

The important role of moving teacher in the digital era

Mohammad Imam Sufiyanto ^{1*}, Khairunisa, Roviandri ², Achmad Muzammil Alfian
Nasrullah ¹, Roychan Yasin ¹

¹ Institut Agama Islam Negeri Madura. Jl. Raya Panglegur Km.04 Pamekasan, Indonesia

² Universitas Islam Madura. Jl. Pondok Pesantren Miftahul ulum Bettet Pamekasan, Indonesia

* Corresponding Author. E-mail:bersamabiologi@gmail.com

Received: 2 December 2023; Revised: 12 February 2024; Accepted: 2 April 2024

Abstract: The context of the driving teacher is a new breakthrough in the digital era which continues to develop, the role of the driving teacher is central in the world of education, namely a teacher is tasked and responsible for motivating, facilitating, educating and training students in overcoming any of the difficulties/problems experienced by the participants educate yourself. The purpose of this research is the duties and roles as learning leaders, encouraging collaboration in the workplace, trying to realize student leadership, teachers must have the character values of being independent, reflective, innovative, collaborative, and pro-student in every lesson. Data collection was carried out using a field method, namely phenomenology (by going directly to the sources). The result was implementing independent learning by paying attention to students' interests, character and learning styles. Teachers do not only have a role as educators. By having a driving teacher, he is able to create a conducive and interesting classroom atmosphere when teaching and learning activities take.

Keywords: Driving; collaborative; innovative; reflective teachers

INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs and habits (Lubis et al., 2023). Through education, people can have an understanding of something that makes them human beings who are critical in thinking and acting. The measure of educational success is seen from the involvement and participation of teachers as educators, students as learners, learning materials provided, teaching methods and infrastructure provided. Indonesia's new Minister of Education and Culture (Irawaty et al., 2023).

Teachers who educate as a practice of freedom to teach are not only to share information but to share in the intellectual and spiritual growth of students. Independent learning creates students who are not only smart in memorizing learning but have sharp analysis and reasoning in overcoming a problem. Students are also expected to be able to have character (Mansyur, 2022). In independent learning, teachers must have the ability to master learning material and develop it in depth into interesting and fun material to discuss using technology as a medium in learning, so that students have high motivation in learning to develop their existing abilities. Students' creativity and creativity will grow if teachers are able to design learning that challenges them to be creative actively (Hamid H Lubis et al., 2022). Education is student-centered with a focus on students' personalities, experiences, perspectives, backgrounds, talents, interests, capacities and needs for learning.

In this context, new educational strategies must encourage interaction between teachers and students. Creative practices in education should help students to work on building their knowledge through defining things, which are of great importance in their eyes, and in the process, strengthen their sense of self-confidence and individuality. They also involve developing students' personal qualities, including a strong sense of responsibility in themselves



and others. With the development of educational policies, of course teachers must be able to adapt to applicable policies. Teachers have a very important role in learning. As professionals, teachers must be able to provide quality learning, which can produce an educated generation, a generation that is able to compete globally and has good morals (Istiqomah, 2022). Teachers can choose suitable methods by using learning media to help students understand and understand the material being taught. With varied learning methods and the use of appropriate learning media, learning that is not monotonous will be created.

Mobilizing teachers can solve various existing problems, are able to foster creative creativity and have good character in establishing communication and collaborating with other people. So to realize the independent learning program, the government is recruiting a driving teacher program to mobilize teachers to carry out their duties as teachers. in independent learning. So it is hoped that this article will be able to provide information about driving teachers and their role in independent learning in Indonesia.

METHODS

When viewed from the perspective of the research objectives carried out, this research is descriptive research. Descriptive research is research that aims to describe a person's implementation of character education. When viewed from the point of view of the usefulness of research, this research is considered pure research (applied research). Applied research is careful, systematic and continuous research carried out on a problem with the aim of using it for certain purposes (Panjaitan et al., 2023). As if looking at the data source, this research is considered field research.

As for this research method, in terms of the approach used, this research is considered phenomenological research. Meanwhile, if we look at the data analysis techniques used, this research is considered qualitative research. Qualitative research is research where the researcher examines informants as research subjects in their daily living environment. Qualitative research has several characteristics, namely: first, it takes place in a scientific setting (Asy'ari & Rufaiqoh, 2023). Second, researchers are the main instrument or data collection tool. Third, data analysis was carried out inductively.

RESULTS AND DISCUSSION

Moving Teacher

Teacher Activator Indonesia is one of the countries that implements the educational pattern of independent learning. The driving teacher in independent learning is someone who is able to direct students in developing themselves as a whole, namely having critical thinking and creative creativity (Chatarina Febriyanti & Suharyati, 2023). In independent learning, the driving teacher must be able to carry out a student-centered learning process, so that the Pancasila student profile education can be realized well as expected. Nadiem Makariem, Minister of Education and Culture of the Republic of Indonesia emphasized that someone who is able to provide guidance, instructions or direction for the transformation of independent learning education is a driving teacher. The driving teachers here do not only follow the prescribed curriculum, but also try to change all learning activities to achieve or maintain the standards of the Pancasila Student Profile, namely students who are faithful, devout, have noble morals, are more creative, are able to work together, have a spirit of diversity. global, think critically, and have independence (Tahajudin et al., 2023). Teachers driving learning must be able to balance the demands of the times in the modern era in terms of character education as a basis for

students to remain wise in facing the challenges of an increasingly developing era, and have a critical attitude in responding to all available information.

According to Ki Hajar Dewantara, a driving teacher is like a gardener, who takes care of the growth that contains good values in his students. The teacher always first becomes aware of how he is moved, then chooses to move and finally moves other people. In this way, teachers can develop a physical (extrinsic) and psychological (intrinsic) environment well. As well as developing an environment where students can cultivate good values within themselves in a fertile way (Faiz & Faridah, 2022). Meanwhile, according to (Sulastra, 2022), teachers help their students understand the values of goodness in themselves, then they believe in them as an inseparable part of who they are, so that they continue to live them out. Teachers with good character teach their students about how decisions are made through a process of moral deliberation. This also preserves good values in society through their students. The following picture shows a driving teacher who creates good character as follows:



Figure 1. Shows the requirements for the role of being a driving teacher.

From the Figure 1, it can be concluded that there are five specific roles for GPs, namely (1) Becoming a learning leader; (2) Mobilizing a community of practitioners; (3) Becoming a coach for other teachers; (4) encouraging collaboration between teachers; (5) realizing student leadership. Driving teachers must be able to become role models who have the ability and fighting power to bring about a good change in the educational ecosystem within their school and in other school units (Yulianaji, 2023). In accordance with the Minister of Education and Culture's program regarding driving teachers in independent learning, it is hoped that teachers will be able to synergize and collaborate to achieve educational change in a better direction in improving the quality of education that is quality and competitive. Driving teachers must be able to encourage other fellow teachers to always innovate. As a teacher in independent learning education, of course you must be able to have mature personality competencies, both morally and spiritually so that you become a role model for students and all school members (Simanjunatk & Sitepu, 2023).

Driving teachers are learning leaders in independent learning who have the ability to mobilize the educational ecosystem to realize student-centered education. To become a driving teacher, you must pass selection and take part in an education and training program for nine months (Muthiah, 2021).



Figure 2. Example of training in the program as a driving teacher.

The expected results of training or education from the driving teacher program are: (1) Teachers have the ability to be independent and independent in developing their competence as teachers while also being able to mobilize other fellow teachers to be able to innovate in improving the quality of output from education; (2) In independent learning, teachers must be able to side with students. Teachers must be able to move their students to develop themselves according to their talents and abilities, to achieve educational goals in accordance with the school's vision; (3) Teachers must have the ability to innovate in developing the quality of their schools. To improve the quality of school education, teachers must be able to collaborate with parents and the community so that they develop an independent attitude and have a leadership spirit; (4) Teachers must have good personality competence. A teacher is expected to have emotional maturity, both morally and spiritually, in behaving and acting in daily life, in accordance with the code of ethics that applies in society; (5) Teachers must be able to manage learning centered on students by creating good communication with parents of students.

Good teachers are teachers with good performance, but only in the classroom, but they are able to improve their students' achievements, teach creatively and innovatively, and develop their own competencies (Suyamti et al., 2024). Meanwhile, the role of the Driving Teacher is not only limited to success in managing the class they teach. However, apart from being a good teacher, a Driving Teacher must also have the ability to lead, innovate, make changes. On this basis, Pursuit of Dreams is here to support teachers to become driving teachers (Nur Anisa et al., 2024).

Freedom to Learn

Freedom to learn is an active and fun learning situation, so that students can freely choose to learn from various sources and are free from pressure. This is in line with what Mr. National Education, Ki Hajar Dewantara, once expressed: that "Schools must be learning gardens for students," so he founded Taman Siswa. In independent learning, apart from the teacher's role as a learning resource, he also acts as a learning facilitator whose task is to make learning easier for students (Sodik et al., 2022).



Figure 3. Shows one of the independent learning activities.

From the Figure 3, the teacher designs effective and enjoyable learning so that students can achieve the expected learning goals. Merdeka Belajar was born to respond to all complaints from parents about the national education system that has been in effect so far. The aim of independent learning is so that all teachers, students and parents can have a happy atmosphere. Through this freedom of learning, Minister Nadiem advised that education must create a happy atmosphere for teachers, students, guardians/parents, and for all of society (Azwarini, 2022).

As previously explained, when we want to improve the quality of students, we must also improve the quality of the teaching staff. Educators or teachers are the main spearhead of teaching and learning activities. The Teacher Mobilization Program can be a solution to improve the ability of teachers to fulfill the concept of Independent Learning, where the Concept of Independent Learning is related to the Pancasila Student Profile, where there are six aspects that need to be considered. The six aspects of the Pancasila Student Profile must be owned by students and teachers in order to achieve the goal of Independent Learning. This is also the reason for the existence of the Teacher Mobilization program because its formation aims to fulfill these six aspects including: (1) Faith, Devotion to God Almighty and Noble Morals; (2) Creativity; (3) Mutual Cooperation; (4) Global Diversity; (5) Critical Reasoning; (6) Independent (Kinanti Geminastiti Hilmiatussadiyah, Eeng Ahman, 2024).

A good teacher is not necessarily a motivating teacher, but a motivating teacher is definitely a good teacher. This freedom to learn gives teachers the freedom to develop learning according to the situation, conditions and needs of the students. Freedom to assess student learning with various types and forms of assessment instruments: such as from various burdensome administrative arrangements, from the politicization of the teaching profession, as well as from various pressures and intimidation (Anggraeni & Haryanto, 2020). Freedom to learn gives teachers the freedom to associate, gather, and become members of professional organizations, which convey suggestions and criticism of policies related to improving the quality of education, both orally and in writing, offline and online. In this case, the Minister of Education and Culture said that teachers, especially honorary teachers, need to receive a "humane" salary, at least equivalent to the district/city/province minimum wage.

The Role of the Moving Teacher

The role of driving teacher will be realized and run smoothly if in its implementation there is good collaboration between educational actors. The school principal is a policy maker, protector and can provide great support for the planned program. Teachers or colleagues as a work team in the field who can help find ideas, plan, implement and also evaluate programs.

Parents and students are also no less important, because their support can motivate their sons and daughters to actively participate in the designed learning (Desianti & Rahayuningsih, 2022). Furthermore, the community, local residents and also the natural school environment can all be important supporters in implementing educational programs.

The role of driving teachers in education according to Sutikno, MS and Manizar, E. Among them are: (1) Teachers become the driving force in the learning community for fellow teachers in their school and region. In this case, being a trainer for fellow teachers is the role of the driving teacher. It is hoped that the presence of driving teachers will be able to bring about a good change for driven teachers, especially in the quality of teaching students and teacher independence in developing themselves independently; (2) Driving teachers play a role in training fellow teachers in developing student-centered learning. Teachers who are driven by driving teachers must be able to design and manage their learning as attractively as possible so that students are motivated to learn and be creative according to their talents and abilities. The motivation that exists within students enables them to improve their academic achievements independently; (3) Driving teachers become agents of change in terms of improving the quality of student leadership in schools; (4) Driving teachers must be able to create a space as a forum for discussion and collaboration with fellow teachers and those who have interests or stakeholders both in the school education environment and outside the school with the aim of improving the quality of learning; (5) The driving teacher must be a guide in the learning process which creates a comfortable and peaceful atmosphere in the learning ecosystem. With comfortable learning, students are encouraged to develop themselves into individuals who reason critically, are creative, have a noble heart and have an attitude of tolerance; (6) Develop yourself actively. Driving teachers must always upgrade themselves to keep up with the times. Teachers must be able to improve and develop their competence as teachers independently; (7) Become a motivator. The teacher is a motivator in learning in spurring learning activities.

There are several roles of Driving Teachers in the Independent Learning program, including:

1. Encouraging Increased Student Academic Achievement.

This role is a role that is shared by both types of teachers, both motivating teachers and teachers with good definitions. The role of encouraging increased student academic achievement is in line with the aim of Merdeka Belajar, namely creating a great generation in the future. This role is also in accordance with the Pancasila Student Profile aspect which requires students to reason critically and have noble morals so that their academic achievement increases (Abdurrahman, 2023).

2. Teaching Creatively.

Good teachers are able to find the right method in delivering learning material, as are motivating teachers. Sometimes students feel bored when the teaching material explained by the teacher is only delivered using traditional methods such as copying textbooks. Through teaching with creative methods, teachers have indirectly set an example for students to always innovate in seeking knowledge.

3. Actively Developing Yourself.

Active self-development is not only a necessity for students, but also applies to motivating teachers and teachers with a good definition. Actively developing yourself means always innovating and being able to make your own efforts to improve your abilities. This is in line with one aspect of the Pancasila Student Profile, namely independence (Waliyul Maulana Siregar, Septian Prawijaya, Fandi Setiawan, 2023).

4. Encouraging Student Growth and Development Holistically.

Starting from points 4 to 6 are the roles that only the Driving Teacher has. They encourage holistic student growth and development following all aspects of the Pancasila Student Profile, not only in their class but also in other classes. Mobilizing Teachers are not stuck with a prescribed curriculum. They also look at the Pancasila Student Profile achievement standards and match them with teaching methods.

5. Become a Trainer (Coach/Mentor) for Other Teachers for Student-Centered Learning.

Mover Teachers have a program to train their mentorship and leadership potential to be able to help other teachers. Mobilizing Teachers have their training place in the form of a school, so that teachers who graduate can become Mobilizing Teachers. The career path of a Driving Teacher is to become a school principal, school supervisor, and teacher training instructor. These three positions require high leadership skills. Mobilizing Teachers are expected to be able to make changes in their respective educational institutions. In making this happen, the Ministry of Education and Culture will collaborate with all department heads and regional governments to ensure this happens, so that the role of the Mobilizing Teacher can cover all regions of Indonesia.

6. Becoming a Role Model and Agent of Transformation for the Education Ecosystem.

The fundamental difference between teachers in general and Driving Teachers is the magnitude of the impact made. Mobilizing Teachers are expected to be role models and agents of change in the education ecosystem. They must have an impact other than positive change in their own classroom. Mobilizing Teachers must have an impact on other teachers as well as an impact on their school. They are like candles/torches of change in each educational unit, even outside the educational unit.

Table 1. The following is an illustration of the driving teacher's movements:

Ordinary teacher	Driving teacher
Big mouth talks a lot = tells	Small mouth, little lecture = students find out
Flickering fingers often blame = students are less creative.	Open hands to mistakes = creative students.
Narrow eyes = less attention to students who need motivation	Wide eyes = paying attention to students who need motivation
Small ears = less listening to the complaints and needs of students who have their own characteristics.	Big ears = listening to the complaints and needs of students who have their own characteristics.

This is what illustrates that driving teachers are different from ordinary teachers who have almost the same duties and responsibilities but have different perceptions and are components that need to be paid attention to by driving teachers.

CONCLUSION

As teachers, we must prepare ourselves, dare to move to start positive movements and changes so that in the future we can move other people to change in a better direction. Driving teachers must be role models who are able to direct and change the behavior and character of students for the better. To give birth to a quality generation of people who have knowledge and spiritual depth as the spearhead for the nation's progress. Freedom to learn is freedom of thought for both teachers and students in learning. The idea of independent learning is based on the essence of freedom of thought to create a happy learning atmosphere without being burdened with achieving certain scores or grades. The concept of independent learning should first start in the mindset of teachers before they teach it to students. Learning in independent learning provides flexibility and freedom for teachers in designing contextual and meaningful

learning in accordance with the standards of the Pancasila student profile, namely faith, devotion to God Almighty and noble character, creative, mutual cooperation, global diversity, critical reasoning and independence.

The role of a driving teacher and an ordinary teacher (non-moving teacher) does not have a very significant difference, because both have the task of being a driving teacher in learning to create an interesting and enjoyable learning atmosphere so that students are motivated to develop their potential independently. However, what is different is that driving teachers have a special role in independent learning, namely being teachers who are able to manage learning using existing technology by reflecting and continuously improving so that students are encouraged to improve their academic achievements independently. Students in independent learning must have the ability to think critically, creatively, have faith in God Almighty, have noble morals, be able to work together, have global diversity and have independence. In addition to his duties as a teacher, the driving teacher is tasked with being a trainer and motivator for other teachers in developing creative and innovative learning that is student-centered and able to be a good role model and bringer of change in the educational ecosystem.

REFERENCES

- Abdurrahman, K. (2023). Teaching as a profession and driving progress of Indonesian education. *Curriculum Education*, 4(3), 1–4.
- Anggraeni, R., & Haryanto, B. (2020). Perceptions of teachers mobile about managerial ability in building conducive schools . 1–6.
- Asy'ari, H., & Rufaiqoh, E. (2023). Self-efficacy of Arabic language teachers to become driving teachers. *Ukazh: Journal of Arabic Studies*, 4(2), 849–855.
<https://doi.org/10.37274/ukazh.v4i2.891>
- Azwarini, FM (2022). Teachers as driving forces in educating the Indonesian nation. Theses Commons, 1(1), 1–5. <https://thesiscommons.org/c5anq/%0Ahttps://thesiscommons.org/c5anq/download?format=pdf>
- Chatarina Febriyanti, & Suharyati, H. (2023). Motivating teacher program to improve teacher competency in the era of independent learning: Literature study. *Journal of Islamic Education Studies*, 2(1), 1–7. <https://doi.org/10.58569/jies.v2i1.725>
- Desianti, LC, & Rahayuningsih, T. (2022). Driving schools and driving teachers evaluation policy as pioneers of changes in the education system in the new paradigm curriculum. *Pedagonal: Scientific Journal of Education*, 6(1), 128–140.
<https://doi.org/10.55215/pedagonal.v6i1.4936>
- Faiz, A., & Faridah, F. (2022). Mobilizing teacher program as a learning resource. *Constructivism: Journal of Education and Learning*, 14(1), 82–88.
<https://doi.org/10.35457/konstruk.v14i1.1876>
- Hamid H Lubis, S., Milfayetti, S., Lubis, MJ, & Purba, S. (2022). Increasing teacher human resources through the teacher mobilization program. *Journal of Syntax Admiration*, 3(6), 823–832. <https://doi.org/10.46799/jsa.v3i6.441>
- Irawaty, I., Suran Ningsih, A., Prabowo, MS, Setyasto, N., Wardani, NW, Munawaroha, E., Hanuma, HL, Farlina, I., Indriyani, W., & Lestari, E. (2023). Driving school program and the role of driving teachers based on the independent curriculum for teachers of the asshodiqiyah foundation, Semarang City. *LOSARI: Journal of Community Service*, 5 (1), 11–15. <https://doi.org/10.53860/losari.v5i1.123>

- Istiqomah. (2022). the Perceptions of Teacher Education Driving Towards Blended Learning. *Peuradeun Scientific Journal* , 10 (3), 701–720.
<https://doi.org/10.26811/peuradeun.v10i3.717>
- Kinanti Geminastiti Hilmiatussadiyah, Eeng Ahman, D. (2024). Teacher competency: Descriptive study of Teacher Mobilization. *Curriculum Innovation* , 21 (1), 149–162.
- Lubis, RR, Amelia, F., Alvionita, E., Nasution, IE, & Lubis, YH (2023). The role of motivating teachers in improving equal distribution of the quality of teacher performance. *At-Tadbir Journal: Legal Media and Education*, 33 (1), 70–82.
<https://doi.org/10.52030/attadbir.v33i1.170>
- Mansyur, AR (2022). Insights into teacher leadership and the concept of driving teachers. *Education and Learning Journal* , 2 (2), 101. <https://doi.org/10.33096/eljour.v2i2.131>
- Muthiah, N. (2021). Evaluation of the Indonesian teacher mobilization program. Indonesian Report, 2 (November), 1–10. <https://www.theindonesianinstitute.com/wp-content/uploads/2021/11/Indonesia-Report-2021-TII-Evaluasi-Guru-Pempeng-Nisaaul-Muthiah.pdf>
- Nur Anisa, Trian Pamungkas Alamsyah, & Ahmad Syachruraji. (2024). Implementation of the teacher mobilization program on teacher performance at SDN Bhayangkari, Serang City. *Pendas Lens Journal*, 9(1), 82–95. <https://doi.org/10.33222/jlp.v9i1.3421>
- Panjaitan, SCl, Dewi, I., & Simamora, E. (2023). Implementation of mathematics education ideology in driving teacher education. *Ideguru: Journal of Teachers' Scientific Work*, 9(1), 325–332. <https://doi.org/10.51169/ideguru.v9i1.812>
- Simanjunatk, SD, & Sitepu, I. (2023). Improving the understanding of prospective driving teachers in the paradigm and vision module for driving teachers. *Proceedings of the National Conference on Community Service and Corporate Social Responsibility (PKM-CSR)*, 6 , 1–7. <https://doi.org/10.37695/pkmcsr.v6i0.2096>
- Sodik, N., Oviyanti, F., & Afghani, MW (2022). Strategy to improve teacher performance through the teacher mobilization program. *Studia Manageria*, 4 (2), 107–120.
<https://doi.org/10.19109/studiamanageria.v4i2.9929>
- Sulastra, MC (2022). Family education activator teacher program training. *ABDI MOESTOPO: Journal of Community Service*, 5 (2), 157–168.
<https://doi.org/10.32509/abdimoestopo.v5i2.1899>
- Suyamti, ES, Santoso, RB, & Febriyanti, P. (2024). The role of driving teachers in the *implementation* of the independent curriculum: sowing educational innovation in Indonesia. *Citra Bakti Educational Scientific Journal*, 11(1), 36–46.
<https://doi.org/10.38048/jipcb.v11i1.2421>
- Tahajudin, D., Rokmanah, S., & Putri, CH (2023). Optimizing teachers as learning leaders in the teacher mobilization program. *Scientific Journal of the Educational Profession*, 8 (4), 1967–1972. <https://doi.org/10.29303/jipp.v8i4.1631>
- Waliyul Maulana Siregar, Septian Prawijaya, Fandi Setiawan, SRP (2023). The role of the moving teacher as an agent of educational change. *Our Teachers' Journal*, 4 (1), 88–100.
- Yulianaji, BR (2023). The influence of teachers driving programs and community driving in improving the quality of elementary school education through school digitization. *AL-ISHLAH: Journal of Education*, 15(2), 1224–1237.
<https://doi.org/10.35445/alishlah.v15i2.2087>