



THE ROLE OF THE DRIVING TEACHER IN THE FREE CURRICULUM OF THE FREE ERA OF LEARNING

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ABSTRAK

This research aims to explore the role of mobilizing teachers in the implementation of Merdeka Curriculum in Indonesia. The research method used is a literature review, in which various journal articles, books and related documents from several periods are systematically analyzed. The results show that the role of the driving teacher has a significant impact on the transformation of education towards the Merdeka Curriculum. The driving teacher not only acts as a teacher, but also as a learning facilitator who encourages students to be active, critical, and independent in the learning process. They also play a role in creating a learning environment that is inclusive, student-centered, and relevant to individual needs. In addition, teacher advocates also play an important role in integrating relevant learning technologies and media to enhance learning effectiveness. Adequate digital skills are key in optimally utilizing technological resources. This research also highlights the importance of the role of mobilizing teachers in realizing the vision of Merdeka Curriculum which is more inclusive, responsive, and relevant to students' needs. In conclusion, developing the role of mobilizing teachers is key in improving the quality of education and preparing future generations to face the challenges.

Keywords: driving teachers, independent curriculum, independent learning

INTRODUCTION

In the era of Merdeka Belajar, Indonesia witnessed a significant paradigm shift in the field of education. The introduction of Merdeka Curriculum is an important milestone in the transformation of education, raising new demands for the role of teachers as the main driver (Lestari, D., & Pratama, R., 2022). Master teachers are given a crucial responsibility to implement the Merdeka curriculum by providing greater space for innovation, creativity, and diversity in the learning process. They are expected to be agents of change who are able to inspire and motivate students and prepare them to face future challenges (Mulyani, E., & Subagyo, A., 2019).

The Merdeka Curriculum emphasizes student-centered learning, where teachers

are not only a source of knowledge, but also a learning facilitator that encourages student independence and activeness. By providing greater freedom in determining learning methods and approaches that suit students' needs and interests, the mobilizing teacher is the main key in ensuring that each individual has the opportunity to develop optimally (Saputra, R., & Rahayu, S., 2024). In addition, mobilizing teachers also play a role in strengthening the links between schools, communities and the world of work. They not only impart academic knowledge but also help students develop 21st-century skills such as collaboration, critical thinking, communication and creativity needed to face global challenges. Thus, the role of mobilizer teachers is becoming increasingly important in preparing

Indonesia's young generation to become competent and competitive citizens in the era of globalization (Ningsih, W., & Yulianti, A., 2023).

The role of mobilizing teachers in education is not just limited to delivering material, but further as learning facilitators. They have the responsibility to encourage students to be active, critical and independent in the learning process. This is done by creating learning experiences that challenge and motivate students to think creatively, analyze information, and develop higher-order thinking skills (Fitriani, R., & Mustaqim, A., 2020). In addition, teacher advocates are also responsible for creating an inclusive learning environment where every student feels accepted and valued. They strive to make the classroom a safe place for expression and exchange of ideas, so that each individual can develop optimally according to their needs and potential (Handayani, S., & Suryani, E., 2021). Master teachers also ensure that learning is student-centered, taking into account each individual's interests, talents, and learning styles.

By creating an inclusive and student-centered learning environment, master teachers ensure that learning becomes relevant to each individual's needs. They integrate real-life contexts and relate learning materials to real-world situations, so that students can see the relevance of what they are learning to their daily lives. This not only increases learning motivation, but also prepares students to face real-world challenges with a deeper and more applicable understanding (Kusuma, W., & Utama, B., 2018).

In addition to being a learning facilitator, teacher activators also play a role in integrating technology and relevant learning media in the learning process. They realize that technology has become an inseparable part of students' daily lives, and

therefore, teacher leaders seek to utilize technology to improve the quality of learning (Aditia, R., & Kurniawan, D., 2022). This includes the use of various software, applications and digital platforms that can enrich students' learning experience and increase interactivity in the classroom. To perform their role well, teacher advocates need to have adequate digital skills. They are not only able to use technology skillfully, but also able to assess and select the right resources according to learning objectives and student needs (Cahyono, B., & Susanto, A., 2019). By utilizing technology wisely, mobilizing teachers can create learning that is more engaging, interactive and relevant to the ever-evolving digital world.

In the context of the Merdeka curriculum, mobilising teachers are expected to be agents of change in improving the quality of education through project-based learning, authentic assessment, and character development (Darmawan, A., & Nugroho, B., 2023). They are also expected to provide support and coaching to other teacher colleagues to improve their professional competence in implementing the Merdeka curriculum effectively. Thus, the role of the driving teacher is not only a teacher, but also a leader, innovator, and learner who constantly adapts to changing times to create meaningful and relevant learning experiences for future generations.

METHOD

In this research, the literature review method was used as the main approach to gather information and literature relevant to the research topic. The literature review method allows researchers to explore various literature sources such as scientific journals, books, articles, and other related documents that have been published previously. This approach assists researchers in understanding the context,

theories, concepts, and findings related to the role of the driving teacher in the Merdeka curriculum of the Merdeka Belajar era.

The literature review process begins with identifying keywords and topics related to research, then conducting a literature search using databases such as Google Scholar, PubMed, or other reliable sources. After that, researchers evaluate the relevance, reliability and validity of the information found to be considered in the research analysis. Through the literature review method, researchers can collect secondary data that is useful for supporting the argumentation, discussion, and conclusions of this research (Sugiyono, 2018).

RESULTS AND DISCUSSION

After the research, it was found that the role of the driving teacher in the implementation of the Merdeka Curriculum in the Merdeka Belajar era has a significant impact in changing the learning paradigm in Indonesia. They not only act as teachers who deliver material, but also as learning facilitators who encourage students to be active, critical, and independent in the learning process. Through this approach, mobiliser teachers help students develop critical, analytical and creative thinking skills, which are essential for facing future challenges.

They also have the responsibility of creating an inclusive learning environment where every student feels accepted and valued. They strive to make the classroom a safe place for expression, exchange of ideas and collaboration, so that each individual can develop optimally according to their needs and potential (Kusuma, W., & Utama, B., 2018). By paying attention to diversity and individual needs, mobilising teachers ensure that every student has a relevant and meaningful learning experience.

The role of mobilising teachers is also crucial in ensuring that learning is student-centred, in accordance with the principles of Merdeka Curriculum. They listen and respond to students' needs and interests, and utilise a variety of learning methods and approaches that suit their individual characteristics. In doing so, they create a more engaging, inspiring and relevant learning experience for students (Fitriani, R., & Mustaqim, A., 2020).

In addition, mobilising teachers also play a role in integrating technology and relevant learning media in the learning process. They utilise various technological resources to improve learning effectiveness and help students develop the digital literacy needed in this digital era. By combining technology with innovative learning approaches, they open up new opportunities for students to learn interactively and dynamically.

Overall, the role of mobilising teachers in the implementation of Curriculum Merdeka not only brings changes in learning approaches, but also inspires students to reach their full potential. By becoming facilitators, motivators and innovators, mobiliser teachers help shape a generation that is ready to face future challenges and contribute to the nation's progress.

Lead teachers are not only responsible for delivering subject matter, but also play a role in integrating relevant learning technologies and media to improve learning effectiveness. They realise that technology has become an inseparable part of students' daily lives, so the use of technology in learning can increase student engagement and motivation (Saputra, R., & Rahayu, S., 2024). Therefore, teacher advocates seek to utilise various technological resources such as educational software, learning applications and digital platforms to create engaging and interactive learning experiences.

Adequate digital skills are important for mobiliser teachers so that they can optimally utilise technology resources to support learning (Lestari, D., & Pratama, R., 2022). Lead teachers need to have a good understanding of the various tools and technologies available, as well as the skills to integrate them into lesson plans that suit students' needs and learning objectives. By doing so, they can create engaging, interactive and developmentally appropriate learning experiences, thus better preparing students to face future challenges.

The integration of technology in learning also allows mobiliser teachers to create more diverse and flexible learning experiences. Through the use of technology, mobiliser teachers can present learning materials in various formats such as videos, animations, simulations and interactive games, which can cater to various learning styles of students. It also allows students to learn independently and collaboratively, increasing engagement and participation in the learning process (Kusuma, W., & Utama, B., 2018).

In addition, the integration of technology in learning also opens up opportunities for teacher mobilisers to access wider and more varied learning resources. With access to the internet and various online learning platforms, teacher-leaders can bring relevant and up-to-date content to students and facilitate discovery and exploration-based learning (Darmawan, A., & Nugroho, B., 2023). This not only enhances students' understanding of learning materials, but also helps them develop research skills and digital literacy that are essential in today's information age.

Overall, the integration of technology in learning by mentor teachers has a positive impact on improving learning effectiveness and preparing students to face future challenges (Fitriani, R., &

Mustaqim, A., 2020). By utilising technology wisely, lead teachers can create learning experiences that are engaging, interactive and relevant to students' needs and help them develop the skills needed to succeed in this digital era.

This research also emphasises the important role of mobiliser teachers in realising the vision of a more inclusive, responsive and relevant Merdeka Curriculum. Lead teachers are considered a key pillar in bridging the learning gap and ensuring that every student gets equal opportunities to develop according to their potential. By acting as leaders, innovators and learners who are constantly adapting to the changing times, master teachers have great potential to inspire Indonesia's young generation to succeed in the dynamic era of globalisation.

As leaders, mobiliser teachers have the responsibility to guide and provide direction to students in their academic achievement and personal development. They create a learning environment that motivates, empowers and supports students in achieving their goals. By setting a good example, mobilising teachers can help students understand positive leadership values and become future leaders who are responsible and caring towards society.

In addition, as innovators, mobilising teachers have an important role in developing innovative and effective learning methods. They are always looking for new ways to enhance students' learning experiences, integrating technology, arts, culture and local knowledge into the curriculum (Aditia, R., & Kurniawan, D., 2022). By continuously creating a stimulating and challenging learning environment, teachers can encourage students to think critically, creatively and adaptively, so that they are ready to face various challenges in the future.

CONCLUSION

It can be concluded that this research highlights the crucial role of the driving teacher in the implementation of the Merdeka Curriculum of the Merdeka Belajar era in Indonesia. Activator teachers not only act as teachers, but also as learning facilitators who encourage students to be active, critical, and independent in the learning process. They also play a role in creating a learning environment that is inclusive, student-centred, and relevant to individual needs, as well as integrating relevant learning technologies and media to improve learning effectiveness.

In addition, this research emphasises the importance of the role of lead teachers in realising the vision of Merdeka Curriculum that is more inclusive, responsive, and relevant to students' needs. Through their roles as leaders, innovators and learners who constantly adapt to changing times, mobiliser teachers have great potential to inspire Indonesia's young generation to succeed in a dynamic era of globalisation. Therefore, developing and empowering the role of mobilising teachers is key to improving the quality of education and preparing future generations to face the challenges.

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