

Strengthening Implementation of Merdeka Belajar Policy Through the Role of Mover Teacher

Riska Yulianti^{1✉}, Nur'im Septi Lestari², Paulina Maria Ekasari Wahyuningrum³, Luluk Wahyu Nengsih⁴, Asep Rosadi⁵

(1) Tadris Matematika, IAIN Fattahul Muluk Papua

(2) Pendidikan Guru Madrasah Ibtidaiyah, IAIN Fattahul Muluk Papua

(3) Pendidikan Keagamaan Katolik, STIPAS Tahasak Danum Pabelum

(4) Pendidikan Guru Madrasah Ibtidaiyah, IAIN Fattahul Muluk Papua

(5) Tadris Matematika, IAIN Fattahul Muluk Papua

✉ Corresponding author
(yuliantiriska3031@gmail.com)

Abstrak

Tujuan penelitian ini adalah untuk mengetahui penguatan implementasi merdeka belajar melalui peran guru penggerak. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif. Adapun jenis penelitian ini adalah penelitian pustaka. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik analisis konten. Hasil penelitian yang diperoleh kemudian disajikan secara deskriptif sesuai dengan masalah dan tujuan penelitian. Adapun hasil penelitian ini menunjukkan, bahwa peran strategis guru penggerak, yaitu (1) sebagai penggerak disuatu sekolah berdasarkan pengalaman mengajar di sekolah, yang pada dasarnya menggerakkan semua komponen pendidikan untuk terlibat aktif dalam meningkatkan mutu pendidikan; (2) Guru penggerak dalam merdeka belajar diharapkan mampu mengarahkan dan membentuk peserta didik dalam mengembangkan kepribadiannya secara utuh dan menyeluruh; (3) Guru penggerak mengubah pola transformasi pendidikan dari pola yang terpusat menuju ke arah desentralisasi dengan guru penggerak sebagai agen dan sekolah sebagai pemimpin proses transformasi; (4) Guru penggerak merupakan pemimpin pembelajaran dalam merdeka belajar yang memiliki kemampuan dalam menggerakkan ekosistem pendidikan untuk mewujudkan pendidikan yang berpusat pada peserta didik.

Kata Kunci: Kebijakan; Merdeka Belajar; Guru Penggerak

Abstract

The purpose of this research was to find out the strengthening of the implementation of Merdeka Belajar policy through the role of the mover teacher. The research method used in this research was qualitative. The type of research was library research. The data analysis technique used in this research was content analysis technique. The research results obtained were then presented descriptively in accordance with the research problems and objectives. The results of this research showed that the strategic role of the mover teacher, namely (1) as a mover force in a school based on teaching experience in school, which basically moves all components of education to be actively involved in improving the quality of education; (2) The mover teacher in Merdeka Belajar is expected to be able to direct and shape students in developing their personality as a whole; (3) The mover teacher changes the pattern of educational transformation from a centralized pattern towards decentralization with the mover teacher as an agent and the school as the leader of the transformation process; (4) The mover teacher is a learning leader in Merdeka Belajar who has the ability to move the educational ecosystem to realize learner-centered education.

Keyword: *Policy; Merdeka Belajar; Mover Teacher*

INTRODUCTION

Indonesia's new Minister of Education and Culture, Nadiem Makarim, has since issued circular number 1 of 2020 on the Merdeka Belajar policy. The Merdeka Belajar policy is the Government's response to the needs of the education system in the era of the industrial revolution 4.0. On another occasion, Nadiem Makarin, as the Indonesian Minister of Education, emphasized that Merdeka Belajar must start from the freedom of thought of the teacher (Santika, Sujana, et al., 2022). This idea is very brilliant and is one of the most strategic and innovative steps and is the biggest challenge that must be answered by the world of education. Merdeka Belajar can be interpreted as the freedom of educational units (schools, teachers and students) to innovate, be independent and creative. Merdeka Belajar encourages the formation of an independent soul character where teachers and students can freely and pleasantly explore knowledge, attitudes and skills from the environment (Daga, 2021).

Merdeka Belajar is a policy designed by the government to make a big leap in the aspect of improving the quality of education in order to be able to produce superior or competent/competitive students and graduates in facing a variety of complex future challenges. The essence of Merdeka Belajar is freedom of thought for students and teachers (Santika, 2020). Broadly speaking, there are four Merdeka Belajar policies launched by the Ministry of Education and Culture, namely; the implementation of the National Based Examination (USBN) is replaced by an exam (assessment) organized by each school, replacing the UN (National Examination) as an indicator of graduation and student success to become a Minimum Competency assessment and Character Survey, teachers are given the freedom to develop lesson plan formats and regulations on new student admissions (PPDB) which were previously zoned to be more flexible to accommodate various regional conditions (Fahrian, 2021).

In supporting the Merdeka Belajar policy, the role of teachers cannot be separated. Given that the spearhead of implementing government policies in the field of education is the teacher. Teachers have a very strategic and fundamental role both in curriculum development and in its implementation. Likewise, teachers play a very important role in implementing the Merdeka Belajar policy (Buka et al., 2022). Teachers can contribute collaboratively and effectively working with school curriculum development to organize and structure materials, textbooks, and learning content (Santika, 2021b). Teacher involvement in the curriculum development process is important to align curriculum content with the needs of students in the classroom. So to realize the Merdeka Belajar program, the government recruited a mobilizing teacher program in moving teachers to carry out their duties as teachers in Merdeka Belajar (Surahman et al., 2022).

Therefore, it is not wrong if the driving teacher has an important role in supporting the implementation of Merdeka Belajar. In fact, the driving teacher through his role must be able to strengthen the implementation of Merdeka Belajar in the field. Previous research that has examined the role of the driving teacher in independent learning, such as that conducted by Riowati and Nono H. Yoenanto in 2022 entitled *Peran Guru Penggerak Pada Merdeka Belajar Untuk Memperbaiki Mutu Pendidikan Di Indonesia*. This research shows that education problems cannot be separated from the role of teachers as leaders. teacher's role as a leader. The teacher's ability as a leader in the concept of independent learning is that the teacher acts as a driving force for fellow teachers within the school and motivates students. In contrast to this research, this article intends to find a more comprehensive and integral role of the driving teacher, which can strengthen the implementation of independent learning. The purpose of this study is to find out what is the role of the driving teacher in strengthening the implementation of Merdeka Belajar. Therefore, the title raised in this article was strengthening the implementation of Merdeka Belajar policy through the role of the mover teacher.

RESEARCH METHODS

The research method used in this research was qualitative. The type of research was library research (Khatimah et al., 2022). Library research aims to collect data and information contained in the library to serve as the basis or basis for research activities. The data collection technique is to

search for library sources on the internet and in libraries in the form of books, journal articles, proceedings, and research reports as listed in the bibliography with relevance topic of research. Meanwhile, the data analysis technique used in this research was content analysis technique. As for the new data analysis, it was carried out during and after data collection (Santika, Kartika, et al., 2019). Data analysis techniques include formulating the objectives to be achieved, defining important concepts, specializing the units analyzed, searching for relevant data, building rational or conceptual relationships of the data collected to present the data. The research results obtained were then presented descriptively in accordance with the research problems and objectives.

RESULT AND DISCUSSION

The concept of Merdeka Belajar summarizes the role of teachers as a mover force in a school based on teaching experience in schools, which basically moves all components of education to be actively involved in improving the quality of education (Santika, Sujana, et al., 2019). Teachers in moving schools are also an important factor in the successful implementation of the Merdeka curriculum in mover schools. Teachers must be able to become tutors, facilitators, and inspirers for their students so that they can motivate students to become active, creative and innovative students. The concept of an Merdeka Belajar policy is that teachers as educators are able to create a comfortable learning atmosphere and are able to generate enthusiasm for learning so that students do not feel burdened by the material delivered by the teacher (Fahrian, 2021).

Conceptually and practically, Indonesia is a country that implements a pattern of education by placing the mobilizing teacher as the main actor in Merdeka Belajar (Kaph et al., 2023). The lead teacher changes the pattern of educational transformation from a centralized pattern towards a decentralized one with the lead teacher as the agent and the school as the leader of the transformation process. It is the role of the master teacher to bring a transformational vision and transmit that vision to all stakeholders. The results of this study are in accordance with research conducted by Satriawan, W., Santika, I. D., Naim, A., Tarbiyah, F., Raya, B., South, L., East, L., Bakoman, A., & Panggung, P. in 2021 entitled *Guru Penggerak Dan Transformasi Sekolah Dalam Kerangka Inkuiri Apresiatif*. It's just that the approach used by is appreciative inquiry to explore the potential and power of change from within the school through a dialogue process so as to minimize the occurrence of counterproductive resistance (Satriawan et al., 2021).

Given its centrality, the mover teacher in Merdeka Belajar is expected to be able to direct and shape students in developing their personality as a whole and as a whole (Santika & Sudiana, 2021). The mover teacher must also have the ability to always think critically with their creative and innovative power. In Merdeka Belajar, the learning process that is carried out must be student-centered, so that the Pancasila Student Profile on student character can be realized properly in accordance with expectations. (Santika, 2018).

The Ministry of Education and Culture's Guru Penggerak program aims to improve teachers' competencies in order to create student-centered learning leaders (Wijaya et al., 2020). As the mover teacher is a learning leader in Merdeka Belajar who has the ability to move the education ecosystem to realize learner-centered education. If we follow the Guru Penggerak program, then currently the government is actually forming learning leaders. This means that a learning leader can actually be formed. his statement is in accordance with research conducted by Sugiyarta SL, D. in 2021 entitled *Identifikasi Kemampuan Guru Sebagai Guru Penggerak di Karesidenan Semarang* (Sugiyarta SL, 2021).

In the context of leadership, the mobilizing teacher is a program to identify early future educational leaders. Lead teachers serve as agents who are expected to be future candidates for school principals, school supervisors and trainers in training programs (Santika, Suastra, et al., 2022). Lead teachers are prioritized and prepared to be the seeds of excellent school principals so that in the future there will be a generation of movers who are able to lead the process of school transformation towards a more comprehensive scale of improvement in the quality of education. Based on this context, the mobilizing teacher program can be said to be one of the initial initiatives

to realize Merdeka Belajar. The presence of mobilizing teachers in schools from the beginning was intended to change the school culture by involving the power of resources from within the school itself and not sourced from external forces outside the school (Santika, 2021a).

Basically, the mover teacher has a strategic role in strengthening the implementation of Merdeka Belajar, namely as the spearhead of transformation/change for the better. The mover teacher becomes an agent of change who can transform the educational ecosystem, and has other impacts on other teachers and educational institutions (Santika, Suastra, et al., 2022). As a mover teacher, he or she not only follows the existing curriculum, but is also able to create learning that is based on student activity (Santika, 2017). Of course, the learning created by the mover teacher in an effort to direct the formation of the Pancasila learner profile (Santika, 2021c), namely students who are faithful, pious, have noble morals, are more creative, able to work together, have a global spirit of diversity, think critically, and have independence.

As explained earlier, it is necessary to fully understand that the role of the mover teacher is not limited to being a teacher who only prepares plans, explains materials, but must have the intention and ability to lead, innovate and make changes (Wahyuni et al., 2022). The changes in question follow the times such as using learning media and are tailored to the interests of students. As a leader, the mover teacher in the concept of Merdeka Belajar is required to be able to teach and manage learning effectively using technology and skillfully using English to improve the quality of education and to reflect and improve thoroughly. The results of this study are in accordance with research conducted by Riowati and Yoenanto, N. H. in 2022 entitled *Peran Guru Penggerak Pada Merdeka Belajar Untuk Memperbaiki Mutu Pendidikan Di Indonesia*. Only the findings presented are limited to teachers who are stated to play a role as activators for fellow teachers in the school environment and motivate students. Whereas in this study it includes much more that was found. Not limited to student motivation (Riowati & Yoenanto, 2022).

The mover teacher is expected to be a catalyst for change in education in his/her area by: moving a learning community for fellow teachers in the school and in his/her area and becoming a teacher of practice for other fellow teachers regarding learning development in the school (Santika, Suarni, et al., 2022). As reiterated by the teacher is the moving force of the learning community for every co-teacher in the school and develops a student leadership program to create Pancasila students (Sijabat et al., 2022). Then encourage the improvement of student leadership in schools. (4) Opening space for positive discussions and collaboration between teachers and stakeholders inside and outside the school to improve the quality of learning. (5) Being a learning leader that promotes well-being (Wijaya et al., 2020). The role of the mover teacher in strengthening the implementation of Merdeka Belajar, namely.

1. Teachers become movers in the learning community for their co-teachers at school and in the region. Being a trainer for fellow teachers is the role of a mover teacher. It is hoped that the presence of a mover teacher can bring about a good change for the teachers who are moved, especially in the quality of teaching students and the independence of teachers in developing themselves independently.
2. The lead teacher plays a role in training fellow teachers in developing learner-centered learning. Teachers who are moved by the mover teacher must be able to design and manage their learning as interesting as possible so that students are motivated to learn and be creative according to their abilities. The motivation within learners enables them to improve their academic achievement independently.
3. Teachers are the agents of change when it comes to improving the quality of learner leadership in schools.
4. The mover teacher must be able to create a space as a forum for discussion and collaboration with fellow teachers and those who have interests or stakeholders both in the school education environment and outside the school with the aim of improving quality in learning.

5. The mover teacher must be a guide in the learning process that creates a comfortable and peaceful atmosphere in the learning ecosystem. With comfortable learning, students are encouraged to develop themselves into individuals who reason critically, creatively, have noble hearts and have an attitude of tolerance.
6. Active self-development. The mover teacher must always upgrade himself in keeping up with the times. Teachers must be able to improve and develop their competence as teachers independently.
7. Being a motivator. The teacher is a motivator in learning in spurring learning activities. The mover teacher must be a role model who is able to direct and change the behavior and character of students towards a better direction. Give birth to a quality generation of people who have scientific and spiritual depth as the spearhead for the progress of the nation (Sibagariang et al., 2021).

CONCLUSION

Based on the discussion above, it can be concluded that the strategic role of the mover teacher in strengthening the implementation of Merdeka Belajar is as a moving force in a school based on teaching experience at school, which basically moves all components of education to be actively involved in improving the quality of education; The mover teacher in Merdeka Belajar is expected to be able to direct and shape students in developing their personality as a whole; The mover teacher changes the pattern of educational transformation from a centralized pattern towards decentralization with the mover teacher as the agent and the school as the leader of the transformation process; The mover teacher is a learning leader in Merdeka Belajar who has the ability to move the educational ecosystem to realize learner-centered education.

REFERENCES

- Buka, V., Santika, I. G. N., Kartika, I. M., & Sujana, I. G. (2022). Implementasi Nilai-Nilai Pancasila dalam Budaya Mana ' o di Desa Manu Kuku Kabupaten Sumba Barat. *Jurnal Ilmiah Ilmu Sosial*, 8(1), 109–117. <https://doi.org/https://doi.org/10.23887/jiis.v8i1.40757>
- Fahrian, F. S. (2021). Merdeka belajar: sekolah penggerak. *Pascasarjana Universitas Negeri Gorontalo Proseding Seminar Nasional Pendidikan Dasar*, November, 46–47.
- Kapoh, R. J., Pattiasina, P. J., Rutumalessy, M., Wariunsora, M., Tabelessy, N., & Santika, I. G. N. (2023). Analyzing the Teacher ' s Central Role in Effort to Realize Quality Character Education. *Journal of Education Research*, 6(1), 452–459. <https://doi.org/10.37985/jer.v4i2.176>
- Khatimah, H., Kartika, I. M., & Santika, I. G. N. (2022). Pengaruh Implementasi Pendidikan Karakter Terhadap Sikap Sosial Pada Siswa. *Widya Accarya*, 13(2), 127–132. <https://doi.org/10.46650/wa.13.2.1266.127-132>
- Riowati, & Yoenanto, N. H. (2022). Peran Guru Penggerak Pada Merdeka Belajar Untuk Memperbaiki Mutu Pendidikan Di Indonesia. *JOEAI (JJournal of Education and Instruction)*, 5(1), 1–16. <https://doi.org/https://doi.org/10.31539/joeai.v5i1.3393>
- Santika, I. G. N. (2017). Kepala Sekolah Dalam Konsep Kepemimpinan Pendidikan: Suatu Kajian Teoritis. *Widya Accarya*, 7(1). <http://103.39.12.42/index.php/widyaaccarya/article/view/898>
- Santika, I. G. N. (2018). Strategi Meningkatkan Kualitas SDM Masyarakat Desa Padangsembian Kaja Melalui Pendidikan Karakter Berbasis Kepedulian Lingkungan Untuk Membebaskannya Dari Bencana Banjir. *Widya Accarya*, 9(1).
- Santika, I. G. N. (2020). *Menggali dan Menemukan Roh Pancasila Secara Kontekstual*. Lakeisha.
- Santika, I. G. N. (2021a). Grand Desain Kebijakan Strategis Pemerintah Dalam Bidang Pendidikan Untuk Menghadapi Revolusi Industri 4.0. *Jurnal Education and Development*, 9(2), 369–377.

- Santika, I. G. N. (2021b). *Pendidikan Kewarganegaraan (Studi Komparatif Konstitusi Dengan UUD 1945)*. Lakeisha.
- Santika, I. G. N. (2021c). Tinjauan Historis Terhadap Keppres No. 24 Tahun 2016 Tentang Hari Lahir Pancasila. *Vyavahara Duta*, XVI(2), 5–24.
<https://doi.org/http://dx.doi.org/10.25078/vd.v16i2.2384>
- Santika, I. G. N., Kartika, I. M., & Wahyuni, N. W. R. (2019). Pendidikan karakter: studi kasus peranan keluarga terhadap pembentukan karakter anak Ibu Sunah di Tanjung Benoa. *Widya Accarya*, 10(1).
- Santika, I. G. N., Suarni, N. K., & Lasmawan, I. W. (2022). Analisis Perubahan Kurikulum Ditinjau Dari Kurikulum Sebagai Suatu Ide. *Jurnal Education and Development*, 10(3), 694–700.
<https://journal.ipts.ac.id/index.php/ED/article/view/3690>
- Santika, I. G. N., Suastra, I. W., & Arnyana, I. B. P. (2022). Membentuk karakter peduli lingkungan pada siswa sekolah dasar melalui pembelajaran ipa. *Jurnal Education and Development*, 10(1), 207–212.
<https://doi.org/https://doi.org/10.37081/ed.v10i1.3382>
- Santika, I. G. N., & Sudiana, I. N. (2021). Inseri Pendidikan Karakter Melalui Pembelajaran Bahasa Indonesia Ditinjau dari Perspektif Teoretis. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 11(4), 464–472. <https://doi.org/http://dx.doi.org/10.23887/jjpbs.v11i4.42052>
- Santika, I. G. N., Sujana, G., & Winaya, M. A. (2019). Membangun Kesadaran Integratif Bangsa Indonesia Melalui Refleksi Perjalanan Historis Pancasila Dalam Perspektif Konflik Ideologis. *Journal of Etika Demokrasi (JED)*, 4(2), 89–98.
<https://doi.org/https://doi.org/10.26618/jed.v4i2.2391>
- Santika, I. G. N., Sujana, I. G., Kartika, I. M., & Suastika, I. N. (2022). Alur Pemikiran Finalisasi Pancasila Dalam Undang-Undang Dasar Negara Republik Indonesia Tahun 1945. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 7(3), 552–561.
<https://doi.org/http://dx.doi.org/10.17977/um019v7i3p552-561>
- Satriawan, W., Santika, I. D., Naim, A., Tarbiyah, F., Raya, B., Selatan, L., Timur, L., Bakoman, A., & Panggung, P. (2021). Guru Penggerak Dan Transformasi Sekolah Kerangka Inkuiri Apresiatif. *Al-Idarah: Jurnal Kependidikan Islam Volume*, 11(1), 1–12.
- Sibagariang, D., Sihotang, H., Murniarti, E., Smk,), & Paramitha, P. (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>
- Sugiyarta SL, D. (2021). Identifikasi Kemampuan Guru Sebagai Guru Penggerak di Karesidenan Semarang. *Jurnal Profesi Keguruan*, 6(2), 215–221 Jurnal.
- Surahman, Redha, R., Radiana, U., & Saputra, A. I. (2022). Peran Guru Penggerak dalam Pendidikan Merdeka Belajar di Kubu Raya. *Jurnal Pendidikan Indonesia*, 03(04), 376–387.
<https://doi.org/https://doi.org/10.59141/japendi.v3i04.667>
- Wahyuni, N. P. S. W., Widiastuti, N. L. G. K., & Santika, I. G. N. (2022). IMPLEMENTASI METODE EXAMPLES NON EXAMPLES DALAM PEMBELAJARAN DARING UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA SD. *Jurnal Ilmiah Pendidikan Citra Bakti*, 9(1), 50–61.
<https://doi.org/https://doi.org/10.38048/jipcb.v9i1.633>
- Wijaya, A., Mustofa, M. S., & Husain, F. (2020). Sosialisasi Program Merdeka Belajar dan Guru Penggerak Bagi Guru SMPN 2 Kabupaten Maros. *Jurnal Puruhita*, 2(1), 46–50.
<https://doi.org/10.15294/puruhita.v2i1.42325>