School Management in the "Sekolah Penggerak" Curriculum in Vocational High School

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Abstract— This study aims to describe the process of secondary school-based management in the "Sekolah Penggerak"curriculum. The research method used is a qualitative description. Data collection techniques were carried out by means of interviews, direct observation and documentation. The results of the study describe a "Sekolah Penggerak"program that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competence and character starting with superior human resources.

Keyword: Educational Management, School-based Management, Sekolah Penggerak Curriculum

INTRODUCTION

In terms of education management, state schools currently use a school-based management system. In addition, fundamental changes occurred in the curriculum components, namely the implementation of the Competency-Based Curriculum (KBK) to the 2013 Curriculum (K-13). Likewise, the human resources involved in the learning process have changed with the decentralization of education; while the level of welfare of educators and education personnel is also getting better (Susanto and Wibowo 2017). Educational management is a field of study and practice related to the operation of educational organizations (Ary Susanto 2017).

Many factors also influence the quality of education, but one that is thought to have a major influence is the education management factor, especially School-Based Management (SBM). a change in the school management paradigm, which was originally regulated by the bureaucracy at the head office towards management based on the internal potential of the school itself. SBM is a strategy to improve education by transferring significant decision-making authority from central and local governments to individual schools by giving principals, teachers, students, parents and communities greater control over the education process and giving them responsibility for funds, personnel and curriculum (Pratiwi 2020). The implementation of SBM is in line with the implementation of regional autonomy which is marked by, among other things, the granting of flexibility to schools to manage resources (Mulyadi, Hermawan, and Sulaeman 2021).

Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim said the Motivating School Program was a catalyst to realize Indonesia's education vision that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile (Kemendikbud, 2021). A "Sekolah Penggerak"is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with superior human resources (principals and teachers). Principals and teachers from the driving schools make an impact on other education units (Kemendikbud, 2021). This Motivating School Program will later become the gateway to a curriculum that is oriented to the needs of students with the suitability of students' characters and the characteristics of the school environment in Indonesia. (Anggun Dwi Handayani, Zuraini Ritonga, Zulpan 2021)

METHOD

This study uses a qualitative descriptive method that utilizes qualitative data in the form of an understanding of scientific articles described descriptively. Some of the data collection techniques used are interviews, direct observation and documentation. (Suroto and Hung 2018). Interviews focused on information on classroom-based management in the "Sekolah Penggerak"curriculum.

RESULT AND DISCUSSION

The "Sekolah Penggerak"is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competence and character starting with superior human resources (principals and teachers) (Patilima 2022). The drive school program consists of five interrelated interventions, namely:

Source : Kemendikbud, 2021

The results of study are discussed about what, how, why and the discussion is strengthened by the results of previous research.

a. Consultative and Asymmetrical Assistance A partnership program between the Ministry of Education and Culture and local governments where the Ministry of Education and Culture provides assistance in the implementation of Driving Schools. The Ministry of Education and Culture through the UPT in each province will provide assistance to provincial and district/city governments in planning the "Sekolah Penggerak"Program. The UPT Kemdikbud in each province will provide assistance to the local government during the implementation of the Driving School, such as facilitating the local government in socializing the parties needed to finding solutions to field constraints during implementation.

b. Strengthening school human resources (Aryadi Dimas, Margarita Syarani n.d.), Strengthening school principals, school supervisors, supervisors, and teachers through one to one intensive training and mentoring program with expert trainers provided by the Ministry of Education and Culture. The training for KS, School Supervisors, Superintendents, and Teachers consists of; 1) Training on the implementation of learning with a new paradigm for school principals, supervisors, supervisors, and teachers. 2) Learning leadership training for school principals, supervisors, supervisors. Conducted once/year during the program. National training for teacher representatives. While other teachers are trained by in-house training. Assistance for Principals, School Supervisors, Superintendents, and Teachers consists of; 1) In-house training, 2) District/City level workshops, 3) Learning Community / Practitioners (Mapel Group), 4) Coaching Program. Conducted periodically every 2-4 weeks during the program. Then the Technology Implementation consists of; 1) Technology Literacy, 2) Teacher Platform: Competency Profile and Development, 3) Teacher Platform: Learning, 4) School Resources Platform, 5) Education Report Card Platform.

c. Learning with the New Paradigm Learning with the new paradigm is designed based on the principle of differentiated learning so that each student learns according to their needs and stages of development. Believing in God Almighty and having noble character, Global Diversity, Independent, Mutual Cooperation, Critical and Creative Reasoning, this is a profile of Pancasila learning that is learned through curricular and co-curricular programs.

d. Program-based planning can be seen in the following figure:

School-based management: planning based on school self-reflection
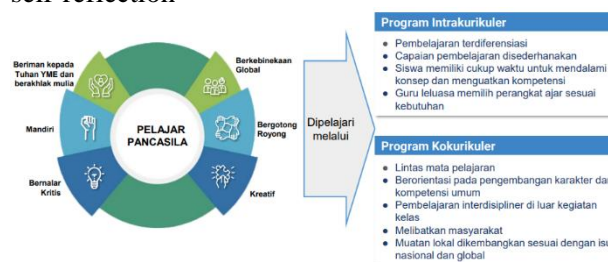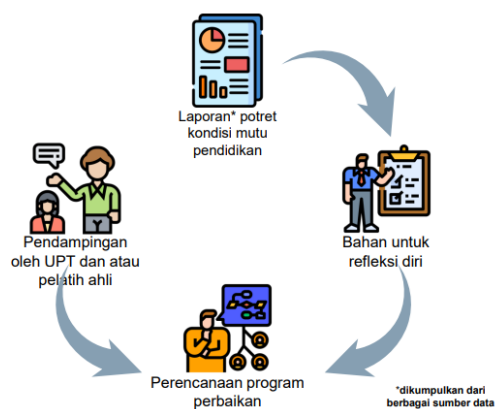
e. School Digitization The use of various digital platforms aims to reduce complexity, increase efficiency, add inspiration, and a customized approach (Assidiqi and Sumarni 2020).

The scope of the "Sekolah Penggerak"is divided into 5 aspects, namely:

a. Learning. Schools will apply learning with a new paradigm with a simpler and more holistic learning achievement model, as well as with a differentiated learning approach and Teaching at the Right Level (TaRL) (Suroto and Hung 2018). Teachers will receive training and assistance to increase their capacity in implementing learning with a new paradigm.

b. School management. The Motivating School Program also aims to increase the competence of school principals. The principal organizes school management that is in favor of learning through instructional leadership training, mentoring, and consultation. In addition, capacity building also includes training and mentoring of teachers to improve the quality of learning.

c. The Motivating School Program will optimize the use of digital technology to facilitate the performance of principals and teachers (Flood 2012).

d. Self-evaluation and evidence-based planning. The Motivating School Program provides data on student learning outcomes, as well as assistance in interpreting and using this data to plan programs and budgets.

e. Partnership between the central and local governments through consultative and asymmetrical assistance. In the regional scope, the Motivating School Program will also increase the competence of supervisors to be able to assist school principals and teachers in school management to improve student learning outcomes (Patilima 2022).

CONCLUSION

The "Sekolah Penggerak"program leads to improving the quality of education in Indonesia, where the "Sekolah Penggerak"is a program that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with human resources that superior (principals and teachers). Principals and teachers from the driving schools make an impact on other educational units.

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