



Analysis of the Driving Teacher Education Program Pendidikan Guru Penggerak Angkatan 1 Kabupaten Tanggamus

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Informasi artikel	ABSTRAK
Sejarah artikel:	Tujuan dari penelitian ini yaitu menganalisis dan mendeskripsikan sejauh mana program pendidikan guru penggerak yang dilakukan oleh calon guru penggerak angkatan I Kabupaten Tanggamus berdampak pada peserta didik disekolah. Penelitian ini menggunakan metode konseptual kualitatif dengan pendekatan konstruktivistik. Data yang dipergunakan berupa observasi dan wawancara bersama Calon Guru Penggerak yang meliputi teks, simbol, gambar maupun grafik tentang situasi dan latar penelitian khususnya tentang profil dan peran guru penggerak dalam proses transformasi sebagaimana yang tertera pada Dokumen Modul Pelatihan Guru Penggerak. Teknik pengumpulan data dilakukan secara deduktif. Hasil dari penelitian ini berupa aksi nyata program yang berdampak pada murid yang memberikan penekanan berdasarkan pemetaan potensi sekolah yang dimiliki seperti program kepemimpinan yang berfokus pada murid, sekolah alam, program sigelis, program serabi, program science center, program kelas inspirasi dan program diferensiasi. Hasil program ini mampu menumbuhkan budaya positif disekolah masing-masing sekolah para calon guru penggerak sesuai dengan filosofis Ki Hadjar Dewantara untuk mewujudkan visi murid merdeka, yang mencerminkan pelajar Pancasila di Kabupaten Tanggamus
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Kata kunci: guru penggerak merdeka belajar Filosofi KHD	ABSTRACT The purpose of this study is to analyze and describe the extent to which teacher education programs carried out by prospective teachers of class I of Tanggamus Regency have an impact on students at school. This study uses a qualitative conceptual method with a constructivist approach. The data used are in the form of observations and interviews with the Prospective Motivator which includes text, symbols, pictures and graphics about the situation and background of the research, especially regarding the profile and role of the Motivator teacher in the transformation process as stated in the Motivating Teacher Training Module Document. The data collection technique is done deductively. The results of this study are in the form of real action programs that have an impact on students which emphasizes based on mapping the potential of the school they have such as student-focused leadership programs, nature schools, sigelis programs, serabi programs, science center programs, inspiration class programs and differentiation programs. The results of this program are able to foster a positive culture in the schools of each of the prospective teacher educators in accordance with the philosophy of Ki Hadjar Dewantara to realize the vision of independent students, which reflects Pancasila students in Tanggamus Regency.
Key word: mover teacher free to learn KHD Philosophy	

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Introduction

Teachers play a central role in the education system. Teacher development is very important to ensure that they are constantly upgrading themselves over time. There are various ways to develop teacher capacity, one of which is through the teacher's program to promote independent learning. Guru Activator is a program for training, identifying, or nurturing future leaders of Indonesian education. This program aims to find agents of change who in the future will have a major impact on educational institutions in order to give birth to the next generation of superior Indonesians. This program is very important and it is hoped that it will be successful so that the future of the Indonesian education unit can be maintained

The concept of independent learning is very different from the existing curriculum and is used by formal education in Indonesia. This new educational concept really takes into account the individual cognitive abilities and uniqueness of the students. First, the minimum competency assessment in the form of students is expected to be

able to show minimum abilities in terms of "literacy" and "numerics.". The focus is not how much students are able to get grades through assignments from the teacher, but how students are able to think critically using their cognitive abilities. Second, character survey. In this concept, the government will thoroughly assess the quality of education in schools, Third, expand the assessment of learning outcomes, expand the assessment of student learning outcomes, which were previously only based on national exam scores, into assignments and portfolios, Fourth. Equitable quality of education up to 3T, Merdeka learning can also be interpreted as justice for equal access to education for all students in Indonesia. Therefore, the government made an affirmation policy and provided a special quota for students living in the 3T area.

Motivating Teacher Education Program, which is a leadership education program for teachers to become learning leaders. This program includes online training, workshops, conferences, and nine months of mentoring for aspiring Motivators. During the implementation of the program, the teacher continues to carry out his teaching duties as a teacher. During program implementation, teachers will be guided by instructors, facilitators, and professional practice teachers. Motivating teachers are learning leaders who encourage student growth holistically, actively and proactively in developing other educators to implement student-centered learning, as well as being role models and agents of transformation of the educational ecosystem to realize the profile of Pancasila Students.

One of the target lists for the 2020 driving teacher education program on the island of Sumatra is the Tanggamus Regency, Lampung Province. This Tanggamus Regency became the first target in the implementation of the Motivator Teacher Program. Not only that, Tulang Bawang Regency was also the first target of the Phase I teacher education program based on the Decree of the Director General of Educational Personnel Teachers of the Ministry of Culture and Culture number 4312/B.B4/GT/2020 which contained the announcement of the results of the selection of candidates for teacher education participants for batch I with a total of thirty-nine consisting of sixteen elementary school (SD) teachers, twelve junior high school (SMP) teachers, nine high school teachers (SMA) and the remaining two are Kindergarten (TK) teachers. In this case, the author chose Tanggamus Regency as the object of research because this Regency has extraordinary challenges compared to Tulang Bawang Barat Regency because,

Tanggamus Regency, has a complex physiography (hills and mountains with a slope of 40%) where there are still 3T areas ((Front, Outermost, Disadvantaged) and various demography problems in the form of high population density and the addition of uneven population distribution, causing problems. In addition, the level of education is still low and the distribution of teachers is not evenly distributed, resulting in this area generally requiring the role of professional teachers. Therefore, the existence of a driving teacher is expected to be an alternative solution for the development and progress of education in Tanggamus Regency. the background, The author chose Tanggamus Regency as the object of research with the title "Analysis of the Driving Teacher Education Program (PPGP) for Prospective Teacher Movers (CGP) Batch I, Tanggamus Regency, Lampung Province".

There are also relevant previous research results, namely "Identification of Teacher Capability as Motivating Teachers in the Residency of Semarang" 2020 by Stanislaus Sugiyarta et al with a focus on the problem of motivating factors for a teacher to become a driving force and which causes students to be free to learn, "Exploring the Basic Principles of Motivating Teachers Through Reconstruction of Nurcholis Thoughts Madjid" 2020 by Karyono Setya Negri et al with a focus on exploring the thoughts of a reformer named Nurcholis Madjid which can be applied to a teacher as the basic principle of driving teachers, "Socialization of the Free Learning Program and Activating Teacher for Teachers of SMPN 2 Maros Regency" 2020 by Atika Wijaya et al with a focus on socializing the concept of independent learning and assisting teachers to develop self-competence to become driving teachers in their area., "Teachers Activator and School Transformation Within the Framework of Appreciative Inquiry" 2020, by Wahyu Satriawan et al with a research focus on the study of the role of driving teachers in driving the transformation process in schools.

If previous research only focused on a description of the motivation of the driving teacher as an agent of change, in this study it is a real action analysis, the extent to which the program created by the driving teacher has an impact on students. From the description of the background, the researcher is interested in researching "Analysis of the Motivating Teacher Education Program for Prospective Motivator Teachers Batch I, Tanggamus Regency, Lampung Province"

Method

This study uses a qualitative conceptual method with a constructivist approach with sampling based on subgroups of the target population planned to be studied by researchers to generalize about the target population Creswell (2015: 288). The data used in this study were observations and interviews with the Prospective Teacher Movers (CGP) batch I of Tanggamus Regency, which included four educational units, namely Early Childhood

Education (PAUD), Elementary School (SD), Junior High School (SMP), Middle School Upper (high school). Analysis of research data in the form of text, symbols, images and graphics about the situation and background of the research, especially regarding the profile and role of the driving teacher in the transformation process as stated in the Motivating Teacher Training Module Document.

Results and Discussion

Based on the results of the study that in carrying out the Prospective Teacher Education Program in Tanggamus Regency which lasted for nine months with the composition of teachers consisting of Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP) and High School (SMA) that, being able to give a different color to the world of education, especially in Tanggamus Regency. In carrying out the education program, all prospective teacher movers collaborate with one another, because in the process the prospective teacher movers are not seen based on the background of the educational unit that houses them, because all prospective teacher drivers have the same degree and have the same mission, namely become an agent of change in the realm of education, especially in Tanggamus Regency.

This change, of course, did not just come, but through a mentoring process carried out from various parties, both from the Instructor team of the Ministry of Culture and Research and Higher Education, the role of facilitators in providing material both synchronously and asynchronously through LMS, CGPs and practical teachers who always accompany activities

From the results of joint collaboration while participating in the education program for teacher candidates for class one, Tanggamus Regency has a significant impact which includes changes in learning paradigms and their implementation on learning that has an impact on schools. or already implemented in their respective schools in the form of real actions, programs that have an impact on students. For more details, it will be explained as follows.

I. Paradigm changes for teacher candidates for the first batch of Tanggamus Regency

As the education program for prospective teacher movers progresses, it will increasingly provide a new color, especially the insight of prospective driving teachers in interpreting the concept of independent learning. Based on the results of interviews and observations made, the meaning of independent learning understood by CGP (Prospective teacher movers) is student-oriented or learners through a holistic educational approach. Holistic education is education to build the growth and development of students by developing all the potential that exists in students in a balanced way, including intellectual, emotional, physical, social, artistic and spiritual potential. Furthermore, the paradigm shift that occurred in learning that was previously only teacher-centered, all information or ideas and innovations that only come from the teacher because the teacher is considered the only owner of all information, focuses only on knowledge abilities, in this case the teacher only conveys subject matter, the orientation of learning outcomes is only on grades, without looking at the skills and even grades attitude and character. Until at its peak, the child is only used as an object without being able to determine or innovate and be heard of his will in the learning process in the classroom according to the characteristics of the child. With the paradigm shift of a CGP that better understand learning is not just conveying material, that being an educator is not only able to theorize but must be able to be an example, provide space for children to be creative and be able to be a motivator for students. This is in accordance with the education concept applied by Ki Hadjar Dewantara, namely: Ing Ngarso Sung Tulodo: in front of setting an example Ing Madya Mangun Karsa: in the middle creating opportunities for initiative, and Tut Wuri Handayani: from behind giving encouragement and direction.

Learners must be the center in learning activities, where the learning that is applied must be able to become a space and provide space for children to be able to be creative in accordance with the potential and characteristics of the child. In addition, children must be treated humanely or in terms of humanizing humans, so that the potential that exists in children must be developed as a whole and cannot be separated, as stated by Ki Hadjar Dewantara, that in education it is necessary to increase creativity (cognitive), sense (affective), and willpower (psychomotor). In addition, the application of character values must accompany the three competencies, in accordance with the philosophy of character education of a Ki Hadjar Dewantara, namely heart (ethics), thought (literacy), intentional exercise (aesthetics), and sports (kinesthetic).

The basic step that must be taken is to improve the intention to be able to become educators who serve children, meaning that all power and efforts are made for the good and progress and success of students in the future.

The form of real action taken is to provide free space for all students to explore the abilities possessed in each lesson by facilitating facilities and infrastructure according to learning needs that are tailored to the mapping of learning styles and characteristics of students. Of course, the facilities provided by educators are adjusted to the

facilities owned by the school. In terms of fulfilling facilities, CGPs no longer think narrowly and complain about the facilities owned by each school, but maximize the potential possessed by schools to be used as sources, media and learning facilities in each field of study. Based on the understanding of the prospective driving teachers, it can be said that it is in accordance with the design of Ki Hadjar Dewantara's learning framework.

2. Implementation of learning carried out by prospective teachers who move Tanggamus Regency which has an impact on students, in schools

Prospective Activator Teachers in implementing student-friendly learning will be presented based on the program in their respective educational units as follows, namely

1. Elementary School (SD)

- Program focused on student leadership. This program is in the form of students in each class creating and designing their dream class, where students are actively involved and responsible for arranging, organizing, decorating the classroom and the school environment. This program aims to make students able to express everything they like or not, able to collaborate with other friends in carrying out their duties. This program really has a tremendous impact on students, including they begin to form individuals who have honesty, care for others and the environment as well as intelligent and responsible. With a student-focused program, a student profile of Pancasila will be created.

- Nature school program. This program is implemented based on the potential of the school. In the implementation of this natural school, students are not only learning in the school environment but students are maximizing nature as a learning space. In this program students are taught to learn to plant and learn in open locations, students are taught to plant eggplant, spinach and other vegetables. That way students interact directly with nature. This program has an impact on students to be free to express themselves without being limited by restrictive class barriers. As evidenced by the increase in the results of scores and several skills that are in accordance with the surrounding natural conditions, character values automatically appear in accordance with the expectations of the Pancasila student profile.

- ASI Program (Inspiration Class). Inspiration class is a learning activity carried out by the teacher by presenting professionals or resource persons in the class with the hope of being an inspiration for students by sharing stories about the tasks they carry out. This program is carried out on every online learning in a virtual classroom. This ASI program is implemented to minimize boredom or boredom in learning. In addition, participants are given broad opportunities and inspiration for all students to choose a profession according to the desired goals in the future, so that students have imagination and build a level of confidence so that they always struggle in pursuing their goals.

2. Junior High School (Junior High School)

- Sigelis Program (School Literacy Movement Action). This program is a literacy program that includes reading literacy and cultural literacy. The launch of this program was made based on the social conditions of the school environment and the potential of the school. In implementing the reading literacy program, teachers coordinate with school principals, school librarians and parents. From the results of the coordination that each parent, student and fellow teacher donated fiction or non-fiction books to add reference to reading books in the library. After the books are collected, a technical meeting related to the reading literacy program is held. After that, pre-training on reading methods was carried out for students. The results of this program there was a significant change in the form of increased reading enthusiasm, The library which was originally quiet became crowded with visitors to read and students became more creative. Meanwhile, the cultural literacy program is carried out based on cooperation between the studio owner and the school. Cultural literacy activities carried out include learning to dance to the local culture (sigeu pengunten, bedana, etc.), learning to know the results of Lampung's cultural crafts. In getting to know the work of regional crafts, students directly see the work and also practice directly with experts in the field of crafts. The two programs are able to produce capable and skilled students with nationalist insight and spirit. Cultural literacy activities carried out include learning to dance to the local culture (sigeu pengunten, bedana, etc.), learning to know the results of Lampung's cultural crafts. In getting to know the work of regional crafts, students directly see the work and also practice directly with experts in the field of crafts. The two programs are able to produce capable and skilled students with nationalist insight and spirit. Cultural literacy activities carried out include learning to dance to the local culture (sigeu pengunten, bedana, etc.), learning to know the results of Lampung's cultural crafts. In getting to know the work of regional crafts, students directly see the work and also practice directly with experts in the field of crafts. The two programs are able to produce capable and skilled students with nationalist insight and spirit.

- The science center program is one of the supporting programs for teaching and learning activities in the fields of mathematics, science and social studies. There is also this program in the form of guidance on science olympiad questions, a program for fostering numeracy literacy questions or tutoring for Minimum Competency Assessment in this case the teachers involved are Indonesian and Mathematics teachers, science practicum programs, and science magic programs (science experiments packaged using magic to make students interested) and the last program is Seruit (Serunya IT) which is intended for science learning using automatic reality-based learning, which utilizes virtual laboratories, study houses, e-modules and mobile applications. The purpose of this program is to increase understanding of the material, especially science, social studies and mathematics, capture interests and talents in the academic field, foster students' love for science and attract KSN participants at the Regency level. The impact felt by the existence of this program is that most students are able to change the paradigm of learning science, especially Mathematics. Students feel happy in learning and easy to understand the material. In addition, there is an increase in achievement both in the school environment and outside of school.

3. High School (High School)

- Serabi Program (School of Indonesian cultural diversity). This program is implemented based on the potential of the school, in which there are students of various ethnicities and cultures. This serabi program includes informational language as a complement to the school bell which includes instructions for entering the room, changing fields of study, taking breaks and also the final hour (going home) in learning. The change of the bell is made based on groups every day which is mapped based on the ethnic background of the students. This program has an impact on students to love their respective cultures. In addition, it fosters a new spirit and increases self-confidence towards the tribe it has. Thus created a nationalist spirit in schools. In addition to the school bell replacement program, other programs are Friday creations. This creation Friday program is in the form of cultural arts performances. This cultural art performance is produced from school extracurricular activities. All students take turns and are scheduled, displaying abilities from various extracurricular branches. The impact felt in this program is to provide the widest possible space for students to be creative according to their respective talents and interests, foster self-confidence and of course students have a love for their school. Thus, Pancasila students are created in accordance with Ki Hadjar Dewantara's concept that culture is the fruit of the human mind which is the result of human struggle against strong influences, namely nature and time. It is proof of the triumph of human life to overcome various obstacles and difficulties in order to achieve salvation and happiness. This cultural art performance is produced from school extracurricular activities. All students take turns and are scheduled, displaying abilities from various extracurricular branches. The impact felt in this program is to provide the widest possible space for students to be creative according to their respective talents and interests, foster self-confidence and of course students have a love for their school. Thus, Pancasila students are created in accordance with Ki Hadjar Dewantara's concept that culture is the fruit of the human mind which is the result of human struggle against strong influences, namely nature and time. It is proof of the triumph of human life to overcome various obstacles and difficulties in order to achieve salvation and happiness. This cultural art performance is produced from school extracurricular activities. All students take turns and are scheduled, displaying abilities from various extracurricular branches. The impact felt in this program is to provide the widest possible space for students to be creative according to their respective talents and interests, foster self-confidence and of course students have a love for their school. Thus, Pancasila students are created in accordance with Ki Hadjar Dewantara's concept that culture is the fruit of the human mind which is the result of human struggle against strong influences, namely nature and time. It is proof of the triumph of human life to overcome various obstacles and difficulties in order to achieve salvation and happiness. All students take turns and are scheduled, displaying abilities from various extracurricular branches. The impact felt in this program is to provide the widest possible space for students to be creative according to their respective talents and interests, foster self-confidence and of course students have a love for their school. Thus, Pancasila students are created in accordance with Ki Hadjar Dewantara's concept that culture is the

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- Pelangas Program (Class and school environmental awareness program). This program was developed as a form of utilizing assets or capital owned by the school. This program is aimed at preserving the environment, which can foster a sense of concern for students in their class and school to maintain the condition of the classroom and environment to keep it clean, green and comfortable for students and other school members. This program prioritizes student participation to convey ideas or ideas in helping and managing the class. The purpose of this program is that students are able to increase positive cultural discipline in schools, foster a sense of love and concern for students towards schools and make the school environment clean, green and comfortable for learning.
- Differentiation Program. The differentiation program is an effort to adapt the learning process by providing various ways through the differentiation of content, product processes and learning environments to meet the individual needs of each student. Differentiation learning begins with preparing a class agreement with students first. The purpose of the class agreement as a reference for all citizens in the school can be carried out together in accordance with what has been agreed. As for the implementation, if students do not carry out the agreement that has been made then, a consequence they will get from what they have done.

In this differentiated learning program, all prospective teachers of Tanggamus Regency apply this program in learning. In designing differentiated learning, CGPs create learning components based on content, process, product and learning environment. The content includes what students learn, the process is the processing of ideas and information carried out by students, while the results obtained by students in learning and the learning environment are related to the way students work and feel in learning. From the four components, the CGP mapped according to the conditions of students and schools by referring to learning readiness, namely the capacity to learn new material. An assignment that considers the student's level of readiness will take students out of their comfort zone, but with the right learning environment and adequate support, they can still master the new material, student interest is one of the important motivators for students to be 'actively involved' in the learning process. Tomlinson (2001) explains that considering students' interest in designing learning has a purpose, and student learning profiles are related to many factors, such as: language, culture, health, family circumstances, and other specificities. It will also relate to a person's learning style. According to Tomlinson (in Hockett, 2018) this student learning profile is the student's preferred approach to learning, which is influenced by thinking style, intelligence, culture, background, gender, etc. In this case, CGP chooses based on the natural conditions of the school and the results of mapping student characteristics through appreciative inquiry, which is a method of initiating strength-based change within an organization or community, which in turn the method is described in practice through an action process called BAGJA (Make questions, Take lessons, Dig dreams, Outline plans, Arrange execution). Indra Sari (movement teacher module: 2020)

To support the differentiation learning process, the CGPs of Tanggamus Regency also do not forget to integrate social-emotional learning in each lesson which contains the skills children need to be able to survive in problems while having the ability to solve them, as well as to teach them to be good people. With social emotional learning, it provides balance to individuals and develops the personal competencies needed to be successful Iwan syahril (Module teacher mover: 2020). The form of mapping the real action of social emotional learning is in the form of giving self-reflection sheets to students which include reflection on the components of activities and processes at the end of the lesson.

In maximizing emotional social learning, a coaching process is needed by the teacher to activate the students' brain work in the form of reflective questions in order to make students perform metacognition. In addition, the questions in the coaching process also make students think more critically and deeply. In the end, students can find their potential and develop it. Our students at school certainly have different potentials and are waiting to be developed. The development of this potential is the task of a teacher. Whether this child's self-development is rapid, slow or even stops is the responsibility of a teacher. Children's self-development can be maximized through the coaching process.

3. **The effectiveness of the program created by the prospective teacher driving the Tanggamus Regency has an impact on schools**

Based on the real action program made by the Prospective Teacher Movers batch one in Tanggamus Regency which has an impact on students such as the differentiation program in learning. This program provides a new color in learning, because with this program students feel comfortable in learning and do not feel afraid during the learning process. This is due to the use of differentiation which emphasizes the agreement between students and students before carrying out the learning process. Thus indirectly the awareness of students will be awakened. This program has proven to be very effective at all levels of the education unit in order to create a profile of Pancasila students. Furthermore, the student leadership program, the inspirational class program (ASI), the sigelis program (Action for the school and environmental literacy movement), Serabi (School of Indonesian Culture) and Pelagas (Class and School Environmental Care Program) programs can also be used in all educational units from Elementary School (SD) to High School level. Meanwhile, the nature school program and the science center program can only be applied to schools that have natural potential (a wide school environment) and schools that have Olympic preparation classes and the carrying capacity of adequate facilities.

With the positive things that reflect the profile of Pancasila students in the new program carried out by the prospective teachers of the Tanggamus Regency, it is hoped that it will be able to become a positive culture towards the transformation of Indonesian education, especially during the current pandemic, which requires cooperation and exploration of each individual's understanding to gain knowledge and understanding. common perception in achieving the learning objectives that have been set.

Conclusion

A driving teacher has a big role in realizing the vision of independent students, which reflects students who are Pancasilaist, have the determination to learn for life, have global competence. This reflection will support students to continue to learn and collaborate regardless of the barriers that separate them. Therefore, it is very important for teachers to foster an attitude of acceptance and respect for diversity.

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