

MOVEMENT TEACHER

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Abstract: This discussion aims to increase understanding of the driving teacher who is part of the education reform process towards a better change and has a fundamental role in implementing independent learning. The ambitious teacher is a program of identifying and training future educational leaders. Motivating teachers are required to have more capabilities than teachers in general. A Motivating Teacher must have the characteristics of a good teacher, but a good teacher is not necessarily a Motivator. A good teacher is a teacher with good performance but only in the classroom. They can improve student achievement, teach creatively and innovatively, and develop their competence. Meanwhile, the role of the driving teacher is not only limited to being successful in managing the class they are teaching. In addition to being a good teacher, a Motivating Teacher must also have the will to lead, innovate, and make changes. As a teacher, the teacher must still integrate character values into the learning process, whether it is included in teaching materials, assignments or daily tests. We always communicate with students in various teaching applications such as WhatsApp links, Google Classroom, Zoom Meeting, Google Meet, and others in teaching and learning activities. There are things to communicate that may be considered trivial and usually happen. Still, it turns out to be very important for us to cultivate good character for students when we talk in online media. Motivating teachers are expected to encourage student growth holistically and become Pancasila students. The driving teacher will be an inspiration for other teachers, have teaching innovations and varied teaching media, and become peer tutors at school.

Keyword: Teacher, Movement, Education

INTRODUCTION

The teacher mobilization program is one of the essential parts of an independent learning policy. The driving teacher is designated as an agent of change to reform the education system from the smallest unit, namely the school. Guru Activator is a program for training, identifying, or nurturing future leaders of Indonesian education. This program aims to find agents of change who in the future will have a significant impact on educational institutions to give birth to the next generation of superior Indonesians. This program is essential and is expected to be successful to maintain the future of the Indonesian education unit. As previously explained, when we want to improve the quality of students, we must also improve the quality of the teaching staff. Educators or teachers are the main spearheads of teaching and learning activities. The Motivating Teacher Program can be a solution to improve the ability of teachers to fulfil the concept of the Independent Learning curriculum. There are six aspects of the Pancasila Student Profile that students and teachers must possess to achieve the goal of Independent Learning; this is also the reason for the existence of the Motivating Teacher program because its establishment aims to fulfil these six aspects. The six elements of the Pancasila Student Profile formulated by the Ministry of Education and Culture are: (1) Have faith, fear God Almighty and have a noble character, (2) Creative, (3) Cooperative, (4) Global Diversity, (5) Critical Reasoning, (6) Independent

After knowing the explanation from the Mover Teacher, then a question arose. If there is a Mover Teacher, what is the difference in the roles of the existing teacher and the Mover Teacher? For example, a good teacher is not necessarily a motivating teacher, but a good teacher is.

Mr Nadiem Makarim once explained the differences in the roles of existing teachers and Motivating Teachers. At first glance, the difference between the two is not that significant. But there is a clear limit that Motivating Teachers are required to have more capabilities than teachers in general. A Motivating Teacher must have the characteristics of a good teacher, but a good teacher is not necessarily a Motivator.

A good teacher is a teacher with good performance but only in the classroom. They can improve student achievement, teach creatively and innovatively, and develop their competence. Meanwhile, the role of the driving teacher is not only limited to being successful in managing the

class they are teaching. In addition to being a good teacher, a Motivating Teacher must also have the will to lead, innovate, and make changes.

DISCUSSION

A. Definition of Motivating Teacher

The driving teacher is part of the educational reform process and has a fundamental role in implementing independent learning. The Minister of Education and Culture, at the launch of Merdeka Belajar episode 5 about teacher movers, explained that "teacher mobilization is a program to identify and train future educational leaders. Motivating teachers are agents who, in the future, will become future principals, school supervisors and trainers of training programs. The driving teacher program changes the approach to education reform that ng centrally or centralized to become more decentralized by moving autonomy and zones of change to the smallest component of the education system, namely the teacher. Through the driving teacher program, teachers are placed as agents of reform who play an important role in transforming school culture to be superior and innovative"¹. Based on some literature, it can be seen that there are conceptual differences between the terms change and transformation. According to Tosey and Robinson², transformation can be distinguished from change based on several perspectives. The first is that transformation is part of the change. However, the term transformation is used for the process of change that is essential, namely, changing the form, structure, and essence of something. Second, transformation is the highest form of organizational change that mediates the phase between ordinary change and evolution.

According to Kotter and Schlesinger³, the term transformation is also distinguished from the term change in the number of stakeholders or stakeholders involved and the impact on the core values adopted by the organization. Explains that transformation means changing the paradigm/mental model and not just changing behavior. Based on this perspective, it can be seen that transformation is more significant, broader,

¹ Nadiem, A. M. Pemaparan program guru dalam peluncuran merdeka belajar episode November 2020. Organization. Doubleday, 2020

² Robinson R. 2002. Reflex Tests. diambil dari: <http://www.healthline.com/galecontent/reflex-tests-1>. [7 Maret 2010].

³ Kotter, J. dan L. A. Schamer. Choosing Strategies for Change. Harvard Business Review, 2008).

and more profound than the term organizational change because it does involve not only material aspects but also spiritual aspects.

Based on the explanation above, there are clear signs that the driving teacher will take a strategic role in transforming the education system. Motivator teachers are expected to play an essential role in building a positive school vision and culture. The Director-General of Teachers and Education Personnel, Iwan Syahril (2020), explained that driving teachers would advance Indonesian education by creating student-centred learning and driving a better education ecosystem by changing the learning mindset. According to Iwan (2020), all this can be done from a strong heart and enthusiasm to continue learning and sharing among Prospective Motivating Teachers. This is the key to continuing to undergo the educational process and carry out educational transformation.

This article seeks to find and examine essential discourses on the role of change agents in the organizational change process by focusing on the study of the part of driving teachers in driving the change process in schools, especially in starting to launch a vision of change, practice changes in the learning process, and become learning leaders in developing schools.

The Ministry of Education and Culture has established the Independent Learning Program as a package of government initiatives in reforming the quality of education. Minister of Education and Culture Nadiem Makarim revealed that education reform in Indonesia cannot be carried out solely using an administrative approach (administrative approach) but must carry out cultural transformation (culture transformation). Each education unit must be able to change its school culture to be oriented towards a culture of learning and innovation instead of focusing on the administrative area.⁴ Also explained that the Free Learning Program is an effort by the government to streamline the administrative burden that shackles the flexibility of schools and teachers in innovating. Through Merdeka Learning, teachers are expected to have a "growth mindset" to carry out various practical learning innovations for students. In addition, from students' perspective, Merdeka Learning is expected to create "psychological safety" in the learning process so that

⁴ Mustaghfiroh, S. Konsep "Merdeka Belajar" Perspektif Aliran Progressivisme John, 2020. h.16

students can cultivate the habit of asking a lot of questions, trying a lot, and doing a lot of work without having to worry about failing. Several studies link Merdeka Learning with schools in educational philosophy. The Independent Learning Program is stated to have parallels with the educational philosophy of progressivism, which emphasizes the independence and flexibility of educational institutions in developing educational institutions.⁵

A big theme was raised by the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia, Nadiem Anwar Makarim, B.A., M.B.A., namely freedom to learn and teacher movers. This idea can be believed to have come from extended analysis of the education system and governance, which is still felt to be a constraint for teachers and students, both at the elementary and tertiary levels. Or anxiety from a public member who happened to be appointed as a minister of education and culture who feels his dissatisfaction in the world of education today.

Various factors influence the current low quality of education, among others, from the governance of the education bureaucracy and the educational curriculum that feels so shackled for educators and the same for students. Therefore, this change must be carried out jointly by education management, teachers and students. As stated by Minister of Education and Culture Nadiem Anwar Makarim, during a speech at the commemoration of National Teacher's Day at the Ministry of Education and Culture office, "many people think that education reform is only something that the government does, based on the curriculum alone, policy or budget. That's a minimal impact when compared to this being a movement in every school, a teacher movement that is different from the others."⁶

In his explanation of "free learning", the Minister of Education and Culture said, "That means that the education unit, namely schools, teachers and students, has freedom. Freedom to innovate, freedom to learn independently and creatively." Freedom to learn means freedom in learning. An atmosphere that does not feel binding and burdened for students can be seen from their fun in education, looking for information,

⁵ Mustaghfiroh, S. Konsep "Merdeka Belajar" Perspektif Aliran Progressivisme John, 2020. h.16

⁶ Budhy Munawar Rachman, *Karya Lengkap Nurcholish Madjid*. (Jakarta: Nurcholish Madjid Society, 2019)

exploring their potential and being enthusiastic and expressive in completing tasks from the curriculum burden as an essential indicator of learning objectives. This should be supported by a learning atmosphere that is humane, innovative, enjoyable. Adequate facilities and infrastructure for students to keep a fun and happy learning atmosphere but still have weight.

The atmosphere of learning that is enjoyable for students is undoubtedly the desire of all teachers. However, teachers are shackled by teacher administration and education demands, which sometimes exceed the quota of employee working hours (37.5 hours) per week. So, it is not uncommon for teachers to bring administrative work materials to their homes to do them at home. It is a familiar sight when schools/madrasahs will carry out accreditation until overtime is carried out for days or even up to a month or two to prepare the entire administration, which will only be seen for two days.

Seeing the conditions of an increasingly modern world, the world of information is increasingly accessible. Data and facts are quickly presented in digital information technology. This makes it possible for students to get data and information about their learning faster. However, to get the essence of education, the presence of teachers is still essential. Therefore, according to Nadiem, the teaching profession is closely related to integrity and personality, not only transferring knowledge but also utilizing advances in information technology wisely to impart knowledge to their students. "The teacher's task as an educator is to instil the basic values of developing the character of students in their lives". Thus, the teacher still has an irreplaceable primary role. On the other hand, teacher creativity is always required to participate in an increasingly modern world.

The current teachers are waiting for a follow-up policy from the education minister, an entrepreneur background (startup). To create a driving teacher, a teacher should get out of all the problems he faces. One of the paradigms built by the government through various opportunities, President Jokowi, has several times conveyed the term "out of the box", thinking outside.

B. Reality of School Change and Transformation

Schools as places for the character building of students are constantly undergoing dynamic changes. In creating superior human

resources, schools have a very strategic role. Schools are places for educators or teachers to transfer knowledge, cultivate culture, and provide character building to students. Changes and transformations in educational institutions depart from two factors, namely external and internal factors. To maintain their relevance, contemporary educational institutions are required to follow the direction of the times, so they must have and even adhere to the principle of openness, which is not reactive, but always puts forward a proactive attitude in dealing with dynamics of the environment so that the process of change and transformation will become a necessity inherent in school organizations.⁷

Internal factors that drive changes in schools include (1) issues of relations between school components, (2) issues related to work mechanisms, and (3) financial issues⁸. According to Utari⁹, the dynamics that occur from internal and external aspects of schools that cause school pressure to change are as follows: (1) The push to become more accountable, (2) Population changes, (3) Lack of human resources both in terms of quality and quantity, (4) The process carried out by members of the organization and the circumstances of the organization itself affect the course of the process.

The school transformation, as stated above, can then be classified into several fundamental changes as expressed by Utari¹⁰ and Kasali¹¹ namely: structural changes, program changes, and changes related to human resources (HR). Furthermore, according to Lunenburg and Ornstein¹², successful school transformation and change require at least five evolution stages. These stages are: (1) Diagnose/explore the current state of the school and identify the desired state, (2) Creating a strategic vision of the school, (3) Strategic planning for school change, (4)

⁷ Joesoef, D. 10 Wacana Tentang Aneka Masalah Kehidupan Bersama. Kompas, Kasali, R. (2007). Change. Gramedia Pustaka, 2011.h.67

⁸ Herita Dewi. (2020). Memaknai Manajemen Perubahan Dalam Konteks Pendidikan. 24 <https://doi.org/https://doi.org/10.30605/jsgp.3.1.2020.248> Jakarta

⁹ Agusti, M., Utari, W., & Putra, N. M. W. (2020). Analisa Pengaruh Promosi dan Citra Destinasi Terhadap Minat Berkunjung Dengan Kepercayaan Sebagai Variabel Perantara. *Jurnal Mitra Manajemen*, 4 (11), 452-455.

¹⁰ Ibid.

¹¹ Rhenald Kasali, *Manajemen Periklanan: Konsep dan Aplikasinya di Indonesia*, (Jakarta: Pustaka Utama Grafiti. 2007), h. 66

¹² Lunenburg, F. C., & Ornstein, A. C. (2004). *Educational Administration Concepts and McShane, L. S., & Glinow, M. A. Von.* (2008). *Organizational Behavior: Emerging*, h.52-61

Development of commitment, participation, cooperation, and support from management (principals, foundation owners) for the changes made, (5) Stabilization, integration and consolidation of change.

The stages of school transformation as described above are criteria that determine whether the transformation process that occurs leads to better forms and characteristics or not. School transformation also needs to be prepared on an ongoing basis and continuously so that the contribution of change to improving performance competencies and all education staff is truly felt so that it can positively impact the quality of education. The process of change in schools requires a "renewal" or agent of change and agent of transformation, namely certain subjects in schools who can bring change and total renewal.¹³ According to Shaked and Schechter a, agents involved in the transformation process have a big responsibility in bringing and connecting the change aspirations of all stakeholders. When referring to the concept of organizational transformation, the existence and role of renewal agents are essential, especially in guiding renewal and change into a new type of culture within the organization¹⁴. Change agents are individuals who have sufficient knowledge and power to guide and facilitate organizational transformation efforts.¹⁵ Organizational transformation acts as a liaison between the source of change and the system of corporate members who are the target of the transformation. In addition, change agents also play a role in building awareness of the need for change, developing information exchange relationships, identifying fundamental problems, transforming intentions and visions into action, adopting transformation and innovation, fostering the adoption of transformation, and developing relationships with members who become members of the community. Transformation goals can adopt changes into new paradigms and habits on an ongoing basis.¹⁶ The existence, role, and activities of change agents are essential in change strategies, significantly

¹³ Widodo, H. Manajemen Perubahan Budaya Sekolah. *Manageria: Jurnal Manajemen*, 2017. h. 287-306

¹⁴ Everett M. Rogers. *Diffusion of Innovations*. (London: The Free Press, 1983)

¹⁵ Rhenald Kasali, *Manajemen Periklanan: Konsep dan Aplikasinya di Indonesia*, (Jakarta: Pustaka Utama Grafiti. 2007), h. 276

¹⁶ Anwar Prabu Mangkunegara, *Manajemen Sumber Daya manusia Perusahaan*, (Bandung : Rosda, 2008)

strengthening the driving force and weakening and even eliminating the resistance to change.¹⁷

The transformation process in schools requires the development of creative plans, the support of resources to make it happen, accompanied by institutionalization.¹⁸ Therefore, a change agent needs to understand and analyze the conditions that exist in the school when taking steps for change in the school so that the changes implemented reach the desired level of success effectively and efficiently. According to Fullan¹⁹, the assumptions of organizational change that need to be understood are as follows: (1) Change is a continuous transformation and development of new ideas, (2) Change is related to ambiguity, ambivalence and uncertainty for the actors, (3) Conflict and disagreement are fundamental aspects needed for successful change, (4) Requires efforts to motivate individuals to change, (5) Takes time, (6) Dealing with various reasons for rejection of change, (7) Not all individuals or groups can accept changes, (8) Requires evolution planning based on an understanding of the change process.

C. The Role of the Motivating Teacher

The Father of Indonesian Education, Ki Hajar Dewantara, stated that education is where all the seeds of culture live in a national society. Therefore, with the intention that all elements of civilization and culture can grow as well as possible, we can pass it on to our future generations. This is, of course, the basis for the values and the role of the driving teacher in running the education system in a better direction, starting from the classroom.

The pandemic has opened our eyes that teachers have a significant role in the learning process of their students while at the same time revealing that parents also have an unimportant part in the education process of their children. This makes us believe again that cooperation in education is non-negotiable.

The implementation of learning during a pandemic is a challenge teachers face in carrying out the learning process to achieve the desired goals. The concept of independent learning that has been carried out will

¹⁷ McShane, L. S., & Glinow, M. A. Von. *Organizational Behavior: Emerging*. 2008, h. 492

¹⁸ Andriani, D. E. *Peran Kepala Sekolah Dalam Upaya Mewujudkan Perubahan*, 2008. h. 52-61.

¹⁹ M. Fullan, *Leading in A Culture of Change*. (Jossey-Bass.Grasindo, 2020), h. 15

be maximized if it has collaborated with the implementation of values and the role of the driving teacher. The performance of values and the role of the ambitious teacher is an essential part of the implementation of learning activities that provide meaningful learning experiences for students. Currently, teachers are not the primary source of learning because there are many other learning resources from the surrounding environment. This will stimulate the growth of students' independence in the learning process. The thing that is sometimes faced is how to collaborate on values and the role of the driving teacher so that they can synergize with the concept of independent learning and develop the potential of students who follow their innate nature and are in harmony with nature of their time.

Implementing the values and the role of the driving teacher aims to realize the school's vision favours students. The goal, of course, is to develop education in a better direction starting from the classroom, where the teacher guides to give students an active role in the learning process to produce meaningful learning. The roles as a driving teacher include the following:

- 1) Encouraging the Improvement of Student Academic Achievement. This role is owned by both types of teachers, both activating teachers and teachers with good definitions. The part of encouraging the improvement of students' academic achievement is in line with the goal of Merdeka Learning, which is to create great generations in the future. This role is also by the Pancasila Student Profile aspect, which requires students to think critically and has a noble character to increase their academic achievement.
- 2) Creative Teaching. A good teacher can find the correct method in delivering learning material and a Motivating Teacher. Sometimes students feel bored when the teaching materials explained by the teacher are only delivered using traditional methods such as copying textbooks. On the other hand, the teacher has indirectly set an example for students to innovate in constantly seeking knowledge through creative ways.
- 3) Actively Develop Yourself. Active self-development is a must for students and for Motivating Teachers and teachers with good definitions. Actively developing yourself means constantly innovating and trying to improve your abilities. This aligns with

one aspect of the Pancasila Student Profile, namely being independent.

- 4) Encouraging Student Development Holistically. Starting from the 4th to the 6th point is a role that only the Mover Master has. They encourage student growth and development holistically, following all aspects of the Pancasila Student Profile in their class and other classes. Motivating teachers are not stuck with the specified curriculum. They also look at the standard of achievement of the Pancasila Student Profile and match it with the teaching method.
- 5) Become a Coach/Mentor for Other Teachers for Student-Centered Learning. Motivating Teachers have programs to train their mentorship and leadership potential to help other teachers. Motivating Teachers have their training places in schools, so that newly graduated teachers can become Motivator Teachers. The career path of the driving teacher is to become a school principal, school supervisor, and teacher training instructor. These three positions require high leadership skills. In addition, motivating teachers are expected to change their respective educational institutions. In making this happen, the Ministry of Education and Culture will collaborate with all department heads and local governments to ensure this happens so that the role of Motivating Teachers can cover the entire territory of Indonesia.
- 6) Becoming an Example and Agent of Transformation for the Education Ecosystem. The primary difference between teachers in general and teachers in motion is the magnitude of the impact. Motivating teachers are expected to be role models and agents of change in the educational ecosystem. They must have an effect other than a positive change in their classroom. The Motivating Teacher must impact other teachers as well as the impact on the school. They are like candles/torches of change in their respective educational units, even outside the education unit.

D. Description of the Real Action Taken

Freedom of learning is a fundamental concept that can provide fun learning and develop students' potential in harmony with nature and the nature of the times. The driving teacher must do based on a culture of cooperation or cooperation. Group learning is a crucial point taken in independent learning-based learning. This is done to explore each other's

potential and complement each other. This is part of the role and value of the driving teacher who presents the concept of independent learning. This means that the teacher chooses a learning process based on the student's profile, namely the characteristics and background and the potential of students in presenting subject matter based on the applicable curriculum.

Values and other driving teacher roles that must be implemented are creative and innovative. As a teacher, you must try to present and guide students to learn through fun and contemporary media. This is important because the characteristics of students today are different from the past. Currently, students are familiar with many media that present a variety of technological advances, so teachers must also be able to adapt to the "world" of students.

Guiding independence is also the value and role of the driving teacher presented in learning. This is important because, at this time, the teacher is not the primary source of education but a motivator, facilitator and role model. Diverse learning resources must be introduced to students from an early age, especially those who can correlate lesson theory with the environment or even make the environment a learning resource.

The teacher and the developer of student potential is the value and role of the driving teacher that needs to be grown. This is done through a deeper understanding of student characteristics to present effective learning to students. Collaboration with parents and guardians is an essential thing for teachers to do. Parents can provide comfort and motivation for children to continue to be excited. Especially in this pandemic era, learning is carried out remotely and online, the critical role of parents is felt. However, the important thing that teachers need to remember is how the teaching given to students can be completed based on the level of student ability to avoid meeting the tasks assigned by the teacher by parents. The teacher can do this by making the subject matter adjust the competence achievement based on the student's academic ability. The government has helped by enacting an emergency curriculum during this pandemic so that teachers are not being chased by the target of achieving a curriculum with many essential competencies.

Teachers also always build a good community among fellow teachers to share good practices. The following details the implementation

of the concrete action plans that must be carried out in distance learning and online:

- 1) At the first-week meeting, the teacher provides engaging learning media by using modern applications in the form of videos and power point.
- 2) In the second-week meeting, students report the progress of their group assignments and continue discussing the subject matter via zoom.
- 3) In the third-week meeting, students make presentations per group.
- 4) In the fourth-week meeting, reflections are made on the lessons that have been implemented.

CONCLUSION

Education is the key to all quality progress and development because, with education, humans can realize all their potential both as individuals and as citizens of society. Therefore, personality, noble character, and independent living skills in the future become the centre of attention in education. The government is also very focused on the problem of personality education or character education. Through the 8th Nawacita plan, the government stated that strengthening the nation's character revolution through character and character building of students is part of the mental revolution.

As a teacher, the teacher must still integrate character values into the learning process, whether it is included in teaching materials, assignments or daily tests. We always communicate with students in various teaching applications such as WhatsApp links, Google Classroom, Zoom Meeting, Google Meet, and others in teaching and learning activities. There are things to communicate that may be considered trivial and usually happen. Still, it turns out to be very important for us to cultivate good character for students when we talk in online media.

The formal learning process occurs in legal, educational institutions, namely schools. Still, for almost eight months, the government of the Republic of Indonesia has instructed to carry out a work from home (WFH) movement which requires people to work online from their respective homes. Home (BDR) for school students to break the chain of the spread of the coronavirus. Implementing Large-Scale Social Restrictions (PSBB) adds time and longevity to the implementation of PJJ,

which impacts the ineffectiveness of the activation process. As a result, there are problems and obstacles experienced by teachers and students, including boredom and boredom for students because they have to stay at home for too long with monotonous activities. Teachers must anticipate this saturation and are expected to develop competency skills in using online media and online learning applications, which are increasingly growing day by day.

The teacher must also provide encouraging content to motivate students at home to remain enthusiastic in carrying out daily activities. The material given to students must also be varied but not deviate far from the subject matter, for example, light video clips, exciting quizzes or funny pictures that entertain, so students do not feel bored and bored in studying at home.

All teachers try their best based on their respective abilities to be able to carry out the current learning process as well as possible to continue to instil character values that are integrated with learning and in their daily lives at home, namely: religious, nationalist, independent, cooperation, and integrity.

The freedom of learning that the government hopes can only be done if the teachers are the drivers of progress. Motivating teachers are expected to encourage student growth holistically and become Pancasila students. Furthermore, the driving teacher will be an inspiration to other teachers, having teaching innovations and varied teaching media as well as being a peer tutor at school, teaching his friends who cannot become capable. In that way, the hope of independent learning from driving teachers can be realized, ultimately making educational institutions run and a differentiator for other schools. Hopefully, future hopes will be realized, and even now, all teachers are driving teachers in the scope of work in their respective schools.

Motivating teachers emphasize several skills in leading and driving change, such as visioning. Through visioning skills, the driving teacher can have a solid mental picture and image related to his role as a transformation leader in the school so that he can align the driving forces of the school so that the weaknesses of the school system become irrelevant. The vision of the ambitious teacher that is the basis for initiating change in schools is a vision that can guide students to become

superior and innovative students by asking a lot of questions, trying a lot, and doing a lot of work.

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