Strategies of Driving Teachers in the Implementation of the New Paradigm Learning Process at SD Negeri 47 Palembang

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Abstract.New Paradigm Learning is currently a challenge in itself for education in Indonesia. With Guru Penggerak which is one of the government's policies to respond to this challenge. Therefore, it is necessary to conduct research at SD Negeri 47 Palembang which currently have guru penggerak regarding the Strategy of the Guru Penggerak in the Implementation of the New Paradigm Learning Process which aims to describe and analyze the strategy of the Guru Penggerak in implementing the new paradigm learning process in terms of learning planning, learning implementation, assessment learning, inhibiting factors and efforts made to overcome obstacles in implementing the new paradigm learning process. This research was conducted at SD Negeri 47 Palembang with research methods using a qualitative research approach, while data collection techniques used interviews, observations and documents. The research data were analyzed using interactive model analysis techniques from Miles and Hubareman. Based on the research results, it was found that the planning and implementation of learning was carried out by Guru Penggerak at SD Negeri 47 Palembang regarding several new paradigm learning processes. Assessment of learning outcomes carried out cognitively and non-cognitively. The things that become obstacles include limited facilities and infrastructure, lack of teacher understanding, resistance to change, limited time and lack of support from parents.

Keywords: Strategy, Guru penggerak, Learning, New paradigm

1. INTRODUCTION

In the era of globalization and rapid technological development, education experiences various challenges that require innovation and adaptation. Education in Indonesia, especially at the elementary level, requires a new approach that is able to adapt to current and future needs.

Current learning must adjust to technological developments where learning carried out by teachers must be technology-based. This technology-based learning is part of a new paradigm in learning. As Sanjaya (2017) said that the progress and development of scientific disciplines is very fast, advances in the field of technology, especially information technology, encourage us to change the paradigm about teaching. New Paradigm Learning is an educational approach that focuses on fundamental changes in the way learning is designed and implemented, with the aim of better meeting the needs of students and the demands of the times. This approach emphasizes active student engagement, fun learning, character development, use of technology, as well as the development of skills relevant to 21st century life.

In this new paradigm era, in the learning process, the role of teachers no longer only functions as a provider of material in accordance with the predetermined curriculum, but

teachers also play the role of learning managers who direct the learning process to be more effective and relevant to the needs of students and the development of the times. Teachers also function as facilitators who can facilitate student learning by providing a supportive environment, providing guidance, and organizing learning activities. Teachers are also expected to be able to be motivators who are tasked with inspiring and encouraging students to be motivated to learn and develop and teachers can take on the role of demonstrators who provide examples or models for students in demonstrating certain skills or concepts.

The Government of Indonesia through the Ministry of Education and Culture launched the 5th episode of the Independent Learning Program, namely the Driving Teacher Program, which was launched virtually on July 3, 2020. This Guru Penggerak initiative is one of the government's efforts to respond to this challenge by implementing a new paradigm in the learning process. Driving Teachers are learning leaders who encourage the growth and development of students 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 education ecosystem to realize the profile of Pancasila Students (Ministry of Education and Culture, 2024).

"The flagship program of the Ministry of Education and Culture, Teacher Education (PGP), aims to realize education that is able to implement independent curriculum learning and Pancasila student profiles" (Lubis et al., 2023). Driving teachers are expected to be a source of modification because they can apply newer learning models, which are in favor of students, and encourage their peers to change their schools (Sibagariang et al., 2021).

SD Negeri 47 Palembang currently has 3 (three) Driving Teachers. These driving teachers have been equipped with the abilities they have acquired through the Driving Teacher Education Program (PPGP) to implement more collaborative, creative, and critical learning strategies that are the hallmark of the current Independent Learning Curriculum. However, the implementation of learning strategies with this new paradigm is not an easy task because it involves many factors, ranging from teachers' understanding of the new paradigm, the availability of resources, to the responses from students and parents.

2. LITERATURE REVIEW

Strategy comes from the Greek word "strategos" meaning an effort to achieve victory in a war (Masitoh & Laksmi in Bakhruddin et al., 2021). Originally used in a military context, the term Strategy refers to the art of planning war operations, specifically focusing on the

movement of troops and navigating the war policies that are considered most advantageous to achieve victory.

According to the 2022 Great Dictionary of Indonesian (KBBI), Strategy: (1) science and art use all the resources of the nation(s) to stengun x strategy 1377 to implement certain wisdom in war and peace; (2) the science and art of leading the army to face the enemy in war, in favorable conditions; (3) a careful plan regarding activities to achieve specific goals; (4) a good place according to war tactics (Indonesia, 2022).

Teaching is a profession that requires special competence and cannot be carried out if the person is not trained in the field of Education" (Eliza et al., 2022).

Teachers are very important people in the learning process, teachers must professionally have academic ability. Teachers become central figures who change science and protective figures who are also always role models for their students (Mansyur & Bunyamin, 2022).

At the beginning of 2020, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 26 of 2022 concerning Driving Teacher Education. Launching the driving teacher program in response to the many problems that exist in the world of Education, to become facilitators and practitioners in the world of Education. The driving teacher program is a government education program that aims to improve teachers' abilities and encourage the learning community (Umboh et al., 2023).

"Learning translation from English "Instruction" consists of two main activities, namely learning and teaching. Then they are united in one activity, namely teaching and learning activities which are then popularly known as Learning" (Hazmi, 2019).

The MKDP Development Team in (Marida & Tantowie, 2020) explained that learning is a translation of the English word "instruction", consisting of two main activities, namely: learning and teaching, then united in one activity, namely teaching and learning activities which are later popularly known as learning (Instruction). The core of learning is "change", and that change is obtained through activities that respond to the learning environment. Learning is a process of effort carried out by a person to obtain a new change as a result of experience in interaction with his environment to achieve certain goals.
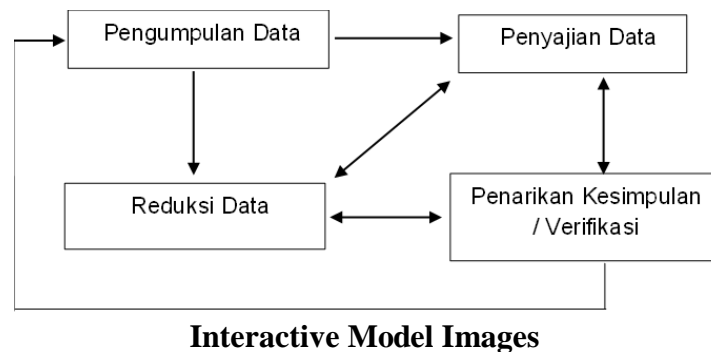
The definition of learning according to the provisions of Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System is education personnel who are qualified as teachers, lecturers, counselors, learning teachers, widyaiswara. Tutors,

instructors, facilitators, and designations in accordance with their specificity, as well as participating in organizing education. (RI Law No. 20 of 2003 concerning the National Education System Chapter I Article 1).

3. METHODS

"This research uses a qualitative approach, which is a research working mechanism that relies on descriptive descriptions of words or sentences that are systematically arranged from data collection to interpretation and report of research findings" (Suyitno, 2018).

The qualitative approach is a research working mechanism that is guided by non-statistical or non-mathematical subjective assessments, where the measure of value used in this study is not numbers or scores, but the categorization of values or quality. As a result, the qualitative approach provides very specific and detailed guidance to the research results, it is subjective and transferable. Therefore, it is impossible to generalize in qualitative research (Suyitno, 2018).

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Interactive Model Images

4. RESULTS

Planning

From the results of data collection conducted by researchers conducted through interviews to implement the strategy of driving teachers in the Implementation of the New Paradigm Learning Process at SD Negeri 47 Palembang, starting with learning planning how is needed to be in accordance with the new paradigm learning.

In the learning process of the new paradigm, one of the main focuses is that students become learning centers. This was conveyed by "MB" that "in this new paradigm, the role of students as a learning center is the main focus, so my planning always starts from understanding the needs, interests, and abilities of each student. I organize learning activities that allow students to play an active role, either in finding information, discussing, or completing projects independently or in groups. Learning is no longer one-way, but more interactive, so that

students do not only listen, but are directly involved in the learning process (Results of an interview with MB on August 5, 2024).

In learning planning, students are also directly involved. This was stated by MB who said that "I involve students directly in learning planning, especially when determining topics or projects. I give them a selection of activities or topics, and they can choose which one interests them the most. In addition, in every project or group assignment, I also give them space to design how they work on it. This gives students a sense of ownership over their learning process, so they are more responsible and excited" (Results of an interview with MB on August 5, 2024).

Similar to the results of interviews conducted with FY in the new paradigm learning process, several strategies teachers can plan learning that pays attention to the interests and talents of individual students, so that each student can learn according to their speed and needs. One of them is by designing flexible differentiated learning according to the learning needs of different students. In addition, teachers also plan authentic assessments that are not only based on exams or written tests. Then in learning, teachers can use various digital sources that students can access independently. As a learning center, teachers must also be able to create an inclusive and fun learning environment for them. And finally, teachers can reflect with students at the end of learning (Results of an interview with FY on August 6, 2024).

Implementation

From the results of observations conducted by researchers on September 6, 2024. The observation was made by researchers at SD Negeri 47 Palembang Class V C during the Mathematics learning of Fractional Numbers carried out by MB who is the Driving Teacher. The researcher observed that the teacher had planned the lesson carefully, as seen from starting the lesson by explaining the learning objectives to be achieved as well as an overview of what would be learned that day.

As a learning manager, the teacher starts learning by arranging the arrangement of chairs into small groups so that it becomes more dynamic and conducive to learning which is carried out in group discussions so that students feel comfortable both when paying attention to explanations from the teacher and when they want to discuss with their friends. In explaining the material, the teacher uses learning facilities in the form of a whiteboard and projector. The overall learning flow is quite effective, where the time used for explanations, questions and answers with the teacher and time for group discussions is enough and students do not feel

bored. Although the teacher gives a rather long time to explain the material, it does not affect other learning activities.

In the learning session, the role of the teacher as a facilitator can be seen where the teacher is enough to give space to the students both in doing independent assignments and in group discussions. It can also be seen from the way teachers help students by not giving answers directly but by giving directions to students so that they can solve their own problems. As a motivator, teachers always give encouragement to students who have difficulties in understanding the material with words of encouragement such as you can definitely do it, the important thing is that you try first and others.

Assessment

In the new paradigm of learning, evaluation or assessment not only focuses on cognitive achievements, such as students' knowledge and thinking abilities, but also includes non-cognitive aspects, such as attitudes, values, social skills, and character. This holistic approach aims to create a learning process that is more meaningful and relevant to the needs of the 21st century, where the development of intellectual intelligence must be aligned with the formation of personality and social-emotional abilities.

In learning the new paradigm, the development of student competencies is evaluated through various forms of assessment, both formative and summative. Formative assessment is usually carried out throughout the learning process, while summative assessment focuses more on the final result of a learning period or the end of the theme.

Based on an interview with MB on September 6, 2024, the formative form of assessment often uses several methods, such as observation, short quizzes, and small project assessments. At the end of each lesson, students are often given a reflection assignment, where they are asked to reflect on what they have learned and what they still find difficult. This formative assessment helps teachers to find out the progress of students in real-time and adjust the next teaching approach to suit their needs. For summative assessment, it is more used to assess students' achievements after a certain period, for example after completing the learning theme. It can take the form of a final iteration of a theme, a larger project, or even a presentation. This assessment includes various achievement indicators that have been planned since the beginning of learning and serves as an evaluation of the overall competency achievement of students.

Table of Results of New Paradigm Learning Assessment at SD Negeri 47 Palembang

Types of Evaluation	Description of Evaluation
1. Cognitive assessment (assessment of students' knowledge and understanding of learning materials)	Cognitive assessment consists of: 1. Formative assessments are carried out throughout the learning process using several methods, such as observations, short quizzes, and small project assessments 2. Summative assessment to assess students' achievement after a certain period, for example after completing a learning theme, midterm exam or end of semester
3. Noncognitive Assessment (assessment of students' attitudes, social skills, and character)	1. through observation and diaries by looking at how students' attitudes such as hard work, courage, curiosity, and independence. 2. assessment at the time of collaboration, decision-making ability, leadership, and perseverance. Students work in groups to complete projects that require cooperation, initiative, and creativity. 3. Social skills assessment by identifying students' abilities in cooperating, communicating, problem-solving, and demonstrating attitudes such as responsibility and tolerance.

5. DISCUSSION

Learner-centered learning planning not only encourages active student engagement but also helps them develop 21st-century skills. However, its implementation requires strong support from schools, including the procurement of adequate learning facilities and teacher training.

Student-centered learning requires the role of teachers to understand students in depth. Identifying learners' needs is a very important first step in designing effective and relevant learning. One of the main approaches to understanding these needs is to make initial observations.

With initial observation, teachers can understand the initial condition of students from the level of understanding, needs, talents, and potential of students. Thus, teachers can adjust learning strategies to each student with different learning styles. Some learners tend to learn better through drawings, diagrams, or visualizations (visual learning styles). Other learners may prefer to learn by listening to oral explanations or discussions (auditative learning style). There are also learners who prefer to learn through physical experience, practice, or hands-on activities (kinesthetic learning style). Teachers can provide various teaching materials and methods that suit the preferences of students' learning styles (Batubara et al., 2023).

Fun learning in the era of the new paradigm of learning refers to an interesting, interactive, and stimulating learning approach that arouses students' interest and motivation.

As a teacher, choosing an interesting and relevant learning topic or theme is an important step in creating an effective and enjoyable learning experience. By choosing topics that are interesting, relevant, and fun, students will be more motivated, active, and feel that learning has practical value in their lives. This not only improves their understanding, but also builds their critical thinking skills and creativity.

The teacher's strategy to identify students' character needs through initial assessments aims to gain an in-depth understanding of students' character, attitudes, and values. This step is an important basis in designing an effective character development program that suits the needs of students. This can be done by observing students' behavior inside and outside the classroom, including how they interact, work together, solve problems, and face assignments. Including by using questionnaires or questionnaires, self-assessment sheets or by direct interviews with educators or parents.

Through the initial assessment, teachers can systematically identify students' character needs and values that need to be improved. This strategy allows teachers to design appropriate learning to help students develop positive character holistically, so that they become moral, resilient, and ready individuals to face life's challenges.

6. CONCLUSION

1. Learning planning by driving teachers at SD Negeri 47 Palembang in the new paradigm learning process can create truly student-centered learning so that it has a significant positive impact on students' involvement, independence, and social skills. The success of student-centered learning strategies is reflected in active involvement, increased independence, effective collaboration, application of knowledge, and students' ability to reflect in the learning process.

2. The driving teacher's strategy in designing learning activities to be a pleasant experience increases students' involvement, motivation, and enthusiasm in learning. Learning strategies have succeeded in making learning activities a fun, interesting experience, and motivating students to continue learning.

3. Driving teachers in the development of students' character focus on forming positive moral, ethical, and personality values through a planned and integrated approach in learning showing significant character changes. The success of this learning strategy is reflected in the formation of positive attitudes, values, and behaviors of students in daily life.

4. The strategy of driving teachers in designing learning in their functions as facilitators, motivators, and demonstrators shows success in increasing student engagement and effectively increasing students' enthusiasm for learning.

5. The strategy of driving teachers as managers in the learning process focuses on planning and organizing in a structured manner to create an orderly, conducive, and dynamic learning atmosphere. The success of teachers' strategies as managers is reflected in the creation of learning that is structured, conducive, and supports the achievement of learning goals.

6. The strategy of driving teachers in the use of technology in learning emphasizes the selection and application of relevant, inclusive, and effective technology to successfully support the teaching and learning process. The success of learning strategies with the use of technology can be seen from the increase in interactivity, effectiveness, and accessibility of the teaching and learning process.

7. The learning assessment at SD Negeri 47 Palembang combines cognitive and non-cognitive to show the achievement of learning outcomes and the assessment of students' attitudes, social skills, and character holistically.Restate the study's main purpose.

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