

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses theories that are relevant to this research. the points that the researcher wants to discuss are Previous study, some pertinent ideas, and Theoretical Framework.

2.1 Previous Study

Some previous studies related to the role of teacher mobilisers in English language learning are.

Rahmat Rifai Lubis, Fitri Amelia, Elvira Alvionita, Ismail Effendi Nasution, Yulia Haliza Lubis from Islamic Religious College Medan, North Sumatra, Indonesia & North Sumatra State Islamic University Medan, North Sumatra, Indonesia, with the research title "The Role of Teacher Mobiliser in Improving Equitable Quality of Teacher Performance" in this study they used the research method used was descriptive qualitative method. The results of this study explain that the efforts made by the mobilizing teacher in equalizing the quality of teacher performance at State Elementary School 104267 Pegajahan that the active role of the mobilizing teacher in equalizing teacher performance has been actively implemented in this school and has been implemented in the online and offline learning process.

Tri Fanny Anggraeny , Dian Novita Dewi from Universitas Brawijaya. The research title “An Analysis Of Teacher Strategies In Teaching English Using Differentiated Learning” the result this research concludes that the

implementation of differentiated learning in class is effective that can help the students to understand the material according to the students' needs.

Deby Dwi Juliani from English Education Study Program Language and Arts Education Department, the research title "English Teachers' Preparations Toward Merdeka Belajar Curriculum Of Sekolah Penggerak In Palembang" The result of this research showed that the implementation of Sekolah Penggerak was still ongoing. It showed 4 out of 5 English teachers preferred to use the 2013 curriculum than Sekolah Penggerak program. English teachers got some impacts from this program, such as making teachers more updated, improving teaching performance, presenting a non-monotonous learning style, and using technology.

Arif Rahman, Mirjam Anugerahwati, Sri Rachmajanti from English Education-Universitas Negeri Malang, the research title "Secondary School EFL Teachers' Perceptions and Experiences of Professional Development" the results of the research of high school English teachers realize the importance and necessity of their professional development and view it as a process to become a teacher who has a lot of knowledge and an experienced teacher.

Sania Tricahyati , M. Zaim from English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Padang , research title "English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang" The results of the study show that teachers have obstacle in formulating learning outcomes and applied differentiated learning in the process in teaching learning. Even

the teachers is in category ready, they still need workshop and training which focused on assessment and utilization IT to help teacher create interactive media, so the teacher will be more prepare to implementation of Merdeka Belajar curriculum.

Dewi Umi Qulsum from Yogyakarta State University, Indonesia, research title "The Role of Mobilizing Teachers in Strengthening the Profile of Pancasila Students as 21st Century Character Education Resilience" dewi used normative research methods; literature study research stage and deductive analysis. The important role of the mobilizing teacher is to be a learning leader that promotes the well-being of the education ecosystem at school. mobilize a learning community (become a community practitioner) for fellow teachers at school and in the region, become a practicing teacher (coach) for other teacher colleagues related to learning development at school.

Aiman Faiz & Faridah from PGSD, Muhammadiyah University of Cirebon, IAIN Cirebon Postgraduate with the title "The Mobilizing Teacher Programme as a Learning Resource". Research results, The mobilizing teacher program is one of the solutions implemented by the Minister of Education and Culture to prepare for global education. The teacher mobilizer program can develop skills for the pedagogy needed, become a leader, be it the principal, supervisor or leader in the classroom itself.

Sugiyarta SL, Ardhi Prabowo, Tsabit A. Ahmad, Aji Purwinarko, M.B. Siroj from Semarang State University with the research title "Identification of Teachers' Capabilities as Mobilizing Teachers in Semarang Karesidenan" in this

study they used qualitative methods that prioritise field survey approaches, interviews, and observations as data collection methods. The results show that teacher leaders are able to mobilize the community. Skilled teachers have complete professional competencies. Inspirer teachers have experience in various learning activities.

2.2 Some Pertinent Ideas mobilizing teacher

1. Teaching English

Learner participation in learning is very important, especially in language learning. English is an important thing to learn and master because English is an international language. (Adisti Rizma Wihartant, 2022). Developing English language skills contextually and in accordance with the context and conditions and situations of students' daily lives. This is to produce a form of English learning that is more in touch with the language needs of learners.

In the era of information and globalization, the government realizes the importance of the role of English and human resources who have the reliability to communicate in English, which in Indonesia is a foreign language (Febriyanto, 2015). Nowadays 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, of course, requires English language skills. For this reason, English

language learning is very necessary to support the development of education in the future.

The importance of young people learning English and interacting with their environment has not been fully appreciated, even by the government. With the rapid development of technology, English can be easily accessed by students in their daily lives. (Febriansyah et al., 2022). The need for support to improve English learning for young people, especially now that technology is modern where English learning can be accessed so that it makes it easier to learn English and English is becoming increasingly important as a global communication tool, which allows humans to work together effectively and access wider resources and information.

As an educator, knowing the purpose of language learning is highly emphasize. As we all know, the main purpose of language learning is to prepare learners to achieve communication and the use of a language that has been learnt. However, the language practice they have acquired is sometimes limited to linguistic acquisition without the practice of communicating itself after leaving the classroom (Widdowson, 2000 in Byslina Maduwu, 2016: 5). English language learning is carried out to improve our speaking skills in English for but usually only limited to using English outside of it.

“English language learning as a foreign language is the application of English itself which is used in a social context, meaning, language is used

in interacting in social life” (Tomlinson, 2005 in Byslina Maduwu, 2016: 5). English is the connecting language between individuals from different parts of the world. By mastering this language, one can communicate and interact more widely, creating more global connectivity and networks.

(Naiman et al., 1978: 1 in Idham Syahputra 2014: 128) stated that "All forms of language teaching can be well developed if we have sufficient knowledge about learning and the teaching and learning process itself". Thus, knowledge of learner characteristics will help in smoothing teaching and learning activities so that learners can achieve maximum results.

2. Independent Curriculum

The independent curriculum is a curriculum that will be implemented according to the needs, environmental conditions, and competency achievements that are the main objectives. To encourage this transformation, the Ministry of Education, Culture, Research and Technology has launched a mobilizing school program that will support the implementation of this independent curriculum (Kholisdinuka, 2020 in Fitriyah et al., 2022: 240). During the learning process, teachers will conduct periodic formative assessments to track student learning progress and make adjustments to learning methods, if necessary. At the end of the learning process, teachers can also conduct summative assessment as a process of evaluating the achievement of learning objectives.

The Independent Curriculum is a curriculum that aims to hone children's interests and talents from an early age by focusing on essential material, character development, and learner competencies (Neng Nurwiati, 2022). The independent curriculum provides flexibility for educators and support for teaching tools and training materials to develop and implement quality learning.

The Independent Curriculum is a curriculum with intra-curricular learning whose content will be more optimal so that students have time to explore concepts and strengthen competencies (Lie, 2022 in Kurniati et al., 2022:410). The independent curriculum is a curriculum with diverse intracurricular learning, where the learning content will be more optimal so that students have enough time to explore concepts and strengthen competencies, on the other hand, teachers have the flexibility to choose their teaching tools so that learning can be tailored to the learning needs and interests of

The independent curriculum has the concept of independence and freedom for education in Indonesia to determine for itself the best way or method that can be used during the teaching and learning process. (Afida, 2021 in Aisyah et al., 2022: 163). The independent curriculum centres on developing learning that can be suitable for use in school learning.

The independent curriculum is a curriculum with diverse learning. It focuses on essential content so that learners have enough time to explore

concepts and strengthen competencies. The independent Curriculum is implemented to exercise freedom of thought. The most important core of this freedom of thought is aimed at teachers.

3. Mobilizing teacher

Aiman Faiz & Faridah (2022), stated that, “A mobilizing teacher is a teacher who is able to innovate so as to provide inspiration not only for students but also for the wider community”. In this case the mobilizing teacher must have the ability to think creatively which then becomes a useful innovation in supporting quality learning.

(Mulyasa, 2021:3 in Anwar et al., 2022:224) , believed that, “A mobilizing teacher are expected not only to be able to design ideal learning, but also to be able to build effective relationships with students and the school community and able use technology to support improving the quality of education”. Not only teaching but teachers have an important role in improving the quality of education in schools, both to students and to those at school.

Manao et al., (2022),discovered that, “a mobilizing teacher is a learning leader who is able to implement independence in learning and participate in moving the education ecosystem to realize learner-centred education Through the mobilizing teacher programme, various trainings and workshops are provided which will certainly improve the quality of teachers in Indonesia”. The quality of teachers is very important because to realize good education, of course what is needed is a teacher who has good

standards and quality who is able to make learning in a place for students to develop their abilities.

4. The role of the Mobilizing teacher

Dewi Umi Qulsum (2022) suggested that "The role of the mobilizing teacher is inseparable from an ideal in an effort to realize the Profile of Pancasila Students who can apply the value of noble character values later when they grow up and continue the relay of building our beloved country". The mobilizing teacher is one part that plays an important role in becoming a big agent of change to produce quality children of the nation and become the pride of the country.

(Jannati et., al 2023) Mobilizing teachers must be able to become agents of change for their work ecosystem so that they are moved to innovate and implement new paradigms of learning with a focus on ability students in the concept of differentiation.

(Riowati, 2022 in Intan Nur Anggraeni & Rugaiyah Rugaiyah 2023:3) states that "The role of the mobilizing teacher as a leader is directed at motivating fellow teachers in the scope of education as well as mutual learning to achieve changes in the quality of education and to be able to apply learning to keep up with the times". Learning Leader means that a teacher becomes a leader who focuses on components that are closely related to learning, such as curriculum, teaching and learning process, assessment, teacher development and school community. A mobilizing

Teacher is expected to be able to act as a learner-oriented leader by paying attention to all aspects of learning that support learner growth and development.

(Mulyasa, H. E., 2020 in Manao 2022: 133), says that “The role of the mobilizing teacher is to make changes in schools through small changes in the classroom through learning and sending students to help balance the demands of increasingly complex developments, brought about by innovation and creativity”. Mobilizing teachers provide a comfortable, creative and fun learning atmosphere so that these innovative changes can make students enjoy learning well and they feel not bored so that they can express themselves in learning.

(Jannati et.al., al 2023) “teachers as creators of discussion and collaboration, create a community of practitioners who become a forum for discussion and collaboration for mobilizing teachers. Through this community of practitioners, screen mobilizing teachers address the issues and challenges they face”.

“The role of the mobilizing teacher is to be able to inspire and motivate students by using various approaches and learning methods that are in accordance with the characteristics of students” (Sidik & Sobandi, 2018 in Rahma et, al., 2023:1546). In addition to creating new innovations to learning, the mobilizing teacher must be able to analyze the different characteristics possessed by various students, so that from there the

mobilizing teacher must be able to create suitable learning methods to be used with students, so that they can easily understand any learning taught to them.

(Iskandar et., al 2023) "application of independent curriculum and the concept of independent learning, where teachers must be able to organize fun learning and pay attention to the potential needs of each learner".

As for the role of the mobilizing teacher in education (Sutikno, M. S., 2007; Manizar, E., 2015 in Sibagariang et., al 2021) :

1) The mobilizing teacher mobilizes the school's learning community and other teachers in the area. Acting as a coach for teachers is the job of a mobilizing teacher. The presence of the mobilizing teacher is expected to bring good changes for hardworking teachers, especially in the quality of student teaching and teachers' independence to develop themselves.

2) The mobilizing teacher has a role to develop in the teacher. teacher training. centralized learning. Teachers who are mentored by a mobilizing teacher must be able to plan and manage their learning as interestingly as possible, so that students are motivated to learn and according to their abilities and talents. The motivation that exists in students provides an opportunity to improve their academic performance independently.

3) The mobilizing teacher becomes an agent of change in improving student management in the school.

4) The mobilizing teacher should be able to create space for discussion and collaboration with other teachers and other teachers, stakeholders in the school and extracurricular education environment to improve school management in schools and learning.

5) The mobilizing teacher should be a guide in the learning process, so as to create a comfortable and calm atmosphere in the learning ecosystem. Through comfortable learning, learners are encouraged to develop into individuals who think critically, creatively, have noble character and are tolerant.

6) Active self-development.

Teacher mobilizers must always update themselves according to the times. Teachers should be able to improve and develop their skills as teachers independently.

7) Being a motivator.

A teacher is a facilitator of learning when he/she encourages learning activities. The mobilizing teacher must be a role model who can guide and change the behavior and character of students for the better. giving birth to a generation of high-level human beings who

have the knowledge and intellectual depth to lead the country's progress.

(Arianti 2018) " The role of teachers in the teaching and learning process includes many things such as teachers, class managers, supervisors, motivators, consultants, explorers"

(Lubis et., al 2023) the role of the mobilizing teacher :

1. As a learning leader.

In this case the teacher only acts as a facilitator of continuous learning, and students become the object of learning, which is called student-centered learning, leading discussion groups, and so on.

2. Being a coach for other teachers.

In this case, the mobilizing teacher must be able to become a practical mentor for other teachers, especially in learning. the mobilizing teacher is a model teacher or role model that other teachers refer to when learning development techniques such as: Creating learning methods or lesson plans.

3. Mobilizing the community of practitioners.

In this case, for example, playing an active role in the KKG (Teacher Working Group).

5. Realizing student leadership.

Guiding students to become leaders in ceremonies, Olympics, and other extracurricular activities.

Reporting from the official website of the mobilizing teacher, the role of the mobilize teacher is as a learning leader then Establishing cooperation or collaboration between other teachers and a coach for other teachers.

2.3 Theoretical Framework

The Learner Teacher Education program has a role in efforts to improve teacher quality. According to research conducted by (Sijabat et.al., 2022) states that teachers who have participated in the learner teacher program will be very capable of managing learning with available technology and applying learning methods with technological advances, and being 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 Rugaiyah, 2023: 3) which states that the role of the Mobilizing teacher as a leader is to motivate fellow teachers in the field of education and learn from each other to achieve changes in the quality of education and be able to apply learning to keep up with the times. Teachers are people who play an important role in educating and teaching students at school, especially with the current policies in the world of education which then require teachers to be able to adapt in the face of change, teachers must also be able to upgrade themselves by developing their pedagogical

competence, so that they can be able to guide and direct students to use their reasoning power properly, for this reason the government's policy in creating mobilizing teachers in the world of education is expected to take an important role in it, especially in learning.