

Mobilisers Teacher Performance and its Impact on Learning Innovation

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ABSTRACT

This research uses a descriptive qualitative approach to describe the performance of the mobiliser teacher role and its impact on learning innovation in schools. Purposively, 9 teachers of mobilisers and 4 ordinary teachers in public first schools were selected as respondents. The results of this study explain that the performance of driving teachers has an impact on teacher learning innovation. The performance of driving teachers is reflected in the existence of their effective role in developing teacher learning innovations. The findings of this study explain the performance of mobilising teachers based on their roles, namely (1) the role of leading learning; (2) become a coach for teachers; (3) encouraging collaboration; (4) realising student leadership; dan (5) mobilising communities of practice.

Keyword: Mobiliser Teacher; Performance; Learning Innovation

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1. INTRODUCTION

Mobiliser teacher is a government education programme to improve teacher competence. In addition, the presence of the mobilising teacher programme is expected to mobilise the learning community. The principle of this programme is the same as the independent curriculum, which uses more flexible methods. Mobiliser teachers efforts to improve the quality of education at school and outside of school (Ainia, 2020). The role and purpose of the mobiliser teacher is to develop learners in reflection, and independent and group learning. Mobilise the education ecosystem by opening up a lot of collaborative learning, encouraging the leadership level of learners to become more active and confident individuals, and creating a fun learning format that supports implementable learning outcomes for learners (Azisah & Syukur, 2020).

In its implementation, the number of educators participating in the mobilising teacher programme based on data from the Directorate General of Teachers and Education Personnel as of 2022 is 18,079 teachers out of 3.32 million teachers in Indonesia. This illustrates the lack of teacher engagement in Indonesia, which is influenced by the lack of quota available for the mobiliser teacher programme due to the limited budget available from the central government to train teachers to become mobiliser teacher. The local government plays an important role in supporting the synergy, as education is an important sector for improving human resources.

The mobilising teacher is tasked with implementing Ki Hadjar Dewantara's educational philosophy of “ing ngarso sung tulodo, ing madya mangun karso, tut wuri handayani”, this means in the front setting an example or being a role model, in the middle building enthusiasm or ideas, from behind providing encouragement (Ismail, 2010). A mobilising teacher must be able to have a positive impact on other teachers, students and the quality of the school. The mobiliser teacher must be able to mobilise non-moving teachers to be more innovative, creative, and able to develop teaching materials, teaching media, teaching methods, and teaching techniques in the classroom. In addition to developing the quality of education, the teacher mobiliser programme can also improve the quality of teachers in imparting knowledge to students. This is very good of course, because in the world of education the quality of teachers is the main thing. It is different from ordinary teachers (not teacher mobilisers) who are only in charge of teaching in the classroom and only have an impact on student development. Ordinary teachers (not teacher mobiliser) also do not participate in

reflection and self-improvement activities such as subject teacher meetings (MGMP) or teacher working groups (KKG). It certainly makes the driving teacher far superior in terms of pedagogical competence. The forum is very useful for improving a teacher's insight into teaching in the classroom. A mobiliser teacher is also considered to be more creative and innovative in developing the teaching and learning atmosphere (Bailah and Pasla, 2021). They must be able to use technology and various media relevant to the teaching material so that the classroom situation is not saturated and boring.

Master teachers are the catalyst for education in Indonesia, as their roles and duties include: (1) mobilising the learning community in the school and in the surrounding area; (2) become a trainer for other co-teachers related to learning development at school, (3) enhancing existing student leadership in schools; (4) open positive discussions and collaboration between teachers and stakeholders inside and outside the school to improve the quality of learning; (5) become leaders in learning activities that promote the well-being of the educational ecosystem in the school. The activator teacher essentially produces a leader of learning activities who is able to implement the concept of independent learning. In addition, mobilising teachers will also be able to mobilise the entire education ecosystem to realise student centred education (Dakir, 2019).

Many people believe that the performance of teacher movers is still not optimal and has not made an impact on schools. Thus, the teacher mobilisation programme has not met expectations and is still a concern for the Indonesian government. Kurniawati's research (2022) explains that one form of education problem in Indonesia is the low quality of teachers. In carrying out their duties and roles, mobiliser teachers still have many obstacles and problems such as mastery of technology, because the mentor teacher programme requires technological skills. Every mobiliser teacher is required to keep up to date with all developments in science and technology to support his or her mission. Another problem is also in the process of mobilising the learning community of practitioners, which takes a long time, which has an impact on the main tasks of teachers who provide lessons in the classroom. In addition, the leadership skills of the lead teachers are still low, resulting in a weak driving force for the learning community in the school. Penelitian Joen et al., (2022) The phenomenon of teacher performance problems in State Vocational High Schools (SMK) in Gowa Regency has not shown good performance in carrying out their duties and functions, such as still weak in developing teaching plans, learning has not fostered student creativity, assessment has not been objective and less encouraged to do self-development.

Based on the description above, mobiliser teacher are expected to contribute greatly to improving the quality of education and learning in schools, This study aims to analyse the performance of teacher movers and their impact on learning innovation in schools.

2. RESEARCH METHOD

This research uses a descriptive quantitative approach with a focus on the performance of teacher movers and their impact on learning innovation in schools. A total of 9 mobilizers teacher (MT) and 4 regular teachers (RT) were selected as research informants. The research informants came from 2 public junior high schools (SMPN) in Deli Serdang Regency, North Sumatra, Indonesia. Data collection techniques using in-depth interviews, observation and documentation collected in the field. The data analysis technique uses interactive analysis stages, namely data collection, data reduction, data presentation, and conclusion drawing (Miles et al., 2014). At the data collection stage, researchers collect relevant data using interviews, observation and documentation. At the data reduction stage, researchers simplify and organise the data that has been collected to be analysed and interpreted. The data presentation stage is presenting the data visually or descriptively. Concluding the data is that researchers interpret the data that has been presented and conclude the findings or patterns that emerge from the research data.

3. RESULTS AND DISCUSSION

This study aims to analyse the performance of teacher movers and their impact on improving learning innovation in schools. The research data was collected using interview, observation and documentation techniques. The findings of this study are sourced from the results of interviews with informants, namely the driving teacher and the regular teacher. The presentation of interview data in this study is in the form of coding (mobiliser teacher (MT); regular teacher (RT); informant-1; informant-2 and so on), such as interviews with driving teachers about their role as a driving teacher providing information, namely (1) the role of leading learning; (2) become a coach for teachers; (3) encouraging collaboration; (4) realising student leadership; dan (5) mobilising communities of practice. Table 1 describes the interview results that support the research findings.

Table 1. Performance findings on the role of the mobilising teacher and its impact

Data Source	Data Analysis	Meaning	Impact
GP-1; GP-2; GP-3; GP-4; GP-5; GP-6; GB-1 and GB-2	Resonate passion, hope, enthusiasm and interact creatively and innovatively in learning in the classroom, school. They can motivate and create effective learning, elicit students 'ideas, build in-depth questions and develop students' problem-solving skills.	Lead learning for students and other teachers in the school	Encourage innovation for teacher and student learning in the classroom
GP-1; GP-2; GP-3; GP-4; GP-5; GP-6; GB-3; GB-4	Open up more space for positive dialogue between teachers in school or outside of school. Initiate the development of teacher competence and student character	Train and guide peers in developing and implementing learning activity programmes.	Encourage and develop teachers' skills in learning
GP-1; GP-2; GP-3; GP-4; GP-5; GP-6; GP-7; GP-8; dan GP-9; GB-1; GB-2	Establish academic dialogue, professional conversations, strategic planning, technical discussions collaboratively	Foster a culture of collaborative learning or a professional learning community with fellow teachers in the school	Building collaboration in learning that results in learning innovations (new ways or new perspectives) that have a positive impact on students
GP-1; GP-2; GP-3; GP-4; GP-5; GP-6; GP-7; GP-8; dan GP-9; GB-1; GB-2; GB-3; dan GB-4	Crafting learning experiences so that students feel competent, independent, loved, and have the confidence and determination to achieve all that students hope for.	Create interactive-collaborative learning, come up with ideas and innovate while taking concrete actions that favour students.	Creating fun learning so that students become active, creative, independent, collaborative, and critical reasoning.
GP-1; GP-2; GP-3; GP-4; GP-5; GP-6; GP-7; GP-8; dan GP-9; GB-1; GB-2; GB-3; GB-4	Encouraging and mobilising the teacher community in schools and in the region. Open a space for the exchange of ideas, experiences and best practices in educating	Mobilise through training activities, workshops, and motivate communities of practitioners to adopt innovations in learning approaches.	Inspire fellow teachers to continuously improve teaching quality.

Table 1 explains that teacher mobilisers can play change-leading roles in the school education ecosystem. A teacher's leadership will certainly be maximised if they have skills or competencies that are in line with the expected educational goals. Mobiliser teachers are expected to drive the transformation of education in Indonesia by supporting students' growth and development in a holistic, active, and proactive manner, so that students become Pancasila learners. Become a coach or mentor for other teachers for student-centred learning, as well as a role model and transformation agent for the education ecosystem.

Mobiliser teachers are able to develop the competence of themselves and their peers independently based on the results of reflection on learning practices (Mulyasa, 2021). Being a role model for other colleagues is a powerful way to move together for students (Widyastuti, 2022). The mobiliser teacher is present in the centre of the classroom to realise meaningful and quality learning, such as starting to design, implement and evaluate student needs based on data and reflecting on learning practices (Sibagariang et al., 2021). Effective mobiliser teacher collaborate with parents, peers and the community of practice. It aims to create a student-centred learning ecosystem. Finally, teacher activists foster a learner ecosystem through voluntary and collegial cultivation of *rasa, karsa, raga, pikir* together with peers and the community (Faiz & Kurniawaty, 2020).

4. CONCLUSION

Mobiliser teachers are learning leaders who encourage active student development by developing the competencies of other teachers. The findings of this study explain the performance of mobilising teachers based on their roles, namely (1) the role of leading learning; (2) become a coach for teachers; (3) encouraging collaboration; (4) realising student leadership; dan (5) mobilising communities of practice. With this role, the driving teacher has an impact on improving teacher learning innovation and student learning, as well as through fostering teacher professionalism, collaborating with stakeholders so as to realise the profile of Pancasila. With the presence of mobiliser teachers in schools, it is hoped that learning innovations in schools

will continue to develop and be able to produce a superior and highly competitive generation in the global arena.

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