

THE PROFILE OF *GURU PENGGERAK* (MOVER TEACHER): A LITERATURE REVIEW

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ABSTRACT

Guru penggerak education is a leadership education program for teachers to become learning leaders . Guru penggerak education is designed to produce teachers who can become agents of educational transformation. This literature review aims to describe the profile of guru penggerak. This article uses a qualitative approach by conducting a literature review that is relevant to the topic of study. The primary data sources are Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 26 of 2022 and the guru penggerak education module. The secondary data is in the form of books or other relevant literature. Based on the review of the literature, the profile of the guru penggerak is a teacher who has the ability to: (1) plan, implement, assess, and reflect on learning according to the current and future needs of students based on data; (2) collaborate with parents, colleagues, and the community to develop the vision, mission, and education unit programs; (3) develop competencies independently and continuously based on the results of reflection on learning practices; and (4) developing a learning ecosystem through voluntary exercise, voluntary exercise, sports and thought exercise with colleagues and the community.

Keywords: *Guru Penggerak Education, Profile of Guru Penggerak*

INTRODUCTION

The World Bank in its report entitled World Development Report 2018: Learning to Realize Education's Promise , states that there are four factors that prevent students in developing countries from getting a quality learning process, namely: (1) lack of readiness of students to take part in learning, either due to lack of nutrition since childhood, low family welfare conditions, as well as low basic literacy skills; (2) low competence and motivation of teachers in teaching; (3) lack of learning resources; and (4) poor education management and governance. Of these four factors, the first three have a direct impact on the quality of learning, while the last has an indirect impact, but is very influential on the effective management of learning resources (Zamjani, 2020: 1-2).

The issue of the importance of having a teacher in supporting the learning process is included in one of the targets of Sustainable Development Goals (SDG's) 4.c, namely by 2030, to significantly increase the supply of qualified teachers, including through international cooperation in teacher training in developing countries, especially developing countries. less developed, and small island developing States. The indicator is the percentage of teachers who meet the

qualifications according to national standards by level of education. This indicator provides information regarding teacher quality and monitors efforts to improve teacher quality that have been regulated both at the central and regional levels. In SDG's Social Pillars Edition II Metadata, qualified teachers are those who meet the undergraduate/D4 academic qualifications according to the standards set by the Ministry of Education, Culture, Research and Technology (Central Bureau of Statistics, 2022: 23).

Policy directions and strategies for education and culture in the 2020-2024 period in order to support the achievement of the nine Development Priority Agenda (Second Nawacita) and the goals of the Ministry of Education and Culture through the Freedom to Learn Policy which aspires to provide high quality education for all Indonesian people, which is characterized by an enrollment rate at all levels of education, quality learning outcomes, and education quality that is evenly distributed both geographically and socioeconomic status (Anggraena, et al., 2021: 12).

One of the efforts of the Ministry of Education, Culture, Research and Technology in improving the quality of learning which has an impact on improving the quality of Indonesian education in general is by creating a guru penggerak education program. This program focuses on efforts to create student-centered learning and drive the education ecosystem. Education. Guru penggerak education is regulated in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 26 of 2022.

Guru penggerak education is designed to produce teachers who are capable of becoming agents of educational transformation. *Guru penggerak* are expected to contribute to realizing the Pancasila student profile as the vision of education in Indonesia, creating student-centered learning, encouraging increased student leadership, and also becoming mentors for colleagues.

Guru penggerak are learning leaders who implement independent learning and mobilize the entire educational ecosystem to realize student-centered education. *Guru penggerak* mobilize learning communities for teachers in schools and in their regions and develop student leadership programs to realize the Pancasila Student Profile (Kemendikbud, 3 July 2020).

Guru penggerak are expected not only to be able to design ideal learning, but also to be able to build effective relationships with students and the school community and able to use technology to support improving the quality of education (Mulyasa, 2021: 3).

METHOD

The research method used is qualitative by conducting a review of library data sourced from books or other literature that is relevant to the topic of study. The primary data sources are Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 26 of 2022 and the *guru penggerak* education module. The secondary data is in the form of books or other relevant literature.

FINDINGS & DISCUSSION

According to Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 26 of 2022 Concerning *Guru Penggerak* Education, *guru penggerak* education aims to produce a driving teacher profile. The *guru penggerak* profile in question is a teacher who has the ability to:

Plan, Implement, Assess, and Reflect on Learning According to the Needs of Current and Data-Based Students

Guru penggerak must have a value of alignment with students in carrying out their duties as educators. This value is implemented in a student-centered learning process. The *guru penggerak* needs to understand that every child is not born like a blank slate. However, they are born with their own uniqueness and diverse potential.

Each student has their own uniqueness and nature. A teacher needs to be aware of and understand this, so he tries to create a learning atmosphere that facilitates them to be able to develop the nature of their children so that they feel safe and happy (Kusuma & Luthfah, 2022: 4). According to Ki Hajar Dewantara, basically education aims to guide all natures in children to achieve the highest safety and happiness both as individual beings and as social beings (Rafael, 2022: 10).

The concept of independent learning was born from the educational concept of Ki Hajar Dewantara. One of his thoughts is the “*among*” system in education. The “*among*” system, in principle, respects the nature of children and gives them independence in developing their potential, not by coercion but by guiding them. *Guru penggerak* education as part of the independent learning policy, hopes that *guru penggerak* become tutors for learning. A tutor will guide students in developing their potential from within students or students' intrinsic motivation.

Self determination theory requires a teacher to create learning conditions that can develop students' intrinsic motivation. This learning process allows children to always feel competent, feel interconnected with their friends, and feel independent or independent (Ryan and Deci in Dharma, 2022b: 23).

According to Ki Hajar Dewantara, teachers must understand that education strives for children to achieve their natural strength in accordance with the demands of nature and their era. Related to the nature of nature, education must be in accordance with the socio-cultural culture of the area where students live. If you look at the nature of the times, education needs to be directed at students' abilities to have 21st century skills (Rafael, 2022: 12). Therefore, a *guru penggerak* needs to make local socio-cultural culture a strength asset in learning to meet students' learning needs in order to have critical thinking skills, communication, creativity and innovation, and collaboration.

Students who have the skills of critical thinking, communication, creativity and innovation, as well as good collaboration will form good character in themselves. The knowledge and competence he has mastered will make him a

person who is responsible, hard working, honest in everyday life. To produce graduates who have character and competence, then in the learning process literacy and character strengthening activities are needed in the order of competence from low order thinking skills to higher order thinking skills (Kemendikbud, 2017: 10).

In the learning process, a teacher faces the diversity of student characteristics with all their uniqueness. This becomes the basis for teachers in carrying out the learning process and reflecting on this learning (Kusuma & Luthfah, 2022: 4). Through activating education, teachers are provided with the concept of differentiated learning. This learning concept focuses on efforts to create learning activities in order to meet students' learning needs.

Differentiated learning is not individualized learning, but focuses more on learning that accommodates students' strengths and learning needs with independent learning strategies. Teachers who differentiate learning are teachers who respond to students' learning needs by adding, expanding, adjusting the time so that optimal learning results are achieved (Marlina, 2020: 3). Teachers who implement differentiated learning in the classroom will make consistent efforts to respond to students' learning needs (Tomlinson in Kusuma & Luthfah, 2022: 8).

In implementing differentiation learning, teachers must make common sense decisions. These decisions are related to: (a) the preparation of clear learning objectives not only for teachers, but also for students; (b) preparation of learning implementation plans according to the needs of students; (c) creating a learning atmosphere that encourages the growth and development of students' intrinsic motivation to achieve maximum learning goals; (d) effective and flexible classroom management in the use of learning methods; and (e) continuous assessment as a reference in preparing the next learning plan in order to achieve maximum learning objectives (Kusuma & Luthfah, 2022: 9-10).

Collaborating with Parents, Colleagues, and Communities to Develop Vision, Mission, and Education Unit Programs

Guru penggerak education aims to create teachers who can become agents of educational transformation. *Guru penggerak* are expected to contribute to realizing the profile of Pancasila students as the vision of national education. The profile of a Pancasila student consists of six dimensions, namely: (a) having faith in and fearing God Almighty and having noble character; (b) global diversity; (c) work together; (d) independent; (e) critical reasoning; and (f) creative. The school management leadership competencies possessed by *guru penggerak* are expected to be able to develop a vision, mission and school programs that are oriented towards realizing a Pancasila student profile in students. A *guru penggerak* needs to initiate a project-based school program to strengthen the Pancasila student profile.

The project to strengthen the profile of Pancasila students is one of the efforts to realize Pancasila student profile. Through this project, students have the opportunity to experience knowledge as a process in character building and gain learning experience from their surroundings. Students get the opportunity to study

important themes or issues so that students can take real action in answering these issues according to the stages of learning and their needs (Satria, 2022: 4).

In realizing the Pancasila Student Profile, a *guru penggerak* will interact with various parties who are able to support the realization of a Pancasila student profile. *Guru penggerak* need to communicate to all parties the importance of taking sides with students. Collaborative values imbued with *Guru penggerak* will build mutual trust and mutual respect, as well as recognize, manage the strengths and differences in the roles of each stakeholder in the school, so that a spirit of mutual filling and complementarity grows (Dharma, 2022a: 38).

The *guru penggerak* must have an appreciative outlook to reveal the positive potential of colleagues. In addition, they also need to collaborate with colleagues and interested parties inside and outside the school to encourage the improvement of the quality of learning for students. (Dharma, 2022a: 46). The Appreciative Inquiry Paradigm (IA) views that everyone has positive potential that has an impact on achieving success. This positive potential is the strength and asset of the organization. In its implementation, IA begins with reviewing the positive things as well as the successes and strengths that have been achieved by the organization. The next stage is making a change plan (Suharsih & Widiastuti, 2022: 8).

One of the asset-based change management approaches taught in *guru penggerak* education is *BAGJA*. This change management adopts the Appreciative Inquiry stages introduced by Cooperrider into the 4D discover-dream-design-deliver step which later in its development the discover stages are divided into define and discover. The stages of *BAGJA* are as follows: (a) *buat pertanyaan utama* (define) is the stage of making questions to determine the focus of the desired change; (b) *ambil pelajaran* (discover) is the stage of gathering positive experiences that have been achieved by schools and parties outside the school; (c) *gali mimpi* (dream) is the stage of preparing ideal conditions that are dreamed of or visions that want to be realized; (d) *jabarkan rencana* (design) is the stage of preparing an action plan to realize the vision; and (e) *atur eksekusi* (deliver) is the stage of determining work procedures, parties involved, and other actions to realize the vision slowly (Cooperrider & Whitney, 2005; Cooperrider et.al, 2008 in Dharma, 2022b: 18-19).

Develop Competence Independently and Sustainably Based on Reflection on Learning Practices

One of the values that must be owned by a *guru penggerak* is the value of being independent. The independent value that animates the *guru penggerak* will encourage them to continue learning throughout life. Independent *Guru penggerak* have intrinsic motivation to continue to develop their competencies independently without waiting for orders or calls to attend training. The development of *guru*

penggerak competence is urgently needed to add to the body of knowledge as agents of educational transformation.

Guru penggerak need to make self-competence development plans so that they have broad and deep insights to make changes that are in favor of students. Independent *guru penggerak* have resilience and are motivated to improve the quality of their performance and work results (Dharma, 2022a: 35).

In addition to independent values, a *guru penggerak* must also have reflective values. *Guru penggerak* who imbue reflective values, always interpret their experiences as learning to guide themselves, students, and colleagues in taking positive things, so they are able to carry out their role as agents of educational transformation.

Guru penggerak who imbue reflective values, have high positive competitiveness due to awareness of the nature of competition. In competition, *guru penggerak* will rely on their own efforts and potential. Thus, they continue to strive to develop their potential to make logical and responsible choices in improving the quality of their work performance and results. This Reflective Value will also change the paradigm in changing yourself from extrinsic motivation to intrinsic motivation (Dharma, 2022a: 36).

Based on the self-evaluation worksheet and self-competence development plan at the orientation *guru penggerak* education workshop, the competency development for the *guru penggerak* consists of four categories, namely:

- a. Development of oneself and others, including: (1) demonstrating self-development practices based on personal awareness and will; (2) developing the competence of school members to improve the quality of learning; (3) actively participating in networks and organizations that are relevant to school leadership to develop careers; and (4) demonstrate spiritual, moral, and emotional maturity to behave according to the code of ethics.
- b. Learning leadership, includes: (1) leading efforts to develop student-centered learning environments; (2) leading the planning and implementation of student-centered learning processes; (3) leading reflection and improving the quality of student-centered learning processes; and (4) involving parents/guardians of students as companions and learning resources at school.
- c. School management leadership, including: (1) developing and realizing a student-oriented school vision; and (2) lead and manage school programs that impact students.
- d. School development leadership, including: (1) leading school development programs to optimize student learning processes and support the relevant needs of the community around the school; and (2) involving parents/guardians of students and the community in school development.

In this era of independent learning, the Ministry of Education, Culture, Research and Technology provides a *belajar.id* account for teachers to be able to

access various platforms in competency development. *Belajar.id* account has been integrated with canva for education to support teachers in creating various media and teaching materials. In addition, teachers can also take advantage of the independent teaching platform which provides a variety of training materials that can support teachers in their work and improve competence. Besides that,

Developing a Learner Ecosystem Through Orahresa, Sports Initiative, Sports, and Thought Exercises Together with Colleagues and the Community Voluntarily

School as an ecosystem is a place for interaction between living things (biotic factors) and non-living elements (abiotic factors). The characteristic of an ecosystem is the pattern of interaction relationships that support each other. In the school ecosystem, biotic factors will influence each other and require the active involvement of one another. The biotic factors consist of: students, teachers, education staff, school principals, school supervisors, parents of students, the community around the school, and the government. The abiotic factors also play a role in supporting the success of the learning process, such as finance and facilities and infrastructure (Suharsih & Widiastuti, 2022: 5-6).

A *guru penggerak* must be able to move colleagues to be able to make the school community a learning ecosystem. This aims to encourage teachers in these schools to continue learning in order to improve competence. Efforts to increase teacher competence through learning communities are expected to succeed in the school's vision, mission and programs that are pro-student. Therefore, the *guru penggerak* needs to provide assistance to the school community by using a reflective approach in managing school programs and resources. In addition to developing the school community as a learning ecosystem, it is hoped that the *guru penggerak* can also take on the role of mobilizing the surrounding community to become a learning platform, for example *Kelompok Kerja Guru* (The Teacher Working Group), *Musyawah Guru Mata Pelajaran* (Subject Teacher Consultation), and other communities.

Guru penggerak need to foster a collaborative learning culture or a professional learning community with fellow teachers in their schools and regions. This learning community will become a place of learning for competency development. This learning community allows for academic dialogue, professional conversations, strategic planning, collaborative technical discussions, related to efforts to improve the quality of learning as well as produce learning innovations that have a positive impact on students. One example of a collaborative framework that can be used to drive a professional learning community and produce good practices is the lesson study framework . This collaborative framework consists of planning (plan), doing (do) , and looking back (see) . The learning community is expected to be a place to share as many good practices as possible to become material for learning together so that it continues to encourage better practices in the future (Dharma, 2022a: 47).

CONCLUSION

The profile of the *guru penggerak* is a teacher who has the ability to: (1) plan, implement, assess, and reflect on learning according to the current and future needs of students based on data; (2) collaborate with parents, colleagues, and the community to develop the vision, mission, and education unit programs; (3) develop competencies independently and continuously based on the results of reflection on learning practices; and (4) developing a learning ecosystem through orahrasa, voluntary sports, sports, and thinking together with colleagues and the community .

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