

CHAPTER 1

INTRODUCTION

This chapter presents a general explanation that the researcher discussed in the research. This chapter contains several things, including: Introduction; research question; research purposes; importance of study and definition of key terms.

A. RESEARCH BACKGROUND

Indonesia is a developing country that is in the process of becoming a prosperous country. One way to make a country progress is through education. With a good education then the future of the nation will be better anyway. It is in line with the Indonesian nation's constitution. The UUD 1945 paragraph 4 has been stated about the confidence to “enlighten the life of the nation”. It is a message from the founding fathers of the country that all elements have “the ability so that the students of the people can be intelligent and prosperous so the future of the State can be strong and advanced. The Constitution is in line with the goal of national education, namely that national education serves to develop the potential of pupils with the character of the Pancasila to be believing, fearful of the One God, noble morality, self-sufficient, knowledgeable, and critical, sensible, royalty, and creative.¹

Global changes also require changes to the learning system, including the curriculum. These changes are necessary because students' needs are also growing and require a comprehensive approach. So it cannot be denied that there will be certain periods of curriculum change to adapt to current developments and the potential of students.

The Merdeka curriculum was one of the programmes offered by the Ministry of Education and Culture during the era of the Nadiem Makarim Ministry. There are a lot of courses offered; one of them is the Guru Penggerak. The program includes six-month online training, workshops, conferences and mentoring for prospective teachers. One of the purposes of the Master Movement

¹ <https://sisdiknas.kemdikbud.go.id/dasar-fungsi-dan-tujuan-pendidikan-nasional/>

program is to create a student profile of Pancasila. The six aspects of the Pancasila Student Profile formulated by the Ministry of Education and Culture are: 1) Faithful, Accepted to the Almighty and Glorious God, 2) Creative, 3) Mutual Cooperation, 4) Global Diversity, 5) Critical Thinking, 6) Independent, (Hutahaean, 2022, p. 1).

Kurikulum Merdeka also offer other programs that are relevant to the realization of the Guru Penggerak Program, they are Practicing Teachers, Facilitators, Instructors, and several other programs. To be eligible as a Guru Penggerak, before participating in the test, teacher should exceed the duration of 5 years being registered in Dapodik. (Kemdikbud's school data collection application). Teachers have to attend in house training for a period of 6 months. The selection was quite strict by involving teachers who met the requirements to join the program. The conditions that can be used to upload file requirements are through the SIMPKB account (teacher account), and then must be validated by the verifier team.

"Guru Penggerak" is an Indonesian phrase. It refers to an educator or mentor who plays a significant role in motivating and inspiring others to achieve their goals and excel in various aspects of life. A Guru Penggerak is typically someone who possesses excellent communication skills, deep knowledge in their field, and the ability to inspire and motivate their students or followers. They often go beyond the traditional role of a teacher and act as a catalyst for personal growth and development. A Guru Penggerak can be found in various settings, including schools, universities, professional training programs, or even outside formal educational institutions. They may conduct workshops, seminars, or one-on-one mentoring sessions to help individuals overcome challenges, discover their potential, and achieve success.

The term "Guru Penggerak" highlights the importance of a teacher's role in Guru Penggerak and empowering others to take action, pursue their dreams, and make a positive impact on their lives and society as a whole. From the little explanation from the beginning that the Guru Penggerak program appeared and also a little about the role it carries, the author took the initiative to research what the real role is actually carried out by the Guru Penggerak at Junior high school in

Kota Kediri. Then the strategies used in carrying out their tasks, and then of course what is no less important is the student's perception of the student's perception of the presence of the Guru Penggerak in their school

As has been revealed above that the Guru Penggerak are expected to be able to demonstrate their superior performance in the school. Both in terms of the quality of their learning in the classroom and their role in driving the school ecosystem. At the moment being a guru penggerak is one of the prerequisites for becoming a head of school so being a moving teacher is an important component in the development of the school. The interesting thing in this study is whether a Moving Teacher is really capable of being a role model for his colleagues and has performed his duties and functions as an agent of change in the school or can they be the same as teachers in general and there is no apparent differentiation between teachers who are not and have become Guru Penggerak.

The other problem that often occurs according to one of the heads of school at the school that is the goal of research is not all parties can accept well and directly the change of curriculum implemented. So it requires socialization and approach to the school citizens so that the curricular approach following the methodology can be accepted well.

It still has something to do with the explanation above, in this study the author aims to explore the roles of the Guru Penggerak, especially those carried out at Junior high school in Kota Kediri. Then, whether the Guru Penggerak carry out the tasks carried out in the educational environment as expected, what strategic steps do they take to carry out their work. Besides, the theoretically the role of the Guru Penggerak has been broadly described, but in reality many variations of methods or approaches are taken by the Guru Penggerak to realize their role. From there the researcher raised the title about of the the role of guru penggerak at private Islamic junior high school in kota Kediri: a case study

B. RESEARCH QUESTIONS

1. What are the roles of Guru Penggerak in applying Kurikulum Merdeka at Junior high school in Kota Kediri?
2. How is the students' perception to the roles of Guru Penggerak at Junior high school kota Kediri?

C. RESEARCH OBJECTIVES

Based on the research question above, the aims of conducting this research are:

1. To find out the roles of the Guru Penggerak at Junior high school in Kota Kediri
2. To know students' perceptions of the presence of the Guru Penggerak at Junior high school Kota Kediri

D. RESEARCH SIGNIFICANCE

The results of this study are expected to bring useful results, including:

1. For teachers

For the teachers: for teachers, it is hoped that this research can provide input for Guru Penggerak to develop their abilities.

2. For school

For school, especially for policy makers, it is hoped that in the future this can be used as a reference so that this research can be a reference and evaluation of the role of the Guru Penggerak, especially at Junior high school in Kota Kediri.

3. For the future researchers

Hopefully future researchers can be used as a reference so they can make better research.

4. For the readers:

It is expected to be a citation to border the readers' knowledge regarding the implementation of the Sekolah Penggerak program based on English teacher experiences.

E. DEFINITION OF KEY TERMS

1. Guru penggerak

Guru Penggerak in Kurikulum Merdeka is someone who is able to direct students in developing themselves as a whole, who has critical thinking, and creative creativity, (Sibagariang, 2021, p. 94).

2. A case study

Case study is research that describes a problem with a particular phenomenon. Furthermore, in his journal Starman (2013) explains that case studies are in-depth studies from various perspectives along with their complexity and uniqueness in real life.

3. Projek Penguatan Profil Pelajar Pancasila (P5)

The Strengthening the Pancasila Student Profile (P5) Project is an effort to encourage the achievement of the Pancasila Student Profile by using a new paradigm through project-based learning.²

4. Students' perception

Constructivist cognitive theory argues that we guess what we see not only based on the sensations we receive but also based on our expectations and past knowledge. Past learning and experiences are important in shaping our perception of the world.³

² <https://pusatinformasi.kolaborasi.kemdikbud.go.id/>

³ <https://www.studysmarter.co.uk/explanations/psychology/cognition/gibsons-theory-of-direct-perception/>