



Volume 1 Nomor 1 (2022) Pages 109 – 118

**International Journal of Bunga Bangsa Cirebon (IJOBBA)**

Email Journal : [ijobba.bbc@gmail.com](mailto:ijobba.bbc@gmail.com)

Web Journal : <http://journal.bungabangsacirebon.ac.id/index.php/ijobba>



## **Data-Based Education Unit Operational Curriculum Development Through Moving School Program In Kebumen District Indonesia**

**<sup>1✉</sup>Nurhidayah, Fidy Arie Pratama<sup>2</sup>, Iim Wasliman<sup>3</sup>, Sri Handayani<sup>4</sup>**

<sup>1</sup>Islamic Institute of Religion Nahdlatul Ulama Kebumen, <sup>2</sup>Islamic Institute of Religion Bunga Bangsa Cirebon, <sup>3,4</sup>Postgraduate School of the Islamic University of Nusantara, Bandung.

Email : <sup>1</sup>[hynur81@gmail.com](mailto:hynur81@gmail.com) <sup>2</sup>[fidyaarie@gmail.com](mailto:fidyaarie@gmail.com) <sup>3</sup>[iimwasliman@spsuninus.ac.id](mailto:iimwasliman@spsuninus.ac.id),  
<sup>4</sup>[hanny2011pls@gmail.com](mailto:hanny2011pls@gmail.com)

Received: 2022-04-28; Accepted: 2022-06-25; Published: 2022-06-30

### **ABSTRACT**

This paper describes the public policy of the Ministry of Education and Culture, Research and technology of the Republic of Indonesia, especially the Implementation of the Driving School Program at the District Level on the Preparation of the Operational Curriculum for Elementary School Education Units in Kebumen Regency, Central Java. This research is descriptive qualitative research by taking the research subject of the Learning Committee in education units selected to be participants in the Kemendikbudristek 2021 Motivating School Program (PSP) which have different levels of quality and have very different student characteristics and environments. The results showed that in the Preparation of the Education Unit Operational Curriculum, the members of this learning committee had to go through various stages of training and equalization of perceptions to be able to understand the concept, function, urgency, planning, implementation and monitoring, to evaluation. The preparation of the curriculum must be based on identification and observation as well as the involvement of all school members and their environment so that it can become a curriculum that can bridge the optimal potential and character of students according to the 6 (six) Pancasila Student Profiles..

**Keywords:** *data based; education; curriculum*

Copyright © <sup>1✉</sup>Nurhidayah, Fidy Arie Pratama<sup>2</sup>, Iim Wasliman<sup>3</sup>, Sri Handayani<sup>4</sup>

### **INTRODUCTION**

Indonesia's education ranking based on the results of the PISA report in 2018 is in a very worrying position. In addition, the Organization for Economic Co-operation and Development (OECD) country has never achieved the average score of the Organization for Economic Co-operation and Development (OECD). As stated by Santi (Kemendikbud: 2022) that "The results of the 2018 PISA survey put Indonesia at 74th

or sixth from the bottom. The reading ability of Indonesian students with a score of 371 is in position 74, Mathematics ability gets 379 is in position 73, and science ability with a score of 396 is in position 71. This condition provides a critique of the Public Policy of Indonesian Education. Based on this data, the Ministry of Education and Culture, Research and Technology will immediately evaluate and reformulate education policies.

Various responses to public policies in education that have been set by the government have always received support but also refuse, criticism and evaluation. One of them is the KKNi (Indonesian National Curriculum Framework) policy in Higher Education which according to the study of Binsar A. Hutabarat (2017: 127) is an elite product and weak in socialization so that the results are not optimal as expected. As an educational policy of the Indonesian Ministry of Education and Culture that emerged in the midst of a transition from a pandemic to an endemic period, the program for accelerating and improving the quality of education in the Motivating School Program is a fresh and challenging program.

A school quality improvement policy which is expected to be able to improve the Quality of Education organized by a selected Education Unit is able to increase one level of quality above it if possible exceeds it. The program targets education at the PAUD (Early Childhood Education) level to the Elementary and Secondary levels, including Vocational High Schools (SMK). Various stages of selection are carried out to select Education Units that are ready to receive guidance, assistance in the preparation and implementation of the Independent Curriculum which emphasizes the preparation and implementation of learning that favors the unique characteristics and environment of students.

The driving school program becomes a public policy that tries to be a catalyst for achieving the vision of Indonesia's education which is advanced, sovereign, independent and has personality towards the Pancasila student profile. There are 5 challenges in the world of education, namely ecosystem, teacher, pedagogic, curriculum and assessment. In the context of the Ecosystem, school is no longer considered a task, but more than that, school becomes a fun activity for students. Leaders in educational institutions who must be able to provide services not be served, collaborative management, there is harmony in education at home and family. In terms of curriculum, it is flexible. Developed based on competence and focus on soft skill development and character development as well as a smooth transition from PAUD to SD. (Kemendikbud; 2021:1-5)

Principals participating in Activating Schools must be able to formulate data-based school planning and development programs and adopt rapidly changing technology to support school programs that favor students. Education is a basic need and right of every Indonesian citizen as stated in the 1945 Constitution that every Indonesian citizen has the right to get a proper education. Therefore, regular and

systematic management is needed starting from the planning, organizing, implementing, to monitoring stages. The Motivating School Program focuses on developing holistic student learning outcomes, creating a profile of Pancasila students who have competence and character starting with superior Human Resources (Principals and Teachers).

Based on data from the Department of Education and Culture, Research Technology, Kebumen Regency, there are 37 elementary schools in this area that were selected to take part in the Phase 2 Driving School Program. These schools have very varied conditions in terms of quality, school physical condition, and student characteristics. and different environments. The quantity and quality of teachers and teaching staff are different. However, they have one thing in common in the purpose of participating in the Kemendikbud driving school program, which is to increase the level of quality of education in the school.

An interesting phenomenon to be studied is related to the implementation of the Driving School program in the Regency area which is included in one of the poorest districts in Central Java. Another feature of the participants of this Motivating School program is the participation of Pengaringan Elementary School, which is a public elementary school in the mountainous area and is in a strong community of different religions, namely Christians and Muslims. Being in a community that has a high level of religiosity and religious solidarity is proven by Harmony in Religious Harmony.

SDN 1 Lembu Purwo, which is located in the southern coastal community of Java, with the socio-economic conditions of the people are farmers and entrepreneurs in the culinary field, Ambal satay. There is SDN 2 Kalirancang which has students who come from a very diverse socio-cultural area. Starting from students who come from lowland areas, to students whose houses are located far from other villages, where these students have to walk approximately 10 km from the mountains down to be able to study at school. On the other hand, economically in limited conditions.

SDN 2 Logede is located in a rural area where the majority of the students' guardians work as brick and tile makers or farm laborers. SDN 3 Kebulusan which is located in the area between the city center of the Regency, but is still on the outskirts because the area is up and down, in the form of lowlands and highlands. Being in the environment of workers in the tile industry and has various partnerships with other schools to develop the competencies and achievements of their students. Based on this background, researchers are interested in studying the Implementation of the Preparation of the Operational Curriculum for Driving Schools in 5 (five) public elementary schools in three sub-districts of Kebumen Regency, namely SDN 3 Kebulusan, SDN 2 Logede, SDN 2 Kalirancang, SDN 1 Lembu Purwo and SDN Pengaringan.

## **METHODOLOGY**

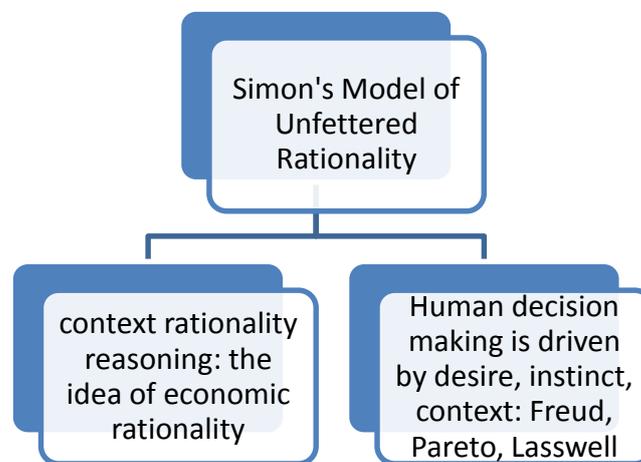
This research is a transformative research using a descriptive qualitative approach with researchers participating directly during the research from the preparation,

planning, implementation stages of the preparation of the Operational Curriculum of the Education Units in the five State Elementary Schools.

## RESULTS AND DISCUSSION

### Education Policy as Public Policy

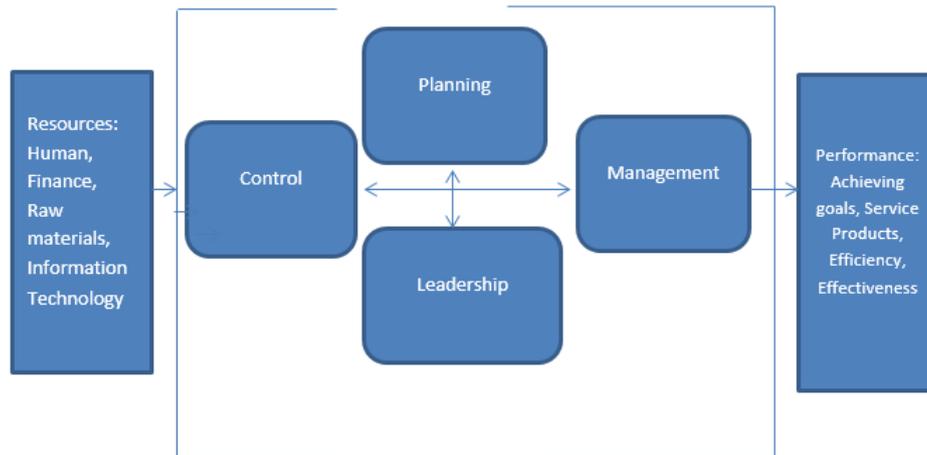
The discussion on public policy in Parsons (2005: 3) contains an idea about the existence of a non-private space. A shared space or public property that contains human activities that are deemed necessary to be regulated or intervened by the government or social rules, or carried out jointly. Using the concept of policy in Machiavellian (op.cit: 16) policy means simple and clever planning). Education policy as a public policy should offer rationality as Simon's expression of rationality in human matters. So when using Simon's model of unfettered rationality, it is as follows:



**Figure 1 Simon's model of unfettered rationality**

However, according to Simon, the formulation of public policies must also use reason and feelings. So that human behavior in an organization if not completely rational is at least partly done with good intentions. (Simon, 1957:xxii in Parson; p. 279). The stages in public policy in Fischer (2007: 45-58) are as follows: a.) Agenda-setting: Problem recognition and issues selection, b.) Policy Formulation and Decision Making, c.) Implementation, d) Evaluation and termination.

In a disruptive era filled with uncertainty, the decisions of a leader in an organization will greatly affect the performance and achievement of the organization's goals. An innovation is needed in the management of the institution he manages starting from planning which contains steps to determine goals and how to achieve them, next is management which includes activities to determine responsibility for completing work, leadership which includes the willingness and ability to use influence to motivate employees at work, as well as effective control. includes monitoring various activities and making corrections. As the management function diagram from Daft (2010: 7) follows:



**Figure 2 Management Function Diagram from Daft**

The following are the stages in the preparation of the KOSP in the participating schools of the Driving School. The first stage, namely the formulation of the agenda setting and problem identification, in each PSP participating school involving all members of the Learning Committee (KP) including the Principal, grade 1, grade 4 and subject teachers. KP began to identify problems that exist in schools, analyze educational report cards, ranging from low literacy mastery, student numeracy, not maximal exploration, development of student talents and interests according to student characteristics, not maximal involvement and involvement of student guardians in the learning process inside and outside the classroom. The curriculum is still centered on the targets and desires of the school, not on the results of mapping the potential, talents, interests and characteristics of students.

Furthermore, the preparation of instruments for talents, interests and learning profiles of students in the elementary school. After the problem analysis and setting agenda are well formulated and the potential, talents and learning profiles of students are mapped, the next step is the formulation of policies (policy formulation) for the preparation of the KOSP Darft which was jointly prepared by the KP Team. Furthermore, the KOSP draft is brought to the plenary meeting of the student guardians to be studied and given input until it is approved. After the first stage runs smoothly, the next step is the implementation stage, at this stage the public policy at the PSP participating schools is very careful, in the sense that it must always refer to Permendikbudristek no 5656. The implementation of the KOSP results that have been compiled can then be uploaded and become archive documents the main school in the process of implementing learning and assessment.

The implementation of the preparation of the KOSP for institutions that pass the PSP will certainly be different from the results of Putri Hafidat's previous research (2020) on public policies in the field of education regarding Public Policy on Education in Indonesia During the Reformation Order Government found that the evaluation of education policies in the autonomy era was still not clearly formatted, so that various methods and ways of implementing education quality improvement programs arise.

Although starting to show a good direction according to the improvisation of each region or educational unit. Implementation of the preparation of KOSP in 5 PSP participants who were the subject of the author's study of curriculum planning and development based on data and stages of student-centered KOSP preparation.

At the stage of preparing the KOSP, the time required for the KP is very long because it tries to make the data submitted by the student's guardians used as the main material in the preparation of the KOSP in each school. so that even though they are in a practical community of principals, the KOSP of FSP participants is very different and varied, this is because they have the characteristics of existing resources. The preparation of the KOSP involving various stakeholders on the quality of elementary school age human resources to the Plenary Meeting provides space for the Village Government to provide input and support for the success of the Motivating School Program in the education unit.

As at Pengaringan Elementary School, the presence of the head of the Village Government in the area, Bayu Krishna, gave fresh air to the improvement of the quality of education by the allocation of the Pengaringan village budget to improve the health of elementary school-aged students at Pengaringan Elementary School, which still have limited MCK rooms (bathing, washing, toilet). ). This is done to fight for the improvement of students' health so that they do not experience intestinal worms that can interfere with students' thinking and acting abilities and skills.

The Motivating School Program in Kebumen Regency at the Elementary and Secondary levels was attended by 37 State Elementary Schools. Some of the public elementary schools include SD Negeri 2 Logede, SD Negeri 3 Kebulusan, SD Negeri 2 Kalirancang, SD Negeri 1 Lembu Purwo. Based on the research results, it appears that in the preparation of the operational curriculum of the education unit in the driving school in Kebumen district, Fischer has used the flow or cycle of public policy formulation proposed by Fischer, starting from the agenda setting stage starting from problem identification and issue selection, policy formulation and decision making, implementation, evaluation and resolution.

The implementation of the preparation of the KOSP at the Driving School began with the implementation of socialization and In House Training for the Driving School Program and the Preparation of the Operational Curriculum for the Education Unit which was attended by the Learning Committee in each School starting from the Principal, Grade 1 Teachers, Grade 4 Teachers, and PJOK Subject teachers. and Religion teacher. This is done with the aim of unifying perceptions related to the Driving School Program, both in terms of concept, implementation and achievement targets of the Mobilizing School Program. The achievement target of the Driving School Program based on the guidelines is to increase the quality level of the Education Unit (School).

The next stage of activity is the implementation of agenda setting or problem recognition in the education unit. Activities are filled with identifying the characteristics and environment of students. Start collecting data on the vision and goals of the guardians of students regarding the expected results on the talents, interests and character of students. As was done at SD Negeri 2 Logede by compiling digital-based questionnaires and questionnaires given to the guardians of students at the school. The result is from 148 questionnaires which are divided into 137 questionnaires, meaning that more than 80% of questionnaires containing identification of student learning characteristics and profiles can be collected and can be used as disaggregated data for the preparation of a student-centered Education Unit Operational Curriculum.

Based on the data obtained, the intracurricular curriculum, as well as extracurricular activities and the Pancasila Student Profile project were formulated. The following are extracurricular activities provided by SD Negeri 2 Logede based on profiles of talents, interests and learning models as well as the socio-economic and cultural environment of the students, namely: Sports include silat, sepak takraw, volleyball, archery. Art activities include, painting, sound art, drumband, Religion: Tambourine, BTQ (Read and Write Quran), Khitobah (speech), Language includes extracurricular Language includes, Conversation and Public speaking. Next up is Computer Information and Technology Extracurricular.

In contrast to the problem recognition and problem selection model at SD N 2 Logede, SD Negeri 2 Kalirancang in the process of collecting and identifying problems and searching for vision, goals and profiles of talents, interests and student learning profiles is carried out using offline mode through face-to-face meetings, and filling out the print out form. The results are then processed and used as the basis for the preparation of the Operational Curriculum for educational units that are ready to be brought to a Plenary meeting with the Learning Committee at the school. However, the problem identification and problem selection activities were carried out starting with the In House Training of the Learning Committee on the Driving School Program.

The activity of preparing the Operational Curriculum for the Education Unit in Pengaringan as carried out by the Pengaringan Elementary School, which is located in the high mountains area north of Kebumen, requires more time. This is based on the limitations of the area in the mountains, the school community in this school also has a variety of socio-cultural backgrounds. In terms of religion, students at this school are plural, ranging from students who are Muslim and Christian. Economically, the average economy is weak. The majority of student guardians are farmers and farm laborers. So for the problem identification stage and problem selection, especially in the search for talents, interests and socio-economic conditions of students attending this public elementary school, it takes a longer time. However, the first stage for the preparation of the KOSP at this school still begins with the In House Training Program for the Motivator School with 3 other Motivator School Program participants who partnered to form a Practitioner Committee consisting of SD N 2 Logede, SD Negeri 2 Kalirancang and SD Negeri 3 Kebulusan. Different things were done by SD Negeri 1 Lembu Purwo,

the KOSP preparation activities began with In House Training with State Elementary Schools in adjacent areas and were the 2nd stage driving school program in Kebumen Regency, namely Public Elementary Schools in Winong and Siti Bentar Elementary School with those carried out by Other State Elementary Schools participating in the Driving School Program.

As a catalyst for Indonesia's education vision, the implementation of School Operational Curriculum Preparation must begin with mature data management rooted in the uniqueness, characteristics and needs of students. So that the talents and interests of students who study in schools participating in the Motivating School Program are facilitated, explored, directed and maximized their potential development. Exploring the potential, talents, interests and learning profiles of students from parents and students through google forms and print out questionnaires filled out by 80% of the guardians of students and above shows that the preparation of KOSP in 5 (five) schools was successful. Moreover, the interest and involvement and motivation of the guardians of students in supporting the curriculum program that was prepared was so enthusiastic in participating in explanations and joint meetings. Even related to the habituation of daily, weekly, monthly and yearly activities, parents of students are also ready.

Thus, the next stage is the implementation of the policy for implementing the operational curriculum of the education unit (KOSP) of each school starting the new academic year. Despite implementing 2 (two curricula at once, namely the independent curriculum for grades 1.4 and subjects, while grades 2, 3 and 5.6 use the 2013 curriculum). enthusiastic, moreover the village government also provides support for the continuation of the implementation of the curriculum from the Driving School in their respective areas as seen during field observations by researchers.

### **Constraints in the Implementation of Data-Based KOSP Preparation**

As a new public policy program in the field of education, at the implementation stage of the preparation of the Operational Curriculum for the education unit (KOSP), it encountered several obstacles. One of these obstacles is:

First, the limited preparation time available starting from technical guidance for school-level learning committee members who are only represented by 3 (three) educators even though the implementation of the first stage of the KOSP program involves the principal, grade 1 teachers, grade 4 teachers, PJOK subject teachers and For religious subjects (PAI), it is necessary to have In House Training for teachers involved in the implementation of this driving school program to participate in In House training (IHT). During 59 JP. After the IHT was closed, it was continued with the preparation of instruments to search the potential, talent database, ask students.

Second, the short time from IHT to the start of learning requires KP to run a marathon in compiling KOSP, TP (Learning Objectives), ATP (Learning Objectives) and

teaching modules, making some participants forget to take care of their health so they experience diarrhea and dehydration. Because the top leadership in the education unit was sick, as a leader, the school's KOSP resigned not according to the planned time.

Third, the readiness and motivation of teachers and educators in the education unit who still need to be given a lot of reinforcement and motivation in the end makes some people look very busy, and others. There are those whose motivation is 100%, namely the Principal, while there are teachers who are 80%, 90%, even below 60%. So it takes extra patience for a leader to be able to increase the motivation of the Learning Committee team in each educational unit he leads. The result is that the achievements and achievements of each school's KOSP preparation are different. Some take longer

### **KOSP monitoring and evaluation at the Education Unit Level**

Monitoring the implementation of the preparation of the Education Unit Operational Curriculum is carried out programmatically and not programmed. This is due to differences in the conditions of the area where the SD Negeri is located. Locations that are far from each other between public elementary schools are 12 km up into the mountains with unpaved roads, some are 20 km to coastal areas. In addition, for the monitoring or evaluation mode, in addition to using offline mode, it also uses online mode, either through whatsapp groups and google meet. Monitoring is carried out to find out how far the implementation of activities is according to plan or not, there are obstacles or not, there are obstacles and challenges faced or not, then what solutions need to be taken along with the RTL (follow-up plan to be carried out by the school).

Monitoring the implementation of the driving school program in implementing the curriculum is not only carried out at the PMO level at the school level but also carried out by the PMO at the Regency level to be further reported to the Ministry of Education and Culture, research and technology.

### **CONCLUSION**

The activity of preparing the Operational Curriculum for the Education Unit in Pengaringan as carried out by the Pengaringan Elementary School, which is located in the high mountains area north of Kebumen, requires more time. This is based on the limitations of the area in the mountains, the school community in this school also has a variety of socio-cultural backgrounds. In terms of religion, students at this school are plural, ranging from students who are Muslim and Christian. Economically, the average economy is weak. The majority of student guardians are farmers and farm laborers. So for the problem identification stage and problem selection, especially in the search for talents, interests and socio-economic conditions of students attending this public elementary school, it takes a longer time. However, the first stage for the preparation of the KOSP at this school still begins with the In House Training Program for the Motivator School with 3 other Motivator School Program participants who partnered to

form a Practitioner Committee consisting of SD N 2 Logede, SD Negeri 2 Kalirancang and SD Negeri 3 Kebulusan. Different things were done by SD Negeri 1 Lembu Purwo, the KOSP preparation activities began with In House Training with State Elementary Schools in adjacent areas and were the 2nd stage driving school program in Kebumen Regency, namely Public Elementary Schools in Winong and Siti Bentar Elementary School with those carried out by Other State Elementary Schools participating in the Driving School Program.

## REFERENCE

- Fischer, Frank, et.al (ed). 2007. *Handbook of Public policy Analysis: Theori, Politic, and Methods*. London New York: CRC Press
- Hafidat, Putri. 2020. *Kebijakan Publik Terhadap Pendidikan di Indonesia Pada Masa Pemerintahan Orde Reformasi*. Jurnal Vol. V No. 1 Januari Tahun 2020 No. ISSN 2548-7884 64. [https://repository.uai.ac.id/wp-content/uploads/2020/03/Jurnal-Magister-Ilmu-Hukum-Vol-V-No.1-Januari-2020\\_Putri-Hafidati.pdf](https://repository.uai.ac.id/wp-content/uploads/2020/03/Jurnal-Magister-Ilmu-Hukum-Vol-V-No.1-Januari-2020_Putri-Hafidati.pdf)
- Hutabarat, B. A. (2018). Kebijakan Pendidikan di Indonesia: Evaluasi terhadap Rumusan Kebijakan Kurikulum Bidang Pendidikan Tinggi. *Societas Dei: Jurnal Agama Dan Masyarakat*, 4(2), 127. <https://doi.org/10.33550/sd.v4i2.69>
- Parson, Wayne. 2005. *Public Policy: Pengantar Teori dan Praktaik Analisis Kebijakan*. Edward Elgar Publishing.Ltd.edisi 1 cetakan 1. Diterjemahkan oleh Prenada Media. Jakarta.
- Richard L. 2010. *New Era Management*. Jakarta: Salemba Empat. Edisi Terjemahan