

THE CONTRIBUTION OF "GURU PENGGERAK" IN REALIZING RELIGIOUS LEARNING

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ABSTRACT

This study uses a descriptive qualitative method that aims to provide information about phenomena or issues that apply in education. Realizing religious learning involves integrating spiritual values, fostering moral character, and creating an environment that encourages religious-based practices and ethical behavior in education. "Building Teachers" contribute by fostering a value-based learning environment, integrating religious principles into lessons, and promoting character-building activities that are in line with spiritual values. Realizing religious learning involves integrating spiritual values, fostering moral character, and creating an environment that encourages religious-based practices and ethical behavior in education. Realizing religious learning involves integrating spiritual values, fostering moral character, and creating an environment that encourages religious-based practices and ethical behavior in education. Moving Teachers contribute to students' religiosity as role models in religious behavior. Connecting subject matter with religious values. Initiating programs such as joint prayer, religious studies, or socially beneficial activities rooted in worship. Guiding students to understand and apply religious values in everyday life. Creating a school environment that supports religious practice.

Keywords: Guru Penggerak, Religius, Learning.

INTRODUCTION

Teachers-in-Charge have a major contribution in improving the quality of learning. With a student-centered approach, Teachers-in-Charge are able to create innovative and relevant learning experiences. They use creative methods to encourage students to think critically, collaboratively, and independently. This helps improve learning outcomes and build student character in accordance with the Pancasila Student profile. In addition, Teachers-in-Charge act as leaders in the school environment. They become role models by inspiring colleagues to continue learning and innovating. Teachers-in-Charge are also able to build a positive work culture, where collaboration, openness, and innovation are the main values. With this leadership, schools are able to develop into more effective and inclusive educational ecosystems.

On the other hand, Teachers-in-Charge also contribute to building a broader learning community. They encourage collaboration between teachers, students, parents, and the community. (Agustina et al., 2023); (ANDAYANI, 2021). Through community-based programs or activities, Teachers-in-Charge strengthen relationships between education stakeholders so that synergy is created in supporting student growth and development (Winahyu et al., 2018). In addition, Teachers-in-Charge become drivers of educational transformation at the local and national levels (Syamsul, 2017). By integrating character values, technological innovation, and a humanistic approach, Teachers-in-Charge help build a generation that is adaptive to the challenges of the times (Fahri et al., 2022). Their role in creating positive change makes them key to realizing quality education for all. The contribution of the Teacher Leader that leads to religious can be understood as the teacher's effort to shape and develop the spiritual character of students through an educational approach that emphasizes religious values (Nurmalina, 2019); (Nurchaeni et al., 2023). The Teacher Leader does not only focus on academic aspects, but also pays attention to the development of religious character that teaches moral and ethical values in accordance with the teachings of the religion they adhere to (A. Kurniawati & Basuki, 2023); (Susriyati Mahanal, 2014).

As a role model, the Teacher Leader integrates religious values into daily learning (Budiati et al., 2023); (Bukit et al., 2022). They teach the importance of tolerance, honesty, discipline, and empathy based on religious teachings. In addition, the Teacher Leader also

provides concrete examples in daily life by demonstrating attitudes that reflect religious values, such as humility, sincerity, and love for others (Pillena et al., 2019); (Juliana et al., 2023). Religious Teacher Leaders also play a role in creating a school environment that supports the development of student spirituality (Rahman et al., 2022). They encourage students to understand and practice religious teachings in their lives, not only in aspects of worship, but also in social interactions and daily behavior. In this case, the Teacher Leader plays an important role in forming a generation that is not only intellectually intelligent, but also strong in spiritual and moral values (Rumhadi, 2017); (Lisnawati et al., 2020). The Leading Teacher in the context of the Independent Curriculum has a very vital role in implementing the concept of flexible learning that is oriented towards student needs. In the Independent Curriculum, learning does not only focus on achieving competency standards, but emphasizes more on developing the potential of individual students according to their interests, talents, and needs. As a Leading Teacher, educators are expected to be able to apply a student-centered approach, create a fun learning experience, and support students to become independent, critical and creative learners (Mashud, 2019); (E. Kurniawati, 2017).

The Leading Teacher in the Independent Curriculum is no longer the only source of information, but acts as a facilitator, mentor, and guide who accompanies students to discover their interests and talents (Menteri Pendidikan, Kebudayaan, 2022); (Nazariana et al., 2024). With the flexibility of the curriculum that allows for the preparation of project-based or topic-based learning, the Leading Teacher can design activities that are relevant to students' daily lives, motivating them to be more involved in the learning process (Alimuddin, 2023); (Mukhlisina et al., 2023). The Leading Teacher also plays a role in designing contextual learning experiences, where students not only gain academic knowledge, but also develop social, emotional, and character skills (Barlian et al., 2022); (Fatmawati, 2023).

In the implementation of the Independent Curriculum, the Leading Teacher also has a role in managing diversity in the classroom (Damayanti, 2021); (Febrianti et al., 2021). They are expected to provide space for each student to develop according to their potential and learning speed. In this case, the Leading Teacher not only teaches knowledge, but also develops an inclusive attitude and pays attention to the diversity of students' learning needs. With a more adaptive and personal approach, the Leading Teacher helps create a learning

environment that respects differences and strengthens students' self-confidence (Harefa & Sumiyati, 2020). In addition, the Leading Teacher in the Independent Curriculum also plays a role in building a reflective culture in schools (Maulida, 2022); (Siloto et al., 2023). They encourage students to reflect on the learning that has been done, and invite them to collaborate with friends and teachers in improving the quality of learning. The Leading Teacher also functions as an agent of change that encourages improving the quality of education in the school environment, by focusing on developing teacher competencies and utilizing appropriate educational technology (Mukhlisina et al., 2023); (Kemendikbud, 2022).

METHODS

This study uses a descriptive qualitative method that aims to provide information about phenomena or issues that apply in education (Sugiyono, 2018). Realizing religious learning involves integrating spiritual values, fostering moral character, and creating an environment that encourages religious-based practices and ethical behavior in education. "Building Teachers" contribute by fostering a value-based learning environment, integrating religious principles into lessons, and promoting character-building activities that are in line with spiritual values.

RESULTS AND DISCUSSION

A Junior High School (SMP) Motivator Teacher is an educator who has a key role in driving change and innovation in the world of education. They not only teach in the classroom, but also play a role in shaping students' character, improving the quality of learning, and encouraging a better learning culture in schools. Overall, the Moving Teacher in Middle School is a figure who not only educates, but also becomes an agent of change to create a better learning environment and prepare students for future challenges.



Figure: 1. Guru Penggerak kurikulum Merdeka.

The Leading Teacher has the ability and leadership to direct and motivate colleagues, as well as being a good example for students. have innovation in Learning by using the latest methods and technologies to improve the quality of learning. Encourage cooperation between teachers, students, and parents to create a better learning environment. Continue to develop themselves through training and further education to improve the quality of teaching. Instill strong moral and ethical values in students to form individuals with noble character. Develop students' literacy and numeracy skills through comprehensive learning activities. The percentage of Teacher Leaders in Indonesia can vary, depending on the program being run and the number of teachers who have attended Teacher Leader training. The Teacher Leader Program is an initiative of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to create agents of change in schools.



Figure: 2. Religion of Learning

The importance of a student's religion in education depends on the context, cultural norms, and the values of the education system in which the student is enrolled. Religion can play a significant role in shaping a student's identity, values, and worldview. While religion is important for the personal development of some students, its role in education should be handled inclusively and respectfully to support a diverse and harmonious learning environment.

CONCLUSION

The contribution of *Guru Penggerak* (Teacher Leaders) in realizing religious learning is significant, as these educators are trained to be transformative leaders and role models in schools. Their efforts in religious education are pivotal for fostering moral values, inclusivity, and character development in students. Beyond academics, *Guru Penggerak* mentor students in applying religious teachings to their personal lives, focusing on kindness, integrity, and empathy. They guide students in resolving moral dilemmas using their faith as a compass. They actively engage parents and religious leaders in the educational process, ensuring that religious education at school aligns with the values and practices at home and in the community. *Guru Penggerak* plays a transformative role in enhancing religious learning, not only by teaching religious content but by embedding its values into

the school culture, promoting inclusivity, and shaping students into morally responsible individuals.

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