

Guru Penggerak in Merdeka Belajar

Badrus Sholeh^{1*}, Encep Syarifudin², Suherman¹

¹ Universitas Sultan Ageng Tirtayasa, Indonesia

² Universitas Islam Negeri Sultan Maulana Hasanuddin, Indonesia

*Corresponding Author: 7782220010@untirta.ac.id

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Abstract: Guru Pengerak is a significant program from ministry of education which has being implemented vastly to improve the quality of education. Guru penggerak is one of merdeka belajar policies. The purpose of this study was to examine the function of guru penggerak in the era of independent learning and to pinpoint the challenges they faced within the framework of Merdeka Belajar. The study used a library research methodology and performed a descriptive analysis on scientific articles from various journals. The findings showed that guru penggerak plays a significant role in the transformation of education from a centralized to a decentralized system. Guru Penggerak plays significant role as a transformational leader, motivator, and enhancer of teacher performance in carrying out instructional activities as well as a practical teacher for other teachers. Guru penggerak encounter challenges such as inadequate facilities, restricted internet access, and time restraints that reduce their effectiveness. Additionally, there is a lack of understanding of their role in schools, and some teachers may display indifference towards their activities. In conclusion, guru penggerak drives other teacher to escalate their competency for better education quality.

Keywords: Constraints; Guru penggerak; Merdeka belajar;

INTRODUCTION

The goal of Indonesia's Guru Penggerak program is to improve educational quality by advancing the nation's school system from a centralized to a decentralized one, where teachers are key players in determining how students are taught and how they learn in classrooms. The Merdeka Belajar program, which emphasizes independent and student-centered learning, is implemented by guru penggerak, specially chosen and trained teachers who inspire and mentor other educators to improve their teaching methods. The importance of guru penggerak in Indonesian education lies in their capacity to empower and support teachers, which improves student academic outcomes.

Education is an effort to improve the quality of human resources. The success of an educational process involves various components such as curriculum, educational facilities and infrastructure, financing, and the quality of human resources. Merdeka Belajar implies and demands teachers, particularly those who are capable of becoming driving instructors, to mobilize various components of the educational system to provide the best service to students in

accordance with the vision and mission of their respective schools and regions (Mulyasa, 2021).

The policy of guru penggerak through the sekolah penggerak program is an effort to improve the quality of national education. Guru penggerak is an implementation of Ministerial Decree No. 162 of 2021 and Government Regulation No. 74 of 2008 on professional teachers, as well as Law No. 14 of 2005 on Teachers and Lecturers (Muslim & Mulloh, 2022). Furthermore, Guru Penggerak is a policy of the Ministry of Education and Culture under Nadiem Makarim, which means having the freedom to move in learning. This policy was implemented by the government in 2021 (Elitasari, 2022). Guru penggerak is a learning leader who implements Merdeka Belajar and drives the entire educational ecosystem to realize education that is centered on students (Aisam et al., 2022). Moreover, according to (Mulyasa, 2021) guru penggerak in Merdeka Belajar is a creative, innovative, and skilled teacher in teaching, energetic in serving students, capable of building and developing relationships between teachers, schools, and the wider community, and becoming a learner and change agent in schools. Guru penggerak is expected to become a change agent, namely: 1) a learning leader, 2) able to

mobilize practitioner communities, 3) a mentor for other teachers, 4) promoting collaboration among teachers, 5) realizing student leadership (Ningrum & Suryani, 2022). Furthermore, the guru penggerak program directs teachers to become instructional leaders and motivators for their colleagues by providing training content in the form of activities that encourage positive outcomes for the community, providing experience in solving learning problems, so that the guru penggerak program can become a means of developing the social and professional competencies of teachers (Safrizal et al., 2022). The teaching creativity of guru penggerak will result in creative students.

The purpose of this study was to clarify the function of guru penggerak in the era of Merdeka Belajar and to pinpoint the challenges they faced during the Merdeka Belajar program. Through this research, guru penggerak's opportunities and challenges can be better understood, offering new information that can be applied to the Merdeka Belajar program's implementation. of merdeka belajar and to pinpoint the challenges they faced during the Merdeka Belajar program. Through this research, guru penggerak's opportunities and challenges can be better understood, offering new information that can be applied to the Merdeka Belajar program's implementation.

METHODS

This study employed a qualitative research approach, specifically a literature review method. The data sources for this research were scholarly articles related to guru penggerak. By investigating the experiences, viewpoints, and attitudes of participants, qualitative research enables a thorough knowledge of complicated events. The literature review method was chosen because it enables a thorough overview of current research and can show where there are gaps in the literature that require attention.

Academic journals, books, and studies that dealt with "guru penggerak" served as the research's data sources. Related academic works were searched in scientific database, especially Google Scholar, and pertinent articles were chosen based on how well they answered the study topic.

The data analysis was carried out after the data had been gathered. To summarize and describe the results of qualitative research, descriptive analysis is frequently utilized. The

data were categorized into themes and subthemes as part of the research, and patterns and linkages were found within the data.

Many measures were made to guarantee the research's quality. To guarantee that only pertinent publications were included in the analysis, the research issue was first precisely specified, and the search criteria were set. To assure transparency and reproducibility, the data collection procedure was secondarily meticulously documented. Third, two independent researchers carried out the analysis to guarantee the accuracy of the results.

According to Miles & Saldana (2014) data analysis consists of three steps namely data condensation, data display, and data verification. This data analysis method implemented in this research for scrutinizing the references collected which was various books and journal articles related to the theme.

The research's methodology enabled a thorough examination of the idea of driving instructors and their function in "merdeka belajar." The researchers were able to assess previous studies and pinpoint areas that warranted more research by using the literature review methodology. The data's descriptive analysis shed light on the experiences and viewpoints of "guru penggerak" and emphasized the significance of their contribution to the promotion of high-quality instruction.

RESULT AND DISCUSSION

The role of guru penggerak in merdeka belajar

During the implementation of the Guru Penggerak program policy, the program has demonstrated its role in the era of Merdeka Belajar as an agent of change, innovator, and in mobilizing and managing the learning community. The Guru Penggerak program is a vehicle for the continuous professional development of teachers in schools, as seen in the concept and content of the program's training and mentoring activities to develop teachers' professional abilities (Safrizal et al., 2022). The significant of guru penggerak appears in the realms of Indonesian education which drives the teachers' quality enhancement in learning. The Guru Penggerak serves as an agent of change that can transform the education ecosystem and has an impact on other teachers and educational institutions (Satriawan et al., 2021). It shows that

guru penggerak program delivers the impact to school transformation. The Guru Penggerak shows its role in mobilizing and managing the community of teachers' learning. As an innovator, the Guru Penggerak collaborates and assumes various responsibilities in implementing values, building a learning environment, and applying collective learning processes through various best practices (Prawitasari & Suharto, 2020). Various vital activities of guru penggerak program have improved the teaching learning process at school.

The important role of guru penggerak in promoting quality student-centered learning and empowering other teachers to maximize the similar learning model has been recognized by guru penggerak (Tangahu, 2022). Based on other studies, it can be determined that Primary school teachers in the DKI Jakarta region have optimized their position in enhancing students' global citizenship personality by using the implementation of the hidden curriculum, integrating it into educational activities, school activities, adjusting students to practice good habits, individual or group assignments on local and international cultures, cultural performances, and government programs that support the development of global citizenship personality (Sabani et al., 2022). The guru penggerak program transforms the pattern of education transformation from centralized to decentralization with guru penggerak as an agent and schools as transformation leaders (Satriawan et al., 2021). Guru penggerak is an educational leader who can practice independent learning and participate in the learning ecosystem to realize student-centered learning. Through the guru penggerak program, various training and workshops are provided to improve the quality of Indonesian teachers (Sijabat et al., 2022). In addition to their role in learning activities, guru penggerak also plays a role outside of learning activities. The role of guru penggerak is seen in both learning and non-learning activities in creating changes in realizing Pancasila learners, and they are also able to apply their role well in every behavior and action in the school environment (Hasanah et al., 2022). Guru penggerak can improve teachers' performance in teaching at school, making the school excellent and enjoyable. Moreover, guru penggerak can also invite other teachers to collaborate in the program, providing many activities and education for students to make them more

enthusiastic (Lubis et al., 2023). There are six roles of guru penggerak in the implementation of independent learning, namely (1) guru as a driving force for teacher learning communities, (2) guru penggerak as an agent of change, (3) guru as a creator of dialogue, and collaboration, (4) guru penggerak as a creator of enjoyable education, (5) guru penggerak must always engage in self-development by exploring training, seminars on the independent learning curriculum, and following technological advancements, and (6) guru as a motivator (Jannati et al., 2023). Guru penggerak plays an important role in shaping students' character resilience. They have become leaders in learning to promote the welfare of the education ecosystem in schools. Additionally, guru penggerak also plays a role in encouraging community learning, becoming a community practitioner for fellow teachers in their school and region, and becoming a practical teacher for other fellow teachers (Qulsum, 2022). From various studies mentioned above, it can be inferred that guru penggerak plays a critical role in reforming Indonesian education by encouraging student-centred learning, fostering students' global citizenship personalities, and developing students' character resilience through the guru penggerak program. Guru Penggerak plays a significant role as a model for other teachers to construct better educational circumstances.

The challenges experienced by guru penggerak in merdeka belajar

These challenges are related to facilities, limited internet access, and limited time, which restricts guru penggerak's ability to fully carry out their role. According to (Sodik et al., 2021), some of the challenges faced by guru penggerak include student facilities, internet access, and online learning. Another challenge in the guru penggerak program is limited time, which restricts their ability to fully carry out their role as guru penggerak (Lubis et al., 2023). According to the statement, guru penggerak encounters several difficulties concerning student facilities, internet connectivity, and online education. Furthermore, it was claimed that having little time can make it difficult for guru penggerak to perform their duties well. These difficulties can hinder the guru penggerak program's implementation, so they need to be resolved. In addition to the aforementioned challenges, the

lack of understanding of the guru penggerak's role in schools is also a concern. Some teachers may not want to be guided and directed by guru penggerak, and may display indifference towards their activities. However, guru penggerak plays a crucial role as a learning leader and sets an example for other teachers, and as such, their role should be fully supported to ensure maximum results (Hentihu et al., 2022)

Based on previous research above, it can be inferred that guru penggerak program faced several obstacles including lack of facilities, nevertheless guru penggerak provided significant performance in enhancing learning quality. The implementation of supervision and educational evaluation on guru penggerak is a very important matter. School principal supervision is crucial in improving the performance of guru penggerak in the merdeka belajar program (Mangolo et al., 2022).

CONCLUSION

The research results show that the role of guru penggerak in the era of Merdeka Belajar is as a change agent, innovator, community builder, transforming the pattern of education from centralized to decentralized, as a transformational leader, motivator, improving the performance of teachers in conducting learning activities at school and becoming a practical teacher for other fellow teachers. The program has been successful in enhancing the teaching and learning environment in classrooms, and the Guru Penggerak has grown into a crucial part of the Merdeka Belajar program's success. The obstacles faced by guru penggerak are related to facilities, limited internet access, and time constraints, which limit their role. In addition, the lack of understanding of the role of guru penggerak in schools and the existence of teachers who are indifferent and unwilling to be guided by guru penggerak are still found. Based on the conclusion of the research, a suggestion for further research could be to investigate the specific strategies and approaches used by successful guru penggerak in overcoming the challenges. This could provide valuable insights for improving the implementation of the Merdeka Belajar program and enhancing the role of guru penggerak as change agents in transforming the education system in Indonesia.

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