

**TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION
OF *GURU PENGGERAK***

A THESIS

by

Nurhabiba Firdausy

Student Number: 06011281823077

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS SRIWIJAYA

INDRALAYA

2023

**TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION
OF *GURU PENGGERAK***

Thesis by

Nurhabiba Firdausy

Student Number: 06011281823077

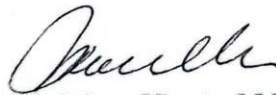
English Education Study Program

Language and Art Education Department

**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2023

**Approved by,
Advisor,**



Machdalena Vianty, M.Ed., M.Pd., Ed.D.

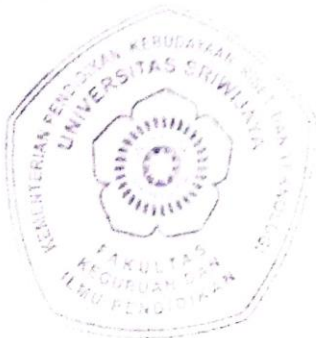
NIP. 197411242000122001

**Certified by,
Head of English Education Study Program**



Eryansyah, S.Pd., M.A., Ph. D.

NIP. 196907181995121001



**TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION
OF GURU PENGGERAK**

Nurhabiba Firdausy

06011281823077

**This thesis was defended by the researcher in the final program
examination and was approved the examination committee on:**

Day : Tuesday

Date : July 18, 2023

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson: Machdalena Vianty, M. Ed, M. Pd, Ed. D

2. Member : Dra. Zuraida, M. Pd.

Indralaya,

Certified by,

Coordinator of English Education Study Program



Eryansyah, S.Pd., M.A., Ph. D.

NIP. 196907181995121001

DECLARATION

I, the undersigned,

Name : Nurhabiba Firdausy

Student Number : 06011281823077

Study Program : English Education

State that the thesis entitled “Teachers’ Perspective on The Implementation of Guru Penggerak Program” is my own work and I did not plagiarize or use inappropriate quotation in violation of the ethnic and standards stated by Ministry of Education of Republic of Indonesia Number 17, 2010 concerning the plagiarism in higher education. Therefore, if I am found to have plagiarized this work, then I am ready to get the consequences.

Indralaya, 7 July 2023

The Undersigned,



Nurhabiba Firdausy

NIM. 06011281823077

DEDICATIONS

I sincerely dedicated this thesis to:

My beloved parents and siblings. Thank you so much for always loving, praying, and supporting me unconditionally in whatever situation. I couldn't finish this thesis without all the supports and prays from all of you. Dear all, I sincerely love you and can't be more grateful for every moment happened.

ACKNOWLEDGMENTS

First and foremost, praises and thanks to the God, Allah *Subhaanahu wa Ta'aalaa*, the Almighty, who has given patience and strength to me so that I can finish the thesis and for his blessings throughout my research journey to complete it successfully. This thesis would also never be finished without help of many people. Therefore, I owe my gratitude to:

1. The incredible and dedicated advisor, Machdalena Vianty, M.Ed., M.Pd., Ed.D. for the guidance, suggestions, helpful comments, thoroughness, insightfulness, and support. Your influence is strongly felt in this thesis.
2. The Dean of the Faculty of Teacher Training and Education of Sriwijaya University, the Head of Language and Arts Department, the Head of English Education Study Program, and the Administration of English Education Study Program for their assistance in administrative matters. Unforgettably, the greatest gratitude addressed to all lecturers who kindly taught me during my study. Besides, I also would like to express my gratitude to all teachers that have become my participants in this thesis and help me during the interview and give me some insights.
3. To all of my friends, thanks for the sweet memory, support, and help during study in Sriwijaya University. Hope we can grow and be on top together.

Hopefully, this thesis will be useful for teaching and learning in English Education Study Program, teachers and schools, Indonesian government, and all people who need this.

Palembang,
The researcher,



Nurhabiba Firdausy

Table of Content

COVER.....	i
APPROVAL.....	ii
COMMITTEE APPROVAL.....	iii
DECLARATION.....	iv
DEDICATIONS.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENT.....	vii
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi
ABSTRACT.....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
CHAPTER II.....	4
LITERATURE REVIEW.....	4
2.1 Merdeka Belajar.....	4
2.2 Guru Penggerak.....	4
2.2.1 The Principal and Concept of <i>Guru Penggerak</i> Program.....	5
2.3 Previous Related Studies.....	6
CHAPTER III.....	8
METHODOLOGY.....	8
3.1 Research Design.....	8
3.2 Participant of the Study.....	8
3.3 Data Collection.....	9
3.4 Data Analysis.....	10
CHAPTER IV.....	12
FINDINGS AND DISCUSSION.....	12
4.1 Findings of the Study.....	12
4.1.1 Research Question 1: What did the Participants Understand about the Program?.....	12

4.1.2 Research Question 2: How did the Participants Manage to Balance Their Role as Teacher and Guru Penggerak?	13
4.1.3 Research Question 3: How did the Participants Implement What They Learnt from the Program to Their Teaching?	15
4.2 Discussion	16
CHAPTER V	19
CONCLUSIONS AND SUGGESTIONS	19
5.1 Conclusions	19
5.2 Suggestions	20
REFERENCES	22
APPENDICES	27
APPENDIX A	28
TEACHERS' INTERVIEW GUIDELINES	28
APPENDIX B	29
INTERVIEW TRANSCRIPT	29
I. Achya Anggraini, SMAN 13 Palembang, 1st batch of Guru Penggerak	29
II. Fenny Octari Zega, SMA NU Palembang, 4th batch of Guru Penggerak	31
III. Rudi Anton Simanjuntak, SMAN 04 Palembang, 4th batch of Guru Penggerak	34
APPENDIX C	38
LETTER OF APPROVAL OF RESEARCH TITLE	38
APPENDIX D	39
LETTER OF APPOINTMENT OF THESIS ADVISOR	39
APPENDIX E	41
LETTER OF RESEARCH PERMISSION FROM FKIP UNSRI	41
APPENDIX F	42
LETTER OF RESEARCH PERMISSION FROM DIKNAS	42
APPENDIX G	43
LETTER OF RESEARCH STATEMENT FROM SCHOOLS	43
SMAN 13 PALEMBANG	43
SMA NU PALEMBANG	44
SMAN 04 PALEMBANG	45
APPENDIX H	46
THESIS CONSULTATION CARD	46

DOCUMENTATION	49
----------------------------	-----------

LIST OF TABLES

Table 3.2.1 Research Participants.....	17
Table 3.3.1 Participants Interview and The Duration	19

LIST OF APPENDICES

Appendix A	Teachers' Interview Guidelines
Appendix B	Interview Transcript
Appendix C	Letter of Approval of Research Title
Appendix D	Letter of Appointment of Thesis Advisor
Appendix E	Letter of Research Permission from FKIP Universitas Sriwijaya
Appendix F	Letter of Research Permission from Dinas Pendidikan Provinsi Sumatera Selatan
Appendix G	Letter of Research Statement from Schools
Appendix H	Thesis Consultation Card
Appendix I	Documentation

**TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION OF GURU
PENGGERAK**

ABSTRACT

Guru Penggerak program is a leadership program that stimulates student growth and development, holistically, actively and proactively. This program was initiated due to the spread of Covid-19 where it changed the system of all fields including education. Hence, this study aims to find out about *Guru Penggerak* from the perspective of teachers who have already completed the program. This study used a qualitative descriptive approach through in-depth interview and the participants were 4 English teachers from different schools in Palembang who have completed the *Guru Penggerak* program. The result of the study shows that all participants have the same image of what *Guru Penggerak* is. This study also discovers that all participants met some challenges during the program such as managing time and role, and internet connection. All participants also mentioned there are some benefits gained by them for their self-development and their career. The participants said that this program is one of the best programs from the Ministry of Education and Culture (Kemendikbud) and they would gladly recommend this program to their fellow.

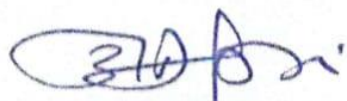
Keywords: *English Teachers' Perspective, Guru Penggerak program.*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Nurhabiba Firdausy

NIM : 06011281823077

Certified by,
Coordinator of Study Program,



Eryansyah, S.Pd., M.A., Ph. D.

NIP. 196907181995121001

Approved by,

Advisor,



Machdalena Vianty, M.Ed., M.Pd., Ed.D.

NIP. 197411242000122001

CHAPTER I

INTRODUCTION

This chapter presents the background, problems, the objectives, and the significance of the study.

1.1 Background of the Study

According to Anggraeni et al. (2021), since 2009 up to now, Indonesia has been facing the issues of equality of education. The crisis is getting worse since the Covid-19 outbreak in which the system of education changes from face-to-face meeting to online classes. Since then, some studies show that there has been a learning loss. Learning loss refers to any specific or general loss of knowledge and skills or to regression in academic progress (Devi, 2022). There are some factors that lead to the learning loss – start from the teacher's competence that is low to uncompleted learning activity.

To anticipate the learning loss getting worse during the Covid-19, Indonesian government has launched the emergency curriculum which known as *Merdeka Belajar* (emancipated learning). This idea of this is strategic and innovative as well as challenging. Some supporting components like the curriculum, learning facilities, learning methods to human resources, namely *Guru Penggerak* (transformational teacher), are of serious concern to the government when establishing this *Merdeka Belajar* curriculum. According to the Minister of Education and Culture, *Merdeka Belajar* is the freedom of education units (schools, teachers and students) to innovate and learn independently and creatively. There are four main independent learning policies launched by the Ministry of Education and Culture during a Coordination Meeting with Heads of Education Offices throughout Indonesia (Kemendikbud 2019):

1. The National Based School Examination (USBN) was replaced by an examination (assessment) held by each school.
2. The National Examination (UN) as an indicator of student graduation is replaced with a Minimum Competency Assessment and Character Survey.
3. Teachers are given the freedom to develop lesson plans (RPP) formats and are no longer fixated on the old lesson plans.
4. Regulations regarding the acceptance of new students (PPDB) which were previously zoning became more flexible to accommodate various conditions in the regions.

In addition to *Merdeka Belajar*, the Minister of Education and Culture also alluded to *Guru Penggerak* (transformational teacher). *Guru Penggerak* are teachers who prioritize students and learning for students, so that in taking action without being told, they are ordered to do their best (Kemendikbud, 2019). There is at least one *Guru Penggerak* in each education unit. They will be given space to innovate in order to improve the quality of education. This policy of emancipated learning (*Merdeka Belajar*) and encouragement to become *Guru Penggerak* must be implemented by teachers in Indonesia. To be a *Guru Penggerak*, a teacher just needs to apply through the website of Kemdikbud then do the processes by completing some documents and follow the test and do the essay.

Since this program aims to reform the quality of education in Indonesia, *Merdeka Belajar* and *Guru Peggerak* program is expected that students can be more engaged in learning and grow their curiosity so then they can be more critical. Besides, the students are also expected to be more confident (Satriawan et al., 2021).

Based on the explanation above, the purpose of this present study is to find out about *Guru Penggerak* from the perspective of teachers who have already completed the program. Specifically, this study is conducted under the title Teachers' Perspective on The Implementation of *Guru Penggerak*.

1.1 The Problems of the Study

As stated in the background, this paper explored the teachers' perspective of *Guru Penggerak*. Specifically, this study focuses on the understanding of:

1. What did the participants understand about *Guru Penggerak*?
2. How did participants manage to balance their role as a teacher and the participant of *Guru Penggerak*?
3. How did the participants implement what they learnt from the program to their teaching?

1.2 The Objectives of the Study

The present study is aimed to;

1. Find out what participants understood about *Guru Penggerak*.
2. Figure out how participants managed to balance their role as a teacher and the participant of *Guru Penggerak*.
3. Discover how the participants implemented what they learnt from the program to their teaching.

1.3 The Significance of the Study

The researcher expects that significance of this research study has benefits as follows; First, after reading this paper, the readers will get some information about the recent issue that relates to the implementation of new curriculum, *Merdeka Belajar* (emancipated learning) Curriculum, which is the launching of teachers' training called *Guru Penggerak* (transformational teacher). Next, all teachers in Indonesia can gain knowledge and information about what *Guru Penggerak* is and how to become one of them. Besides, they will also get the image of what will they be after the program finish. Not only that, the teachers could also know the challenges during the program which will be helpful for them to prepare themselves. Schools and educators can also get some ideas of why it is important to be *Guru Penggerak*

and see the impact given by the program. Last, the results can be used for the further researches or educators who are interested in knowing more about *Guru Penggerak*.

REFERENCES

- Adha, A, D. (2022). Mengapa “Learning Loss” Adalah Narasi Yang Bias: Menjawab Oanik Hilangnya Capaian Belajar di Tengah Pandemi. AMINEF. <https://www.aminef.or.id/news-mengapa-learning-loss-adalah-narasi-yang-bias-menjawab-panik-hilangnya-capaian-belajar-di-tengah-pandemi/>
- Anggraeni, R. N., Fakhriyah, F., & Ahsin, M. N. (2021). Peran orang tua sebagai fasilitator anak dalam proses pembelajaran online di rumah. *Jurnal Ilmiah Pendidikan Dasar*, 8(2), 105. <https://doi.org/10.30659/pendas.8.2.105-117>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education*. 8th edition. Wadsworth: Cengage Learning.
- Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Kajian Akademik: Kurikulum untuk Pemulihan Pembelajaran* (edition 1). https://kurikulum.kemdikbud.go.id/wp-content/unduh/Kajian_Pemulihan.pdf
- Boyce, C. and Neale, P. (2006) *Conducting In-Depth Interview: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input*. Pathfinder International Tool Series, Monitoring and Evaluation-2. http://www.pathfind.org/site/DocServer/m_e_tool_series_indepth_interviews.pdf?docID=6301
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chen, L., Dorn, E., & Wiesinger, A. (2021, March 1). *Teacher Survey: Learning Loss is Global – and Significant*. McKinsey & Company. <https://www.mckinsey.com/industries/education/our-insights/teacher-survey-learning-loss-is-global-and-significant>

- Devi, R, K. (2022). Learning Loss and Learning Gaps and Its Impacts in the Academic Achievements through Online Examination of Students in Getting Quality Education at Tertiary Level. *International Journal of Innovative Research in Technology*, 8 (12), 479 – 483.
- Faiz, A., & Faridah. (2022). Program Guru Penggerak Sebagai Sumber Belajar. *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 14 (1), 82-88. <https://doi.org/10.35457/konstruk.v14i1.1876>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). New York: Mc Graw Hill.
- Guest, G., MacQueen, K.M. and Namey, E.E. (2012). Applied Thematic Analysis. Sage Publications, Inc., Thousand Oaks. <http://www.sagepub.com/books/Book233379>
- Guion, L, A., Diehl, D, C., & McDonald, D. (2011). Conducting an In-Depth Interview. *Historical Fact Sheets*, 2011 (8). <https://doi.org/10.32473/edis-fy393-2011>
- Kementerian Pendidikan dan Kebudayaan. (2020). Panduan SIM-PKB Registrasi Akun Guru – Untuk Guru. <https://bantuan.simpkb.id/books/panduan-kelola-simpkb-guru/panduan-kelola-simpkb-guru.pdf>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023). Daftar Tanya Jawab Guru Penggerak. <https://sekolah.penggerak.kemdikbud.go.id/gurupenggerak/faq/>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023). Guru Bergerak Indonesia Maju. <https://sekolah.penggerak.kemdikbud.go.id/gurupenggerak/>
- Lenovo Indonesia. (2021). *Menjadi Guru Penggerak dalam Era Transformasi Pembelajaran*. <https://lenovoedvision.com/id/wp->

content/uploads/sites/13/2021/09/EdVisionResource14_Menjadi-Guru-Penggerak-dalam-Era-Transformasi-Pembelajaran.pdf

Mulyasa, H.E (2020). *Menjadi Guru Penggerak merdeka belajar*; editor, Lina inarotut darojah. Jakarta: Bumi Aksara

Muttaqien, A, Y. (2020, August 18). Konsep “Merdeka Belajar” dan Peran Seorang Guru Sebagai Penggerak. <https://bandungkita.id/2020/08/18/simak-konsep-merdeka-belajar-dan-peran-seorang-guru-sebagai-penggerak/>

Muttaqin, T. (2018). Determinants of Unequal Access to and Quality of Education in Indonesia. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 2 (1), 1- 23. <https://doi.org/10.36574/jpp.v2i1.27>

Morrow, S. L. (2007). Qualitative Research in Counseling Psychology: Conceptual Foundations. *The Counseling Psychologist*, 35(2), 209–235. <https://doi.org/10.1177/0011000006286990>

Nurhalisa, S., Ansar, & Mus, S. (2023). Program Guru Penggerak dalam Meningkatkan Profesionalisme Guru di SMA Negeri 2 Polewali. *Jurnal Administrasi, Kebijakan, dan Kepemimpinan Pendidikan*, 1 (1), 1 – 7.

Pendi, Y. O. (2020, May). Merdeka belajar yang tercermin dalam kompetensi professional guru bahasa inggris SMP Negeri 01 Sedayu. In Seminar Nasional Pendidikan (Vol. 1, No. 1).

Randall, R., Sukoco, G, A., Heyward, M., Purba, R., Arsendy, S., Zamjani, I., & Hafiszha, A. (2022). Reforming Indonesia’s Curriculum: How Kurikulum Merdeka Aims to Address Learning Loss and Improve Learning Outcomes in Literacy and Numeracy. INOVASI. https://www.inovasi.or.id/wp-content/uploads/2022/06/Learning-Gap-Series-Two-Reforming-Indonesias-curriculum-FIN_compressed.pdf

- Riandri, H. (2022). Mentoring Pengimbasan Pendidikan Guru Penggerak di Sekolah Binaan Tahun 2022. *Jurnal Edukasi Indonesia*, 3 (7), 21-31.
- Safuri, M., Nurhayati, S., Jabar, R., Sulaiman, D., & Fauziddin, M. (2022). Upaya dan Tantangan Kepala Sekolah PAUD dalam Mengembangkan Lembaga dan Memotivasi Guru untuk Mengikuti Program Sekolah Penggerak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6 (5), 4239-4254. <https://doi.org/10.31004/obsesi.v6i5.2624>
- Satriawan, W., Santika, I.D., Naim, A., Tarbiyah, F., Raya, B., Selatan, L., Timur, L. (2021). Guru Penggerak dan Transformasi Sekolah. *J. Kependidikan Islam. Vol.*, 11, 1–12.
- Seidman, I. (2006). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. Teachers College Press.
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar di Indonesia. *Jurnal Dinamika Pendidikan*, 14 (2), 88-99. <https://doi.org/10.51212/jdp.v14i2.53>
- Sirait, S., Murniarti, E., & Sihotang, H. (2021). Implementation of Hots-Based Learning and Problem Based Learning during the Pandemic of COVID-19 in SMA Budi Mulia Jakarta. *Advances in Social Sciences Research Journal*, 8(2), 296-305.
- Somad, A. (2022). Minat Guru Sejarah Terhadap Program Pendidikan Guru Penggerak di Provinsi Banten. *Cendrasangkala: Jurnal Pendidikan Sejarah*, 8 (2), 1-9. <http://dx.doi.org/10.30870/candrasangkala.v8i2.15071>
- Suhandi, A, M., & Robi'ah, F. (2022). Guru dan Tantangan Kurikulum Baru: Analisis Peran Guru dalam Kebijakan Kurikulum Baru. *Jurnal Basicedu*, 6(4), 1 – 10. <https://doi.org/10.31004/basicedu.v6i4.3172>

The SMERU Research Institute. (2020). Belajar dari rumah: Potret ketimpangan pembelajaran pada masa pandemic COVID-19. Catatan Penelitian SMERU No. 1/2020.

The SMERU Research Institute-The RISE Programme in Indonesia (2020). Memulihkan penurunan kemampuan siswa saat sekolah di Indonesia dibuka kembali.

https://rise.smeru.or.id/sites/default/files/event/Florischa%20Ayu%20Tresnatri_Memulihkan%20Penurunan%20Kemampuan%20Siswa%20Saat%20Sekolah%20di%20Indonesia%20Dibuka%20Kembali.pdf

Turner, D. P. (2020). Sampling Methods in Research Design. *Headache*, 60, 8-12.
<https://doi.org/10.1111/head.13707>