

Teacher Ability to Develop a Lesson Plan for Indonesian Language Learning (Phase E-Class X) Using the Merdeka Curriculum

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Abstract. This research aims to determine the teacher's ability to develop a text-based Indonesian language learning implementation plan (phase E-Class X) Using the Independent Curriculum. The type of study used in this research is descriptive, qualitative and quantitative. This research was conducted at Selong 2 State Senior High School in Selong City, East Lombok Regency. The data in this study were sourced from Indonesian teachers and documents. The data in this study were analysed using qualitative and quantitative methods simultaneously to strengthen the description of the research data. The research results show that 1) the ability of the Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency on the aspect of suitability to develop general information on lesson plans, write expository texts from observation reports in the form of popular scientific articles based on the respondent's data are in a suitable category. 2) the ability of the Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency, to determine the core components of the lesson plans and write expository texts from observation reports in the form of popular scientific articles based on the respondent's data in the excellent category. 3) The ability of the Indonesian language teacher at Selong 2 Public High School, East Lombok Regency, to compile module attachments to the lesson plans and write expository texts from observation reports in the form of popular scientific articles based on the respondent's data is an outstanding category.

Keywords: Teacher's ability; Learning Implementation Plan; Freedom Curriculum.

INTRODUCTION

Determining an educational unit implementing the Independent Curriculum through an independent route is necessary. Implementation of the Independent Curriculum through independent pathways in the 2022/2023 academic year starting from the ages of 5 to 6 years in early childhood education, as well as students in classes I, IV, VII, and X at the education level elementary and secondary education.

The education unit implementing the Independent Curriculum through the independent pathway for the 2022/2023 academic year consists of 3 categories of implementation: independent learning, independent change, or independent sharing [1]. The curriculum structure in the Merdeka Curriculum is based on three things, namely competency-based, flexible learning, and the character of Pancasila [2, 3]. Following are some of the principles for developing the structure of the Independent Curriculum:

- 1) Minimum Structure: The central government determines the minimum curriculum structure. However, educational units can develop additional programs and activities based on the vision, mission and available resources.
- 2) Autonomy: The curriculum gives independence to educational units and teachers to design processes and learning materials that are relevant and contextual.
- 3) Simple: Changes from the previous curriculum are minimal but significant. The goals, direction of change, and design are clear so schools and stakeholders can easily understand them.
- 4) Gotong Royong: Curriculum development and teaching tools result from the collaboration of dozens of institutions, including the Ministry of Religion, universities, schools and other educational institutions.

The Merdeka Curriculum has changed the learning paradigm from a structural nature to one that views language as a functional system (systemic

applicable) with the language unit as the basis for learning in the text [1]. Text is a pathway to an understanding of language. Text is also called language that has a particular function in a situation. All examples of language that live and participate in the context of cases are called texts. Thus, understanding the text expresses a verbal statement of social activity. Therefore, text-based learning of Indonesian can be used to develop reasoning abilities, and students can use language based on the context of its use appropriately.

Furthermore, the impact of curriculum changes can change the learning paradigm and consequences in the form of fundamental adjustment demands for teachers [4, 5]. The intended adjustments do not only include orders that teachers are required to understand the substance of the language unit being taught truly, namely the text contained in the content standards, but also demands that teachers be able to understand graduate competency standards, which will be achieved by providing learning materials, understanding the steps for the material to be learned (learning process standards), as well as understanding how to evaluate learning outcomes (assessment standards). The ultimate goal of the text-based Indonesian learning process can be achieved. It is necessary to conduct a particular study regarding the application of the text-based Indonesian curriculum.

Based on the explanation in Permendikbud No 81A of 2013 concerning the Implementation of the General Guidelines for Learning Curriculum, the initial stage in learning based on process standards is learning planning, which is implemented in the form of an arrangement of learning plans known as Learning Implementation Plans (RPP). RPP is a form of planning learning activities that will be carried out containing learning materials, learning methods and the assessment rubric that will be applied to measure the extent of learning achievements at the end of the process.

The technical instructions for implementing the 2013 Curriculum for each subject (Permendikbud No 58 of 2014 in Appendix III) state that teachers play an active role in developing school culture. Students' behaviour and attitudes grow and create while they are in school, and their development is influenced by the structure and culture of the school, as well as interactions with components in the school, such as the principal,

teachers, and students. As learning activities, schools the role of the teacher in the learning process in schools must be to condition learning that is interactive, inspiring, fun, and challenging, motivating students to participate actively and providing sufficient space for initiative, creativity, and independence by the talents, interests, and physical and psychological development of students [7, 8].

Text-based learning of Indonesian is carried out by applying the principle that 1) language should be seen as text, not merely a collection of words or linguistic rules; 2) the use of language is a process of selecting linguistic forms to express meaning; 3) language is functional, namely the use of language that can never be separated from context because the form of language used reflects the ideas, attitudes, values, and ideology of its users; 4) language is a means of forming human thinking abilities and ways of thinking as that realised through the structure of the text.

Based on this principle, the role of the teacher is to make students like reading and writing at school and home. The more text types students master, the more thinking structures they can use later in their social and academic lives. Only in that way can students construct their knowledge through the ability to observe, question, associate, analyse, and present the analysis results adequately. As a multifunctional figure, the teacher must apply values by setting an example, building will, and developing students' creativity in the learning process.

The teacher's example in school culture is an example for students. For example, the teacher enters class not late. The teacher teaches in an exciting and fun way. The teacher respects students' opinions, is honest in authentic assessments (not favouritism), and likes to read, characterised by insight and good teacher knowledge [9, 10]. One of the excellent school cultures can be demonstrated by a cooperative relationship between teachers of different subjects [11]. For example, teachers of Indonesian language subjects can collaborate with science or social studies teachers in learning to write scientific reports. Close and harmonious relationships between teachers can be observed and felt by students. This encourages the relationship between students and teachers to be well established. Likewise, the relationship between new and old students is well established so that violence can be avoided. A good school culture can also be ob-

served from the interaction between the school, the community, and parents. Good cooperation between schools and the community can be realised through the success of school programs so that the school can continue to exist.

Furthermore, in Permendikbud No 22 of 2016, it is stated that lesson plans are face-to-face learning activity plans for one or more meetings. RPP is developed in detail from the subject matter in the syllabus to plan and direct student learning activities to achieve learning objectives. Every educator in an education unit is obliged to prepare a complete and structured lesson plan so that the learning process can take place interactively, inspiring, fun, challenging, and efficient, motivating students to be able to participate actively and providing sufficient space for initiative, creativity and independence according to talent, interest and physical and psychological development of students. Referring to the reality mentioned above,

In line with the problems above, this study aims to determine how Indonesian language teachers can design text-based Lesson Implementation Plans (RPP) in Phase E Class X using the independent curriculum at SMA Negeri 2 Selong. The study only concerned aspects of graduate competency standards (SKL) and the Flow of Learning Objectives (Indonesian Phase E Class 10), the research target of which is the teacher. The research object in the form of the ability to design lesson plans is still general. Therefore, it is deemed necessary to describe it so that it is easy to measure in research. With a different view, based on this understanding, what components are at the centre of the problem in research? Remember that designing a lesson plan (RPP) has a standard format, and its members are relatively common. What aspects will be the focus of research examining teacher understanding in designing the lesson plan? For this purpose, components of the RPP in the Independent Curriculum that require further thought elaboration can become the focus of research, such as a) the ability to develop general information (module identity, initial competence,

Thus, the research problem focuses on teachers' understanding in designing the RPP Merdeka Curriculum, which has a more concrete structure in the form of these three components. However, it should be added that the number of concrete elaboration components of the focus of the research problem may be more or less than this

number, depending on the aspect of the researcher's interest in examining the urgency of the elaboration of these components to be studied in depth in research.

METHOD

Types of research. The type of study used in this research is descriptive qualitative and quantitative, used to describe data in words [9]. This means that in qualitative research, the data presented is in words, sentences or text. This study describes Indonesian teachers' preparation of lesson plans at SMAN 2 Selong – qualitative data in the form of work results or assignments. The work results or assignment data came from the Indonesian language teacher at SMAN 2 Selong, which was in the form of a Class X Phase E Lesson Implementation Plan using the Merdeka curriculum.

Research Place. This research was conducted at Selong 2 State Senior High School in Selong City, East Lombok Regency.

Data Sources and Research Data. The data in this study were sourced from Indonesian teachers and documents. The documents used in this study consisted of lesson plans owned by Indonesian teachers at Selong 2 State Senior High School.

Through data in the form of class X class E phase lesson plans with the Independent Curriculum, researchers will analyse the teacher's ability to design learning implementation plans by focusing on abilities: a) develop general information (module identity, initial competencies, Pancasila student profiles, facilities and infrastructure, target students, learning models; b) determining the core components (learning objectives, meaningful understanding, triggering questions, learning activities, assessment, enrichment and remedial; c) preparing attachments.

Method of collecting data. Referring to the characteristics and form of the research data, which is in the form of the work of Indonesian language teachers in the form of Learning Implementation Plans, this research data will be collected by observing and noting. The listening method in question is listening to the use of language. It was further explained that the term listening is not only related to the use of language orally but also the use of language in writing. This method has an essential technique in the form of tapping tech-

niques. The tapping technique is referred to as the primary technique of the listening method because listening is done by tapping.

In this case, researchers obtain research data by tapping the language of a person or several people who become informants. As previously explained, language tapping is in the form of spoken and written language. Oral language is carried out when the researcher taps into the language of someone who is conversing, while wire-tapping is in writing when the researcher is dealing not with people but in the form of written information, then followed by several other techniques of involvement of the researcher, namely the listening technique involved in speaking, Listening freely engaged in talking, record and record. In this study, the note-taking method is used because the object is in the form of writing.

Data analysis. The data in this study were analysed using qualitative and quantitative methods simultaneously to strengthen the description of the research data. Qualitative methods are methods used to describe data in the form of words but do not rule out the possibility of utilising quantitative data to develop qualitative analysis. In addition, using quantitative data can sharpen and enrich the qualitative research itself.

Intralingual Matching Method. Method analysis qualitative in linguistic research is referred to as the equivalent method, which looks at the connectedness of the meaning of a linguistic phenomenon [9]. Next, this matching method is divided into the intralingual matching method and the extralingual matching method. As for this study, the intralingual equivalent method, namely the analysis method, was used by connecting and comparing lingual elements (meanings in the language). For this reason, this research will compare the lesson plan made by the teacher with the graduate competency standard format based on the Minister of Education and Culture.

Extra lingual equivalent method. After analysing the data qualitatively, the next step is to analyse the data qualitatively quantitatively by using the extra-linguistic equivalent of the HBS and HBB techniques. These analytical methods and techniques are used to compare the ability to design text-based lesson plans attached to the characteristics of the sample or research respondents.

The following analysis stage is to unify the variables on the recapitulation tabulation sheet to distribute the use of the Indonesian language teach-

er's ability to design text-based lesson plans in Mataram. The data on the tabulation sheet cannot be interpreted to determine the teacher's knowledge. The qualitative data is still in the form of scores, the number of respondents, and the number of occurrences of the ability variable. The primary research data has no value or category for each variable. The next step is determining the types of the Indonesian language teacher's ability variables in compiling class X Phase E lesson plans with the Independent Curriculum that can be selected into variables and given an assessment weight.

Research Instruments. An instrument is a tool used by researchers to measure and collect qualitative and quantitative information as processing materials relating to the measuring object being studied. The research instrument used in this study was the instrument of completeness/compatibility of the development components of Class X Phase E RPP with the Independent Curriculum. The tool used in the observation of data analysis was the component suitability observation sheet aimed at the lesson plan prepared by the teacher as a research sample.

RESULTS AND DISCUSSION

Ability Develop General Information. The results of research on the ability of teachers to prepare lesson plans on knowledge to develop indicators of basic competence were obtained using validated research instruments. Appropriateness in learning planning by placing a check mark (if each element is appropriate in the lesson plan description) and writing expository texts from observation reports in the form of popular scientific articles. A negative sign (-) is affixed to inappropriate aspects of the assessment. Acquisition data in research can be seen in Table 1.

The research results contained in Table 1 above show that the ability of Indonesian language teachers at SMA Negeri 2 Selong, East Lombok Regency, to develop general information on lesson plans and write an expository text from the observation report in the form of a scientific article popular out to have the ability with the highest score of 20. Conformity develops general information on lesson plans and an expository text from the observation report in the form of a scientific article based on the indicators in the Independent Curriculum.

Table 1 – Ability Compatibility Develop General information RPP Writing Exposition Text from Observation Reports in the Form of Popular Scientific Articles Based on Respondent Data

No	Rated aspect	Score			
		4	3	2	1
1	Module identity	4			
2	Initial competence	4			
3	Pancasila student profile		3		
4	Facilities and infrastructure	4			
5	target learners	4			
6	Learning model	4			
Total Score		20	3		
Average		3.3	0.5		

Based on these findings, it can be understood that the suitability to develop general information on lesson plans by writing an expository text from the observation report in the form of a scientific article popular at Selong 2 Public High School, East Lombok Regency, showed that the number of compatibilities of 5 indicator descriptions with a score of 4 and 1 indicator description on the ability to develop general information on Pancasila profiles reached a score of 3.

The data findings contained in Table 1 above still do not show the accumulated achievements of teachers' abilities in conformity develop general information on lesson plans; write an expository text from the observation report in the form of a scientific article popular so that if seen based on a qualitative study it has shown the condition of the teacher's ability in conformity develop general information on the independent curriculum. For that reason, to be able to describe the state of the knowledge of Indonesian teachers based on the appropriate description of the indicators to develop general information which refers to the achievement of the respondent's data, it is deemed essential for the finding data to be presented in the form of a tabular format describing the accumulation of abilities with the variables found. Next, calculate the overall score by combining the score in the sample and dividing it by the number of indicator variables. Regarding this scoring, scoring guidelines have previously been determined with the following categories: 1) Very Good category with a score range of 91 and above; 2) Good variety with a score range of 79-90; 3) Enough type with a score range of 67-78; 4) Poor class with a score range of 66 and below.

This scoring step is carried out to make it easier to draw conclusions or general conclusions about

the ability of Indonesian language teachers to develop available information on lesson plans, an expository text from the observation report in the form of a scientific article looking at the acquisition of scores on teachers who were respondents in the study.

Referring to the research instrument data contained in the quantitative data tabulation, it can be understood that the ability of Indonesian language teachers at SMA Negeri 2 Selong, East Lombok Regency, on the aspect of suitability to develop general information on lesson plans write an expository text from the observation report in the form of a scientific article famous based on the respondent's data is in the sufficient category.

Ability to Define Core Components. The results of the research on the teacher's ability to prepare lesson plans on the aspect of the ability to determine the core components were obtained using research instruments that have been validated. Appropriateness in learning planning by placing a check mark (if each aspect is appropriate in the lesson plan description). Write an expository text from the observation report as a scientific article, and a negative sign (-) is affixed to inappropriate aspects of the assessment. Acquisition data in the study can be seen in Table 2.

Table 2 – Ability to Determine Core Components

No	Rated aspect	Score			
		4	3	2	1
1	Learning objectives	4			
2	Meaningful understanding			2	
3	Trigger question		3		
4	Learning Activities	4			
5	Assessment		3		
6	Enrichment and remedial		3		
Total Score		8	9	2	0
Average		1,3	1.5	0.3	0

Notes: Respondents' Results on the Ability to Determine Core Components

The results of the research contained in Table 2 show that the ability of the Indonesian language teacher at Selong 2 Public High School, East Lombok Regency, to determine the core components of lesson plans to write exposition texts from observation reports in the form of popular scientific articles turns out to have the ability with the highest score of 9. Appropriateness of the ability to determine the core components of lesson plans for writing exposition texts from ob-

ervation reports in the form of popular scientific articles based on the indicators in the Merdeka Curriculum.

Based on these findings, it can be understood that ability determines the core components of lesson plans: write an expository text from the observation report in the form of an expository text from the observation report in the form of a scientific. The Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency, showed a total correspondence with a score of 4 in determining learning objectives and activities. Regarding meaningful understanding, RPP writes an expository text from the observation report as a scientific article. The Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency, scored 2. Meanwhile, in determining trigger questions, a score of 3. In aspects of understanding assessment and enrichment as well as remedial on RPP, write an expository text from the observation report as a scientific article. The Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency, scored 4.

The finding data contained in Table 2 above still does not show the accumulated achievements of the teacher's ability to determine the core components of the lesson plan an expository text from the observation report in the form of a scientific article that, when viewed based on a qualitative study it still does not show the elaboration conditions determine the core components of the RPP. For this reason, to be able to describe the elaboration conditions in determining the core components of the RPP, which refers to the achievements of the respondent's data, it is deemed necessary that the finding data is presented in the form of a tabulation format describing the accumulation of abilities with the variables found. Next, calculate the overall score by combining the score in the sample and dividing it by the number of indicator variables. Regarding this scoring, scoring guidelines have previously been determined with the following categories:

- 1) Very Good category with a score range of 91 and above;
- 2) Good category with a score range of 79-90;
- 3) Enough category with a score range of 67-78;
- 4) Poor category with a score range of 66 and below.

Referring to the scoring guidelines, then compile a qualitative description of each performance in-

dicator based on the results of mapping quantitative data to give meaning to the abilities achieved by the teachers as the research sample.

This scoring step was carried out to make it easier to draw conclusions or general conclusions about the Indonesian language teacher's ability to determine the core components of the lesson plan by looking at the score obtained for the teacher who was the respondent in the study.

Referring to the research instrument data contained in the quantitative data tabulation, it can be understood that the ability of the Indonesian language teacher at SMA Negeri 2 Selong, East Lombok Regency, in the aspect of determining the core components of the lesson plan write an expository text from the observation report in the form of a scientific article famous based on the respondent's data is in the sufficient category.

Ability to Compile Attachments to the RPP. The research results on the teacher's ability to prepare lesson plans (RPP) and compose attachments to lesson plans were obtained using validated research instruments. Appropriateness in learning planning by placing a check mark (if each element is appropriate in the lesson plan description). Write expository texts from observation reports in the form of popular scientific articles. A negative sign (-) is affixed to inappropriate aspects of the assessment. Acquisition data in research can be seen in Table 3.

Table 3 – Ability to Compile Module Attachments

No	Rated aspect	Score			
		4	3	2	1
1	Compile Module Attachments	4			
Total Score		4			
Average		4			

Notes: Respondents' Results on Ability to Compile Module Attachments

The results of the research contained in Table 3 show that the ability of the Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency, to prepare module attachments to lesson plans to write exposition texts from observation reports in the form of popular scientific articles, has the power with the highest score of 4. Appropriateness of the ability to prepare module attachments to lesson plans to write exposition texts from observation reports in the form of popular

scientific articles based on the indicators in the Merdeka Curriculum.

Based on these findings, it can be understood that the ability to compile module attachments to lesson plans, write exposition texts from observation reports in the form of popular scientific articles, write exposition texts from observation reports in the form of popular scientific articles, Indonesian language teachers at SMA Negeri 2 Selong, East Lombok Regency, shows a total conformity with a score of 4.

The data findings contained in Table 3 still do not show the accumulated achievements of the teacher's ability to compile the module attachments to the lesson plans to write exposition texts from observation reports in the form of scientific articles that, if seen based on a qualitative study it still does not show the elaboration conditions of compiling module attachments to the RPP. For this reason, to be able to describe the elaboration conditions in determining the core components of the RPP, which refers to the achievements of the respondent's data, it is deemed necessary that the finding data is presented in the form of a tabulation format describing the accumulation of abilities with the variables found. Next, calculate the overall score by combining the score in the sample and dividing it by the number of indicator variables. Regarding this scoring, scoring guidelines have previously been determined with the following categories: 1) Very Good category with a score range of 91 and above; 2) Good variety with a score range of 79-90; 3) Enough type with a score range of 67-78; 4). Poor class with a score range of 66 and below. Referring to the scoring guidelines, then compile a qualitative description of each performance indicator based on the results of mapping quantitative data to give meaning to the abilities achieved by the teachers as the research sample.

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This scoring step was carried out to make it easier to draw conclusions or general conclusions about Indonesian teachers' ability to compile module attachments to lesson plans by looking at the scores obtained for teachers who were respondents to the study.

Referring to the research instrument data contained in the quantitative data tabulation, it can be understood that the ability of the Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency, in the aspect of compiling module attachments to the RPP to write an expository text from the observation report in the form of a scientific article famous based on the respondent's data, is in an outstanding category.

CONCLUSIONS

Based on the results of the study, it was concluded that:

- 1) the ability of the Indonesian language teacher at SMA Negeri 2 Selong, East Lombok Regency, to develop general information on lesson plans and write expository texts from observation reports in the form of popular scientific articles based on the respondent's data in sufficient category;
- 2) the ability of the Indonesian teacher at SMA Negeri 2 Selong, East Lombok Regency, to determine the core components of the lesson plans expository texts from observation reports in the form of famous scientific articles based on the respondent's data are in the sufficient category;
- 3) the ability of the Indonesian language teacher at Selong 2 Public High School, East Lombok Regency, to compile module attachments to the lesson plans and write expository texts from observation reports in the form of popular scientific articles on the respondent's data is in the outstanding category.

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