

The Role of *Guru Penggerak* of Islamic Education in the Implementation of *Merdeka Belajar* in Elementary Schools

Faidatus Salamah¹, Casroni², Zahrul Kirom³, M. Misbahul Munir

^{1,2,3,4}UIN K.H. Abdurrahman Wahid Pekalongan

¹faidatussalamah92@gmail.com ²casroni.roni2@gmail.com

³zahrulkirom@gmail.com ⁴muhammadmisbahulmunir130698@gmail.com

Abstract

This research discusses the role of Guru Penggerak Islamic education in implementing a merdeka belajar curriculum at the elementary school level. This research was conducted at SD Plus Al Burhan Kec. Buaran Kab. Pekalongan which is one of the Sekolah Penggerak in Pekalongan Regency. This research uses qualitative research methods with data sources from observations and interviews. Data analysis using interactive models starts from data collection, data reduction, data presentation and conclusions. The results of this study show that in the implementation of Merdeka Belajar, guru penggerak have an important role in determining effective learning methods and in accordance with the Merdeka Belajar curriculum. Guru Penggerak and the curriculum development team compile a plan with the learning module and evaluate the learning outcomes with the module. Through this module, it is able to create students to learning and have high analytical and reasoning skills in solving problems faced in life.

Keyword: *Guru Penggerak, Merdeka Belajar, Islamic Education*

A. Introduction

Education is one of the important factors in determining the quality of human resources and the progress of a nation. The educational process is able to give birth to creative, innovative ideas in the dynamics of the times. Curriculum development is an instrument to improve the quality of education. The correct education policy will be seen through the implementation of the applied curriculum because "the curriculum is the heart of education" which determines the continuation of education (Restu Rahayu, Rita Rosita, Yuyu Sri Rahayuningsih, Herry Hernawan 2021). According to Law No.20 of 2003 "curriculum is a set of learning plans related to the objectives, content, teaching materials and methods used and used as guidelines in the implementation of learning activities to achieve a national education goal" (Ministry of National Education 2003).

Merdeka Belajar is a policy designed by the government to make a big leap in the aspect of quality education in order to produce students and graduates who excel in facing complex future challenges (Daga 2021). Freedom of learning has the meaning of freedom of thought aimed at students and teachers, thus encouraging the formation of a free spirit character because students and teachers can explore knowledge from their environment, which so far students and teachers have learned based on material from books or modules. This freedom of learning,

if applied in the education system in Indonesia, can form students with character because they are accustomed to learning and developing their knowledge based on what is in their environment. This freedom of learning will encourage the formation of an attitude of concern for their environment because students learn directly in the field, thus encouraging themselves to become more confident, skilled, and adaptable to the community environment. These attitudes are important to develop because to become a person who is beneficial to their environment requires an attitude of concern, skill and adaptive wherever they are (Ainia 2020).

Teachers who have professional competence are those who master the material well, develop it, use technology as a learning support medium and provide opportunities for students to find out knowledge from various sources so that it reflects independent learning to students (Pendi 2020). The driving teacher in independent learning is someone who is able to direct students in developing themselves thoroughly, who have critical thinking, and creative inventiveness. In independent learning learning, mobilizing teachers must be able to carry out a student-centered learning process, so that pancasila student profile education can be realized properly as expected (Sibagariang et al. 2021).

This research is a qualitative research with a case study approach. The research was conducted at SD Plus Al Burhan, Buaran District, Pekalongan Regency. The subjects in the study were educators in schools. Data collection was carried out by observation, in-depth interviews with teachers and principals, and documentation. Furthermore, the data were analyzed using the data analysis method by Cresswell. This data analysis includes data collection, data reduction, data coding, data categorization, and presentation and conclusion drawing (J. W. CRESWELL 2016). The validity of the data was tested using triangulation, using reference materials, and member examinations.

The problem in this study is how the role of teachers driving Islamic religious education in implementing independent learning in elementary schools and what are the supporting and inhibiting factors in the implementation of independent learning at SD Plus Al Burhan. The purpose of this study is to describe the role of teachers driving Islamic religious education in the implementation of independent learning at SD Plus Al Burhan and describe the supporting and inhibiting factors in the implementation of independent learning at SD Plus Al Burhan. The benefit of this research is to help teachers understand the basic concepts of independent learning and their role in implementing independent learning in learning Islamic Religious Education. With this research, it is hoped that teachers will have an understanding in designing learning as well as in the implementation and assessment of learning.

B. Discussion

The teacher program driving Islamic Religious Education at SD Plus Al Burhan has been implemented since the 2021/2022 academic year. The driving school program is an effort to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent and personal through the creation of Pancasila students. The driving school program focuses on

developing holistic student learning outcomes that include competence and character, which begins with superior human resources (principals and teachers). The objectives of the Driving School Program are to increase competence and character in accordance with the profile of Pancasila students, ensure equitable distribution of education quality through capacity building programs for principals who are able to lead education units in achieving quality learning, build a stronger education ecosystem that focuses on improving quality, and create a collaborative climate for stakeholders in the field of education both within the school scope, local and central governments (Syafi'i 2021).

The development of an educational institution is very important, in accordance with the demands thus the facilities and infrastructure supporting the learning process must be able to meet and demand the construction of new schools in remote areas and increase the capacity of schools. In fact, there needs to be equity and empowerment of volunteers/volunteers, construction of infrastructure and construction of telecommunications/internet network services for disadvantaged or remote areas, so that the creativity, intelligence, and quality of students will be honed. Don't be too burdened with schoolwork. Merdeka Belajar is one of the initiative programs of Minister of Education and Culture Nadiem Makarim. Nadiem wants to create a happy learning atmosphere (Wicaksono 2020).

The background of learning launched by the Merdeka Belajar program is the number of complaints from parents in the national education system that has been in effect so far including the minimum completion score that must be achieved by students which varies in each subject. Independent Learning is a policy program launched by the Minister of Education and Culture of the Republic of Indonesia to restore the national education system to the essence of the law by giving freedom to schools, teachers and students to be free to innovate, free to learn independently and creatively, where this freedom of innovation must start from teachers as drivers of national education (Sherly, Dharma, and Sihombing 2020).

With the existence of independent learning, student involvement in learning will increase. Education in independent learning supports the realization of intelligence through various improvements and equalization of the quality of education, expansion of access, and relevance in the application of technology so as to be able to realize world-class education based on collaboration, communication, critical thinking, and creative skills (Aan, Saidatul, and Kholida 2021).

1. The Role of Teachers Driving Islamic Religious Education in the Implementation of Independent Learning at SD Plus Al Burhan

In the face of the independent learning curriculum and the driving school program, the Head of SD Plus Al Burhan instructed class teachers and teachers of Islamic Religious Education subjects to take part in the mobilizing teacher training initiated by LP Ma'arif NU, Pekalongan Regency. The training aims to improve the competence of educators as student-centered learning leaders, in addition to that driving teachers become role models and agents of change for the educational ecosystem and as learning leaders who apply independent learning and

drive the school ecosystem to realize student-centered education. After attending mobilizing teacher training for approximately 1 year, in the 2022/2023 academic year, SD Plus Al Burhan began to implement the Independent Learning Curriculum policy. In the 2022/2023 academic year, the classes that began to implement Merdeka Belajar were grades 1 and 4. The independent learning curriculum is applied to all subjects, including Islamic Religious Education subjects.

In its implementation, teachers driving Islamic religious education play a role in training fellow teachers in developing student-centered learning. Teachers who are driven by mobilizing teachers must be able to design and manage their learning as attractive as possible so that students are motivated to learn and create according to their talents and abilities. The motivation that exists in students enables themselves to improve their academic performance independently (Sibagariang et al. 2021).

Schools that focus on students with an emphasis on student character in the learning system are able to give rise to a way of thinking independent of learning that presents a very deep meaning. The Minister of Education and Culture of the Republic of Indonesia stated that the one who led the adjustment of schools for independent learning was each individual educator. The driving teacher has an extraordinary ability in independent learning, especially being an educator who is expected to have the ability to supervise learning using the available innovations by constantly reflecting, as well as endless improvement so that students are also encouraged to further develop their scientific achievements independently (Sijabat et al. 2022).

The independent learning curriculum has four principles that are transformed into new policy directions, namely; 1) USBN has been changed to an assessment exam, 2) UN is changed to minimum competency assessment and character survey, minimum competency assessment to assess literacy, numeracy, and character. 4) RPP, things that need to be considered are the 3 core components in making rpp, namely learning objectives, learning activities, and assessment. RPP is now famous for teaching modules (Maulinda 2022).

In the implementation of learning, teachers driving Islamic religious education also participate in the provision of learning tools. The learning tools in question include textbooks, supporting teaching materials, for example the design and scheme of learning objectives, school curriculum, teaching modules and projects to strengthen the Pancasila Student Profile. In addition, driving teachers also carry out various activities including potential development for teachers and principals through *micro learning*. The availability of various learning resources for teachers in the form of electronic books, podcasts, and the like that can be accessed online and can be channeled through storage devices. Teachers can also form learning communities to provide mutual help and practical support in curriculum adoption (Observation 2022).

In essence, teachers driving Islamic religious education are expected to play an important role in building a positive vision and culture in schools. Driving teachers will play a role in advancing Indonesian education by creating student-centered learning and driving a better educational ecosystem through a change in

learning *mindset*. All of this can be done from a strong sincerity and enthusiasm to continue learning and sharing among prospective teachers and this is the key to continuing to undergo the educational process and transforming education.

2. *Supporting Factors and Obstacles to the Role of Teachers driving Islamic Religious Education Implementation of Independent Learning*

Based on the findings in this study, the supporting factors and obstacles to the role of teachers driving Islamic education in implementing independent learning at SD Plus Al Burhan, Buaran District, Pekalongan Regency are as follows:

a. Support from Principals and non-Mobilizing Teachers

The support from the principal is one of the important factors in the role of teachers driving Islamic religious education in implementing independent learning at SD Plus Al Burhan. This is because the principal is the decision maker and policy of the school. School principals are also required to make new innovations to face the independent learning curriculum. Even the principal is the driving force for all components of the school to move simultaneously in realizing the vision and mission of the school. Quality human resources strongly support the improvement of the quality of education in schools so that the principal has an important role in urging teachers in his school to be actively involved in every self-development activity that focuses on learning skills in supporting the implementation of independent learning in the classroom.

Apart from the principal, another supporting factor is the support of teachers who are not included in the mobilizing teachers. Based on the results of this study, non-driving teachers support the performance of mobilizing teachers in carrying out independent learning at SD Plus Al Burhan. In encouraging collaboration between teachers and the success of a program, you cannot work alone because this also has an important effect on the success of the program to be implemented.

The results of this study are supported by theoretical studies that teachers must be able to accept new things in every change that exists by guiding and directing students to be ready to face different life characteristics, especially in facing the industrial era 4.0. To improve the quality of students, of course, one of the most needed is the quality of teachers as teaching staff and educators. The task of the teacher is not limited to teaching material to students but must set an example for others as leaders in education in the future (Sibagariang et al. 2021). In implementing independent learning, there needs to be support from non-mobilizing teachers because non-mobilizing teachers are supporters in realizing the mobilizing teacher program.

b. School Facilities and Infrastructure

Based on the results of research conducted, it shows that facilities and infrastructure are important in supporting teachers who drive Islamic religious education in carrying out their programs in schools. This means that adequate facilities and infrastructure are also able to encourage the implementation of policies optimally. Supporting facilities and infrastructure can support the realization of professional performance, because facilities are tools in providing

information or as a supporting tool in adding insight. If the means have been fulfilled, the automaticity of a teacher's insight in teaching will be wider. The lack of facilities and infrastructure is also a hindrance factor for a teacher in realizing his professional performance influenced by inadequate facilities and infrastructure. A teacher will not get new information as teaching material if the facilities and infrastructure are not supportive.

The facilities and infrastructure at SD Plus Al Burhan are included in the category that is not supportive in carrying out the implementation of independent learning such as the absence of learning props to support the implementation of learning with an independent learning curriculum. This is of course a factor inhibiting teachers driving Islamic religious education to realize and practice independent learning. This is supported by theoretical studies that adequate facilities and infrastructure are needed. These adequate facilities and infrastructure must meet the minimum requirements set forth in the standards of facilities and infrastructure (Ministry of Education and Culture 2007).

C. Conclusion

Teachers driving Islamic religious education have a role to train and assist non-mobilizing teachers in implementing independent learning through textbooks, supporting teaching materials, for example the design and scheme of learning objectives, school curriculum, teaching modules. In addition, adequate facilities and infrastructure can be a support in the implementation of independent learning in schools so that the program can be carried out optimally. Therefore, special attention needs from schools in providing facilities and infrastructure to support the role of teachers driving Islamic religious education in the implementation of independent learning in the school.

REFERENCES

- Aan, Widiyono, Irfana Saidatul, and Firdaus Kholida. 2021. "Implementasi Merdeka Belajar Melalui Kampus Mengajar Perintis Di Sekolah Dasar." *METODIK DIDAKTIK Jurnal Pendidikan Ke-SD-An* 16 (2): 102–7.
- Ainia, Dela Khoirul. 2020. "Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter." *Jurnal Filsafat Indonesia* 3 (3): 95–101.
- Daga, Agustinus Tanggu. 2021. "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar." *Jurnal Educatio FKIP UNMA* 7 (3): 1075–90. <https://doi.org/10.31949/educatio.v7i3.1279>.
- Depdiknas. 2003. "Undang-Undang No. 20 Tahun 2003" 18 (1): 22–27.
- Faiz, Aiman, and Faridah Faridah. 2022. "Program Guru Penggerak Sebagai Sumber Belajar." *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran* 14 (1): 82–88. <https://doi.org/10.35457/konstruk.v14i1.1876>.
- Firdaus, M.F., Mahmudah, U. and Khobir, A., 2022, November. Teacher's Strategy In Cooperation With Student's Parents To Maximize Online Learning During The Covid-19 Pandemic. In *INTERNATIONAL CONFERENCE ON ISLAM, LAW, AND SOCIETY (INCOILS) 2021* (Vol. 1, No. 2).

- Ismiati, N., Mustakim, Z., Zuhri, S. and Mahmudah, U., 2021. PENGARUH KEPEMIMPINAN GURU DAN KETERAMPILAN MENAJEMEN KELAS TERHADAP PERILAKU BELAJAR SISWA DI SDI ISLAM 01 YMI WONOPRINGGO. *IBTIDA-Jurnal Kajian Pendidikan Dasar*, 1(2), pp.60-72.
- J. W. CRESWELL. 2016. "Research Design (Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran)," 40–52.
- Kementerian Pendidikan dan Kebudayaan. 2007. "LAMPIRAN PERATURAN MENTERI PENDIDIKAN NASIONAL NOMOR 24 TAHUN 2007 TANGGAL 28 JUNI 2007" 7 (3): 213–21.
- Mahmudah, U., 2020. Metode statistika: Step by step. *Pekalongan: Penerbit NEM*.
- Maulinda, Utami. 2022. "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka." *Tarbawi* 5 (2): 130–38.
- Observasi. 2022. "Observasi Di SD Plus Al Burhan," 8164.
- Patilima, Sarlin. 2022. "Sekolah Penggerak Sebagai Upaya Peningkatan Kualitas Pendidikan." *Prosiding Seminar Nasional Pendidikan Dasar* 0 (0): 228–36. <http://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1069>.
- Pendi, Yulius Obeta. 2020. "Merdeka Belajar Yang Tercermin Dalam Kompetensi Profesional Guru Bahasa Inggris SMP Negeri 01 Sedayu." *Seminar Nasional Pendidikan*, no. 19: 291–99. <http://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7743>.
- Restu Rahayu, Rita Rosita, Yuyu Sri Rahayuningsih, Herry Hernawan, Prihatin. 2021. "Implementasi Kurikulum Merdeka Belajar Di Sekolah Penggerak." *Jurnal Basicedu* 5 (4): 2541–49. <https://doi.org/10.31004/basicedu.v5i4.1230>.
- Sherly, Edy Dharma, and Betty Humiras Sihombing. 2020. "MERDEKA BELAJAR: KAJIAN LITERATUR." *Merdeka Belajar: Kajian Literatur*, 184–87.
- Sibagariang, Dahlia, Hotmaulina Sihotang, Erni Murniarti,) Smk, and Pariwisata Paramitha. 2021. "Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia." *Jurnal Dinamika Pendidikan* 14 (2): 88–99. <http://ejournal.uki.ac.id/index.php/jdpDOI:https://doi.org/10.51212/jdp.v14i2.53>.
- Sijabat, Oslan Parulian, Maria Marta Manao, Asima Rohana Situmorang, Agusmanto Hutauruk, and Simon Panjaitan. 2022. "Mengatur Kualitas Guru Melalui Program Guru Penggerak." *Journal of Educational Learning and Innovation (ELIa)* 2 (1): 130–44. <https://doi.org/10.46229/elia.v2i1.404>.
- Syafi'i. 2021. "Merdeka Belajar: Sekolah Penggerak." *PROSIDING SEMINAR NASIONAL PENDIDIKAN DASAR "Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0,"* no. November: 46–47.
- Wicaksono, Iswan & Dirgantara. 2020. *Teacherpreneurship Dalam Merdeka Belajar*. Edited by Monalisa. 1st ed. Depok: Rajawali Printing. <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.