

## **Teachers' Perception on Curriculum Penggerak at SMA Muhammadiyah Al-Amin Kota Sorong**

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### **ABSTRACT**

This research aims to determine teachers' perception about the Teachers' Perception on Curriculum Penggerak at SMA Muhammadiyah Al-Amin Kota Sorong. This research is descriptive qualitative research. Data collection techniques using interview techniques. The population in this research were two female teachers as research subjects. From the result of interviews, it was found that teachers were able to demonstrate their competence in implementing the curriculum penggerak demands and the needs of students. The results of the findings above prove that the curriculum penggerak that is implemented is good enough so that it can be concluded that the curriculum penggerak is quite effective in the learning process at SMA Muhammadiyah Al-Amin Kota Sorong.

**Keywords:** Teachers' Perception, Curriculum Penggerak.

### **INTRODUCTION**

The curriculum penggerak was an Independent Learning program Merdeka Belajar by the Ministry of Education, Culture, Research, and Technology Nadiem Makarim on February 1, 2021. This curriculum starts in the 2021/2022 schools across 34 provinces and 111 regencies/cities. The first consultative and asymmetrical assistance, partnership program between the Ministry of Education and Culture provides in the implementation of curriculum penggerak. The second Strengthening Principals, Supervisors of Schools, Superintendents, and Teachers through one to one intensive training and mentoring program with expert trainers provided by Kemendikbud. The third Holistic Competency learning, oriented learning strengthening competence and character development in according with Pancasila values, through learning activities inside and outside the classroom. The fourth data driven planning, School based management: planning based on self-reflection education units. The fifth School Digitization, use of various digital platforms aims to reduce complexity, increase efficiency add inspiration, and a customized approach.

The latest curriculum used by SMA Muhammadiyah Al-Amin Kota Sorong was the curriculum penggerak. The curriculum penggerak focuses on developing student learning outcomes holistically which included competencies (literacy and numeracy) and character, starting with superior human resources (principals and

teachers). The curriculum penggerak was a refinement of the previous school transformation program.

The curriculum penggerak in SMA Muhammadiyah Al-Amin Kota Sorong was the effort to improve the quality of education in accordance with the needs, conditions, and development of the society. The aim was to establish and empower educational units to participate actively in curriculum development. The policy, on the one hand, brings enormous benefits, but on the other hand, it also brings higher demands on school. Moreover, schools had the authority to develop curriculum according to their needs and conditions.

In this study, the researcher chose Muhammadiyah Al-Amin Kota Sorong as the place of research due to several kinds of considerations. The first SMA Muhammadiyah Al-Amin Kota Sorong was one of the schools designated as a curriculum penggerak among hundreds of high schools in the Province of West Papua. The second curriculum penggerak made some school as experimental schools or pilot. Then the school was also chosen as a pilot school for several public and private schools that is around. The third with the little of this pilot school SMA Muhammadiyah Al-Amin Kota Sorong must be able to apply the curriculum penggerak well in terms of planning and implementation. According to one teacher at this school who was the author interviewed, SMA Muhammadiyah Al-Amin Kota Sorong had implemented this curriculum for approximately 2 Semester.

## **LITERATURE REVIEW**

### **Previous Study**

First, the research conducted in 2022 by Imade Yudi Wirawan entitled Evaluation of the implementation of the learning management system (LMS) in the penggerak school of SMP 1 Harapan Denpasar. With one off the objectives to determine the effectiveness of the application of the learning management system (LMS) system at SMPK1 Harapan Denpasar from the context component.

Second, this research was conducted in 2021 by Sucik Rahayu, entitled obstacles of elementary school teachers in implementing the penggerak school curriculum in terms of time and space management in the era of the Covid-19 pandemic. The purpose of this study for the author to know some of the obstacles due to changing the curriculum, especially in the era of the Covid-19 pandemic I terms of management.

### **Curriculum Penggerak**

The curriculum penggerak was a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which included competence and character starting with SDM superior (principals and teachers).

The curriculum penggerak was a curriculum that focuses on improving the competence of students holistically to further encourage the realization of the Profil Pelajar Pancasila. The penggerak school program as referred to in the first Diktum was held on: Early Childhood Education (PAUD) aged five years to six years; Elementary School; Junior High School; High School and Special School (SLB). The implementation of the curriculum penggerak as referred to in the second Diktum was carried out through: Socialization of the curriculum penggerak; determination of the province/regency/city as the implementer of curriculum penggerak; determination of the education unit as the implementer of the curriculum penggerak; implementation of curriculum penggerak activities in provincial/district/city local governments; implementing the activities of the curriculum penggerak in the education unit; evaluation of the implementation of the curriculum penggerak; and Penalty.

### **Curriculum Penggerak Concept**

The concept in the curriculum penggerak was structured to help the thinking process and develop an educational unit. In this case, the central government stipulated the basic framework and curriculum structure as a reference for the development of the operational curriculum of education units. The following was the concept of developing the curriculum penggerak which had been compiled as a framework for the curriculum penggerak.

The concept in developing an operational curriculum for curriculum penggerak was that the curriculum might meet the potential, developmental needs and stages of learning, as well as the interests of students. In its preparation, this operational curriculum might refer to the Pelajar Pancasila profile. Especially based on the above knowledge, there were dimensions in the curriculum, the first is the planning and setting of goals, content material, and familiarity material, while the second is the method used for getting to know activities. So the things that educators wanted to prepare to realize instructional dreams need to race with a curriculum that was in accordance with a systematic practice that includes: goals, content, mastery of substance and techniques so that they would be used for learning activities.

### **Curriculum Penggerak Components**

The penggerak school curriculum had three main components, namely: Vision, Mission and Goals. The three components have are closely related and cannot be separated, according to module curriculum penggerak (2021). For a better understanding, the following is an explanation of each: The component.

#### **a. Vision**

Vision describes how students become subjects of the school's longterm goals and values the values that underlie the implementation of learning so that students can achieve the Pancasila Student Profile.

b. Mission

The preparation of the school's mission must be able to answer how the school achieves the vision. Includes values that are important to hold while carrying out the mission.

c. Destination

Describe the ultimate goal of the school curriculum that has an impact on students (students). Goals also describe important milestones and are aligned with the mission, the school's strategy to achieve its educational goals. Competencies or characteristics that are unique to school graduates and are in line with the profile of Pancasila Students.

### **Learning Based on Curriculum Penggerak**

The role of learning based on curriculum penggerak is to first provide an understanding of the knowledge, attitudes and skills that children should achieve at each stage of their age development. The second focuses on what is expected of students at the end of the lesson, this is in line with the student centered approach in education. The third contains a set of competencies and the scope of the material that is compiled comprehensively in the form of a narrative. The fourth is the minimum learning competence that must be achieved by students for each subject in the early childhood education unit, basic education, and secondary education. And fifth, develop and strengthen competence and character in accordance with the Profil Pelajar Pancasila.

### **Definition of Perception**

Perception is a direct response (acceptance) of a certain absorption or process of a person to know some things through his five senses (Big Indonesian Dictionary, 2008: 1061). As Robbins argues in Makhmuri Muchlas (2008: 112), perception is defined as the process by which a person organizes and interprets his sensory impression in order to give meaning to the surrounding environment. According to Joseph A. Devito (2011: 80), perception is the process by which a person becomes aware of the stimulus that affects one's senses. Perception affects the stimulus or a message that is absorbed by a person and what meaning someone gives to others when the other person reaches consciousness. Jalaluddin Rakhmat (2007: 51) defines that perception is the experience of subject, events, or relationship obtained from inferring information and interpreting messages.

## **Perception Indicators**

According to Hamka (2002, pp. 101-106) there are two indicators of perception kinds, namely: First is absorb, stimuli that is outside the individual is absorbed through the senses, enters the brain, gets a place, so that there is a process of analysis, classified and organized with individual experiences that have been previously owned, therefore absorption is individual, different from each other even though the stimulus is absorbed, same. The last one is Understanding or understand, indicators of perception as a result of the classification process and organization. This stage occurs in the psychic process. The results of the analysis in the form of understanding or understand. Understanding or understand is also subjective, different for each individual.

Meanwhile, indicators of teacher's perception according to Kiptiah in Suryani & Tripalupi (2021), where developed from the following aspects:

- a. Cognitive (Knowledge) Cognitive responses are related to a person's knowledge, skills, and information about something. The response arises when there is a change in what is understood or perceived by the public.
- b. Affective (Attitude) Affective response is related to the attitude, and evaluation of a person towards something. It arises when there is a change in what the audience likes about something.
- c. Conative (Action)

Conative responses relate to real behavior or someone's actions which include actions, activities, or habits of behavior. The response shows the intensity of the attitude, namely the tendency to act or behave in person towards the object of the attitude.

## **METHOD**

### **Design and Subject**

This research aims to determine Teachers' Perception on Curriculum Penggerak at SMA Muhammadiyah Al-Amin Kota Sorong. In this research, the researcher used descriptive qualitative as the research design. The method used in this research is a qualitative method, this method was chosen because it aims to determine how to find, collect, process, and analyze data from the research result. The type of approach used in this research is descriptive method. As for what is meant by descriptive method is a method that describes or describes the phenomenon of the problem to be studied at this time or the current state with the aim of finding answer about problem solving and the results are carried out after exploratory activities. According to Mukhtar (2013:10) descriptive qualitative research method is a method that used to find knowledge of the research subject at the time of certain. Subject in this research were two female teachers as research subjects. The researcher took two teachers at random to interview.

## **Instrument and Procedure**

Instrument is tools that are required to get information. According to Gay and Arasian (2000) stated that instrument is a tool that is used in collecting data. In this research, the teacher was the main instrument for collecting and analyzing data. To carry out the analysis, the researcher was supported by other instrument such as journals/articles, internet, teaching modules, footnotes, interviews, and transcription of documents relevant to research. In this research, the researcher used interviews to collect data on teacher perception in the curriculum penggerak at SMA Muhammadiyah Al-Amin Kota Sorong. Researcher was directly to the field to collect the data needed in the preparation of this research. Researcher was collect data through interview. Interview are the most frequently used data collection technique in research, both qualitative and quantitative. The researcher was interview teachers to find out the perceptions of how the curriculum penggerak in the learning process. The questions was consist of 7 questions, the interview process used written instruments to record the data provided by the respondents. The interviewer recorded all the interviewer's answers to the interviewer's questions which were given in writing based on the instruments that have been provided and validated.

## **Data Analysis**

Data analysis is the process of systematically searching and compiling data obtained from the results of interviews, field notes, and documentation, by organizing the data into categories, breaking it down into units, synthesizing, compiling into patterns, choosing which ones are important and what will be studied and making conclusions so that they are easily understood by themselves and other people according to (Sugiyono, 2014) the data analysis process carried out in this study used three steps, namely:

### **Data Reduction**

According to (Sugiyono 2018), data reduction data obtained from the field in quite a lot, for that it is necessary to record carefully and in detail. The reduced data will provide a clearer picture and make it easier for researchers to conduct further data collection and search when needed.

### **Data Display**

After the data reduced then the next step is displaying data or presenting data. Presentation of data in qualitative research is carried out in the form of brief descriptions charts, relationships, between categories, flowcharts and the like according to (Sugiyono, 2016) in this case Miles and Huberman stated “the most frequent form of display data qualitative research data in the past has been narrative text” which is most often used to present data in qualitative research is narrative

text by displaying data. It will make it easier to understand what happened, plan further work based on what is understood (Sugiyono, 2016).

### Conclusion Drawing Verification

The third step in the data analysis process is drawing conclusions or verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection according to (Sugiyono, 2016). The conclusion of the data can answer the formulation of the problem that was formulated from the beginning and the conclusion in the form of a description of the object under study.

## RESULT AND DISCUSSION

### Description of the data

In this research activity was carried out at SMA Muhammadiyah Al-Amin Kota Sorong. SMA Muhammadiyah Al-Amin Kota Sorong is one of the school that has implemented a curriculum penggerak since the 2021/2022 school year. In other words, SMA Muhammadiyah Al-Amin Kota Sorong is one of the schools that has become a pilot school for implementing the curriculum penggerak. In order to obtain the answer for the research question of this research, descriptive qualitative research was applied as the analysis of the teacher' perceptions of Curriculum penggerak at SMA Muhammadiyah Al-Amin Kota Sorong. Based on research conducted at SMA Muhammadiyah Al-Amin Kota Sorong the researchers described the result of data analysis and research findings as follows:

### Knowledge of curriculum penggerak

The teachers' opinion about knowledge of the curriculum penggerak based on the results of this study, the curriculum penggerak is a curriculum that is implemented with the aim of carrying out a project based learning, and to develop student soft skills that focus on developing student learning outcomes holistically on the pancasila student profile. The result of the interview can be seen as follow:

*"Kurikulum penggerak ini adalah satu kurikulum yang di aplikasikan dengan tujuan untuk menjalankan suatu pembelajaran yang dimana berbasis proyek nah tujuannya itu sebenarnya untuk mengembangkan soft skill peserta didik yang seharusnya itu diharapkan bisa sesuai dengan karakter profil pelajar Pancasila."*

*Question 1 teacher 1*

*"Yang saya pahami tentang kurikulum penggerak itu adalah bahwa ini adalah program merdeka belajar yang berfokus pada pengembangan hasil belajar siswa secara holistik."*

*Question 1 teacher 2*

### Understanding of the process learning

The teachers' opinion about what must be prepared before implementing learning in the curriculum penggerak is to prepare related documents such as learning tools, develop a flow of learning objectives, develop teaching modules, then after that understand the assessment expected in the curriculum penggerak. The result of the interview can be seen as follow:

*“Oke yang pertama adalah menyamakan mainset tentunya yah dengan apasih yang diharapkan dari kurikulum penggerak ini jadi mengubah pola pikir dan untuk bisa menerima kurikulum ini menjadi suatu kurikulum baru dan memahami regulasi serta peraturan yang ada di dalam kurikulum penggerak tersebut, kemudian yang pastinya menyiapkan dokumen-dokumen terkait seperti perangkat pembelajaran, kalau itu berhubungan dengan pembelajaran yang saya ampuh yah. Seperti contohnya yang pertama memahami apa itu ketercapaian pembelajaran, kemudian menyusun alur tujuan pembelajaran, menyusun modul ajar, kemudian setelah itu memahami prinsip asesmen yang diharapkan dalam kurikulum ini seperti itu.”*

*Question 2 teacher 1*

### **Understanding of the aspects in the learning process**

The teachers' opinion about the aspects that are instilled in students in the curriculum penggerak is comprehensive learning, which looks at how students able to understand the learning process. Not only the results of learning but how they can understand the learning process as a whole. Students can also freely express what they are interested in and what they enjoy. The result of the interview can be seen as follow:

*“Aspek yang ditanamkan kepada siswa itu adalah pembelajaran holistik jadi pembelajaran yang menyeluruh, yang melihat bagaimana kemampuan anak dalam memahami proses pembelajaran itu sendiri. Jadi bukan hanya hasilnya tapi bagaimana mereka bisa memahami proses pembelajaran secara menyeluruh.”*

*Question 3 teacher 1*

### **Understanding of process application learning**

The teachers' opinion about the learning delivery strategy is more about how the learning focuses on students and also adapts to student's abilities. The result of the interview can be seen as follow: *“Strategi pembelajaran kepada siswa itu lebih kepada bagaimana pembelajaran itu bisa berfokus kepada siswa. Jadi sekali lagi lebih kepada proses pembelajarannya dari pada hasilnya.”*

*Question 4 teacher 1*

### **Assessment of the learning process**

The teachers' opinion about the assessment technique in the curriculum penggerak is divided into three, the first is a diagnostic assessment carried out at the beginning to diagnose abilities and students. The second is diagnostic assessment this diagnostic assessment is divided into namely cognitive assessment and non-cognitive assessment. So cognitive is more about student's abilities while non-



cognitive is more about psychological preparation. The last is an assessment related to the learning process, this assessment is divided into two, namely formative and somative. Formative is done in every lesson, while somative is done at the end of the lesson. The result of the interview can be seen as follow:

*“Jadi penilaian dalam kurikulum penggerak ini terbagi menjadi 3 sebenarnya yah, yang pertama ada asesmen diagnostik yang dilakukan di awal untuk mendiagnosa kemampuan dan ketersiapan siswa atau peserta didik dulu. Jadi asesmen diagnosis dibagi menjadi dua yaitu asesmen kognitif dan non kognitif. Jadi kognitif nya itu lebih ke kepada kemampuan awal mereka. Sedangkan kalau asesmen diagnostik non kognitif itu lebih kepada persiapan psikologi mereka.”*

*Question 5 teacher 1*

*“Nah tadi saya sudah katakan bahwa teknik penilaian atau asesmen nya itu ada dua jadi asesmen formatif dan somatif kalo formatif penilaian nya berlangsung selama proses pembelajaran. Kalo somatif itu biasanya pada ujian akhir.”*

*Question 5 teacher 2*

### **Beliefs about an effective learning process for teachers**

The teachers' opinion regarding the effectiveness of the curriculum penggerak is that the curriculum penggerak is quite effective because this curriculum addresses the needs of students, the learning is also differentiated so that it fits the needs of students, in addition to learning in the classroom there are also projects that involve students to play a role in implementing the project. The result of the interview can be seen as follow:

*“Alhamdulillah sudah cukup efektif dimana menurut kami kurikulum ini menjawab kebutuhan siswa.”*

*Question 6 Teacher 1*

*“Menurut saya pembelajaran dalam kurikulum penggerak ini untuk siswa saya rasa awalnya kita masih meraba-raba baik itu guru maupun siswa tetapi seiring berjalannya waktu ternyata cukup efektif juga karena di dalam kurikulum nya juga selain pembelajaran di dalam kelas itu juga ada proyek-proyek yang melibatkan mereka, yang mencakup proyek yang terintegrasi dengan profil pelajar Pancasila.”*

*Question 6 teacher 2*

### **Desire to innovative in providing material in the learning process**

The teachers' opinion about regarding the most effective method in achieving learning is a student-centered learning method because the expected output is how students can learn thoroughly through the process to achieve the results. The result of the interview can be seen as follow:

*“Metode yang paling efektif menurut saya adalah metode pembelajaran yang berpusat pada siswa atau student center sekali lagi karena output yang diharapkan ini adalah bagaimana siswa itu bisa belajar secara menyeluruh melalui proses sampai dihasilnya dimana juga diharapkan ada pembelajaran terdeferiansiasi maka siswa disini adalah centernya.”*

*Question 7 teacher 1*

*“Jadi selama implementasi kurikulum penggerak ini metode pembelajaran yang paling efektif itu adalah pembelajaran yang istilahnya berdeveriansiasi jadi artinya kan peserta didik kita bukan hanya satu latar belakang tetapi kan berbagai macam latar belakang jadi pembelajaran itu harus berdeveriansiasi artinya mencakup semua peserta didik.”*

*Question 7 teacher 2*

Based on the research conducted at SMA Muhammadiyah Al-Amin Kota Sorong, several teachers stated that the curriculum penggerak is a curriculum that is applied with the aim of carrying out a project-based learning that develops students' soft skills holistically. The conclusion from the above opinion is that the curriculum penggerak is a curriculum that focuses on developing student learning outcomes holistically based on the Pancasila student profile.

The curriculum penggerak was a curriculum that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which included competence and character starting with SDM superior (principals and teachers) according to the curriculum penggerak module (2021). The first step that must be taken to implement the curriculum penggerak is to equate the mindset, which is expected from the curriculum penggerak in order to change the mindset and to be able to accept this curriculum as a new curriculum and understand the regulations and rules that exist in the curriculum penggerak. In addition preparing related documents such as learning tools, understanding what learning achievement is, then compiling that flow of learning objectives, compiling teaching modules, then after that understanding the assessment principals expected in curriculum.

Then the aspect that is instilled in students is holistic learning, which looks at how the student ability to understand the learning process itself. So it's not just the results but how can they understand the learning process as a whole then the learning strategy should be more on how learning can focus on students. (Oemar Hamalik, 2004:201). The opinion above illustrates that the learning process must consider the needs and desires of children to learn.

Based on the research conducted at the assessment stage in the curriculum penggerak, it is divided into two. The first is a diagnostic assessment that is carried out at the beginning to diagnose student's abilities and readiness. So the diagnostic assessment is divided into two, namely cognitive and non-cognitive assessment. Whereas the non-cognitive diagnostic assessment is more about the psychological preparation of students. In addition, other assessments related to the learning process are divided into two, namely formative and summative.

In addition, researchers also asked about the effectiveness curriculum penggerak, based on the result of interviews the curriculum penggerak is quite effective where according to the teachers the curriculum penggerak answered student's needs, because in the curriculum penggerak apart from in-class learning, there were also

projects that involved students, which included projects that integrated with the Pancasila student profile.

## CONCLUSION

Based on the findings indicate that teachers have a positive perception of curriculum penggerak. This can be seen from the teachers' statement regarding the effective curriculum penggerak, and the level of understanding of the teachers' which is quite good in implementing the curriculum penggerak in the learning process.

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