



Teacher competency: Descriptive study of Guru Penggerak

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ABSTRACT

Teachers must have competence in teaching. There are four competencies that teachers must have, namely pedagogical competence, professional competence, personality competence, and social competence. The Guru Penggerak program is hoped to increase competence in learning activities. This research aims to determine whether there are differences in the competencies of driving and non-moving teachers and describe the indicators of each competency. Based on a questionnaire distributed to students in classes X and XI, the greater pedagogical competence of driving teachers and no-moving teachers is found in the indicator that economics teachers speak politely and politely when delivering learning material, there is an ability to adapt to the surrounding environment, which is the highest average in social competences. The research instrument was given to students taught by Guru Penggerak and non-moving teachers. The results of the research show that for each competency indicator, there are indicators that have the same average value of driving teachers and non-moving teachers, but there are differences in professional, pedagogical, and personality competence between driving teachers and non-moving teachers, while social competence is the same between driving teachers and non-moving teachers.

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ABSTRAK

Guru harus memiliki kompetensi dalam mengajar, terdapat empat kompetensi yang harus dimiliki oleh guru yaitu kompetensi pedagogik, kompetensi profesional, kompetensi kepribadian dan kompetensi sosial. Adanya program Guru Penggerak diharapkan dapat meningkatkan kompetensi pada kegiatan pembelajaran. Tujuan dilakukan penelitian ini adalah untuk mengetahui apakah ada perbedaan kompetensi yang dimiliki Guru Penggerak dan bukan Guru Penggerak dan mendeskripsikan indikator dari setiap kompetensi. Instrumen penelitian diberikan kepada siswa yang diajar oleh Guru Penggerak dan bukan Guru Penggerak. Berdasarkan angket yang disebar kepada siswa kelas X dan XI sejumlah 23 pertanyaan tentang kompetensi guru, hasil penelitian menunjukkan kompetensi guru berada pada kategori tinggi, kompetensi profesional yang dimiliki Guru Penggerak dan bukan Guru Penggerak memiliki nilai rata-rata tertinggi pada penguasaan materi nilai rata-rata Kompetensi pedagogik Guru penggerak dan bukan Guru Penggerak yang lebih besar terdapat pada indikator Guru ekonomi berbicara santun dan sopan pada saat menyampaikan materi pembelajaran, terdapat kemampuan beradaptasi dengan lingkungan sekitar merupakan rata-rata tertinggi pada kompetensi sosial. Tetapi terdapat perbedaan kompetensi profesional, pedagogik dan kepribadian antara Guru Penggerak dan bukan Guru Penggerak sedangkan untuk kompetensi sosial sama antara Guru Penggerak dan bukan Guru Penggerak.

Kata Kunci: Guru; guru penggerak; kompetensi guru

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INTRODUCTION

Education is an important foundation in the development of society and future generations. Various factors, including teacher competence, school facilities and infrastructure, and a relevant curriculum, can influence the quality of education. Among these factors, the role of teachers is considered the central element in ensuring educational success. Based on official data released by the Indonesian Ministry of Education and Culture (see: <https://dapo.kemdikbud.go.id/guru>) for the even semester of the 2022/2023 academic year, the number of teachers in Indonesia reached 3,339,219 people, with West Java Province having the most significant number of teachers, namely 470,829 people. **Figure 1** below presents a graph of the number of teachers in Indonesia at each level of education.

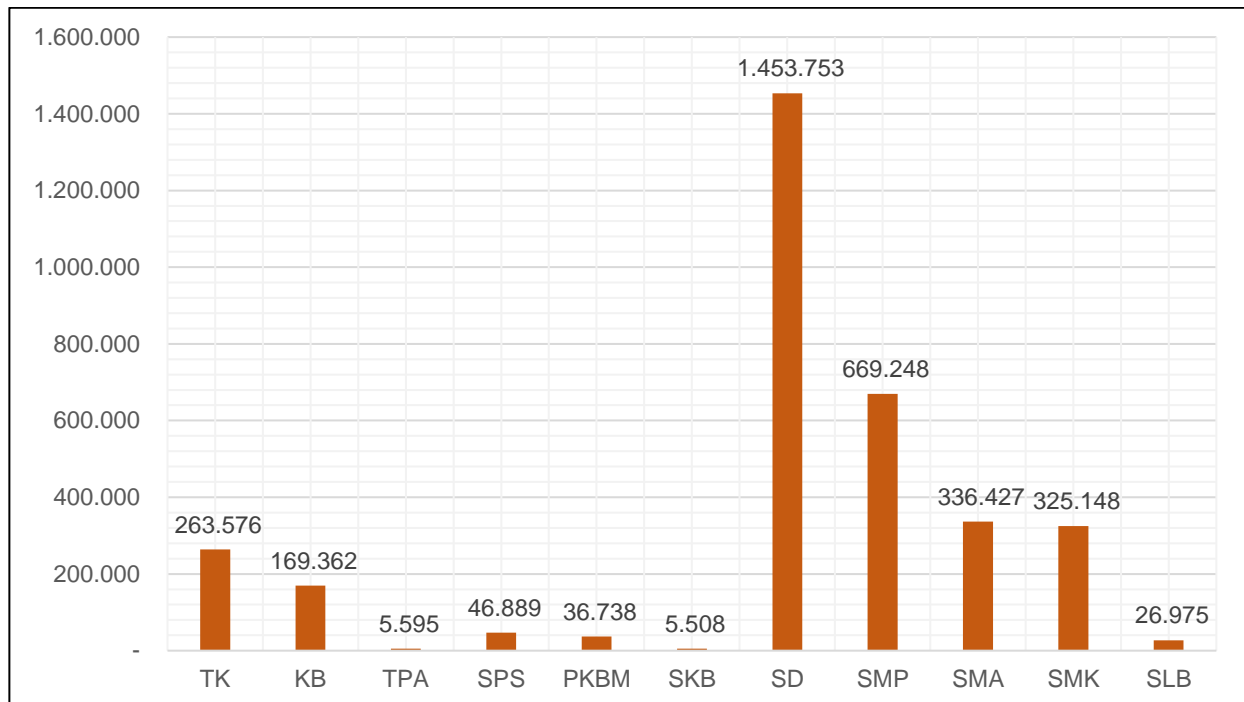


Figure 1. Number of teachers in Indonesia as of the even semester 2022/2023
Source: Kementerian Pendidikan dan Kebudayaan (2023)

Although Indonesia has a large number of teachers, it is known that the average Uji Kompetensi Guru (UKG) score in 2022 was still below the minimum standard set at 55, with the national average reaching 54.05. Based on official data released by the Indonesian Ministry of Education and Culture (see: <https://npd.kemdikbud.go.id/?appid=ukg>), the highest UKG results were recorded in Yogyakarta City with an average of 69.12, while Lanny Jaya City obtained the lowest average score of 33.88. The following graph shows the average UKG score of teachers in Indonesia in 2022.

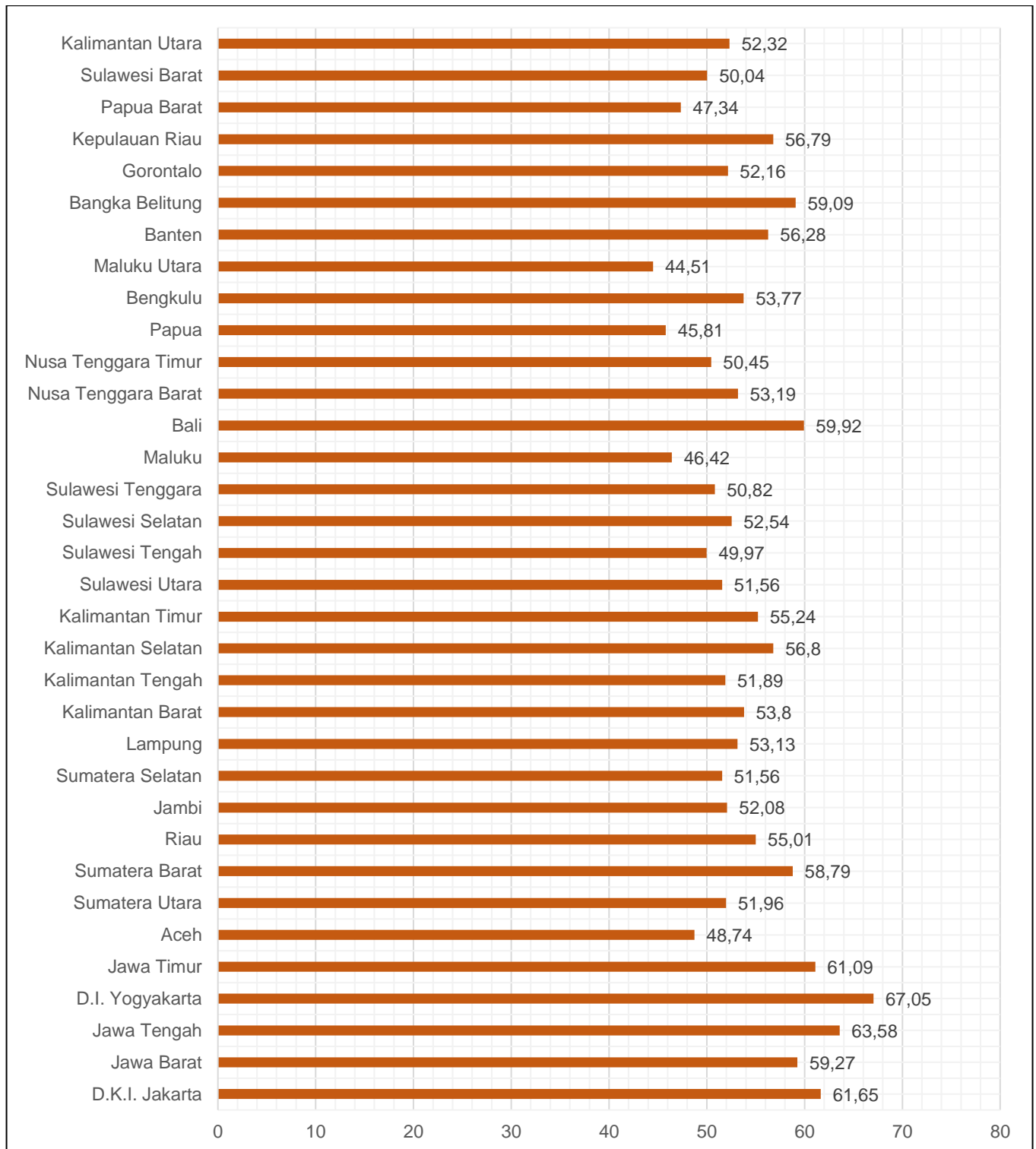


Figure 2. Average UKG Score in 2022
Source: Kementerian Pendidikan dan Kebudayaan (2022)

This condition attracts attention because teacher competence is central to the educational context. Teacher competence has an essential impact on teacher performance in the teaching process and also affects student learning motivation (Arlita *et al.*, 2020; Rohman, 2020; Suwandi *et al.*, 2020). In his research, Rohman (2020) explained in detail that teacher competencies, including pedagogical competence, professional competence, personality competence, and social competence, significantly affect teacher performance, and the greatest influence is shown by pedagogical competence and professional competence. Although there are differences in the influence of these teacher competencies,

the four competencies are interconnected and cannot be separated. Therefore, continuous development of teacher competencies is significant because the more developed the competencies of a teacher, the higher the quality of output or learning success (Rahman, 2022).

Therefore, as one of the efforts to improve the quality of education in Indonesia, the Minister of Education and Culture, Nadiem Makarim, on December 11, 2019, said in his speech that there would be a new policy in the field of education, namely Guru Penggerak and merdeka belajar (Lubis *et al.*, 2023). The policy aims to facilitate education units, namely schools, teachers, and students, to be free to innovate, operate independently, and express creativity in planning, implementing, and evaluating the education process. This program provides freedom for teachers and students in a space for creativity and innovation in improving competence and character. This follows what Riowati and Yoenanto (2022) stated: the leading role in education development lies with the teacher, because the teacher has a key role in determining student success and influencing the process and quality of learning outcomes.

The Kurikulum Merdeka policy provides an important role for teachers in ensuring more comprehensive learning. The Kurikulum Merdeka is more focused on developing the character and competence of students. The Kurikulum Merdeka is a continuation of the development of Kurikulum 2013. Based on this, the learning process in the Kurikulum Merdeka emphasizes the driving school, which refers to the role of the driving teacher in providing knowledge about the profile of Pancasila students who have the aim of producing graduates who can be competent and uphold character values (Rahayu *et al.*, 2022). Thus, implementing a Kurikulum Merdeka will support the success of educational institutions.

Previous research conducted by Patilima (2022) found that the implementation of the competencies of the driving teacher in Indonesia is still in the adjustment stage. The driving school program initiated by qualified educators, such as principals and teachers, focuses on achieving holistic student learning outcomes to create a learner profile that combines cognitive abilities (reading and numeracy skills) and non-cognitive competencies (character building) with the foundation of Pancasila. Therefore, it is expected that the education system in Indonesia can create graduates who are professional and competitive in the international arena. In addition, the adjustment of the driving school program can also be seen from the number of teachers who become Guru Penggerak. Another study by Surahman (2022) found that Master Teachers act as mentors and trainers for other teachers. In Indonesia, not all teachers have become Master Teachers. So, in this study, we will compare Guru Penggerak's and non-Guru Penggerak's competencies. This research aims to determine whether there are differences in the competencies possessed by Activator Teachers and non-Movement Teachers and to describe the indicators of each competency.

LITERATURE REVIEW

Cognitive learning theory explains the reaction between stimulus and response in learning and the psychological aspects that cause a person to respond to a stimulus. Gagne believes that the development of students and the environment influences the learning process. However, the most significant influence in this learning process is the environmental factors of the person who learns. The environment in learning includes the teacher, who has good competence, and can encourage student learning success. The learning process in the classroom results from a response to factors that influence learning. The cognitive theory view of learning is influenced by elements from outside the individual and within the individual, which interact to achieve the expected learning outcomes (Warsita, 2018).

As explained in Undang-undang Nomor 14 tahun 2005 tentang Guru dan Dosen pasal 8 “guru wajib memiliki kualifikasi akademik, sertifikat pendidik, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional”. In addition, article 10 states that teacher competencies include pedagogical competence, personality competence, social competence, and professional

competence through professional education. These four competencies must be possessed by a professional teacher.

First, pedagogic competence is the ability to manage students' learning activities. Second, personality competence is a strong, noble personality, wise, authoritative, and a role model for students. Third, professional competence is the ability to master subjects broadly and deeply. Fourth, social competence is the teacher's ability to communicate and interact effectively with students, teachers, parents/guardians of students, and the surrounding community. Therefore, a teacher is strongly encouraged to develop their competence to help teachers improve their professionalism in the teaching and learning process (AD *et al.*, 2023).

As stated by the Minister of Education and Culture regarding the new education policy, namely Guru Penggerak and Merdeka Belajar, Guru Penggerak are teachers ready to carry out learning centered on student-centered learning or learners so that they can develop their abilities, build critical thinking, and have high creativity (Sijabat *et al.*, 2022). The existence of the Guru Penggerak as a role model in developing education towards independence in learning indicates the realization of an education system that primarily focuses on learners' needs. In this way, the goal of creating a learner profile that is in line with the values of Pancasila can be achieved.

Implementing the Kurikulum Merdeka in the Guru Penggerak increases teacher creativity in managing learning well, using learning methods and media, and carefully choosing evaluation tools in each lesson. In addition, teachers also easily develop material and teach it to students according to student characteristics, so that teachers' activities in managing the classroom and the ability to teach material to students, teachers must be proficient in communicating, and of course teachers who can easily make changes, then they have good personality competence. The existence of a Guru Penggerak makes learning not limited to the curriculum set by the government; the Guru Penggerak is given freedom in managing the class according to the needs.

The synergy between Guru Penggerak, who is competent in implementing a Kurikulum Merdeka, will improve the quality of learning. Perception can be interpreted as a person's view or way of judging something. Each individual has a different perception. This is due to several reasons that arise from within the individual themselves towards something. Students' perceptions of the competencies possessed by teachers are critical. Because teachers play an important role in the learning process to achieve optimal educational goals in realizing the quality of education, teacher competence perceived by students will be a benchmark for learning effectiveness. The learning objectives will be achieved if students perceive the teacher's competence as very good.

METHODS

The research method used is quantitative with a descriptive approach. Quantitative research determines the hypothesis and is rational, viewing the most significant results as the best (Firmansyah & Masrun, 2021). Researchers analyzed the data by describing the data that had been collected, namely data related to teacher competence, namely pedagogical competence, professional competence, social competence, and personality competence possessed by Guru Penggerak and non-Guru Penggerak as perceived by their students. In addition to describing based on the categorization of competencies possessed from each indicator, it also distinguishes which competencies are more mastered by each of these teachers. So that it can be concluded that there are differences in the competencies possessed by the Guru Penggerak and not the Guru Penggerak. The sample in this study amounted to 204 teachers. The instrument used to determine the competencies possessed by teachers that students can perceive is by distributing questionnaires in the form of a list of statements to students taught by Teacher Movers and teachers who

have not met the criteria for Teacher Movers. This study uses a validity test, a reliability test, and a t-test for two different populations.

RESULTS AND DISCUSSION

The results of this study include a categorization of competencies possessed by teachers distinguished by high, medium, and low categorization. In addition, categorization is also based on indicators of each teacher's competency so that it can distinguish the competencies possessed by the Guru Penggerak from those of the Guru Penggerak. The instruments distributed were declared valid and reliable so that the research instruments could measure the variables studied. The following are presented in **Tables 1 and 2**: the results of the validity and reliability tests on the research instruments used.

Table 1. Validity Test Results

Variable Name	Sign.	Description	Conclusion
Professional competence, pedagogical competence, social competence, and personality competence	0,00	< 0,05	Valid

Source: Validity Test Results (2023)

Table 2. Reliability Test Results

Variable Name	Cronbach's Alpha Score	Description	Conclusion
Professional competence, pedagogical competence, social competence, and personality competence	0,898	> 0,7	Reliable

Source: Reliability Test Results (2023)

Table 3. Respondents Based on Gender

Gender	Frequency
Male	64
Female	140
Total	204

Source: Testing Results (2023)

Based on **Table 3**, it can be seen that the respondents based on the type of female gender totaled 140 people, who were taught by 59 Guru Penggerak and 81 non-Guru Penggerak. Meanwhile, male respondents totaled 64 people taught by 31 Guru Penggerak and 33 non-Guru Penggerak. So it can be concluded that there are more female respondents than male respondents, and respondents whom a Guru Penggerak teaches are fewer than respondents who are taught by a non-Guru Penggerak.

An overview of teacher competency research results as measured through a questionnaire with a total of 23 questionnaire items. The results of this study were carried out on students taught by teachers and non-teacher movers. In this study, data on teacher competence are divided into three categories, namely high, medium, and low. An overview of teacher competence in this study is presented in **Table 4**.

Table 4. Overview of Guru Penggerak Competencies

Competencies	Category	Frequency		Percentage	
		Guru Penggerak	Non-Guru Penggerak	Guru Penggerak	Non-Guru Penggerak

Professional competency	High	75	111	36,8	54,4
	Medium	12	2	5,9	1
	Low	3	1	1,5	0,5
Pedagogical competency	High	72	111	35,3	54,4
	Medium	15	3	7,4	1,5
	Low	3	0	1,5	0
Social competency	High	75	108	36,8	52,9
	Medium	14	6	6,9	2,9
	Low	1	0	0,5	0
Personality competency	High	78	110	38,2	53,9
	Medium	8	4	3,9	2
	Low	4	0	2	0

Source: Test Results (2023)

Based on **Table 4**, it can be seen that the frequency of respondents who were taught by a Guru Penggerak is lower, so that the comparison of each competency shows a lower number compared to the frequency of respondents taught by a non-Guru Penggerak. There are more variations in the data provided by respondents taught by a Guru Penggerak, so the three categorizations of teacher competencies can be distinguished. In contrast to respondents taught by non-Guru Penggerak, the data variation only shows high and medium categories.

A comparison of each indicator in each pedagogical competency between the Penggerak and non-Penggerak can be seen in **Table 5**. Pedagogical competency possessed by Guru Penggerak has a lower average than the competence of non-Guru Penggerak because the student sample is different, but seen from the category, both have high categorization. This will apply to other competencies, where the average value of a non-Guru Penggerak will be greater. From the average value of the pedagogical competence of Guru Penggerak and non-Guru Penggerak, which is greater, there is an indicator that economic teachers speak politely and politely when delivering learning materials, meaning that teachers in teaching use polite and polite language.

Table 5. Comparison of Teacher Pedagogical Competency

Competency	Indicator	Guru Penggerak		Non-Guru Penggerak	
		Average Score	Category	Average Score	Category
Pedagogical Competency	Teachers identify students' learning difficulties in economics subjects.	4,11	High	6,09	High
	Economics teachers motivate students at the beginning of learning activities.	4,11	High	6,39	High
	Economic teachers deliver lesson plans that they have made	4,8	High	6,43	High
	Economic teachers create a fun and engaging learning atmosphere.	4,78	High	6,68	High
	Economics teachers teach using information and communication technology in the form of print and electronic media.	4,27	High	5,72	High
	Before conveying learning, Economics teachers provide opportunities for students to ask questions about the learning that will be delivered.	4,12	High	5.96	High
	Economics teachers speak politely and courteously when delivering learning materials.	4,93	High	6,81	High

Competency	Indicator	Guru Penggerak		Non-Guru Penggerak	
		Average Score	Category	Average Score	Category
	The Economics teacher assesses the assignments given.	4,43	High	6,25	High
	Economics teachers provide opportunities for students to convey impressions of messages about the learning delivered at the end of the lesson.	4,53	High	6,04	High

Source: Test Results (2023)

The professional competencies of the Penggerak and non-Guru Penggerak have the highest average score on material mastery, meaning that each teacher can explain the material according to their in-depth mastery. Table 6 compares the professional competencies of Guru Penggerak and non-Guru Penggerak.

Table 6. Comparison of Teacher Professional Competency

Competency	Indicator	Guru Penggerak		Non-Guru Penggerak	
		Average Score	Category	Average Score	Category
Professional Competency	Economics teachers master the material presented.	5,03	High	6,74	High
	Economics teachers explain what students should achieve after learning activities.	4,52	High	6,33	High
	Economics teachers deliver learning models that are interesting and not boring.	4,76	High	6,65	High
	Economics teachers summarize the material at the end of the lesson.	4,88	High	6,49	High
	Economics teachers utilize additional learning media such as the internet, PowerPoint, videos, and other media that support learning.	4,67	High	6,23	High

Source: Test Results (2023)

The indicators of teacher social competency—objective attitude towards students, good communication skills, and ability to adapt to the environment—describe teacher social competency. This comparison is shown in **Table 7**. The highest average value obtained by Guru Penggerak and non-Guru Penggerak is in the ability to adapt to the surrounding environment, meaning each teacher has good social competency.

Table 7. Comparison of Teacher Social Competency

Competency	Indicator	Guru Penggerak		Non-Guru Penggerak	
		Average Score	Category	Average Score	Category
Social Competency	Economics teachers act objectively when giving evaluation scores.	4,61	High	6,39	High
	Economics teachers communicate well with students' parents.	4,56	High	6,14	High
	Economics teachers can adapt to the surrounding environment.	4,81	High	6,61	High
	Economics teachers communicate well with fellow teachers and other educators in the school environment.	4,83	High	6,54	High

Source: Test Results (2023)

A comparison of the personality competency possessed by Guru Penggerak and non-Guru Penggerak can be seen in **Table 8**. There is no difference in personality competence between Guru Penggerak and

non-Guru Penggerak; both show good personality competence. Characterized by indicators that show teachers can behave reasonably towards students, teachers can speak politely, teachers accept input and suggestions from students, and generally, teachers can behave well at and outside school.

Table 8. Comparison of Teacher Personality Competency

Competency	Indicator	Guru Penggerak		Non-Guru Penggerak	
		Average Score	Category	Average Score	Category
Personality Competency	Economics teachers behave reasonably towards all students.	4,61	High	6,39	High
	Economics teachers speak politely both in the classroom and outside the classroom.	4,56	High	6,14	High
	Economics teachers accept input and suggestions from students.	4,81	High	6,61	High
	The economics teacher is on time when entering the class.	4,83	High	6,54	High
	The economics teacher behaves well.				

Source: Test Results (2023)

There are differences in the competencies possessed by Teacher Leaders and non-Teachers, which can be seen in **Table 9**. Professional competency, pedagogical competency, and personality competency possessed by Guru Penggerak differ from those possessed by non-Guru Penggerak. In contrast, there is no difference in social competency between Guru Penggerak and non-Guru Penggerak. The differences in competencies possessed by Guru Penggerak and non-Guru Penggerak may be caused by the different number of responses, resulting in different averages for each group. Therefore, further research is expected to use the same number of respondents to anticipate substantial differences.

Table 9. Differential Test of Two Different Populations

Competency	Sign. T-test	Description
Professional competency	0,001	There is a difference between the competencies of a Guru Penggerak and a non-Guru Penggerak.
Social competency	0,006	
Personality competency	0,004	
Pedagogical competency	0,000	

Source: Test Results (2023)

Discussion

Guru Penggerak in the Merdeka Belajar curriculum must be able to become a learner and agent of change in schools, and establish and develop relationships to improve the quality of learning. Guru Penggerak are challenged to make changes to the development of information and communication. In addition, Guru Penggerak needs to have noble morals. Guru Penggerak emphasizes the importance of implementing character education to form dignified student morals. Guru Penggerak are learning leaders implementing merdeka belajar and mobilizing all learning components to improve student-centered education.

In merdeka belajar, teachers must educate well, learn correctly, guide students, develop innovation, vary in teaching, provide examples, and develop creativity. Merdeka belajar prioritizes a learning process that can foster student creativity through approaches and methods that can train students' high-level thinking skills. In merdeka belajar, teachers not only act as learning resources but also as facilitators who are responsible for planning an effective and enjoyable learning process. This aims to ensure that students can achieve the desired learning goals. Steps that can be prepared to become a Guru Penggerak, namely:

1. Accepting technological changes and using new technology in everyday life

2. Updating knowledge and new theories
3. Thinking creatively and innovatively
4. Establishing good communication with anyone
5. Creating a pleasant school climate
6. Building cooperation with other parties

Based on a questionnaire distributed to grade X and XI students, totaling 23 questions about teacher competence, the study's results showed that teacher competence was in the high category. This is reviewed from four teacher competencies, namely pedagogical competency, professional competency, social competency, and personality competency. Following Gagne's cognitive theory, learning is influenced by internal and external factors that interact to achieve learning outcomes (Warsita, 2018). Gagne argues that learning is a complex process, and learning outcomes are capabilities. Capabilities arise due to stimuli from the environment and cognitive processes carried out by students. The relationship between internal interactions between students and the external environment greatly influences learning. This aligns with research conducted by Jati and Sukaswanto (2021 and Sartika et al. (2018). The study revealed that teacher competence affects student learning outcomes.

The results of a study conducted by Satriami et al. (2020) stated that there is a correlation between teacher personality competence and student discipline levels. When a teacher shows a good personality, he will be liked by his students and positively impact student discipline. This is due to the students' respect for the teacher, so the teacher can more effectively guide students in a regular learning process. The teacher is the first figure who plays a key role in shaping student discipline. In addition to teachers, students must obtain the desired learning process, comply with the applicable rules and regulations, manage time, take responsibility, and fulfill the tasks' mandate. This shows that teachers can have a steady, fair, stable, mature, wise, authoritative personality, be a student role model, and have noble morals.

In line with research conducted by Astuti et al. (2018), it was revealed that teacher personality competence influences children's emotional intelligence. Therefore, a teacher is required to create a pleasant classroom atmosphere. This is because a teacher is one of the factors that influences students' emotional intelligence. Pedagogical competency can affect the effectiveness of learning; increasing student interest and student motivation in learning will increase along with the good pedagogical competence of teachers (Andini & Supardi, 2018). The quality of learning in the classroom will also increase in terms of learning planning, learning implementation, and learning assessment, so the quality of education will also increase (Otaia et al., 2023). The existence of good pedagogical competence of teachers will positively affect student learning outcomes, meaning that if the teacher's pedagogical competency is good, the student's learning outcomes will also be good. In addition to influencing learning outcomes, good pedagogical competency of teachers means that the teacher will face student diversity in various aspects of learning (Mumpuniarti et al., 2020).

The social competency possessed by teachers can be seen from the effectiveness of the teacher's way of communicating with students, parents, colleagues and the surrounding environment both in the school environment and outside of school, this good social competence of teachers can also increase students' interest and motivation in learning, so it can be concluded that student learning outcomes will increase. (Abidin & Purnamasari, 2023; Maratus Solikah et al., 2023; Tang et al., 2019; Wardani et al., 2018). The social competence of teachers cannot be separated from the competence that teachers must have as a whole. Therefore, all components that form teacher competence must be possessed and improved by teachers to create effective learning.

Good professional competency of teachers in transferring learning materials can increase students' interest in learning subjects (Araniri, 2018; Pajrya, 2023). This increase in interest also illustrates the quality of teachers in teaching is getting better (Immah *et al.*, 2020; Kurniawan *et al.*, 2023), if the teacher's professional competence is good, the quality of learning will also be good, the quality of learning here includes the determination of material by the teacher. This good learning process is designed and implemented, and an effective learning assessment process is used to assess learning outcomes (Tsabitah & Fitria, 2021).

CONCLUSION

Guru Penggerak must possess competencies by Undang-undang Nomor 14 tahun 2005 tentang Guru dan Dosen, including pedagogical, professional, social, and personality competencies. Other than that, the mastery of technology and creativity of Leading Teachers needs to be improved because it supports 21st-century teacher skills that can improve student learning outcomes. In addition to influencing learning outcomes, the competencies possessed by Guru Penggerak will affect student discipline, increase interest, emotional intelligence, and, of course, create effective learning. There are differences between professional competence, pedagogical competence and personality competence possessed by Guru Penggerak and non-Guru Penggerak, this is possible because the average value of each group is different even though in carrying out learning teachers are required to use different learning strategies in each face of students, and also mastery of knowledge related to the field of science must be mastered by teachers so that students get complete knowledge. Likewise, the social competency of teachers with the environment is equally needed in life at school and in society, and the two groups do not show any differences in this competence. Further research is suggested to discuss teachers' obstacles in implementing the Kurikulum Merdeka.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism. The author would like to thank the various parties who have helped in writing the results of this study.

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