

Making Assessment Work – For Teachers, For Students

**Impact Report 2021
Yayasan Guru Belajar**

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A Letter from Our Director

The 22-year journey of educational transformation ideas has never been easy. Searching, sorting, and choosing ways to stand with the children. Thousands of initiatives, thousands of failures, before reaching the guiding light. A dream that illuminates the path toward education transformation in the midst of a dark predicament. What is that dream? A generation of lifelong learners, those who learn from their own will and with their own arrangements.

Yayasan Guru Belajar has been independently operated since 2016, widening the scope in pursuing the mission to empower teachers to become the agent of change. In 2022, we had managed 3 operational units namely Kampus Guru Cikal, Cerita Guru Belajar, and Kampus Pemimpin Merdeka – you will find the details in this report. We have collaborated with more than **49** teacher, leader/supervisor organization, and educational unit networks to educate **917 merdeka belajar's** agents, collaborated with **40** educational committees and ministry of religion's offices to train **700.000++** teachers, leaders and educational unit supervisors, collaborated with Ministry of Education, Culture, Research, and Technology (MoECRT) to train lifelong learner teachers and leaders, is currently prospecting collaborations with Ministry of Religion, and is under collaboration with Pusat Studi Pendidikan dan Kebijakan and Semua murid Semua Guru to instigate change at local level through Lingkar Daerah Belajar. Last but not least, Yayasan Guru Belajar is currently establishing collaboration at global level to widen the opportunities for learning and the scope of impact.

Yayasan Guru Belajar aims to widen our position as a philanthropic intermediary, bridging the gap between donors and social organizations that empower teachers to be the agents of change. This positioning means more responsibility. Because of that, Yayasan Guru Belajar is continuously improving our operation and communication to build necessary capacity. This impact report is a part of our initiative to communicate what we have done and achieve. This report is not yet perfect and will always be improved and developed regularly.

We hope that the 2021 Yayasan Guru Belajar Impact Report paints a complete picture to entire stakeholders so that we all have common understanding in driving equal, democratic, and sustainable change to our country, Indonesia.

Sekali merdeka belajar, tetap merdeka belajar!

Bukik Setiawan

Why and How We Do What We Do

Our intention is clear: to put students at the center of education. We envision a children-centered system in which all children become masters of their own learning processes; thus, they can thrive and experience meaningful learning. *Merdeka belajar* – that’s how we call it. Heavily influenced by self-regulated learning construct, we define it as someone who independently regulates their goals, strategies, and assessment of their learning.

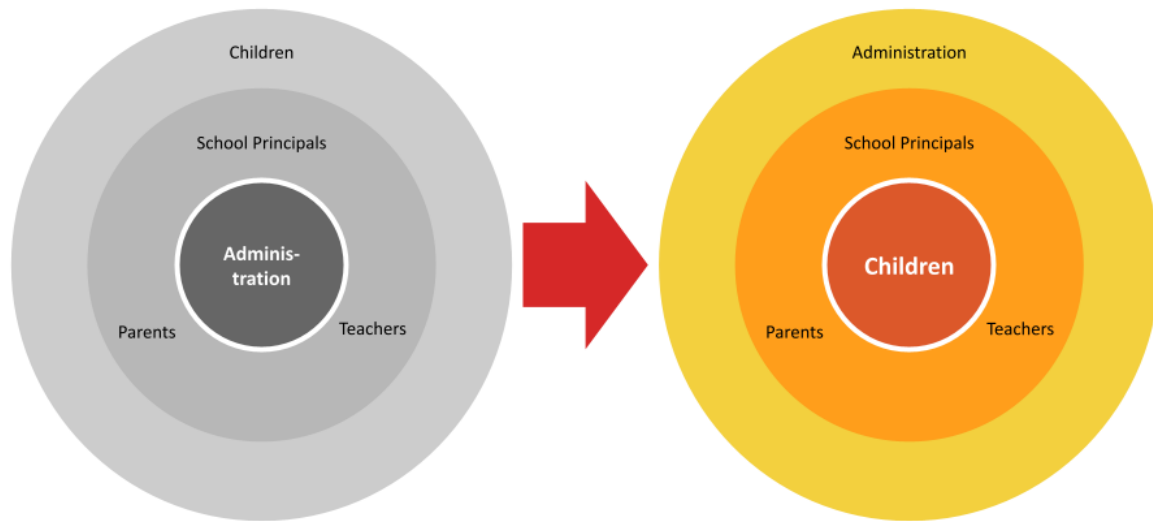


FIGURE 1. Transition from administration-oriented to children-oriented system

Yet, we know *firsthand* that it remains a tremendous challenge. To say that COVID-19 pandemic has caused the learning crisis in Indonesia is an understatement – Indonesian students were suffering long before the pandemic^[1]. Research has shown that our students do not learn in a way, and acquire the essential competencies that are expected^[2]. This is despite our seemingly restless hard work – sadly, perhaps to the extent where we overly push students and promote helplessness. Often referred to as "learned helplessness", it is a condition where students believe they “have no power over what goes on around them, and nothing they do contributes to their success or lack of it”^[3].

With that in mind, we strive by empowering teachers and educators as drivers of transformation. As we believe that *merdeka belajar* is both the means and the end of educational transformation, we developed and embed the following framework into our strategy:



FIGURE 2. 4K teacher development framework

Our operational units, then, put the framework into action. Firstly, Kampus Guru Cikal focuses on educating prospective and existing teachers to become self-regulated teachers with a curriculum that is tailor-made, modular, contextual, practical, and research-based. Secondly, Kampus Pemimpin Merdeka empowers the leadership spirit of every educator to drive a sustainable ecosystem to realize an equitable education for each and every child. Lastly, Cerita Guru Belajar facilitates the educator's collaboration to drive social change through the engagement of the teacher community, learning transformation, and story of change.

That being said, these are our 2021 key highlights:

1. Nurturing lifelong learning teachers and leaders – through flexible, modular, contextual, practical, and research-backed curriculum

Up until 2021, we have already developed 77 modules, comprising pedagogical, leadership, and professional development-related topics. Our participants escalated extensively compared to our reach in 2020. In 2021, 520.393 teachers participated in our training programs. That's 1 in 6 teachers in Indonesia^[4]. It has the potential to impact 10.000.000 students^[5].

2. Making effective classroom practices accessible to Indonesian educators

1005 teachers shared practices that work in their classrooms in our annual conference called Temu Pendidik Nusantara (TPN) 8 in 2021. There were 9904 teachers and leaders who learnt together in TPN 8. Furthermore, there were 195 teacher's effective practices that were published in our monthly newsletter. It has 387.777 (potential) readers.

3. Leveraging partnership to accelerate change

We collaborate with 38 local educational committees, 10 corporate and social organizations, and 9 teacher professional organizations. Our key achievement in 2021 is establishing a community targeted toward school-superintendents, called Komunitas Pengawas Belajar.

4. Widening reach to advance equity

We have our educators community spread out in 72 regions across Indonesia.



Teacher's story

"I was not only invited to learn (knowledge) but also to reflect (understanding) and then put it into practice by designing competency-based learning with various assessment strategies (skills and actions).

My perspective on learning that it should be more meaningful and focus on mastering competence not on content. Previously, I felt being chased by a lot of material that had to be taught to students without caring about their profiles and or making diagnostic assessments. Previously I also had a lot of misconceptions about assessment, after joining this program I know more about the many strategies and variations.

I am now starting the new school year by conducting cognitive diagnostic assessments on students and non-cognitive assessments on students and parents, and also preparing lesson plans based on merdeka belajar principle and competency based."

Zidnil Karomah, Kampus Guru Cikal "Siap AN, Siap Berubah" Alumni

“My name is Maria Kurniawati, I am assigned to be the Principal of the Merak Kindergarten, Ponorogo Regency.

In March, there was an invitation from the Education Office of Ponorogo asking schools at certain levels to attend a webinar about Sekolah Merdeka Belajar. At first I was apathetic because many webinars talk about similar things but have not had a meaningful impact. However, the title of Merdeka Belajar encouraged me to dive in and work on the modules offered. Then I introduced the concept of Merdeka Belajar to the teachers. We agreed to support each other to complete the existing modules.

The SMB modules open teacher's horizons on how to design fun learning activities while also completing administrative requirements.

Now, learning activities are more focused on what students want to learn from the existing themes. Observations of the environment, talents, and interests of children are taken into account in designing learning activities. The paradigm that learning is to complete Kompetensi Dasar (basic competency, a component of Indonesia's national curriculum) has been broken. Studying at home is not moving the classroom into the house, but using the home as the best laboratory for students. Involvement of parents is not just asking them to supervise students' learning, but rather accompanying students to play while studying at home.”

Maria Kurniawati, Kampus Pemimpin Merdeka “Menuju Sekolah Merdeka Belajar” Alumni

“I am a grade 2 teacher at Nurul Hikmah Islamic Elementary School, Tangerang Regency. My current competencies are coaching, editing and writing. From these competencies, I have a career other than a teacher or a protean career as a trainer, writer, editor and teacher's assistant. I also have works as a writer, namely writings in SKGB, writings in the Inovasi Ajar Masa Pandemi book (Pandemic Teaching Innovation) (Wardah Inspiring Teacher) and writings in the Teknologi untuk Masa Depan Hadir di Pembelajaran Masa Kini book (Future Technology Presents in Current Learning).

I want a career that has an impact on the development of the education sector. In my opinion, the Surat Kabar Guru Belajar is a medium that helps teachers get learning ideas, as well as a medium to improve teacher careers as writers.”

Li'ili Nur Indahsari, CGB “Karier Guru Belajar” Alumni

Kampus Guru Cikal

Kampus Guru Cikal is an institution that works on teacher and teacher candidate pedagogical competency development and accompanies teachers through a variety of training, guidance, and consultation both online and offline. Kampus Guru Cikal has accompanied more than 100.000 teachers across the country.

2021 Programs

Kurikulum & Asesmen Guru Merdeka Belajar (GMB)

Kurikulum & Asesmen GMB is a set of modules developed to support teacher and teacher candidate competency development. Kurikulum & Asesmen GMB is designed to answer teacher's problems, especially those that relate to classroom management, teaching strategies, and assessment strategies. This curriculum is manifested in digital training modules and is modular.

The reason behind the establishment of this program is because teachers are having difficulty practicing *merdeka belajar*, a pedagogical approach that aims to empower students to be lifelong learners in their classroom. Also, there is a limitation on learning programs designed to cover relevant topics and provide meaningful learning experiences for teachers. To answer this, Kampus Guru Cikal develops several training modules covering relevant topics such as curriculum and assessment based on *merdeka belajar* principles. Training module is published online using a learning management system and can be accessed by all teachers in Indonesia without a border or time limit.

From this program, teachers can gain understanding about national assessment and the *merdeka* curriculum, receive various best practices on teaching and learning, and gain access to collaboration opportunities with other teachers to improve their teaching practices together. This program is suitable for new teachers or senior teachers.

In 2021, 29.039 participants joined our modules, 47 modules developed, and received 4.9 rating on average from alumni.

Obrolan Guru Merdeka Belajar

Obrolan Guru Merdeka Belajar is a biweekly program conducted in the form of live conversations where teachers can share their teaching best practices. The program was not limited to the teacher's problem, but parents and student's worries were also addressed. This program is present every Saturday at 19.00 WIB.

In 2021, Obrolan Guru Merdeka Belajar ran in 21 live sessions and 3.888 participants joined this program.

Siap AN, Siap Berubah!

Siap AN, Siap Berubah is a program that aims to support teachers to master competency based teaching practices. Through understanding the principles behind Asesmen Nasional (National

Assessment), especially Minimum Competency Assessment (Asesmen Kompetensi Minimum), teachers are invited to improve their teaching and assessment practices that can drive literacy and numeracy competencies attainment in students.

Underlying the formation of this program is because there are many misconceptions and learning malpractice in preparing for the national assessment. Besides, teachers do not yet know how to integrate literacy and numeracy competencies in assessment and learning and do not yet understand the application of a contextual curriculum in learning practices.

With the reasons above, this program is designed to assist school principals and teachers apply competency-based learning strategies to improve the quality of learning, implementing various assessment strategies to support the achievement of student competencies, and integrate literacy and numeracy competencies in learning and assessment.

From this program, joined participants will gain an understanding of the policy of implementing national assessment as one of the directions for changing education and learning practices to a higher quality. Moreover, participants can understand student-centered learning perspectives, get the opportunity to apply learning strategies and assessments that support the development of student competencies, and integrate literacy and numeracy strategies with the 5M way of learning.

In 2021, 353 teachers joined, involving 8 schools, and 37 teacher communities.

Pelatihan Induksi Guru

This program aims to equip teachers with necessary competencies in their early years of teaching, while refreshing experienced teachers competencies. This program is designed according to the needs and contexts of diverse schools. Furthermore, because there is learning that is still centered on content, misconceptions about *merdeka belajar*, and the teacher does not yet understand how to design learning that is *merdeka belajar* and student-centered.

Pelatihan Induksi Guru is a program for teachers or prospective teachers designed according to school needs. After the program participants were encouraged to share their practice of becoming TPN speakers. Through this program, participants can gain an understanding and the application of *merdeka belajar* by means of 5M in learning and assessment strategies, also basic competency in managing the independent learn

In 2021, 259 participants joined this program, with 3 institutions/organizations involved.

Magang Guru Merdeka Belajar

As a partner of Magang dan Studi Independen Bersertifikat - Kampus Merdeka Kemdikbud Ristek (an internship program provided by Ministry of Education Culture Research and Technology), Magang Guru Merdeka Belajar program is designed to accelerate the implementation of Merdeka Belajar to schools across the country. Kampus Guru Cikal with its expertise connects the school's need for high quality teachers and experience in Merdeka

Belajar with universities' needs to prepare their students with 21st century teaching competencies.

The teacher's job is often considered easy even though it requires competency as well as teaching experience. It is important for a teacher to be a person who continuously learns, understands the profile of the students being taught, designs student-centered learning, guides engaging learning, conducts comprehensive assessments and reports student learning progress to parents. On the other hand, there is a need for schools and madrasas to improve the quality of learning but limited resources.

Through these features, Magang Guru Merdeka Belajar from the Kampus Guru Cikal also has advantages in the form of opportunities to be involved in *merdeka belajar* ecosystem in *Komunitas Guru Mereka Belajar* dan *Jaringan Sekolah Madrasah Merdeka Belajar*, teaching practice in KGBN and JSMB network schools, opportunities to publish practices learning innovation *merdeka* learning and the opportunity to work as a teacher in *Jaringan Sekolah Madrasah Belajar*.

With these advantages, this program equips students with practical and applicable pedagogical knowledge based on learning research that has proven effective through an internship program for 1 semester, so that they can become innovators of learning in class based on the principle of independent learning, and at the same time ready to become independent teachers.

In 2021, 107 undergraduate students joined this program, with 51 universities and 77 departments. Besides that, 18 schools were impacted by this program and brought about 36 *Merdeka Belajar* innovation prototypes.

Guru Belajar dan Berbagi Seri Guru Merdeka Belajar

Guru Belajar dan Berbagi seri Guru Merdeka Belajar designed to answer the problems that teachers feel in carrying out their profession. Teachers often have multiple duties and responsibilities both related to learning and administration. Teachers often take part in a lot of training but do not match their needs. Teachers who feel exhausted and feel they are not developing their career even though they have been teaching for years. Guru Belajar dan Berbagi Seri Guru Merdeka Belajar is a program that aims to help teachers acquire the keys to self-development: independence, competence, collaboration and career.

In this program, modules are published in the LMS service and can be accessed by all teachers in Indonesia without area and time limits. Every week, one class is opened with a quota of 1000. Each week participants get a synchronous webinar session with trainers and professional speakers. Program participants will get the opportunity to join *merdeka belajar* channel and get continuous learning opportunities after completing the module.

In 2021, there were 99.351 participants who joined the program, 8 webinars were held, and 100-800 participants took part in each webinar session.

Plan for 2022

Guru Merdeka Belajar

Guru Merdeka Belajar module is the primary module that became the foundation for Guru Merdeka Belajar curriculum and assessment. This module has reached more than 104.000 of teachers from diverse backgrounds and regions in Indonesia. This module is also hosted at *karier.mu* and *Guru Belajar dan Berbagi*, a learning platform from MoECRT. Through this program, teachers are invited to reflect on themselves as teachers who continue to develop themselves using 4 keys of Guru Merdeka Belajar.

Through problems such as teachers often have many tasks and administration, participate in training but not as needed, teachers who feel exhausted and feel they are not developing their career even though they have been teaching for years, and not all teachers follow *guru penggerak*. So there is a need for accelerated teacher competence

With this program, participants will get writing teacher training modules with curriculum themes and learning assessments based on *merdeka belajar*. Modules are published in the LMS service and can be accessed by all teachers in Indonesia without area and time limits. Besides that, participants also received an understanding of the national assessment and independent curriculum, get various information on good learning practices in the classroom, can collaborate with other teachers in practicing learning in the classroom, get an advanced program of good practice writing *merdeka belajar* and education driving *merdeka belajar*, and last but not least, get access to the independent teacher webinar learning 2 times a month with themes that are relevant to teacher problems.

This program is suitable for teachers who feel restless and want to change, teachers who are new to teaching and have been teaching for a long time, and teachers at various levels and from all regions

Ayo Jadi Guru

Many youth feel doubtful when choosing teaching as a profession. Kampus Guru Cikal works with *Karier.mu*, inviting undergraduate students, fresh graduate, novice teachers, even young professionals who had the calling to drive transformation to Indonesia's education to join professional teacher training, field practice, up to being placed as professional teacher in partner schools of KGC and *Karier.mu*.

Through this program, in the first phase participants will receive asynchronous and synchronous programs that improve the pedagogical competence of teachers with mentoring from professional teacher trainers. In the second phase, participants get an internship opportunity at a partner school that has implemented independent learning. At the end, the participants had the opportunity to directly select with school partners for the placement of teacher positions.

Participants who take part in this program will receive teacher competency assessment facilities, english language assessment, and general competency assessment. Furthermore, participants will get 5 weeks of intense training, workshop and webinar sessions with professional teacher

trainers, and 6 weeks of internship opportunities. This program is designed for final-year students, fresh graduates, and young teachers.

Siap Asesmen Merdeka

This program is designed to help teachers to implement teaching and assessment strategies that support the development of literacy and numeracy competencies in students and assist them in implementing contextual curriculum. The main objective of the program is to encourage the implementation of an independent curriculum by changing the perspective of students and changing the practice of assessment and learning that is more independent learning for teachers.

Problems faced by teachers were found such as misconceptions about the *kurikulum merdeka*, learning malpractice in preparing for the national assessment, teachers not knowing how to integrate literacy and numeracy competencies and character in assessment and contextual learning, misconceptions about project-based learning, and learning loss due to the COVID-19 pandemic since 2020, will be minimized through this program.

Siap Asesmen Merdeka runs for four weeks. For the first and second week there are two activities, namely asynchronous activities consisting of independent learning activities from modules, and synchronous activities in the form of webinars and mentoring sessions. Then proceed with a learning practice mentoring session to get to know the practice writing program on the gurubelajar.org portal in the third and fourth weeks. Finally, participants were encouraged to become speakers at Temu Pendidik Nusantara 9.

Through this program, teachers will understand and apply contextual curriculum concepts to improve the quality of learning as an effort to restore learning, apply various contextual assessment strategies to support the achievement of literacy, numeracy and character competencies, and integrate literacy and numeracy competencies, as well as profiles of Pancasila students in project-based learning.

Pengembangan Kurikulum Pendidikan dan Pelatihan Guru PAUD

This program aims to develop the competence of PAUD teachers through training programs that are in accordance with the principles of independent learning. Based on field observation data, it is observed that there is a disproportionate competency among early childhood education (PAUD) teachers (58.82% in Java island, 43.74% outside Java island). In addition, in 2020 only 19.5% of PAUD services are able to accommodate the needs of children aged 0 to 6 years. Kampus Guru Cikal helps teachers identify and stimulate balanced aspects of PAUD student development as a basis for competency development. so that our graduates have 9 necessary future competencies.

This program is designed to address problems such as the limited number of PAUD services that facilitate independent learning, which are not evenly distributed by professional PAUD teachers, and there is still a low level of PAUD teachers who master digital competency skills and aspects of student development.

Through this program, teachers will gain understanding regarding classroom management, learning strategies, and assessments that facilitate meaningful learning for PAUD students, obtain various information on good practices of learning in the classroom, and have the opportunity to collaborate with other teachers in practicing learning in the classroom.

Kampus Pemimpin Merdeka

Kampus Pemimpin Merdeka accompany school leaders to become the driver and leader of change for the sake of #MerdekaBelajar student-oriented education. Kampus Pemimpin Merdeka has accompanied more than 100.000 educators from 40 regions across Indonesia.

2021 Programs

1. Menuju Sekolah Merdeka Belajar

Started as Sekolah Lawan Corona during the COVID19 outbreak and later changed to Menuju Sekolah Merdeka Belajar considering the importance of change in Indonesia education. Menuju Sekolah Merdeka Belajar (SMB) is a school training program that aims to improve all education stakeholders (principals, teachers, school supervisors, parents and students) competencies to co-create a community of education change drivers in a school and together create a school with the vision of merdeka belajar. Together with Kampus Guru Cikal, Menuju Sekolah Merdeka Belajar provides training and guidance to teachers, school principals, and school superintendents for 1.5 to 2.5 months.

There are two main issues that trigger us to develop Sekolah Merdeka Belajar, such as:

- COVID-19

The COVID-19 outbreak at the end of 2019 and 2020 has changed many ways of life, including education. The Indonesian government decided to lock down every region that affects not only industries, but also schools. Teachers, school principals, school staffs, and students are forced to continue learning without having to meet face to face: synchronous (live interaction with teacher and classmates using online meeting application) and asynchronous mode (students are instructed to learn from the material prepared by the teacher on their own before or after live learning session). Thus creating a skills gap in teachers. Skill to hold impactful teaching using digital platforms and teacher's creativity to maximize the potential of digital learning.

Unfortunately digital learning not only causes a skill gap in teachers but also creates problems for students. Many research shows that during early adoption of digital learning, many students felt learning become boring and dull due to students unable to interact with their friends, lack of tools and devices to learn digitally, and both student and teacher lack practical knowledge on many of the digital tools that can be used to spice up the learning process.

- Merdeka Belajar Curriculum

The Ministry of Education and Cultural from 2019 started "Merdeka Belajar". First started as a program to equalize education by giving teachers freedom to assess students' competency, freedom to develop teacher's own teaching plan, and student' fairness to select and attend school. With COVID-19 as a catalyst, The Ministry started more and more programs that eventually lead to the creation of a new curriculum, Merdeka Belajar Curriculum. Such programs was "Guru Penggerak" and "Sekolah Penggerak". Guru Penggerak aims to train teachers as an

agent of change and focus to improve teacher' pedagogy and student-center learning. Meanwhile, Sekolah Penggerak focuses on creating a school environment that supports student-center learning, integration of all school stakeholders and collaboration with regional governments.

Sekolah Lawan Corona was first designed as a first responder to changes caused by COVID Pandemic. After a series of Sekolah Lawan Corona we have gained constructive feedback from the participants, community, and educational authorities. Reflecting back to those feedback and experience, we realized that the guidance program is not solely dedicated to face the distance learning challenges in the time of COVID-19 pandemic. With the goal to have a bigger impact for Indonesian education, we decided to rebrand the program to be Sekolah Merdeka Belajar. In addition to the existing objective in the previous program, Sekolah Merdeka Belajar aims to prepare teachers and principals to be adaptive towards changes, to create collaboration between teachers, principals, and parents, and to change the teachers, principals and parents 'old paradigm about children's educational ecosystem.

Adaptive toward changes

Kampus Pemimpin Merdeka in collaboration with Kampus Guru Cikal developed a series of learning modules to help and guide teachers, principals, and parents to be an agent of change. This was inline with the Ministry goal to have teachers as the agent of change to promote Merdeka Belajar. But before teachers are able to become agents of change, first they need to internalize and practice Merdeka Belajar. With that goal in mind, we create learning modules designed to enhance teacher's understanding of Merdeka Belajar and how to implement Merdeka Belajar in their classroom.

Collaboration between stakeholders

Teacher, principal, parent, government, and student were all stakeholders in the education ecosystem. Before any changes could be made, it is necessary for all stakeholders to not fall for misconceptions in learning. With our program rebranding to Sekolah Merdeka Belajar, we not only help guide and empower teachers, principals, and parents to collaborate but we also collaborate with local governments to help us reach more schools and impact more teachers and students.

Change in paradigm about educational ecosystem

We believed that collaboration is key to achieve changes in paradigm. That's why at the end of Sekolah Merdeka Belajar, we ask and help our participants to write essays about best practices that they do in their school. Selected best practices compiled into publication of teacher learning newspapers and some were presented in Temu Pendidik Nusantara. With the publication in hand, we sought to inspire more teachers, parents, and governments to change their paradigm.

Sekolah Merdeka Belajar program can be split into 3 phases, Phase 1 all participants go through our pre-assessment test and get the first assignment to learn fundamental principles of Merdeka Belajar. Only top 30% participants who showed high commitment in the phase 1 are selected to participate in Phase 2 where they'll learn more about Kelas Merdeka Belajar, a series of activities designed to enhance their understanding of Merdeka Belajar and how to

implement Merdeka Belajar in their classroom. And Phase 3, all participants who finished phase 2 are required to write their best practice on implementing Merdeka Belajar either in teaching or leading either classroom or school.

2. Nusantarun 8: #TerusBelajar Scholarship Campaign

As a collaboration program between Kampus Pemimpin Merdeka and Yayasan Lari Nusantara, Nusantarun 8 combines running campaigns and fundraising for schools to participate in Sekolah Merdeka Belajar program. The Nusantarun runners promoted their running progress in social media and invited other people to donate. The donation collected will be distributed to approximately 50 schools in the said regions for them to participate in the SMB program. The regions involved are Trenggalek, Tulungagung, Ponorogo, Blitar, and Kediri.

Nusantarun 8 program invites teachers and principals who are willing to independently learn for 4 hours and attend 1-3 hours mentoring sessions per week. Every school that participates in this program is represented by 1 principal and 4 teachers or roughly 10-30% teachers in each school. These are the key people that can influence their coworkers to adopt Merdeka Belajar principles in their classrooms. It is expected that school representation will disseminate what they've learned to their coworkers. After the first phase we selected the top 30% of schools to join the second phase of Sekolah Merdeka Belajar Program.

Upon joining the program, participants will receive scholarships for 3 months training and mentorship and 10 learning modules in sekolah.mu for principals and teachers. Participants will also receive board game donations and video documentation. In total Nusantarun 8 impact more than 260 school in all 4 regions with on average we reach more than 1.000 teachers and principals during the first phase and we select around 200 teacher to continue to second phase

3. Development of Prawira Junior High School

Development of Prawira Junior High School was a pilot school guidance program to develop school capacity, specifically Prawira Junior High School (Prawira), by transforming 19th century education into 21st century education with emphasis value on Freedom of Learning (Merdeka Belajar), Freedom to collaborate (Merdeka Kolaborasi), and Freedom of working (Merdeka Berkarya) principles. This was our first program that helped schools or foundations to create an environment that supports student-centered learning holistically. The keys to carry out this program such as:

- Merdeka Belajar Curriculum
- Capable human resource who have skill to maintain good relationships with different parties (stakeholders, partners, and internal team).
- The capability to identify individual needs and conflict management
- Establishing collaboration between all parties involved, including the school's internal and external collaborators.
- Facilities and infrastructure that support student-centered learning.

Prawira was a school located in Lembang, West Java that collaborated with us to give intervention in:

Curriculum development

Developing specific curriculum for Prawira began with assessment and strategic planning to involve all stakeholders including nearby community, Jaringan Sekolah Madrasah Belajar, and Rangkul Keluarga Kita. To help teachers implement Merdeka Belajar, we standardize learning content, assessment, teacher's monthly learning canvas and create school program development cycle canvas. We also encourage involvement of students through Student's reflection and exhibition of student's work.

Human resource empowerment

We help empower teachers collaboration through management standard, school principal performance indicator, teacher performance indicator, parents' involvement/participation survey, site visit and coaching.

Optimization of facilities and Infrastructure

During our site visit, we realized that Prawira has many untouch facilities that have potential to be used as a tool for student-centered learning. To maximize said facilities, we help by providing learning best practices and collaboration project with other stakeholders.

During 2020-2021 we managed to develop an independent curriculum based on resources capacity and school context, content standard, process standard, grading standard, and teacher's learning and program development canvas. To empower Prawira's human resource, we visit Prawira 9 times, encourage 5 teacher to share best practices in national or regional scope, 6 of Prawira teachers was selected to share their best practices in Temu Pendidik Nusantara 8, and we managed to collaborate with 7 "penggerak" or key people from 3 different organizations (Komunitas Guru Belajar Nusantara, Rangkul Keluarga Kita, and Komunitas Pengawas Belajar) to help empower Prawira's human resources.

4. Kurikulum & Asesmen Pemimpin Merdeka Belajar

Kurikulum dan Asesmen Pemimpin Merdeka Belajar (Curriculum and Assessment of Pemimpin Merdeka Belajar) is a development program to improve education leaders competency as Pemimpin Merdeka Belajar or Merdeka Belajar leaders. Kampus Pemimpin Merdeka, together with school leaders who have become educational agents of change, collaborate to produce asynchronous learning modules for other school leaders to be Merdeka Belajar leaders. In order for the school leaders to create authentic meaningful learning experience based on competency and personalization, they have to possess sufficient competency through modular learning, practice, and various context mastery. Hence, Curriculum and Assessment of Pemimpin Merdeka Belajar is designed to enhance said competencies.

Since different schools have different needs, it's a must for school leaders to personalize their learning based on their school needs. We developed Pemimpin Merdeka Belajar Curriculum and Assessment to be:

Modular

Teachers and school leaders can flexibly choose the learning modules depending on their learning needs. Different with gradual training, modules in Pemimpin Merdeka Belajar Curriculum split the topics into more concise yet level-based modules.

Practical

Every module is designed for learners to adapt and practice the skills learned to solve real life issues in their school environments.

Various contexts

Solutions provided in Pemimpin Merdeka Belajar Curriculum have been proven by schools in various regions.

We develop 13 modules with each module having 5 levels/grades from lowest to highest, Diri (self), Tim (team), Pembelajaran (learning), Organisasi (organization), Komunitas (community).

5. Obrolan Pemimpin Merdeka Belajar

Obrolan Pemimpin Merdeka Belajar (OPMB) is a weekly talk show program that brings together education leaders to share their best practices when leading educational change or reform in their respective institutions. The objective of this program is to share and spread best practices among educational leaders in order to strengthen each school leader in the effort of changing or reforming their institution, both in practical tools and essential norms.

We held this program every Saturday at 19:00 to 20:30 WIB (gmt+7) using zoom as its webinar platform and broadcasted to Sekolah Merdeka Belajar Youtube channel. We aim to get school principals, vice principals, coordinators, managers of school foundations, school superintendents and even teachers who want to reform their school best practices or develop and learn certain skills from other leaders.

In total we managed to held 40 sessions of OPMB, collaborating with 70 school leaders as speakers, and we managed to reach 43.000 viewers.

Plan for 2022

Pendidikan Penggerak Merdeka Belajar

Pendidikan Penggerak Merdeka Belajar (PPMB) is a program for teacher professional organization members to develop their capacity in implementing merdeka belajar teaching and leading and driving education change. This program was based on Sekolah Merdeka Belajar with few modifications to suit its target audience. After spending more than 2 years implementing Sekolah Merdeka Belajar and collaborating with many local governments in Indonesia. We gather feedback from participants, interview member across teacher professional organizations and we reflect that next step to share Merdeka Belajar was through collaborating with teacher professional organization such as Ikatan Guru Indonesia (IGI), Persatuan Guru Nahdlatul Ulama (Pergunu) and many more.

Siap Kurikulum

In 2022, Indonesian Ministry of Education and Culture officially announced Merdeka Belajar Curriculum or Kurikulum Merdeka. This curriculum was an optional curriculum so school can choose whether they want to implement it or not. In order to increase number of schools that implement Merdeka Belajar, Kampus Pemimpin Merdeka collaborated with Kampus Guru Cikal to merge both of our specialty and experience to create guidance program for school to implement Kurikulum Merdeka.

Pengembangan SMP Prawira

In 2022, we will continue our collaboration with Prawira Junior High School. Providing guidance program for 1 school year to recover learning through human resource capacity development and contextual curriculum.

Pemimpin Merdeka Belajar

Pemimpin Merdeka Belajar is a full package education leader competency development. Its main feature is a learning module that was updated from the original module to suit the latest development in the national education ecosystem, namely Seri Guru Belajar dan Berbagi and Merdeka Mengajar application by MoECRT. Another part of it is the webinar series Pemimpin Merdeka Belajar which will take on the path of the previous Obrolan Pemimpin Merdeka Belajar season 2020-2021, and the latest and freshest part will be the Pemimpin BaPer / Bawa Perubahan IG Live Series. These all being conducted to ensure the aim of educational leadership development is being spread out more rapidly

Kurikulum dan Asesmen Pembelajaran

Curriculum for developing merdeka belajar education leader competencies based on 2020 principals and teachers competency model regulated - by the Teacher and Educational Staff General Directorate and 2022 educational staff competency standard regulation by MoECRT. One of the curriculum components is a leadership module, which based on merdeka belajar principle that is hosted in Sekolah.Mu, combined with leveled competency in professional and pedagogical aspects from MoECRT, and also incorporating 9 future competencies from Sekolah.mu. One other component of the curriculum is a public assessment instrument that is prepared to facilitate diverse leadership competency development programs and projects from Kampus Pemimpin Merdeka.

SMB Vokasi

Based on Sekolah Merdeka Belajar, we plan to expand its impact into vocational school where we will develop training programs to improve teacher and vocational school competencies to create school programs based on real projects and in accordance with industry needs.

Cerita Guru Belajar

Cerita Guru Belajar empowers teachers, principals, and other educators to engage in various forms of career development outside of teaching. While engaging in protean career development, teachers write their stories in a platform and media that Cerita Guru Belajar has developed (www.gurubelajar.org). It facilitates teachers and principals to learn and share education and leadership best practice according to *merdeka belajar* principles; publishes proven *merdeka belajar* practices as a solution to teaching and leadership problems; and uses a collaborative approach to achieve the merdeka belajar ecosystem.

2021 Programs

Temu Pendidik Nusantara 8

Temu Pendidik Nusantara is a sustainable teacher development program founded in 2014. Its main objective is to improve the educational quality and equity by empowering teachers and educational leaders to promote the so-called ‘Merdeka Belajar’ (Freedom of Learning), Competency, Collaboration and Career through best-practice sharing, workshop, training, conference and exhibition.

Since the first time, the program has been held in an offline setting. However, since the pandemic, it is conducted in blended and hybrid settings which have opened a wider opportunity for educators to participate. The program commences with disseminating Temu Pendidik Nusantara concept through our own magazines, Surat Kabar Guru Belajar (Teacher Magazine) and Surat Kabar Pemimpin Belajar (Educational Leader Magazine). This is followed up by regional educator forums namely Temu Pendidik Daerah (Regional Educator Meetings) and training and workshops, culminating in international conference and exhibition.

After getting involved at Temu Pendidik Nusantara, teachers replicate this program on regional levels, apply the best practices they have learned at the program and continue to train other teachers. Thus far, Temu Pendidik Nusantara has enabled thousands of teachers and educational leaders to share and learn each other about best practices on teaching and leadership, to build networking and collaborative programs across communities and to develop professional skills and career ladder.

There are three main factors behind the establishment of Temu Pendidik Nusantara (TPN):

1. Learning Loss.

The learning loss in Indonesia occurs even before the pandemic. In the last decade, Indonesia’s score for PISA experienced a decline. In 2018, the country was one of the 10 lowest scores out of the 79 participating countries (OECD, 2019). The average reading ability of Indonesian students is 80 points below the OECD average and 42 points below the ASEAN average (Puspendik, 2019). According to the study of SMERU in their RISE Programme in Indonesia, analysis on 2000—2014 learning data shows that students’ early score is quite low, coupled with low level of competency attainment across grades, and learning achievement appears to be decreasing (SMERU, 2019).

Another research from World Bank (2020) also indicates that Indonesian students study 12.4 years in formal school but gain only 7.8 years of learning. There are 4.6 years of learning loss. Graduated from 12th grade of high school, Indonesian children's competence is equivalent to 8th grade of junior high school.

2. Low Quality of Teachers

The main factor behind Indonesia's poor education is the low quality of teachers (OECD, 2015). Teacher's competency in managing their classrooms is also relatively poor and they still struggle to keep the classes conducive for students' learning. The average score of Teacher Competency Examination in the country is only 48.94 out of minimum 55 (MoECRT on Edukasi.okezone.com).

3. Little Opportunity for Teachers To Share Best Practices

In Indonesia, it is common for teacher development programs to be led by education experts. However, this expert-led teacher development program is lacking in context and usually hard to understand. Teachers with enough experience who have teaching best practice are much more preferable to teach fellow teachers on how to manage the classroom, to improve student's literacy and to address other classroom issues (PSPK, 2019).

The concept of Temu Pendidik Nusantara is a sustainable teacher development program. It is designed as a public sphere for teachers and educational leaders to improve educational quality and equity through peer teaching and community empowerment among educators so that they can share and learn from one another about teaching or leadership best practices. The program incorporates sustainable approaches and promotes collective leadership by developing four aspects:

1. 'Merdeka Belajar' (Freedom of Learning)

'Merdeka Belajar' refers to the fundamental principle of lifelong learning. Teacher's training has always started with increasing competency and neglect to start with creating a teacher as a lifelong learner who has autonomy and freedom to learn and develop themselves. Therefore, we encourage the shifting mindset of teachers that teachers only can learn from experts. Through the 'Merdeka Belajar' ecosystem, thus teachers are allowed to share their best practices and also can learn from others including students to improve their teaching activities in their own classrooms.

2. Competency

Competency refers to pedagogical competence which a teacher needs to have. Temu Pendidik Nusantara provides a variety of blended learning classes aimed at improving teacher's pedagogical competence. Teachers can learn through self-paced online modules and join live sessions with more competent teachers.

3. Collaboration

Education is always interpreted as only the responsibility of the teacher, whereas it is a shared responsibility. Therefore, we change this misconception that a better education requires collaboration from all parties.

4. Career

Career refers to professional interests beside teaching that teachers can engage in. We believe that outside teaching, teachers have professional interests and necessary skills

to pursue in their leisure time and we call this approach protean career. Teachers with a protean career can engage in other forms of professional activities, such as writing, training, assessing, content creation, photography, etc. Teachers who have enough experience can share their protean career journey with fellow teachers that have similar interests or are pursuing the same path.

Temu Pendidik Nusantara composes a number of sub-programs. It commences with regional educator forums namely Temu Pendidik Daerah (Regional Educator Meetings) by empowering local teacher communities to organize their events in their respective regions. These regional meetings are followed by training in 100 regions, supported by Regional Education Authorities and local communities as well. The main session of Temu Pendidik Nusantara is an international conference participated by teachers and educational leaders from Indonesia and abroad during two days and exhibition. After joining Temu Pendidik Nusantara, teachers replicate this program on regional levels, apply the best practices they have learned at the program in their schools/classrooms and continue training other teachers.

To fund this endeavor, we have partnered with various companies in their corporate social responsibility programs, such as Sekolah.Mu, Nusantarun, Wardah Inspiring Teacher and self-fund from our own income from the sales of digital modules and merchandise.

As education is a shared responsibility of all components of society, Temu Pendidik Nusantara involves many parties, ranging from the government (MoECRT and 40 regional education authorities), 23 organizations and 12 companies in improving the quality of education. Therefore, these parties work in the joint programs, all of them are integrated with Temu Pendidik Nusantara.

Temu Pendidik Nusantara 8, held in 2021, focused on learning assessment improvement. Its topic was “Merayakan Asesmen Merdeka Belajar” (Celebrating Learning Assessment for Freedom of Learning), implying our commitment to the implementation of ‘Merdeka Belajar’ (Freedom of Learning) which aligns with the MoECRT’s focused programs. Temu Pendidik Nusantara 8 was attended by 9904 participants and 1005 speakers from 33 regions of Indonesia and overseas.

Content Publishing Management

Content Publishing Management is a program that focuses on creating various forms of education content, especially learning resources that can be of great benefit for teachers, such as module contents, newsletters, books, and other products.

The 2021 products of Content Publishing Management include:

1. Content module publishing
2. Surat Kabar Guru Belajar (Teacher Magazine)
Surat Kabar Guru Belajar is a magazine on pedagogy for teachers, containing a wide range of learning best practices written by teachers based on their own experiences in

teaching and learning. The best practices shared are usually very practical and replicable so that other teachers can apply in their own teaching practice.

The regular edition of Surat Kabar Guru Belajar is published bimonthly while the special edition is published based on its timeline, depending on the cooperation of every project and the agreement between Cerita Guru Belajar and the partnership organization or company.

During 2021, there were 218 best practices submitted which have been published into 5 editions of the regular Surat Kabar Guru Belajar and 5 of the special editions in collaboration with Wardah Inspiring Teacher and 1 of the Surat Kabar Pemimpin Belajar edition in collaboration with Yayasan Salib Suci. Thus far, this magazine has reached 6481 readers based on our Google Playbook data.

3. Book Publication

Every year, we publish a book which contains dozens of educational best practices, both teaching and leadership.

4. Guru Belajar Merchandise

As a non-profit organization, Yayasan Guru Belajar is responsible for every financial aspect of its programs and activities. It is required to be financially independent, not depending on external donor agencies, to ensure its sustainability. One of the strategies implemented by this organization is establishing social enterprise by producing various kinds of merchandise, such as t-shirts, tumblers, masks, and so on. This production of merchandise is also an attempt to spread the ideas of 'Merdeka Belajar' which is the main vision of this organization. The ideas of 'Merdeka Belajar' are packaged into educative messages to raise people's awareness about the importance of educational transformation through the implementation of 'Merdeka Belajar'.

Belajar Hidup

Belajar Hidup is a program that focuses on preparation of the workforce in Indonesia through quality modules that can be of great benefit to develop life skills. Belajar Hidup was established due to the needs of job seekers in Indonesia to various conceptual knowledge and practical skills required in the workforce.

Belajar Hidup provides various modules according to jobseekers needs. We collaborate with Karier.mu and the Implementing Management of the Pre-Employment Card Program (MPPKP) to provide quality training modules for any Indonesian job seekers to develop life skills. The modules are accessible online on a learning management system provided by Karier.mu so that anyone can be accessed easily.

The online training program is accessible to participants who have purchased the program via Learning Management System on Karier.mu. This training program has a minimum duration of six hours containing video presentations and ebook materials embedded in the modules.

Most of the participants are those coming from the members of Kartu Prakerja (Pre-employment Card) who have passed the selection process of MPPKP. Each participant who has completed the training will receive a certificate.

Karier Guru Belajar

Karier Guru Belajar is a program focusing on talent management for teachers who are involved in the 'Protean Career' development program. The main objective of the program is to help teachers and educational leaders develop career paths based on their respective interests and talents.

The reason behind the establishment of this program is due to the lack of a professional career path for educators in a formal way. In a more conventional view, the career development path available for teachers in professional fields is usually understood as only related to hierarchically structured in school or education institutions. Such misconception has led to narrowing the space of career development for them. For this reason, instead of viewing teacher career development through a conventional lens, we see it in a broader way of thinking or paradigm. For us, teacher career development is not limited to being hierarchically structured, but they can develop careers through various ways.

Karier Guru Belajar to develop teacher protean careers by providing a choice of career paths, such as trainer, visual communication, digital lecturer, writer, teacher promoter, and assessor. Karier Guru Belajar also provides opportunities for teachers to be able to build their personal branding through several channels, such as Teacher Learning Story Talk via Instagram Live, Surat Kabar Guru Belajar (Teacher Magazine), and Surat Kabar Pemimpin Belajar (Educational Leader Magazine).

In 2021, 57 teachers joined our program and have become active trainers from different fields of expertise. These trainers then become part of our program to train other teachers who are the targets of the empowerment program through Karier Guru Belajar. During 2021, 686 training has been led by our trainers.

Wardah Inspiring Teacher

Wardah Inspiring Teacher is a collaborative program between Yayasan Guru Belajar and Paragon Innovation and Technology company through one of its business units, Wardah Beauty. The program is a type of appreciation and support for teachers who have made a difference in their communities by improving teacher competence, especially on pedagogical aspects. Teachers involved in this program are those recommended by their students who have been taught. The total participants of the 2021 Wardah Inspiring Teacher program were 508 teachers.

The main objectives Wardah Inspiring Teacher program are:

1. To help teachers to perform remote teaching using 'Merdeka Belajar' principles;

2. To help teachers to create learning media which favors the learner's needs and to inspire fellow teachers;
3. To build a teacher's career as a learning media maker.

This program is carried out using blended learning during which the participants were accompanied by a guide/assistant and a trainer in a small group consisting of 40-50 participants. The program commenced in August and finished in November 2021.

To begin with, the participants had to complete the program via an online learning management system on the Sekolah.mu website. This online learning was conducted in an asynchronous session for the period of two weeks for each material unit. At the end of the program, the participants had to attend a synchronous session with the trainers and mentors.

The program's module consists of three core materials:

1. Guru Merdeka Belajar
At this stage, participants learned the concept and basic principles of 'Merdeka Belajar'.
2. Blended Learning, Learning Media Design, and Learning Media Making
At this second stage, participants learned about blended learning concepts and skills in designing and making learning media for blended learning. All of the materials were designed to align with the principles of 'Merdeka Belajar'.
3. Writing Skills
At this final stage, participants improved their skills in writing teaching best practice using learning media they have made so that they can share their best practices to fellow teachers. All of these works were published on Surat Kabar Guru Belajar.

Plan for 2022

Temu Pendidik Nusantara 9

Temu Pendidik Nusantara 9 will raise a theme "**A Curriculum Which Empowers The Context**". This topic is raised because of some reasons below:

1. The national curriculum in Indonesia has changed several times but has not had an impact on the learning process at the practical levels;
2. It has been a long-standing misconception that curriculum should be applied with a top-down approach;
3. Every school is required to implement the same curriculum as at the national level so that the learning process does not match the needs at the regional or local level, school, and especially the needs of students.
4. It has become an urgent need that every teacher has the autonomy to design his or her curriculum according to the needs of the school, students, and the local context.

Temu Pendidik Nusantara 9 will target 30.000 teachers & educational leaders from 155 regions in Indonesia and 20 other countries with 2000 speakers from both Indonesia and overseas. Temu Pendidik Nusantara 9 will allow teachers and educational leaders to exchange their best

practices both on leadership and pedagogy in order to be applied in their local communities, schools and classrooms.

Temu Pendidik Nusantara 9 theme is divided into 6 sub-topics below:

1. **Contextual Learning in Early Childhood Education: The Six Aspects of Child Development**
This topic covers contextual learning practices for Early Childhood Education students in the six aspects of child development, namely religious and moral values development, physical-motorik development, cognitive development, language development, social-emotional development, and artistic development.
2. **Contextual Learning in Elementary Education: Literacy and Numeracy**
This topic covers contextual learning practices for Elementary Education in all subjects that support mastery of literacy and numeracy.
3. **Cross-level Contextual Learning: Character Education**
This topic includes contextual learning practices for students at all levels in all subjects that support the mastery of the 'Pancasila' student profile competencies.
4. **Cross-level Contextual Learning: Careers**
This topic includes contextual learning practices for students at all levels in all subjects that facilitates students to explore their interests and talents, to understand themselves, to become acquainted with different types of careers, and to determine their own career development plans.
5. **Contextual Learning in Secondary Education: Language and Mathematics**
This topic covers contextual learning practices for junior and senior high school students in mathematics and languages (any language).
6. **Contextual Learning in Secondary Education: Natural and Social Sciences**
This topic covers contextual learning practices for junior and senior high school students in natural and social sciences.

'Merdeka Belajar' Writing Class (KPPMB)

The 'Merdeka Belajar' Writing Class (KPPMB) is a program for teachers. Its main purpose is to equip teachers and leaders with knowledge and skills in writing so that they could spread best practices of 'Merdeka Belajar' (Freedom of Learning) to other teachers, educator communities and teacher professional organizations in Indonesia. The writing class will be delivered online via Karier.mu, one of the online learning platforms on education in Indonesia.

What differentiates our writing class from others is the writing structure called ATAP (*Awal, Tantangan, Aksi, & Perubahan*) which can be translated into English as Beginning, Challenge, Action, & Change. This structure is chosen to enable readers to comprehend the process of educational change happening in the classroom or school by implementing a certain strategy. Therefore, readers, i.e. teachers and educational leaders, would understand the whole process of transformation including how to replicate and apply in their school or classroom.

Alongside joining the writing class via the online learning platform Karier.mu, the participants would also get the opportunity to continuously improve their knowledge and skills in writing since we provide webinars and group discussions. The webinars would invite speakers from teachers and leaders who have become successful writers, published books, and essays on Surat Kabar Guru Belajar.

The written works, i.e. educational best practices, would then be published, be it on our website gurubelajar.org, Surat Kabar Guru Belajar or Surat Kabar Pemimpin Belajar (available after 2022). In addition, the participants whose works have been published on the website and Surat Kabar Guru Belajar would also be invited to become a speaker at Temu Pendidik Nusantara 9.

The KPPMB targets teachers and leaders who have completed the programs of other units at Yayasan Guru Belajar, such as the program of Guru Merdeka Belajar, Sekolah Merdeka Belajar, Program Pemimpin Merdeka Belajar, Siap AN, Wardah Inspiring Teacher, and educator professional organizations which have been our partners. We also provide assistance to help the participants accomplish their writing process if they find any difficulties.

To join this program, teachers or educational leaders have to apply to the program via an online learning platform Karier.mu. The participants will get a module and they will automatically join our Telegram group to get more information, to have discussion with other participants, and to get updated information about the program. In addition, there would be webinars and consultation sessions via Zoom meeting. At the end of the program, participants are required to submit the written works on our website gurubelajar.org. The works which meet our criteria will be published on Surat Kabar Guru Belajar, Surat Kabar Pemimpin Belajar or the website itself.

The program will run from February 2022 and will be available throughout the year so that any teacher or educational leader could join the program anytime they want. More importantly, the participants who have finished the program and whose work gets published will also get support from our team to develop their careers and be invited to the Temu Pendidik Nusantara 9 as a speaker.

Content Publishing Management

In 2022, Content Publishing Management will focus on the same priority, i.e. creating various types of educational content, especially learning resources, which are useful for teachers, such as content modules, newsletter, books, and various teacher learning products.

The products of the Content Publishing Management include:

1. Module Content Publishing
2. Surat Kabar Guru Belajar (Teacher Magazine)

The publication of Surat Kabar Guru Belajar in 2022 will focus on the regular edition which is basically published every two months. However, due to the number of Temu

Pendidik Nusantara 8 topics which consist of 6 topics, the regular Surat Kabar Guru Belajar would be published monthly.

3. Surat Kabar Pemimpin Belajar (Educational Leader Magazine)
4. Annual Book Publishing
5. Guru Belajar Merchandise

Belajar Hidup

In the last five years, the world has changed significantly. Especially after the COVID-19 pandemic, everything has transformed into a digital world. People work remotely, buy all of their needs online, and in short, everything is done online. Such transformation has brought us to a new world and all of this has formed a new landscape of the workforce. We are now living in a world which requires us to master new technologies. Otherwise, we are left behind if we are unable to adapt to such a changing world.

For this reason, Belajar Hidup in 2022 would focus on developing human capacity in the context of digital transformation. Training people to have new skills, such as in software development, UI and UX, digital marketing, graphic design, and social media would be a compulsory part of this new world.

In addition, Belajar Hidup would also still focus on preparing the workforce in Indonesia through the provision of quality modules that are beneficial for the development of life skills. The program would provide a variety of modules according to the needs of job seekers.

Karier Guru Belajar

Karier Guru Belajar has strong commitment to develop teacher protean careers by providing a choice of career paths, such as trainer, visual communication, digital lecturer, writer, teacher promoter, and assessor. We still believe that teacher career development is not limited to being hierarchically structured, but they can develop careers through various ways.

We also provide opportunities for teachers to be able to build their personal branding through several channels, such as Teacher Learning Story Talk via Instagram Live, Surat Kabar Guru Belajar (Teacher Magazine), and Surat Kabar Pemimpin Belajar (Educational Leader Magazine).

In 2022, our priority is to maximize the career development of teachers who have joined us and open a broader opportunity to other teachers and educational leaders on a larger scale.

Teach First Indonesia

Introducing Our New Unit of Operation

In 2020, Yayasan Guru Belajar had the opportunity to build a partnership with Teach For All. Teach For All is a global network of educational organizations that already exist in 61 countries. Yayasan Guru Belajar is building a partnership with Teach For All to establish Teach First Indonesia. Teach First Indonesia itself is one of the ways in which Yayasan Guru Belajar accelerates the distribution of quality education through transformative leadership of teachers. In line with YGB's mission of empowering teachers to achieve equal education for each and all Indonesian children. Teach First Indonesia aims to join Teach For All, a global network of over 60 of independent, locally-led partner organizations, and a global organization that works to accelerate the progress of the network. Teach First Indonesia is currently receiving support and coaching from the Teach For All global organization, and is working to meet the partnership criteria set out by the network and then join as a full partner.

Thank You

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