

IMPLEMENTATION OF THE OPERATIONAL CURRICULUM OF SEKOLAH PENGGERAK PROGRAM AT ELEMENTARY SCHOOLS

Karimatus Saidah¹; Ilmawati Fahmi Imron²
^{1,2} Universitas Nusantara PGRI Kediri, East Java, Indonesia
¹ Contributor: karimatus@unpkediri.ac.id

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Abstract : *The operational curriculum of Sekolah Penggerak program is part of the Sekolah Penggerak program that the Ministry of Education and Culture has launched. In this curriculum, there are changes in the curriculum structure that impact the preparation of learning plans and the implementation of learning activities in the classroom. Thus, this study aims to determine the perspective of teachers and school principals on the functional curriculum of the Sekolah Penggerak Program, the form of learning planning prepared by the teacher, and the implementation of learning activities in the classroom. The research method used is a qualitative method with data analysis techniques by Miles and Huberman. The results showed that teachers and principals welcomed the operational curriculum of the Sekolah Penggerak Program because it opened up creative space for teachers and schools to develop curriculum according to school needs. Meanwhile, there are formats and terms with the 2013 curriculum in preparing learning plans. Learning activities are carried out separately between subjects in the practical aspect of learning. There is no visible learning innovation because learning activities are limited, so the teacher focuses on strengthening the material.*

Keywords : *Implementation; Sekolah Penggerak Program; Operational Curriculum.*

Abstrak : *Kurikulum operasional sekolah penggerak merupakan bagian dari program sekolah penggerak yang telah diluncurkan oleh kemendikbud. Dalam kurikulum ini terdapat perubahan struktur kurikulum yang berdampak pada penyusunan rencana pembelajaran serta implementasi kegiatan pembelajaran di kelas. Dengan demikian, penelitian ini bertujuan untuk mengetahui perspektif guru dan kepala sekolah terhadap kurikulum operasional sekolah penggerak, bentuk perencanaan pembelajaran yang di susun oleh guru, dan implmentasi kegiatan pembelajaran di kelas. Metode penelitian yang digunakan adalah metode kualitatif dengan teknik analisis data Miles and Huberman. Hasil penelitian menunjukkan bahwa guru dan kepala sekolah menyambut baik adanya kurikulum operasional sekolah penggerak karena membuka ruang kreatifitas guru serta sekolah dapat menyusun kurikulum sesuai kebutuhan sekolah. Sedangkan pada aspek penyusunan rencana pembelajaran terdapat format dan istilah, dengan kkurikulum 2013. Pada aspek praktik pembelajaran, kegiatan belajar dilaksanakan secara terpisah antar mata pelajaran, serta belum terlihat adanya inovasi pembelajaran karena kegiatan belajar masih secara terbatas, sehingga guru focus kepada penguatan materi.*

Kata Kunci : *Implementasi; Program Sekolah Penggerak; Kurikulum Operasional.*

INTRODUCTION

The curriculum is one of the essential learning components. The learning objectives carried out in schools cannot be separated from the curriculum that has been compiled. The curriculum is a set of learning plans consisting of structured, programmed, and well-planned content and subject matter related to various activities and social interactions in the environment in carrying out teaching and learning activities to achieve educational goals. In a broader sense, the curriculum is a collection of values designed to be transformed for students, both in the form of cognitive, affective, and psychomotor. By obtaining this set of values, the mindset and behavior of students will be formed following the directions and goals that have been formulated previously. (Bahri, 2017)

There are so many curricula and learning problems experienced by Indonesia. These problems contribute to its impact on Indonesian learning and education, among several problems faced by the complexity of the curriculum so that students will be burdened with a myriad of materials that must be mastered. Students must strive to understand and pursue the targeted material. This will result in students not understanding all the material being taught. Students will prefer to study the material and only have a cursory understanding of the material. As a result, students' knowledge will be minimal, students will be less able to bring out their potential, and their competitiveness of students will be reduced. In addition to impacting students, teachers will also have an impact. The teacher's tasks will be piling up less than optimal in providing teaching.

Another opinion states that the curriculum is a program that is planned and implemented to achieve goals. Therefore, implementing an education requires a concept that functions as a tool that can permanently be changed according to the times. (Hermawan et al., 2020) The success of national education goals cannot be separated from the role of the curriculum proclaimed by the government. During each leadership period, the government tries to find the best formulation for developing the national curriculum in order to be able to achieve educational goals following the needs of the world of education at that time.

In the era of 2004, the government launched a competency-based curriculum (KBK). In a competency-based curriculum, the management of education, initially centralized, turned into a decentralized one. The change in management is an effort to empower regions and schools in improving the quality of education in a sustainable, targeted, and comprehensive manner. The manifestation of the implementation of decentralization of education in the field of the curriculum is the making of syllabus made by the regions and schools. (Kemendikbud, 2002) The competency-based curriculum was further refined into the education unit level curriculum (KTSP) in 2006. In 2013, the curriculum was again refined into the 2013 curriculum. (Kemendikbud, 2013) However, the presence of the 2013 curriculum has not yet had a significant impact on improving the quality of education. Evaluation results of the Program for International Student Assessment (PISA). A survey conducted in 2018 showed the value of reading/literacy competence, the State of Indonesia

was ranked 72 out of 77 countries. (Novitasari, 2020) Meanwhile, in 2015 Indonesia was ranked 64th out of 70 participating countries. (Hidayah & Setyo Widodo, 2020) This means that the implementation of the 2013 curriculum has not had a significant impact on the quality of learning, especially literacy skills. (Hidayah & Setyo Widodo, 2020)

This is one of the factors so that in 2020 the government launched a *Sekolah Penggerak* program that aims to improve the quality of learning and equal distribution of the quality of education in Indonesia. In a copy of the attachment to the ministerial decree number 1177 of 2020, this program was launched based on the background that based on the results of the 2018 PISA survey, about 60%-70% of Indonesian students' abilities were still below the minimum ability standards in the aspects of science, mathematics, and reading. In addition, the results of the 2019 national exam showed that the average score of 2 provinces on the island of Java beat the average score of the highest 10% group in ten provinces outside Java. This proves that the quality of education is still uneven. (Hidayah & Setyo Widodo, 2020)

The launch of this program is expected to be a solution to current educational problems related to issues of quality and equity in education. In the *Sekolah Penggerak* program, the lesson plan is developed in the form of a teaching module. The teaching modules are arranged in more detail and include student activity sheets and assessments to measure learning achievement. According to the teacher's perspective, this module is delivered and can be used in a modular manner. This learning module is then implemented in the form of classroom learning activities. The implementation of learning in the classroom is no longer carried out with thematic-based imperatives. However, it is returned to the respective teachers, whether the learning will be designed thematically or separately between subjects. (Satriawan et al., 2019)

Other researchers have not widely researched the *Sekolah Penggerak* curriculum. Among several researchers who researched the *Sekolah Penggerak* program were Wahyu et al., who researched the driving teacher who became one of the instruments in the *Sekolah Penggerak* program. The "Teacher Motivator" program is one of the essential parts of the "Merdeka Belajar" policy. This study indicates that the teacher driving the program shifted the management of change in education from a centralized pattern towards decentralization by activating teachers as agents and schools as centers of transformation. The driving teacher plays a role in bringing the new vision of learning and spreading this vision to all stakeholders. The process of transformation that the teacher drives is carried out using an appreciative inquiry approach to explore the potential and strength of change within the school through a dialogue process to minimize counterproductive resistance. (Satriawan et al., 2019) Likewise, other studies also examine the independent learning program launched by the government as part of efforts to improve the quality of education. However, researchers have not conducted studies on teacher perceptions, planning, and implementation of learning.

This research was conducted at SDN Burengan 2, one of the schools selected to implement the drive school program in the City of Kediri. Starting from 2021-2022, learning activities are directed to follow the concept of the operational curriculum of *Sekolah Penggerak* program. The implementation of this curriculum begins in grades one and four, then in the following year, grades two and five are added, then three and six. It is hoped that all grade levels have implemented the *Sekolah Penggerak* curriculum within three years. This program's success is determined not only by how it is implemented in the field but also by how schools view the new program with a positive view and enthusiasm to improve the quality of learning.

METHOD

This study uses a qualitative method. The qualitative method was used because the data collected were in the form of a description of the document, the results of observations, and interviews with the school. The subjects of this study were the principal as the executor of the *Sekolah Penggerak* program and the first and fourth-grade teachers as the implementer of the *Sekolah Penggerak* curriculum. Grades one and four were chosen because the implementation of the *Sekolah Penggerak* curriculum for 2021 was only carried out in these classes. Research techniques include interviews, observation, and documentation. Interviews were conducted with principals and first and fourth-grade teachers and observations were made by observing the implementation of learning in grades one and four. Documentation was carried out by collecting document data in teaching modules, textbooks, and other documents relevant to the research.

The data collection instruments used to collect data were observation sheets, unstructured interview guidelines, and a list of required documents. The data that has been collected is then analyzed using the Miles and Huberman analysis model. Miles and Huberman's analysis model includes three stages, namely data reduction, data presentation, and conclusion drawing. The data collected includes teaching modules used by teachers, textbooks published by book centers, results of interviews with classroom teachers and principals, and notes on results. Observation of the implementation of learning in the classroom. The data that has been obtained is then reduced. Data reduction is made by sorting the data that has been collected data that is less relevant to the research. Data that does not follow the study's purpose is discarded, and data following the purpose of further research are presented. The discarded data is in the form of textbook documents published by the book center because they are not related to the research objectives. Furthermore, the data is presented and sorted according to the points in the research objectives. The last step is concluding according to the results of the data presented.

RESULT AND DISCUSSION

The Motivating School Program focuses on developing student learning outcomes holistically, which includes competence (literacy and numeracy) and character, starting with superior human resources (school principals and teachers) (Kemendikbud, 2021). Policy direction with a new paradigm following the *Sekolah Penggerak* program is finally realized in the operational curriculum of the *Sekolah Penggerak*. According to the academic text of the *Sekolah Penggerak* program published by the Ministry of Education and Culture in 2020. (Zamjani, 2020) The focus of this policy direction includes; 1) Learning is focussing on essential competencies and materials; 2) Learning Outcomes (CP) is formulated as a complete picture of competence so that it is easy to understand by the teacher as a unit (if previously in the 2013 curriculum they were called core competencies and essential competencies) In KI-KD the intended competencies are conveyed in the form of single sentences arranged in bullet points so that the relationship between the scope of abilities is one with another not clearly defined because it is read as separate components. For this reason, learning outcomes at this *Sekolah Penggerak* program are stated in the form of paragraphs and arranged in phases. CP is delivered in paragraphs/narratives to describe a series of key concepts and skills targeted to be achieved by students, which are demonstrated by actual performance. (Akinde et al., 2017); 3) Learning in PAUD and SD is oriented toward strengthening literacy foundations. (Sholehah, 2020) In elementary school, the basics of literacy are integrated into various subjects, so improving literacy skills is the responsibility of Indonesian subjects and is carried out in cooperation and is the responsibility of all subjects; 4) Learning outside of subjects based on projects to strengthen the Pancasila Student Profile. 5) The flexibility and convenience of academic units in developing learning designs based on local wisdom and relevant to the needs of students means that schools are given the freedom to develop their operational school curriculum according to the needs of each school. (Krissandi & Rusmawan, 2015); 6) Teachers have the flexibility to teach according to student competence. Learning in *Sekolah Penggerak* program shifts the learning model from the assumption that students in one class are ready to learn the same material to differentiated learning. To encourage flexibility in differentiated learning, achievements that have initially been set per year are changed to learning outcomes based on phases arranged according to the stage of student development; and 7) Teachers are encouraged to use teaching tools (textbooks, examples of learning paths, examples of teaching modules, reading books) that are more varied. The provision of various teaching tools is intended to help teachers implement more effective learning. The Central Government provides various teaching tools in the form of textbooks, learning teaching modules, and one of the learning components that spearhead the implementation of learning is the preparation of lesson plans. In terminology, learning planning consists of two words, namely planning and learning. Planning comes from the word plan, namely

making decisions about what must be done to achieve goals. Thus, the planning process must start by setting goals to be achieved through a needs analysis and complete documents, then set out the steps that must be taken to achieve these goals. (Nurlaila, 2018) In addition, the learning implementation plan is a learning strategy with the aim that the process of learning activities both inside and outside the classroom provides a meaningful experience for students. (Kamiludin, 2021) One of the keys to successful learning is determined by how well the teacher plans the lesson.

The presence of a *Sekolah Penggerak* operational curriculum is one of the government's efforts to address the problem of education quality. The success of learning in schools cannot be separated from the role of school members, both principals, and teachers. Good learning starts with good lesson planning. Based on the research process that has been carried out, it was found that the implementation of the operational curriculum of the *Sekolah Penggerak* program at SDN Burengan 2 was carried out as follows:

1. Perspectives of The Principal, First Grade, and Fourth-Grade Teachers

The *Sekolah Penggerak* program begins with the recruitment and selection process for the *Sekolah Penggerak* principal and driving teacher. The principal who passes as the principal of the *Sekolah Penggerak* will automatically become the *Sekolah Penggerak* program. The results of interviews with the principal of SDN Burengan 2 show that the operational curriculum of this *Sekolah Penggerak* program gives schools the freedom to determine their learning activities and material coverage. This curriculum opens up creative space for schools and teachers to design learning according to school needs.

Suppose the previous curriculum, namely the 2013 curriculum, teachers were provided with teacher books and student books whose scope of material and implementation time is quite binding. In that case, this new curriculum gives teachers the freedom to design learning and determine their own learning time so that learning activities can run according to student needs. Interview interviews with first-grade teachers show that teachers are given the freedom to determine the learning outcomes they want to achieve in this new curriculum. Teachers can observe students learning speed. If students can complete learning outcomes faster, they can proceed to the next learning achievement. While the results of interviews with fourth-grade teachers, in this new curriculum, the teacher is not confused with the task of completing the material according to the theme but is adjusted to the needs. Teachers are also given the freedom to arrange teaching modules. There is no standard form so that it can be adjusted to the views of each teacher himself.

According to Butt (1997), the primary key in preparing lesson plans is first what students have learned on the topic. Secondly, the teacher's knowledge of students' abilities, who will participate in the lesson, why students should study the material, and how best to teach them. They pay attention to the components of the teaching module that the teacher has compiled. In that case, it can be seen that the teacher has taken into

account what knowledge students must have before studying the material. Besides, the teacher gives lighter questions so that students can find out the relationship between the material and previous knowledge. The arrangement of learning steps is adjusted to the type of material to be taught and the needs of students at the school. This means that the teacher has designed learning in the best way that is right for the students being taught.

However, in the presentation of teaching modules in grades one and four, there are still points that must be of particular concern. The learning objectives written in the teaching module are not explicitly separated between cognitive and psychomotor goals so that the preparation of the assessment also follows the learning presentation. This means that the teacher is free to determine whether to focus on only cognitive aspects or combine cognitive and psychomotor. Therefore, the teacher must be able to consider as well as possible related to the learning needs of students. In addition, the affective aspect is not formulated into separate learning objectives. However, it focuses on assessing the profile of Pancasila students who have been selected, for example, the profile of critical reasoning, cooperation, and independence.

In comparison with the 2013 curriculum, if in the 2013 curriculum, the learning steps have explicitly been determined. It does not provide space for teachers to add activities or materials outside the context of the material that must be presented at that time. In addition, the RPP format is binding which is stipulated in the Permendikbud, so that the RPP format for each school will be uniform. While in the operational curriculum of the *Sekolah Penggerak* program, teachers are given the freedom to make the format of teaching modules. For example, at SDN Burengan, the fourth-grade teacher decided to compile the teaching module in PowerPoint form, while in the first grade, it was in Ms.Word file.

The fundamental difference in the teaching module is that it does not include Learning Outcomes according to the curriculum to be achieved but directly writes down the learning objectives. This means that parties outside the teacher cannot know the learning objectives based on which learning achievements. The previous competency format consisted of four aspects, namely aspects of spiritual competence, social competence, knowledge, and skill competence. In the operational curriculum of the *Sekolah Penggerak* program, it was not explicitly separated. The Ministry of Education and Culture only stipulates learning outcomes and learning hours that need to be taken regarding how the implementation is wholly left to the school.

This new curriculum provides creative space for teachers and schools to prepare their lesson plans. However, we should also pay attention to the readiness and competence of teachers to welcome this new curriculum. A study from Leonard explain that approximately of 60 teachers in DKI Jakarta showed that almost 75 percent of teachers did not prepare well for the learning process. (Leonard, 2016) Teachers tend to

prepare learning by prioritizing the material to be taught, not the learning objectives. Another fact revealed is that teachers also tend to teach using a monotonous method. They do not use creative and exciting learning methods to stimulate students' enthusiasm for learning in class.

Another thing that was also revealed is that teachers tend not to use learning objectives as the basis for designing learning strategies and teaching materials and designing learning evaluation and assessment tools. Thus, the presence of a new curriculum can be a double-edged sword that, on the one hand, opens up creative space to improve learning as well as possible. However, on the other hand, it can also give freedom to the teacher to teach in a way according to the teacher's personal needs without paying attention to the needs of the learning itself.

Schools as places for the character building of students are constantly undergoing dynamic changes. In creating superior human resources, schools have a very strategic role. Schools are places for educators or teachers to transfer knowledge and cultivate culture and are also places for character building for students. According to Lewin, the change process generally consists of three stages: unfreezing, changing, refreezing, changing, and moving towards the desired condition, and then making the new system or renewal of a culture maintained on an ongoing basis. (Hussain et al., 2018)

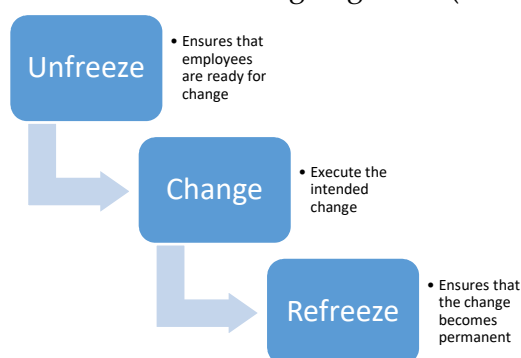


Figure 1: Changing Process

Based on the perspective of organizational change above, the decision of the Minister of Education and Culture to run the teacher program as a support for the realization of independent learning is a systematic effort when referring to the perspective of organizational change theory. Nadiem (2020), in the launch of independent learning episode 5 about teacher movers on July 3, 2020, explained that "teacher mover is a program to identify and train future educational leaders. Motivating teachers are agents who, in the future, will become prospective principals, school supervisors, and trainers of training programs. Based on this context, the teacher mobilization program can be an initial initiation in realizing independent learning. The presence of driving teachers in schools from the beginning was intended to change the school culture by involving the power of resources from within the school itself and not from external forces. According to Kotter and Rathgeber (2006), any transformation

process taken from within the organization, such as through the teacher drive program, can strengthen the driving force of change and, at the same time, reduce resistance or resistance to change.

The Minister of Education and Culture also said that the driving teacher as a driving force for the transformation of Indonesian education is expected to be able to support student growth and development holistically so that they develop into Pancasila students, become coaches or other teacher mentors for student-centered learning, as well as become role models and transformation agents for the education ecosystem. Motivating teachers become agents of change who can transform the educational ecosystem and have other impacts on other teachers and their educational institutions. (Jiang et al., 2021) In addition, teacher educators are prioritized and prepared to become the seeds of excellent school principals. In the future, there will be a generation of movers who can lead the school transformation process towards a more wide scale of education quality improvement.

Motivating teachers will experience education and training carried out through an andragogy approach and based on their experience during teaching. The procedure for implementing the driving teacher programmed by the Ministry of Education and Culture begins with recruiting teachers. Then after that, the education of prospective teacher drivers is held. It is hoped that it will be able to produce a new generation of teacher education leaders who will later become principals, school supervisors, and teacher training instructors. During the training and education period, these prospective teacher movers will be trained on how to lead, their mentorship, and their ability to make changes in schools. After graduation, they will become driving teachers.

2. Learning Planning Components

Following the results of the document study, the learning planning component called the teaching module for grade 4 has components including:

- a. General information includes the school's name, class, phase, number of students, domain, target students, and the learning model used.
- b. Initial competence, which contains what abilities must be mastered by students before learning the material to be taught
- c. The profile of Pancasila students is according to what has been set in the *Sekolah Penggerak* program guidelines
- d. Facilities and infrastructure,
- e. Core competencies that contain the meaningful understanding, trigger questions, teaching preparation, assessment, and types of assessment
- f. Learning objectives
- g. Learning activities consist of initial, core, and closing activities.

- h. Formative assessment and summative assessment
- i. Teaching materials.
- j. Remedials,
- k. Attachment of student activity sheet
- l. Learning media
- m. Teacher and student reading materials
- n. Glossary and
- o. Bibliography

While the results of the document study for grade one, the learning component is almost the same as in grade four, only, in the first-grade teaching module, there are rationalizations, the order of teaching materials, and evaluation questions. In addition, one teaching module is designed for four learning activities in certain subjects. The strategy for compiling lesson plans is as follows: The principal, through policies outlined in the teacher's duties, requires teachers to make teaching programs in the form of syllabus, Study Material Analysis, Annual Programs, Semester Programs, and Learning Program Plans. The making of learning programs is arranged jointly through teacher meetings in the school environment which are further strengthened through district-level teacher meetings. Furthermore, the teaching tools are submitted to the vice principal for the curriculum area to be corrected and signed by the principal. When teaching, teachers always bring learning tools with the intention that the teaching and learning process runs in a directed manner and that the goals formulated in the program can be achieved. Furthermore, when finished teaching, the teaching equipment is stored in the respective teacher's cupboard, which has been provided by the school so that, if needed, the teaching equipment is already in the school and is gated.

The description above shows that the teacher should make lesson plans. Efforts to make learning plans are intended to achieve learning improvements. Through this learning improvement, it is hoped to improve the quality of learning carried out by learning designers. Improving the quality of learning must begin with improving learning planning. (Dick & Carey, 2005) Learning planning can be used as a starting point for efforts to improve the quality of learning.

Furthermore, in designing learning, it is necessary to sort out learning outcomes that can immediately be measured (direct results) and learning outcomes formed cumulatively, which are derivatives of some learning events (accompaniment results). Learning designers often feel disappointed with the results they have achieved because several results cannot be immediately observed after learning ends, especially learning outcomes that include the attitude area. Attitude is more a learning result formed cumulatively in a relatively long time and integrates the results of many learning treatments.

The central core of learning design is selecting, determining, and developing learning method variables. The selection of learning methods must be based on an analysis of conditions and learning outcomes. The analysis will show how the learning conditions are and what the desired learning outcomes are. After how the conditions were, then the determination and development of learning methods were carried out. (Nuangchalerm, 2021) In determining the learning method, three principles need to be considered, namely;

- a. There is no one learning method that is superior for all objectives and all conditions;
- b. Different learning methods have different and consistent effects on learning outcomes;
- c. Different learning conditions have consistent effects on learning outcomes.

3. Classroom practice

The results of observations about learning practices in first grade show that learning is no longer carried out thematically but following the subject matter. The observations showed that the teacher focused on providing explanations through PowerPoint and blackboard media according to the material being studied. Learning takes place in an orderly manner, meaning that students listen carefully to the teacher's explanation. The results of observations in fourth grade are almost the same; namely, the teacher uses PowerPoint media in explaining the material. Students are seen listening to the lessons conveyed by the teacher. In addition, the teacher provides space for students to ask questions if there is a material that students do not understand. However, the results of observations showed that not many students asked questions.

In the description of the implementation of learning in the classroom, the teacher explains first. The students work on the activity sheet that the teacher has prepared, and the teacher re-discusses the material. Then the learning ends with an evaluation. This is following the learning steps that the teacher has arranged. Based on the results of observations of the implementation of the operational curriculum of the *Sekolah Penggerak* program in learning at SDN Burengan 2 in grades one and four, it did not show any special activities, which differentiated it from previous learning or other learning that was still using the 2013 curriculum. The difference only lies in the delivery of the material. This can be due to external factors; namely, the implementation of face-to-face learning is limited. In limited face-to-face learning activities, learning activities are divided into two sessions, with students not more than 20 students per session.

Because of this situation, teachers are more focused on elaborating the material and transferring knowledge rather than planning for students to be active in the classroom using specific learning models. The first-grade teacher said that the

implementation of online learning was not practical, so when there was a face-to-face opportunity, the teacher wanted to make sure that students understood the material.

This explanation shows that the results of observing the implementation of learning using the operational curriculum of the *Sekolah Penggerak* program have not been maximized. In addition, the new curriculum will begin in the new academic year 2021/2022, so schools are still looking for the best form of implementing the operational curriculum of the *Sekolah Penggerak* program. In order for the implementation of learning in the classroom to run smoothly and effectively, the school, in this case, the principal, staff, and teachers make efforts in the form of the ordinance officers always anticipate going around the school environment to control vulnerable places, waka students conduct raids in the classroom with the help of taib officers and supervising teachers, the teacher tries to understand the student's character, the teacher tries to create a democratic learning atmosphere, the teacher allows students to ask questions about learning difficulties or problems others, and the teacher tries to make it easier for students to learn exact lessons. With the strategy above, the climate in the school environment allows the creation of a conducive learning environment so that students feel happy and feel at home in school during the effective hours of teaching and learning activities, even until the afternoon to take part in additional activities. (Agus, 2015)

CONCLUSION

The description above shows that the implementation of the operational curriculum of the *Sekolah Penggerak* program, when viewed from the teacher's perspective, shows an eclectic space that operationally gives schools the freedom to determine their learning activities and material coverage. This curriculum opens up creative space for schools and teachers to design learning according to school needs. The subsequent finding also shows that the learning component has specific components collected in the learning module. Teachers should make lesson plans. Efforts to make learning plans are intended to achieve learning improvements. In addition, learning practices are no longer carried out thematically but following the subject matter. The learning process is carried out by providing an explanation followed by students working on the activity sheet. The process is also different from the process that must be done in the previous curriculum. The difference lies in delivering material caused by situations and conditions that are not possible due to the pandemic. Educational institutions are looking for the best formula for implementing the curriculum in learning.

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