

TEACHER MANAGEMENT MOVING IN EFFORTS TO IMPLEMENT STUDENT-SIDED LEARNING

MANAJEMEN GURU PENGGERAK DALAM UPAYA MENGIMPLEMENTASIKAN
PEMBELAJARAN YANG BERPIHAK PADA MURID

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ARTICLE INFO	ABSTRACT
Published: 31 March 2024	<i>In July 2020, the Ministry of Education and Culture launched the Merdeka Belajar Program's fifth episode: Guru Penggerak (GP). This research is related to one of the roles of GP, which is as a leader in learning. The study aims to understand how GP manages efforts to implement student-centered learning. A GP has a number of values and roles. The research was conducted in two schools, namely SMAN 13 Jakarta and SMAN 46 Jakarta. The research method utilized literature review and a qualitative approach. Data collection involved interviews, observations, and documentation. Several Catalyst Teachers (Guru Penggerak) from both schools, including GP Angkatan 5 and GP Angkatan 7, served as key informants for this study. The research findings indicate that GPs implement student-centered learning through practices that meet students' learning needs, socio-emotional learning, positive cultural aspects, coaching, and program management that positively impact students.</i>
Keywords: : <i>Penggerak Teacher, Learning Leader; Student-Centered Learning</i>	

INTRODUCTION

In Minister of Education and Culture Regulation no. 23 of 2016 concerning Educational Assessment Standards, learning is defined as a process of interaction between students, and between students and educators and learning resources in a learning environment. Ki Hadjar Dewantara in Soegeng Santoso (2004) said that education is a guide in the life of children's growth. What is meant by education is guiding all the natural strengths that exist in children so that they become human beings and at the same time members of society can achieve the highest safety and happiness (Wahyuni, 2022). Every child is a unique person and has their own nature. This is the basis for implementing learning and making decisions at school. One of the roles that teachers can play in schools is to provide a learning environment that allows each child to grow and develop optimally according to their individual nature, and ensure that in the process, these children feel safe and happy. In order to accelerate the transformation

of education in Indonesia, the Ministry of Education, Culture and Technology in July 2020 launched the Fifth Episode of the Freedom to Learn program: Driving Teachers (GP).

One of the GP's roles is that of learning leader. The manager function is attached to the GP in his role as a leader. According to the Big Indonesian Dictionary, a manager is a person who organizes work or collaboration between various groups or a number of people to achieve targets. Manager also means a person who is authorized and responsible for making plans, organizing, leading and controlling their implementation to achieve certain targets. contains the background of the research, research problems, literature review, research aim, previous research, and research gap.

LITERATURE

1. Values and Role of Driving Teachers

In order to accelerate the transformation of education in Indonesia, the Ministry of Education and Culture in July 2020 launched the Fifth Episode of Merdeka Belajar: Driving Teachers (GP).

There are five GP values, namely pro-student, reflective, independent, collaborative and innovative. GP on the side of students means that decisions are taken based on the spirit of implementing quality learning and having a positive impact on students. The GP's independent value describes that they continuously motivate themselves to improve competence, take action and take responsibility. This independence is expected to increase their resilience and performance. Reflective value in GPs is a process where they interpret experiences in a positive, appreciative and productive way both towards themselves and others. The collaborative value of GP means that GP always builds comparability, namely the importance of positive interdependence between all stakeholders both within the school environment and outside the school environment in achieving learning goals. GP's innovative value is interpreted as the nature of never giving up and being flexible in order to come up with new and appropriate ideas in empowering existing assets.

On the other hand, a GP also has five roles, namely as a learning leader, being a coach, encouraging collaboration, realizing student leadership, and mobilizing a community of practitioners. As a learning leader, GP carries out Ki Hadjar Dewantara's educational philosophy, applying an inquiry - appreciative thinking framework, paying attention to learning components, teaching and learning processes, reflection, assessment and teacher development in order to create a well-being school education ecosystem. A GP also acts as a coach for both colleagues and students in a joint effort to improve the quality of learning. The next GP role is to encourage collaboration, namely working and moving together to make a positive contribution to achieving goals. A GP is also required to play a role in realizing student leadership through managing programs that have a positive impact on students.

2. Learning to Meet Student Learning Needs

Learning to meet students' learning needs is differentiated learning, social emotional learning, coaching and positive culture.

According to Tomlinson (2001) in Wahyuni (2022), differentiated learning is an approach that allows educators to design learning experiences that take into account students' learning styles, interests, abilities and levels of understanding. Differentiated learning consists of content differentiation, process differentiation, and product differentiation.

For example, in a class there are 36 students. The practice of differentiated learning does not mean that the teacher makes a different Learning Implementation Plan (RPP) for each student in the class, groups smart students with smart ones and groups less students with less ones, adds assignments for smarter students, or gives different assignments. different for each student.

In module 2.1 PPGP, it is explained that differentiated learning is a series of common sense decisions designed to accommodate students' needs in the learning process. In differentiated learning, educators act as facilitators who respond to students' needs by providing various appropriate resources, strategies and assessments. Decisions made by teachers must be related to learning objectives, student learning needs, learning environment, classroom management, and ongoing assessment.

There are three aspects of student learning needs, namely readiness to learn (readiness), interests, and learning profile. Students will try to show their best version if the teacher gives assignments according to their previous understanding and skills (readiness to learn), is able to encourage students to find out more (interest), and also provides opportunities to work in the way they like (student profile).

3. Social Emotional Learning

PPGP Module 2.2. Social emotional learning is defined as learning carried out collaboratively by the entire school community which allows children and adults to apply and acquire knowledge and positive attitudes regarding social and emotional aspects in developing the five social emotional competencies. The five social emotional competencies referred to are self-awareness, self-management, social awareness, relationship skills, and responsible decision making. This can be realized through conditioning the learning environment, school-family-community partnerships, clear and meaningful curriculum and learning, as well as regular evaluation. Strengthening the five social emotional competencies can be done through full awareness (mindfulness). Although full awareness is not a solution to problems, it functions more as a way to address, process and respond to problems to focus on the current situation, not as regret about the past, nor as worry about the future.

One practice of full awareness is STOP breathing technique training. The steps taken are to stop for a moment (stop), take a deep breath (take a deep breath), observe the sensations in the body regarding feelings, thoughts and the environment (observe), and finish and continue (proceed). Social emotional learning has four indicators, namely creating a classroom climate and school culture, explicit teaching, integration with the curriculum and learning activities, as well as strengthening the social emotional competence of educators and education staff.

Social emotional learning through explicit teaching can be implemented in the form of co-curricular and extra-curricular activities. Integrating social emotional learning in learning practices and the curriculum can be done through a warm opening where students have the opportunity to talk, listen, interact, and have a sense of belonging; core activities involving cooperative, project-based learning, discussion, reflection and assessment, as well as voting and choice; and optimistic closing in the form of feedback, appreciation, and positive ways that can improve the quality of learning.

METHOD

This research is a library research study. The data analysis used is critical. Critical analysis is the interpretation of a text and addressing the meaning behind an event scientifically. Then the data source used in this research is secondary data. Where secondary data is data collected through journals, books, proceedings and others.

RESULT AND DISCUSSION

The research results obtained were that GP made a number of efforts by GP to implement learning that was pro-student. Efforts are made through learning practices to meet student learning needs, social emotional learning, positive culture, coaching, and program management that have a positive impact on students.

Learning practices to meet students' learning needs are differentiated learning. In differentiated learning activities, GP differentiates content, processes and products. GP carries out social emotional learning activities to improve students' five social emotional competencies. The five social emotional competencies are self-awareness, self-management, relationship skills, responsible decision making, and social awareness. A positive culture is fostered through class agreements. The manager's control function is carried out by the GP in handling violations committed by students through the application of the restitution triangle. GP also carries out coaching practices and acts as a coach, where students act as coachees to assist students in achieving their goals. GP also manages programs that have a positive impact on students.

In differentiated learning, GP provides content in the form of videos and reading materials as a form of content differentiation. In the differentiation process, GP carries out learning through games. Students demonstrate their best version of work in understanding learning material as an example of product differentiation. Social emotional learning can be done by practicing mindfulness STOP techniques and role playing. The GP and student commit to attending on time as an example of a class agreement. Examples of programs that have a positive impact on students are making videos of learning activities in class where each student has a role in this activity, using used cooking oil, reading corners, etc.



Figure 1. School Program

CONCLUSION

A GP has a number of values and roles. One of the GP's roles is that of learning leader. Through this research, it was concluded that GP management in implementing learning that supports students is carried out through learning practices to meet student learning needs, social emotional learning, positive culture, coaching, and program management that has a positive impact on students.

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