

ABSTRAK

Mahyudin, 2025. *Peran Guru Penggerak Terhadap Kompetensi Guru Pendidikan Agama Islam Di Sekolah Dasar Kecamatan Tamban Kabupaten Barito Kuala.* Penelitian Ilmiah Jurusan Pendidikan Agama Islam, Pascasarjana, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing I Dr. M. Ramli, M.Pd dan Dosen Pembimbing II Dr. Hj.Suraijiah, M.Pd

Kata Kunci: Guru Penggerak, Kompetensi Guru, Guru Pendidikan Agama Islam, Sekolah Dasar.

Program Guru Penggerak merupakan salah satu inisiatif strategis dari Kemendikbudristek yang bertujuan mendorong transformasi sistem pendidikan di Indonesia. Program ini tidak hanya menekankan pada penguatan kapasitas guru secara individu, tetapi juga pada pembentukan ekosistem pendidikan yang kolaboratif, reflektif, dan berkelanjutan. Salah satu sasaran utamanya adalah menghadirkan sosok guru yang mampu menjalankan berbagai peran penting dalam pembelajaran dan pengembangan kompetensi, termasuk di bidang Pendidikan Agama Islam (PAI) di jenjang sekolah dasar.

Penelitian ini bertujuan untuk mendeskripsikan secara mendalam peran Guru Penggerak terhadap kompetensi guru Pendidikan Agama Islam di Sekolah Dasar Kecamatan Tamban, Kabupaten Barito Kuala. Peran yang dikaji mencakup lima dimensi utama, yaitu sebagai pemimpin pembelajaran, coach bagi guru lain, pendorong kolaborasi, penguat student agency, serta penggerak komunitas praktisi. Kelima peran tersebut berkontribusi dalam mendorong peningkatan profesionalisme guru PAI melalui praktik pembelajaran yang reflektif, kolaboratif, dan adaptif terhadap perkembangan zaman.

Penelitian ini merupakan penelitian lapangan dengan pendekatan kualitatif deskriptif. Subjek penelitian adalah lima Guru Penggerak yang aktif bertugas di sekolah masing-masing, dengan kepala sekolah dan guru PAI sebagai informan triangulasi. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa Guru Penggerak menjalankan lima peran strategis yang berdampak nyata terhadap kompetensi guru Pendidikan Agama Islam (PAI). Sebagai pemimpin pembelajaran, Guru Penggerak memfasilitasi guru PAI dalam merancang pembelajaran yang inovatif, reflektif, dan berpusat pada murid. Dalam perannya sebagai coach, mereka memberikan pendampingan teknis dan reflektif secara individual untuk mengembangkan kapasitas profesional guru PAI. Sebagai pendorong kolaborasi dan penggerak komunitas praktisi, Guru Penggerak aktif membangun komunitas belajar di dalam dan lintas sekolah, yang menjadi wadah berbagi praktik baik dan peningkatan mutu pembelajaran. Di sisi lain, mereka juga memperkuat student agency dengan mendorong guru PAI menghadirkan pembelajaran yang memberi ruang pada suara, pilihan, dan kepemilikan belajar peserta didik.

ABSTRACT

Mahyudin, 2025. *The Role of Guru Penggerak toward the Competence of Islamic Education Teachers in Elementary Schools in Tamban Sub-district, Barito Kuala Regency.* Scientific Research, Department of Islamic Education, Postgraduate Program, Antasari State Islamic University Banjarmasin. Advisor I : Dr. M. Ramli, M.Pd., and Advisor II : Dr. Hj. Suraijjah, M.Pd.

Keywords: Guru Penggerak, Teacher Competence, Islamic Education Teachers, Elementary School.

The Guru Penggerak Program is one of the strategic initiatives launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) aimed at driving the transformation of the education system in Indonesia. This program not only emphasizes the strengthening of teachers' individual capacities but also focuses on building a collaborative, reflective, and sustainable educational ecosystem. One of its main targets is to shape teachers capable of fulfilling various important roles in learning and professional development, including in the field of Islamic Religious Education (PAI) at the elementary school level.

This study aims to describe in depth the role of Guru Penggerak in relation to the competence of Islamic Religious Education teachers at public elementary schools in Tamban District, Barito Kuala Regency. The roles examined include five key dimensions: learning leader, coach for fellow teachers, collaboration facilitator, student agency enhancer, and community of practice mobilizer. These five roles contribute to the development of teacher professionalism through reflective, collaborative, and adaptive learning practices in response to current educational demands.

This research is a field study using a descriptive qualitative approach. The research subjects consist of five active Guru Penggerak from their respective schools, with principals and Islamic Religious Education teachers serving as triangulation informants. Data collection techniques include interviews, observations, and documentation, which were then analyzed through data reduction, data presentation, and conclusion drawing.

The findings reveal that Guru Penggerak perform all five strategic roles with a significant impact on the competence of Islamic Religious Education teachers. As learning leaders, they facilitate the design of innovative, reflective, and student-centered learning. In their role as coaches, they provide both technical and reflective assistance on an individual basis. As collaboration facilitators and community of practice mobilizers, they actively build learning communities within and across schools, serving as platforms for sharing best practices. Additionally, they strengthen student agency by encouraging teachers to create learning environments that allow students to express their voices, make choices, and take ownership of their learning.