

## Future Trends Research for Holistic Education with a “Sekolah Penggerak” Model

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### ABSTRACT

This study discusses Holistic Education with a Sekolah Penggerak and examines the current state of research. These findings will provide insight for further research and experimental opportunities aligned with Holistic Education with a Sekolah Penggerak. Many data, models and innovations regarding Holistic Education with a Sekolah Penggerak have been published in different and complex ways. This has explained the overall picture of Holistic Education with a Sekolah Penggerak. This study aims to analyze and identify data sets, research trends, and methods that have been used since 2010. We used a systematic literature review method. We carry out the process of identifying, assessing and interpreting research evidence and reviewing the literature to answer specific research questions. We analyzed by selecting the main study in Holistic Education with a Sekolah Penggerak. We have mapped trends, datasets, and methods in Holistic Education with a Sekolah Penggerak that has been implemented. This study concludes that we have successfully identified and analyzed research trends in Holistic Education with a School of Mobilization measurably and systematically in the last 12 years.

**Keywords:** *junior high school, holistic, Sekolah Penggerak, student, teacher*

### INTRODUCTION

Education is an essential part of building the nation's civilization. Various efforts continue to be made by various parties to improve the quality of education at various levels of education, both

elementary schools, junior high schools and high schools. One of the critical efforts is to provide holistic education and be able to improve students' abilities both academic and non-academic (Nguyen et al., 2022). This can also be seen in the increase in student learning outcomes and perceptions of the learning being taken (Liu, 2015). In many developing countries, including Indonesia, realizing a holistic education system is a problem that takes work to solve. The Indonesian government has the vision to create an education system with Pancasila character, independent character, and Pancasila spirit (Dewanti, 2021; Syafi'i, 2022). This is crucial to creating a superior and competitive future generation in Indonesia. The Indonesian government is also trying to present a comprehensive education system that focuses on the skills and character of students (Harapan, 2017). Sekolah Penggerak are programmed to stimulate academic units to make changes to improve the quality of learning in schools, which can then influence other schools to participate in similar quality improvements (Kustini, 2022; Zaini, 2022). The Sekolah Penggerak aims to motivate the process of change in the education unit so that the achievement of student learning outcomes can experience an overall improvement in knowledge and character. This program is to realize the Pancasila Student Profile (Ummah, 2022).

The main problem in Sekolah Penggerak is the formation of a curriculum and the availability of adequate human resources. Forming a curriculum takes work to complete by schools, the government and society as stakeholders (Sumarsih et al., 2022). An independent curriculum must encourage adapting the learning needs of students according to the stages of development. This learning is based on the profile of Pancasila students through intra-curricular and co-curricular programs. In intra-curricular programmes, learning new paradigms can be learned through differentiated learning with simplified learning outcomes, which gives students ample time to explore concepts and strengthen skills. Teachers can choose available devices according to their needs (Isnawan & Sudirman, 2022; Rachmawati et al., 2022; Rahayu et al., 2022; Satriawan et al., 2021). In extracurricular programs, new paradigm learning can be learned through cross-curricular activities designed for character and soft skill development, cross-curricular learning outside of classroom activities that involve the community, and local content developed in line with domestic and global spending (Arsil et al., 2021; Ritonga et al., 2022; Waruwu et al., 2022). Principals' unpreparedness and lack of competence to mobilize and lead schools are the determinants of transformation in schools. It is crucial to improve the competence of school principals (Mariana, 2021; Rahayuningsih & Rijanto, 2022; Waruwu et al., 2022). The challenges principals face are significant, and their solutions must be formulated correctly and strategically (Musa et al., 2022). One of the competencies needed by school principals is social-emotional competence which must be continuously improved (Ritonga et al., 2022). In addition, the principal's leadership is an essential factor in achieving the goals of the Sekolah Penggerak (Muthmainnah, 2022). An essential factor also related to the principal's leadership is the school's managerial ability which is essential to carry out various school arrangements in various aspects (Arsil et al., 2021).

Many new concepts, ideas and findings regarding Holistic Education with a Sekolah Penggerak have been generated by developers around the world. However, its use in Holistic Education with a Sekolah Penggerak sector has yet to be widely reviewed by researchers, so a comprehensive research trend has yet to be seen. In various educational journal publication literature, no studies review the current state of Holistic Education with a Sekolah Penggerak. If maximized, Holistic Education with a Sekolah Penggerak can offer many opportunities to add value, providing organizations with new ways to explore new environments. The more massive the development of Holistic Education with a Sekolah Penggerak is, the more we need a review that

can produce research trends and directions in the future. This review will be the basis for thinking to see new gaps and topics that can be investigated further.

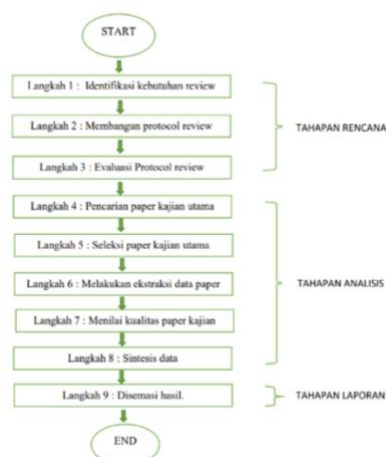
Several studies on Holistic Education with a Sekolah Penggerak have been carried out, including research on Holistic Education with a Sekolah Penggerak, such as the leadership of the Sekolah Penggerak principal (Muthmainnah, 2022), the impact of the Sekolah Penggerak program (Marliyani & Iskandar, 2022), the principal's communication pattern (Sudarmanto, 2022), the principal's vision (Harapan, 2017), the happiness level of the principal and teacher of the Sekolah Penggerak (Rasidi & Mashitoh, 2022) and the use of information technology in the Sekolah Penggerak (Fernanda, 2022) have found adequate solutions according to the context of the school. In addition, some studies identify critical factors in using project-based learning for students that have an important influence on improving learning outcomes comprehensively (Naning Hidayati et al., 2023; Wijayanti et al., 2022). In addition, research related to the quality assurance process of Sekolah Penggerak is an essential factor in Sekolah Penggerak (Dien et al., 2022). These studies have provided an overview of how Holistic Education with a Sekolah Penggerak can improve quality and graduates. Therefore, it is crucial to conduct a review to ensure that Holistic Education with a Sekolah Penggerak has experienced significant development so that it becomes an option in maximizing the potential of future Sekolah Penggerak. It is also essential to explain future research trends that will be carried out or an opportunity to conduct in-depth research.

With the existence of various studies on Holistic Education with a Sekolah Penggerak, which are published regularly and in a complex manner, this research becomes essential to conduct in order to conduct a comprehensive and systematic review. This study aims to thoroughly identify research trends in Holistic Education with a Sekolah Penggerak through a literature review of the last 12 years.

## METHOD

### 2.1 Review Method

The method used in this study is a systematic literature review. The researcher designs research questions and collects data related to questions about future trends in Holistic Education with a “Sekolah penggerak”. Data were obtained from various journals, proceedings and other supporting literature. The SLR approach is used to review several research trends regarding Holistic Education with a “Sekolah penggerak”. This approach aims to search, filter and analyze studies relevant to the discussed topic. This method has stages, namely planning, conducting and reporting. To review various existing references, the researcher used the PRISMA model. Using this model, we can use the literature obtained to report reviews and evaluations. See figure 1.



**Figure 1.** Stages of Systematic Literature Review

## 2.2 Research Questions

This section focuses on creating research questions for a literature review related to the topic under study. Table 1 describes the structure of the research questions that will be the focus to be answered in this study. The formulation of research questions should be based on five elements called PICOC. The five elements can be described in the following table.

**Table 1.** Summary of Question Structure

|                     |  |
|---------------------|--|
| <b>Population</b>   | Holistic Education with a “Sekolah penggerak”                  |
| <b>Intervention</b> | Innovation in Holistic Education with a “Sekolah Penggerak”    |
| <b>Comparison</b>   | n/a  |
| <b>Outcome</b>      | Holistic Education research trends with a "Sekolah penggerak." |
| <b>Context</b>      | Study on Holistic Education with a “Sekolah penggerak”         |

After formulating the question structure, we structured the research questions as shown in table 2.

**Table 2.** Research question

| <b>ID</b> | <b>Research question</b>   | <b>Motivation</b>   |
|-----------|--|---|
| <b>R1</b> | What research trends have researchers found regarding Holistic Education with a "Sekolah penggerak"? | Identifying research topics and trends regarding Holistic Education with a “Sekolah penggerak”. |

## 2.3 Search Strategy

The search is carried out through a series of processes to select articles reliably from databases, libraries and various other digital sources with the best international credibility. Keywords are determined carefully and thoroughly, ensuring the filtering process is carried out correctly. We define keywords precisely to increase the probability of articles being found. In addition, with the right keywords, we get relevant and reliable articles. We determine the search strategy through an online database that is trusted and has a globally recognized reputation. The list of online article databases that we use is as follows:

- ScienceDirect (sciencedirect.com)
- Springer (springerlink.com)
- Scopus (scopus.com)
- Scholar (<https://scholar.google.com>)

## 2.4 Study Selection

The search is carried out based on criteria that have been made previously and have been consistently set. We use research questions formulated previously to limit the search for articles and filters to select various articles we find in the databases mentioned.

We use exclusive and inclusive criteria to select various scientific papers in the scientific paper database. The criteria are as follows:

- a) Exclusive criteria
  - We only choose papers that are written in English, as well as non-English or Indonesian-language papers.
  - We only use papers whose methods are closely related to Holistic Education with a "Sekolah penggerak."
  - We ignore papers that lack good and reliable validity or experiments whose results can be trusted with the main topic of Holistic Education with a “Sekolah penggerak”.
- b) Criteria inclusive
  - We only choose papers published in international conferences or journals if the paper has a conference and journal version. We only use the journal version.
  - If the papers have duplicates in the same study, we only use more recent ones and have a complete review.
  - Academic studies or reports and studies with a level of trust and good reputation, such as institutions that have the competence to conduct research on Holistic Education with a “Sekolah penggerak” in this study.
  - The paper selection process is only carried out on studies that specifically discuss the topic of Holistic Education with a “Sekolah penggerak”.

We all major study papers from various digital database sources, which we manage in the Mendeley reference management application (<https://www.mendeley.com/>). We have collected 460 papers, conducted a rigorous selection as described previously, and obtained 112 papers that met the requirements. The results of the selection of 112 papers are what we review in a systematic literature review. These papers are relevant to the questions we have formulated in this study. The 112 selected papers were obtained from various reputable international journals and became references on the research topics raised.

## 2.5 Data Extraction

We have extracted 112 primary study papers according to the requirements of the exclusive and inclusive criteria that have been discussed in the study selection section. We extract data to

answer research questions for all the primary study papers that have been previously selected. We arrange the completeness of the properties in order to complete the data extraction that has been done. See table 3.

**Table 3. Completeness of data extraction properties**

| <b>Property</b>            | <b>Research Questions</b> |
|----------------------------|---------------------------|
| Research trends and topics | RQ1                       |

## 2.6 Quality Assurance Study

Quality assurance is significant to ensure the quality of the study. Therefore, we carry out quality assurance to ensure the quality of the data that has been collected. This is done so that it becomes a guideline in interpreting the synthesis that has been carried out. In order to answer the research question, we need a synthesis derived from the various pieces of evidence that have been collected. The evidence is extracted into data in the form of quantitative and qualitative data. We present these data in the form of images, graphs and tables to facilitate presentation and analysis so that they can be appropriately understood.

## RESULTS AND DISCUSSION

### Future Trend Research

It is crucial to identify the research topic to determine the direction of future research. We have analyzed the future research trends of Holistic Education with a “Sekolah penggerak” by collecting data from 2010 – 2022. The data contains research directions for at least the last 12 years. The research direction is the topics we analyzed in the last 12 years and shows the latest topics. The analysis we carried out succeeded in mapping the latest research topics using the VOSviewer version 1.6.16 application. In the application, we read the colour code provided by the VOSviewer application. The yellow colour shows the latest topics from 2020-2022, the green colour code indicates the topics from 2014-2019, and the blue colour shows the research topics from 2010-2014. See figure 2.

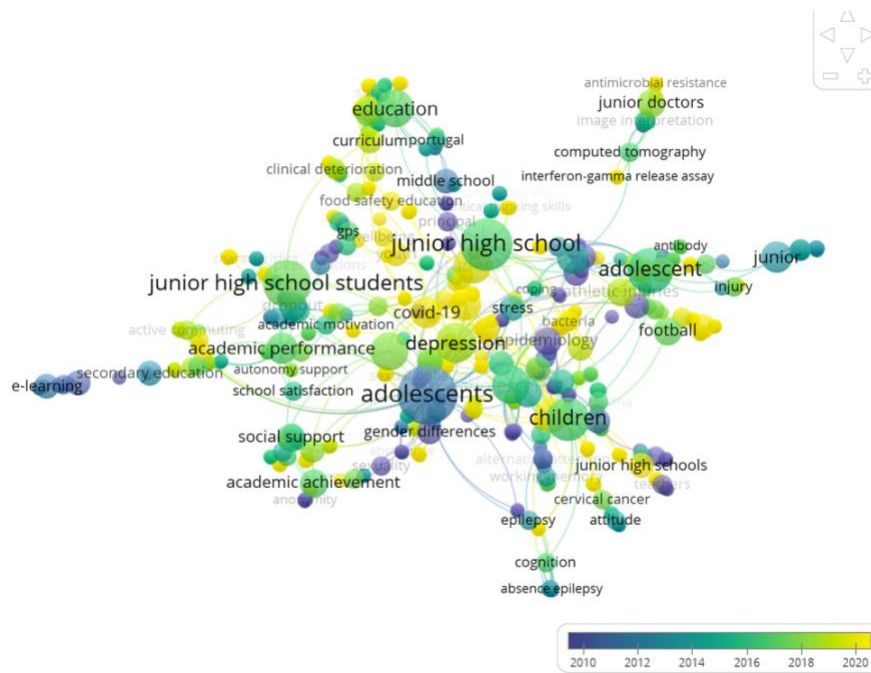


Figure 2. Future trend research

The results of the analysis that have been carried out show that the latest topics become research trends and become future works such as not only limited to Holistic Education with a “Movement School” but can also be implemented in various fields and aspects in Sekolah Penggerak. As studies and research continue to be carried out and published, these topics will continue to develop and produce publications in the future. With more in-depth research, novelty opportunities will be more open and become a new trend in the next few years.

Some things need to be discussed because they are exciting and require a point of view to see them. We have analyzed the primary data of 112 papers which we selected rigorously through a systematically compiled protocol. The modifications we made to the review model resulted in a more accurate and systematic process with strict selection, ensuring quality assurance of every process carried out. The findings of this research show that we succeeded in selecting and obtaining 112 papers which became the basis for the review process. We found that 74 important research topics were directly related to Holistic Education with a “Sekolah penggerak”. We use the criteria for making it at least two times that it has been published in a reputable international journal. Some topics are very significant such as Holistic Education with a “Sekolah penggerak”.

Another part that needs to be discussed is the findings of journals that significantly affect the publication of human resource compensation for effectiveness. We use a reputable international journal database. The findings of this research show that 85% of journals that publish the topic of Holistic Education with a “Motivating School” are reputable international journals in the Q1 Scopus category with a minimum of SJR 2.65 and SJR 1.16. high level of trust and has a significant influence so that it can be used as the primary reference on this topic. Journal of Contemporary Educational Psychology and Thinking Skills and Creativity has become a dominant journal and has consistently published various research results in Holistic Education since 2010, according to the limitations of this research. Topic k Holistic Education has also experienced a significant increase since 2015 and continues to increase every year.

The third part that is interesting to discuss is that the findings of this research also show an interesting future trend to continue to research. The identified topics related to Holistic Education are junior high school students (Gillies, 2004; Pai et al., 2010; Sinaga et al., 2022; Q. Wang et al., 2020; Y.-L. Wang et al., 2017), junior high school (Fitch et al., 2016; Fu et al., 2020; Kaneita et al., 2009; Ohyama et al., 2015; Y.-L. Wang et al., 2017; Yao et al., al., 2021), adolescent (Donnon & Hammond, 2007; Jiang et al., 2021; Lossius et al., 2006; Nurachmah et al., 2019; Poulin & Nicholson, 2005), children (Chung et al., 2011; Gamada et al., 2021; Inada et al., 2019; Iwadare et al., 2014; Lynch & Cicchetti, 1997; Sinaiko et al., 1989; Yamamoto et al., 1988), and education (Arakawa, 2021; Miyashita et al., 2014; Ohyama et al., 2015; Shigehatake et al., 2014; Sommart & Sota, 2013; Wu & Jia-Jen-Hu, 2015) become an interesting topic for future research. These topics there are also several topics in which some trends can be seen, such as academic performance (Ansong et al., 2015; Li et al., 2018; Liao et al., 2022; Mizuno et al., 2011; Perinelli et al., 2022; Schultz & Switzky, 1993), curriculum (Amanda & Dewi, 2022; Hardiati et al., and; Lee et al., 2007; Limon, 2021; Magdalena, 2022; Muji et al., 2021; Mulyadi & Mardiana, 2022; Saidah & Imron, 2022; Sinai et al., 2012; Triati et al., 2022; Wu & Jia-Jen-Hu, 2015), social support (Bibu & Saris, 2018; Chen & Wei, 2013; Nur Hidayati & Wuryandari, 2012; Jhang, 2019; Sivandani et al., 2013; Sulistiowati et al., 2020) which has the potential to become a research trend in the future. Overall, with a systematic step, a review can be carried out whose quality can be claimed as findings that have good quality and can be trusted. We have comprehensively mapped out research trends on Holistic Education with a "Sekolah penggerak" which can be used as a reference for future research.

## CONCLUSION

This research concludes that from 2010 to 2022, we have successfully identified the research trends of Holistic Education comprehensively with a "Sekolah penggerak" systematically and measurably. We found that the focus of the research topic, Holistic Education with a "Sekolah penggerak", focuses on future works such as junior high school students, junior high school students, adolescents, children, and education in which there are several trends such as academic performance, curriculum, social support that have the potential to become a research trend in the future. Some of the results of this study can be the primary reference in a Holistic Education with a "Sekolah penggerak". Several leading journals have published research results on Holistic Education with a "Movement School" consistently and regularly, and these journals have a good and trusted reputation in publishing this topic. The trend of future research topics looks very interesting to continue to be researched in depth so that there will be better developments and contribute to a Holistic Education with a "Sekolah penggerak" in the future.

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