

The Role of Guru Penggerak in Merdeka Belajar Program in Elementary School

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Abstract:

Guru penggerak is one of the personal development programs for teachers who are the spearhead of education. This research was conducted to describe the role of guru penggerak in elementary schools. The research method used was descriptive qualitative. The research was conducted at SD InpresWongkai. Data were collected using three techniques, namely interviews, observation and documentation. The data was analyzed using the Milles and Huberman technique. Data validity uses triangulation techniques. The results of the study are 1) The role of guru penggerak as a leader in learning is to be a teacher who encourages and guides all the forces of natural nature that exist within students so that students can find their own way to become safe and happy human beings and have lifelong learners; 2) The role of guru penggerak in mobilizing the community of practitioners is to be an example with the principles of being moved, moving and mobilizing so as to spread the understanding that being a teacher means being a lifelong learner teacher; 3) The role of guru penggerak as a Coach or Practice Teacher for other teachers is to have a sense of kinship, empathy and care for the development of other teachers and be able to encourage the growth of the same vision with their colleagues so that they can collaborate to move towards positive change; 4) The role of guru penggerak in encouraging collaboration between teachers and other stakeholders, both inside and outside the school to improve the quality of learning by becoming a proactive facilitator for the three centers of education, namely the family, school and community environment; 5) The role of guru penggerak is to realize student leadership that encourages the well being of the educational ecosystem at school by becoming a creative facilitator and having a variety of approaches and innovative methods so as to be able to optimize every talent and ability of students.

Keywords —GuruPenggerak, Merdeka Belajar,Elementary School

I. INTRODUCTION

Education reform in Indonesia cannot be carried out using a purely administrative approach. The Department of Education and Culture (Indonesia) has made efforts by establishing Merdeka Belajar Program as a package of government programs in reforming the quality of education, especially in the

learning. environment in schools. In an effort to improve the quality of education, the Government has made an Independent curriculum policy that gives schools and teachers the freedom to develop the curriculum according to the needs of students[1] or what is known as Merdeka mengajar and Merdeka belajar. one of the programs contained in the independent learning policy package is Guru

Penggerak program (Penggerak, 2022). Guru Penggerak is a learning leader who implements independent learning, mobilizes a community of practitioners, becomes a coach or practice teacher for other teacher colleagues, encourages collaboration between teachers and stakeholders inside and outside the school to improve the quality of learning and realizes student leadership that encourages the well being of the education ecosystem at school [2].

Many people are unaware of the role of guru penggerak. It is one of the personal development programs for teachers who are the spearhead of education. Especially in Southeast Minahasa Regency, one of the elementary schools that has a guru penggerak who passed stage IV is SD InpresWongkai. Based on the results of preliminary observations that have been made at SD InpresWongkai, there are changes that occur in the learning ecosystem at school from before and after one of the teachers became a Guru Penggerak in Batch IV. In addition, the reason why the researcher chose SD InpresWongkai is because of the multi-culture that exists in the school. The school community comes from a variety of cultural, ethnic and religious diversity. This diversity is a supporting factor for the Activator Teacher to maximize his role to have a positive impact on school progress, especially in implementing the independent learning program. Based on the above statement, it is considered important to conduct research with the title "The Role of Guru Penggerak in Merdeka Belajar Program in Elementary School".

This research was conducted with the aim of describing 1) the role of Guru Penggerak as a leader in learning, 2) the role of Guru Penggerak in mobilizing a community of practitioners, 3) the role of Guru Penggerak as a Coach or Practice Teacher for other teachers, 4) the role of Guru Penggerak in encouraging collaboration between teachers and other stakeholders, both inside and outside the school to improve the quality of learning. 5) the role of Guru Penggerak in realizing student leadership that encourages the well being of the educational ecosystem at school

II. METHOD

The research method used was descriptive qualitative research. The research was conducted at SD InpresWongkai. Data was collected using three techniques, namely interviews, observation and documentation. The data was analyzed using the Milles and Huberman technique. Data validity uses triangulation techniques.

III. RESULT AND DISCUSSION

A. The role of guru penggerak as a leader in learning

The motto "Ing Ngarso Sung Tulodo, Ing MadyoMbangunKarso, Tut Wuri Handayani", which was born by Ki Hadjar Dewantara as the father of education, means that being a leader must be able to provide role models, and leaders in the midst of their business must also be able to arouse or arouse enthusiasm, and leaders must provide moral encouragement and work enthusiasm from behind [3]. Tut Wuri Handayani is the conception of education with the among system, which means an educational system with a family spirit and based on Natural Nature and Independence. The among system according to the way it is practiced is called the "Tutwuri Handayani" system, which means following students behind while influencing and also encouraging and helping to find their creativity instead of dictating what students will do. If the learners go the wrong way, then the among gives influence towards the right path [4].

The first research finding is the role of guru penggerak as a leader in learning, namely providing encouragement and guiding all the natural forces that already exist in students so that students can find their own way to become safe and happy human beings. The guru penggerak no longer refers to the Tabularasa Theory that views students as blank paper that must be filled with various writings by the teacher's will. The guru penggerak views students as paper that already has fine lines in it and the teacher's role is to thicken these fine lines according to the flow so that it becomes a picture of a human being who is virtuous, civilized and noble

in accordance with his nature. As a leader in learning, guru penggerak is required to know the learning needs of each individual student. The initial stage of obtaining information about student learning needs is to conduct an initial assessment. The initial assessment is divided into two, namely non-cognitive and cognitive. The assessment is carried out by the teacher by designing question indicators in the non-cognitive initial assessment according to the school situation. The main questions include the student's learning type, namely: do students like to learn in groups or study independently? Also about the student's way of learning, namely: do students prefer to hear and write (audio), pictures and watch videos (visual) or learning activities that move a lot (kinesthetic). The next initial assessment is the cognitive initial assessment, where information is obtained from report cards and reports from previous class teachers. In addition, teachers can also design written tests to see the cognitive abilities of each student. The results of the assessment are utilized by the teacher to design learning activities according to student needs, which means that learning no longer has to be according to the wishes of the teacher's learning style but according to student learning needs based on information data from the initial assessment.

As learning leaders, teachers are also able to nurture students in the learning process[5]. Guru penggerak is able to present reports on student learning outcomes through descriptions of assessments that have been designed through formative and summative assessments. Each student's progress becomes a reflection and evaluation tool for teachers to further improve or improve the quality of learning. Improving the quality of learning must be done consistently and continuously. Thus, the first research finding is the role of the driving teacher as a leader in learning, namely a teacher who encourages and guides all the natural forces within students so that students can find their own way to become safe and happy humans and have lifelong learners. Learning leader also means mastering the learning process by being

able to lead, guide and nurture independent students in their learning process so that students feel learning is fun and meaningful. In practice, the role of Guru Penggerak as a leader in learning is presented in Figure 1.1 and Figure 1.2 :



Fig. 1.1 Learning activities in the classroom



Fig. 2.2 Learning activities outside the classroom

B. The role of guru penggerak mobilizing the community of practice

Teachers are people who are respected and emulated[6] or can be modeled in the community and must be consciously sought. Being a role model is also an exploration of the role of guru penggerak. The community of practitioners is a place for each teacher to collaborate to develop leader competencies in learning to be able to move the educational ecosystem at school. Therefore, to be able to move the community of practitioners, guru penggerak must hold the principles as an agent of change[7], namely being moved, moving and moves.

Being moved is an intention that arises from within the feelings of the heart to make positive changes that start from oneself and are consciously

endeavored. When the teacher has been moved, the teacher will immediately moving to make an effort, take action or take action and actively realize the change and implement each idea in the form of real action. The real action that has been taken is shared with others so that it moves the community of practitioners to also be moved to make positive changes. Even though there are times when faced with the challenge of rejection, they remain optimistic and think positively. As a mobilizer of the community of practitioners, guru penggerak must be able to spread the understanding that being a teacher means being a lifelong learner. This understanding is not only for students, but also for teachers. Thus, to be able to mobilize the community of practitioners, guru penggerak becomes a role model with the principles of being moved, moving and moves. The role of guru penggerak in mobilizing the community of practitioners in the school and in the region is presented in Figure 2:



Fig. 2 Sharing good practices of real action as well as being a resource person at the Teacher Working Group Community of Practitioners

C. The role of guru penggerak as a Coach or Practice Teacher for other teachers

The leadership trilogy proposed by Ki Hadjar Dewantara which is used in the among education system, not only for students but also for educators. Teachers are expected to carry out educational tasks with a family spirit[8]. Guru penggerak as a Coach or Practice Teacher for other teachers must have a sense of kinship, empathy and care for the development of other teachers so that it can encourage the growth of the same vision as other teachers so that they can collaborate to move towards positive change. To move towards these

changes, teachers must strive to be adaptive to change. The change in question is that teachers can follow developments according to the nature of the existing era. Today's technological era requires teachers to always learn. Teachers who learn a lot will produce a lot of work and be able to become Practice Teachers for other teachers. The knowledge and abilities that have been possessed by guru penggerak should be shared with other teachers so that together they can learn and progress.

As a guru penggerak, it is important to continue to have a positive impact on others[9].

Sometimes you have to face rejection from everyone who still rejects change, but guru penggerak must continue to instill the principle of positive thinking and respect the opinion of others and remain committed that every change made is to improve your competence as

a teacher and improve the quality of learning for students. The positive thinking principle of guru penggerak will continue to encourage transformation in the learning process that leads to positive progress for students and the surrounding environment

Likewise, in this role, guru penggerak constantly reviews the learning progress of his or her colleagues as part of the learning community in the school or region. As a coach, guru penggerak actively listens to the coaches (colleagues, other teachers, students)

and provides effective feedback. In

providing feedback, the coach always tries to focus on the coaches' strengths, avoiding criticism and negative words that could potentially weaken the coaches' thinking. As a Coach, Guru Penggerak provides constructive suggestions to help them improve areas of weakness. As a Practice Teacher, act to achieve a common goal, be proactive and independent and appreciate any positive change that has been realized.

The work environment at school is the main place for Teachers to become Coaches or Teachers[10] Practice for other teachers. With a proactive attitude, the positive changes expected to occur in

the school environment can be realized. The activities of Guru Penggerak who carries out his role as a Coach or Practice Teacher for colleagues in the school can be seen from Figure 3.



Fig. 3 Collaborative activities to share good practices with the community of practitioners at school

D. The role of guru penggerak in encouraging collaboration among teachers and other stakeholders, both within and outside the school to improve the quality of learning.

One of the conceptions of education put forward by Ki Hadjar Dewantara is the trip center of education. Tripusat Pendidikan emphasizes that the education received by students occurs in three environments, namely: the family environment [11], the school environment [12], and the community environment [13]. The three environments have an educational influence in the formation of the child's personality. Guru penggerak acts as a facilitator for the three education trip centers. No matter how well the curriculum or learning process is designed, it still requires collaboration and active participation from other stakeholders, including parents, local government and the education office. Guru penggerak plays a role in encouraging good collaborations so that the quality of learning at school will improve. As a facilitator between stakeholders, guru penggerak develops and uses these collaborative relationships to facilitate the achievement of a common goal of improving the quality of learning so as to realize independent learning for each learner. The

role of guru penggerak in encouraging collaboration between teachers and other stakeholders, both inside and outside the school to improve the quality of learning can be seen from figures 4 and 5.



Fig. 4 Meeting of the Teachers' Council, Committee and Village Officials for the school learning program



Fig. 5 Meeting activities with other stakeholders, the Education Department

E. The role of guru penggerak realizing student leadership that promotes the well being of the education ecosystem at school

Teachers are the spearhead of education because teachers directly try to influence and develop students' abilities to become intelligent, skilled and highly moral human beings [14]. As the spearhead, teachers are required to have the basic abilities needed as educators and teachers [15]. One of the basic abilities that teachers must have is ethical maturity. As educators and teachers, teachers must show emotional maturity in their work, be wise, compassionate, in harmony between words and actions according to moral, spiritual and professional ethics. With good basic skills and emotional maturity, it can be said that teachers deserve to be called bearers of

oble duties to guide children according to their nature to be useful for the nation and nation.

Realizing student leadership by implementing independent learning [7] is one of the roles of guru penggerak, namely a person who has ethical maturity and has a variety of creative and innovative methods and approaches that continue to motivate students to optimize every talent and ability within themselves.

When students face obstacles, guru penggerak acts as an educator who guides with compassion to help support students [16] in overcoming problems or obstacles in learning so as to improve student academic performance.

Thus realizing what Ki Hadjar Dewantara said that children will go on the right path, grow according to their nature to become lifelong learners who are safe and happy (wellbeing) [17]. When students have become lifelong learners, the wellbeing of the education ecosystem in schools is realized.

The realization of the wellbeing of the education ecosystem in

schools can be seen from the realization of students with the character of the Pancasila Student Profile, namely: Believing and having faith in God Almighty and having noble character, global diversity, mutual cooperation, independence, critical and creative reasoning.

The activities of Guru Penggerak realize student leadership that encourages the wellbeing of the education ecosystem in schools can be seen from the following figures 6-10:



Fig. 6 Coaching activities for students with barriers



Fig. 7 Learning process activities (content and process differentiation)



Fig. 8 Kegiatan minat dan bakat murid dalam penyajian hasil pembelajaran (diferensiasi produk)



Fig. 9 Academic Competition Activities OSN Science Subjects (SSW1)



Fig. 30 Academic Competition Activities OSN Mathematics Subjects (SSW2)

CONCLUSIONS

Based on the research findings and discussion, the following conclusions can be drawn.

1. The role of Guru Penggerak as a leader in learning is to be a leader in learning or to be a teacher who encourages and guides all the natural forces that exist within students so that students can find their own way to become safe and happy human beings and have a lifelong learning.
2. The role of Guru Penggerak in mobilizing the community of practitioners is to be an example with the principles of being moved, moving and mobilizing so as to spread the understanding that being a teacher means being a lifelong learning teacher.
3. The role of Guru Penggerak as a Coach or Practice Teacher for other teachers is by having a sense of kinship, empathy and concern for the development of other teachers and being able to encourage the growth of the same vision with their colleagues so that they can collaborate to move towards positive change.
4. The role of Guru Penggerak is to encourage collaboration between teachers and other stakeholders, both inside and outside the school to improve the quality of learning by being a proactive facilitator for the three centers of education, namely the family, school and community environment.
5. The role of Guru Penggerak is to realize student leadership that encourages the well-being of the educational ecosystem in schools by being a creative facilitator and having various approaches and innovative methods so as to be able to optimize every talent and ability of students.

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