture and the local government. This PAUD Driving School includes steps intended to foster the quality of Early Childhood Education through various efforts of PAUD Principals. The objectives of this study are (1) to describe the principal leadership model applied by PG-TK Asmaul Husna. (2) describe the PSP that has been implemented by PG- TK Asmaul Husna. (3) describe the supporting and inhibiting factors in the management of PSP at PG-TK Asmaul Husna. This research uses descriptive qualitative research. The subjects of this study were the principal, representatives of PG, TK-A and TK-B teachers. The research method used with data collection using interviews, observation and documentation. Based on the results of research and discussion, it is found that (1) the principal's leadership model in PG-TK Asmaul Husna applies elements of eight leadership models, but there are three models that are more dominant in supporting the successful management of PSP, namely the situational leadership model, effective leader model and transformational leadership. (2) The PSP that has been implemented by PG-TK Asmaul Husna has activities that are in line with the objectives of the PSP. Such as Character Development, Numerical Development and Literacy. These activities can run well because the principal's leadership at PG-TK Asmaul Husna in leading uses three

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more dominant models, namely the situational leadership model, the effective leader model and transformational leadership. (3) As for the supporting and inhibiting factors in the management of PSP at PG-TK Asmaul Husna, there are supporting factors such as assistance from the government, complete facilities, teachers and a supportive foundation. While the inhibiting factors are the need to learn a lot, work becomes more, and vacation time is consumed. Suggestions for Asmaul Husna PG-TK institutions are expected to be able to maintain and improve the leadership model that has been applied in managing the driving school program to make it even better.

**Keywords:** Leadership model, Driving school program (PSP), Early childhood education (PAUD)

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## Introduction

Education is the action and effort of humans in developing their personality by enhancing their physical and psychological potential. Education is also a continuous process, as stated in Law No. 20 of 2003 concerning the National Education System, which defines education as a deliberate effort to create a learning environment where students can actively develop spiritual, religious, self-control, character formation, and high moral wisdom. Additionally, education includes institutions responsible for setting goals, materials, systems, and educational services, including informal, formal, and non-formal education. The function of national education is to foster the nation's capabilities, form noble character and culture, promote the nation's continuity, and nurture students' potential to become individuals with strong character, healthy, knowledgeable, faithful, and devoted to God Almighty, capable of thinking creatively, independently, and upholding democratic values and social responsibility (Law No. 20 of 2003, Chapter 2, Article 3).

In the context of Early Childhood Education (PAUD), it involves the guidance of children from birth to six years old, aimed at providing support for their physical and psychological growth, preparing them for further education. As outlined in Law No. 20 of 2003, Article 1, Point 14, PAUD is a development process targeted at children from birth until the age of six, through the provision of educational stimuli to support their physical and spiritual growth, with the goal of preparing them for the next stages of education. Article 28 of the same law discusses the regulation of PAUD, explaining that Early Childhood Education is arranged before the commencement of primary education. This process can be done through various educational pathways, including formal, non-formal, and informal education. Formal education is represented by institutions such as kindergartens (TK), Raudatul Athfal (RA), or similar institutions. Non-formal education may involve activities such as Early Childhood Education (KB), Playgroups (TPA), or similar initiatives. Non-formal approaches can also be

applied through family education or environmental interactions. Detailed requirements for PAUD are regulated further in government regulations.

It is important to note that early childhood (0-6 years) plays a crucial role in the individual's future development. Early childhood is generally known as the golden age because children's intelligence develops much faster during this period compared to later stages of development. Therefore, supporting early childhood education in Indonesia is an important issue that must be emphasized from an early age by parents, educators, and even the government. This is essential in improving the quality of education in developing countries, including Indonesia, especially in PAUD.

To promote the quality of PAUD in Indonesia, the Ministry of Education and Culture (Kemendikbudristek) collaborates with local governments through a program called "Sekolah Penggerak" (School-Moving Program). The goal of the PAUD School-Moving Program is to improve the quality of Early Childhood Education through the efforts of school principals. The vision of the PAUD School-Moving Program is "freedom to learn, freedom to play," aiming to provide quality education for early childhood so they can develop optimally and be ready for further education. This vision, articulated within the framework of quality PAUD, has three main objectives: 1) To increase participation in PAUD units before entering primary school; 2) To strengthen governance to provide inclusive, affordable, and equitable PAUD services; 3) To ensure the high quality of PAUD services through meaningful learning processes that allow children to develop holistically. Furthermore, the capacity of PAUD teachers in implementing the Pancasila student profile in the PAUD School-Moving Program is also a key focus. The PAUD School-Moving Program emphasizes growth in learning achievements and student character, ultimately creating students who align with the values of Pancasila (Rizal et al., in the *Jurnal Obsesi PAUD Journal*, 2022:3-14). The leadership policy of school principals in managing the PAUD School-Moving Program significantly influences student character. The leadership model applied by the principal in educational institutions, especially PAUD, can affect the management of the program.

As noted by Musa (in *Jurnal Obsesi PAUD Journal*, 2022:13), there is a need for the continuous development of PAUD school principals' capacities, so that, with their capacity, school principals can advance the institution and motivate teachers to participate in the established programs. Previous studies on the leadership of school principals and its impact on students have shown that school leadership can influence various aspects of school operations, including teacher performance, teacher motivation, and even the development of student character (Azis et al., in *Nazzama Journal of Management Education*, 2022:7-9). Research has shown that school principals are key to achieving a good school culture, based on the policies they implement, the programs they design, and the clarity of the goals and strategies they possess (Sakban et al., 2022:1).

PG-TK Asmaul Husna is a PAUD service provider located in the Rancaekek subdistrict, Bandung Regency. This institution is one of the 17 PAUD

institutions that became part of the third cohort of the School-Moving Program in Bandung Regency (Head of PG-TK Asmaul Husna, 05/06/2024). Based on the findings of previous research that shows how crucial school principals are in creating a good school environment that can affect teacher satisfaction and motivation, leadership at the school level can stimulate various aspects of school operations, such as teacher performance, motivation, and the development of student character. Therefore, it is important to continuously develop the competencies of PAUD school principals so that they can advance the institution and encourage teachers to participate in the determined programs.

Given that the School-Moving Program (PSP) is a new initiative and an important step towards realizing Indonesia's educational vision for an independent, sovereign nation with good character, this study aims to investigate the "Leadership Model of School Principals in Supporting the Success of the School-Moving Program Management" at PG-TK Asmaul Husna, which has become one of the School-Moving Program schools in Bandung Regency. The research aims to understand which leadership model (school principal) can support the successful management of the PSP at PAUD, using data collection methods such as interviews, observations, and direct involvement at one of the PAUD School-Moving Program schools, PG-TK Asmaul Husna.

## **Methods**

This research was conducted using a case study approach on a PAUD school, with analysis carried out through a qualitative descriptive approach. In this approach, the researcher investigates, uncovers, and describes relevant natural data related to field findings. Additionally, this study uses an approach focused on in-depth observation and data collection through methods such as observation, interviews, and detailed documentation.

The researcher conducted observations regarding the school principal's leadership model, the School-Moving Program (PSP) initiatives at PG-TK Asmaul Husna, and the driving and inhibiting factors in the management of the PSP at PG-TK Asmaul Husna in the Rancaekek subdistrict, Bandung Regency. The aim of the study is to understand how the implementation and development have been carried out regarding the leadership model of the school principal, and how it supports the management of the School-Moving Program (PSP) at PG-TK Asmaul Husna Bandung Regency. Interview The researcher conducted interviews with the school principal and three teachers, each representing the PG, TK-A, and TK-B classes, to gather information about The leadership model of the school principal, the School-Moving Program (PSP) initiatives at PG-TK Asmaul Husna, and the driving and inhibiting factors in the management of the PSP at PG-TK Asmaul Husna in the Rancaekek subdistrict, Bandung Regency. Documentation The documentation used by the researcher includes photos of learning activities, photos as evidence of the activities conducted by the principal and teachers in managing the PSP, as well as several

photos of achievements attained after becoming a School-Moving Program institution. Additionally, audio recordings from interviews and videos of learning activities were used to facilitate data collection for the researcher.

## Results

In this section, the researcher connects the research findings—data gathered through interviews and observations—with relevant theoretical concepts related to the issues under investigation. These findings have been processed and concluded. The following presents the results of the management of the School-Moving Program (PSP) at PG-TK Asmaul Husna:

1. Leadership Model of the School Principal Applied at PG-TK Asmaul Husna in Supporting PSP Management

Among the eight leadership models discussed in the research conducted at PG-TK Asmaul Husna, the principal applies all eight models. However, based on the results from interviews and observations, the researcher found three dominant leadership models. The first is transformational leadership. "Transformational leadership is a leadership model that emphasizes that a leader must motivate their followers so they can take responsibility beyond what is expected. Additionally, transformational leadership requires that the leader has the ability to define, communicate, and explain the organization's vision, while subordinates must recognize and accept the leader's confidence" (Burns in Sutikno, 2014:53-54).

The reason for this is that the principal, in managing the PSP, involves all school members by first socializing the PSP to the teachers, students, and parents. Additionally, the principal consistently reminds and motivates the subordinates, both through words and other forms of appreciation, to work together in achieving the goals of the School-Moving Program. The credibility of the principal is recognized by all subordinates, who acknowledge the principal's leadership through effective communication, and the principal is also able to apply the appropriate leadership style for each teacher, considering the varying ages and experiences of the teaching staff, many of whom are relatively young.

The second leadership model is situational leadership, as explained by Haley & Blanchard. This model suggests that a leader's success is more influenced by situational factors than their personal traits (Sutikno, 2014:48). The principal is able to perform their leadership duties optimally because of the open and positive relationship between subordinates and superiors. The principal also effectively adapts to the needs of the teachers, students, and parents, especially since PSP is a new initiative at PG-TK Asmaul Husna and requires adaptation from the entire school community.

The third dominant leadership model is the Effective Leadership Model (Blake & Mouton in Sutikno, 2014:49), which states that effective leaders demonstrate strong performance in two areas: managing the organizational structure and addressing individual needs. The principal strengthens the organizational structure by providing opportunities for all teachers to contribute, even though



the principal already has plans or notes for setting the institutional structure. The interaction within this organizational structure allows for better communication between the principal and the teachers, improving working relationships. Moreover, the principal acknowledges and focuses on the social and emotional needs of the staff, facilitating open communication through weekly meetings (every Friday) in the Kombel (learning community), fostering harmony and comfort within the institution.

## 2. School-Moving Program at PG-TK Asmaul Husna

In line with the definition and objectives of the School-Moving Program as outlined in the literature review, "According to Irsyad et al., (2020:38), the PSP focuses on the comprehensive development of students' learning outcomes to achieve the Pancasila Student Profile, which includes competencies in reading, writing, arithmetic (literacy and numeracy), and character development." PG-TK Asmaul Husna conducts daily activities such as morning routines, congregational prayers, dhikr, self-shoe storage, and other activities related to character building.

Regarding competencies in literacy and numeracy, PG-TK Asmaul Husna organizes semester and annual programs such as Market Day, store tours, and on National Education Day, the students at PG-TK Asmaul Husna hold a literacy activity in the library before entering the classroom.

In addition to improving students' learning achievements in both cognitive (literacy and numeracy) and non-cognitive (character) aspects, the PSP is also implemented by strengthening the capacities of the principal and teachers. They play a key role in restructuring and reforming education. The following activities are organized by PG-TK Asmaul Husna to increase the capacity of the principal and teachers to support the PSP management:

One activity is PMO (Project Management Office), which is regularly conducted approximately once a month in the form of supervision carried out by the School-Moving Program at PG-TK Asmaul Husna and expert trainers (PA). This activity is typically used for discussions, evaluations, and monitoring the progress of project-based learning. As outlined in the literature review: "PSP not only provides data on student achievement but also offers guidance on interpreting and using that data to plan programs and allocate budgets, known as Self-Evaluation and Evidence-Based Planning activities. Additionally, through partnerships between the central and local governments with consultative and asymmetrical support at the regional level, PSP aims to enhance the capacity of supervisors to assist school principals and teachers in school management to improve academic achievement" (Irsyad et al., 2020:41).

Another activity is workshops, where the school principal and two teacher representatives from PG-TK Asmaul Husna meet with teachers and principals from other School-Moving Program schools. During these workshops, principals and teacher representatives share and learn from each other to discuss various issues. Since PSP is a new program, it still requires further implementation. Along with PMO activities, workshops provided by the Ministry of Education and

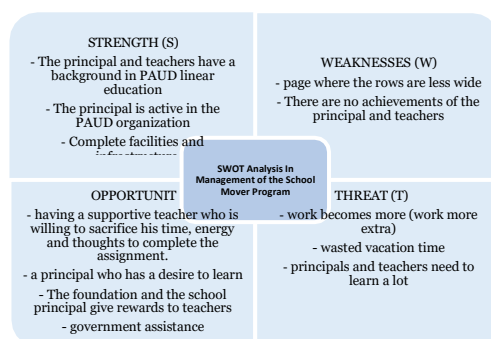
Culture are part of the training and support programs to strengthen human resources.

Additionally, Kombel (learning community) is held every Friday after classes at PG-TK Asmaul Husna, where the principal and two teacher representatives share knowledge, ideas, and insights gained from the workshops with all the teachers, as not all teachers and staff attended the workshops.

Managing a school program is never easy, especially when it is a new program. Therefore, adaptation is needed from students, teachers, and even the principal, who plays a crucial role in the success of the school programs. As noted in the literature review: "According to Pounder (2006 in Irsyad et al., 2020:38), school principals have a crucial role in administrative reform and are the main drivers in every educational institution to create a meaningful and enjoyable learning environment by improving the systems that support quality education."

The School-Moving Program (PSP) is a program launched a few years ago by the government in collaboration with the Ministry of Education and Culture and local governments to improve the quality of PAUD in Indonesia. In managing the PSP at PG-TK Asmaul Husna, there are both supporting and inhibiting factors. Supporting factors include strengths and opportunities, while inhibiting factors involve weaknesses and threats. Below, the researcher presents a SWOT analysis of PSP management at PG-TK Asmaul Husna (2024).

Figure 4.9: SWOT Analysis of School-Moving Program Management



## Conclusion

1. The leadership model implemented at Asmaul Husna Kindergarten in Rancaekek District, Bandung Regency, to support the successful management of the School Mover Program, apparently applies eight leadership models. However, of these eight models, the leader (Principal) of Asmaul Husna Kindergarten is more dominant in three models: the situational leadership model, the effective leadership model (Model of Effective Leaders), and transformational leadership.
2. The School Mover Program (PSP), which was launched by PG-TK Asmaul Husna and is still running in 2024, includes student activities that emphasize the growth of student learning outcomes, including character

development, literacy, and numeracy. PSP activities, in addition to focusing on developing student learning outcomes, also include other related activities. with the management of PSP at PG-TK Asmaul Husna, namely the existence of PMO (Project Management Office) activities, workshop activities and Kombel (learning community) activities. The PSP activities above can run well because the leader (Principal) at PG-TK Asmaul Husna has a situational leadership model, an effective leader model (Model of Effective Leaders) and transformational leadership.

3. Supporting and inhibiting factors in the management of PSP at PG-TK Asmaul Husna, Rancaekek District, Bandung Regency. Researchers concluded in the SWOT analysis image based on the results of the study as in the management of PSP at PG-TK Asmaul Husna there are weaknesses in the lack of achievements of the Principal and teachers at PG-TK Asmaul Husna (HR). Meanwhile, for supporting factors, there are adequate facilities and infrastructure, the foundation, the principal and the teachers who support each other to work together to continue completing their work relevant to the common target.

## SUGGESTION

Here are three suggestions for the parties involved.

1. The Principal of PG-TK Asmaul Husna is expected to maintain and improve the leadership model that has been implemented in managing the driving school program to make it even better.
2. It is hoped that the Principal and all staff of PG-TK Asmaul Husna can face inhibiting factors in managing the driving school program by minimizing existing opportunities so that the school program can be implemented effectively. drivers can be achieved and continue to increase.
3. It is hoped that future researchers will be able to examine similar topics from different perspectives, thereby giving birth to new innovations.

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