

FREE LEARNING MOVEMENT TEACHER PROGRAM: TEACHERS' EFFORTS TO RECONSTRUCT THE QUALITY OF EDUCATION IN SCHOOLS

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Abstract :

Education is currently the main priority in developing a country; a country that is sympathetic to the quality of its education will undoubtedly make academics the leading choice. The quality of education in Indonesia is to improve the main component, namely the educator or teacher. One of the benchmarks in the academic world is the quality of teachers in Indonesia. Therefore, the government in this case, the Ministry of Education and Culture, Research and Technology, expands the teacher training program as a response or response to the academic situation of the Indonesian people. The driving teacher is a teacher who prioritizes students and the process for students if when making decisions, there is no need to be asked or ordered to do the best. The driving teacher is a millennial teacher, not a colonial teacher because technology can change everything that includes the community's need for education. The method used by researcher uses a qualitative approach with the type of phenomenology. All data was obtained during the process of field activities. Interviews and observations are the techniques used in this study. From the results of research on driving teachers at Nurul Jadid Vocational School and from various sources at the Nurul Jadid foundation, very significant results were obtained. That is in the form of managing learning in the classroom, arranging agreements and commitments in terms of learning, and how implementing teachers who move on to independent learning at SMK Nurul Jadid.

Keywords : *Implementation of Motivating Teachers, Independent Curriculum, Educational Reconstruction*

Abstrak :

Pendidikan saat ini merupakan prioritas utama dalam menumbuh kembangkan sebuah negara, negara yang simpatik akan mutu pendidikannya tentu akan menetapkan akademis menjadi pilihan yang utama. Kualitas pendidikan di Indonesia adalah dengan memperbaiki komponen utama yaitu seorang pendidik atau guru. Salah satunya yang menjadi patokan pada dunia akademis yaitu bagaimana mutu pengajar di Indonesia. Oleh karena itu, pemerintah dalam hal ini Kementerian Pendidikan dan Kebudayaan, Ristek, memperluas program pelatihan pengajar sebagai respon atau respon terhadap situasi akademik masyarakat Indonesia. Guru penggerak merupakan guru yang memprioritaskan siswa/i dan proses buat siswa, apabila ketika mengambil keputusan tidak perlu diminta, diperintah untuk melaksanakan yang paling baik. Guru penggerak adalah pengajar milenial bukan kolonial, karena teknologi bisa merubah seluruhnya yang mencakup kebutuhan masyarakat akan pendidikan. Metode yang dipakai peneliti menggunakan pendekatan Qualitative approach dengan jenis fenomenologi. Seluruh data yang didapatkan semasa proses aktivitas lapangan berlangsung. Wawancara dan observasi adalah teknik yang dipakai pada penelitian ini.

Dari hasil penelitian pada guru penggerak di SMK Nurul Jadid dan dari berbagai sumber di yayasan Nurul Jadid mendapatkan hasil yang sangat signifikan. Yaitu berupa pengelolaan pembelajaran di dalam kelas, mengatur kesepakatan serta komitmen pada hal pembelajaran, dan bagaimana cara mengimplementasikan guru penggerak pada merdeka belajar di SMK Nurul Jadid.

Kata Kunci: *Implementasi Guru Penggerak, Kurikulum Merdeka, Rekonstruksi Pendidikan*

INTRODUCTION

The Education is currently a top priority in the country's development, the country which cares about academic quality will definitely make education to the top choice. This making some people feel because through schools there can be exchanges in various sectors including economic, social and cultural (Faiz et al., 2022). In addition, education also plays an important role for a country in demonstrating its existence as a country which has a potential and is able to compete with other developed countries in the world. Academic progress in a country is inseparable from the role of an educator who is able to produce products in accordance with existing expectations (Rahmah, 2018). The quality of education in Indonesia is a reflection and uniform characteristic of academic services both of internally and externally which shows their ability to facilitate the expected needs (Irham et al., 2019).

Furthermore, speaking of academia in Indonesia, it would be incomplete if it did not involve a name known as the Father of National Education, namely Ki Hajar Dewantara. He was someone who understands the importance of academics for the Indonesian nation to become an independent nation (National, 2021). As a person who played a role in a major event that was important in managing the domestic academic cycle, teachers had to understand that every child was unique and had different dreams, intelligence, abilities, and talents (Fauzi et al., 2022).

In connection with this, efforts to reconstruct academic quality in Indonesia are by tidying up the main component, namely an educator or teacher. One of the benchmarks in the academic world is the quality of teachers in Indonesia. Moreover, in the past two years, Covid-19 has taken up students' study time to develop learning insights (Faiz et al., 2022). According to the results of a 2012 World Bank study showing the results that the design of teacher certification aimed at developing the quality of education, clearly doesn't have an important influence on the development of academic intelligence. Teacher certification has more influence on the composition of teacher welfare, but has no effect on the development of teacher competence. The certification program has a significant impact on increasing the desire of high school graduates to continue their academic studies at Teaching Personnel Education Institutions (TPEI) (Made Satyawati et al., 2020). Therefore, the government, in this case the Ministry of Education and Culture-Ristek, is improving the design of driving instructors as an illustration of the response or responses to the academic conditions that are currently being experienced by the Indonesian nation (Faiz et al., 2022). (Ainia, 2020). Freedom of learning is an idea or thought that frees teachers and students in the definition of a learning system (Ainia, 2020).

Driving teachers are prioritize students and learning for students, so that in taking action without being asked, they are told to do their best (Wijaya et al., 2020). Motivator teachers are millennial teachers, not colonial ones, because technology can change everything that includes society's academic needs. To create driving instructors, instructors must be able to get out of every problem they will face. As one of the structures developed by the government with various possibilities, President Jokowi has repeatedly mentioned the term "outside the box", thinking outside the box (Nagri et al., 2020). Motivating teachers need to provide creative, interactive and innovative learning to achieve effective and efficient learning goals (Kiriana et al., 2022). The movement of the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia Nadiem Makarim regarding independent learning which was informed on National Teacher's Day in November 2019 shocked many groups or parties. Freedom of learning according to the Minister of Education and Culture is the independence of academic units (schools, teachers and students) in renewal, creation or learning independently and creatively (Wijaya et al., 2020).

According to Syahril (2020) who said that teachers represent a change in a more advanced direction by changing student-centered scholarships and creating a higher ecosystem and model (Faiz and Farida, 2022). According to the Minister of Education and Culture, the training at the Merdeka launch explained that driving instructors are programs that identify and train future leaders for change. In this case, the program can serve as a creative platform for teachers in transforming the education and culture system in schools so that they become superior and innovative (Satriawan et al., 2021). In addition, according to (Kemendikbud 2019) Nadiem (2020) driving teachers are teachers who don't just encourage improving student achievement in class and developing their own competencies (Satriawan et al., 2021). It means that in this case a part from being a teacher, a teacher is also required to be a driving force for students to develop superior achievements and competencies to be able to compete well. Iwan Syahril (2020) argued that driving instructors would act to stimulate Indonesian academics by creating student-centered learning and encouraging a superior academic ecosystem through mindset modification (Satriawan et al., 2021)

Therefore, the purpose of this research was to find out more deeply and provide an analysis and description of how to implement teacher education as a driving force for independent learning as a form of effort to improve the quality of education in a better direction. Nurul Jadid Vocational School, located in Karanganyar, Paiton District, is a Vocational High School located at the Nurul Jadid Paiton Islamic Boarding School, Probolinggo. This school is one of the schools where the majority of students use their daily language, namely Madurese. Madura language is indeed a language that is widely used by the people of Probolinggo. So it's not surprising that students in this area also use the Madurese language as their daily language, while Indonesian is only limited to the language studied at school or the official language used when speaking in formal forums. All Nurul Jadid Vocational School students have good character habits, such as when the Morning Apple reads Asmaul Husna before entering class. At Nurul Jadid Vocational School, it is the only school that has

implemented driving teachers. This driving teacher guides to liberate students while the teacher only guides. For example: rules are replaced by agreements (commitments), when a student is late for class, the student must agree with the agreement that has been made by teacher before, for example standing while learning beginning.

As research by Sugiyarta SL (Sugiyarta SL et al., 2020) states that the Minister of Education and Culture expressed the idea of a teacher's Mover and Independent Learning. Semarang State University (UNES) holds the idea that in the future students are prospective teachers and must be able to become driving instructors who are able to create student learning independence. Other research was also conducted by Rizqi Amelia Putri that driving teachers who are able to innovate so that they can provide inspiration for students and also the community. To have freedom in renewal, freedom in self-study and have creativity. So far, academics in Indonesia are seen as limiting the movement of reform and innovation by students and teachers with various problems. one of which is the emphasis on independent learning, namely the abolition of the National Examination (UN).

RESEARCH METHOD

The method which used by researchers is a qualitative approach with a type of phenomenology. Phenomenology is a unit of qualitative methodology, but includes historical value in its development. in research, namely research methods that explain, analyse, and describe things from a certain position from all the information obtained during the field activity process. The technique used in this research is and interview

This study describes how to implement the driving teacher for the success of independent learning in the driving school. In addition, reviewing how this driving teacher can run efficiently when carried out. As well as whether there are any problems or obstacles experienced during the implementation of the driving force teacher on independent learning takes place. As well as how students develop during learning after the Covid-19 pandemic

The location of this research was at the Nurul Jadid Vocational High School (SMK), Probolinggo Regency. The parts that are the main subject of this study are using observation techniques which include locations, actors and activities. The purpose of this study is that teachers and principals are achieved through face-to-face meetings and interviews.

FINDINGS AND DISCUSSION

The results of research on mobilizing teachers at Nurul Jadid Vocational School and from various sources at the Nurul Jadid foundation obtained very significant results. Namely in the form of managing learning in the classroom, arranging agreements and commitments in terms of learning, and how to implement teacher mobilization for independent learning at Nurul Jadid Vocational School

The freedom to research according to the Minister of Education and Culture departs from the preference that educational outcomes produce a higher range and do not produce students who are the most proficient at memorizing,

but also have wise analytical skills, questioning techniques and complete analysis as a way to develop themselves (Birawa Daily, 2020). Merdeka Learning's version of the Minister of Education and Culture can be interpreted as the application of the curriculum in the learning process which must be interesting to combined with the development of the teacher's innovative thinking. This can create a positive attitude of students when receiving learning (Saleh, n.d.) A Teacher which motivating who can able to innovate to share inspiration not only with students but also with the wider community (Faiz and Farida, 2022). The purpose of the existence of independent learning and driving instructors is to improve academic quality so that they can survive in the era of the industrial revolution 4.0 and global competition (Wijaya et al., 2020). The advantage of independent learning for students is that they can "educate themselves" or "long life education". Learners must increase the degree and dignity of human beings; the concept that humans are "rational" "animals" who try to increase their degree and self-esteem through a process of perfecting their reasoning through knowledge. (Learning et al., 2020)

Motivator teachers are teaching who can give innovate so that they are able to share inspiration not only for students but also for the wider community. By their nature, which shape their potential, skills and abilities, driving instructors can become pioneers for other instructors, so that in the midst of 21st century learning or learning, they may have the desire to increase their educational knowledge (Faiz and Farida, 2022). Through the driving teacher program, teachers are used as reform agents who have an important role in modifying school culture to become more capable and innovative (Satriawan et al., 2021).

The important benefits of teacher mobilization programs are developing strengths in collaborative workshops, increasing power as pioneers in student-centred teaching, independent and nurturing learning skills, organized and engaging groups, skills of teaching together with other well-chosen teachers, in directing instructor design, experience in receiving clarification or instruction with a practical instructor (assistant) driving academic instructor, seeking new training groups, obtaining a 306 JP education certificate and driving instructor charter.

The aim of the driving teacher is to move the academic ecosystem by giving birth to many collaborations. Motivating the leadership level of students to become more active and courageous individuals than before. Build interesting learning patterns can be support implemented learning outcomes for students. Motivator teachers are expected to be able to produce individuals with goals, to advance students with images and learning independently and in groups, to move the academic ecosystem by opening many collaborations, to encourage the level of student leadership so that they become more active and confident individuals, to create learning formats interesting, supports learning outcomes that are implemented to students.

Motivator teachers, namely academic programs from the government to advance teaching skills. In addition, it is hoped that the existence of a driving teaching method can activate the study group. The principle of this method is the

same as the independent curriculum which uses a more adaptive method. The advantage that supports the role of a driving teacher is being able to creatively improve subject matter so that they can convey very deep knowledge and insights

Implementation is a series of actions or concrete actions of a policy or program made by the authorities and carried out by an individual or various groups, both government and private (Plb, 2018). The implementation of independent learning has meaning and has a positive impact on teachers and students (3, 2022). The implementation according to Hamdani (2017: 15) is the implementation of a program or decision that has been well planned (Plb, 2018). In its application, of course it is felt that it is important to prove the extent to which the implementation activity is running (Denny et al., 2022).

The driving teacher's goal is management in the form of students in the class (freeing students). The task of the driving teacher is to guide and manage the school. The goal is to make classroom management practitioners and students determine the sanctions. The current condition of the driving teacher at Nurul Jadid Vocational School is for the driving teacher as a motivation for friends to follow and learn related to material or modules about what the driving teacher learns, especially in learning. The way to apply the driving teacher at Nurul Jadid Vocational School is by providing socialization to all the teacher boards regarding the function of the driving teacher in student-centred learning

The benefits of a driving teacher for students at Nurul Jadid Vocational School are: students can learn in according to their needs, students gain knowledge and learn while playing, receive treatment in accordance with the KHD philosophy of independent learning and happiness

The blessings of equestrian instructors for the faculties at Nurul Jadid Vocational School are: mobilizing efforts to find fellow teachers in the faculties and their areas, becoming wise instructors for different coaching friends related to increasing recognition in the faculties, encouraging the improvement of undergraduate management in the faculties, starting a discussion forum for changing good minds and a discussion forum for collaboration between educators and implementers who wish outside and within the faculty to broaden the first class in knowing, offer broad insights to faculty to advance, and become acquainted with leaders who inspire health education devices at the faculty

Benefits of a Driving Instructor for Instructors at Nurul Jadid Vocational School: Improve skills in collaborative workshops, develop skills as a learner-centred learning leader, independent learning experiences and a built, encouraging and structured community, shared learning experiences with other instructors. complete education, get a new study group, get a 306 JP education certificate and a motivational teacher charter, get data package assistance

Those involved in the driving teaching program are the driving teachers themselves, students, school leaders, teachers and school members including committees and Islamic boarding schools. The development of students during learning after the Covid-19 pandemic in the driving teacher system in independent learning is basically student-centred learning (student-centred learning) which has been developed by KHD since 1922 at the Taman Student

college. In this case, students play an important role with teacher guidance. Interests, styles of student learning readiness are placed as a priority so that interesting learning is formed (joyful learning). The development of morals (character) must be in accordance with the development of the nation's customs as a group towards world cultural unity (convergence) and still have personality traits in a worldwide humanitarian environment (concentric) so that student development after the Covid-19 pandemic does not change because with independence learning under any circumstances can still be reached or can be carried out in accordance with the applicable rules. The quality of education at Nurul Jadid Vocational School, which can be said to be very good in accordance with the application of the applicable curriculum, can be seen from the learning process which is divided into 30% theory and 70% practice. just theory. And the current condition of Nurul Jadid Vocational School is better with the presence of driving teachers, especially in the learning process. The results of this study stated that the learning sequence at Nurul Jadid Vocational School which was carried out by the driving teacher went well, especially in the learning process.

CONCLUSION

Based on the results of this research, it can be concluded that the presence of mobilizing teachers at Nurul Jadid Vocational School is effective in reconstructing the quality of education, with teacher mobilization programs starting from the new curriculum, the education centre is not only centred on the teacher, but students are given flexibility in learning in class.

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