

# THE PROFILE AND ROLE OF THE MOBILIZING TEACHERS IN THE LEARNING PROCESS AT LEDUG PUBLIC ELEMENTARY SCHOOL

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**Abstract:** The research was conducted describing the profile and role of the mobilizing teachers in the learning process at SD Negeri Ledug, which was developed through descriptive research. The driving teacher is made a subject. Data collection through observation sheet instruments as well as interviews and triangulation techniques to obtain data validity. Research findings show that learning by driving teachers is very fun, namely by using technology in the learning process so that students are motivated and academically driven. Learning activities are carried out well by mobilizing teachers using diagnostic assessment stages so that they know how to learn, talents, interests and readiness of students in the implementation of learning. mobilizing teachers use differentiated learning, positive cultural learning, social emotional, and proficient in technology to optimize learning success, in evaluation activities mobilizing teachers assess learning outcomes using LKPD.

**Keywords:** *Mobilizer Teacher Profile, Mobilizer Teacher Role, Learning*

## INTRODUCTION

Indonesian education has changed for the better, although competition is still with developing countries. Indonesian education currently has a positive impact on people, and is trying to catch up with developed nations. Therefore, without education, it is difficult for humans to progress or develop. Indonesia's future generation needs human resources (HR) to concentrate on intelligence, so the government focuses on the education system. The function of the purpose of national education is to grow skills and produce humans who can think forward, produce an intelligent nation and optimize the ability of students to become creatures of faith, piety and noble morals This statement is based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter III Article 3.

In general, education becomes a process of formation and development of potential to fulfill human commitments as individual beings, beings who need each other and humans who are powerful. In the world of education there is an implicit relationship between two

parties, namely the education party and students. Each party has a different position and role in the relationship, but they are the same in terms of culture, that is, hypnotizing each other to carry out the educational process of transforming education, values, and skills to achieve goals. To answer this challenge, the government made a new breakthrough by launching the Free Learning policy which is in line with the motto of education from Ki Hajar Dewantara. Independence is intended to convey freedom to students in learning, but still obey the law. The Free Learning Policy is one step to transform education in Indonesia in order to be able to create superior and quality human resources (HR) that have a Pancasila student profile.

The pros and cons occur in the regulation of the minister of education regarding the rules for freedom of freedom of learning to determine student graduation. Merdeka Belajar has the concept of providing freedom for educational institutions and improving students' innovative creative thinking. Furthermore, this idea is used to think about the propek of education with the aim of producing skilled humans who can be compared to various lives (Sibagariang, 2021).

The fact in the field that students still have limitations with gadget devices to support learning, especially grade V at Ledug State Elementary School, because in learning a mobilizing teacher is obliged to provide space for students to express themselves freely and independently through videos uploaded by students to public media. The method used by teachers in learning has used interesting media and teachers try to deliver material using as much as possible. Teachers provide material and passive students in their learning, in this case, mobilizing teachers must be required to understand the characteristics of students in their learning.

The revolutionary era focused on learning with the concept of independent learning. Things that need to be considered are increasing competitiveness and updating the goal so that they can collaborate with each other and not be left behind by the development of the times. This era requires students who are creative, like renewal, critical in solving problems, and can communicate and cooperate (Yamin & Syahrir, 2020).

Every educational forum must be competitive, innovative, and ready to work together in order to face the fourth industrial revolution period, which puts forward the idea of independent learning. In this era, education is needed that can mold students' skills in critical thinking using methods according to their expression. A teacher as a teacher in

the implementation of independent learning is not only to develop developing issues but to provide learning that builds students intellectually and spiritually.

The Ministry of Education and Culture launched an independent learning program and mobilizing teachers. This learning is defined as freedom given to schools, educators and students. This freedom means freedom to innovate and learn independently that is creative. Independent learning is defined as flexible learning because students can freely seek knowledge, explore their potential with enthusiasm and expressiveness without feeling self-binding (Nagri, Munastiwi & Santika, 2020: 582).

The independent learning policy includes mobilizing school activities and mobilizing teacher events (PGP). This program is a place to implement the vision of education in order to realize a developed country with Pancasila character. The mobilization program strongly emphasizes schools on improving student learning as a whole, consisting of numeracy literacy skills and character. Excellent resources i.e. school leaders and instructors form the basis of this approach. Educators understand that every student is not the same and has a way of pedagogy that is not in harmony. As a result, teachers train at the right level as well as suitable for learners. In the development of education policy, teachers must be able to adjust to relevant policies. Professional teachers have a very crucial role to organize quality learning, produce a generation that can be rivaled in the international arena, and who are moral and have strong character (Murningsih, 2016).

Mobilizing teachers play an important role in the classroom because they act as leaders in learning, mobilizers of communities of practice, set an example for other teachers, promote collaboration among instructors, and instill leadership in students. In addition, mobilizing teachers can also be able to combine the characteristics of Pancasila students with curricular or non-curricular activities. observation of the driving teacher at SD Negeri Ledug, teachers in coordinating students, there are still obstacles in implementing plans for learning because each student has a different character.

Based on preliminary observations with on March 6, 2023, one of the elementary schools in Kembar sub-district that implements mobilizing teacher program activities, namely at SD Negeri Ledug, the elementary school has 1 teacher who serves as a mobilizing teacher, the teacher teaches grade 5, the teacher is motivated to register to become a mobilizing teacher, namely encouragement from the principal and self-will, then he registers through the mobilizer teacher website, The original flow of the selection of mobilizing teachers

has two stages, the first stage is to form a CV, essay, then the second stage is teaching simulation and interviews, after this stage is passed, the mobilizing teacher will take part in mentoring and training, as well as rehabilitation for six months from school leaders and mobilizing teacher assistants who conduct assessments in each teaching process. This is done so that learning can take place properly and improve the quality of education in elementary schools.

## **RESEARCH METHODS**

Research at SD Negeri Ledug was conducted using qualitative research methods. Sugiyono (2016: 4) states qualitative as a method that uses natural settings, researchers as the main instrument, triangulation of data collection techniques, descriptive, by emphasizing results on meaning rather than generalization

The choice of this method in the research was because they wanted to know as deeply as possible about the profile and role of class V mobilizing teachers at SD Negeri Ledug. This research was carried out by collecting fact data in schools naturally so that data manipulation did not occur. From the data found in the field can bring up a lot of facts that can strengthen a theory or even can give rise to a new theory.

## **RESULTS AND DISCUSSION**

### **1. Mobilizing Teacher Profile**

In simple terms, a teacher is someone who works in a field that has something to do with education. Jobs that often interact with the field of education to convey knowledge and influence changes in student behavior. The term "teacher" in English refers to someone who is professional in what they do and while teaching.

Firdaus and Bardawi (2012: 16) educators are considered as channels in learning so that they have demands to do good learning. Teachers develop into skilled professionals who organize and carry out pupil educational activities. In addition, educators will evaluate student learning outcomes and offer teaching, training, research, and community service to students.

Based on the explanation described above, a leader in learning must encourage and increase the growth and development of students as a whole, which includes the development of literacy and numeracy skills. A leader in learning is also proactive and aggressive in sharing information with other educators so that they can carry out learning

centered on students, driving teachers is defined as a driver of educational change who can later produce many agents of change in the world of education.

In controlling learning, teachers are responsible for certain tasks. This management style encourages enlightenment and active participation between teachers and students because it is done successfully, dynamically, efficiently, and positively. The requirements as a mobilizing teacher are as follows; 1) Make learning focused on students, 2) have serious abilities, 3) have expertise in moving a person or group; (4) high spirits; (5) leadership spirit and independence; (6) likes to learn new things and is not quickly satisfied; (7) good communication skills and (8) can control feelings and behavior balanced with a code of ethics (Mansyur, 2021: 107).

In accordance with the opinion above, the mobilizing teachers at SD Negeri Ledug have the ability to realize education with a student-centered learning approach. They can also lead learning by using self-paced learning for all students. Mobilizing teachers are needed to form communities in schools and regions that can develop student leadership in realizing the character of Pancasila students. Being a mobilizing teacher must carry out a 9-month education process with the support of experienced instructors and facilitators. To be able to be a mobilizing teacher, teachers must be selected and conduct education within a period of 9 months and supported by experienced instructors and facilitators.

## **2. The Role of the Mobilizing Teacher**

Facing the rapid development of technology in an era that is all sophisticated, the driving force at Ledug State Elementary School has a big obstacle in the current era of technological change, it happens because all information can be easily searched. Even if this happens, it will not change the role of teachers with today's sophisticated technology. Because technology is man-made capable of errors and errors or capable of being misused. And lacks empathy and exemplary example.

Technology cannot replace the role of the teacher in learning, there must be an inner connection in order to create a successful learning process. No matter how good technology is, teachers will always be needed to help children who have skills that cannot be supported through technology. Teachers are faced with the rapid development of IT so that with this teachers must continue to learn and follow existing developments. So that students are not left behind and can continue to gain novelty. Being able to technology

is an obligation that teachers must have, the goal is that teachers can make technology a tool that has benefits in the course of learning (Mulyasa, 2021: 1-2).

Based on this opinion, a mobilizing teacher who has a vision needs to have a view to make quality learning. The quality of students will increase if the quality of teachers as educators is able to make good use of learning. Because this makes the task of a teacher not only deliver material in learning to students, but there are other things teachers need to have as learning leaders, namely example. Preparing strategies in learning and teaching within is the teacher's obligation. But there are other things to note, being a mobilizing teacher must be able and have the ability in terms of leadership, creating renewal as an agent of change. (Sirait, S., Murniarti, E., & Sihotang, H. ,2021).

To improve the quality of education, a teacher supports independent learning and can carry out learning successfully utilizing current IT, be able to speak English, and reflect and participate in ongoing learning. (Pendi, Y. O., 2020). A mobilizing teacher must be able to be innovative and use his body and soul to serve students and be able to build a good correlation between teachers and schools.

In this opinion, the driving teachers at SD Negeri Ledug play a very important role in the course of learning, and these teachers can take advantage of and can follow the development of increasingly modern technology.

### **3. Learning Process**

The perspective of students can be changed by the learning process because it is so influenced by the correlation of the learning environment, which makes it a process of adjustment to the changes that students must face. To achieve learning outcomes, the learning process is made to provide students with learning experiences through interactions between students, students and the environment around the teacher, and other learning materials, so that it affects the physical and mental mental (Rusman, 2017: 85).

The teaching process carried out by the mobilizing teacher must have the right goals so that later it can grow aspects of knowledge, skills, and attitudes of students. In learning activities, there are teacher and student relationship activities, so that they run smoothly and are educative to achieve goals. In learning activities between teachers and students become a unity that cannot be separated, this is because teachers and students establish relationships in order to support maximum learning. This is part of the teaching process adopted by the driving teacher at SD Negeri Ledug.

The learning procedure for the mobilizing teacher must have the right goals so that later it can improve various abilities such as knowledge, skills, and affective students. Interactive activities between educators and students when learning activities are useful ensure that activities run smoothly and instructively in order to achieve goals. Teachers and students work together as one unit during this learning process to build a good relationship so that learning runs optimally. This is a learning activity carried out by mobilizing teachers at SD Negeri Ledug.

The learning process can be obtained by creating a conducive atmosphere in learning. The goal is to have an impact on students psychologically, physically, emotionally, spiritually and morally. With the formation of learning with an exciting atmosphere, students can give positive responses to teachers, and students will be more enthusiastic, have the confidence to be active in class because of the praise given by the teacher (Wachyudi, Srisudarso, & Miftakh, 2015: 40-49).

#### **a. Learning Planning**

Learning planning consists of a number of decisions and justifications, making policies and programs, the choice of certain methods and procedures, and the choice of activities carried out in order to achieve the goals that have been set (Suryapermana, 2017: 183). Planning in learning is defined as activities to compile teaching materials, utilize media, use teaching techniques, and assess students within a predetermined time frame to meet predetermined competencies. (Novalita, 2014:59).

Planning in driving teacher learning in Ledug State Elementary School, especially in class V, planning is the initial process in preparing teachers to carry out learning which contains comprehensive and systematic content. Based on observations and interviews on May 26, 2023, when conducting learning planning, the mobilizing teacher said that, before the learning was carried out, the mobilizing teacher first prepared a lesson plan (RPP), so that later learning could be carried out according to the time that had been designed and classroom learning would run optimally.

The results of the analysis carried out on the object of research, namely SD Negeri Ledug in class V on the Learning Implementation Plan (RPP) that has been made by the driving teacher in class V are integrated thematic, the Learning Implementation Design (RPP) made is to contain various concepts of lesson content of various learning activities. The

components made by the driving teacher consist of school identity, class and lesson content and allocation of specified times, mapping on differentiated learning, core and basic competencies, as well as indications of competency achievement, learning objectives, subject matter, examples, approaches, and teaching techniques, learning distribution tools, learning activities, and learning resources, as well as evaluation of what will be learned.

#### **b. Learning Implementation**

The relationship between teachers and students in the learning environment while using learning facilities and infrastructure is called the implementation of learning. Explained by Majid (2014: 129), the mobilizing teacher at SD Negeri Ledug carries out learning activities in accordance with the core of learning and is the same as the material prepared before learning.

The learning stage is carried out by the teacher through the following stages:

##### **1) Initial activities**

This activity the teacher carries out learning in class V with opening activities for joint prayer, evaluating material that has been studied before, making observations to meet what is needed by students. This is done by teachers to create learning that can create students' mental readiness before learning activities begin.

##### **2) Core activities**

This stage the mobilizing teacher explains the material by doing a sequence of the most basic material. The goal is that students are more receptive to material before moving on to more difficult material. In addition, in delivering material, teachers use tools in the form of power points in the classroom. That's what teachers do as an effort to maximize learning.

##### **3) Final Activities**

The closing of learning by the mobilizing teacher is the last activity in the learning process. The teacher conducts a closing activity with an evaluation of the aim to find out how far the understanding of the material obtained by students and find out the shortcomings for the teacher to improve so that in the next process it can be better.



Based on observations on May 26, 2023 about the learning process carried out by mobilizing teachers at SD Negeri Ledug on the implementation of mobilizing teachers during activities to rest with students, as well as conducting differentiated learning, and organizing learning and being able to manage students' emotions and develop social skills to support learning. The mobilizing teacher is very aware that each student has different talents, interests, characteristics, and ways of learning. In the implementation of teacher learning, mobilizers guide students.

### **c. Learning Evaluation**

Based on observations and interviews of researchers on May 26, 2023, in this evaluation term, mobilizing teachers evaluate related planning and application to learning. Assessment carried out in the implementation of learning by the driving teacher which aims to evaluate during the learning process because when differentiation learning takes time, because the teaching teacher is adjusted to what students need.

The purpose of the evaluation carried out from the mobilizing teacher at the end of the activity can understand what difficulties students experience in the learning. When teachers conduct evaluations in learning, researchers find that mobilizing teachers use formative assessment techniques as well as summative evaluations. Summative assessment is an assessment used to determine student learning progress by utilizing Student Worksheets (LKPD), while formative assessment is used as an assessment to increase the value of the learning process

## **CONCLUSION**

Research on the profile and role of mobilizing teachers in the learning process at SD Negeri Ledug, mobilizing teachers first conduct noncognitive diagnostic assessments with the aim of analyzing and mapping what talents they have and interests, characteristics, and readiness to learn, as well as student learning models. Driving teachers carry out process differentiation learning activities to focus on student understanding, content differentiation about what will be taught, and products about what outcomes are created by students and instill positive things by containing agreements with students. and mobilizing teachers are teachers who understand technology as evidenced

by the use of Power Point and LKPD. Driving teachers understand that each student has a different character so that each student must have different needs in learning.

Driving teachers with ordinary teachers (teachers not mobilizers) there is no prominent difference, in this case a teacher has a task in learning, which is to make the creation of innovative learning that is able to make students have high motivation in exploring their potential independently. The difference is that mobilizing teachers must have a vision of freedom of learning by being able to carry out learning strategies using technological materials. In addition, reflection and evaluation activities are carried out to make students improve their learning outcomes. Students in independent learning must have various abilities such as creative and critical thinking, have good morals, be able to cooperate, be independent and have a sense of nationalism or diversity.

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