

## **CHAPTER I**

### **INTORDUCTION**

This chapter consists of Background, Research Question, Objective of the research, Significance of the research, and key term definition.

#### **1. 1Background**

Education is the most important thing in determining the progress of a nation. A great nation certainly has a superior concept in education and how to prepare for the educational needs of the nation's future successors. However, in the world of Indonesian education, Indonesia, which has not yet found a point of progress, requires the Ministry of Education and Culture and Research to think of the right formulation in designing learning that can boost the quality of education. The implementation of education should be a learning process that has meaning and benefits, and education is not just about finding values or numbers (Murniarti, 2016 in Yokoyama et al., 2023: 188).

The role of education is as a process or as a means of improving the quality of human resources. Therefore, in improving the quality of education in Indonesia, the government made a new breakthrough in making a curriculum policy, namely "Merdeka Belajar" which was initiated by the Minister of Education and Culture "Nadiem Makarim". the more a country develops, the knowledge it teaches must be developed

and refined continuously. Therefore, the development of the education and teaching process begins with curriculum development. (Fatirul & Walujo 2022 in Cholilah et al., 2023: 58) state that the curriculum as a learning plan is an educational program designed to teach students. The designed program contains various activities that can support the learning process of students, so that changes and developments arise both from the behavior and skills of students according to the goals of education and learning.

An independent curriculum is a curriculum with a variety of content in schools that is optimized to give students sufficient time to learn concepts and strengthen their skills. (Mariawan et al., 2023), Nadiem said, The core of the independent curriculum is self-directed learning. This concept is designed to give students the opportunity to discover their interests and talents. For example, when two children in one family have different interests, the assessment criteria are not the same. So you can't force children to learn something they don't like. This model curriculum will ensure independence and autonomy for students and schools.

The implementation of the independent learning curriculum is to make teachers able to develop creativity and improve academic abilities and also teachers are able to use good learning methods and media. The idea of this independent learning essence is to create a pleasant learning atmosphere without feeling burdened to achieve certain values (Sudaryanto et al., 2020 in Cholilah et al., 2023: 59)

The next government program to support the optimization of the

implementation of the independent learning curriculum is the establishment of a Mobilizing teacher program. The mobilizing teacher program can be followed by every teacher from various levels of education, including elementary, junior high, and high school/vocational school. However, to become a mobilizing teacher, teachers are required to participate in every stage of the selection and education of mobilizing teacher within 6 months. During the education process, each prospective Master Teacher will be guided by professional instructors, strong facilitators, and experienced mentors.

Minister of Education and Culture Nadiem Makarim explained that a mobilizing teacher has more qualifications than a teacher who already teaches well in the classroom. According to him, a mobilizing teacher is not just motivating students to improve their achievements, but a mobilizing teacher is a teacher who has all the characteristics of a good teacher. But they have the ability to lead, innovate, and make changes.

The mobilizing teacher is a teacher who prioritizes students and innovates in learning to optimize students' abilities without waiting for orders. (Ningrum et al., 2022). According to Mulyasa, a mobilizing teacher is a teacher who is creative, innovative and skilled in learning and energetic in serving students, able to build and develop relationships between teachers, between schools and between learning communities and become agents of change in schools and even outside schools.

The task of the Mobilizing teacher includes making changes in schools through small changes from classrooms by conducting learning and delivering

students to be able to keep up with the demands of increasingly complex times. Changes created from teacher innovation and creativity for students and educational actors in schools if carried out in a serious way with good communication will certainly encourage students to follow the changes. (Werty Tangahu, 2021).

The implementation of independent learning by the mobilizing teacher is, how the mobilizing teacher can create a more positive school culture. A conducive school environment will create enjoyable learning for all the same thing conveyed by (Gulo, Nadeak and Tampubolon, 2021 in Yokoyama 2023: 194) said that a positive school environment greatly influences the success of an expected school goal. Especially the role of the principal in building a positive school ecosystem, namely the reciprocal relationship between those who lead and those who are led. In creating a school culture that is safe, comfortable and fun for all, the role of all school members is very decisive.

The role of the mobilizing teacher is the learning leader, being a coach for other teachers, encouraging collaboration, realizing student leadership (Student agency) and mobilize the learning community.

According to research conducted by (Sijabat et., al 2022) states that teachers who have participated in the Mobilizing teacher program will later be very able to manage learning with available technology and apply learning methods with technological advances, and be able to make continuous improvements in the implementation of learning. This is in line with research conducted by (Riowati, 2022 in Intan Nur Anggraeni & Rugaiyah 2023:3)

states that the role of the mobilizing teacher as a leader is to motivate fellow teachers in the field of education as well as mutual learning to achieve changes in the quality of education and be able to apply learning to keep up with the times.

Reporting from the official website of the mobilizing teacher, the role of the mobilize teacher is as follows come a learning leader Mobilizing a community of practice, Be Establish. collaboration between teachers and , Realize student leadership, and a coach for other teachers.

In addition the role of the mobilizing teacher reported by the official website of independent learning is Mobilize a learning community for peer teachers at school and in the region, Become a Practice Teacher for other teacher colleagues related to learning development at school, Promote student leadership in the school, Open positive discussion and collaboration space among teachers and stakeholders inside and outside the school to improve learning quality, and Being a learning leader that promotes the well-being of the education ecosystem in schools

Based on the background of the problems described above, the researcher took the research title "The Role of Mobilizing Teachers In Teaching English At Secondary School". This study aims to find out their experience in implementing their role in English language teaching at secondary school.

## 1. 2 Research Question (s)

Based on the above background, the problem that can be raised related to the role of mobilizing teachers in English language learning: How is the experience of mobilizing teachers in implementing their role in English language teaching at secondary school?

## 1. 3 Objective of Research

Based on the formulation of the problem above, the purpose of the research of this study To describe the experience of mobilizing teachers in implement of mobilizing their role in English language teaching at secondary school.

## 1. 4 Significance of Research

The research method used in this study is to use a qualitative descriptive approach. According to (Mukhtar, 2013), qualitative description is a method used by researchers in finding knowledge and research theory at a certain point in time. This research aims to find out their experience in implementing their role in English language teaching at secondary school.

## 1. 5 Key Terms and Definitions

### 1. Teaching English

English language learning is an important learning, currently English is a language that has an important role both in the world of education and the business world to establish good communication and

relationships to the international world certainly requires English language skills. For this reason, English language learning is needed to support the development of education in the future.

## 2. Independent Curriculum

Independent Curriculum is a curriculum with diverse intracurricular learning, content will be optimised so that learners have sufficient time to explore concepts and strengthen competencies freedom for education in Indonesia to determine for themselves the best way or method that can be used during the teaching and learning process. This curriculum focuses on essential content so that learners have sufficient time to explore concepts and strengthen competencies. Independent curriculum is implemented to exercise freedom of thought.

## 3. Mobilizing teacher

A mobilizing teacher is a teacher who is creative, innovative and skilled in learning, able to produce quality learning and energetic in motivating students, able to build, inspire and develop relationships between teachers, between schools and between learning communities and become agents of change in schools and even outside schools.

## 4. The role of the mobilizing teacher

Mobilizing teachers act as agents in improving the quality of education in schools. they are able to inspire and motivate students by using various approaches and learning methods that are in accordance with the characteristics of students, so as to produce quality learners.

mobilizing teachers not only teach, but also act as motivators, activators, and facilitators in fostering students' enthusiasm for learning.