

## Educational Transformation Process through the Role of Leader Teachers at SMP Negeri 1 Tolitoli

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### ABSTRAK

Penelitian tentang proses transformasi pendidikan melalui peran guru penggerak dilakukan dengan tujuan 1) untuk menganalisis proses transformasi pembelajaran di SMP Negeri 1 Tolitoli melalui peran guru penggerak, 2) untuk menganalisis proses transformasi ekosistem di SMP Negeri 1 Tolitoli melalui peran guru penggerak. Penelitian ini menggunakan metode penelitian kualitatif. Prosedur pengumpulan data dilakukan dengan wawancara, observasi dan studi dokumentasi. Teknik analisis data dengan alur pengumpulan data, reduksi data dan penyajian data. Keabsahan data menggunakan teknik triangulasi sumber dan triangulasi metode. Hasil penelitian menunjukkan: 1) Proses transformasi pembelajaran melalui peran guru penggerak meliputi a) metode pembelajaran sebagai inisiator dan pendorong bagi rekan guru, serta motivator bagi siswa; b) penggunaan teknologi sangat membantu guru dan siswa dalam pembelajaran; c) pemberdayaan peserta didik dalam pembelajaran membawa perubahan yang signifikan terhadap siswa; 2) Proses transformasi ekosistem sekolah melalui peran guru penggerak meliputi: a) Peran guru penggerak sebagai inisiator dan pendorong dalam penggunaan teknologi pendidikan; b) Peran guru penggerak sebagai pendorong terciptanya budaya kolaborasi dan berbagi praktik baik.

**Kata Kunci:** Guru Penggerak, transformasi pembelajaran, transformasi ekosistem

### ABSTRACT

Research on the education transformation process through the role of leader teachers were conducted with the following objectives: 1) to analyze the learning transformation process in SMP Negeri 1 Tolitoli through the role of leader teachers, and 2) to analyze the ecosystem

*transformation process in SMP Negeri 1 Tolitoli through the role of leader teachers. This research employed a qualitative research method. Data collection procedures involved interviews, observations, and document studies. The data analysis technique followed a process of data collection, data reduction, and data presentation. Data validity was ensured through source triangulation and method triangulation. The results of the research are as follows: 1) the learning transformation process through the role of leader teachers includes a) teaching methods as initiators and motivators for fellow teachers, as well as motivators for students. b) The use of technology greatly aids teachers and students in learning. c) Empowering students in learning brings significant changes to students. 2) The school ecosystem transformation process through the role of leader teachers includes: a) the role of leader teachers as initiators and promoters of educational technology utilization. b) The role of leader teachers as promoters of collaborative culture and sharing best practices.*

**Keywords:** *Leader teachers, learning transformation, ecosystem transformation*

## 1. INTRODUCTION

SISDIKNAS Law no. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society. That is, education is an effort to form intelligent people in various spiritual, cognitive, psychomotor aspects as well as personality and character. Education is expected to create good quality human resources in all aspects which can then be used for the benefit of themselves and society. It can be concluded that education is a planned activity to create a learning situation for students so that they have the competencies needed for their own lives and society.

In order to realize education like this, various efforts have been made by the Government to improve the quality of education with various programs such as the School Literacy Movement (GLS), the National Mental Revolution Movement (GNRM) and most recently the Minister of Education and Culture, Nadiem Makarim, gave birth to the "Freedom to Learn" concept program in accordance with a circular letter. number 1 of 2020 concerning the independent learning policy, namely freeing educational institutions from administrative burdens that hinder the flexibility of schools and teachers to innovate and be creative in learning and encourage learning that meets the needs of students.

However, even though various efforts have been made, there are still many challenges faced in improving the quality of education in Indonesia. One of the main challenges faced is the low quality of teachers. The main problems related to teacher quality include a) low teacher competence; b) low motivation to try to develop teacher self-quality; c) uneven distribution of teachers; d) low awareness and enthusiasm for sharing knowledge and experience; e) teacher transfers and placements that are linked to political issues; f) low teacher ability to write and implement PTK. (Eliterius Sennen, 2017)

Therefore, efforts are needed to improve teacher quality, so a program was designed to improve teacher quality. This is because the teacher's role in this concept is very large, namely being the first hand of the teaching materials delivered to students. This means that all the knowledge that the teacher will teach to students must be applied well first by the teacher concerned. Therefore, improving the quality of students must be accompanied by improving the quality of teachers. Nadiem Makarim stated that we must ensure that teachers have good qualities and capabilities so that the final achievement of Merdeka Belajar can be realized. The teacher quality improvement program to make this happen is through Teacher Mobilization. (Nadiem, A.M, 2022)

Leader teachers (Guru Penggerak) are agents in the transformation of education in Indonesia, because teachers born from the Mover Teacher program are required to have more capabilities than teachers in general. A leader teacher must have the characteristics of a good teacher, but a good teacher is not necessarily a leader teacher. Mobilizing Teachers are expected to play a role as leaders of change in their respective educational ecosystems. Mobilizing Teachers have 5 roles, namely: being a learning leader, being a coach for other teachers, encouraging collaboration, realizing student leadership, and mobilizing a community of practitioners. (Aditya Dharma, 2022). The Teacher Mobilization Program is expected to be able to produce as many transformation agents as possible in the education ecosystem who are able to produce students with global competence and character and are able to drive the transformation of Indonesian education.

The role of leader teacher is expected to be able to produce as many transformation agents as possible in the education ecosystem who are able to produce students with global competence and character and are able to drive the transformation of Indonesian education. Leader teachers have an important role in educational transformation because they are expected to be agents of change in learning that are not only for themselves but can impact their colleagues and more broadly have an impact on changes in the school ecosystem.

Therefore, research on the process of educational transformation through the role of leader teachers at SMP Negeri 1 Tolitoli is very important. This research is expected to provide an overview of the learning transformation process and school ecosystem through the role of leader teachers.

## **2. LITERATURE REVIEW**

### **2.1. The Role of Leader Teacher**

The role of teachers in the educational process in schools is very crucial, however, not all processes related to improvement and development efforts for the purpose of educational progress are almost never without the role of teachers. In other words, teachers are agents of change in schools to mobilize all school components to work together to make changes in a better direction.

In connection with the role of leader teachers, several educational experts have developed theories about leader teachers, including:

- a. Sarason stated that teachers can act as agents of change through their roles as innovators, coordinators and motivators. Teachers can develop new ideas, coordinate educational activities, and motivate students to learn better (Seymour B. Sarason, 1993).
- b. Hargreaves argued that teachers can act as drivers of change through their roles as activists, leaders and thinkers. Teachers can become activists by being involved in educational activities, become leaders by leading and guiding students, and become thinkers by introducing new ideas and innovating in learning (Andy Hargreaves, 2011).

In the leader teacher theory explained above, the teacher's role is very important in creating an effective learning environment and motivating students to achieve higher educational goals. Therefore, teachers are considered as agents of change or drivers of educational transformation who can bring positive changes to the education system. The role of the leader teacher is not only limited to the classroom, namely how to change the learning paradigm from teacher-centered to student-centered by encouraging students to be active, creative and independent in learning. Leader teachers must understand individual students' needs and develop appropriate learning strategies to help them reach their full potential. However, it also involves curriculum development, program development and collaboration with other stakeholders to improve the quality of education. (Tobin, K., 2015) In other words, leader teachers act as educational leaders who are able to motivate, inspire and collaborate not only with students but also with their colleagues and other related parties to achieve better goals. The teacher's task is not limited to teaching material to students but must be able to set an example for others as a leader in education in the future. Mobilizing Teachers must be able to become role models who have the ability and fighting power for good change in the educational ecosystem within their school. In the Qur'an, it is also explained in Chapter Al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Translation:

*"Indeed, there is in (the person of) the Messenger of Allah a good role model for you (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and who remember Allah a lot."* (Al-Qur'an dan terjemahan Kemenag RI, 2019)

From this verse, the value of education can be taken, namely that an educator must be a good role model for his students. If educators or teachers do not have good behavior, of course their students will also behave badly. On the other hand, if educators or teachers behave well, they will produce students who behave well too. This is not only in teaching knowledge, but also in forming the character, morals and personality of students.

From the explanation above, leader teachers are expected to play a role as leaders of change in their respective educational ecosystems. Furthermore, leader teachers are

also leaders who mobilize themselves, others and the community to create a school that supports students.

## 2.2. Educational Transformation

Mezirow explains the concept of transformation as follows: *...the concept of transformative learning which he defines as the process by which we transform our taken-for-granted frames of reference. Furthermore, he asserted that "transformation takes place through process of critical reflection that is facilitated by open dialogue in a safe setting (Anita rinawati, 2015).* This explanation can be interpreted that the concept of transformative learning is defined as a process where we change the frame of reference through critical reflection of habits of mind and points of view.

Based on several literatures, it is known that there are conceptual differences regarding the terms change and transformation. Transformation can be distinguished from the term change based on several perspectives. First, transformation is part of change. However, the term transformation is used for processes that are essential, namely changing the shape, structure and essence of something. Second, transformation is the highest form of organizational change that mediates normal change and evolution. Transformation means changing the paradigm/mental model and not just changing behavior. Based on this perspective, it is known that transformation is bigger, broader and deeper than the term an organization because it does not only involve material aspects, but also spiritual.

Educational transformation can be interpreted as an effort to change educational systems, methods and curricula to produce education that is better and relevant to the demands of the times. Educational transformation aims to improve the quality of education and create graduates who have abilities, skills and personalities that suit the needs of the world of work and society. Educational transformation covers various aspects, starting from the curriculum, learning methods, developing teachers and teaching staff, using technology in learning, to assessing and evaluating learning outcomes. Educational transformation also includes changes in educational culture and mindset that are oriented towards results and quality, not just achieving targets or graduation rates.

Educational transformation is becoming increasingly important in the era of globalization and increasingly advanced information technology, because educational challenges and needs are also increasingly complex and diverse. Therefore, educational transformation is a necessity to answer challenges and meet the demands of the times.

The explanation above provides an overview of the theory of educational transformation as an effort to change the paradigm and mindset in education, with a focus on developing students' skills and competencies that are relevant to future demands, and involving curriculum development, innovative learning strategies, and information and communication technology.

One of the verses of the Qur'an that establishes the law of social change is mentioned in surah Ar-rad verse 11.

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ

Translation:

*"For humans there are angels who always follow them in turn, in front of and behind them, they guard them at the command of Allah. Indeed, Allah does not change the condition of a people until they change the condition of themselves. And if Allah wants evil for a people, then no one can resist it; and there is no protector for them but Him."*  
(Al-Qur'an dan Terjemahan Kemenag RI,2019)

This verse explains social or community change based on sunnatullah, namely changes based on social law and changes made by humans. Changes based on social law will occur for sure, because they are part of sunatullah. The changes that humans make certainly lie in the human condition itself. If members of society make changes with good and commendable efforts, a good and commendable society will be created, where every member feels peace and happiness. With good efforts from all members of society, their situation will change to extraordinary progress. On the other hand, if members of society do not make changes for the better, then the situation becomes static, and no significant changes can be found. Even if members of society direct change in a bad direction, that society will face a period of destruction. This also applies to changes in education.

### 2.3. Learning Transformation

In the theory of learning transformation, learning is seen as a process that must adapt to changes in the environment and real world demands. Therefore, the learning methods and strategies adopted must be able to promote meaningful learning, build relevant skills, and motivate students to achieve better results.

Learning transformation involves changing the learning paradigm from teacher-centered to student-centered, by developing active, collaborative and innovative learning (Framework, 2017). Active learning involves strategies that are relevant to students' needs, by utilizing innovative and interactive technology and learning media. In addition, learning transformation must involve developing students' skills and competencies that are oriented towards future needs, such as creativity skills, social skills and critical thinking skills. (Widyastuti, 2018) So that learning is attempted to involve developing a positive learning culture, which encourages students to learn with high enthusiasm and motivation.

The above statement illustrates that learning transformation theory is an effort to change the learning paradigm from teacher-centered to student-centered, by developing active, collaborative and innovative learning, and involving the development of students' skills and competencies that are relevant to future demands. development of innovative learning strategies, and development of a positive learning culture.

## **2.4. Ecosystem Transformation**

There are several theories about the transformation of school ecosystems, including:

- a. Collaborative Learning Theory. This theory suggests that effective learning requires collaboration between teachers, students and parents. Collaborative learning involves active participation from all members of the school ecosystem and involves the use of technology and innovative learning methods. (J. Angelo Corlett, 2012)
- b. Community Based Learning Theory. This theory suggests that effective learning requires integration between the school environment and the surrounding community. Community-based learning allows students to learn from direct experience and helps them develop skills and knowledge related to everyday life. (Randy Stoecker, 2010)
- c. Environmental Education Theory. This theory suggests that the school ecosystem must pay attention to environmental problems and develop students' skills and knowledge to maintain a healthy environment. Environmental learning allows students to understand the importance of maintaining a healthy environment and develop the skills to make positive changes. (Wilfredo Alvarez, 2020)
- d. Organizational Transformation Theory. This theory suggests that the transformation of the school ecosystem requires changes in the culture and organizational structure of the school. Organizational transformation requires participation from all members of the school ecosystem and requires the use of innovative and results-oriented management strategies. (M.R. Gonzales, 2008)
- e. Inclusive Learning Theory. This theory suggests that effective learning requires the inclusion of all students, including those with special needs. Inclusive learning allows all students to participate in learning and develop their skills and knowledge. (Maria Alfredsson, 2017) Dalam teori tentang transformasi ekosistem sekolah, pembelajaran dipandang sebagai bagian dari ekosistem yang lebih besar, yang terdiri dari guru, siswa, orang tua, komunitas, dan lingkungan sekolah. Transformasi ekosistem sekolah memerlukan perubahan dalam budaya dan struktur organisasi sekolah, serta penggunaan strategi manajemen yang inovatif dan berorientasi pada hasil. Pembelajaran yang efektif harus memperhatikan masalah lingkungan, inklusi, kolaborasi, dan keterlibatan komunitas sekitar.

## **3. METHODS**

This research is a qualitative descriptive research. Qualitative descriptive research is a research procedure that produces descriptive data in the form of written or spoken words from people and behavior that can be observed from the data source. (Sugiyono, 2019) A descriptive qualitative approach is research that is intended to understand the phenomena experienced by research subjects; for example behavior,

perception, action and so on, holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. Data obtained from the source directly, observed and recorded directly, such as observations, interviews, and documentation with related parties, especially the school principal, Activator Teachers, and other teachers and students at Tolitoli State Middle School.

## 4. RESULTS AND DISCUSSION

### 4.1. Learning Transformation Process through the Role of the Leader teacher

#### a. Learning Methods

The transformation process in learning methods that occurred at SMP Negeri 1 Tolitoli through the role of leader teachers as initiators and motivators for fellow teachers, as well as motivators for students; Problem-based learning, project-based learning and cooperative learning methods can encourage students to be active, creative, reason critically and collaboratively.

The role of leader teachers is not only as a teacher and educator for their students but also as a leader in initiating and encouraging other fellow teachers to innovate and make changes for the better. A research on the role of leader teachers shows that teachers become a driving force in the learning community for fellow teachers in their school and region. Being a coach for fellow teachers is the role of the leader teacher. It is hoped that the presence of leader teachers will be able to bring about a good change for driven teachers, especially in the quality of teaching students and teacher independence in developing themselves independently (D. Sibagariang, 2021).

Teachers who are driven by leader teachers must be able to design and manage their learning as attractively as possible so that students are motivated to learn and be creative according to their talents and abilities. The motivation that exists within students enables them to improve their academic achievements independently. (D. Sibagariang, 2021) The teacher's ability to design and manage interesting learning that is pro-student can encourage students to actively participate in learning. Problem-based learning, project-based learning and cooperative learning methods can encourage students to be active, creative, reason critically and collaboratively supported by constructivism theory that students actively build their own knowledge through interaction with learning materials and the environment. (Thomas, J. W, 2000)

The Al-Qur'an, as the main source of guidance for Muslims, also provides guidance on good study methods. The Al-Quran emphasizes the importance of knowledge, understanding, and the use of reason in the learning process, as Allah says in the Al-Quran surah An-Nahl verse: 125

أَدْخِ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ( النحل125 )



Translation: "Call (people) to the path of your Lord with wisdom and good teaching and debate them in a better way. Indeed, it is your Lord who knows best who has gone astray from His path and He (also) who knows best who has been guided." (An-Nahl/16:125) (Al-qur'an dan terjemahan Kemenag RI, 2019)

Transformation process in learning methods as mentioned in QS. An-Nahl verse: 125 above is that a good way to convey messages and learn is through a wise approach, good advice, and discussing in the best way. By applying these principles, we can build effective communication, increase understanding, and establish harmonious relationships with others.

#### b. Use of Technology in Learning

The use of technology in learning at SMP Negeri 1 Tolitoli really helps teachers and students in learning; Learning technology helps teachers in preparing teaching devices, teaching materials, teaching media and learning resources; The use of learning technology provides students with motivation to learn and increases their involvement in learning.

As the spearhead of education, teachers must keep up with the rapidly changing times and be able to utilize technology in the learning process by implementing learning innovations. As stated in previous research, learning innovation in education 4.0 emphasizes mastery of learning methods, application and development of learning methods by teachers as educators. Learning innovation 4.0 can be carried out by utilizing technology in learning. (Sihotang, 2020) The use of technology in learning can help teachers achieve learning goals as presented in previous research that learning technology is a tool that can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and educational or learning goals can be achieved effectively and efficient. (Teni Nurrita, 2018) Apart from helping teachers, educational technology can motivate students so that they are actively involved in learning. This is supported by the theory of technological constructivism which combines concepts from constructivism with the role of technology in learning.

In this era of rapid development, technology has brought significant changes in various aspects of life, including in the field of education. The use of technology in learning can provide wider, more interactive and effective access for students. In line with that, the Al-Quran as a holy book was revealed as a guide for mankind, providing relevant foundations and guidance in dealing with this technological development as explained in QS Al-Alaq: 3-4

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ

Translation: "Read it! Your Lord is the Most Glorious, who teaches (humans) with the pen." (Al-'Alaq ayat :3-4) (Al-qur'an dan terjemahan Kemenag RI, 2019)

According to Al-Maraghi's interpretation, this verse explains that it is Allah who made kalam a medium that humans use to understand things, as they understand them through speech. Thus, the use of technology in learning has provided various significant benefits for students, educators and the learning process as a whole. Therefore, educators must know and understand how important the use of technology is. because by using the right technology, learning objectives can be achieved well.

### c. Empowerment of Students in Learning

The role of the leader teacher in empowering students in learning brings significant changes to students; empowering students in the learning process includes decision making in the learning process and meeting students' learning needs; Empowering students in learning can increase student motivation and self-confidence.

According to constructivism theory, students actively construct their own knowledge through interaction with the environment and learning experiences. Teachers act as facilitators in providing relevant learning situations and providing support for students in constructing their own understanding. Empowering students in a constructivist context involves giving them the freedom to explore, think critically, and take initiative in learning. This is also supported by the theory of autonomy (self-determination theory) which states that it is important to provide autonomy, competence and social connectedness to individuals to increase motivation and involvement in learning. In the context of student empowerment, this theory emphasizes the importance of providing choices and providing appropriate challenges. , and creating a supportive environment in meeting students' psychological needs (D. Sibagariang, 2021). From the explanation of the theory above, it can be interpreted that the leader teacher facilitates and creates a situation where students are given the opportunity to participate in determining each learning activity process designed by the teacher in meet students' learning needs. By providing these opportunities, leader teachers enable students to feel their positive influence on learning, so that students become more responsible and confident learners.

In this ever-developing era, education has become an important aspect of human life. Education is not just putting information into students' minds, but also empowering them to be able to develop their own potential optimally. In terms of education, the Al-Qur'an emphasizes the importance of empowering students to achieve their best potential. Allah SWT says in Surah Ibrahim verse: 4 as follows:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Translation:

"We did not send any messenger, except in the language of his people, so that he might explain to them. So, Allah leads astray whom He wills (because of his

tendency to go astray), and guides whom He wills (based on his readiness to receive guidance). He is the Most Mighty, the Most Wise," (Ibrahim/14:4) (Al-qur'an dan terjemahan Kemenag RI, 2019)

The verse above emphasizes the importance of an active role, initiative, effort and responsibility in empowering students by using simple language in the context of the verse above using the language of their own people. Empowering students involves developing their potential, supporting them in achieving their life goals, and providing an environment that supports holistic growth and development.

## **4.2. School Ecosystem Transformation Process through the role of leader teachers**

### **a. Education technology**

The role of the leader teacher as an initiator and driver in the use of educational technology at SMP Negeri 1 Tolitoli; the use of technology at SMP Negeri 1 Tolitoli makes it easier for education staff to carry out administrative tasks; the use of educational technology at Tolitoli State Middle School helps teachers in conducting and reporting assessments of student learning outcomes; Educational technology provides new experiences to students.

Previous research shows that technology and information are not only used by cloud people, in education technology and information have become a means of facilitating learning, assessment, administration, accepting new students, recruiting teaching staff or employees. In the field of educational administration, information technology is very necessary in processing various data related to schools. (Sholeh Kurniandini, et al, 2022) Educational technology speeds up and simplifies administrative processes. Before technology, many administrative tasks had to be done manually, which took time and energy. However, with advances in technology, tasks such as archiving, recording student attendance, conducting exams, managing academic and non-academic records can be done quickly and efficiently. This reduces the administrative workload for education staff and teachers, allowing them to focus on core aspects of learning and providing the best service to students.

Learning carried out by teachers using technology as a teaching medium and learning resource provides interesting new experiences for them which allows them to become active learners from previously being passive. A study shows that facing the rapid development of technology today, teachers are required to continue learning to follow technological developments so that their knowledge is updated and students are not left behind in terms of the use and use of technology. With the abilities they have, teachers must be able to guide and direct students in using technology well and have benefits for the learning process. (Mulyasa, H.E., 2021)

Referring to the AECT 2004 definition, educational technology must be able to facilitate learning and improve the performance of individuals, groups or organizations, at any age, anytime and anywhere, with any material/concerning what is taught. It can be interpreted that technology is a source of information and

learning resources that suit educational needs that can facilitate the learning and management process in educational units.

According to the Islamic view, information and communication technology has existed for a long time, as explained in surah ar-Rahman verse 33.

يَمْعَشَرِ الْجِنَّ وَالْإِنْسِ إِنْ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَوَاتِ وَالْأَرْضِ فَانْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَنِ ( الرحمن/55):  
(33)

Translation:

"O congregation of jinn and humans, if you are able to penetrate (across) the corners of the heavens and the earth, then cross them, you cannot penetrate them except with strength." (QS. Ar-Rahman : 33) (Al-qur'an dan terjemahan Kemenag RI, 2019)

Almighty Allah is the One who created humans and equipped them with reason. Science and technology are fields of activity that are continuously being developed because they have benefits in supporting human life. Thanks to the results of science and technology, many aspects of life have been made easier.

#### b. Collaboration and Sharing of Good Practices

The role of the leader teacher is to encourage the creation of a culture of collaboration and sharing of good practices; collaboration carried out at SMP Negeri 1 Tolitoli includes decision making by all school members, namely the principal, education staff, teachers, students and parents; Making decisions in favor of students has an impact on the growth of their sense of responsibility and independence; community as a forum for sharing good practices.

In the school environment, decision making is an important process that involves all school members, including the principal, education staff, teachers, students and parents. The decisions taken have a significant impact on the management of school programs, learning processes and student development. A study shows that teachers must have the ability to innovate in developing the quality of their schools. To improve the quality of school education, teachers must be able to collaborate with parents and the school community. (D. Sibagariang, 2021). This is supported by previous research that the involvement of all school members can make it easier for programs to be implemented and achieve the desired goals. (Christina Andin, et al, 2019)

When all school members agree that the management of school programs involves students, then they will carry out more than just instructions from the teacher. This will give rise to what is called "agency" in students. Agency can be defined as the capacity to influence oneself and the direction of events through the actions one makes (Albert Bandura, 2006).

The leader teacher is the driver for creating collaboration and sharing good practices among fellow teachers. They act as sources of inspiration, motivation, and leaders in promoting collaboration between teachers. In a study, it shows that teachers become a driving force in the learning community for fellow teachers in

their school and region. Being a coach for fellow teachers is the role of the leader teacher. It is hoped that the presence of leader teachers will be able to bring about a good change for driven teachers, especially in the quality of teaching students and teacher independence in developing themselves independently. (D. Sibagariang, 2021). In the world of education, collaboration is an important aspect that encourages an effective and meaningful learning process. Collaboration involves cooperation, mutual respect, and mutual learning between students, educators, and other educational environments. In this context, the Al-Quran as a life guide for Muslims, provides direction and inspiration to build a culture of harmonious collaboration in learning.

The Al-Qur'an underlines the importance of working together and collaborating in gaining knowledge and facing life's challenges. Allah SWT says in Surah Al-Hujurat verse: 10

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ □

Translation:

"Indeed, believers are brothers, therefore reconcile your two brothers (who are at war) and fear Allah so that you may be blessed." (Al-Hujurat/49:10) (Al-qur'an dan terjemahan Kemenag RI, 2019)

This verse emphasizes the importance of collaborating on every goal that will be achieved together. Building togetherness and solidarity makes it easier to solve easy and difficult problems. Students in carrying out the learning process, subject matter which contains material or worksheets in the form of writing and practice will be absorbed more simply and have an impact on students' understanding.

## 5. CONCLUSION

The learning transformation process is through the role of leader teachers as initiators and motivators for fellow teachers to make changes to learning methods using problem-based learning, project-based learning and cooperative learning methods. The role of the leader teacher as an initiator, driver and guide in the use of technology in learning really helps teachers and students in learning. Learning technology helps teachers in preparing teaching devices, teaching materials, teaching media and learning resources. The innovations made by teachers in preparing teaching materials, teaching media and learning resources using technology provide motivation and increase their involvement in learning. Empowerment of students in learning carried out by leader teachers includes decision making and learning processes that meet students' needs, bringing significant changes to teachers in the learning process carried out and to students' motivation and self-confidence.

School Ecosystem Transformation Process through the role of leader teachers as initiators and drivers in the use of technology. Motivating teachers guide teachers in using technology in educational services, making it easier for education staff to carry out administrative tasks and help teachers carry out assessments and report student learning outcomes. This has an impact on students, giving them new experiences.

Apart from being the initiator of the use of technology in their environment, the leader teacher also plays a role as a driver in creating a culture of collaboration and sharing good practices. Collaboration includes decision making by all school members, namely the principal, education staff, teachers, students and parents. Making decisions that side with students has an impact on the growth of their sense of responsibility and independence. Leader teachers also create a learning culture to improve the learning process by always sharing good practices in a learning community in their environment.

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