MOBILIZATION SCHOOL PROGRAM: IMPLEMENTATION OF ISLAMIC RELIGIOUS EDUCATION TEACHER PREPARATION IN ELEMENTARY SCHOOLS

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Abstract :

The Program Sekolah Penggerak is a pilot project of the independent curriculum and is one of the efforts made by the government to improve the quality of education in Indonesia. With new paradigm-based learning that focuses on the needs of students, it is intended to produce students who are oriented towards the Pancasila Student Profile. With the driving school program, of course, PAI teachers at SD Negeri 104267 in Pegajahan must also be involved in its implementation, so this study was conducted to measure the readiness of PAI teachers at SD Negeri 104267 Pegajahan. This study examines PAI teachers' readiness in SD Negeri 104267 Pegajahan. The method used in this research is a qualitative approach using exploratory analyses to determine the readiness of PAI teachers in implementing the Program Sekolah Penggerak. PAI teachers at SD Negeri 104267 Pegajahan are in the ready category in implementing the Program Sekolah Penggerak. This is evidenced by the teacher's preparation in analysing the learning process's needs, identifying students in learning, making lesson plans and objectives, and thinking about and preparing learning strategies so that students get maximum learning results. This research can be a reference for PAI teachers implementing the Program Sekolah Penggerak by implementing the Merdeka Curriculum.

Keywords : *Drivings School Program, Islamic Education Teacher, Pancasila Learner Profile, Merdeka Curriculum*

Abstrak :

Program sekolah penggerak merupakan pilot project dari kurikulum merdeka serta menjadi salah satu upaya yang dilakukan pemerintah untuk meningkatkan mutu pendidikan di Indonesia. Dengan pembelajaran berbasis paradigma baru yang berfokus pada kebutuhan peserta didik ditujukan untuk mencetak peserta didik yang berorientasi pada Profil Pelajar Pancasila. Dengan adanya program sekolah penggerak tentunya guru PAI di SD Negeri 104267 di Pegajahan juga harus terlibat dalam pengimplementasiannya, sehingga penelitian ini dilakukan untuk mengukur kesiapan guru PAI di SD Negeri 104267 Pegajahan. Penelitian ini bertujuan untuk menguji kesiapan guru PAI di SD Negeri 104267 Pegajahan. Metode yang dilakukan pada penelitian ini adalah metode dengan pendekatan kualitatif dengan menggunakan kajian eksploratoris untuk mengetahui kesiapan Guru PAI dalam mengimplementasikan Program Sekolah Penggerak. Guru PAI di SD Negeri 104267 Pegajahan masuk pada kategori siap dalam mengimplementasikan program sekolah penggerak. Hal ini dibuktikan persiapan guru baik dalam menganalisis kebutuhan proses pembelajaran, mengidentifikasi peserta didik dalam belajar, membuat rencana

pembelajaran dan tujuan pembelajaran serta memikirkan dan menyiapkan strategi pembelajaran agar peserta didik memperoleh hasil belajar yang maksimal. Dengan penelitian ini dapat menjadi rujukan bagi guru PAI dalam mengimplementasikan Program Sekolah Penggerak dengan menerapkan Kurikulum Merdeka.

Kata Kunci: *Program Sekolah Penggerak, Guru PAI, Profil Pelajar Pancasila, Kurikulum Merdeka*

INTRODUCTION

One of the policies pursued by the government through Minister of Education and Culture Decree No. 1177/M/ 2020, namely releasing the Mobilizing School Program. As directed by the Minister of Education and Culture online in Jakarta (01/02/2021), the driving school program is assumed to be a catalyst for accelerating the pace of improving the quality of education. Through this program, a breakthrough in the field of education is realized. Start by implementing an independent curriculum and instilling a new paradigm focusing on student learning outcomes.

The driving school program is one of the policies released by the Ministry of Education and Culture to realize the vision of education nationally. The Mobilization School Program (PSP) is oriented towards learning outcomes with a range of competencies (Numeration, Literacy) and Character carried out holistically.(Desianti & Rahayuningsih, 2022; Marmoah et al., 2022; Mawaddah Islamiyah, N., Nurochim, N., & Syukur, 2022)

The driving school program is part of a trial run to implement the independent curriculum. This curriculum is new in Indonesia. With a different implementation from the previous curriculum, namely by implementing learning with a new paradigm different from other schools (not implementing PSP). The results of learning outcomes will also change accordingly. Technology is assumed as a tool used daily in the implementation of learning to boost students' insights by seeking broader learning resources. Ultimately, the teacher is no longer the only source of knowledge. But the teacher is a facilitator and manager who is very influential in implementing classroom learning in the independent curriculum. (Alimuddin, 2023; Marliyani & Iskandar, 2022; Ningrum, 2022; Rahayu et al., 2022; Rahmadayanti & Hartoyo, 2022; Rosmana et al., 2023)

Implementing learning with a new paradigm is a change considered significant enough to be realized. It is time for all elements of society, students, teachers and education stakeholders to be ready for change, prepared to accept, follow and adapt to change. This is reinforced by previous research. (Patilima, 2022)

The change in the learning process with this new paradigm has become a scourge for PAI teachers at SD Negeri 104267 Pegajahan to be ready to carry out learning transformations expected to impact PAI teachers who are not from the Mobilizing School. Senior teachers may be familiar with the changes that often occur in the world of education, especially in the Mobilization School Program, which uses an independent curriculum where technology-based instruments are carried out naturally. This is one of the problems with the readiness of teachers to implement the School Mobilization Program Study (Andriani et al., 2021; Lestari, 2015; Winda & Dafit, 2021) Also revealed that not all teachers are

proficient and accustomed to using technology which is certainly needed to develop learning to make it more interesting, fun and relevant to the era.

Readiness is a condition or attitude of a person's response and response needed to design something that will be faced dihadapi (Effendi, 2017; Limbong et al., 2021; Syahrani et al., 2021). A teacher is a person who interacts directly with students. The teacher volunteers to carry the burden on his shoulders with full responsibility taken by the parents of students to guide and foster them. Therefore, as a teacher, you must prepare to plan and design what is needed to implement the driving school program (Heryahya et al., 2022). Because the successful implementation of the curriculum can be successful because of the optimal readiness of educators (Kongen & Jaya, 2019; Wahyudi et al., 2013).

Teachers should always carry out their duties and responsibilities properly, especially Islamic Religious Education Teachers (PAI), who are always self-motivated to open their horizons and improve their skills from various aspects. So that the era changes that occur can be minimized and resolved; in the Pandemic era, for example, teachers are required to understand how to use learning and compile learning so that it continues to exist even though it is far away. Then if it is not so, the implementation of education may stop. It's the same as a new system change and a new program. Teachers are always adaptive and ready for the changes that occur. This is also stated in the explanation given by previous research (Ekawati & Susanti, 2022).

Things that need to be prepared by the teacher both in analyzing the needs of the learning process, identifying students in learning, making lesson plans and learning objectives, and thinking and preparing learning strategies so that students get maximum learning results. Based on this background, all readiness elements of PAI Teachers at SD Negeri 104267 Pegajahan will be tested in implementing the Mobilizing School Program.

RESEARCH METHOD

In this study, researchers used qualitative research using exploratory analyses to determine the readiness of PAI teachers to implement the Mobilizing School Program. Qualitative research is research with an approach that emphasizes a deeper understanding of a topic rather than just looking at a problem. According to Sugiyono, this approach is also known as the artistic method because the research process is more creative and an interpretive approach. After all, the research data is more focused on interpreting field data. In-depth data is collected using qualitative methods, which makes this data more meaningful and validated. (Miles, M. B., Huberman, A. M., & Saldana, 2018; Sugiyono, 2017)

The subjects in this study were teachers of the Islamic Religious Education subject at SD Negeri 104267 Pegajahan as the main subject to find out the preparation of PAI teachers in implementing the Mobilizing School Program and the Principal of SD Negeri 104267 Pegajahan, who in this case was a supporting subject or pilot project for the Mobilizing School Program at SD Negeri 104267 Pegajahan.

The implementation was carried out at SD Negeri 104267 Pegajahan, in Pegajahan Village, Pegajahan District, from March to April 2023 during working hours or working days. In other words, researchers intensively carried out this research for approximately one month at SD Negeri 104267 Pegajahan to get maximum results.

Data collection in this study used interviews and observations, which were then analyzed descriptively based on each component's categorization or grouping, which ended in data reduction activities. Data reduction is a simplification activity that is more oriented from the raw data that emerges from the results in the field.

FINDINGS AND DISCUSSION
PEMAHAMAN GURU TERHADAP PROGRAM SEKOLAH PENGGERAK

The subjects in this study were teachers of the Islamic Religious Education subject at SD Negeri 104267 Pegajahan as the main subject to find out the preparation of PAI teachers in implementing the Mobilizing School Program and the Principal of SD Negeri 104267 Pegajahan, who in this case was a supporting subject or pilot project for the Mobilizing School Program at SD Negeri 104267 Pegajahan.

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"For the Mobilization School Program at SD Negeri 104267 Pegajahan, not all implement it. So only grades 1, 3 and 5 apply it, although the others will also mention a little about the concepts later in the class so that they are also a little armed."

From the quote above, it can be analyzed that to apply the Mobilization School Program, which in substance, uses the independent curriculum at SD Negeri 104267 Pegajahan, not all classes apply it. This is intended to obtain maximum learning outcomes by the vision of the Mobilizing School Program.

In the Mobilizing School Program, in its learning activities, the output is that the students are expected to feel happy, not pressured. That is because the learning that is carried out is also student-centred, and there are results from the project to strengthen the Pancasila student profile, which was made together. From there, the teacher's outcome will produce quality, independent, critical students according to Pancasila values. Don't also forget for PAI the creation of students who believe in Allah "

This understanding can also be assumed as the initial capital to achieve the vision conceptualized in the Mobilizing School Program. This is reinforced by intensive guidance from Experts to the Principal as the full authority for the

Mobilizing School Program and several teachers in the school environment to share one voice in their commitment to realizing the Penggrak School Program at SD Negeri 104267 Pegajahan to the fullest.

Research conducted by (Putra, 2022) found that the results revealed that the teacher's lack of understanding of the Independent Curriculum was due to a lack of examples in its application. Meanwhile, research (Qomariah, 2014) shows a need for more knowledge due to the teacher's lack of interest in seeking information. In this case, the PAI teacher at SD Negeri 104267 has a reasonably mature understanding. In the interview results, it was stated that there was special assistance from the instructor. The government should also provide the same assistance as teachers in Mobilization Schools so that the curriculum can be implemented optimally.

Especially for PAI Teachers at SD Negeri 104267 Pegajahan who have been provided with assistance should also carry out the mandate of the Mobilizing School Program, namely being able to give an impact on teachers in other schools so that the expected outcome of PAI subjects in the Implementation of the Mobilizing School Program is that students can maintain faith. And piety to Allah can be achieved by the demands of QS. Al-Imran: 102.

Not to mention the existence of a new paradigm shift which of course is also a new thing for education in Indonesia. As humans, we need an adaptive attitude towards change. If this attitude is not active as a teacher, it is possible to be left behind and marginalized by these changes (Kamdi, 2011). Especially in Islamic Education, efforts should be made to divert the orientation of the old paradigm to a paradigm orientation that is more relevant for the future (Hanafy, 2009). Therefore, the Ministry of Education and Culture invites and reminds all elements of society in the world of education that daring to change is something that must be taken.

TEACHER PREPARATION IN LEARNING PLANNING

Learning Planning is a very important factor in achieving maximum learning outcomes. Learning Planning can also be said as a learning need that should not be ignored. The learning plan for the Mobilization School Program is not far from the previous 2013 Curriculum. However, there are several things that have experienced a learning revolution, such as learning with a new paradigm that focuses on the needs of students. In addition, in the previous Curriculum, the Learning Plan, commonly referred to as the RPP, has now changed to a Teaching Module. Some of these differences can be seen in the following table:

The Ministry of Education and Culture summarizes several components contained in the Teaching Module. The components are composed of learning activities, assessment assessments and learning objectives. In addition, the Ministry of Education and Culture makes a policy that teachers have full rights to make, use, modify the format of their respective Teaching Modules. This aims to achieve teaching modules that are more efficient and effective so that teachers have the tempo to analyze and prepare lessons that will be taught to their students (Afista et al., 2020; Munawar, 2022).

This teaching module is one of the efforts of the Ministry of Education and Culture to summarize and clarify the dynamics of each subject. The following is the preparation of teaching modules for PAI subjects at SD Negeri 104267 Pegajahan:

1. Determine the Module Format

In determining the format of teaching modules at Mobilization Schools, there is actually no specific reference in making them so far. Therefore the format used is the format made by each subject.

2. Adjustment of teaching devices.

Adjustments are made according to the characteristics and needs of students up to their socio-cultural level. Independently the teacher develops teaching materials so that learning becomes structured and more contextual and leads to the suitability of the characteristics of the educational unit, students and the local environment and culture.

3. Creating Teaching Modules

In making teaching modules, it is made to pay attention to the learning outcomes that have been determined by the school and the Ministry of Education and Culture and validated by the school principal.

"The first teaching module was taught by the PSP tutor. He will explain later what the ATP is like. Learning Achievements, everything is taught. That's where the initial capital comes from. Only then will the modules be revamped according to their own format and which becomes the substance that students need. Anyway, it's called independent learning, so it's independent for the teacher to make it. But that doesn't mean that independence is as free as it is free, isn't that the concept?"

The quotation above shows that the mentoring of the School of Mobilization Program supervisor provides competency provisions for Principals and Teachers to implement the School Mobilization Program. Teachers are given full rights to create teaching modules by taking into account the needs. This is the common thread that is meant by the new paradigm, which focuses on the needs of students. So that it becomes commonplace, as stated (Maulinda, 2022) if teaching modules have a more varied nature, are not rigid and are arranged in a systematic and impressive manner.

Based on the results of observations made on the teaching modules that had been made by the PAI teacher at SD Negeri 104267 Pegajahan, the teaching modules should have been made more stunning both aesthetically and in the content of the teaching modules. If the teacher is proficient in using technology (computers) it is likely that the teaching module will look more stunning. Like several previous studies (Sahelatua et al., 2018; Sasmita & Darmansyah, 2022) which found that the use of technology is indeed a significant obstacle for teachers. For teachers who have been certified, they should set aside the TPG obtained to support teacher professionalism, such as attending workshops, seminars or things that can improve their skills. Moreover, TPG also aims to help teachers hone their abilities and skills (Bintoro & Fitrianto, 2019; Latiana, 2010).

In addition, the Ministry of Education and Culture has also provided various facilities in the form of a Learning.id account. Teachers should make

good use of these facilities to develop learning tools. This account has been synchronized with Canva Education which can actually be used by teachers to make teaching modules more interesting. This is why it is important to develop updated teachers and diligently seek information to develop themselves and hone skills to be more literate with technology. This has been proven in previous research which revealed Canva's strengths in helping teachers develop learning tools (Garris Pelangi, 2020; Monoarfa & Haling, 2021; Purwasi & Refianti, 2022).

The Flow of Learning Objectives and learning activities are slightly less offensive to the elements of the Pancasila Student Profile as a whole. The teaching modules that are made are dominated by character abilities which refer to the elements of Faith and Piety to God Almighty Pancasila Student Profile. Even though learning outcomes by increasing numeracy and literacy also need to be considered and improved if you want to realize the vision of the Mobilizing School Program to the fullest (Daga, 2021)

The learning objectives that have been made are composed of competencies that must be possessed and include relevant learning stages and describe the scope of inter-phase. This criterion has fulfilled the scope as the Learning Objectives Flow criteria in previous studies (Gunawan, 2022).

He also revealed that the assistance in making Teaching Modules only lasted during the mentoring period with the mentors assisted by the School Mobilization Program. The rest explore individually. Starting from browsing the internet and the independent learning platform.

"The essence of making this Teaching Module is because it has to be based on the needs of students. Then it needs to be analyzed which ones are lacking, which ones need to be added. So sometimes it's a bit challenging. Because we have to be observant to glance at which students really understand and which ones nod pretending they understand. That's where you need to pay attention."

The existence of a new paradigm makes the teacher's readiness to read the situation in the classroom need to be sharpened. The teacher must be sensitive to the situation in the classroom. Therefore the teacher must better understand the character of students and not forget to understand the intelligence that a child has. In fact, every individual is unique, but the teacher must give more orientation to their students.

The expression above also directs the urgency of the teacher's efforts to improve affective and cognitive abilities. The difficulties that are likely to occur in the teaching module version of the Independent Curriculum are that it requires teachers to update students, be creative and continue to innovate. So there is a need for habituation and independence. This is of course to make it easier for teachers to declare the core competencies that have been included in the teaching modules so that learning becomes more meaningful. These obstacles are in line with previous research experienced by teachers, namely planning, actuating, evaluating, and following up on the ongoing learning process (Waruwu et al., 2022).

Readiness of PAI Teachers at SD Negeri 104267 Pegajahan in learning planning belongs to the ready category. This means that the teacher already has the provisions and has prepared teaching modules, materials, and lesson plans

in accordance with the version of the Independent Curriculum. Teachers have modified their own lesson plans according to the needs of students.

TEACHERS READINESS IN LEARNING IMPLEMENTATION

Implementation of the Mobilization School curriculum with a 6-phase form system as shown in the following table:

Table : 1 Phases of the Mobilization School Program Curriculum

Fase	Kelas
Fase A	SD Kelas 1-2
Fase B	SD Kelas 3-4
Fase C	SD Kelas 5-6
Fase D	SMP Kelas 7-9
Fase E	SMA Kelas 10
Fase F	SMA Kelas 11-12

Learning outcomes are generally designed based on phases. Unlike the previous curriculum which was designed to be carried out annually. So that the time is longer and the teaching material is also not too dense so that students have more time to deepen competence and understand the material. Moreover, in the Mobilizing School Curriculum, the teacher is required to guide student activities in order to achieve the Learning Objectives which are derivatives of the Learning Objectives Flow. This is why teachers do not need to master the meaning of the concept of Freedom to Learn, but also actively and creatively participate in implementing it. So that teachers and students are more independent in thinking, more creative and innovative and create fun learning (Prihatini & Sugiarti, 2022)

Teaching materials are developed based on local wisdom and belief in the One and Only God that suits the needs of students. This means that the learning process must emerge and be designed in the context of the local social environment, relevant to the development of the interests and needs of students at school. In contrast to the previous system which was more centralized to all educational units. This is reinforced by previous research which revealed that the inculcation of Pancasila values is carried out through teaching with local wisdom that is suitable for achieving the Pancasila student profile (Nurasiah et al., 2022).

In the ongoing learning process the teacher is seen providing teaching material using a projector as a learning medium in accordance with the teaching modules made. The use of the Learning.Id Account is the teacher's reference domain for carrying out learning. Thus the reason teachers are also required to utilize technology as the development of teaching materials. The Independent Curriculum requires the readiness of teachers to adapt to technology as found by previous research (Rizki Septiana & Hanafi, 2022).

Teachers are required to be able to provide direction, guidance, motivation, and inspiration to students. So that students can become independent, creative, and innovative individuals. Because in the concept of an independent curriculum implemented by the Mobilizing School, teachers must be able to create an atmosphere and learning environment that is peaceful, comfortable, and able to arouse students' enthusiasm for learning (Larlen, 2013).

It is appropriate that teachers at SD Negeri 104267 Pegajahan as a whole

have a high interest in improving their abilities. Because the Principal himself makes a policy to improve teacher human resources in his school by allocating BOS Performance funds which are prepared jointly with teachers and committees and representatives of student guardians. The policy is in the form of teacher training workshops, provision of extracurricular activities including those that support the achievement of the Implementation of the Pancasila Student Profile Project. The same thing was also found in previous studies (Budiman et al., 2022)

The learning implemented by PAI teachers at SD Negeri 104267 Pegajahan applies a new, simpler learning paradigm. Optimizing the use of digital technology and implementing a differentiated learning approach in the classroom. With this differentiated learning, it becomes one of the main content in implementing the Mobilization School Program in PAI subjects. This is because teachers receive instructional leadership training and assistance in accordance with previous research at SD Negeri 104267 Pegajahan (Ritonga et al., 2022).

Differentiated Learning is a step to adjust the strategy, curriculum, assessment and class social environment needed by students. As was done by the PAI teacher at SD Negeri 104267 Pegajahan who taught the procedures for ablution. Learners are given the option to study based on any media. Either by reading comic books, watching animated ablutions, or listening to the teacher's explanation. Learners are freed to express thoughts about how to do ablution which is good and right. It can be comic, roleplay, presentation via power point. So that through PAI subjects students are expected to have character, be educated, and have morals in accordance with the Al-Qur'an and the Sunnah of the Prophet. This has been proven through reflections made by researchers when observing that learning is able to increase students' learning motivation in PAI subjects (Wahyuningsari et al., 2022).This is reinforced by the existence of a Public Elementary School Education Report Card 104267 Pegajahan as follows:**Table : 2 Results of Education Report Card for SD Negeri 104267 Pegajahan**

Indicators	Your School Grades	Achievements	Achievements	Comparison			
				Similar NAsional	Regency	Province	National
Character	2.28	Cultivating	2.12	2.11	2.09	2.1	1 - 3
Believe, Fear the One God, and His Majesty's Moral	2.37	Cultivating	2.12	2.1	2.09	2.1	1 - 3
Mutual Aid	2.4	Cultivating	2.12	2.11	2.09	2.1	1 – 3

Creativeness	2.35	Cultivating	2.32	2.26	2.23	2.27	1 – 3
Critical Reasoning	2.4	Cultivating	2.19	2.17	2.12	2.15	1 – 3

The explanation of education report cards in the table above is as follows:

1. Character (in blue)

Students proactively and consistently apply the character values of Pancasila students who have noble character, work together, are independent, creative and have critical reasoning as well as global diversity in everyday life.

2. Faith, fear of God Almighty, and noble character

Students have proactively and consistently implemented behaviors that show good morals towards fellow humans, nature, and the country.

3. Gotong Royong

Students have implemented and mobilized activities related to activities aimed at improving the condition of the physical environment and social environment in a proactive and consistent manner.

4. Creativity

Students have implemented and mobilized activities related to activities that produce new and different thoughts, ideas, and works on a regular and consistent basis.

5. Critical Reasoning

Students routinely and consistently search, analyze, and evaluate information, and are responsible for the decisions they make.

With the findings from observations and interviews conducted regarding teacher preparation in implementing learning in the Mobilizing School Program at SD Negeri 104267 Pegajahan, it is classified as ready. Evidenced by the process of analyzing student needs, established learning strategy policies, and reinforced by the results of a national assessment released by the Ministry of Education and Culture which shows the results of character assessment, Faith, Fear of God Almighty, and Noble Morals are in the green zone with 2 .1 nationally.

CONCLUSION

The Independent Curriculum in the Mobilizing School Program which frees PAI teachers to design their own lesson plans according to the needs of students with a new paradigm makes teachers more motivated to continue to develop themselves. In making teaching modules, for example, teachers can open the learn.id platform and all the facilities provided by the Ministry of Education and Culture. Besides that, the teacher's strategy and teaching style are also of course important for transformation. Learning strategies implemented in the classroom should be developed with strategies that are relevant to students. This is important for a teacher not to be ignorant of technology and to continue to regularly update information, especially information about the world of education. In fact, if all teachers, especially PAI teachers, have a high interest in self-development, then the learning process with a new paradigm and new innovations can be carried out optimally. This is also what is hoped in the end for PAI teachers at SD Negeri 104267 Pegajahan to practice the motto Moved, Moved and Moved which of course does

not rule out the possibility of being a candle for PAI teachers at other schools in accordance with the formation of the Mobilizing School Program.

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