

Optimalisasi Peran Guru SD dalam Perspektif Kebijakan Kurikulum Pembelajaran Mandiri

Optimizing Role of Elementary School Teachers on the Policy Perspective of Independent Learning Curriculum

Raden Roro Endang Kusripinah¹, Wiryanto²

¹Magister Program of Basic Education, Faculty of Postgraduate, Surabaya State University

²Faculty of Postgraduate, Surabaya State University

E-mail: rr21022@mhs.unesa.ac.id; wiryanto@unesa.ac.id

Abstract

The Independent Learning Curriculum Policy is an offer in reconstructing the national education system, by rearranging the education system in order to meet the progress of change and progress of the nation that adapts to changing times. This study aims to describe the optimization role of elementary school teachers on the policy perspective of the Independent Learning Curriculum. This study uses a qualitative approach to the method of literature study. The results of this study describe the main role of the teacher is to help students in the process of self-development and optimizing their talents and abilities. Besides that, the teacher plays an important role in classroom management, one of which is the teacher acting as a facilitator who facilitates students in learning so that learning activities can be achieved. A teacher must also be a good role model for his students, provide encouragement to learn and can arouse students' interest in learning and optimize the Independent Learning Curriculum policy perspective. conclude that to optimize the role of elementary school teachers in the perspective of the Independent Learning Curriculum policy, various elements of the role are needed, including the following: 1.) Teachers as a cognitive measure; 2.) Teachers as moral and political agents; 3.) Teachers as innovators; 4.) The teacher plays a cooperative role.

Keywords: *Teacher Role, Elementary School, The Independent Learning Curriculum Policy*

Abstrak

Kebijakan Kurikulum Mandiri Belajar merupakan tawaran dalam merekonstruksi sistem pendidikan nasional, dengan menata ulang sistem pendidikan guna menyongsong kemajuan perubahan dan kemajuan bangsa yang menyesuaikan diri dengan perubahan zaman. Penelitian ini bertujuan untuk mendeskripsikan optimalisasi peran guru sekolah dasar dalam perspektif kebijakan Kurikulum Mandiri Belajar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur. Hasil penelitian ini menggambarkan peran utama guru adalah membantu siswa dalam proses pengembangan diri serta mengoptimalkan bakat dan kemampuannya. Selain itu guru memegang peranan penting dalam pengelolaan kelas, salah satunya guru berperan sebagai fasilitator yang memfasilitasi siswa dalam pembelajaran agar kegiatan pembelajaran dapat tercapai. Seorang guru juga harus menjadi teladan yang baik bagi siswanya, memberikan dorongan untuk belajar dan dapat membangkitkan minat belajar siswa

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serta mengoptimalkan perspektif kebijakan Kurikulum Mandiri Belajar. menyimpulkan bahwa untuk mengoptimalkan peran guru SD dalam perspektif kebijakan Kurikulum Belajar Mandiri diperlukan berbagai unsur peran, antara lain sebagai berikut: 1.) Guru sebagai ukuran kognitif; 2.) Guru sebagai agen moral dan politik; 3.) Guru sebagai inovator; 4.) Guru memainkan peran kooperatif.

Kata kunci: Peran Guru, Sekolah Dasar, Kebijakan Kurikulum Belajar Mandiri

Introduction

In the era of the industrial revolution 4.0, there are challenges as well as opportunities for educational institutions to become a prerequisite point to be more advanced and develop. Educational institutions must have the power of innovation and can also enforce a collaboration, if an educational institution is not able to collaborate and innovate it will be left far behind in time, and vice versa if the institution is able to create resources capable of developing, advancing and realizing ideals nation is to teach humans. Being a learner is not an easy thing like turning the palm of the hand. Educational institutions must be able to harmonize and balance the education system with the times and the education system is expected to be able to realize students who have skills who are able to think critically and solve problems and have creative and innovative communication and collaboration skills.

According to Iwinsah (2020), the concept of The Independent Learning is assumed to be no longer an idea but rather a policy that will be implemented by the Independent Learning. Independence is when a word that is often interpreted and described with freedom in its true sense and becomes a problem point is that there are still restraints. everywhere, especially in education, educators and students have not been able to feel sufficient autonomy to determine the direction of policy in learning and teaching because they are still regulated by regulations which make the implementation and evaluation process plans seem limited and binding.

The Independent Learning Curriculum Policy is an offer in reconstructing the national education system, by rearranging the education system in order to welcome the progress of change and progress of the nation that adapts to changing times (Makhshun, 2020). With the return of the essence of education, which is actually education to humanize humans, and education that liberates learning activities, which were originally children's natural activities, are deprived of being an adult agenda that is forced on students. Educators require where and

when to study, regardless of what the child is going through. The application of the Independent Learning Curriculum Policy also aims to realize the quality or quality of sustainable education.

As we know with the Independent Learning Curriculum, students have the flexibility to learn not only in one segment because according to Namdie Makariem, children are multi-intelligent, and every child must have intelligence according to their interests in their respective fields (Makhshun, 2020). According to Iwinsah (2020), several educational frameworks must be improved so that the Independent Learning Curriculum can be optimized, namely: 1.) Improving the framework of teacher competency standards; 2.) Improving the learning plan curriculum; 3.) Improving the teacher certification system; 4.) Visioning world-class teacher education; 5.) Reviewing the competency model literature review.

In this case, the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia wishes that there is no value pressure on students so that students are not fixated on numerical values but gradually form the character of competent students, excel in human resources and have a noble and persistent character. explore the great potential of school teachers and students to feel at home to innovate and improve learning independently not only through the education bureaucracy, but truly educational innovation, diversity of learning approaches with technical support so that every student can think critically, innovatively, creatively, transformatively to become superior and competent human resources (Akhyak, Idrus & Bakar, 2013). The following are some policy concepts that will be offered by the Independent Learning program according to Susetyo (2020), including:

- 1.) Various places and times. In carrying out the learning process, it is not only limited by space, such as only in class. But also outside the classroom can be which can provide a better atmosphere in receiving lessons.
- 2.) Free choice. Students can practice learning methods according to what they feel most comfortable with. So those students are expected to continue to hone their abilities.
- 3.) Personalized learning. Teachers can adapt to students in understanding the material, and solving answers according to their abilities of students, this is like playing a game. Where if he can solve a challenge, he will quickly level up so that he no longer uses the system of average students' abilities.
- 4.) Project-based. Students are invited to be able to apply the skills they have learned in various situations. This experience will be felt to be applied in their daily life.

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- 5.) Field experience. Match and link in the world of work are very important. At this time the material that has been given to students has nothing to do with the world of work. So the existence of field experience can help students to be more efficient in the world of work.
- 6.) Interpretation of data. Students will get a lot of information. It is hoped that the amount of incoming information, can solve the problem of needs, can be used to analyze problems, and so on.

The Independent Learning concept according to Manik et al. (2022) have four main educational policy programs that are used as a focal point to improve the quality of teacher human resources to optimize the implementation of policies on the Independent Learning Curriculum in schools where there are 4 policies which include:

- 1.) A comprehensive USBN Assessment process, namely the implementation of the USBN (National Based School Examination) will be carried out with an exam organized by the school. in the assessment process. The school can conduct written or oral exams, or can use writing papers or portfolio collection. So that the school is able to formulate and have the authority according to policies that certainly support the process of children's knowledge.
- 2.) The National Examination (UN) will be changed to a Minimum Competency Assessment and Character Survey consisting of the ability to reason using language (literacy), the ability to reason using mathematics (numbering), and strengthening character education. The exam process will be carried out in the middle of the education level, for example in grade 4 SD, 8 SMP, 10 SMA, this will be the material for evaluating learning at the level of education that will be carried out by the teacher or educator.
- 3.) Simplifying the Learning Implementation Plan (RPP), in the process of drafting the Learning Implementation Plan, the Ministry of Education and Culture cut several components. In this policy, teachers are free to choose, create, use, and develop lesson plans. The three core components of lesson plans consist of learning objectives, learning activities, and assessments.
- 4.) New Student Admission (PPDB), there is a change in the composition of New Student Admission, the zoning path can accept a minimum of 50% students, the affirmation path is at least 15%, and the transfer path is a maximum of 5%. Then the achievement path or the remaining 0-30% is adjusted to conditions of each city area. Each region has policy

autonomy to determine the final composition of the zoning so that the distribution and quality of the quality of students and teachers are balanced.

Today teachers have extensive experience in the digital or visual world, currently the task of an educational institution is to lead, direct and explore the critical power and potential of their students in the learning process to build an educational ecosystem that facilitates the growth of the character of independence, innovation, expertise. and student comfort. The Independent Learning Curriculum Policy is expected to be able to form quality and superior resources to complete educational opportunities to advance a nation and state. In terms of actualization, according to Makovec (2018), education is a process of interaction between teachers (educators) and students (students) to achieve specified educational goals. Educators, students and educational goals are the main components of education. The three of them form a triangle, which if one of them is missing, the essence of education will also be lost. However, in certain situations the teacher's duties can be represented or assisted by other elements such as technology media, but cannot be replaced.

The teacher actually does not only educate but also functions as an adult on professional duty to transfer knowledge or transmitter of knowledge that is mastered to students. Teachers also become leaders, or become educators, and mentors among their students (Sardiman, 2011). The role of the teacher as a professional educator has recently begun to question its functional existence, which is partly due to the emergence of a series of phenomena for educational graduates who tend to morally decline (Uno, 2011). If this phenomenon is true, then it will be directly or indirectly related to the teacher's role as a professional educator. Teachers are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators and other designations according to their specificity, and participate in organizing education (Suyanto, 2013).

Khairuddin et al. (2019) stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Another case according to Manik et al. (2022), Teachers are educators who become figures, role models, and identification for students and their environment. Therefore, teachers must have certain personal quality standards that include responsibility, authority, independence, and

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discipline. To be able to truly become an educator, a teacher is not enough just to master the subject matter, but also must know what values can be touched by the subject matter that will be given to students. This study aims to describe the optimization role of elementary school teachers in the policy perspective of the Independent Learning Curriculum.

Literature Review

Theory of Policy

Policy is a tool to achieve goals where policy is a projected program regarding goals, values and practices (Bahtilla & Hui, 2020). Mwanzia & Mwangi (2016) defined that policy is a series of actions/activities proposed by a person, group or government in a certain environment where there are obstacles and opportunities for the implementation of the proposed policy in order to achieve certain goals. In formulating policy as a permanent decision, it is marked by continuous and repeated behavior of those who make policies and those who implement policies that have been made (Rosyidi, 2020).

The stages of policy implementation are influenced by four factors according to Wang & Zhang (2021), including: 1.) Communication, namely the success of policy implementation requires the implementor to know what to do, where the goals and objectives of the policy must be transmitted to the target group so that it will reduce implementation distortions; 2.) Resources, although the contents of the policy have been clearly and consistently communicated, if the implementor lacks the resources to implement it, the implementation will not be effective; 3.) Disposition, is the character and characteristics possessed by the implementor, such as commitment, honesty, democratic nature; 4.) Bureaucratic Structure, Organizational structure in charge of implementing policies has a significant influence on policy implementation.

Theory of Role

Role is defined as the characterization carried out by an actor in a drama stage, which in the social context of the role is defined as a function that is performed by someone when occupying a position in the social structure (Gurer, 2019). Role theory is commonly used in the theater world, where an actor in the theater must play a certain character and in his position as a character he is expected to behave in a certain way (Mwanzia & Mwangi, 2016). The position

of an actor in theater is analogous to one's position in society, and both have the same position. According to Strauch & Al Omar (2014), role theory emphasizes the nature of individuals as social actors who study behavior according to the position they occupy in the work environment and society.

Role theory tries to explain the interactions between individuals in organizations, focusing on the role they play dynamically in their position towards something, if a person performs his rights and obligations according to his position, then the individual carries out a role (Kaup et al., 2020). Role is an interaction or activity that is expected by the community or other parties to be carried out by a person/organization according to the status they have so that the role or role can be felt in the sphere of life (Wang & Zhang, 2021). Role theory is a theory that talks about the position and behavior of a person who is expected from him not to stand alone, but always in relation to the presence of other people who are related to the person or actor (Rasmitadila et al., 2020).

The Independent Learning Curriculum

The curriculum is a number of subjects or knowledge taken or mastered to achieve a certain level or diploma (Sanjaya, 2010). The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Bahtilla & Hui, 2020). According to Ahmad, (2015), the basic framework of the curriculum is the signs set out in this Government Regulation to be used as guidelines in the preparation of the education unit level curriculum and its syllabus for each education unit. The Independent Learning can be interpreted as providing more space for students with the opportunity to learn comfortably, calmly and freely without pressure, taking into account the natural talents of each student (Rosyidi, 2020).

Yamin & Syahrir (2020) said that the Independent Learning Curriculum is a curriculum with efforts to give freedom and autonomy to educational institutions, and independence from bureaucratization, lecturers are freed from complicated bureaucracy and students are given the freedom to choose the fields they like. The adaptive and innovative Independent Learning Curriculum in this case is very necessary, especially now that we are entering the new normal

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in the midst of industry 4.0, so distance learning will become a future trend, therefore the curriculum must be flexible (Susetyo, 2020).

Research Methodology

This study uses a qualitative approach to the method of literature study. Qualitative research is research whose procedures produce descriptive data in the form of written or spoken words from the people and actors observed (Patton, 2014). This type of research is a literature study method used to solve actual problems by collecting, compiling, analyzing, and clarifying data. The various sources of data in articles include journals, research reports, scientific magazines, newspapers, relevant books, seminar results, unpublished scientific articles, resource persons, library letters, video graphics, and so on.

Result and Discussion

In the national education system, teachers are tasked with shaping the future of the nation but are given too much regulation to help. The teacher wants to help students to catch up in class, but time is running out to pursue administration with no clear benefits. Teachers know that students' potential cannot be measured from exam results, but teachers are worked on by numbers that are urged by various stakeholders. Teachers want to take students outside the classroom to learn from the world around them, but such a curriculum closes the adventure. Teachers are very frustrated that in the real world, the ability to work and collaborate determines a child's success, not memorization. The teacher knows that every student has different needs, but uniformity trumps diversity as a basic principle of bureaucracy. Teachers want every student to be inspired, but Teachers are not trusted to innovate. The Independent Learning Curriculum Policy is an offer in reconstructing the national education system.

Rearrangement of education system policies to meet the changes and progress of the nation that can adapt to changing times (Borup et al., 2019). By way of restoring the essence of true education, namely education to humanize humans or liberating education. In the policy of the Independent Learning, teachers and students are subjects in the learning system, meaning that teachers are not used as a source of truth by students, but teachers and students collaborate to move and seek the truth where the position of the teacher in the classroom is not to plant or

uniform the truth according to the teacher but explore the truth, reasoning and critical students see the world and phenomena (Rosyidi, 2020). Clarke & O'Donoghue (2017) explained that the opportunity for the development of the internet and technology is momentum for freedom of learning because it can hack a rigid or not liberating education system, including reforming the workload of teachers and schools that are too devoted to administrative matters.

Therefore, the freedom to innovate, learn independently, and be creative can be done by the education unit, teachers, and students. The adaptation of the education system in the era of Industrial Revolution 4.0 must be stimulated by the new literacy process. Students/students in the industrial era 4.0 have solid experiences with the current digital or visual world where the task of teachers, principals including educational institutions can direct, lead, and explore the critical power and potential of their students following the application of the applicable curriculum. The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. In the process of constructivist learning, children are more likely to have a focal point on the activity of each individual informing knowledge (Mwanzia & Mwangi, 2016).

Students are expected to have the motivation to learn according to what they want without any pressure from any party. Independent Learning has the characteristics of a critical, creative, innovative, transformative, relevant, effective, and efficient learning process. In this case, the Ministry of Education and Culture presents this concept in the world of education in Indonesia. Emphasis on the Independent Learning and the Teacher as a motivator. This means that students have the freedom to get an education and the teacher plays a role as a driving force to achieve The Independent Learning process. The learning process carried out in a fun way allows students to be able to remember more and longer material, in other words, the retention rate is stronger.

In Ki Hajar Dewantara's view above, Independent Learning in turn produces creativity which is an important element of progress (Ahmad, 2015). In this case, the teacher becomes a facilitator in the learning process. In any educational system and process related to the Independent Learning Curriculum Policy, an optimal teacher is needed who plays an important role where students can't learn on their own without the guidance of a teacher who can carry

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out their duties properly. The great role of the teacher can be seen when carrying out roles as a cognitive measure, a moral agent, innovator, and cooperative as described below:

- 1.) Teachers as a cognitive measure. The task of the teacher generally is to pass on knowledge and various skills to students. The things that will be inherited must of course be under the measurements that have been determined by the community and are a description of the social, economic, and political conditions of the community concerned. Therefore, the teacher must meet the size of the ability needed to carry out his duties so that students can achieve a high level of education. The result of teaching is the result of the interaction between the elements, motivations, and abilities of students, content or subject matter that is delivered and learned by students, the skills of the teacher, and teaching aids that help the process of inheritance.
- 2.) Teachers as Moral and Political Agents. The teacher acts as a moral agent for the community because its function is to educate community members to be literate, good at arithmetic, and have various other cognitive skills. These skills are seen as part of the moral education process because people who are good at reading and experienced will try to avoid criminal acts and deviate from the size of society. The teacher is also an image as well as a role as a political agent. The teacher conveys the cultural attitudes and political actions of the community to the younger generation. The political will of the community is conveyed in the teaching process in the classroom.
- 3.) Teachers as Innovators. Thanks to advances in science and technology, society is constantly changing and developing in all aspects. These changes and developments require educational innovations that lead to new and qualitative changes that are different from the previous thing. The responsibility for implementing these innovations lies, among other things, with education providers in schools, and teachers play the main role. The teacher is responsible for disseminating new ideas to students through the teaching process in the classroom.
- 4.) The teacher holds a cooperative role. In carrying out their duties, teachers cannot work alone and rely on their abilities. Therefore, teachers must work together, whether in collaboration with fellow teachers, social workers, correctional institutions, or with the union of parents. The role of cooperation in teaching among teachers is formally developed in a group learning system.

In the learning process, an educational ecosystem is developed that facilitates the growth and development of reason, character, innovation, independence, comfort, and student expertise, so the Independent Learning can form superior or quality resources to complete educational opportunities in the Industrial 4.0 era with the aim of advancing the nation and state. The teacher plays a very important role in the world of education. Role is a dynamic aspect of position or status, if a person carries out his rights and obligations according to his position, then the individual has carried out a role. Like teachers to students, teachers have a very important role in the world of education, especially during teaching and learning activities, because basically students need the role of a teacher to help them in the process of self-development and optimizing their talents and abilities.

Without the guidance and direction of the teacher, it is impossible for a student to achieve his life goals optimally. This is based on the thinking of humans as social beings who always need help from others to meet all their needs. Teachers have a role in learning activities in optimizing Independent Learning Curriculum program policies, which are as follows:

- 1.) Corrector. The teacher assesses and corrects all learning outcomes, attitudes, behavior, and actions of students both at school and outside the evaluator's school.
- 2.) Inspiration. The teacher inspires students about how to study well.
- 3.) Information. The teacher provides good and effective information about the material that has been programmed as well as information on the development of science and technology.
- 4.) Organizer. Teachers play a role in managing various academic activities, both intracurricular and extracurricular so that the effectiveness and efficiency of students can be achieved.
- 5.) Motivator. Teachers are required to be able to encourage their students to always have high motivation and active learning.
- 6.) Initiator. Teachers are the originators of ideas for progress in education and teaching.
- 7.) Facilitator. Teachers should be able to provide facilities that allow students to learn optimally.
- 8.) Advisor. Teachers provide guidance to their students in facing challenges and learning difficulties.

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- 9.) Demonstrators. Teachers are required to be able to demonstrate what is taught in a didactic manner, so that students can understand the lesson optimally.
- 10.) Class manager. Teachers should be able to manage the class well, because the class is a meeting place for teachers and students.
- 11.) Mediators. Teachers can act as media providers and mediators in the learning process of students.
- 12.) Supervisors. Teachers should be able to help, improve and critically assess the learning process carried out so that it can be optimal.
- 13.) Evaluators. Teachers are required to be able to assess learning products and learning processes.

Every teacher must have a duty to develop a learning material. In Government Regulation number 19 of 2005 Article 20, it is indicated that teachers are expected to develop learning materials, which is then confirmed through the Regulation of the Minister of National Education number 41 of 2007 concerning Process Standards, which among other things regulates the planning of the learning process which requires educators to education unit to develop a lesson plan. One of the elements in the lesson plan is learning resources. Thus, teachers are expected to develop teaching materials as a source of learning. According to Law Number 20 of 2003 Article 40 concerning the National Education System, that educators and education personnel are obliged to address the following matters:

- 1.) Creating an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical.
- 2.) Have a professional commitment to improve the quality of education.
- 3.) Set an example and maintain the good name of the institution, profession, and position in accordance with the trust given to him.

One of the roles of a teacher is that the teacher must be a good role model for his students. According to Ki Hajar Dewantara, the role of an educator is that the educator has roles such as the following, “ing ngarso sung tuladha” (if in the front as an example), “ing madya mangun karsa” (if in the middle it arouses a desire to learn), “tut wuri handayani” (if someone is behind to give encouragement). In addition to the role of educators as above, educators are

also required to meet several requirements, namely: mastering the material to be taught, having the ability to teach, being able to plan and evaluate a program or unit of study and have an interest in working on their knowledge.

The main role of the teacher is to help students in the process of self-development and optimizing their talents and abilities. Besides that, the teacher plays an important role in classroom management, one of which is the teacher acting as a facilitator who facilitates students in learning so that learning activities can be achieved. Teachers are also expected to be able to develop lesson plans, one of the important elements in lesson plans is learning resources, thus a teacher is required to be able to develop teaching materials as a source of learning. A teacher must also be a good role model for his students, provide encouragement to learn and can arouse students' interest in learning and optimize the Independent Learning Curriculum policy perspective.

There are two important requirements for a teacher to successfully carry out his duties, the first requirement is to perfectly master the field of knowledge he has because the quality of a teaching is largely determined by the level of mastery of teaching materials, while the other condition is the teacher's ability to apply teaching methodologies in the teaching process. Rasmitadila et al., 2020). Teacher professionalism in terms of special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum abilities or in other words is a person who is well educated and trained, and has rich experience in his field (Karataş & Oral, 2015) .

In general, the professionalism of a teacher in outline there are three according to Trianto (2010), including: First, a professional teacher must master the field of science that will be taught well. Teachers are really experts in the field of science that they teach. Furthermore, because any field of knowledge is always developing, a professional teacher must also continuously improve and develop the knowledge he teaches, so that it is not outdated. To be able to improve and develop the knowledge he teaches, a teacher must continuously conduct research using various methods.

Second, a professional teacher must have the ability to convey or teach his knowledge to his students effectively and efficiently. For this, a teacher must have teacher knowledge. In the past, this teaching science consisted of three scientific fields, namely pedagogic, didactic, and methodical. The term pedagogy is translated with the word science of educating and what

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is spoken is how to raise and raise a child. Meanwhile, didactics is knowledge about teaching and learning interactions in general, which are taught here include; a.) How to make teaching preparation something very necessary; b.) How to weave lesson materials; c.) How to assess learning outcomes. The methodical is knowledge about how to teach a field of knowledge. Some subjects are seen to require special ways to present them and for this special-methodologies have been developed.

Third, a professional teacher must adhere to the professional code of ethics as mentioned above. The code of ethics here is more specifically emphasized on the need to have noble character. With such morals, a teacher will be used as a role model, example and role model. In this way the knowledge taught or the advice given to students will be heard and implemented properly. A teacher besides being a teacher, must also be an educator. Thus, in addition to guiding students to master a number of knowledge and skills (teaching), teachers should also guide their students to develop all the potential that exists within educating.

Conclusion

The results of this study conclude that to optimize the role of elementary school teachers in the policy perspective of the Independent Learning Curriculum, various elements of the role are needed, including the following *First*, teachers as a cognitive measure, where the task of teachers generally is to pass on knowledge and various skills to students. *Second*, teachers as Moral and Political Agents, where teachers act as moral agents of the community because of their function in educating community members to be literate, good at arithmetic, and have various other cognitive skills. *Third*, teachers as Innovators, where thanks to advances in science and technology, society is constantly changing and developing in all aspects. *Fourth* The teacher holds a cooperative role, where in carrying out his duties, the teacher cannot work alone and rely on his individual abilities.

Role is a dynamic aspect of position or status, if a person carries out his rights and obligations according to his position, then the individual has carried out a role. Like teachers to students, teachers have a very important role in the world of education, especially during teaching and learning activities, because basically students need the role of a teacher to help them in the process of self-development and optimizing their talents and abilities. Teachers also have a role in learning activities in optimizing the Independent Learning Curriculum Policy,

which are as follows: correctors, inspirational, informers, organizer, motivator, initiator, facilitator, supervisor, demonstrators, class manager, mediators, supervisors, evaluators.

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