

## “Sekolah Penggerak” and Centers of Excellence

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### ABSTRACT

School programme mover is effort for realize vision education in Indonesia and aims for develop participant teach Pancasila for realizing an advanced Indonesia with character independent, independent and character. this program focuses on development results comprehensive learning, include skill and character students, started with source power quality human (head schools and teachers). School Program mover is improvement of the transformation program school before. School Program mover will accelerate public / private schools all over the world condition school for move 1-2 steps more forward. Program done gradual and integrated with ecosystem until whole schools in Indonesia into the School Program Activator. School Program mover have destination for motivate the change process in the unit education so that achievements results study participant educate could experience enhancement in a manner thorough, deep aspect knowledge nor character. This program to use realize Profile Pancasila students.

**Keywords:** *school mover, independent study, technology information*

### INTRODUCTION

Independent program study has role as possible trigger increase quality education with faster. If every unit education could become agent mover unit education other, then enhancement quality education could achieve. Sector education Keep going move in a manner active. This of course need various adjustment in form applicable rules and policies balance various existing changes. Presence of school programs mover aim for perfect every school change policy and program. If some previous program focus on development at the level medium to above, School program mover have more coverage large that is whole circumstances school. So, from it, for Becomes school trigger, no need

must Become school superior especially first. Every school have opportunity join this program, if have determination for Becomes mover in the area.

Factor school program success one of the movers because exists participation and determination from government area for support this programmed. Ministry of Education and Culture ask government area for determined and united in framework implementation of school programs drive. For support Thing this, of course need deal Among the Ministry of Education and Culture and the government area. On explanation previously, School Programmed mover expected for produce unit education that can increase quality education and can channel it to unit education other. For realize Thing such, this program held with integrate it with environment until all school could become school drive. this program has producing 10,179 units education that has changed Becomes school mover in the force first and second. Amount school mover Keep going improved every year, so equality quality education and vision education could achieve.

This program could give various the profit that can be perceived by the Unit education that has changed Becomes School Activator. Benefit the including increasing quality education, increase ability head schools and teachers, digitization school Becomes faster, as well acceleration realization Profile Pancasila students. Besides that's school mover will accompanied as well as obtain opportunity Becomes agent change for unit education around him. Presence of School Programs mover create environment solid, improvement - focused education quality if exists cooperation from party related. Equity quality education through an upgrade program capacity head school is also expected ensure achievement quality learning. From the agreement that has been made, exists a number of points of them, no exchange supervisor or owner, chief unit education, teacher or early childhood educators, and staff administration unit education for at least 4 years in school mover, readiness for to do drafting budget, and manufacture policy possible area support the School Program Activator.

School Program mover consists of the five interrelated interventions related and not can separated, namely 1). Accompaniment consultative and asymmetrical, 2). Strengthening school human resources, 3). Learning with paradigm new, 4). Planning data-based, and 5). Digitization school. Partnership program the Ministry of Education and Culture and the government area produce benefit in form accompaniment in a manner consultative and asymmetrical so this program could materialize. Through the UPT in each region, the Ministry of Education and Culture give accompaniment for government regions and districts / cities for designing school programs drive. Next on the agenda, each government area will obtain accompaniment during the process of implementing the school program drive. Government area will facilitate moment to do socialization to party related, and search solution if in implementation there is constraints. Through training programs and mentoring by trainers' experts provided by the Ministry of Education and Culture, reinforcement source power man to school embodied, so later could give strengthening to head schools, supervisors, supervisors and teachers. The trainings provided is training implementation learning with paradigm new and training leadership. Besides that, there is also assistance in the form of In-house training from Ministry of Education and Culture, workshops at the level Regency / City, groups learning, and good coaching programs 1-on-1 as well group. Through accompaniment implementation technology, which consists from the literacy platform technology, development teacher competency and profile, teacher improvement platform, resource platform power schools, and report card platforms education could give Support to school. Based on principle learning differentiated, learning with paradigm new designed customized with condition school.

The goal is to use adapt needs study student in accordance with stages its development. Learning this based on profile Pancasila students, through intracurricular and co-curricular programs. In the intra-curricular program, study paradigm new could studied through different

learning with results simplified learning, which gives student enough time for explore concept and reinforce skill. Free teacher choose device open in accordance with his needs. In the extracurricular program, learning paradigm new could studied through activity cross designed curriculum for development character and soft skills, learning cross curricular outside activity involving class society, and content developed locally aligned with shopping domestic and global. Planning Data-based is one given intervention to unit education. Planning data based can achieved through program management school made by school. After reflection self, school planning a learned improvement program more continued by UPT and/ or trainer experienced During session assistance. Ministry of Education and Culture will give help through the Center for Data and Information (Pusdatin) in use various digital platforms for reduce complexity, increase efficiency, adds inspiration and adapt approach. these platforms consist from platform to teacher to make profile and development skills, a platform for teachers to learn, platform for source power school, and dashboard with report education. School programmed mover is effort for realize vision education in Indonesia and aims for develop participant teach Pancasila for realizing an advanced Indonesia with character independent, independent and character. this program focuses on development results comprehensive learning, incl skill and character students, started with source power quality human (head schools and teachers). Book this will discuss more carry on regarding the School Program Mover and Center of Excellence.

## **LITERATURE REVIEW**

### **Independent Teaching to Teach Platform**

Curriculum independent start enforced although still given options, divide schools that haven't ready still can use Revised K-13 curriculum. In Free Learning curriculum there is two draft the key to be spirit from curriculum this, ie independent study for students and independent teach for teachers. Draft independent learn and be free teach of course is two phrase important in curriculum independent. Freedom of learning is very emphasized essence independence think from students. Teachers, first of all must see aspect this from his students before start teach them. However, need noted, independent study no mean students could do what course, free study or no, and free work Duty or no. But the emphasis is on freedom they in deepen individual interests and talents. Temporary that essence from draft independent teach is for create ecosystem collaborative learning in increase effectiveness learning and climate positive work. In draft independent teach, teachers do not just only teach but to do reflection for measure how far have you reached Duty taught him, did relatively achieved or no. Reflection this later will deliver they for study so that could realize innovative and creative works that are needed by students.

Besides that, curriculum independent give freedom to the teacher for teach in accordance with the abilities of their students. Teachers must understand that in curriculum this of course students become priority main. Curriculum this give freedom to the teacher for develop more learning active and fun for participant educate. In principle, the best teacher is a teacher who does once stop study innovate. Independent Curriculum can accelerate recovery education and encouragement realization ambition independent learn. Although have two different object that is students and teachers, but what is desired by the curriculum independent is students and teachers alike innovate. Teacher must creatively find ways new in teach students have motivation more. Whereas student could dig potency self them and develop all talents and interests in a manner maximum.

Ministry of Education, Culture, Research and Technology has developed Platform Merdeka Mengajar (PMM), an educational platform that will Becomes companion mover for internal

teachers fulfill participant education Pancasila with function learning, teaching, and creativity. PMM to be door enter adoption digital technology in the education sector. Even this is one of the transformation strategies programs purposeful education for resolve crisis learning in Indonesia, especially at the SMK level. Within the Platform important for presented and done should system education have a breakthrough in Thing technology for accelerate enhancement competence of our teachers in all area. Now study that no again wait chance, who just can study, anywhere, time can adjust, depending will.

Teaching Platform is answer for teachers in Indonesia to resolve crisis learning to students. Free Learning is an awesome upgrade normal from the Teacher Learning and Sharing program. we want maintain this momentum, teachers in Indonesia have a platform that they are rely on for increase competence in a manner more independent. They can for choose the material, then can arrange the tempo, they can to share with other teachers and for resolve problem loss learning (learning loss) and reduce gap learning, important for presenting more curriculum simple and deep. Through application curriculum this power educators and participants educate will more independent. Then, school have authority for develop and manage curriculum and learning in accordance with characteristics unit education and participants educate with the intention of for transform learning in schools. estuary is created safe, comfortable, tolerant, and inclusive schools, where participants educate can grow and develop in a manner good for develop competence and character them. “We don't want to again simply provide or accommodate kids at school. we want ensure after they enter school, they have meaningful experiences for the future them”.

Teaching Platform give same opportunity to the teacher for Keep going learn and develop his skills wherever and whenever. even this platform encourages teachers to Keep going work with creativity and innovation related learning, so that the teachers can be mutually biased share and collaborate so teachers can Up together. Merdeka Teaching Platform (PMM) became door enter adoption digital technology education sector. those platforms are effort transformation education digital-based in Indonesia, as friend mover for internal teachers teaching, learning, and creating. PMM is a technology platform provided for Becomes friend mover for Educator and Head School in teaching, learning, and creating. For could access You need the products on the Merdeka Mengajar platform Account Learning (belajar.id) when logged in. Moment this Five products are available, including:

1. Inspiration Videos is product from the Merdeka Teaching platform which contains collection of inspirational videos that can be used by teachers as reference for develop ability professional and personal. Product this could use as a practical video storage media teaching and tools model made by the teacher. Inspirational videos show Skills a teacher and inspire other teachers with share profession them.
2. Training independent containing module training quality high. Teachers can access training independent this when anywhere and anytime for develop Skills them. Profit from training independent this not only could accessed when anywhere and anywhere, but it is also possible for adapt speed study personal every teacher. With method this, the teacher does not must in a hurry During training and can adapt.

Teachers are also free choose eye lesson what just from product training Independent. As educator, learning teacher for Keep going learn and develop skills to get adapt learning with development of the times. With product independent this, the teacher can with easy access it only with one touch screen.

1. Teaching Platform provide receptacle share practice good for keep pushing teachers work and each other inspire. This is what exists in My Proof of Work product. Through product this, the teacher can see record describing trail performance and competence. Besides that,

the teacher can to inspire other teachers with his work as well as could exchange thought with another teacher.

2. Student Assessment is product that contains gathering assessment. Product this could help teachers get information results student learning through analysis diagnostic literacy and numeracy. Destination product this is so the teacher can apply appropriate learning with Step student achievement and development. This Student Assessment can also be customized with needs and interests based on reference phase, online or offline. Product this is also equipped with feature inspection automated and in - depth analysis.
3. Teaching Toolkit contains more from 2000 references teaching tools in the form of teaching materials, teaching modules, and so on based curriculum independent. This teaching tool already curated by the team expert Ministry of Education and Culture. Product this could help the teacher in arrange Plan Implementation Learning (RPP), got reference book, to exploration activity study teach. This teaching tool could store and accessed offline. That is, the teacher can choose teaching tools of interest then access it offline

### ***The Role of the Freedom to Teach Platform in Implementation Freedom Curriculum***

The Ministry of Education, Culture, Research and Technology (Kemendikburistek) has developed Platform Merdeka Mengajar (PMM), an educational platform that will becomes companion mover for educator in reach participant Pancasila students, who have function learn, teach, and create. Teaching Platform provide reference for teachers to develop experience study in accordance Independent Curriculum and Learning Features covers source learn what can used by teachers and staff for developed, moment this there is more of 2000 links. source power. Rating feature designed students for help teachers and educators with fast analyze Skills reading and math students and apply what are they learn for accomplishments and accomplishments development student.

Teaching Platform offer same opportunity to the teacher for Keep going learn and develop Skills them wherever and whenever the teacher is. Ability learning on the Merdeka Mengajar platform provide facility training self-sufficient enabling teachers and staff teacher obtain Theory quality training with access it in a manner independent. Learning features other is an inspirational video, featured this give opportunity to teachers and staff teacher for get various inspirational videos for developed with access not limited, which in the end develop quality Skills they in application curriculum independent. Merdeka Mengajar platform that encourages educators for Keep going work and be receptacle share good practice. More features are Work, where function this provide “Proof of work me”, that is best practice results implementation learning, especially regarding internal best practice curriculum independent, teacher and energy teacher could make portfolio results learning, so that they could share and collaborate, so teachers can Up together.

Developed PMMs want to become a partner teacher in formation course independent with spirit collaboration and sharing. Content developed by the Ministry of Education and Culture possible more understanding good about implementation and learning in the unit participating education in independent program implementation.

Teaching Platform has 3 functions main namely:

1. Teaching, these platforms could use as teaching materials. Teachers are supported with tool learning available on the platform, assessment students, and analysis diagnostic fast literacy and numeracy based on progress student. Available teaching materials bought is Plan Implementation Learning (RPP), teaching materials, modules project, book guidelines students and exams. Not only could accessed online tools open this too can downloaded. In part evaluation students, teachers can know level proficiency students, process information and

results learning, assessment based on stages and topics as well as accept the appraisal process automatic.

2. Study, Function next is learn. This means the teacher can get discipline quality self. Besides that, the teacher gets some inspirational videos for developed with access not limited. Master accepts Theory study standalone, module study, practice understanding, conversation reflection and activity direct. Activity special this is implementation from topics usual research conducted right at school for student.
3. Create, on function creative, teachers can make portfolio and displays his work in video form on the Merdeka Learning Platform. Later they can each other share and give input. Bait come back this then Becomes topics possible discussion help teachers to develop in a manner independent.

### **Curriculum operational Education Unit**

Curriculum operational The Education Unit (KOSP) is whole learning process plan held in the unit education. Guidelines in whole maintenance learning. To be meaningful, curriculum operational unit education developed in accordance with context and needs participant students and units' education. In its implementation, curriculum company in unit education must Become document dynamic being reference in life every day, always thought and developed. Make Document operational Curriculum in the Teaching Unit Started with comprehensive understanding about structure independent curriculum.

### **Component Curriculum Operations in the Education Unit**

Component this Becomes component main reviewed every 4-5 years

1. Characteristics unit education, based on analysis context obtained description about characteristics education includes condition actual education, including participant educate, power instructor, staff teachers and staff social culture. For SMK characteristics covering the skills program.

2. Vision, mission, and goals

#### **Vision**

Explain which process student take leadership in destination period length and value learning unit predictions based on results analysis characteristics learning. The values contained in learning help student reach profile Pancasila students, which refers to the Level of Achievement Standards Early Development.

#### **Mission**

- mission answer how unit education reach vision
- values priority matters During operate mission Destination
- destination end from curriculum unit impactful education to participant educate
- destination describe milestones are important and aligned with mission
- unit strategy education for reach destination education
- competencies / characteristics that become peculiarity graduate of something unit education and alignment with profile Pancasila students

## **RESULTS AND DISCUSSION**

### ***Implementation Free Learning Curriculum***

The Ministry of Education, Culture, Research and Technology (Kemendikburistek) has set policy development curriculum independently assigned to the unit studies as option addition for restore learning in 2022-2024. Ministry of Education and Culture Policy about curriculum national will reviewed back in 2024 for evaluation during the recovery period learning. Refers to circumstances where the COVID-19 pandemic caused many constraints in the learning process in the units' impactful studies significant. The 2013 curriculum was used during the pre- pandemic period Becomes the only one curriculum used unit studies in learning. The 2020 to 2021 pandemic period, Ministry of Education and Culture Secrete policy use curriculum 2013 and curriculum emergency (Simplified Kur-2013) as reference curriculum unit study. Pandemic period 2021 to 2022 Ministry of Education and Technology adopt policy use curriculum 2013, curriculum emergencies and curricula independent at school driving (SP) and in education medium vocational education (PK).

During the pre-pandemic period, the Ministry of Education and Culture Secrete policy use curriculum 2013, after that 2013 curriculum simplified Becomes curriculum easy emergency unit studies facilitate learning with materials essential. Curriculum become independent in SP/SMK-PK deep fresh air effort improvement and recovery learning which was first announced in 2021. Recovery studies in 2022. In 2024, the Ministry of Education and Culture announce that school that doesn't use curriculum 2013 as base management learning could Keep going use it start year 2024, together with curriculum 2013 and curriculum modified emergency from curriculum 2013. curriculum that is still could use by unit's study. Curriculum independent is choice for whole unit moderate study in the ready data collection process apply curriculum independent. During recovery learning in 2024, will there is policy curriculum national based on evaluation curriculum. Evaluation this follow adoption policy post-recovery by the Ministry of Education and Culture.

### ***Stages Implementation***

Curriculum independent no enforced at the same time, parallel with policy of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) for give discretion unit learning in program implementation. Several educational programs that support Curriculum Mandiri (IKM) is a School Program Driving (SP) and School Intermediate Vocational Center (SMK-PK), where the Ministry of Education and Culture support Curriculum Mandiri (IKM) in the second program. Activity practice good in implementation of KM to practice Becomes well and IKM learning in SP/SMK-PK can good and be lesson for other teaching units. Giving IKM support by the Department of Education and Culture is how about the Department of Education and Culture give Support independent SMI learning and support data collection independent SMEs. Schools and superintendents as well as perpetrator other could doing activity curricular independent good form of seminars and workshops independent.

Results of data collection conducted by the Ministry of Education and Culture has reach unit data readiness education in implementation independent curriculum independent. Unit education supported with both by the Ministry of Education and Culture in implementing independent IKM. Good practices and content independent program learning is track independent, so focus supervision by the Ministry of Education and Culture. SP/SMK-PK that has apply curriculum independent could each other give good practice and learning, mutually share good practice, so form network Support between teachers and staff teacher for each other share content learning and practice good Freedom Curriculum. kindly public, society develop support sustainable ecosystem. ready implement curriculum independence in 2024 massive.

Curriculum Independent is policy of the Ministry of Education, Culture, Research and Technology (Kemendikburistek) which will starting in 2021 with curriculum to be applied to schools driving. In 2022, the Ministry of Education and Culture will make an effort collect data later will Becomes base for implementation Curriculum Independent to front. There are several implementation strategies curriculum independent and self - sufficient will used as follow carry on from policy of the Ministry of Education and Culture. The first strategy, the Adoption Path Independent kindly gradual, approach strategic this is how facilitate education for recognize readiness as base for make choice for apply curriculum independent and giving bait come back periodically (3 months) for needs adjustment self. implementation curriculum by the government center and area.

Second strategy is selected for procurement ingredient evaluation and learning (high-tech), the strategy approach that uses technology information and communication work in offer various ratings and sources study (book text, module education, for example project, curriculum monsters) in digital form that can used unit education in implementation learning based curriculum independent.

Third strategy, which offers staff training independent and resourceful study for teachers (technology height), approach strategy that also uses technology information and communication work in training independent curriculum brave self-accessed by teacher e from education for accept reception for make it easy approval. Curriculum independent with source study in the form of videos, podcasts or ebooks that can be accessed and distributed online via storage media.

Fourth strategy, Provision Source Power Learning Mandiri (High Touch), is approach strategy used in provision Source Power Learning Independent with activate school/school PK vocational that has implemented the Independent Program. Prayer could in the form of a webinar or offline meetings organized by the government area or unit education. Offline meetings can conduct in form of face-to-face seminars advance, workshop or meeting others in the area or unit education.

Final strategy is Strategy Five, Facilitating Development Community Learning (High Touch), community learning that was formed by the alumni of the Mover Teacher and the leadership school as receptacle for share practice application curriculum independent within and between unit education. Implementation Strategy Curriculum Independent Independent path that begins with data collection from the Ministry of Education and Culture study availability unit studies for apply curriculum independent. Hope from data collection This is the Ministry of Education and Culture could see how far unit applying studies Curriculum Entrepreneurship will ready to front and no adopt implementation bulk. Choice Implementation Curriculum Mandiri (IKM) offered by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) provides opportunity to unit education for take decision based on Questionnaire IKM readiness, which measures readiness of teachers and staff education for carry out the program is a standing program alone. In questionnaire data collection developed and filled out by teachers and staff education unit school, no there is right choice, everyone will adapt with drafting unit school. Questionnaire Readiness give the most suitable choice with unit readiness, the more effective independent program implementation. Option first is learning independent , that is option that gives freedom to unit for apply parts and principles certain from a standalone program without change the unit program , which is applied based on PAUD unit from years 1, 4, 7 and 10. Options second is change independent , which gives discretion for unit education for apply curriculum independent with use device open that has provided in units PAUD education in grades 1, 4, 7 and 10. And options third is Mandiri Sharing, the option that gives discretion unit teaching in carry out independent programs with develop alone different teaching devices in the unit education child age early levels 1, 4, 7 and



10. Ministry of Education and Culture of the Republic of Indonesia, through Director General of Teachers and Education Personnel (Director General of GTK), Dr. Ivan Syahril, Ph.D, related decision for doing studies Mandiri, Ministry of Education and Culture has prepare method for support Step preparation every unit education.

Three study programs the has customized with conditions and situations of each unit education, namely:

1. Independent Study, choose learning independent will give freedom of teaching units when apply curriculum independent. Part or principle certain without change the program implemented in PAUD units, Class 1, Class VII and Class X.
2. Independent Changed, second way offer discretion unit education for apply curriculum independent with device open provided in the unit PAUD education, Class 1, Class VII, and Class X.
3. Independent Share, Third, school could develop source learn alone with apply curriculum independent. This line also delivers discretion unit studies for apply curriculum independent with develop source study alone for unit learning PAUD, Class 1, Class VII, and Class X.

Registration program Implementation Independent Curriculum independent held by the Ministry of Education and Culture To use open opportunity for unit education in Indonesia. Every school given 3 choices customized with circumstances as well as readiness school. As for options the is Independent Study, Independent Change, and Independent Share. In addition to the registration program, Kemdikbudristek also held data collection track independent for Implementation Freedom Curriculum. Through data collection this later will see interest from every unit education to the SMI program. Every unit education that has interest will get accompaniment learning implementation Freedom Curriculum. Information about data collection this can be seen on the Ministry of Education and Culture website (<https://kurikulum-demo.simpkb.id/strategi-ikm-mandiri/>). After data collection, the Ministry of Education and Culture will also give questionnaire to unit education. Not something is wrong or wrong inside content questionnaire this because of course doomed for determine desire apply curriculum independent.

Kemdikbudristek also gave some x strategy implementation Independent Curriculum self, of which is as following.

1. Execution Independent Curriculum Gradually, in this case, the government of carried out a strategic approach Independent Curriculum gradually. goal is to know readiness various base determination implementation of the Independent Curriculum provide come back in a manner periodically about 3 months. The result will made ingredient for map need adjustment limplementation support Independent Curriculum from z government center or government area.
2. Provide Assessment as well as Teaching Toolkit, For ensure school could apply curriculum independent optimally, the government through the Ministry of Education and Culture provide device information and communication, platform or technology that provides various ratings and sources learn, like courseware modules, books text, example projects and digital. source sample curriculum that can accessible to all study units.
3. Training Independent as well as Source Master Learning, Training recommended not only for provide ingredient evaluation and characteristics, but also for provide source auto-educational and educational power. A number of examples including videos, podcasts, books electronics, audiobooks, audiobooks or other digital devices and other digital devices that can distributed by memory and memory. Teachers and schools can to follow training independent through institution education that offers service training and mentoring schools, such as kejarcita.id.

Kejarcita.id is institution education or company that delivers service form system designed support and training for needs teacher's work. Source this power of pursuit.id aim for help teachers plan, implement, and develop classroom learning. Independent teacher has more understanding good about ability teach they myself, and more ready for use Freedom Curriculum.

4. Provide Source person Freedom Curriculum, Success implementation plan training Entrepreneur need agent or approved supervisor for help guiding the IKM training unit. In Thing this, government will create programs for school driving, instructor driving and SMK PK. Later, this program will Becomes study program sources independent. implementation can conduct with brave through webinars or offline meetings held in units' education or government area. There are many methods for to do online meeting or in a manner direct. For example, you can Organize regional seminars or workshops or unit education.
5. Facilitate Development Commodity Study, one method for apply Merdeka Curriculum is with create supportive environment in which students could share ideas and learn from one each other. Community study this consists from graduate teacher educators or those who have initiated by the supervisor school as receptacle share practice curriculum good independence. Community study could be inside unit education or cross unit education other.

Through application Independent Curriculum, Kemdikbudristek could see unit which education is ready apply Independent Curriculum effective. Government committed for give education best for students, and support application Independent Curriculum with publishes the Merdeka Learning platform and provides device teaching to schools. There are also institutions education private like kejarcita.id which plays a role in advance Indonesian education. Kejarcita.id is trying for advance education through preparation and mentoring programs for instructor and school as well as work with LMS for optimizing practice inside learning class.

### ***Profile Pancasila students in Freedom Curriculum***

Presence Curriculum Independent is one effort for increase quality education in Indonesia is appropriate with the desire of the times. In Curriculum Independent, students not the best for Becomes smart. But also have values alone in accordance with Pancasila values or the so- called with form Profile Pancasila students. Profile Pancasila students change Indonesian students become learner throughout life that has ability, character, and high behavior in accordance with Pancasila. There are six profile Pancasila students embodied by the Indonesian generation.

1. Have faith, fear to Almighty God One and Moral Glorious: Ethical students believe, fear to Almighty God Esa, and morals glorious is Pancasila students who follow values and norms life religious as well as have character noble and religious. Profile this Pancasila student namely religious morality, morality personality, morality to others, morality to nation, morality to nature.
2. Global Diversity: Diversity global it means Becomes student who can maintain culture nobility, locality, and identity in the midst of the globalization era moment this. Besides that's it, kids Indonesian too expected have attitude each other appreciate and allow exists culture new positive without against culture sublime nation.
3. Gotong Royong: Gotong Royong is one of them symbol Indonesian National. because that, Indonesian children also have to have painful character. Get it character Gotong Lorong, where Indonesian students can Becomes volunteer for work same for reach destination together. Pain-resistant dragon make profession more easy, easier, and more smoothly. pain no love, that is love, cooperation and sharing.

4. Reason Critical: All child need have ability think good critical for facing the globalization era. Think critical means ability for think in a manner objective, cultivate information in a manner qualitative and quantitative, as well analyze information. Element think critically: collect information and ideas, analyze and evaluate mind, check thoughts and thought processes, and create decision.
5. Independent: Independent person who can responsibly answer on action and result learn it. Element independent including awareness self and situation direct, and settings self.
6. Creative: students are also expected more creative. Become creative learner means capable adapt and create something useful and original for impact positive. Lack of originality, ability for generate ideas, works, and actions original.

Six Profiles Pancasila students are destination activity learning in Freedom Curriculum. Profile This Pancasila student embodied through activity project or so - called with P5 (Project Enhancement Profile Pancasila Student). Project Strengthening Profile Pancasila students are the part that doesn't inseparable from Freedom Curriculum. this venture important conducted for give opportunity for student for enjoy knowledge as method for strengthen character. Besides that, project this give opportunity for explore knowledge in a manner independent through environment.

#### **Destination There is Profile Pancasila students**

Destination profile Pancasila students are Becomes compass for Indonesian teachers and students. this program help student Becomes generation of brilliant and prepared individuals facing the world of career and the era of globalization that will be come. Besides that, profile Pancasila students also detail destination state education from facet ideals and mission, goals education students and all aspect education. With method this, educators and students could know and work same for realize hope state education. Through profile Pancasila students, Indonesian students have capacity democracy for Becomes achievers and productive people in the era of progress Modern technology and globalization in the 21st century. Besides it is estimated that Indonesian students will take part in progress sustainable and confronting international future competitive situation. Profile Pancasila students are destination period long in activity learning that is carried out in schools and forms important competence and character for whole inhabitant school. Pancasila students are also thread red that can unite all practice that can done at school.

#### **How Implementation Profile Pancasila student?**

In activity study teaching, the teacher holds role key in determine direction meaningful, effective and fun learning. Committed teacher no only provide Theory learning students, but also explore potency student for develop good character. Good education no only prioritize knowledge participant educate, but also educate nation and allows they have favor good behavior in the future? There are three possibility track implementations. Embodiment image this Pancasila student could conducted through activity classroom learning, extracurricular and culture school.

1. Study within curriculum or inside class, Student could to do activity extracurricular or core activities at school (class) with use allocation specified time in program structure. In Thing this, the teacher holds very important role in create activity learning meaningful intra-curricular impact positive to knowledge and characteristics student. Example activity intra-curricular the is activity study class, picket cleanliness class, insight nationality, ceremonial worship activities Monday and anniversary day holiday national, and others.
2. Activities Extracurricular, Activity extracurricular is outside informal activities developing school values special for progress knowledge students and application more carry on from

acquired knowledge. Activity extracurricular usually walk alone, however activity individual is also possible. In Thing this, students could choose activity extracurricular based on interests and talents. Activity extracurriculars are also developed in accordance with conditions and culture environment school. Schools and teachers have role important in ensure that student supported with good in activity extracurricular them. Activity extracurriculars is also one method for help implement Profile Pancasila students at school. The problem is, everyone activity extracurricular must enter statistics character and Pancasila.

3. Culture School, Profile Pancasila students can also be implemented through culture school. Culture school that alone shaped by knowledge, beliefs and values organization. values good like spirit and morality must instilled in school for form culture school.

The role of teachers and schools is very much needed in this program. Because it, teacher and school expected capable increase ability for make meaningful learning.

### ***High School School mover***

Minister of Education and Culture, Nadiem Makarim say change education reform policies in Indonesia can success without there is change inside school. Changes at school can started from school's possible mover Becomes example in activity learning. Draft school mover is a great idea for school for move another school for Becomes example, institution education and inspiration for teachers and principals' school other. Could support various participation programs, unique and many innovations. Teachers can participate in support leader about culture literacy or problem other. This is the essence of school drive. School mover consists from director and instructor school drive. In line with Thing such, then through the Decree of the Minister of Education and Culture Number 117 of 2020, Ministry of Education and Culture has launched the School Program Mover, which becomes hottest issue in the world of education. The programmed is efforts made by government in improvement from transformation education. This program aims for accelerate state school or private for can move more take 1-2 steps forward in framework realize advanced, independent, sovereign Indonesian education as well as personality and character Pancasila. Focus from school programs mover this is increase results study student in a manner thorough in realm competence literacy and numeracy as well as development character participant educate.

School Program implementation scheme Activator, with involve in a manner active government area and all element Public for facilitate and support implementation of this program in order to be able to held in a manner synergy. Government area and existing stakeholders in society must synergize for realize the best education, so student could enjoy education with new paradigm. Involvement government area in implementation of school programs mover no solely only because obligatory obligations fulfilled for doing trust constitution, but rather there is great benefits for government area from this program for educate life nation. Obtained area opportunity for implementing school programs mover, have opportunity for acceleration enhancement quality education in the area. this program is a transformation program education, then held in a manner gradually. government targets later that this program will develop every year so in the end whole existing schools in Indonesia already grow Becomes school drive. Because of the goal education actually for develop quality source power human started from as early as possible with integrated, directed and through development various effort (Rokhmani, 2015). In line with that so ambition Indonesian people for give birth to generation gold in 2045 later could embodied with design and plan quality education in a manner gradually start from now.

At school mover, teacher teaches one direction with various fun activity including thinking critical, collaborative, and thinking creative: a lot ask, a lot try, and a lot works. School mover is developing school results study student in a manner thorough. Effort this held through application

Profile Pancasila students which include abilities and personality source power man best. Participating parties in the School Program Motivation is government area, UPT, technology platform, head schools, parent councils and education boards for teachers, partners, teachers and students.

There are 4 stages transformation seen schools in Indonesia from 4 aspects, namely:

1. Learning outcomes: In phase this, results study more big or same by 3 levels below what it should be. Environmental overview learn is bullying to be norm in learning disrupted routine. At stage this, description no explain exists reflection themselves and their implications.
2. Environment study: The learning outcomes in phase 2 are from level 1 to 2 that should be. Environment learn on stage this no describe the bullying that still is happened, no be normal as in stage 1. No notice needs and levels student. As in phase 1, in phase 2 it is not there is reflection and implication.
3. Learning: on stage this, results study student in accordance with hope, deep environment free study from bullying. Learning on stage this based on need and ability student. Reflection self and impact form-based program planning and budgeting reflection self. Besides that, the teacher also started reflection yourself and improve learning.
4. Reflection self and implication: At stage end, result study student exceeds expected level, with environment safe and comfortable learning, as well environment inclusive and fun learning. Learning on stage this student centered.

There is a number of reflection self and influence, ie

- a. Program planning and budget-based reflection self;
- b. Teacher reflection and improvement learning; and
- c. Teacher along head school to do offset.

Driving high school (sekolah penggerak) is a government program through the Ministry of Education and Culture for improve education programs in Indonesia, where development- focused school results study student in a manner holistic with realize Profile Pancasila students which include competence cognitive (literacy and numeracy) and non-cognitive (character) beginning with excellent HR. In superior HR thing, isn't it started from student especially first, however head responsible school and teacher answer for develop student. Inside school drive, head schools, teachers and students will collaborate or cooperate for spread knowledge and create ecosystem proper study in a manner together. Obtained value student no the main thing. But the process for get score that's what matters. Here it is demanded, how teachers and students in a manner active grow interest knowledge knowledge, sharing knowledge and growth attitude think critically. And on one side, students and teachers mutually share knowledge, on the other hand also grows interest for compete in a manner healthy. Then Expected in learning the will grow thinking critical for solve problem in a manner together.

On the level high school, driving high school will negate majoring in science, social studies, languages, as well as Lasting culture this there, however for track selected interest still use track majoring in science, social studies, language, and culture. As for who became characteristic features School mover is, seeas following:

1. Have head schools that understand the learning process student & able developing teachers
2. Teachers side with students because each student different & have method study different. Teacher must become the right facilitator for student
3. Students have criteria independent, reasoned critical, creative, can work same in group, have morals noble & has a sense of diversity within the Country & globally
4. Have Support the surrounding community school that can develop quality study student.

School Program mover is effort for realize vision of Indonesian Education in realizing a developed Indonesia that is sovereign, independent, and has personality through creation Pancasila students, consisting of 5 interventions as following:

1. Assistance Consultative and Asymmetrical: Initial program involve assistance from the Ministry of Education and Culture to government area through the Technical Performance Test (UPT) related to school programs drive.
2. Strengthening School Human Resources: Strengthening given to source power man school, including the principal school, superintendent schools, supervisors and teachers. Strengthening conducted through the Ministry of Education and Culture program form training individual in a manner intensive training and mentoring programs by trainers professional.
3. Learning with Paradigm New: Paradigm new here means designed learning according to principle differentiated learning. With method this, students could study in accordance with individual needs and abilities.
4. Planning Data Driven: Planning based on data from reflection self-school. Started with report portrait circumstances quality education and then Becomes ingredient reflection self. Next step is plan improvement program and terminate it with UPT support and/ or power expert.
5. Digitization School: School will using different digital platforms with destination minimize complexity, increase efficiency and inspiration as well as adopt customized approach. Managers and teachers are looked at as a driving force in increase skills and characters that can developed. Nadiem also reminded that ecosystem good school no about enhancement skills, however about enhancement collaboration.

Collaboration could push ecosystem healthy school in science and, together, drive innovation. All cooperation element team school from head schools, teachers, students and parents are very important and necessary. In classroom teaching, knowledge must be understood by all student, not only teacher, and collaboration between teachers and students could happened. Collaboration possible and also can Becomes source knowledge between teachers and students. Especially in this digital era, students run so fast absorb knowledge from anywhere such as: youtube, line, twitter or tik-tok. Collaboration this could create from understanding students how understand social media with create knowledge one each other with share experience possible learning could avoid identical lessons, boring and manual-like. There must be equal relationship among head internal schools and teachers creating supportive school programs learning and participating active in create ecosystem independent and relevant learning.

### **Leadership Head School in the School Program mover**

Covid-19 pandemic provides enormous influence on all aspect life human. The Covid 19 disaster certainly greatly affected the world of education in Indonesia. The Covid 19 pandemic became dynamics big in changes in learning media during this dominate discussion in digital mode. Transformation education is something must for answer challenge progress technology and civilization human. Besides that, transformation this make previous training applied for condition moment this considered no appropriate. Without the presence of soft skills, students no can again force to for dominate aspect cognitive. Transformation education is change fundamentally what happened in a manner effective in system modern and quality education for increase quality education to use answer challenge in accordance with condition social, political, development knowledge knowledge and technology (Basri, 2019). Transformation education is an educational process that shows transition conditions and situations education from theology traditional to state of, of non-dialogic state to circumstances dialogic, from life closed to Public open and from life isolated with knowledge people aware will necessity knowledge. So got us interpret that

transformation education is change fundamental in the world of education that pursues destination capable education answer challenges of our time.

School is institution organizing education in accordance with guidelines or regulations set by the government. Regardless from quality established guidelines government for curriculum 2013, success implementation really depends on seriousness school in implement it, and the integrity that can achieved no free from role administration school. In operational school, principal school, as guarantor answer administration and education, do tasks administration and with thereby increase source resources available in schools. Tasks administrative must carried out by the organizer's education like complex environment school, started with planning, implementation and monitoring activities carried out in accordance with plans and programs that have determined by quality education. This is important that the managers develop quality plans and programs, implementing them in a manner consistent and sure proper supervision. Good school show leadership together in operate leadership. That means, one leader with inspiring vision, mission, and initiatives commitment to quality, improve communication, develop team work, understand needs and expectations customer, and on increase.

As leader school, you have known something about learn. guarantor answer field the Becomes a leader or good leader as supervisor. Roles and functions head school in curriculum school mover is as following:

1. The principal of the is as business manager
2. Head school is as manager office
3. Head school is as administrator
4. Head school is as professional leader
5. The principal of the is as organizer
6. Head school is as a motivator or mover staff
7. Head school is as supervisor
8. Head school is as consultant curriculum
9. Head school is as educator
10. Head school is as a psychologist p
11. Head school is as ruler school
12. Head school is as good executive
13. Head school is as officer connection school with society, and
14. Head school is as leader society.

Whereas roles and functions Head School as supervisor inside curriculum school drive is:

1. Principal School As a supervisor in Education
2. Head school as mover in increase source power school especially educators and participants educate

Achievement destination education no free from role head school as manager education. Besides as manager, chief school is also leader to be control the way organization the education he had lead. A leader is someone who has skills or competence in influence organization for reach destination from organization the Prof. Sufyarma Marsidin in his writing (2020) says that leadership change concerns effort for presenting fundamental change in the organization that will give room creation a change to components organization so components the more united and empowered to use as well as have benefit for organization. In Thing this our can argue that implementation of school programs the driven mover government must supported by presence supportive leader change in institution education it. Because of the school program mover is a transformation program education, then the leader should too transformational leader.

Many experts about theory leadership explain draft leadership transformational this. Basically, leadership transformational is capable leadership give birth to change. Change no will possibly born with itself without exists Clear and measurable vision. So, leader transformational must capable formulate clear and measurable vision, as well capable push his subordinates for creative and innovative build culture communicative work so that leadership this capable with efficient change all existing resources in the institution he is lead Becomes strength real in increase quality education. Here it is importance role leader transformational as effective leadership in successful school program drive. Without transformational leader this, us doubt will achievement quality, dignified and character education as proclaimed government.

Head school is a teacher with not quite enough answer addition as head school. (Sudarman, 2002). Head school, as a teacher with not quite enough answer addition, have not quite enough answer main for apply principles innovative management education at school. What is meant with "role concurrently" is that Duty main head school is being a teacher, and "staff / educator" means that head school must operate Duty a teacher who leads, teaches, or give hint, increase. It means Head School have two function that is as educator and so educator. (Sudarwan, 2002) argued types power education as following:

1. Teaching consists on mentor, examiner, teacher and trainer.
2. Functional power education consists on overseer, supervisor, researcher and p developers in the field education and librarian.
3. Technical personnel education consists on laboratory and technician source learn.
4. Staff manager unit education consists on head school, director, chairman, chancellor, and leader's unit education outside school.
5. Other personnel in charge problems managerial or administrative education.

As an institutional administrator education head school (part 4) has same rights for manage school. In Thing this, power, responsibility, and policy business school more take precedence than right independent school. Regulation of the Minister of National Education Number 13 of 2007 concerning Standard Head Schools / Madrasas set that competence has five dimensions:

1. Personality
2. Managerial
3. Entrepreneurship
4. Supervision
5. Social

Consequently, society has developed to direction not quite enough answer school and demands management school increase. They expected function as leaders and executives. In framework increase capacity head school and power education others, the Indonesian government has show intention good with notice well-being through a number of steps such as: With introduction instrument policy new, leaders' school will quick get more compensation high, support professionalism and autonomy. Head school could give many praises depending on leadership head school. Leadership is factor most important in help organization school reach goal. Success a head school in manage office, infrastructure school, promoting teachers, or manage activity school other depending on leadership head school. All activity system schooling walks effective if head school could move, guiding, and directing its members with ok. On the other hand, if you don't could motivate your people in a way effective, you are not could reach your goals optimally.

Leader school have right for develop staff, curriculum, and practice education at school. Here, effectiveness leadership leader school depending on ability they for communicate with teachers and staff, and abilities they for manage budget, development staff, scheduling, development



curriculum, pedagogy, and assessment. This considered very important for head school for have Skills. We also have head school that can Fulfill your need for reach management good school. In institution education head education is head school. As leader education head school have duties and responsibilities very heavy answer. For function optimally, the supervisor should use style appropriate leadership.

Main role leadership reflected in expert testimony leadership. His Knezevich, quoted argued that leadership is source energy main for reach destination organization (Indrafachrudi, 1983), on the other hand, argues that quality leadership is the most important way for reach destination company (Owens,1991). For that, leader school must capably apply good leadership to be able to work in a manner effective. Head school is a very important person important in implementation activity expected school and is roles and responsibilities answer something organization must cooperate with the stakeholders involved in the world of education for reach destination expected education. With School as Guide Head school as leader school have vision standing mission straight and straight on foot. In support progress education in Thing facilities and infrastructure and inside transfer or delegate funds to various school managed by the school and the school board, head school more attach importance role mainly than guarantor answer maintenance education. They tend more focus on the project than tasks certain. I will do. For that expected client no lost direction and direction, however permanent stick to the vision and mission you want our achieved together.

### **Mobilization Teacher Program**

one effort of the Ministry of Education and Culture (Kemendikbud) to develop education in Indonesia is with create student-centered and encouraging learning ecosystem more education good through teacher motivation programs. Minister of Education and Culture Nadiem Anwar Makariem says motivational guru is the vanguard transformation education in Indonesia. This 'Motivating Teacher' program expected could make training more friendly child and produce no only smart graduates in a manner academic but also graduates compatible individual with Pancasila spirit.

Mobilization Teacher Program reserved for kindergarten, elementary, junior high school, high school, vocational, and foreign education teachers normal. For following the Teacher Motivation Program, Smart Teacher must through the selection and finalizing process Course Motivational Teacher Training During nine months. During education them, motivated teacher candidates supported by coach's professionals, facilitators, and assistants.

### **The Purpose of the Driving Teacher**

With the Teacher Mobilization Program, the government advance education in Indonesia with invite top teachers for create student-centered learning and promote ecosystem more education, this program aims for:

1. Develop self and other teachers with reflection, sharing and collaboration in a manner independent.
2. Have moral, emotional and spiritual maturity for behave in accordance code ethics.
3. Plan, implement, evaluate, and develop student-centered learning through parent involvement
4. Work with parents and society for develop school and promote leadership student.
5. Expand and lead effort realize school friendly fulfilling students' needs Public around school.

### **Driving Teacher**

Driving teacher expected could push changes in the area origin with method as following:

1. Driving teacher lead community study for fellow teachers at school and in the area.
2. Driving Teacher Becomes Teacher Practice for other related teachers development learning at school.
3. Driving Teacher push enhancement student leadership in schools.
4. Driving Teacher open room discussion positive and space collaboration between teachers and administrators internal and external interests' school for increase quality learning.
5. Driving Guru Becomes leader learning that promotes ecosystem well-being education at school.

### **The Benefits of the Mobilization Teacher Program**

- Develop competence in Joint workshop, Participant study from instructor mover they During nine month and develop Skills they in workshop together. Training this covers Free training, seminars, conferences and private lessons. this program could take place and teacher only could teach. Training this currently going on, however change teacher candidates monitored for ensure progress. Evaluation will Keep going conducted until end of study period this.
- Upgrade your skills as leader in student-centered learning, this program designed for increase teacher 's ability to Becomes leader in student-centered learning. educator for increase performance become a real teacher. this intended for help teachers become possible mentor motivating and empowering student. Besides that, the teacher monitors student with careful. this allows teachers to face various type personality unique and heterogeneous students.
- Experience study group and self-guided, fun and structured, those programs designed for create experience study independent, structured and fun groups. So, the teacher is expected always consistent and systematic in operate profession next.
- Experience study together with fellow teachers, of course course, experience study with that other teacher important. They can too exchange experience with teachers from various area. Indeed, the teacher registration program can from various area in Indonesia. This will help driver participant training for share experience, information and knowledge they During training this.
- Experience gets guidance, besides get experience right away, candidate accept guidance and support from real instructors and mentors. Those who wish move can get free training from people who already are experienced in their field. the tutor alone originated from Widyaishwara and from counselor fulfilling school requirements set by the Ministry of Education and Culture. Task facilitator is record online progress participant course training Skills drive, help participant training and motivating as well as support participant in implementation learning.
- Get community study new, meet with participant else, coach or mentor from background different back create community study new. In the future, teachers will have opportunity for work with more many people after graduation. Community study is tool for development teacher self. As receptacle development pedagogical. Join with community education have many benefits for you and your students.
- Get certificate 306 JP education and the Mover Teacher Charter, when executing profession education, teachers need more develop skills and experience they through development professional sustainable. Participants in this program will give 3 credits and 306 lessons and will get certificate qualification teach. Certificate this could beneficial for teacher for development future professional teachers.

### ***SMK Center of Excellence***

Development modern technology plays a role important in various field, role in competition and at the same time utilize all opportunity. Effective strategy for increase growth the country 's economy is industrialization. Industrialization on the level certain will involve shift in the production process from power work to production, in the sense of power man will replaced by technology hard. It means necessary industrialization power skilled who are not only can operate but also maintain technology. Industrialization also helped creation something movement if movement productive the no accompanied with change orientation education from academic to professional. above conditions need integrated conception between education and the labor market work, with notice world of work needs. Because that need designed something form work-oriented education.

The SMK Center of Excellence program aims for inspire another school for increase quality results study student. Able to develop training adaptable professional with change needs Public along with developments in the world of work. Could support wisdom local in the sector development economy certain or support policy government with specialty other for increase amount graduates who get work and be entrepreneur. Article 15 Law no. 20 of 2003 “About National Education System” states that education vocational and technical is education medium which special prepare participant educate for work in the field certain. In system education national, institution education aims for develop power professional in accordance with knowledge and needs of the world of work as well as develop ability for embrace and apply innovation in the field knowledge knowledge, technology, and art. School Vocational Center of Excellence established based on Decree of the Minister of Education and Culture number 17/M/2021. The goal is for develop training vocation such shape for more respond change needs society in line with developments in the world of work. Next capable support the learning process in a manner regular and continuous. Progress technology moment this demand availability competent and reliable employees in various field for could endure and fulfill role in the era of competition with permanent utilise all the opportunities exist. Industrialization is an effective strategy for growth economy a country. Industrialization on the level certain will involve shift in the production process from power work to production, in the sense of power man will replaced by technology hard. It means necessary industrialization power skilled who are not only can operate but also maintain technology. Industrialization also helped creation something movement if movement productive the no accompanied with change orientation education from academic to professional.

Condition the need integrated conception between education and the labor market work, with notice goals and needs of the world of work that exist and are needed. because that need designed work - oriented training. The SMK Center for Excellence program must have vision for move another school for increase quality results study student. Able to develop training increasingly professional in line with change needs Public as function from evolution of the world of work. Could become advocate wisdom local in field development economy certain or support policy government with specialization other so that could increase amount VET graduates looking for work and be entrepreneur.

Center for Professional Excellence aims for produce immersive graduates self in the world of work or entrepreneurship through orientation education comprehensive and comprehensive vocation to the world of work and being center enhancement quality and placement with school professional other. center programme Skills school vocational aim special for:

1. Reinforcement Ministry of Education and Culture partnership with government area related to the vocational assistance program "Center of Excellence";

2. Improve qualification staff professional, incl head school, directors and teachers, for reach management and training power work.
3. solidify non-technical skills (soft skills) and skills technical (hard skills) participants educate in accordance the needs of the world of work and development character in accordance with Pancasila values;
4. Implementation plan data -driven by management school;
5. Use digital platforms to increase efficiency school and reduce complexity;
6. Improve facilities and infrastructure material and technology for experience study standardized students in the world of work;
7. Strengthen partnership and cooperation between the Ministry of Education and Culture with the world of work as well as development and support of the SMK program “Centre of Excellence in Education”.

Because the goal, the center school program competency vocational no can Becomes school favorite or be a "tower ivory" for school other, but Becomes receptacle general for develop school profession in the neighborhood. So basically, there is cooperation schools nearest, SMK center of excellence is an influencer for other SMKs to developing vocational schools with expertise programs special for increase quality and performance. The Ministry of Education and Culture (Kemendikbud) launched the 8th Independent Learning Program: The Center of Excellence Vocational School became the driving force for another school for increase quality and performance so that could reach standard work. With so, amount Vocational High School graduates who get work and be entrepreneur in one year graduation will increase. Everything designed for answer challenge development of SMK in Thing fulfillment the needs of the world of work, use increase concurrent conditions of SMK with world of work needs. With character excellent, school professional expected could use power, got Becomes trainer for shine together. Besides that, can used with other SMK for develop self.

The Center for Pedagogical Excellence program includes ethos of “learn independent” which aims for empower teachers and professors as well as bringing education closer with the world of professionalism. The SMK Center for Excellence program provides opportunity to the teacher, head schools, and students for open potency them and build ecosystem compatible diversity with global standards. Destination from the SMK Center for Excellence program is for strengthen source power humans, in particular for strengthen head school, counselor school and teacher. “Reinforcement this given through training and mentoring programs intensive for reach learning and management-based work”. The SMK Center of Excellence program is a development program profession with Skills certain for increase quality and performance, through partnership and alignment with the world of business, industry, the world of work, which in the end Becomes reference for school profession that can role as school mover and center for increase quality results professional other. Besides In addition, there is a mentoring program designed for help PK SMK improve production. Implementation help the entrusted to college fulfilling height criteria.

The innovation of the Center of Excellence Vocational School program is Support from college high. Universities are included and act as colleague work. Where is college tall with good experience, presence and network with the world can help make it easy vocational access to the world of work. College high to push enhancement CGE quality and performance in planning and management programs. In engagement college tall as superintendent of the Professional School Center of Excellence. According to him, in this program, college tall chance for exchange experience, especially in cooperation with industry, so stimulate appearance opportunity new Among college high school vocation and industry. Innovation transforming collaboration business

and grow acceleration of links and matches between education vocation with the world of business and industry (DUDI) for support development education vocation especially in SMK.

Effort realize harmony between high school and the world of work could take through fulfillment eight aspects of link and match, namely:

1. This program made in a manner together through aspects of soft skills, hard skills and characteristics continuous work in accordance with world of work needs.
2. Learning real through world of work projects (Project Based Learning) for guarantee hard skills, soft skills and strength character.
3. Improve number and role of teachers/ instructors from industry as well as power expert from the world of work. "Increased in a manner significant be a minimum of 50 hours/semester/ expertise program"
4. Practice work field / industry at least one semester.
5. Share graduates and for teachers/ instructors, certification competence must Fulfill standards and needs of the world of work.
6. There is a need for teachers/ trainers for emphasize technology teaching through session training regular.
7. Doing study applied for support factory education based on case or needs industry real.
8. Liability integrate graduate in the world of work. So, For push cooperation with the world can improved, including capabilities give grants and/or cooperation official, donate equipment laboratories and the like.

### **Leadership Head School in SMK Center of Excellence**

One principal Center of Excellence SMK curriculum is existing distribution authority Among government center and unit education government area. Head School, Deputy Principal School, Superintendent Schools, and teachers are one stakeholder's interest in level Education unit to be determine the success implementation PK SMK curriculum that has been formulated by the government center. Head Role school in ensure implementation Center of Excellence SMK curriculum in schools as following:

1. Strengthening SMK human resources in unit education in order to: realize management school and learning based on the world of work, competency graduate of yes in accordance profile student pancasila through curriculum.
2. Improve the quality and quality of teachers at the SMK Center of Excellence.
3. Collaborate with develop room scope cooperation with DODI.
4. Shine with develop curriculum in accordance need.
5. Lead, foster and supervise the course of the educational process in the unit his education.
6. Make sure walk planning, management and development school according to existing data.
7. Doing supervision to implementation learning carried out by the teachers for ensure quality of Education as well develop quality his educator.

Head role school is set behavior which is part from Duty a must carried out by an authorized person in position functional expected by others of someone and lead something institution education. Head School Act as:

1. Educators, Directors have ability for guide and develop good staff teacher nor student, develop staff teacher for follow development knowledge knowledge and technology, and giving example teacher.
2. Manager, Leader school use whole source power school for reach vision, mission and goals.
3. Administrators, Director has very close relationship with various activity management and owning experience administration.

4. Supervisor, Head School To do supervision activities carried out by the power educators and staff education.
5. Leaders, Leader school push and move power education for work same reach vision, mission and goals.
6. Innovators, Head School capable seek, find, and doing various reform at school.
7. Motivators, Head school have the right strategy for motivating power education in accordance with duties and abilities.

With thereby profession head village increase from day to day and will increase comparable with development expected education. Carry out school programs vocational center competency. Leader role school important in ask accountability whole source power school on success the organization he leads.

### ***Structure Center of Excellence curriculum***

The structure of the independent SMK study program set with the Decree of the Minister of Education and Technology Number 56 of 2022 concerning Guidelines Internal Program Implementation Order Learning Recreation. Structure SMK program autonomy regulates burden study for every Theory or eye lesson in lesson (AP) and/ or every 3 years or every 4 years or known with system block. Because that unit education could organize learning in a manner flexible, where Duty in 1 year no same the week. Discussion of SMK has characteristics separately, so need Based division Development Guidebook Curriculum Operational Education Unit (KOSP), Curriculum operational in the unit education load whole learning process plan held in the unit education, as guidelines whole maintenance learning. For make it meaning, curriculum operational unit education developed in accordance with context and needs participant students and units' education.

Components of this program arranged for supports reflective processes and develops credit education. Along progress, documents this also reflects all educators in units and individually periodically revised for adapt with dynamics and needs changed students. What principles development curriculum operational in the unit teaching? Guidelines development curriculum professional at school driving and center competence explain development curriculum company in the training unit as following:

1. Student-centered learning must ensure diversity opportunity students, needs development, level learning and interest. Profile Pancasila students always Becomes reference in every stage drafting curriculum school.
2. SMK shows singularity and coherence with characteristics unit education, context social culture and environment, as well as the world of work and industry (specifically SMK), as well show characteristics or characteristics student need speciaz. Provisions (special SLB).
3. Essentials: Contains all information needed and used in lesson. language used simple, concise and easy accessed
4. Got recognized because accountable, data-driven, and up-to-date
5. Engage various stakeholders' interests. Development curriculum involve Department of Education and various stakeholders interest including parents, organizations, various center, industry and world of work of SMK on authority them.

In preparation and development operational unit curriculum education, profile Pancasila students become reference for formulate vision, mission, and goals unit. Profile Pancasila students aim for answer question big them are system Indonesian education wants production? Indonesian students are competent, personable, and all-round learner acting life in accordance with Pancasila values. Statement this refers to two things: ability for Becomes democratic Indonesian citizens and

capabilities for productive in the 21st century. In Thing this, Indonesian students are expected capable participate in sustainable global development and answering different challenges. Profile Pancasila students have six formulated competencies as aspect key. Because of the six each other support and empower, then aspects the need developed in a manner simultaneous no separately for reach profile intact a Pancasila student.

Sixth dimensions the are 1) Faith, Fear will God, Character Noble, 2) Global Diversity, 3) Mutual Cooperation, 4) Independence, 5) Thinking Critical, and 6) Creativity. dimensions the show that profile Pancasila students do not only focus on abilities cognitive, but also on appropriate attitudes and behaviors with identity as Indonesian and as world citizen. So a position and a function Profile Pancasila students in curriculum school, that is as:

1. Purpose period long all the learning processes that take place in schools
2. Competence and necessary character developed by each inhabitant school
3. Yarn unifying red all practices carried out in schools

What just study program components the place unit work? Component operational curriculum unit eye studying is component revised main every four up to five years once. 1) characteristics unit teaching; 2) vision, mission and objectives; 3) Organization learning. 4) Schedule. 5) Assistance, evaluation and development professional. 6) Attachments. Below this is description components curriculum the place work unit education.

- 1) Characteristics unit education: Characteristics describing school uniqueness school reviewed from students, society, culture, teachers, and staff education, based on analysis contextual. SMK features include credit education and competency programs.
- 2) Vision, mission and objectives: Vision the describe how student Becomes destination period long school and values as well as must values achieved through learning for reach profile Pancasila students. Mission is answer on how school reach important vision and values for Fulfill mission them. Destination is destination end from impressive curriculum student. Destination describe milestone main and align with mission strategic school for reach destination education. Targets also include skills / characteristics typical graduate of school and suit with profile Pancasila students. For SMK arranged vision and mission of the school area, meanwhile destination competence program area is defined based on analysis world of work needs.
- 3) Organizing learning: This is how it is method school organize curriculum from facet duration and learning as well as how school manage learning for support profile CP and Pancasila students. Television, system block, or type organization other: • Intracurricular, contains payload / eyes lessons and loads addition other if there is (mulok), • Projects Enhancement Profile Pancasila students explained management project that refers to the profile Pancasila students in teachings. For SMK, project empowerment this has integrated to in development character and culture work. • Practice Work Field (PKL, for SMK). Prepare participant teach to have experience and competence in the world of work, • Extracurriculars. Extracurricular overview in form matrices / tables
- 4) Plan Learning: Whole Lesson Plan School, Plan lesson class. Learning flow / unit mapping (for blended learning schools), including priority study unit programs.
- 5) Assistance: evaluation and development professional, Framework form mentoring, evaluation and updating power expert achieved for increase mastery of the school unit in a manner sustainable. Implementation this made by the head unit school internally and gradually in accordance with competence unit school.
- 6) Attachments: • Example curriculum class: lesson plan-based description destination learning and/ or theme (for school that has apply learning integrated). • Example strengthening profile

Pancasila students, elaboration choice themes and problems specific to be project by year teachings (description short project contextualized with condition environment school and needs student, no need convey learning details). • References base law or other contextual basis with characteristics school

How is the operational process ministry curriculum education? In in practice, the operating program school must become documents that can followed up. This guide you in life your everyday, discover expression on and on growing. Prepare document operational curriculum with understanding deep about established core curriculum government include destination education national, Pancasila, profile SNP students, structure curriculum, principles learning and assessment as well as results learning. Special for school vocational, you are connected with the world of work with understand required skills. Whoever has documentation operational for curriculum units could quick write and review it.

Drafting process Curriculum operational Education Unit at school driving are 1) Analyze context characteristics Education Unit; 2) Formulate Vision, Mission and Goals; 3) Define Organization Learning; 4) knowing the lesson plans, and 5) designing mentoring, evaluation, and development professional. While the Preparation Process operational the curriculum at the SMK Center of Excellence is 1) Characteristics, Vision and Mission of the SMK; 2) Analyze context Characteristics of the Expertise Program; 3) Formulate Purpose; 4) Define Organization Learning; 5) knowing the lesson plans, and 6 designing mentoring, evaluation, and development professional. Curriculum independent have characteristic specifically, where structure curriculum shared into 2 activities.

### **Learning intra-curricular**

Activity learning intracurricular every eye lesson related with results learn. CP set with the Decree of the Head of the Research Agency Standards, Curriculum, and Education (BSKAP) No. 57 Year 2022.

#### *Project Strengthening Profile Pancasila students.*

Profile Pancasila students consist of 5 dimensions that is

- Dimensions Have faith, be pious to Almighty God Esa, and have morals Glorious Morals Religious
- Global Diversity
- Mutual cooperation
- Independent
- reasoned Critical
- Creative

Implementation project enhancement profile Pancasila students addressed for about 30% of the total JP per year. the system flexible, fine from facet time its implementation.

- Load: Project must refer to the corresponding 3P performance with stages students and not can refers to performance eye learning lesson.
- Time: Project could be embodied with sum up assignment of class hours for increase profile all Pancasila students eye lessons and numbers time for every project no must same. Spectrum of Expertise is a list of fields and programs of expertise organized professionals in accordance with the needs of the business world, including: the business world, industry, BUMN/D, agencies government or other agencies, as well development knowledge knowledge, technology, art and culture. The SMK/MAK Competency Spectrum is reference work making curriculum as well as opening and implementation field competencies and programs in SMK.



Any specialization program consists above a minimum of 1 concentration expertise. Concentration Skills in a 3 year program or in a 4 year program arranged more carry on with decision responsible main unit head answer on program, evaluation and accounting.

- Technology Construction and Property
- Building Maintenance Engineering
- Construction and Maintenance Building Civil
- Construction and Housing Engineering
- Modeling and Information Design Building
- Furniture Engineering
- Technology Manufacturing and Engineering
- Mechanical Engineering
- Automotive Engineering
- Welding and Fabrication Engineering Metal
- Logistics Engineering
- Electronics Engineering
- Aircraft Engineering
- Construction Engineering Boat
- Analytical Chemistry
- Industrial Chemical Engineering
- Textile Engineering

Structure independent high school curriculum arranged by Decree of the Minister of Education and Technology n. 56 of 2022 contains guidelines implementation curriculum in framework recovery learning. Structure independent high school curriculum arrange burden study according to content or eye lesson in teaching hours (JP) and/ or every 3 years or every 4 years or called system block. because that unit education could organize learning in a manner flexible, where Duty in 1 year no same every the week.

- Construction Engineering Boat
- Analytical Chemistry
- Industrial Chemical Engineering
- Textile Engineering
- Energy and Mining
- Electrical Engineering
- Energy Engineering Renewable
- Geospatial Engineering
- Geological Engineering Mining
- Petroleum Engineering

#### Technology Information

- Development Device Software and Games
- Network Engineering Computers and Telecommunications

#### Health and Work Social

- Health Services
- Laboratory Engineering medic
- Technology Pharmacy
- Work Social
- Agribusiness and Agritechnology

- Agribusiness Plant
- Agribusiness Cattle
- Agribusiness Fishery
- Agricultural Business Integrated
- Agritechnology Processing of Agricultural Products
- Forestry
- maritime
- technique Boat Fishing
- Nautics Boat Fishing
- technique Boat Commerce
- Nautics Boat Commerce
- Business and Management
- Marketing
- Management Offices and Services Business
- Accounting and Financial Institutions

#### Tourist

- Service Business Tourist
- hospitality
- Culinary
- Beauty and Spa
- Arts and Creative Economy
- Fine Arts
- Visual Communication Design
- Craft Design and Production
- Art Show
- Broadcasting and Film
- Animation
- fashion

#### **Excellence Vocational High School Program Innovation: Assistance by Universities**

One support important for the SMK Center of Excellence program are happening synergy synergy between level obtained from guidance study from college height, incl aspect planning and management of school programs Center of Excellence professionals. “College tall with good experience and expertise will help determine SMK entry into the professional world and strengthening vacancies and management programs. This program will also help support education high and school vocational in develop skills and abilities. The SMK Center of Excellence program is very useful for improve and strengthen education high and middle school. In Thing education tall vocational, this program is project service developing society school vocational Becomes institution superior, and very useful for academics for realize three circumference education high. Cooperation with college tall will give experience alone in expand the world of industry (DUDI) for SMK as partners learn.

At least there is more of 100 candidates college tall for Center of Excellence Vocational Schools, including the Bandung State Polytechnic (Polban), Polytechnic Surabaya State Electronics (PENS), Yogyakarta State University (UNY), Institute Bogor Agriculture (IPB), Bandung Institute Technology (ITB), Malang State University (UM), Gadjah Mada University (UGM), Telkom

University, Eleven University March (UNS), Padang State University (UNP), ATMI Solo Polytechnic, Batam State Polytechnic and still many other universities. Ministry of Education and Culture urge government area for unite and organize yourself so you can Becomes follower school education vocational. “Improvement cooperation and coordination Among government center and area is very important for support implementation of a competitive Vocational Center of Excellence”.

## CONCLUSION

‘Sekolah Penggerak’ are significant to produce quality education. The components involved in it must continue to improve in quality for both teachers and principals. Learning innovation is very important to create a quality and student-oriented learning process. The quality of school principals is also very decisive in achieving the best results in implementing education in educational institutions. SMKs must continue to innovate to become centers of excellence that produce human resources for industry and become solutions to various problems faced by the industry.

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