



Competence of Independent Learning-Based Transformational Teachers in Gorontalo Province Pre-Schools

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Abstract

Competence is the capacity to do something that is obtained from learning. If we refer to Lefrancois' understanding, it is appropriate for a teacher who has competence to continue learning so that his competence is well maintained and able to maintain the quality of teaching consistently. The research objectives are to 1) improve the competency strategy of the driving teacher and 2) Grand design of the competency model of independent learning-based driving teachers in the era of independent learning. The research method is R&D development using the ADDIE approach. Data analysis of observation, interviews and documentation. The results showed that 1) The driving teacher competency strategy is carried out through education and training for driving teachers which is programmed and implemented through leadership education activities oriented towards teacher leadership. 2) The grand design of the competency model of independent learning-based transformational teachers in the era of independent learning is carried out through; The competencies possessed by prospective transformational teachers after attending education are 4 (four) competencies, namely: A) Learning leader, B) Developing self and others, C) Leading school management and D) leading school development, thus the research results show that; 1) The strategy of "competence" of the driving teacher can improve the ability to master learning and authority (power) to determine / decide something. 2) The grand design of the competency model of the driving teacher based on independent learning in the era of independent learning; that the competence of the driving teacher in the era of independent learning must have real action mapping and master 4 competencies through knowledge, skills and abilities that are mastered and have become part of his talents and skills, so that the driving teacher can perform cognitive, affective and psychomotor behaviors as well as possible in the era of independent learning in the PAUD environment in Gorontalo Province.

Keywords: Teacher Activator competition. Era of Merdeka Belajar.
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1. INTRODUCTION

Early childhood education schools are an important part of the strata of educational institutions that are part of the lowest element that must get attention to manage in improving the quality of education in early childhood generation. Early childhood education to improve the quality of input to output of early childhood graduates must be considered by educators or teachers at the early childhood level. Early childhood requires an important role from early childhood educators who are qualified, competent and professional in the field of early childhood education.

Qualified educators or teachers have an important role in paying attention to the growth and development of early childhood in the learning system, embedding the scientific concepts of early childhood and improving the character of early childhood and socialization as well as harmonious and humane relationships with early childhood.

The quality of teachers in Indonesia is still a concern of the government, because the quality of teachers is still relatively low, this is relevant to the writing says that one of the problems of education in Indonesia is the low quality of teachers. Therefore, the government is working to improve the quality of teaching staff by implementing various policies. Skills, technical abilities, and the development of learning innovations need to be done because policies in the world of education require teachers to immediately adapt to the policy itself.

Educators who pay attention; personality competence is an educator who is able to direct students to become a person with good and correct character, while educators who pay attention to the quality of learning and improving early childhood growth and development, must be professional and competent teachers in the field of early childhood education, because educators / teachers who are competent in the field of early childhood education, are teachers who can pay attention to the academic or learning part of students, called *pedidik* or teachers who have pedagogic competence; teachers who pay attention to mastery of student learning in student assessment results, namely; teachers who are professional in carrying out their duties and teachers who can provide direct and guide early childhood in playing well with friends in the classroom, completing group assignments together in class; is an educator with a teacher who has social competence, thus that educators, especially early childhood educators, must be able to master the four competencies that must be possessed by every teacher, especially pre-school teachers, namely; personality competence; pedagogical competence, professional competence and social competence, but in reality, the implementation in the field is still a lot of early childhood educators who pay less attention to these four competencies. Elementary school students do not only need a teacher who only comes to class to deliver subject matter, but early childhood students need other things that can make them an educated child. In addition, early childhood also needs other things to support the achievement of the educational goals of the Kindergarten / Early Childhood Level which cannot be obtained by AUD students from teachers who are only good at mastering the material, but also early

childhood students must be able to socialize, master the role of playing fellow early childhood, understand religion and improve morals from an early age and can also train themselves to master the surrounding environment as well.

The goals of early childhood education can be achieved if there is support from various components. The educational process in early childhood schools involves components: a) vision, mission and educational goals, b) students, c) educators and education personnel, d) curriculum / educational materials, e) teaching and learning process, f) educational facilities and infrastructure, g) education management in schools, and h) the external environment of education. The components of early childhood education are interconnected and supportive for the achievement of educational goals in early childhood education. Thus, an important component in achieving the educational goals of early childhood education is a competent educator/teacher.

The problem of teacher competence is a homework assignment that must be resolved immediately. Teacher competence is one of the prerequisites for achieving national education goals. To implement this, especially in the field of education, mentors who have competence in their fields are needed. The mentors referred to here are teachers, meaning that teachers must be people who have the care and ability to undergo every aspect of education and learning. Not everyone can have the ability and understand the competency strategy properly and correctly according to the situation and conditions needed when it comes to learning at the early childhood level.

The importance of government efforts and education experts who continue to make efforts to utilize and advance the existing education sector, through policies that favor the world of education. Character development is needed in today's education. The government innovates learning with the concept of an independent learning curriculum supported by driving schools and competent driving teachers. The character of the Pancasila profile is the center of innovation that needs to be addressed properly. The character that exists in the formal environment of early childhood, currently refers to the implications of Islamic teachings while private Islamic elementary schools are oriented towards instilling the value of *ahklakul karimah* which is integrated with the rules of the government (Susilo et al., 2022). In the future, educators will not deliver teaching materials. Every learning material has been prepared by sophisticated computers. Every intelligent teacher must have a contribution in preparing educational teaching materials. Every teacher must have a strong character and competence and a strategy to be able to transfer their knowledge to students, especially to early childhood who are very difficult to transfer knowledge professionally, so it requires a very competent strategy from educators / teachers at the formal level of early childhood education.

Based on the explanation of the importance and benefits above, this research is focused on the competence of Merdeka Belajar-based transformational teachers in PAUD schools in Gorontalo Province.

The definition of competence according to Syukur means a description of what a person should be able to do in a job in the form of activities, behaviors, and results that can generally be shown or demonstrated. Another meaning of competence according to the European Commission, is a complex combination of knowledge, skills, understanding, values, attitudes / behaviors, and desires that lead to

effectiveness, and manifest one's actions in a particular field. Meanwhile, the definition of competence according to Daryanto & Farid is the minimum level of ability that must be met by an educator to be able to act as an agent. This definition is in line with the opinion of Tigelar regarding competence, namely the level or level of integration of knowledge, skills, and attitudes.

According to Syafii, teacher competence is the ability of a teacher to carry out obligations responsibly and properly. Ardiyansyah adds, teacher competence is an absolute ability possessed by teachers and cannot be separated from educational and teaching activities in an educational unit. Teacher competence according to Sahertian has three definitions, namely: 1) Teacher competence is the teacher's ability to realize planned educational goals. 2) Teacher competence is a real characteristic of the teacher's personality that shows his ability to create educational goals. 3) Teacher competence is a behavior to achieve educational goals.

The competencies possessed by educators listed in the explanation of Government Regulation No.19 of 2005 concerning National Education Standards and followed up in Permendiknas No.16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, the competencies that must exist in teachers are as follows: 1) Pedagogical competence, which is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. 2) Personality competence, this competence reflects a steady, stable, mature, wise, and authoritative personality, a role model for students, and a noble character. 3) Professional competence, is the mastery of learning materials in breadth and depth that allows him to guide students to meet the competency standards set in the national education standards 4) Social competence, is the ability of educators as part of the community to communicate and associate effectively with students, and the surrounding community. Competence is an important thing that must be possessed by teachers, because with high competence, teachers can help students not only in academic matters, but also teach students to learn in an appropriate and appropriate way to become holistic students. Research by W. S. Winkel shows that teacher competence affects student motivation in learning. Teachers with good competence will teach well so that students will be more excited and motivated in learning. Syukur and the European Commission have similar opinions regarding competence, namely activities carried out by a person in the form of behavior in a field of work. However, Syukur's opinion emphasizes more on the activities that should be done by someone in the job, while the European Commission emphasizes a complex combination of knowledge, skills, and so on in a particular field. Daryanto & Farid's opinion regarding competence is also supported by the opinion of Tigelar, et al. in Chang Zhu, et al., which states that competence is a level or level of a person's ability, but Daryanto & Farid's opinion focuses on a person's ability to be achieved to act as an agent, while Tagelar's opinion emphasizes the integration of a person's knowledge, skills and attitudes.

Lead teachers, as explained by the Ministry of Education and Culture, have the role of a leader in the learning process. They have the ability to encourage and enhance students' overall development, including in literacy and numeracy competencies. They are also active and proactive in developing fellow educators to implement student-centered learning. They are considered officers of change in

education and are expected to produce many officers of change in education in Indonesia.

Master Teacher is defined as a learning leader who is able to implement freedom of learning and participate in moving the ecosystem of education to realize learner-centered education. Guru Penggerak is an effort to improve the quality of teachers and realize freedom of learning.

Indonesia's Minister of Education and Culture, Nadiem Makarim, said that Master Teachers are the spearhead of significant changes in Indonesian education.

Competent Teacher Movers can be joined by any teacher from various levels of education, including elementary, junior high, and high school/vocational school. Becoming a competent Master Teacher is required to follow each stage of the selection and education of Master Teachers within 6 months.

Activator Teachers, based on Ministry of Education and Culture policy, that Activator Teachers have several tasks or roles of Activator Teacher Competencies that must be fulfilled, namely: a) transformational a learning community for co-teachers in the school and in the region; b) becoming a Practice Teacher for other co-teachers related to school learning development; c) encouraging increased student leadership in the school; c) improving the quality of student learning activities by opening positive discussion spaces and collaboration spaces for teachers and stakeholders inside and outside the school; and d) becoming a leader of learning activities that encourage the *well-being of the* educational ecosystem in the school.

Each Activator Teacher has a significant role as a competent activator teacher. The competent roles of the transformational teacher include: a) transformational learning communities for fellow teachers in the school and in the region; b) leading learning activities that encourage the *well-being of the* educational ecosystem in the school environment; c) improving student leadership in schools by opening positive discussion spaces and collaboration spaces for teachers; and d) developing learning activities in schools by becoming Practice Teachers for each other.

The transformational teacher program, has a vision and mission that will be the ultimate goal of the transformational teacher competency program that applies to the Transformational Teacher Competency Program, which includes: a) developing the potential and abilities of students by conducting independent and group learning; b) opening many collaborations to move the ecosystem in the field of education; c) encouraging the leadership of each student to become an active and confident person; d) creating fun learning activities; and e) supporting learning outcomes that are implementable for students.

The advantages and benefits of competent Teacher Movers are; a) the opportunity to develop competencies and create workshops together; b) teacher competence as a leader of student-centered learning activities is improved; c) the opportunity to learn independently and in groups in a guided, structured, and fun way; d) have the opportunity to learn with fellow teachers who passed the selection of the Master Teacher Program; e) have the opportunity to receive mentoring from Master Teacher education Practitioners; f) get a learning community for self-development that is followed by all Indonesian teachers with different backgrounds; and g) get a 306 JP education certificate and Master Teacher Charter as a support for the teacher's college career.

Based on the theories above, the conceptual definition of the competence of the Activator Teacher is a learning leader who competently applies independence in learning and participates in moving the ecosystem of the world of education to realize learner-centered education. The operational definition of the competence of the Activator Teacher is an effort to improve the quality of teachers and realize independent learning in the schools they lead and other schools, to implement independent learning programs competently and professionally as the spearhead of significant changes in the world of education. The competencies of the Driver Teacher can be described through the dimensions of; 1) Pedagogical Competence 2) Personality Competence 3) Professional Competence 4) Social Competence

Independent Learning At Nursery School

Merdeka Belajar is one of the flagship programs of Mr. Nadiem Makarim as the Minister of Education and Culture who wants to create a happy atmosphere in the teaching and learning process. The purpose of independent learning is so that teachers, students, and parents can get a happy atmosphere. Minister Nadiem Makarim explained "Merdeka Belajar is that the education process must create a happy atmosphere. Happy for teachers, happy for students, happy for parents, and happy for everyone" [1].

Merdeka Belajar, according to the Minister of Education and Culture, wants educational output not only to produce students who can memorize but also to be of better quality and have analytical acumen, reasoning and comprehensive understanding in learning to develop themselves. Free Learning is a natural learning process to achieve independence. It is necessary to learn to be independent first because there may still be things that shackle a sense of independence, a sense of unfreedom and a narrow space for freedom. Independence is not just following the bureaucratic process of education, but truly educational innovation.

There are four main independent learning policies that have been submitted by the Ministry of Education and Culture at the launch in Jakarta on December 11, 2019 which will be implemented in 2020. The four (4) main independent policies are: (1). National standardized school exams National standardized school exams (2). National exam; The national exam, known as the national exam (UN), replaced the national final exam (UAN) and became a graduation requirement from 2005 to 2014. (3). Learning implementation plan; Learning implementation plans or what we know as lesson plans are one of the learning tools that every teacher must have, in Permendikbud number 22 of 2016 face-to-face learning implementation plans that can be prepared for one or more meetings. Lesson plans are prepared based on KD (basic competition) or subthemes that are carried out for one or more meetings (4). New learner admission regulations. The regulation of new student admissions in the Nadiem Makarim era has changed the zoning system, the zoning system is a pathway for accepting prospective students based on residence, starting from kindergarten, elementary, junior high, to high school or vocational school The zoning system itself actually existed in the Ministry of Education and Culture in the Muhajir Effendy era, according to him through zoning the government wants to carry out comprehensive school reform. According to him, zoning is one of the strategies to accelerate equitable distribution of quality education'

Merdeka Belajar is a new political program from the Ministry of Education and Culture of the Republic of Indonesia "Kemendikbud RI". Nadiem himself stated that

educators or teachers must prioritize before they decide to teach learning to students. Nadiem himself also stated that the competencies possessed by teachers at each level, without the transition of the existing curriculum and core competencies, there will never be learning. Nadiem Makarim as the Minister of Education and Culture currently wants to pioneer an education program, namely "Merdeka Belajar" in order to foster good and interesting learning activities for students.

The independent learning system that has been implemented in a learning process has good meanings and implications for educators and students. When referring to some existing literature, independent learning is freedom to think, freedom to innovate, and freedom to learn to be creative and independent.

2. METHODS

This research will be conducted at PAUD Gorontalo City, which has implemented the Merdeka Belajar Curriculum and the implementation time of the pre-research is approximately 8 months, from April to November 2023. Research methods and approaches Using R&D with research development using the ADDIE approach (*Analysis; Design; Development; Implementation; Evaluation*). Data analysis using Mix Method analysis. Data processing is done with qualitative and quantitative steps. Data collection using; observation, interviews, documentation with instruments and questionnaires. Data is processed systematically based on information collected through field data and literature searches; concepts and theories as well as field data, such as comments, ideas, and constructive criticism. Quantitative data processing is presented descriptively; in the form of numerical data and scores that indicate the feasibility of product development by experts with quantitative calculations and elaboration of effectiveness criteria.

3. RESULTS AND DISCUSSION

Analysis Strategy The competency of the driving teacher is carried out through the education and training of the driving teacher which is programmed and implemented through leadership education activities oriented to teacher leadership. Teacher Leadership has Teacher Competency Outcomes consisting of: a) Pedagogical competence with a score of 65% in the sufficient category, it needs special intervention in understanding material content and critical ideas (critical thinking); b) Personality Competence; with a score of 75% in the good enough category, it needs targeted intervention in honing behavior, attitude and personality specifically in disciplinary ethics and rule enforcement c) Professional Competence; with a score of 81% in the Good category, it can be general intervention in taking scientific, creative and responsible responsibility for students (AUD). d) Social Competence; with a score of 87% in the Good category, it can be further intervened in empathy, social activities, adapting and building active communication.

Analysis of the Activator Teacher Program in the Era of Free Learning is carried out through strategic management; (A) *Planning* Program; Training Education in the form of Seminar activities (B) Organizing; Organizing the implementation of activities and activity actions; Transformational Organizational Elements of school

institutions; principals; Educators / teachers; school committees; stakeholders (C) *Actuating; moving* and uniting activities; a) Policy b) Activity Program c) Form of Activity e) Activity material f) Activity Place g) Participants as Audiences and h) Implementation Time. D) *Controlling* in the evaluation of activities The transformational teacher program is carried out in activities for 6 months of education and training by Balai Guru Penggerak (BGP) in synergy with the Gorontalo City education office and school principals and early childhood teachers and parents.

The results of the Analysis of the Achievement activities of the Driver teacher program with the results of the Pree test / Initial test; 79% with good criteria, meaning that the driving teacher has not always received education and training activities with information on the driving teacher has not been thoroughly implemented in the PAUD teacher environment.

The results of the analysis of the Achievement activities of the Activator teacher program with the results of the Post test / Final test; 91% with very good criteria, meaning that the activator teacher has gained an understanding after education and training activities. Dissemination of information on the content and material of the driving teacher. Implementation of activities in the PAUD teacher environment becomes important information and changes the mind set of PAUD teachers and parents of AUD.

The Grand Design Model of the competence of independent learning-based transformational teachers in the era of independent learning is carried out through; Competencies possessed by prospective transformational teachers after attending education are 4 (four) competencies, namely: A) Learning leader; with a score of 64% in the fairly low category, it needs special intervention in understanding classroom management and learning management b) Personality Competence; with a score of 75%, in the good enough category, it needs direct intervention in improving the attitudes and behavior of PAUD teachers B) Developing self with others; with a score of 68% in the fair category, it is important to have special interventions to advance career capacity for self-development C) Leading school management; with a score of 79% in the good category, it is important to carry out school-based management functions and D) leading school development, with a score of; 78%, in the good category, it is important to increase cooperation between school institutions; conducting education and training, and improving skills and skills.

Competency development of independent learning-based transformational teachers in the era of independent learning is carried out through; A) Transformational a community of learners; with a value of 68% in the low category, thus that the driving teacher must be able to mobilize a learning community for fellow teachers at school and in his area. B) Teacher Practitioner; with a score of 60% with a very low score category, thus that the driving teacher must be able to become a Teacher Practitioner for other teacher colleagues related to learning development in their own school and other schools. C) Leadership; with a score of 70% with a good category, that the driving teacher's leadership can encourage the improvement of student leadership in the school. D) Collaboration; with a score of 72% in the Good category, shows that Collaboration can open positive discussion spaces and collaboration spaces between teachers and stakeholders inside and outside the school to improve the quality of learning. E) Ecosystem Building with a score of 76% is in

the Good category, it can show that the driving teacher must be a learning leader who encourages the well-being of the education ecosystem at school.

Grand Design and Development of an independent learning-based teacher competency model in the era of independent learning

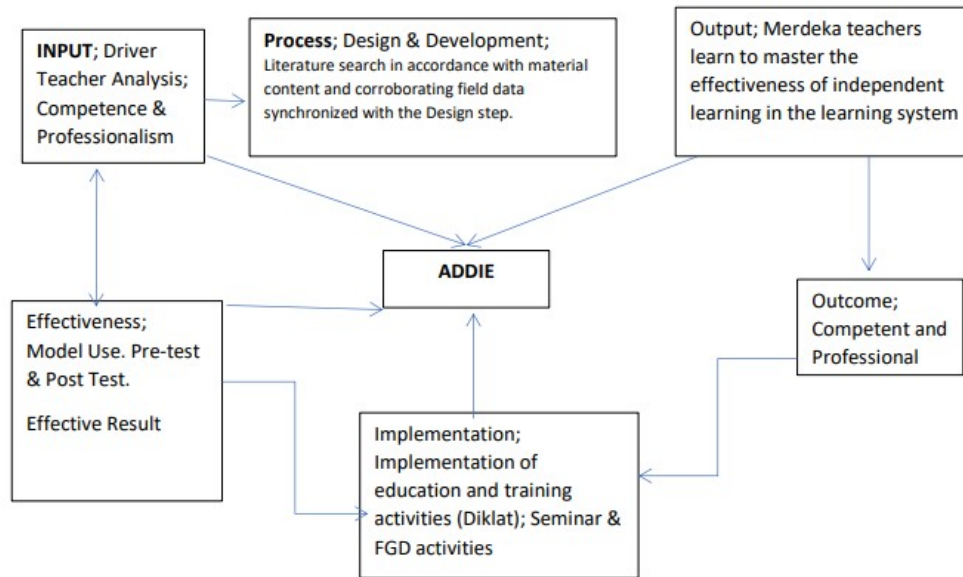


Figure 1. Grand Design and Development Model of independent learning-based driving teacher competencies in the era of independent learning

Implementation of the competencies of independent learning-based driving teachers can be carried out in the implementation of education and training activities (Diklat); Seminar & FG activities. The implementation aims to upgrade the old paradigm that teachers have by starting to follow the new policies that already exist. To be able to face the current industrial era 4.0, educators must be able to upgrade themselves as well as develop their pedagogic, professional, personality and social competencies, so that teachers can guide and direct students or learners in using and using their reasoning power to the maximum. An educator gets the right to freedom to think will be able to provide stimulation to students so that they can use their reasoning power to the maximum as well as develop skills, competencies, skills, talents as well as existing abilities.

Effectiveness is related to the competence and professionalism of teachers in the learning process, when viewed with learning activities there is a relationship with how when the learning process takes place, things that can support the learning process are how the response or reaction of students can be seen when learning is happening [2]. Learning assessment in this case can be seen based on the character of the educator when teaching and how the character of the students when obtaining the learning. Furthermore, a learning activity can be believed to be effective if a learner can be given the opportunity to be able to learn independently which aims that the learner can and is able to develop his potential independently.

In order to get effective learning, of course, there must be goals or results to be achieved, it is hoped that the effectiveness of this learning can show how the skills

possessed by students are able to understand and master the competencies that have been determined or made by educators.

Analisis Strategi The competence of the driving teacher is carried out through the education and training of the driving teacher which is programmed and implemented through leadership education activities oriented towards teacher leadership. The Activator Teacher Program is implemented through strategies; a) Policy b) Activity Program c) Form of Activity e) Activity material Strategy is a very important part of the teaching and learning process. Because strategy is part of the art, where teachers can make efforts to imitate, modify, refine, and develop alternative learning models that exist for the growth of student learning activities according to their needs, potential, and environmental situation. Strategy is a pattern that is planned and set deliberately to carry out activities or actions. The strategy includes the purpose of the activity, who is involved in the activity, the content of the activity, the process of the activity, and the means of supporting the activity.

Grand Design Model of independent learning-based teacher competence in the era of independent learning using the R&D development model with the ADDIE approach (*Analysis, Design, Development, Implementation and Evaluation*). The Grand Design Model of the competence of independent learning-based transformational teachers in the era of independent learning is implemented through; Competencies possessed by prospective transformational teachers after participating in education are 4 (four) competencies

There are four main independent learning policies that have been submitted by the Ministry of Education and Culture at the launch in Jakarta on December 11, 2019 which will be implemented in 2020. The four (4) main independent policies are: (1). National standardized school exams National standardized school exams are exams that determine graduation at the end of each level of education, namely grades 6, 9 and 12, the USBN policy emerged during the previous Ministry of Education and Culture Mr. Prof. Dr. Muhadjir Effendy, M.A.P. who served in 2016-2019. The Minister of Education and Culture in the Nadiem Makarim Era USBN was officially abolished in 2020 which is in accordance with Permendikbud Number 43 of 2019 which regulates the procedure for holding the National Examination, the chairman of the National Education Standards Agency Abdul Mu'ti said "There is no more USBN and because of that, BSNP does not issue USBN posts, and what applies later is the school exam" In the Coordination meeting of the Ministry of Education and Culture with the Head of Service

Nadiem Makarim also said that the abolition of USBN is returned to the essence of the National Education System Law, which means that students are evaluated by teachers, and graduation is determined by an assessment conducted by the school. That is the spirit of the Sisdiknas Law.

In Law No. 20/2003 on the National Education System, there is BAV XVI on Evaluation, Accreditation and Certification. Article 58 states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress and improvement of student learning outcomes on an ongoing basis. This means that the evaluation or assessment of student learning outcomes is carried out by teachers in the relevant schools.

The difference between USBN and UN lies in the question material, the questions in the UN are multiple choice questions made entirely by the central

government, while USBN adds questions in the form of essays and the making will be handed over to the provincial government for the SMA / SMK level and the city government for the SMP level¹⁹ (2). National exam; For the first time, the term national exam was introduced under then Minister of Education Muhammad Nuh. The national exam was called the national exam (UN) replacing the national final exam (UAN) and became a graduation requirement from 2005 to 2014. In 2014, there was a change in the UN model because for the first time under Education Minister Anies Rasyid Baswedan, a computer-based national exam (UNBK) was conducted. At this time, the national exam was no longer a graduation requirement. It was determined at that time that whether or not a student passed, would be assessed by his or her school. If the school declares a pass, then the learner will get a certificate from the state. However, if a learner is deemed lacking in achievement, then it is not the school that is repeated but the education. The national exam is organized by the national education standards body commonly abbreviated as BSNP which is regulated in *permen* No. 19 of 2005 concerning national education standards which reads in article 67 paragraph 1 "The government assigns BSNP to organize national exams which are followed by students in each educational unit of formal primary and secondary education and non-formal equivalency pathways." In its journey, the UN changed to the UNBK computer standardized national exam in 2015 as a new breakthrough in its implementation, said to be a new breakthrough because in some schools it already has adequate facilities and infrastructure, but in some other schools it is not adequate so that the journey of the national exam policy faces pros and cons among the community. Starting from the determination of graduation from the UN score which is considered nationally as a graduation provision ignores the struggle of students in the process, so that a stigma arises in the community that value is the main factor in achieving success does not make sense to the community, they assume the existence of the exam, the national exam is also a cause of the lack of development and even distribution of school quality, and becomes an obstacle to the admission of new students because the admission is still determined by the value group, so the term 'favorite school' appears (3). Learning implementation plans; Learning implementation plans or what we know as lesson plans are one of the learning tools that every teacher must have, in *Permendikbud* number 22 of 2016 face-to-face learning implementation plans that can be prepared for one or more meetings.

The lesson plan is prepared based on KD (basic competition) or sub-theme which is carried out for one or more meetings according to, "Learning implementation plan (RPP) is a preparation that must be done by the teacher before teaching. Preparation here can mean written preparation as well as mental preparation, the emotional situation to be built, a productive learning environment, including convincing learners to want to be fully involved" The function of lesson plans is as a reference for teachers to be able to carry out learning and teaching activities (learning activities) with their students, so that they are more directed, run effectively, and efficiently, while the objectives of lesson plans include; Streamlining, simplifying, and improving the results of the KBM process (learning and teaching activities), and at school and also teachers will be able to observe, see, analyze, and predict learning programs as part of a logical and planned framework. This can also be done because they have prepared lesson plans. The lesson plan is one of the important components in a classroom learning. So that the learning process can go according to plan and

successfully achieve KI, KD, and so on. (4). New student admission regulations The new student admission regulations in the Nadiem Makarim era have changed the zoning system, the zoning system is an admission path for prospective students based on residence, starting from kindergarten, elementary, junior high, to high school or vocational school The zoning system itself actually existed in the Muhajir Effendy era Ministry of Education and Culture, according to him through zoning the government wants to carry out comprehensive school reform. According to him, zoning is one of the strategies to accelerate the equalization of quality education.

The history of the zoning system in PPDB was first issued in 2017. The Ministry of Education and Culture (Kemendikbud) issued Permendikbud Number 17 of 2017 concerning Acceptance of New Learners (PPDB) in Kindergarten, Elementary School, Junior High School, Senior High School, Vocational High School, or Other Equivalent Forms. In the regulation, each school is regulated regarding the zoning system that will be established. This means that each school must accept new prospective students whose distance from the school meets the requirements.²⁶ There is an interesting fact, also quoted from Koran Sindo, Executive Director of the Center for Education and Policy Studies (PSPK) Nisa Felica said, regardless of the entry point, PPDB has a deep issue related to the lack of capacity or quota of public schools. In the annual report of the Ombudsman of the Republic of Indonesia, a number of violations were found by PPDB 2018 organizers and participants. One of them was found to be illegal levies.

4. CONCLUSION

Research results show that;

- 1) The driving teacher "competency" strategy can improve the ability to master learning and the authority (power) to determine/decide things.
- 2) Grand design of the competency model of independent learning-based transformational teachers in the era of independent learning; that the competence of transformational teachers in the era of independent learning must have real action mapping and master 4 competencies through knowledge, skills and abilities that are mastered and have become part of their talents and skills, so that transformational teachers can perform cognitive, affective and psychomotor behaviors as well as possible in the era of independent learning in the PAUD environment in Gorontalo Province.

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