

---

## **Analysis Of Mover School Curriculum Implementation On Learner Motivation**

Putu Yulia Angga Dewi<sup>1</sup>, Kadek Hengki Primayana<sup>2</sup>  
<sup>1</sup>Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja  
<sup>1</sup>anggadewiyulia@gmail.com, <sup>2</sup>hengkiprimayana@gmail.com

---

### **ABSTRACT**

This study aims to analyze the implementation of the driving school curriculum on learner motivation. Education always undergoes changes, developments, and improvements in accordance with developments in life. Changes and improvements in the field of education include several components in the implementation of education, namely: teacher competence, quality of education, curriculum, facilities and infrastructure as well as changes in innovative learning strategies and methods. Curriculum is a set of subjects and educational programs provided by an educational institution that contains a plan of lessons to be given to students in one period of education. The curriculum is not about how to apply textbooks, but also about how the direction of educational goals is expected to be achieved with the curriculum used. The term curriculum is used in the world of education. The learning carried out in the Movers school program refers to the profile of Pancasila students in order to strengthen the competence and character of students as one of the important components in the implementation of learning. the basic framework of the curriculum is the main foundation in developing the curriculum structure which is the reference for learning.

Keywords: Movers School, Independent Curriculum and Learning Motivation

---

### **INTRODUCTION**

Education has a very important role in efforts to improve human resources for the better. Education always undergoes changes, developments and improvements in accordance with developments in life. Changes and improvements in education include several components in the implementation of education, namely: teacher competence, quality of education, curriculum, facilities and infrastructure as well as changes in innovative learning strategies and methods. Education is expected to be able to form students who can develop attitudes, knowledge, and skills to become human beings who are faithful and noble, skilled, intelligent, independent, and creative. In line with this, Law No. 20 of 2003 concerning the National Education System Chapter II Article 3 states that:

“National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The Indonesian government adapted the concept of 21st century education and put it in the 2013 curriculum for all subjects. The concepts adapted to 21st century education include 21st century skills and knowledge, the scientific approach, and authentic assessment. In connection with the curriculum in the 21st century, the government set regulations regarding student graduation competency standards (Wijaya et al., 2016). The portrait of the quality of education in Indonesia that has not moved well has sparked various programs and policies at the national level.

Various efforts to expand access and improve the quality of education provision above have not resulted in satisfactory learning outcomes (Kurniawati 2018). Surveys of student learning outcomes such as the Program for International Student Assessment (PISA) indicate that the quality of education in Indonesia has not improved. PISA results from 2000 to 2018 show a fairly good performance in terms of expanding access to education, as seen from the increasing participation of students in school in the PISA survey from 39% in 2000 to 85% in 2018 (Syafi'i, 2022).

Education organized in Indonesia must have a positive role in the development of technology and the era of the industrial revolution 5.0 and education is a way to guide students to have noble character and realize life in harmony with the times. The current Indonesian nation really needs a different education system than before because a quality nation is a nation that has quality human resources, to realize quality human resources, of course, must provide a new color in the aspects of education in Indonesia, one of which is by implementing a driving school curriculum so that the learning that is held is able to produce students with character in accordance with the values of Pancasila.

Kurikulum is a set of subjects and educational programs provided by an educational institution that contains a plan of lessons to be given to students in one

period of education. The curriculum is not about how to apply textbooks, but also about how the direction of educational goals is expected to be achieved with the curriculum used. The term curriculum is used in the world of education. There are several experts in the field of education who interpret the meaning of the curriculum with different views and concepts.

According to Law No.20 of 2003, the curriculum is a set of learning plans related to the objectives, content, teaching materials and methods used and used as guidelines in organizing learning activities to achieve a national education goal. According to Prof. DR. S. Nasution, M. A. The curriculum is defined as a plan that is prepared in the hope of being able to launch a process of teaching and learning activities under the control of schools / educational institutions. The curriculum has various objectives, one of the main objectives of the curriculum itself is to help students prepare for their future so that they are able to become individuals who have high skills, have high reasoning power and critical and creative thinking to be applied later in the community environment.

The Mover School Program is based on the Minister of Education and Culture Regulation No. 162 of 2021 concerning the Implementation of Mover Schools in Elementary Schools, Junior High Schools, and Senior High Schools. This program aims to equip school principals with leadership skills that can drive change in their schools, as well as school digitalization interventions to make it easier for human resources in schools to adapt and compete internationally. Although this driving school program has been implemented, it still needs to be studied whether this program is effective in improving the quality of education in Indonesia and facing the increasingly complex challenges of global transformation. Several previous studies have shown that similar education programs still face challenges in significantly improving the quality of education.

In the context of learning, the driving school program also encourages the adoption of new paradigms in teaching that can enhance the character profile of Pancasila learners. This can be seen from the adoption of project-based learning and the development of 21st century skills such as critical thinking, communication, collaboration and creativity.

## **RESEARCH METHODS**

The method used in this research is library research, which is research carried out by reading, examining and recording various literature or reading materials that are in accordance with the subject matter, then filtered and poured into a theoretical framework of thought related to the implementation of the driving school curriculum on student learning motivation. This technique is carried out to strengthen the facts to compare the differences and or similarities between theory and practice that the author is researching.

## **DISCUSSION AND CONCLUSION**

### **A. Independent Curriculum**

The Merdeka Curriculum as a learning recovery option launched by the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) issued a policy regarding the development of the Merdeka Curriculum. This Merdeka Curriculum development policy option is given to education units as an additional effort to recover from the learning crisis during 2022-2024 due to the COVID-19 pandemic. The Kemdikbudristek policy on the National Curriculum will be reviewed in 2024 based on an evaluation during the learning recovery period, referring to the conditions in which the COVID-19 pandemic has caused significant obstacles and impacts on the learning process in educational units. This is in line with research submitted by Amalia & Sa'adah (2020), that COVID-19 has an impact on teaching and learning activities in schools with several challenges that need to be faced related to the limited ability to adapt and master information technology by teachers and students, inadequate facilities and infrastructure, limited internet access, and lack of desire to budget.

The 2013 curriculum was the only curriculum used in the pre-pandemic period in education units in implementing the learning process. At the beginning of the pandemic in 2020 until 2021, the Ministry of Education, Culture and Research issued a policy to implement Curriculum 2013 and the Emergency Curriculum (simplified Curriculum 2013). Then the implementation is also a curriculum reference for education units. After that, during the pandemic period from 2021 to 2022, Kemdikbudristek issued a policy for the use of the 2013 Curriculum,

Emergency Curriculum, and Merdeka Curriculum in the Movement Schools (SP) and SMK Centers of Excellence (PK).

In the period before and during the COVID-19 pandemic, Kemdikbudristek issued a policy for the use of the 2013 Curriculum and the simplification of the 2013 Curriculum into an emergency curriculum which is expected to make it easier for education units to manage the implementation of the learning process with essential material substance. The existence of the Merdeka Curriculum at SP/SMK-PK is one of the best practices as an effort to improve and restore the learning crisis due to the existence of the COVID-19 pandemic which was first launched in 2021. In its implementation, Kemdikbudristek also provides policies for schools that are not ready to use the Merdeka Curriculum.

During the process of implementing the Merdeka Curriculum as one of the options for this education unit in implementing the learning process, a data collection process is carried out to see education units that are ready to implement the Merdeka Curriculum. After that, 2024 is the determination of the National Curriculum policy which will be carried out by the Ministry of Education, Culture and Research based on an evaluation of the curriculum during the learning recovery period. The results of this evaluation will later become a reference for Kemdikbudristek in making further policies after the recovery of the learning crisis. Post-pandemic learning recovery has been highlighted by Kemdikbudristek as important. In this recovery process, the internet, big data, artificial intelligence, 5G, and cloud computing will have a lot to do with the implementation of post-pandemic education (Zhu & Liu, 2020). This is also in line with the Ministry of Education, Culture and Research's plan to involve a lot of technology, information and communication in the post-pandemic learning recovery process.

These schools can still use the 2013 Curriculum as the basis for learning management for the recovery of the learning crisis from 2022 to 2024. Likewise, the Emergency Curriculum, which is a modification of the 2013 Curriculum, can still be used by these education units.

## **B. Mover School Curriculum**

The curriculum is dynamic, meaning it is not fixed. It must undergo shifts and changes. This is certainly caused by several factors both internal and external. So the curriculum must be flexible and able to adjust to follow the changes and demands of the times from students. Curriculum and learning are two things that are always attached and cannot be separated. Curriculum as a program or plan becomes meaningless if it is not implemented into learning and vice versa (Rahayu et al., 2022).

The learning carried out in the Movers school program refers to the profile of Pancasila students in order to strengthen the competence and character of students as one of the important components in the implementation of learning. The basic framework of the curriculum is the main foundation in developing the curriculum structure which is the reference for learning. The basic framework of the curriculum directs the competencies that need to be mastered by students, the characters that need to be built and developed, and the subject matter that students need to learn. As stated in the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021, the basic framework of the curriculum consists of:

- a) Curriculum structure
- b) Learning outcomes
- c) Principles of learning and assessment

The following will explain the structure of the elementary school curriculum contained in the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021. The elementary curriculum structure is divided into three parts or three phases:

- a) Phase A for grade I and grade II
- b) Phase B for grade III and grade IV
- c) Phase C for grades V and VI

Phase A is a period of developing and strengthening basic literacy and numeracy skills. The number of basic subjects that need to be taught in Phase A is not as many as in phases B and C. Natural and social sciences (NSP) are not yet compulsory subjects in phase A. They start to become compulsory at the beginning of phase B (Grade III). IPAS is a subject that aims to build the basic ability to learn

science, both natural and social science. Then the elementary education unit can structure the learning content using subjects or continue to use a thematic approach that is in accordance with the learning outcomes and learner profile of Pancasila.

This shows that the Driving School Program is an effort to improve the quality and quality of education in Indonesia. This seriousness is certainly inseparable from criticism from several parties, one of which is P2G (Education and Teacher Association) that the driving school curriculum has an ineffective future, reflecting on the situation that is still pademi and also to be applied to distance learning conditions will certainly experience many obstacles (Republika.co, 2021).

### **C. Teacher's Role in the School Curriculum Mover**

The industrial revolution 4.0 and civilization 5.0 have influenced the field of life, resulting in technological disruption and innovation, including in education. Teachers

Teachers face enormous challenges in this era of technological disruption because information and learning resources are very easy to obtain. However, the role of teachers cannot be completely replaced by sophisticated technology, because technology is the result of the human brain that can be wrong and mistaken or can be misused. Technology also cannot be emulated, because it has no feelings and no empathy. Education always happens at home and also at school. At home parents are the main teachers of education and at school teachers are the main educators. So it is true what Nadiem (2019) said that "education is what happens in the classroom and at home. Technology cannot possibly replace that connection. There must be an inner connection so that trust is created and the teaching and learning process becomes more effective". So no matter how sophisticated technology is, it cannot replace the role of the teacher because the teacher's touch to students has a distinctiveness that technology cannot provide. Facing the rapid development of technology today, teachers are required to continue to learn and learn in following technological developments so that their knowledge is updated and not left behind from students in terms of using and utilizing technology. With their abilities, teachers must be able to guide and direct

students in using technology properly and have benefits for the learning process (Nugraha, 2022).

Teachers must be able to develop themselves in following the growing technological developments. Teachers must be able to accept new things in every change that exists by guiding and directing students to be ready to face different characteristics of life, especially in facing the industrial era 4.0. (Ristiana et al., 2023). To face the industrial era 4.0 teachers must be able to change their mindset. Teachers must have a forward vision in developing higher quality learning. To improve the quality of students, of course one of the most needed is the quality of teachers as teachers and educators. Only teachers who have high quality can create high quality students as well. The task of teachers is not limited to teaching material to students but must be able to set an example for others as leaders in education in the future.

The driving teacher is not limited to carrying out his duties as a teacher in preparing lesson plans, delivering material to students but must have the willingness and ability to lead, innovate and make changes (Nugraha, 2022). Independent learning teachers must be able to teach and manage learning effectively using existing technology, be able to speak English to improve the quality of education and must reflect and improve learning continuously (Fauziyah, n.d.). As an activist teacher, you must have the ability to create innovatively and energetically serve learners and be able to build good relationships between teachers and schools and the wider community to become learners as well as agents of change.

The role of the driving teacher in education:

1. Teachers are the driving force in the learning community for co-teachers in their school and region. Being a trainer for fellow teachers is the role of a mobilizing teacher. It is hoped that the presence of a mobilizing teacher can bring about a good change for the teachers who are mobilized, especially in the quality of teaching students and the independence of teachers in developing themselves independently.
2. The mobilizing teacher plays a role in training fellow teachers in developing learner-centered learning. Teachers who are driven by the driving teacher

- must be able to design and manage their learning as interesting as possible so that students are motivated to learn and be creative according to their abilities. The motivation within learners enables them to improve their academic achievement independently.
3. The driving teacher becomes an agent of change in terms of improving the quality of learner leadership in schools.
  4. The motivating teacher must be able to create a space as a forum for discussion and collaboration with fellow teachers and those who have interests or stakeholders both in the school education environment and outside the school with the aim of improving quality in learning.
  5. The driving teacher must be a guide in the learning process that creates a comfortable and peaceful atmosphere in the learning ecosystem. With comfortable learning, students are encouraged to develop themselves into individuals who reason critically, creatively, have noble hearts and have an attitude of tolerance.
  6. Active self-development. The driving teacher must always upgrade himself in keeping up with the times. Teachers must be able to improve and develop their competence as teachers independently.
  7. Become a motivator. Teachers are motivators in learning to spur their learning activities. The driving teacher must be a role model who is able to direct and change the behavior and character of students towards a better direction. Give birth to a quality generation of people who have scientific and spiritual depth as the spearhead for the progress of the nation.

#### **D. Learning Motivation**

Learning motivation is formed and one of the foundations that encourage humans to grow, develop, and advance to achieve something. Learning motivation can be said to be the overall driving force within students that can arise in the learning process and ensure continuity in their learning. Agree with Ngalim Purwanto (2002: 71) who says that motivation is a conscious effort to influence someone's behavior so that he is moved to act to do something so as to achieve certain results and goals.

Motivation points to factors that reinforce behavior. These factors come from within (intrinsic) and from outside (extrinsic) of a person. From the process of occurrence, the motivation that arises in a person can be seen from two kinds of learning motivation, namely Intrinsic motivation and Extrinsic motivation.

The motivation to learn arises in a person to carry out learning activities to get the best results. Sardiman (2007: 89) argues, intrinsic motivation is motives that become active or function do not need to be stimulated from outside, because within each individual there is already an urge to do something. That is why intrinsic motivation can also be said to be a form of motivation in learning activities starting and required based on an internal drive and absolutely related to their learning activities.

Sardiman (2007: 90) explains that extrinsic motivation is motivation that arises because of external stimuli or encouragement. This stimulus can appear in the form of objects or support from the family and community environment. In learning, if you get facilities, parents' attention and environmental conditions around you, motivation to learn will appear.

From several theories about the meaning of motivation above, it can be concluded that learning motivation is a condition that exists within individuals that encourages students to learn and carry out certain activities to get maximum learning results and goals.

In psychology, motivation can be interpreted as a drive from within a person to be able to improve a performance better. Motivation is closely related to the success of a performance carried out, because in motivation there is a desire - a desire to change something in a positive direction. According to one expert, Ratumanan (2002: 72), motivation can be interpreted as the basic drive of a person to move himself, from various perspectives both in speaking, behaving and acting. Likewise with learning motivation, learning motivation is an encouragement that is able to arouse has learned in a social environment. A person in teaching and learning activities so that with good motivation, the goals and results achieved by students in the teaching and learning process are also good.

The teaching and learning activities of a learner must be based on a motivation, because it affects the sensitivity of students in a matter, such as being

able to do assignments on time, being able to practice something they have learned in a social environment.

The success of student motivation is also inseparable from 2 existing factors, namely internal factors and external factors. Internal factors of motivation are factors that come from within the individual, such as desires, emotions and needs that are adjusted to the abilities of students. The needs referred to here are 5 kinds of needs, namely physiological needs, security, social, appreciation and self-actualization where the five needs refer to Abraham Maslow's hierarchy of needs.

While external factors are motivational factors that come from outside, this is characterized by the suitability of the situation with the conditions and situations of individuals during the teaching and learning process. External factors are also very influential on student motivation because if the surrounding conditions support learning activities, then the desire of students to do this is also getting bigger. As a result, the achievement of goals in learning is also higher.

#### **E. The Influence of the Mover School Curriculum on Learning Motivation**

Sekolah Mover Program is an initiative of the government of Indonesia that aims to improve the quality of education in schools that are designated as mover schools. This Program not only covers aspects of the curriculum, but also involves various other aspects such as school management, teacher competence development, Principal Leadership Development, and Community Empowerment. The influence of curriculum in driving school programs on learning motivation can be very significant. Here are some possible influences:

##### **1. Curriculum Relevance**

A curriculum designed with students' needs and interests in mind and relevant to the demands of the times can increase learning motivation. Students tend to be more motivated to learn if they see that the material they are learning has relevance to their daily and future lives.

##### **2. Active and interesting learning**

A curriculum that promotes active, creative, and fun learning can increase student motivation. When students engage in engaging learning, they tend to be more motivated to learn.

### 3. Granting Autonomy

A curriculum that provides space for students to explore their own interests and talents can increase motivation to learn. When students feel they have autonomy in learning, they tend to be more motivated to achieve their learning goals.

### 4. Recognition of achievements

A curriculum that gives recognition to student achievement can increase motivation to learn. When students feel that their efforts and achievements are recognized and appreciated, they tend to be more motivated to continue learning and developing.

### 5. Social Support

A curriculum that encourages collaboration and support between students and between students and teachers can increase learning motivation. When students feel supported by their learning environment, they tend to be more motivated to learn.

It is important to remember that learning motivation is influenced by various factors, including internal and external factors. In addition to the curriculum, factors such as the learning environment, social support, and perceptions of the value of Education also play an important role in influencing student learning motivation. Therefore, the implementation of an effective Driving School program requires a holistic approach that pays attention to various aspects of Education.

## **CONCLUSION**

Teachers must be able to develop themselves in following the development of growing technology. Teachers must be able to accept new things in every change that exists by guiding and directing students to be ready to face different life characteristics, especially in the face of the industry 4.0 era. Teaching and learning activities of a learner must be based on a motivation, because it affects the sensitivity of learners in a matter, such as being able to do the task on time, able to practice something that has been learned in a social environment. Teachers who drive independent learning must be able to teach and manage learning effectively

using existing technology, be able to speak English to improve the quality of education and must reflect and improve learning continuously (Fauziyah, n.d.). As a driving teacher must have the ability to create innovatively and energetically serve learners and be able to build good relationships between teachers and schools with the wider community to become learners as well as agents of change.

## REFERENCE

- Baltabayeva, Z. B., Sautieva, F. B., Skorobogatova, A. G., & Mamatelashvili, O. V. (2020). The impact of success factors on the strategic management in an educational complex. *Revista Amazonia Investiga*, 9(29), 336–346. <https://doi.org/10.34069/AI/2020.29.05.38>
- Courtney, R. (2002). *Strategic Management for Voluntary Nonprofit Organizations*. Routledge.
- Danandjaja, J. (2014). Metode Penelitian Kepustakaan. *Antropologi Indonesia*, 52, 82–92. <https://doi.org/10.7454/ai.v0i52.3318>
- David, F. R., & David, F. R. (2015). *Strategic Management Concepts and Cases*. Pearson.
- Dess, G. G., Lumpkin, G. T., Eisner, A. B., & McNamara, G. (2014). *Strategic Management: Text and Cases*. McGraw-Hill Education.
- Fidler, B. (2002). *Strategic Management for School Development*. Paul Chapman Publishing.
- Fauziyah, F. F. (N.D.). *Implementasi Kurikulum Sekolah Penggerak Terhadap Motivasi Peserta Didik*.
- Nugraha, T. S. (2022). Kurikulum merdeka untuk pemulihan krisis pembelajaran. *Inovasi Kurikulum*, 19(2), 251–262.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi kurikulum merdeka belajar di sekolah penggerak. *Jurnal Basicedu*, 6(4), 6313–6319.
- Ristiana, H., Widodo, J., Wahyudin, A., & Suminar, T. (2023). *Peran Program Sekolah Penggerak dalam Menghadapi Transformasi Global*. 6(1), 337–340.
- Syafi'i, F. F. (2022). *Merdeka belajar: Sekolah penggerak*. Prosiding Seminar Nasional Pendidikan Dasar.