



## **THE EFFECT OF THE ACTIVIST TEACHER EDUCATION PROGRAM ON IMPROVING THE QUALITY OF TEACHER EDUCATION**

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### **Abstract:**

The study aims to show that the idea of self-directed learning is a teacher mobilization program with a view to improving educational standards. The research method for this article is a literature review of twenty journal articles from various sources. Keywords such as "quality of education", self-learning", and "teacher driving" were used the search process. As a first step, the authors compiled a list of specific questions for each article. The following are the research questions: 1) What is the current picture of the quality of education in Indonesia? 2) What factors influence educational standards? 3) In what ways does the idea of self-study apply to you? The study findings from the literature review show that educational issues cannot be separated from the teacher's leadership role. The teacher's leadership role in promoting the idea of independent learning, Where The Teacher Driving Education Program has six effects that improve the quality of teacher education at SDN 1 Panawangan Ciamis Regency: 1) Increasing student academic achievement, 2) Creating a creative process of Teaching and Learning Activities (KBM), 3) Encouraging educators and education staff to improve competency, 4) Developing student's abilities holistically, 5) Providing direction and guidance to educators and educational staff to carry out student-centered teaching and learning activities, and 6) As a model and agent of transformation in the world of education.

**Kata Kunci:** *Teacher, mover, independence, quality, education.*

### **INTRODUCTION**

Education is one of the pillars of the progress of a nation. Education is also a fundamental component for improving Human Resources which is driven by individual reasoning abilities and mindsets that originate from the individual's own experience.

Education is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state" as stated in the National Education System Law article 11 of 2003. Thus education can be interpreted as a deliberate and planned effort to shape the learning environment and process.

Article 3 of Law Number 20 of 2003 concerning the National Education System. Education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life. The aim of education is to develop students to become whole human beings who have faith and fear of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In order to realize the goals of national education, a quality assurance system is needed which can be evaluated at any time in order to realize quality education. The

national education system includes, among other things, quality standards, quality assurance objectives and quality level references; The ultimate goal of quality education is to educate the nation's life as stated in the preamble to the 1945 Constitution. This goal is achieved through the implementation of a broad and balanced SPMP or Indonesian Education Quality Assurance System (Article 2 paragraph 1).

The government is trying to raise education standards and wants to include education in the 2018 State Revenue and Expenditure Budget (APBN) with an allocation of IDR 444.1 T or more than 20% of the APBN. From the previous year, the total budget increased by IDR 24.3 T. Although teacher salaries and allowances are the main focus of the budget, the amounts are not comparable to Indonesian education standards. According to Yunus (2017) in Utami (2019), the quality of Indonesia's education ranks 10th out of 14 developing countries, while the quality of Indonesian teachers ranks 14th out of 14 developing countries.

In 2019, data was obtained from mapping the Teacher Competency Test Score (UKG) for elementary school teachers with a score of 54.8%, junior high school teachers with a score of 58.6%, high school teachers with a score of 62.3%, and vocational high schools with a score of 58.4. According to the Ministry of Education and Culture (2020), teachers in general can only achieve a competency score of 57 out of a possible 100. Student learning outcomes are also a concern when determining the quality of education. In 2018 PISA Indonesia found poor student learning outcomes. For example, in mathematics, Indonesia ranks 72nd out of 78 participating countries.

Comparison of the scores of Indonesian students with the average scores of students from developed countries shows a downward trend. This is evident in 2000, the Mathematics scores of Indonesian students compared to students from other developed countries were 139 points while in 2018 it was 115 points. According to the Ministry of Education and Culture's data on non-academic achievements, such as attitude and behavior education, also shows the need for improvement.

According to the findings of a study that looked at the problems that exist between student learning outcomes and teacher abilities, improving the quality of education needs to pay more attention to teacher competence in particular. Except in curriculum implementation, this has the same meaning as Cahyono (2020), namely that Human Resources are the main factor for improving the quality of education. The low quality of educational institutions is an educational obstacle that Indonesia has to face to date, which contributes to the low achievement of student learning outcomes and the low competence of teachers. Various initiatives to improve quality, including developing curricula, improving education management, and procuring and maintaining facility infrastructure. Awareness of the importance of education in the development of national character and human resources underlies each of these initiatives. In Nurokhim (2017), Mulyasa (2005).

When the quality of education in schools increases or decreases, Human Resources in the field of education, especially teachers and school principals, are two aspects that are the focus besides of course curriculum implementation. Implementers, such as school principals, play a role in education and contribute to its improvement. Multazam (2020), Article 12 paragraph 1 PP 28 of 1990 states that the school principal is responsible for all educational, administrative, workforce development activities, as well as the use and maintenance of facilities and infrastructure. In addition, Mulyasa (2009) explains that "teachers play an important role in educational development because they influence the development of high quality educational processes and outcomes and determine student success".

The Ministry of Education and Culture Team (2020) states that the quality of education in Indonesia is not evenly distributed and various efforts have been made to: 1) guarantee the quality of education by accrediting schools and other educational institutions; and 2) improve the quality of teachers in a sustainable manner. Based on the experience of teaching in schools, the idea of independent learning encapsulates the role of the principal and teacher and realizes the teacher as a driving force in schools. This basically encourages all aspects of education to be actively involved in improving

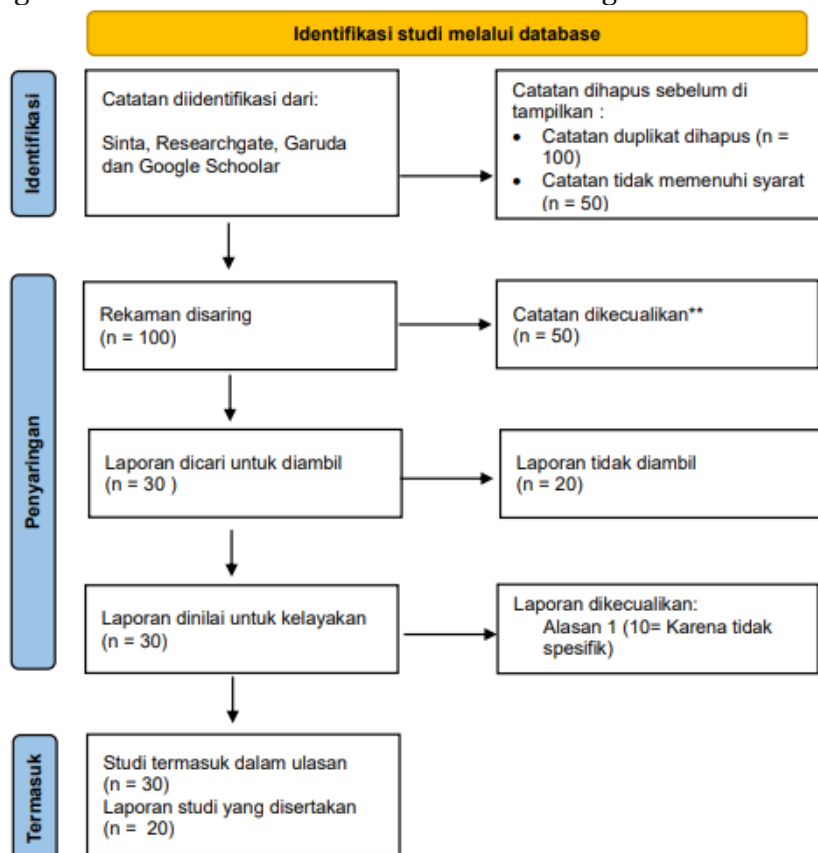
the quality of education (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, n.d.).

The researcher plans to present data from the literature review to understand that teachers play an active role in encouraging the idea of independent learning to improve the quality of education and to evaluate the implementation of the education system to achieve high quality education. quality of all components at every level. The idea of freedom to learn aims to make transformative educational changes through various programs, one of which is the teacher program which aims to strengthen the driving force of learning.

## RESEARCH METHODS

Twenty literature and journals from various sources form the basis of this article. The official websites of Sinta, Garuda, Google Scholar and Research Gate were used to collect data. Keywords such as "quality of education", "quality of education", "role of the principal", "driver", and "self-directed teacher" were used in the search process. Each article was selected based on the author's specific questions as a first step towards the role of the principal and teacher. 1) What is the description of the quality of education? 2) What factors influence the quality of education? 3) What is the idea of applying self-learning? 4) What is the role of the driving teacher? After that, the information gathered from each article was sorted according to specific questions, and the contents were looked at to see if they matched. Less related themes are temporarily separated from the analysis. However, if the researcher finds a theme that provides new information, even if it is outside the specific questions asked, that information will be stored alongside the main theme.

Using PRISMA 2020, researchers use a literature review research format arrangement. Relevant previous research questions were used as the basis for data search. The PRISMA diagram study reveals that twenty research articles were thoroughly reviewed, and which were not included in the data to support the research findings. The following is the literature review research format using PRISMA 2020:



## RESULTS AND DISCUSSION

The quality of education in Indonesia continues to fluctuate, but the various efforts that have been made still show various components of education as a support for quality improvement. In order to optimize the process of improving the quality of education, it is necessary to pay attention to the synergies between these various components.

Research results Based on the identification of articles from various scientific studies, two groups were formed based on explanations about the quality of education, the idea of independent learning, and driving teachers:

**Table 1. Results of the Literature Review**

No	Education Quality	Writer	Research Methods	Research result
1.	Utilizing Mastery Learning and Peer Tutors to Improve Mastery of Learning Competence	Cahyono, H., (2020).	Qualitative	Teacher certification has a significant impact on improving educational standards.
2.	Strategies for Improving Madrasa Aliyah Hasan Jufri's Education Quality Professor J. Stud. Islamic.	Shobri, M., (2018).	Qualitative	Improving facilities and infrastructure, increasing academic and non-academic achievements, improving state and school exam results, improving teacher quality.
3.	Teacher RA Ali Mahfudz's Perceptions of Teacher Certification Policies in Improving Education Quality	Wijaya, C.; Nasution, T.; Al Qadri, M.; Fuadi, A.; Anwar, K., (2021)	Qualitative	Teacher certification is important in improving the quality of education and teacher welfare issues.
4.	Improving the Quality of Indonesian Education Through Improving Personal, Professional Quality, and Teacher Recruitment Strategies	Utami, (2019)	S., Library research	The importance of understanding teachers, monitoring and law enforcement, as well as improving teacher recruitment strategies.
5.	Mapping and Improving the Quality of Education at the Junwangi Krian Sidoarjo Hasyim Integrated Bilingual Middle School	Hasyim Asy'ari, L.M., (2019).	Qualitative	At Krian Sidoarjo Bilingual Integrated Junior High School, mapping will be the basis for improving the implementation and supervision of quality assurance.
6.	Problems of Quality of Education in Indonesia	Fadia, Fitri, (2021).	S.; N., Literature review research	Indonesian education system problems and fundamental weaknesses

7.	The Meaning of Independent Learning and Strengthening the Role of Teachers in Elementary Schools. Education Journal	Daga, A.T., (2021).	Library Method	Students and teachers alike benefit from an understanding of what independent learning entails and the role teachers play in facilitating it by becoming more innovative, creative and content with educational activities.
8.	Freedom of Learning in the View of Ki Hadjar Dewantara and Its Relevance to the Development of Character Education	Ainia, D.K., (2020).	Literature Study Method	The right course of action is Merdeka learning, which provides opportunities for character and personality-based talent development.
9.	The Concept of "Freedom to Learn" The Perspective of Progressivism in Higher Education	Mustagfiroh, S., (2020)	Literature Study Method	Independent learning is similar or identical to John Dewey's Progressive Education concept.
10.	Teacher Mobilization and School Transformation	Satriawan, W.; Santika, I.D.; Naim, A.; Tarbiyah, F.; Raya, B.; Selatan, L.; Timur, L.; et al., (2021)	Qualitative method	Schools must incorporate two aspects of transformation: strengthening the driving forces of change and minimizing and eliminating the inhibiting forces that may arise during the process.

The most important aspect in a person's life is the educational process. Even though everyone in Indonesia has the same right to a good education that is evenly distributed throughout the country, there is a problem of unequal education for all Indonesian people. In this uncertain situation, the issue of education has become the focus of reporting on the Indonesian education system which is considered to be continuously developing but remains rigid and ineffective. The findings of a study showing that the quality of education in Indonesia lags behind other countries reveals this problem.

Indonesia's education system is similar to other nations in that it is constantly adapting to new developments. Naturally, the mistakes made in field practice are what make the difference. The gap between the goals of the education system and how those goals are put into practice in the real world is caused by a number of fundamental errors. Goals cannot be achieved optimally if there are gaps.

#### **Portrait of Education Quality**

The opinion expressed by P.H. Combs (1968) in Fadia & Fitri can help us understand the current state of education and the various problems it faces. problem in

the form of:

- a. The number of students does not correlate with the number of educational facilities available. This situation indicates that the population of Indonesia will also be dominated by people of productive age in the future.
- b. Over time, the cost of education is increasing. In public schools, education is only completed at the elementary and junior high levels.
- c. The educational results achieved by students are not able to adapt to the needs of society. Most people do not apply their knowledge based on their level of education and instead turn to other things outside their knowledge.
- d. The current education system shows that it is out of date; consequently, there is no analogy between the current education system and its ever-increasing demands

From these various educational problems it can be seen that overall educational problems continue to exist, ranging from simple to more complex issues. As a result, the general consensus is that the Indonesian education system must continue to evolve for the education industry as a whole to thrive and achieve success.

It can be improved through the process of educational activities to solve educational problems. Individual growth must be considered during the learning and teaching process. Create a comfortable environment for each student to learn as well as possible. By paying attention to the characteristics of students (Zainal, 2006) in Baridin, various kinds of treatment methods, strategies, and service efforts are needed. 2018). Thus it can be concluded that the education system in Indonesia is still a problem that requires a system to address every problem and carry out evaluations.

### **Components of Influence of Education Quality**

One of the factors that determines the success or failure of improving the quality of education is the education management factor in the process of improving education as explained by Shobri (2018), the component of education quality means everything that is needed in the teaching and learning process. The rules that apply to everyone that must be obeyed are as many input factors as resources such as people, money, equipment and infrastructure. These two factors make the input factor a very important factor that needs to be considered for its impact on the quality of education.

- a. The principal and teachers act as school administrators, overseeing everything from the learning process to the evaluation of learning outcomes and necessary administration.
- b. Infrastructure and facilities as media or learning tools to facilitate teacher-student communication and interaction
- c. Student affairs is the management of students, starting with the admissions process and continuing through tutoring and meeting their needs.
- d. Finance as a budget that affects the improvement of the quality and suitability of school education must be managed in a transparent and effective manner.
- e. Organization is the process of organizing and grouping work based on parts according to the capacity of each role.
- f. The curriculum is a series of learning plan programs which are the main components in schools to ensure the learning process runs as desired.
- g. Student and teacher learning activities should be supported in an environment that provides a comfortable working and learning environment.
- h. Teacher knowledge and use of technology must always be up to date and in line with current trends and developments.
- i. Regulations in an effort to catch up in all fields and produce quality human resources and improve the standard of national education.
- j. Community empowerment itself to participate in determining the direction and content of education is community participation in the implementation of education.
- k. Education policy, as the decentralization of education is the government's role in improving the quality of education

Improving the quality of each level, study program, and type of education, based on the most pressing problems facing education today. The government followed PP regulations as a result. in Baridin on May 19, 2005, 2018), contains eight references as follows: 1) content standards, 2) process standards, 3) graduate competency standards, 4) educator and education staff standards, 5) standards for facilities and infrastructure, 6) management standards, 7) financing standards, and 8) educational assessment standards. The direction and purpose of implementing education are essentially national education standards as previously stated. This shows that national education standards are a measure of educational success. The educational components mentioned above can be interconnected and affect both internal and external components which work together but cannot stand alone.

### **Free Learning Concept**

The government's vision in the 2019-2024 National Medium-Term Development Plan (RPJMN), also known as the 2019-2024 National Medium-Term Development Plan (RPJMN) of the Government of the Republic of Indonesia, places great emphasis on developing human resources (HR) through better education and management. talent. This vision is related to the responsibilities of the Ministry of Education and Culture (Kemendikbud) as a government administrator in the field of education and culture.

In 2019, the Ministry of Education and Culture implemented a series of Freedom to Learn policies in an effort to improve the quality of education and manage talent. The Policy Program is seen as the first step towards change in education. The program changed the perspective of educators and made them a driving force in education.

Teachers and students alike benefit from the integration of independent learning into the curriculum. According to Lao & Hendrik (2020) in Daga, the meaning of independent learning is freedom of thought, freedom of innovation, freedom of independent learning, and freedom of creativity. In Ainia (2020), Ki Hadjar Dewantara writes that his thoughts on education boil down to the stages of student development, starting with teaching to change and benefit society. This is referred to as self-learning thinking. Education as a means of building self-esteem, realizing one's potential, and balancing character, behavior and life skills.

The philosophy of progressivism in education that emphasizes independence and parallels between the creativity of educational institutions to optimally process the abilities, intelligence and potential of students in a flexible or fun way that is formed by natural processes and provides opportunities for democracy or is synonymous with the concept of Freedom to Learn. Mustaghfiroh 2020). Similar to how independent learning is carried out, which is based on the idea that humans are created as independent individuals who choose a way of life with the ability of mind, heart and body as a gift from God. Therefore, it can be interpreted that independent learning provides opportunities for students to learn as comfortably as possible in a pleasant environment without feeling pressured. The Ministry of Education and Culture has issued four policy packages as part of a series of Free Learning policies, the first of which includes: 1) Assessment conducted by educational units has replaced the National Standardized School Examination. 2) Because the 2021 National Examination has been changed to a character assessment and a minimum competency assessment, it is necessary to make adjustments to the management of learning assessments both at the national and educational unit levels. 3) Reducing the number of Lesson Implementation Plans (RPP) has an impact on teachers' freedom to choose, develop, and utilize the RPP format efficiently and effectively, so that teachers have more time to manage learning. 4) The New Student Acceptance Model (PPDB) can be modified to account for regional differences in accessibility and quality.

Teachers can make it easier for themselves to concentrate on delivering learning by practicing self-learning ideas. Given enough time, this can provide opportunities for teachers to create media and teaching materials for quality education.

### **The Role of the Driving Teacher**

The development section focuses on education because the development process

cannot be separated from education. Development focuses on high-quality resources that are competitive domestically and internationally. In Rahmawati, Siraj & Achruh (2021), Hamalik (2011) states that the educational process cannot be separated from efforts to develop quality human resources. Supardi (2015) added that quality teaching practice is determined by qualified teachers. That is, the teacher is able to carry out his educational duties adequately. There are several factors that affect the quality of education, one of which according to him is the quality of teachers.

The low quality of education in Indonesia must be addressed responsibly without relying on just one strategy, such as changing the curriculum, increasing the education budget, or changing the education system. According to Yunus (2017) in Utami (2019), improving teacher quality can start from the process of improving educational standards.

This is in line with Law no. 4 of 2005, Article 4(14), and as outlined in Article 2(1), the teacher's professional role is to protect the dignity of the teacher and the subject matter. This is to increase the role and at the same time contribute to improving the quality of education. The government has developed a teacher mobilization program because it recognizes the important role teachers play in improving the quality of education.

Driving Instructors is the fifth in a series of free learning policies implemented by the Directorate General of Educators and Education Personnel or GTK and managed by the Ministry of Education and Culture. As an effort to realize the student profile of Pancasila, the teacher mobilization program aims to form future leaders in Indonesian education, promote student growth and development holistically, aim to develop teachers actively and proactively. Focus on learning or SCL and become a role model and agent of change in the education ecosystem. Consistent with the beliefs of Atika et al. (2021) stated that in the Industrial Revolution 4.0 and global competition, teachers need to encourage independent learning and work to improve educational standards. Satriawan, W., et al. (2021), Teacher Activation aims to prepare good school leader training procedures that can guide the school transformation process towards inclusive quality education. Leaders who are driven by educational plans and programs can improve education gradually, leading to higher quality.

The Teacher Mobilization Education Program (PPGP) is based on instructional leadership competencies, which include community practice, social and emotional learning, differentiated learning with student development, and competencies that support self and school development, to deliver quality education.

Karyono et al. (2020) also mention self-improvement and freedom of thought regarding the idea of a driving instructor, particularly as a result of evaluating the basis for change, the principle of freedom of thought, and an open attitude. This shows that the activating teacher is a leader and a model for other teachers in the class. According to research by Farhan, Herliana, Kurnia, and Mauliza (2021), the role of applying the driving teacher concept in Thermodynamics lectures has resulted in changes starting from the ability of lecturers to increase by 3.78, student activity by 3.15, a comfortable environment by 3.43, and material understanding of 3.49. This shows that the function of the concept of the driving teacher as a leader has been effective.

It is important to have a thorough understanding of the fact that a driving instructor's responsibilities go beyond providing instructions in the form of plans and explanations (Sirait, Murniarti, & Sihotang, 2021). Adjustment to student interests and the use of learning media are two examples of these changes. According to research findings conducted by Jannah and Junaidi (2020), school factors, teacher factors, and student factors all contribute to the challenges teachers face in fulfilling their leadership roles. Teachers who promote the idea of independent learning must be able to use technology to teach and manage learning effectively. In addition, they must be proficient in using English to improve the quality of education and make overall improvements and reflections (Pendi, 2020). School factors because the facilities are not used optimally. The teacher's lack of understanding of the media, the lack of student interest in learning, and the teacher's failure to carry out learning activities in accordance with the lesson plan are the contributing factors.



The role of the driving teacher must be understood by every educator and educator practitioner. According to Sutikno (2007), the role of the driving instructor in Sibagariang, et al. (2021), Manisar (2015):

- a. Within the framework of the learning community, the Motivator teacher acts as a teacher for other teachers to improve the quality of teaching and learning. They are ideal educators who can grow further.
- b. Driving instructor promotes student-centered learning. Teachers who follow driving instructors must be able to design and manage interesting learning, encourage students to learn, and use their talents and abilities creatively.
- c. Motivating teachers as agents of change to improve overall student leadership skills in schools.
- d. In other words, teachers actively create learning spaces where teachers can discuss and collaborate inside and outside the classroom. e. The driving instructor acts as a guide through the learning process and promotes a fun and enjoyable learning environment.
- e. Self-development skills that encourage teacher self-improvement to keep up with new information and technology.
- f. In the school environment, as a reminder for other teachers to learn, create synergy to bring about positive change and produce quality generations for the progress of the nation.

Of course, he fulfilled his duties as a coach after going through various selection processes. Therefore, all educators must be recognized as experts in their fields. The main asset of those who wish to become teachers and mobilize the educational community and schools is competence, the set of educational knowledge and skills that will enable them to achieve their educational goals (Creemers et al., 2013). According to Halimah, Solfarina, and Langitasari (2020), the following skills are skills that must be possessed and mastered by teachers:

- a. Pedagogic competence is the teacher's ability to understand the characteristics or abilities of students through understanding their cognitive development, designing lessons, implementing learning outcomes, and evaluating them.
- b. Personality Competence is the personal ability of a professional educator to show a positive, wise, intelligent, mature and authoritative personality as well as being a role model for others.
- c. Professional competence by knowing everything there is to know about academic ability, knowledge, level and type of education
- d. Social Competence i.e. social skills by knowing how to communicate effectively with students, teachers, parents and the community.

The result of this presentation is the implementation of the teacher's role as a driving force in determining the creation of changes that will improve the quality of education for each teacher, with the ultimate goal of equalizing the quality of educators in all regions. emphasized.

### **The Impact of the Activist Teacher Education Program on Improving the Quality of Teacher Education at SDN 1 Panawangan**

The six effects of the Teacher Mobilization Education Program on improving the quality of teacher education at SDN 1 Panawangan, Ciamis Regency are as follows:

1. Encouraging Improvement of Student Academic Achievement This position is under the driving instructor and teacher at SDN 1 Panawangan. The goal of Merdeka Belajar is to produce great generations in the future, in line with its role in encouraging students to achieve academic success. In addition, this position is in line with the demands of the Pancasila Student Profile for students to demonstrate noble character and think critically in order to improve academic achievement.
2. Creative Learning Like the Activist Teacher at SDN 1 Panawangan, a competent educator is able to determine the most effective method for delivering educational content. When teaching materials are only presented in the

traditional way of copying textbooks, students may become disinterested. The driving teacher at SDN 1 Panawangan has indirectly set an example for students to always be innovative in seeking knowledge by teaching using innovative methods.

3. Active Self-Development Not only are students at SDN 1 Panawangan required to carry out active self-development, active self-development also applies to teachers who adhere to the definition of an active teacher. Being able to experiment on your own to improve your skills and constantly come up with new ideas is essential for active self-development. One aspect of the Pancasila Student Profile, independence goes hand in hand with this.
4. Only the Driving Teacher has the responsibility to encourage holistic student growth and development from point 4 to point 6. This has also been done at SDN 1 Panawangan, where the driving teacher has been able to encourage holistic student growth and development in accordance with all aspects of the Student Profile Pancasila, not only in its class but also in other classes. The specified curriculum is not a priority for the current Activist Teacher. However, the teaching method must also be adjusted to the achievement standards of the Pancasila Student Profile.
5. Become a Trainer or Mentor to Other Teachers to Mobilize Student-Centered Learning Programs exist for teachers to develop their leadership and mentoring skills so that they can help other teachers. The school-like training ground is used by the Mobilization Teacher at SDN 1 Panawangan to train newly graduated teachers to become Mobilizing Teachers. Driving Teacher can go to principals, school superintendents, or teacher training instructors as a career. Leadership skills are required for all three positions. It is hoped that the mobilization of teachers at Panawangan 1 Public Elementary School, in particular, is also expected to bring about change.
6. Becoming a Model of the Education Ecosystem and an Agent of Change The biggest difference between the Mobilizing Teachers at SDN 1 Panawangan and teachers in general is how much influence they exert. In the educational ecosystem, Mobilizing Teachers can act as role models and agents of change. Besides making positive changes in their own classrooms, motivator teachers have other effects. The Mobilization Teacher is able to influence not only the school but also other teachers at SDN 1 Panawangan.

## CONCLUSION

The quality of education in Indonesia is always associated with problems that arise with education. Education can definitely achieve the goal of education that is just and equitable in all areas that is felt by all. The dynamics of change are always present in education at every level. The four questions that were answered during the discussion made it possible to understand the findings of the literature review.

By being actively involved in all aspects of education, starting from internal aspects such as curriculum implementation to external aspects such as the educational environment, the portrait of the problem of education quality can be addressed. Through the leadership role of the driving teacher in motivating fellow educators in the field of education, learning together to achieve changes in the quality of education, and the ability to apply learning to keep up with the times, each component can work well with the idea of independent learning. Motivator teachers have the concept of cooperation where cooperation is the most important thing to have, and every teacher must understand his goals and role as a motivator or a good future leader. Student learning outcomes will not change unless the quality of teachers changes, which will lead to quality. quality teaching at all levels The Teacher Driving Education Program has six effects that improve the quality of teacher education at SDN 1 Panawangan Ciamis District: 1) Promote student academic achievement 2) Engage in creative education 3) Engage in positive personal development 4) Encourage student development in a positive way overall 5) Train/train other teachers in student-centered learning Become a

leader 6) Be a role model Transforming agents in the education ecosystem are six responsibilities that must be owned.

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