



The Role of the Driving Teachers in the Independent Learning Program

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Abstrak

Program guru penggerak dibentuk untuk menggali potensi guru dalam mengajar dan mendidik murid-muridnya, serta meningkatkan kemandirian murid dalam belajar. Guru penggerak merupakan bagian terpenting dalam implementasi merdeka belajar. Guru penggerak juga merupakan agen transformasi pendidikan ke arah yang lebih baik. (Makarim, 2020). Tujuan dari penelitian ini menjelaskan peran guru penggerak dalam program merdeka belajar. Metode yang digunakan dalam penelitian ini yaitu metode kepustakaan. Hasil penelitian terdapat 6 peran guru penggerak dalam program merdeka belajar, yaitu: 1) guru penggerak berperan sebagai pelatih bagi rekan guru yang lain, 2) guru penggerak berperan melatih pembelajaran yang berpusat pada peserta didik, 3) guru penggerak berperan sebagai agen perubahan, 4) guru penggerak berperan menciptakan ruang belajar sebagai media berdiskusi dan berkolaborasi, 5) guru penggerak berperan sebagai penuntun proses pembelajaran, 6) guru penggerak berperan sebagai motivator.

Kata Kunci: Guru Penggerak, Merdeka Belajar.

Abstract

The driving teacher program was formed to explore the potential of teachers in teaching and educating their students, as well as increasing student independence in learning. Driving teachers are the most important part in implementing independent learning. Driving teachers are also agents of educational transformation in a better direction. (Makarim, 2020). The aim of this research is to explain the role of driving teachers in the independent learning program. The method used in this research is the library method.

The research results show that there are 6 roles of driving teachers in the independent learning program, namely: 1) driving teachers act as trainers for other fellow teachers, 2) driving teachers play the role of training student-centered learning, 3) driving teachers act as agents of change, 4) the driving teacher's role is to create a learning space as a medium for discussion and collaboration, 5) the driving teacher's role is as a guide to the learning process, 6) the driving teacher's role is as a motivator.

Keywords: Driving Teacher, Freedom to Learn

Introduction

Education is the main pillar for the progress of a nation. Education is a basic element in improving human resources. Human resources grow and develop according to the individual's reasoning abilities and thought patterns from their own experience. In line with the National Education System Law, article 1 of 2003, it states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state (Riowati & Yoenanto, 2022).

The teacher is a human component as a teaching medium as well as an introduction to the learning process. The teacher is a very influential aspect and is the main center in the learning process. Therefore, teachers, who are one of the main sources of learning, must play an active role as drivers in learning and make their position as professional staff, in accordance with the demands of current developments (Hidayat & Irwandi, 2022).

The acceleration of digital technology is taking off so fast, nothing can stop it. The Industrial Revolution 4.0 and Society 5.0 have a big impact on life, including the world of education. Yufitta, et al, 2020 said that significant changes in the world of education have changed the way educators think from being ordinary and rigid to being more modern. The efforts of experts in the field of education who continue to make efforts to advance the existing education sector, through policies that support the world of education. Education in the era of the industrial revolution 4.0 is education that makes digital technology a

mandatory tool in every ongoing learning process and creates a continuous learning process without being limited by space and time. According to Mulyasa in Suharman, et al (2022), a teacher must continue to learn to follow technological developments so as not to be left behind by students in terms of mastery and use of technology.

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has established the independent learning program as a package of government initiatives to reform the quality of education. Education reform in Indonesia cannot be carried out solely using an administrative approach, but must carry out cultural transformation. Each educational unit must have the capacity to change its school culture to be oriented towards a culture of learning and innovation instead of focusing on administrative areas (Nadiem, in Satriawan, et al. 2021).

According to Kurniawan (2023), one concrete step to answer the need for transformation in education is the Freedom to Learn policy. The Merdeka Belajar program has a mission to create an advanced Indonesia that is sovereign, independent and has personality through the formation of a Pancasila student profile. So the learning process that must be built and developed is a learning process that is able to increase the competence of educators and is fun and student-oriented.

Freedom to learn is the right step to achieve an ideal education that suits current conditions, the aim of which is to prepare a generation with character. Freedom to learn gives freedom to teachers and students to develop their skills and talents, not just knowledge (Ainia, 2020). Merdeka Belajar was designed by the government to make a big leap in education to produce students who excel in facing complex future challenges (Suryanto, 2020). The implementation of the independent

learning policy encourages the role of teachers both in curriculum development and in the learning process. Apart from being a source of learning, in independent learning teachers act as learning facilitators who are supported by professional, pedagogical, personality and social competencies. With these competencies teachers can realize the implementation and objectives of implementing the independent learning policy (Daga, 2021)

The concept of independent learning is not a new concept in the world of education. Other countries in the world such as America, Brazil and the Philippines have long implemented this concept. In Indonesia itself, the concept of independent learning began when Nadiem Makarim was elected Minister of Education. This idea is based on the essence of freedom of thought to create a happy learning atmosphere without being burdened with achieving scores or grades (Sudaryanto, et al (2020). The concept of freedom of learning should first start in the mindset of teachers before they teach it to students (Sibagariang, 2021).

According to Hasnawati (2021), freedom to learn is an offer to reconstruct the education system in order to welcome change and progress in a nation that can adapt to changing times. In this way, we restore the true essence of education, namely education to humanize humans or liberating education. In the concept of independent learning, teachers and students are the subjects of the learning system. Teachers are not used as a source of truth for students, but teachers and students collaborate to seek the truth. The teacher's position in the classroom is not to plant or homogenize the truth according to the teacher, but to explore the truth, reasoning power, and students' critical view of the world and its phenomena. Opportunities for the development of the internet and technology have become a momentum for freedom of learning. Because it can hack a rigid or non-liberating education system. Including reforming teacher and school workloads that are too administrative in nature. Therefore, the freedom to innovate, learn independently and be creative is carried out by educational units, teachers and students.

The Minister of Education and Culture, Nadiem Anwar Makarim, on July 3 2020 launched the Independent Learning episode 5, namely the Driving Teacher. Nadiem Makarim, Minister of Education and Culture of the Republic of Indonesia, emphasized that the spearhead of educational transformation is the driving teacher. Driving teachers are teachers who prioritize students and learning for students, so that in taking action without being told, they are ordered to do their best (Kemendikbud, 2019). Driving teachers are given space to innovate in order to improve the quality of education. This driving teacher adds to the role of teachers who were previously professional teachers. According to article 20 of Law no. 14 of 2005 concerning Teachers and Lecturers, in carrying out their professional duties teachers have 4 obligations: a) Designing learning, implementing a quality learning process, and assessing and evaluating learning outcomes; b) Improve and develop academic qualifications and competencies on an ongoing basis in line with developments in science, technology and art; c) Act objectively and not discriminate based on considerations of gender, religion, ethnicity, race and certain physical conditions, or family background and socio-economic status of students in learning; d) Uphold statutory regulations, laws and teachers' codes of ethics, as well as religious and ethical values; and e) Maintain and foster national unity and integrity.

Driving teachers must balance character education with the challenges of the increasingly developing times. Driving teachers do not only follow the prescribed curriculum, but rather, try to change learning activities to achieve or maintain the standards of the Pancasila student profile, namely students who are faithful, devout, have noble morals, are more creative, are able to work together, have a global spirit of diversity, think critically, and have independence. A driving teacher is a teacher who moves other teachers to develop students' potential holistically. Driving teachers must be able to become role models who have the ability and fighting power to bring about a good change in the educational ecosystem within their school and in other school units (Sibagariang, et al. 2021).

Driving teachers are millennial teachers, not colonial teachers, because technology can change everything including society's need for education. Driving teachers are required to carry out innovative,

interactive and creative learning so that effective learning goals are achieved (Rahayu et al. 2021). Apart from the teaching and learning process, driving teachers must be able to build and develop relationships between teachers and schools with the wider community and become agents of change in schools. Teachers must have competence in digital media literacy and be able to teach students to sort and select content on social media that can be consumed and provides benefits. A driving teacher in independent learning is someone who is able to direct students in developing themselves as a whole, who has critical thinking and creative creativity. Driving teachers must be able to carry out a student-centered learning process, so that the education profile of Pancasila students can be realized well as expected (Sibagariang, et al. 2021).

The driving teacher program was formed to explore the potential of teachers in teaching and educating their students, as well as increasing student independence in learning. Driving teachers are the most important part in implementing independent learning. Driving teachers are also agents of educational transformation in a better direction. (Makarim, 2020). Next, several studies that have been carried out by previous researchers, Onny Nurihayati, were presented in 2021 with the title Profile of Pancasila Students as Achieving Freedom of Learning in the Driving Teacher Program. The results of this research show that the implementation of freedom of learning in schools is in accordance with the Indonesian education philosophy conveyed by Ki Hajar Dewantara, namely upholding the principles of freedom of thought and innovation for teachers and students, providing fun and student-centered learning. Driving teachers are able to synergize and collaborate to achieve changes in the quality of education that is quality and competitive (Hentihu et al, 2022).

Method

This research is library research, where according to Raihan (2017) library research aims to collect data or information in the library and then use it as the basis for the research. The main sources in this research are books, journal

articles, articles and internet articles and other writings that are still related to the role of driving teachers in the independent learning program. The data analysis technique in this research is content technique. Meanwhile, the results of this research will be presented in a descriptive manner relating to the role of driving teachers in the independent learning program.

Results and Discussion

The concept of independent learning began to be rolled out by the Government of the Republic of Indonesia through the Ministry of Education and Culture (Kemendikbud) at the end of 2019. The independent learning program is a distinctive feature promoted by the Ministry of Education and Culture under the captain, Nadiem Makarim. The new independent learning policy direction was initiated to provide more freedom for teachers and schools in assessing student learning outcomes, encouraging teachers and schools to improve the quality of learning.

Freedom to learn, which was launched at the same time as the era of the industrial revolution 4.0, means that the concept of freedom to learn cannot be separated from utilizing technological advances in the world of education and learning. All of these policies certainly have an impact on curriculum changes because they must adopt independent learning concepts which cannot be separated from the use of technology in them (Nastiti & Abdu, 2020). The concept of "Freedom to Learn" which means freedom of thought is an embodiment so that students are not isolated by things outside themselves. Because, freedom of thought opens up the widest possible perspective in responding to problems in life (Susilawati, 2021).

The teacher's presence in the learning process still plays an important role. The role of the teacher in the learning process cannot be replaced by even the most modern machines, radios, tape recorders or computers. There are still too many human elements such as attitudes, value systems, feelings, motivation, habits and others which are the result of the learning process which cannot be achieved through these tools. Considering the important role of a teacher's skill in the educational process, the abilities that should be possessed as the foundation

of his profession are the initial milestones for his success in carrying out his duties (Mahmud, 2012).

The term teacher is known as someone who is in charge of teaching in an educational unit, so teachers need formal qualifications. This formal qualification is intended because the teacher not only plays a role as a transferer of knowledge, but more than that he is responsible for the attitudes and morals of his students. So it is necessary to continuously improve the quality of teachers. One of them is the existence of a driving teacher program (Ningrum & Suryani, 2022).

Driving teachers according to Sibagariang, et al (2021). is a learning leader in independent learning who has the ability to move the educational ecosystem to realize student-centered education. To become a driving teacher, you must pass selection and take part in an education and training program for nine months. The expected results of training or education from the driving teacher program are:

1. Teachers have the ability to be independent and independent in developing their competence as teachers while also being able to mobilize other fellow teachers to be able to innovate in improving the quality of output from education.
2. In independent learning, teachers must be able to side with students. Teachers must be able to move their students to develop themselves according to their talents and abilities, to achieve educational goals in accordance with the school's vision.
3. Teachers must have the ability to innovate in developing the quality of their schools. To improve the quality of school education, teachers must be able to collaborate with parents and the community so that they develop an independent attitude and have a leadership spirit.

4. Teachers must have good personality competence. A teacher is expected to have emotional maturity, both morally and spiritually, in behaving and acting in daily life, in accordance with the code of ethics that applies in society.
5. Teachers must be able to manage learning centered on students by creating good communication with parents of students.

According to Saleh, in Suharman, et al (2020) independent learning teachers must be able to develop students' academic skills and creativity and teachers are able to use learning methods and media well. The learning process will be interesting and fun if the teacher is able to design learning creatively. Teachers can choose suitable methods by using learning media to help students understand and understand the material being taught. With varied learning methods and the use of appropriate learning media, learning that is not monotonous will be created. In this way, the government's goals and policies regarding independent learning will be achieved well.

The role of the driving teacher according to Sutikno and Manizar in Mangolo, et al (2022) is as follows:

- a. Driving teachers within the learning community act as other trainers and provide changes to the quality of learning and teaching as ideal educators who are able to develop themselves independently. According to Langeveld in Mahmud (2012) explains that teachers are speakers of the times. The foundation of the teaching profession should be a vision of the future. Sharpness of vision encourages teachers to be able to develop their vision. To realize this mission, teachers must learn continuously to become professional teachers. Professional teachers have qualifications including having expertise in the field being taught, having a high sense of responsibility, and having a sense of equality and a code of ethics and viewing their duties as a life career.
- b. The driving teacher's role is to train student-centered learning. Every teacher who follows the direction of

the driving teacher is required to be able to design and manage interesting learning and be able to motivate students. According to Robson in Sibagariang (2021), active learning provides the widest possible opportunities to develop interactions between teachers and students, between students themselves, as well as between students and materials or topics in an academic discipline. The teacher's concept of who the people he teaches (students) really determines the patterns of learning activities he plans and manages (Dave in Sibagariang 2021).

- c. Driving teachers as agents of change in terms of improving the overall quality of student leadership in schools.
- d. The driving teacher's role is to create a learning space as a medium for discussion and collaboration with other fellow teachers both within the school and for development outside the school.
- e. The driving teacher acts as a guide in the learning process who creates a comfortable and enjoyable atmosphere in learning.
- f. The ability to develop oneself, that is, teachers who encourage themselves to upgrade themselves in keeping up with advances in technology and the latest knowledge.
- g. As a motivator in the school environment for fellow teachers as a driver that teachers must always learn and make positive changes together and give birth to a generation of quality people for the progress of a nation.

Mobilizing teachers are not limited to carrying out their duties as teachers in preparing learning plans, delivering material to students but must have the will and ability to lead, innovate and make changes (Sirait, et al. in

Sibagariang, et al. 2021). Teachers driving independent learning must be able to teach and manage learning effectively using existing technology, be able to speak English to improve the quality of education and must reflect and improve learning continuously (Pendi in Sibagariang, et al. 2021). As a driving teacher, you must have the ability to create innovatively and energetically serve students and be able to build good relationships between teachers and schools with the wider community to become learners and agents of change. According to Basri (2012), teachers have a role in creating a series of interrelated behaviors that are carried out in certain situations and are related to the progress of behavior change. As a profession, teachers educate (transmit and develop life values), teach (transmit and develop science and technology) and train (develop skills) to students.

According to Hamalik (2002) the teacher's role includes:

1) Teachers as educators and instructors

This role can be carried out if the teacher meets the requirements of personality and mastery of knowledge. Teachers will be able to teach if they have emotional stability, have a great sense of responsibility for advancing their students, are realistic, honest, and are open and sensitive to developments, especially educational innovations. In this role, teachers are required to master broad knowledge, master the learning materials and knowledge that are appropriate to the subject/field of study being taught. Teachers have a number of skills including: skills in preparing learning materials, compiling lesson units, conveying knowledge to students, stimulating students' enthusiasm for learning, selecting and using educational teaching aids, assessing learning outcomes, using good and correct language, and managing classroom discipline. and various other skills.

2) Teachers as members of society.

In carrying out this role, a number of requirements must be met by teachers, namely: personality requirements and mastery of certain knowledge, being open, not acting authoritarian, not being arrogant, being friendly towards anyone, being helpful, sympathetic and empathetic towards leaders/colleagues and teachers. learners. Teachers are required to master social psychology in human relations in the context of group dynamics. As members of society, teachers must have skills in developing groups, skills in working together in

groups, and skills in completing tasks together in groups.

3) Teacher as leader

The requirements for this role are a healthy physical condition, self-confidence, great work ability and enthusiasm, likes and can make decisions quickly, be objective and able to control emotions and act fairly. Skill requirements: working with a team, communicating, acting as an advisor and parent for students, holding meetings, discussions and making appropriate, fast, rational and practical decisions.

Next, Moh. Eser Usman (2013), said that the role of teachers in education includes:

1. The teacher as a demonstrator, that is, the teacher acts as a demonstrator of the lesson material and continually develops it.
2. The teacher as a class manager, whose role is to manage, organize and supervise teaching and learning activities both inside and outside the classroom.
3. Teachers as mediators and facilitators, that is, they act as communication mediation tools to make the teaching and learning process more effective.
4. The teacher as an evaluator, that is, acts as an assessor of the success of achieving goals, students' mastery of subjects, as well as the consistency and effectiveness of teaching methods.

The driving teacher program is one of the important programs in the Ministry of Education and Culture. Minister of Education and Culture Nadiem Anwar Makrim (2020) stated that the role of driving teachers to transform school culture to student-focused learning will be irreplaceable. No matter how good the educational technology is, no matter how good the existing curriculum and educational infrastructure, nothing can replace the role of the driving teacher to transform school culture to one that focuses on student learning. (According to Sibagairiang, 2021) The role of driving teachers in the independent learning program is to encourage increased student academic achievement, teach creatively, actively develop themselves,

encourage holistic student growth and development, become a coach (coach/mentor) for other teachers for centered learning to students and become role models as agents of transformation for the education ecosystem.

Conclusion

The research results show that there are 6 roles of driving teachers in the independent learning program, namely:

- a. Driving teachers within the scope of the learning community act as trainers for other fellow teachers and provide changes to the quality of learning and teaching as ideal educators who are able to develop themselves independently. According to Langeveld in Mahmud (2012) explains that teachers are speakers of the times. The foundation of the teaching profession should be a vision of the future. Sharpness of vision encourages teachers to be able to develop their vision. To realize this mission, teachers must learn continuously to become professional teachers. Professional teachers have qualifications including having expertise in the field being taught, having a high sense of responsibility, and having a sense of equality and a code of ethics and viewing their duties as a life career.
- b. The driving teacher's role is to train student-centered learning. Every teacher who follows the direction of the driving teacher is required to be able to design and manage interesting learning and be able to motivate students. According to Robson in Sibagariang (2021), active learning provides the widest possible opportunities to develop interactions between teachers and students, between students themselves, as well as between students and materials or topics in an academic discipline. The teacher's concept of who the people he teaches (students) really determines the patterns of learning

- activities he plans and manages (Dave in Sibagariang 2021).
- c. Driving teachers as agents of change in terms of improving the overall quality of student leadership in schools.
 - d. The driving teacher's role is to create a learning space as a medium for discussion and collaboration with other fellow teachers both within the school and for development outside the school.
 - e. The driving teacher acts as a guide in the learning process who creates a comfortable and enjoyable atmosphere in learning.
 - f. The ability to develop oneself, that is, teachers who encourage themselves to upgrade themselves in keeping up with advances in technology and the latest knowledge.
 - g. As a motivator in the school environment for fellow teachers as a driver that teachers must always learn and make positive changes together and give birth to a generation of quality people for the progress of a nation.

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