


GURU PENGGERAK AND NON-PENGGERAK TEACHER PERCEPTION ON IMPLEMENTATION OF PROBLEM BASED LEARNING IN ENGLISH LANGUAGE TEACHING

Agus Salim¹, Nurdevi Bte Abdul², Andi Asri Jumiatiy³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 14, 2023 Revised: November 9, 2023 Accepted: January 12, 2023 Published: December 31, 2024</p> <p>Keywords: Problem-based learning Guru Penggerak English language teaching</p>	<p>This research aimed at finding out <i>Guru Penggerak</i> and <i>non-penggerak</i> teacher perception on the implementation of problem-based learning in English language teaching. The method of this research was case study. Data of the research were collected through observation and interview. This research was conducted at SMA Negeri 8 Makassar with two teachers as a subject. The subject was divided into <i>Guru Penggerak</i> and <i>non-penggerak</i> teacher. The techniques of data analysis were data reduction, data display, and conclusion drawing/verification. The findings of this research showed that in syntactically implementing Problem-based learning is the same between the <i>Guru Penggerak</i> and <i>non-penggerak</i> teacher. But individually as teachers there is a distinction between <i>Guru Penggerak</i> and <i>non-penggerak</i> teacher in teaching process. <i>Guru Penggerak</i> tends to give freedom to her students to collaborate, creatively, and express their ideas. While <i>non-penggerak</i> teacher tend to focus more on achieving the learning objective based on lesson plan. In addition, the distinguishes between <i>Guru Penggerak</i> and <i>non-penggerak</i> teacher is their difference perceptions in implementing problem-based learning. Different experiences, teaching method and point of view very visible from the teachers.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Salim, A., Bte Abdul, N., & Andi Asri Jumiatiy. (2024). Guru Penggerak and Non-Penggerak Teacher Perception on Implementation of Problem Based Learning in English Language Teaching. <i>Journal of Language Testing and Assessment</i>, 4(2), 90-95. https://doi.org/10.56983/jlta.v4i2.1049</p>	
<p>Corresponding Author: Agus Salim English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: agussalim@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

The *Guru Penggerak* are those who have followed the program of *Guru Penggerak* programmed by the Ministry of Education. But deeper down, a *Guru Penggerak* is anyone who makes his pupils the primary focus, even their own careers (Nadiem, 2019). *Guru Penggerak* is a learning leader who applies independent learning and moves the entire educational ecosystem to create a student-centered education. *Guru Penggerak* learning communities for

teachers in their schools and regions as well as develop student leadership programs to create *Profil Pelajar Pancasila*. To become a *Guru Penggerak* must follow the selection and education process of surviving 9 months. During the educational process, prospective *Guru Penggerak* will be supported by professional instructors, facilitators, and escorts (Kemendikbud, 2021).

Problem-based learning was first introduced by Barrows around the 1970s in media science learning at McMaster University Canada (Husnul, 2020). Through the use of active problem-solving in authentic contexts, students engage in problem-based learning (PBL). Individual lessons, units, or even entire curricula can be taught using it. Problem Based Learning is frequently implemented in a group setting with a focus on developing abilities for cooperative decision-making, communication and discussion, team upkeep, conflict resolution, and group management (Michael, 2010). Based on Michael's definition, problem-solving skills and improved critical thinking are perfect for using Problem Based Learning in his learning process. However, in the process of its application must go through stages that are divided into several steps, for which the researcher will see how the application process of Problem based learning carried out by the *Guru Penggerak* while teaching in the classroom will then be associated with the effectiveness of the *Guru Penggerak* program that has been followed by that teacher seen from the side he teaches.

In previous related study, according to Barrows (1982) stated that problem-based learning is a learning method based on the principle of using problems as a starting point for the acquisition and integration of new knowledge (Gusti, 2020). It appears that problem-based learning is essentially a method of teaching where students are given an issue to learn about and will later be developing solutions for. Using unstructured learning environments to organize courses and study while presenting real-world challenges is known as problem-based learning (Arends, 2012). Here it can be seen that the problem-based learning model is basically a model designed to focus learning on the student and all examples of the subject are associated with the real life of the student and the ability of students to think increases. Product testing results show that there is an improvement in critical thinking skills of students using these learning tools (Avdareza, et al, 2020).

On another hand, according to Nadiem (2019) state that *Guru Penggerak* differs from other instructors, and I think there is at least one teacher in every academic department at a

school or university. What distinguishes one teacher from another? Instructors that put students first and their learning ahead of anything else, even their careers. As a result, it acts on its own initiative and does its best. Also, there are the parents' movements. The guiding principle remains: everything good for the youngster (Kemendikbud, 2019).

RESEARCH METHOD

The method of this research used a case study because the issue of the case is the role of "Guru Penggerak" in implementing problem-based learning, and what are *Guru Penggerak* and *non-penggerak* teacher perception in implementing Problem based learning. The researcher conducted this study at SMA Negeri 8 Makassar. The subject of this research was from *Guru Penggerak* and *non-penggerak* teacher.

The instrument of this research used observation and semi-structured interview. observation is used to see how the subjects apply problem-based learning in their teaching and learning process. While the semi-structured interview is used by researcher to find out how the perceptions of the two subjects are related to the implementation of problem-based learning, there are 5 questions in the interview related to teacher perceptions. Then, the data converted into written form after being transcribe and that analyzed the data by using some of Miles and Huberman (1994) steps for describe the data, namely data reduction, data display, and conclusion drawing.

RESULT AND DISCUSSION

The results of this research covered that there are differences in perceptions between *Guru Penggerak* and *non-penggerak* teacher due to a variety of things, including experience, perspective, and the students they teach.

Using Problem-based learning

Guru Penggerak used Problem-based learning in teaching English even since 2013 and before becoming a *Guru Penggerak* while *non-penggerak* teacher have using Problem based learning during 2018 and just use it for some material. Based on this, it can be concluded that *Guru Penggerak* is more experienced in implementing Problem based learning in the teaching

and learning process, while *non-penggerak* teacher rarely uses the Problem based learning approach, only certain materials.

The reasons using Problem-based learning

Some reasons *Guru Penggerak* using problem-based learning is make students critically, and easy to explain the materials. In another hand, *non-penggerak* teacher assumed that Problem based learning is easy to implement and have a lot of impact in teaching and learning. Based on this perception it can be concluded that *Guru Penggerak* uses Problem based learning with the aim of make it easy for students to stimulate them regarding what they learn by great stimulation, teacher will not struggle at providing a studied material. Meanwhile, according to *non-penggerak* teacher, it sees from the point of view that problem-based learning is simple and easy to apply to several subject matter therefore it can have a significant impact on students.

Combine Problem-based learning with another method

According to *Guru Penggerak* argue that problem-based learning can be combined with some other methods or approaches. One of the most suitable uses is a combination of problem-based learning and project-based learning. Problem based learning is used for knowledge values and project-based learning for skill values. Meanwhile, *non-penggerak* teacher assumed that using more than one approach in learning is difficult to using it and she have to ensure that the material they learn must match the learning objective. Based on this statement, there is a difference point of views between *Guru Penggerak* and *non-penggerak* teacher it is caused the difference in experience during using Problem based learning and who am they teaching.

Considerations for implementing problem-based learning

The consideration *Guru Penggerak* before implementing problem-based learning is the students and the material taught because these two things will last together. Students who are unable to understand the material well, it is difficult to impose problem-based learning even if the material is suitable. Meanwhile, *non-penggerak* teacher looking for the material studied is considered to be a major consideration in implementing Problem based learning. Non-

penggerak teacher makes students the main subjects taught and have not changed, while the material changes.

The experience during using Problem based learning

The mindset of *Guru Penggerak* must be more understand about the condition, the feelings, everything students need. It shows that ideally after participating in the *Guru Penggerak* program, the teacher should be better understanding the existing conditions, both the students and environment. Basically, *Guru Penggerak* is a call for yourself as an educator to make students more productive, intelligent, insightful and able to adapt to all the material studied. Meanwhile, based on extract 10, *non-penggerak* teacher said that nothing special in implementing Problem based learning because she rarely uses that approach.

CONCLUSION

Based on the findings of this research, it can be concluded that the difference in perceptions between *Guru Penggerak* and *non-penggerak* teacher is only in terms of handling students when implementing problem-based learning, but syntactically in its application it is the same between GP and non-p. Differences in experience, differences in individuals taught make each teacher have a different point of view.

REFERENCE

- Afdareza M, Yuanita P, Maimunah M. (2020). Development of Learning Device Based on 21st Century Skill with Implementation of Problem Based Learning to Increase Critical Thinking Skill of Students on Polyhedron for Grade 8th Junior High School. *Journal of Educational Sciences*, 4(2).
- Hardika Saputra (2020, April, 27). Pembelejaraan Berbasis Masalah (Problem Based Learning). <https://www.researchgate.net/publication/340950123>. Perpustakaan IAI Agus Salim.
- Jannati P. (2023). *Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka di Sekolah Dasar*. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidayah* 7 (1).
- Kemendikbud. (2019). Program Guru Penggerak. <https://sekolah.penggerak.kemendikbud.go.id/gurupenggerak>
- Loppies M, Badrujaman A, Sarkadi S. (2021). The Effect of Problem Based Learning Models in Online Learning Settings On Student Cognitive Learning Outcomes In History Subjects. *Journal of Education Research and Evaluation*, 5 (1).

- Nur'aini. (2020). Penerapan Metode Studi Kasus Yin Dalam Penelitian Arsitektur dan Perilaku. *INERSIA Vol. XVI:1*
- Orey, M. (2010). *Emerging Perspectives on Learning, Teaching and Technology*. Zurich: The Global Text Project.
- Sutikno, et al. (2021, Juli). Penelitian Kualitative.
https://www.researchgate.net/publication/353587963_PENELITIAN_KUALITATIF
- Rusman. (2014, Juni). Penerapan Pembelajaran Berbasis Masalah. *Edutech, Tahun 13, Vol.1, No.2, Juni 2014*
- Sugiarsi. (2020). Instrumen Penelitian Kualitatif. publikasi.apfirmik.or.id
- Yani, K. (2012). Studi Kasus (John W Craeswell).
http://file.upi.edu/Direktori/FPIPS/JUR_PEND_SEJARAH