

# Headmaster Perception ON THE Implementation Sekolah Penggerak Curriculum

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## Abstract

This study aims to determine the principal's perception of the Motivating School Program concept and the factors that become obstacles in implementing the Motivating School Program in 15 junior high schools that passed the selection of the Motivating School Program throughout Bandar Lampung. Data collection techniques used in this study were observation, interviews, and also documentation. Sources of processed data are primary data sources and secondary data. And the research method used in this research is qualitative. The results of the research in this study are the perception of principals who have passed the selection of the Sekolah Penggerak Program on the concept of the Sekolah Penggerak Program at Bandar Lampung Junior High School is that by applying independent learning, students will be able to improve their abilities because they are given freedom in the learning process, but a detailed understanding is required. owned by the principal, already understands enough and The factor that becomes an obstacle in implementing the Sekolah Penggerak curriculum is the lack of training time owned by the principal, thus hampering the objectives of the Motivating School Program in implementing the independent learning curriculum and also the lack of facilities available in the process of implementing the Sekolah Penggerak Curriculum..

**Keywords:** Principal's perception, Sekolah Penggerak Curriculum

## Introduction

Education held in Indonesia must have a positive role in the development of technology and the era of the industrial revolution 5.0 and the way education is carried out to guide students to have noble character and create a life that is in harmony with the progress of the times of Nurkholis (2013). The National Education System describes how education can be created to empower human resources and to get individuals with character and morals

(Prakoso et al., 2020). The Indonesian nation today really needs an education system that is different from before because a quality nation is a nation that has quality human resources, to realize quality human resources, of course, it must provide a new color in aspects of education in Indonesia, one of which is by implementing the Sekolah Penggerak curriculum so that the learning held is able to produce students with character in accordance with the values of Pancasila.

According to Gazali (2013), educational institutions are a useful forum to guide people and lead them to a better direction and become more qualified human beings and educational institutions are also places that are used to print the next generation so that they have broad insight so that they can compete in the world. global era. In educational institutions, of course, there will be activities or activities carried out to develop the potential of human resources in it, of course it is related to the educational goal of the Indonesian nation, namely the intellectual life of the nation. Not only that, educational institutions are considered a comfortable second home for students and teachers to be able to share problems, feel happiness, avoid unpleasant feelings, and ultimately shape the moral character of children. (Sanfo, 2020).

Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to students in one period of education. The curriculum is not about how to apply textbooks, but also about how the direction of educational goals is expected to be achieved with the curriculum used. The term curriculum is used in the world of education. There are several experts in the field of education who interpret the meaning of curriculum with different views and concepts.

According to Law No. 20 of 2003, the curriculum is a set of learning plans related to the objectives, content, teaching materials and methods used and used as guidelines in organizing learning activities to achieve a national education goal. According to Prof. DR. S. Nasution, M. A. Curriculum is

defined as a plan that is prepared with the hope of being able to launch a process of teaching and learning activities under the control of schools/educational institutions. Whereas

Said to be an educational program that has been systematically planned, the curriculum has a very important role for an individual in the field of education because the curriculum must be able to serve as a guide to educational attainment. The curriculum has various purposes, one of the main objectives of the curriculum itself is to help students prepare for their future so that they are able to become individuals who have high skills, have high reasoning power and critical and creative ways of thinking to be applied later in the community.

In Indonesia itself, the implementation of the curriculum has undergone various changes to date. Since 2019, the implementation of a curriculum based on three aspects of assessment consisting of aspects of knowledge, aspects of skills and aspects of attitudes, the curriculum is called the 2013 curriculum. One of them is related to the three aspects described previously, where the 2012 curriculum focuses more on the process of the students themselves, how they are able to improve and maintain a balance between their attitudes, skills and knowledge. So that it becomes a problem that is quite complex in a curriculum implementation.

As a result, a new curriculum emerged where this new curriculum was considered to be a complement to the previous curriculum, namely the "Active School Curriculum". On February 1, 2021, the

Minister of Education, Culture, Research and Technology, Nadiem Makarim, launched the Motivating School curriculum, the curriculum is an independent learning program which will begin to be used in the 2021/2022 school year in 2,500 schools spread across 34 provinces and 111 regencies/cities.

The focus of the curriculum is related to the results achieved by the students, not the process that the students undergo. In its implementation, the Sekolah Penggerak curriculum has drawn a lot of criticism, even among professors who are observers of education. The principal who participated in the school curriculum training also made various complaints, especially in terms of the inadequate training time (Ramdhani, 2017). In its implementation, the Sekolah Penggerak curriculum has drawn a lot of criticism, even among professors who are observers of education. Principals and teachers who participated in the school curriculum training also made various complaints, especially regarding the inadequate training time. (Sucika, 2021)

Even the Sekolah Penggerak curriculum according to the Education and Teacher Association (P2G) has an ineffective future, reflecting on the situation that is still a pandemic and also to be applied to distance learning conditions, it is certain to experience many obstacles (Republika.co, 2021).

From the explanation above, the researcher wants to know more about how the school principal's perception of readiness in implementing the Sekolah Penggerak

curriculum which was recently launched is based on reliable data.

## **Method**

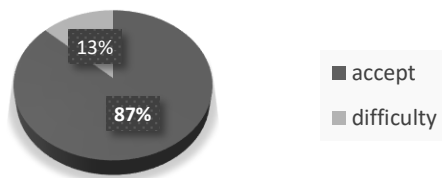
This type of research is descriptive qualitative research, namely the data collected in the form of words, pictures, not numbers. This research was conducted in 15 junior high schools in Bandar Lampung which have passed the Sekolah Penggerak Program. The informants in this study were the principal of the school as many as 15 informants. There are two types of data that the author needs to support this research, namely primary data and secondary data. Primary data is data obtained by the author directly from the source, namely the author conducted interviews using the google form media on the informants. While the acquisition of secondary data, the authors get it from previous research, which the author can get from various sources, namely books, journals, reports and scientific works, and so on.

## **Finding**

Principal's Perception of the Concept of Sekolah Penggerak Curriculum

The result can be depicted from this graph:

### Headmaster perceptions



The graph shows that the percentage of principals' perceptions of the Activating Curriculum concept is 87% stating they accept it, while the remaining 13% percent is the percentage of principals who still have difficulty understanding the Motivating School Curriculum concept.

The results of the study explain that the teacher's perception of the application of independent learning is very good because by applying the Sekolah Penggerak Curriculum in junior high school, it is able to support students in innovating and creating their own so that it supports their own achievements. The principal's perception of the implementation of the Sekolah Penggerak Curriculum is to direct the teacher to become a mediator and give students the freedom to seek references and media to support understanding related to the subject being taught.

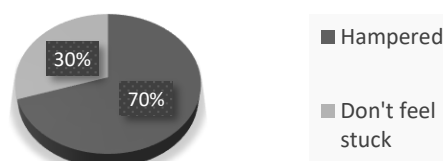
Based on the results of a questionnaire from one of the principals at SMP Penggerak Bandar Lampung, the first step taken in fulfilling the Curriculum process for this Motivating School is to start by preparing facilities and infrastructure, human resources are ready for change, and the principal conducts outreach activities and direct practice to can provide understanding to teachers, students, and parents of students.

Based on the discussion of the results of the research above, it can be concluded that the principal's perception of the implementation of the Sekolah Penggerak Curriculum at SMP in Bandar Lampung is quite good, this is evidenced by the readiness of schools to accept changes with the support of adequate facilities and infrastructure.

### Factors That Become Obstacles in the Implementation of the Sekolah Penggerak Curriculum

The result can be depicted from this graph:

### Headmaster's Barriers



The graph shows that the percentage of obstacles is relatively high where teachers who have obstacles during the training of the Sekolah Penggerak curriculum are in the high category with a percentage of 70%, while the remaining 30% are the percentage of teachers who do not have obstacles. The lack of socialization received by respondents is the main reason as an obstacle to this program. This is reinforced by the argument of the 2013 Curriculum Development Team who is also a Professor at the Indonesian Education University (UPI) Bandung, Said Hamid Hasana, that the Sekolah Penggerak curriculum will have minimal socialization,

and it is better that before testing it on 2,500 education units, a public test should also be carried out with supported by many parties. The reason that must be considered at the beginning is the maturity of the new curriculum concept.

Principals who are required to implement the Sekolah Penggerak curriculum also experience the same thing in terms of training time management. One respondent said that the government's intention to change the curriculum was basically good. It's just that the implementation is not very appropriate because it is still affected by the COVID-19 pandemic which forces many schools throughout Indonesia to conduct distance learning, as well as the training period which clashes with the start of the new school year. He also estimates that it will take time for the desired results to be ideal, as the government had originally intended.

Based on the results of the questionnaire, it is explained that in minimizing the existing obstacles that hinder the process of implementing the Motivating School Curriculum, the principal must actively participate in online seminars provided by the private sector and government related to the Motivating School Program so that this program can be implemented properly. Not only that, the principal consciously actively reads journals related to the Motivating School Program so that knowledge related to the Motivating School Curriculum becomes more mature.

## **Discussion**

The results of the study show that the perceptions of elementary school headmaster about curriculum can be analyzed under two main categories: the product of the experiences of the teacher and the structural meaning of curricular experience. Perceptions of curriculum were examined under different categories in similar studies from the literature as well (Özdemir, 2012; Schubert, 1986; Wahyudi, 2007). In order to reach consistent results, this makes it necessary to define and give dimensions to the perceptions of teachers about the curriculum as a psychological structure through scale developmental studies.

The curriculum, which is perceived as the product of different curricular experiences in the literature, is examined in terms of various aspects such as political, racial, historical, phenomenological, disciplinary structure, as well as social and cultural reflection (Hewitt, 2006; Pinar et al., 2004). When accepted as the set of shared common experiences, a curriculum is firstly a concept. When a curriculum is planned and implemented within a context, it becomes a distinct curriculum. Additionally, the personal experiences of teachers with the curriculum during the learning/instruction process make the curriculum "your" curriculum (Hewitt, 2006). Cheung and Wong (2002) state that curriculum is created with the participation of the teacher and students. In addition, Hewitt (2006) suggests a teacher's knowledge, course books, videos, experiments and field trips make up the living curriculum. The results of the present study have revealed that the curriculum is the theoretical text, political text, scope (content), and publisher-

designed guidebooks, and it is shaped with practice. Moreover, the perceptions of teachers about curriculum became concrete with the metaphors they used. Curriculum as a theoretical text reflects the ideals, but it is criticized by teachers for its incompatibility with reality and failure to adapt continuously with changes. Teachers think that curriculum should have a dynamic structure even though it is theoretical. Some teachers perceive curriculum as the political text, as a political tool of the directors or those who have the power and tools of production in their hands. This perception coincides with Apple's (1988) curriculum, social production of clashing powers, and Gramsci's explanation of a tool used by the dominating ideology to shape people in the way it wants and to sustain its own status quo (Hardee, 2010). In addition to the list of subjects, teachers perceive the order of subjects to be taught as curriculum. This finding is similar to the results obtained in the study carried out by Fraser and Bosanquet (2006). Although the concept of syllabus, which means a list of subjects, was replaced with curriculum in Turkey in 1950 (Demirel, 2003), it can be noticed that teachers still perceive content, a tool in attaining objectives, as curriculum. Hewitt (2006) sees the published course books as a production of supplementary materials to be used in class for a particular curriculum as the traditional way of curriculum development. The 2005 elementary school curricula have contributed to the fact that guidebooks prepared by publishers are perceived as curriculum in the present study. The main factor to cause this perception is that the official curriculum is not handed to teachers in a written document but that

curricular implementations are carried out through the use of guidebooks instead.

The perception that curriculum is shaped under practice was created by such situational factors as disciplinary structure, instructional processes, student characteristics, features of the school environment, family and cultural structures, teacher competencies, and infrastructural opportunities. Opinions about the curriculum is shaped under practice in the related literature (Cheung & Wong, 2002; Ennis & Chen, 1995; Hewitt, 2006) support this finding and to some extent act as an answer as to why curricula should be adapted.

### **Conclusion**

The Motivating School is a school that prioritizes the development of student learning outcomes where in the Sekolah Penggerak relates one of the themes, namely the Pancasila Student Profile. The Sekolah Penggerak curriculum is a curriculum which includes one important aspect in the life of society, nation and state. These aspects are related to competence (including literacy and numerization activities) and character, both of which are carried out by looking at superior human resources. The curriculum of this Sekolah Penggerak is different from the 2013 curriculum where the assessment uses a holistic assessment, which is more about the learning outcomes of the students themselves.

The principal in the Sekolah Penggerak curriculum must have the ability to mobilize the community of all fellow teachers in the school and its area, and be able to bring good

changes, especially in terms of improving the quality of student learning in accordance with Pancasila values. The achievement of learning objectives is also influenced by the theme from the curriculum itself, namely the "Pancasila Student Profile". This affects the learning motivation of students themselves, because students indirectly must be able to increase motivation in themselves to be able to achieve a goal in learning. Based on the data that researchers have taken, it can be concluded that the Sekolah Penggerak curriculum is able to motivate students to increase activeness in learning through the discussion process. So that the implementation of the Sekolah Penggerak curriculum for students can be said to increase.

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