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School and Family Partnerships: Contribution of Transformational Teachers in Implementing the Autonomous Learning Curriculum Educational Institutions in Bone, Indonesia

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Abstract: This study seeks to investigate the collaboration between schools and families, with a specific focus on the role transformational teachers in promoting autonomous learning at educational institutions in Bone, South Sulawesi. The interaction between schools and families is undeniably crucial in the development of the three education centers in Indonesia. The study is conducted using a mixed-methods approach, which are examined through the lens of Islamic education philosophy employing a concurrent triangulation strategy model or design. The data were collected through interview, observation, document analysis, and questionnaires. The findings of this study suggest that elementary school teachers in Tanete Riattang Barat District, Bone Regency, have effectively fulfilled their duty as facilitators of learning, and the implementation of the autonomous learning curriculum has been successful. The transformational teacher variable and the implementation variable of the Autonomous Learning Curriculum have a correlation coefficient of 0.75, indicating a strong positive link. The transformational teachers (X) contribute 56.3% to the implementation of the independent learning curriculum (Y) and have a strong impact on the relationship between transformational teachers and the implementation of the independent learning curriculum. The collaboration between families and schools, particularly between parents and teachers, has been established through effective communication, since it enhances the educational experience, both within the school environment and at home. In the realm of Islamic Education, both the home and school play a crucial role in shaping the character of children, enabling them to develop into exceptional, self-reliant, patriotic, innovative, and discerning individuals.

Keywords: Partnership, educational institution, family, head teacher, Islamic pedagogy

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Abstrak: Penelitian ini bertujuan untuk mengkaji tentang kemitraan antara sekolah dan keluarga yang difokuskan dalam kontribusi guru penggerak dalam memplementasikan merdeka belajar pada lembaga pendidikan di Bone, Sulawesi Selatan. Tidak dapat dipungkiri bahwa relasi antara sekolah dan keluarga merupakan dua aspek penting dalam perkembangan tri pusat pendidikan di Indonesia. Penelitian ini menggunakan metode gabungan penelitian kualitatif dan kuantitatif, dianalisis dengan teori pendidikan Islam dengan menggunakan model atau desain strategi triangulasi konkuren. Untuk memperoleh data digunakan instrumen penelitian yaitu pedoman wawancara, pedoman observasi dan pedoman dokumen serta angket. Hasil penelitian ini menunjukkan bahwa secara umum guru sekolah dasar di Kecamatan Tanete Riattang Barat Kabupaten Bone telah menjalankan perannya sebagai guru penggerak dan pelaksanaan kurikulum merdeka belajar telah terlaksana dengan baik. Kedua variabel ini mempunyai korelasi yang kuat atau tinggi antara variabel guru penggerak dengan variabel pelaksanaan Kurikulum Merdeka Belajar yaitu sebesar 0,75. Kontribusi guru penggerak (X) terhadap implementasi kurikulum merdeka belajar (Y) sebesar 56,3% dan mempunyai pengaruh yang signifikan antara guru penggerak dengan implementasi kurikulum merdeka belajar. Sedangkan kemitraan keluarga dan sekolah, terutama antara orang tua dengan guru telah terbangun dengan komunikasi yang baik sebab hal tersebut memberikan kontribusi terhadap peningkatan proses pembelajaran, baik di sekolah maupun di rumah. Dalam konteks Pendidikan Islam, keluarga dan sekolah merupakan salah satu bagian Pendidikan yang akan berkontribusi pada pembentukan karakter anak, sehingga mampu menjadi generasi yang unggul, mandiri, nasionalis, kreatif, bernalar kritis dan berkarakter.

Kata Kunci: Kemitraan, sekolah, keluarga, guru penggerak, pendidikan Islam

Introduction

The collaboration between families and teachers is an essential element that has emerged to facilitate the seamless advancement of the educational process. The relationship between family and school is a persistent problem in various European countries, such as Spain, Sweden, Ireland, Greece, Italy, and the Czech Republic, as well as in the United States. This relationship is complex and includes various social domains: macro (societal), intermediary (institutional), and micro (relational). Actually, the number of schools aligns with the several realities that exist in this interaction. The link among human behavior (parents and teachers), societal tendency (neoliberalism), and institutional framework (school market) in Europe is remarkable. This encompasses the restricted participation of parents, inadequate channels of communication between home and school, and the imperative to commit resources towards the education and training of parents and teachers. However,

it is crucial for families and schools to establish efficient communication and dialogue in order to actively participate in the education process and promote the development of children.¹

In Indonesia, the correlation between family and school has become more crucial due to the escalating complexity of global concerns and technological advancements. Hence, the field of education persists in enhancing itself by adjusting to the requirements and advancements of science and technology in the current era of globalization. The current period of globalization necessitates the digitalization of education in order to meet the expectations of this era. The teacher is a crucial component of education that must undergo change, movement, adaptation, and development in order to enhance the quality of education. The role of teachers has experienced a substantial and meaningful transition in conjunction with the advent of the fourth industrial revolution. Hence, regardless of personal preferences or agreements, the role and direction of the teaching profession must undergo a transformation. If teachers are unable to adjust to the current circumstances, they will be compelled to change by external forces. Conversely, if teachers are unwilling to change, they will inevitably face elimination and abandonment in this period of disruption. Uzunboylu highlighted the evolving nature of education, specifically focusing on the significance of technology-driven learning and the imperative for innovation and transformation in the field of education.² Furthermore, the necessity for adaptation was emphasized by the unavoidable nature of change in the field of education. The area of education is continuously developing, with an emphasis on emerging learning environments, the requirements of learners in the 21st century, and the significance of education in a globalized society. Teachers must rapidly acquire and adapt to new technology in order to effectively integrate digital skills into teaching.³

Teachers, as educators, have the responsibility to consistently modify and execute the curriculum while creating engaging, dynamic, imaginative, and groundbreaking learning approaches that cater to students' individual abilities, talents, interests, and potential. To ensure successful implementation, teachers must take on the role of facilitators for the independent learning curriculum.

¹ Luis Andrés Rodríguez and Richard O. Welsh, "The Ties That Bind: An Examination of School-Family Relationships and Middle School Discipline in New York City," *Educational Researcher* (2023). Paola Dusi, "The Family-School Relationships in Europe: A Research Review," *Center for Educational Policy Studies Journal* 2, No. 1 (2012).

²Huseyin Uzunboylu, et.al. "Research and trends in technology and gifted child: Results of a content analysis." *International Journal of Emerging Technologies in Learning (iJET)* 14, No. 22 (2019), p. 56-69.

³Louise Starkey. "A Review of Research Exploring Teacher Preparation for The Digital Age." *Cambridge Journal of Education* 50, No. 1 (2020), p. 37-56. Aneta Stolba and Robin Kay. "Acquiring Digital Proficiency in Teacher Education," *Journal of Educational Informatics* 2, No. 2 (2021), p. 22-25.

They should act as catalysts for the development of the Pancasila student profile, which encompasses spirituality, morality, global diversity, mutual cooperation, creativity, critical thinking, and independence.⁴ Furthermore, instructors at transformational schools should possess the ability to influence their colleagues within the educational community in order to facilitate positive transformations, particularly in enhancing the standard of student education in alignment with Pancasila principles.⁵

In Islamic education, transformational teachers, also known as pioneer teachers, have a crucial role in establishing the autonomous learning curriculum across different educational levels. They are regarded as influential figures in education, advocating for inventive and imaginative teaching methods, supporting student-centered learning, and fostering the enhancement and cultivation of the character and profile of Pancasila students. In order to accomplish this, transformational teachers must collaborate with families to cultivate the qualities and attributes of Pancasila students. In order to cultivate children's character or values, it is imperative for families to actively engage, cooperate, establish partnerships, and synergistically work together with schools.⁶

At home, parents are transformational teachers, and at school teachers should act as transformational instructor. Stay-at-home mothers serve as educational facilitators, fostering the comprehensive and proactive development of their children. They instill qualities such as character, creativity, humanism, strong reading and numeracy abilities, resilience, and effective communication.⁷ This represents the intended accomplishment inside the self-directed educational program or known as independent learning curriculum. In addition, transformational teachers are responsible for implementing the autonomous learning curriculum throughout all educational levels, including kindergarten, elementary school, junior high school, and high school.⁸ The effectiveness of implementing the autonomous learning curriculum is primarily influenced by the involvement of both transformational parents and transformational teachers.

⁴Ana Widyastuti, *Menjadi Sekolah dan Guru Penggerak Merdeka Belajar dan Implementasinya*, (Jakarta: Elex Media Komputindo, 2022).

⁵Islamiyah, et.al., "Implementation of Program Sekolah Penggerak in The Independent Learning Policy. *Ascarya: Islamic Science, Culture, and Social Studies*, 2 No. 2, (2022), p. 155-168.

⁶Samsinar, et.al., "Character Development Model for Early Childhood Learners at Islamic Kindergarten. *Didaktika: Jurnal Kependidikan*, 17, No. 1 (2023), p. 43–57. Nurliana, et. al., "Peran Keluarga Terhadap Pendidikan Anak Perspektif Hukum Islam," *Kreatifitas: Jurnal Ilmiah Pendidikan Islam*, 11, No. 1, (2022), p. 22–35.

⁷Susi Sukaesih, et.al., *Ibu Penggerak Sidina Merdeka Belajar Mengasuh dengan Hati dan Logika*. Mikro Media Teknologi, 2021.

⁸Ade Alimah, "Contemplative and Transformative Learning for Character Development in Islamic Higher Education," *Ulumuna: Journal of Islamic Studies* 24, No. 1 (2020), p. 1-23.

The role of the teacher is more than just transmitting knowledge to students; it also entails serving as an educational leader by setting good examples for them.⁹

Teachers in autonomous learning must possess the capacity to drive the educational environment in schools towards the achievement of student-centered learning, since they are leaders in the process of learning.¹⁰ In order to tackle this challenging task, the transformational teachers must proactively initiate modifications to enhance the progress of education. This adjustment is necessary due to the transition to the autonomous learning curriculum. This transformation necessitates that teacher possess the ability to adjust to the new curriculum. Any form of change or novelty is likely to provoke a reevaluation of existing beliefs, lead to disagreements, necessitate financial resources, and demand a significant amount of time.¹¹

Implementing curriculum modifications in educational institutions is a multifaceted endeavor that presents numerous problems.¹² Pratikno stated that the process of making long-lasting and influential modifications to the curriculum is difficult, highlighting the intricate nature of this undertaking.¹³ Several aspects need to be addressed, including the repair of school facilities and infrastructure, government assistance, the training and development of principals, and the enhancement of teaching and education personnel resources. The principal must possess the resolute commitment to propel the school, oversee, steer, and motivate all facets of the institution to progress towards enhanced education and yield high-qualified graduates.¹⁴

Furthermore, the primary focus of this curricular revision is on teachers as educators. Teachers must proactively and expeditiously advance in order to effectively influence the advancement of education. In the autonomous learning curriculum, a transformational teacher is responsible for guiding students in their holistic development, implementing student-centered learning, and making

⁹Claire Dickerson, et. al., "Teacher Leaders as Teacher Educators: Recognising the 'Educator' Dimension of Some Teacher Leaders' Practice," *Journal of Education for Teaching*, 47, No. 3, (2021), p. 395–410. Sibagariang, "Peran Guru Penggerak dalam Pendidikan Merdeka Belajar di Indonesia," *Jurnal Dinamika Pendidikan*, 14, No. 2, (2022), p. 88–99.

¹⁰Tabah Subekti, *Guru Penggerak: Lokomotif Gerbong Pendidikan Menuju Indonesia Unggul Sejahtera*, (Lakeisha, 2022).

¹¹Khoirurrijal, et.al., *Pengembangan Kurikulum Merdeka*, (Malang: Literasi Nusantara Abadi, 2022).

¹²Barbara de la Harpe and Ian Thomas, "Curriculum Change in Universities," *Journal of Education for Sustainable Development*, 3, No. 1, (2009), p. 75–85.

¹³Pratikno, et.al., Human Resource 'Kurikulum Merdeka' from design to Implementation in the School: what worked and what not in Indonesian Education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7, No. 1, (2022), p. 326–343.

¹⁴Rahayu, et.al., Hambatan Guru Sekolah Dasar dalam Melaksanakan Kurikulum Sekolah Penggerak dari sisi Manajemen Waktu dan Ruang di Era Pandemi Covid-19. *Jurnal Pendidikan Tambusai*, 5, No. 3 (2021), 5759–5768.

efforts to align all learning activities with the Pancasila student profile.¹⁵ The transformational teacher program plays a crucial role in the Indonesian autonomous curriculum, serving as a catalyst for transforming the education system, beginning at the school level.¹⁶ This serves as a catalyst for instructors to enhance their professional growth, by placing emphasis on the integration of Pancasila values.¹⁷ Becoming a transformational instructor is a challenging endeavor that involves participating in a rigorous selection process and successfully completing a 9-month transformational teacher education program.¹⁸

Several prior studies have investigated the implementation of transformational teacher program,¹⁹ scrutinized the role of transformational teachers,²⁰ and identified challenges in the implementation of the transformational teacher program.²¹ Research conducted to investigate the specific responsibilities and impact of transformational teachers was still limited, Jannati and colleagues, for example conducted a research study that focused on the function of transformational teachers in an elementary school in Aceh Province using phenomenological approach.²² Nevertheless, this study was conducted exclusively in a single educational institution and had a restricted sample size, including just of one principal and one driving instructor. across order to fill this need, this study presents a research framework that employs an interdisciplinary approach and utilizes mixed methodologies across three educational institutions. By involving a larger number of participants, it is anticipated that the resulting data will be more thorough. The objective of this

¹⁵Khoirurrijal, et.al., *Pengembangan Kurikulum Merdeka* (Malang: Literasi Nusantara Abadi, 2022).

¹⁶Satriawan, et.al., Guru Penggerak dan Transformasi Sekolah dalam Kerangka Inkuiri Apresiatif. *Al-Idarah: Jurnal Kependidikan Islam*, 11 No. 1 (2021), p. 1–12.

¹⁷Aiman Faiz and Faridah, “Program Guru Penggerak sebagai Sumber Belajar. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 14 No. 1 (2022), p. 82–88.

¹⁸E. Mulyasa, *Menjadi Guru Penggerak Merdeka Belajar*, Jakarta: Bumi Aksara, 2021.

¹⁹Islamiyah, et.al, Implementation of Program Sekolah Penggerak in The Independent Learning Policy. *Ascarya: Islamic Science, Culture, and Social Studies*, 2 No, 2 (2022), p. 155-168. Rossari Rahayu, et.al., Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6 No. 4 (2022), p. 6313–6319. Ineu Sumarsih, et.al., “Analisis implementasi kurikulum merdeka di sekolah penggerak sekolah dasar,” *Jurnal Basicedu*, 6 No. 5 (2022), p. 8248–8258. Yusak Yokoyama, et.al., “Implementasi kompetensi guru penggerak dalam menerapkan merdeka belajar SMK di Tana Toraja,” *Jurnal Dinamika Pendidikan* 16, No. 2 (2023), p. 187–200.

²⁰Putri Jannati, et.al., Peran Guru Penggerak dalam Implementasi Kurikulum Merdeka di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7 No. 1 (2023), p. 330.

²¹Rahayu, et.al., Hambatan Guru Sekolah Dasar dalam Melaksanakan Kurikulum Sekolah Penggerak dari Sisi Manajemen Waktu dan Ruang di Era Pandemi Covid-19. *Jurnal Pendidikan Tambusai*, 5 No. 3 (2021), p. 5759–5768.

²²Putri Jannati, et.al., “Peran Guru Penggerak...”, p. 330.

study is to determine the contribution of transformational teachers in the execution of the self-directed learning curriculum in primary schools located in the Tanete Riattang Barat District of the Bone Regency.

This study employs an Islamic education method as a tool for analysis in a field investigation. The research methodology employed is a mixed-methods approach. This study employs an Islamic education method as a tool for analysis in a field investigation. The research methodology employed is a mixed-methods approach.²³ This approach utilizes a concurrent triangulation paradigm for modeling or designing. This design model is regarded as a research methodology that integrates qualitative and quantitative research methodologies in both data collecting and analysis. It then compares the collected data to identify which data can be merged and differentiated. The research was carried out at an Elementary School located in the Tanete Riattang Barat District of the Bone Regency. The three schools are Asshiddiq Integrated Islamic Elementary School (IT), Watang Palakka 10/73 Presidential Elementary School, and Watang Palakka 26 Public Elementary School.

The role of Transformational Teachers in Implementing the Autonomous Learning Curriculum in Elementary Schools in Bone Regency

One of the regencies selected for the implementation of the transformational teacher program is Bone Regency. Seven cohorts of transformational teachers have completed their training and are now employed throughout all levels of education, including Kindergarten, Elementary School, Junior High School, and High School. By incorporating highly skilled educators in Bone Regency, the effectiveness of the autonomous learning program will be optimized throughout all educational levels, including Elementary Schools. There are a total of 230 Elementary Schools in Bone Regency that have adopted the independent learning curriculum, which involves varying levels of independent and self-directed learning.²⁴ This implementation specifically targets the Elementary Schools in Tanete Riattang Barat District, Bone Regency that have transitioned from being dependent to independent. Granting independent status allows educational institutions to have more flexibility in executing the autonomous learning curriculum by utilizing the teaching resources available at each level.²⁵ Three elementary schools in Tanete Riattang

²³Jhon W. Creswell, *A Concise Introduction to Mixed Methods Research* (SAGE publications, 2021). Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2019).

²⁴Dinas Pendidikan Kab. Bone, *Data Pelaksanaan IKM berdasarkan Keputusan Kepala BSKAP Nomor: 034/H/KR/2022 tentang Satuan Pelaksana IKM Pada Tahun Ajaran 2022/2023*. Kab. Bone, 2022.

²⁵Deni Hadiansah, *Kurikulum Merdeka dan Paradigma Pembelajaran Baru* (Bandung: Yrama Widya, 2022).

Barat District, namely SD Islam Terpadu Asshiddiq, SD Inpres 10/73 Watang Palakka, and SDN 26 Watang Palakka, have adopted autonomous learning with a modified independent status. These three schools now employ transformational teachers and are seeking to engage additional instructors in self-directed education, either inside their own institutions or elsewhere.²⁶

The transformational teachers in these elementary schools adhere to the established autonomous learning curriculum while also striving to modify the learning process and activities to meet the standards of students who are expected to embody the Pancasila profile. This profile includes qualities such as faith and devotion to God Almighty, noble character, creativity, teamwork, diversity, critical thinking, and independence.²⁷ In order to accomplish this, transformational lecturers must fully utilize and enhance their role while working together with families or parents to ensure the effective implementation of the autonomous learning curriculum. Consequently, the transformational teachers employed at elementary schools in the Tanete Riattang Barat District of Bone regency. In order to enhance the quality of education in Bone Regency, it is imperative for individuals to step beyond of their comfort zones and implement substantial changes in their schools. Furthermore, they should actively engage with the learning community to foster improvement in the overall learning experience. Ensuring the quality of education necessitates the active involvement of not only schools and instructors, but also parents or families, who must provide support for school programs and oversee the progress of their children.

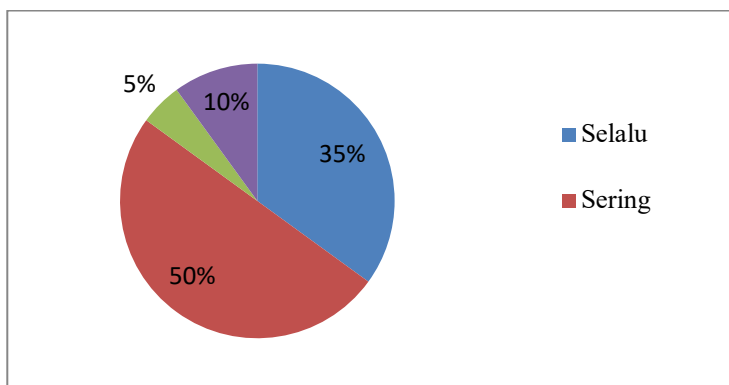
The transformational teacher at elementary schools in Tanete Riattang Barat District, Bone Regency have several responsibilities. They drive the learning community, support other teachers in developing learning in schools, enhance student leadership, facilitate positive discussions and collaborations, and act as learning leaders to promote the well-being of the education ecosystem at schools.

Moreover, the findings of this interview are corroborated by the outcomes of a survey about the nature of transformational teachers' roles, as in the following graph:

²⁶Interview with Sinar Samsu, Head of SDN Tanete Riattang District in Bone, South Sulawesi, Februari 2023.

²⁷Samsudi, et.al., "Unraveling the Merdeka Curriculum: Exploring Differentiated Instruction's Impact on Student Learning." *Jurnal Ilmiah Peuradeun* 12, No. 2 (2024), p. 517-538.

Graph 1: Roles of transformational teachers at elementary schools in Bone



Data source: the questionnaires regarding the transformational teachers' roles No. 1-13

According to the graph provided, instructors in elementary schools in Tanete Riattang Barat District, Bone Regency have effectively fulfilled their responsibilities as transformational teachers. According to the graph, 35% of the respondents (7 individuals) reported always engaging in this learning activity, while 50% (10 people) reported doing it often. Only 5% (1 person) expressed hesitation, and none reported never participating in this activity both at school and outside of school. Therefore, it can be affirmed that as a prominent educator, they have effectively fulfilled their responsibilities in advancing the learning community by supporting fellow teachers in enhancing school-based learning, promoting student leadership, facilitating constructive dialogue and collaboration, and serving as educational leaders who prioritize the well-being of the school ecosystem.

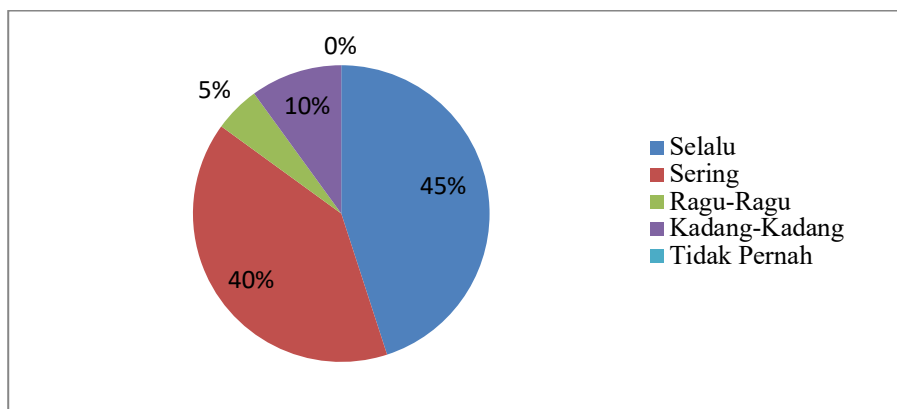
Enforcement of the Autonomous Learning Curriculum in Elementary Schools in Bone

Researchers discovered that primary schools in Tanete Riattang Barat District, Bone Regency, had certain characteristics based on the results of surveys, observations, and interviews. Bone has implemented the Autonomous Learning Curriculum in accordance with the chosen approach of each educational unit, namely SD Islam Terpadu Asshiddiq, SD Inpres Watang Palakka, and SDN 26 Watang Palakka Bone. This implementation represents a shift towards independent learning.²⁸ The questionnaire on the implementation of the Autonomous Learning Curriculum in primary schools in Tanete Riattang

²⁸ The observation at SD Islam Terpadu Terpadu Asshiddiq, SD Inpres Watang Palakka, and SDN 26 Watang Palakka Bone, South Sulawesi, February 2023.

Barat District, Bone Regency has been conducted cumulatively, using the dimensions specified as indicators in this study. The cumulative implementation of the Autonomous Learning Curriculum in elementary schools in Tanete Riattang Barat District, Bone Regency is outlined below for further information

Graph 2: Cumulative Percentage of Autonomous Learning Curriculum Implementation Within the Bone Regency, the Elementary School



Data Source: Analysis of Self-ICKM Questionnaire Results No. 1-15

According to the graph, elementary schools in Tanete Riattang Barat District, Bone Regency have generally adopted the Autonomous Learning Curriculum. According to the graph, 45% of the respondents (9 individuals) indicated that they always implement this in schools, 40% (8 people) stated that they frequently do, 5% (1 person) stated that they were hesitant, 10% (2 people) stated that they sometimes do, and none stated that they had never implemented this in schools. The findings of this survey indicate that primary schools in Tanete Riattang Barat District, Bone Regency have made efforts to optimize the implementation of the Autonomous Learning Curriculum through self-initiated modifications. Multiple endeavors have been undertaken with backing from diverse entities, including the Central Ministry of Education, Culture, Research and Technology, South Sulawesi Province, and the Regency Region. All stakeholders, including the school administration, principal, supervisor, driving instructor, teaching staff, driving instructor facilitators, class teachers, parents, and the community, make efforts to actively participate and collaborate with the school to enhance the overall quality of education.

Parents are required to play a part in the implementation of the Autonomous Learning Curriculum. The efficacy of its implementation is predominantly contingent upon the involvement of parents. The success of implementing the Autonomous Learning Curriculum relies on parents fulfilling several key roles. These roles include becoming educational partners, gaining a deeper understanding of the curriculum, identifying and nurturing their

children's potential, interests, and talents, recognizing the importance of teaching life skills, actively supporting a balance between learning and play, and actively supervising and evaluating their children's development.²⁹ According to Islamic education, the family or parents have the primary role in educating children.³⁰ The family plays a crucial role in fostering a sense of unwavering commitment to Allah SWT. Through engaging in prayer and religious practices, achieving inner peace and serenity, guiding children towards Islamic principles, providing care for children, fulfilling their needs, instilling virtuous morals in them, and diligently overseeing all of the aforementioned through various means and endeavors.³¹ The aforementioned endeavors are integral to the responsibilities of the transformational teachers in executing the self-directed learning program. Jannati, et.al., identified various functions of driving instructors, including serving as community leaders, catalysts for change, facilitators of dialogue and collaboration, promoters of enjoyable learning experiences, and the responsibility to enhance their own skills through seminars, while also serving as motivators in the classroom.³²

Furthermore, researchers discovered that teachers in the Elementary Schools of Tanete Riattang Barat District, Bone Regency, made various efforts to enhance the implementation of the Autonomous Learning Curriculum. These efforts included motivating and influencing other teachers to make changes in different aspects of teaching in order to enhance the quality of learning.³³ It is not solely the transformational teachers' responsibility, but rather all teachers must consistently evolve and enhance their own abilities and performance to improve their competency.³⁴

Teachers have transitioned from being mere drivers of education to becoming tutors, facilitators, and sources of inspiration for both students and fellow teachers. They also actively engage in collaborative efforts with their

²⁹Nuri Kurniati, "Peran Orang Tua dalam Implementasi Kurikulum Merdeka di Sekolah Dasar Negeri 17 Kabupaten Sintang," *JPDI (Jurnal Pendidikan Dasar Indonesia)* 8, No. 3 (2023), 112–117.

³⁰Lis Safitri, et.al., "Nurcholish Madjid on Indonesian Islamic Education: A Hermeneutical Study." *Jurnal Ilmiah Islam Futura* 22, No. 2 (2022), p. 244-259.

³¹Hamdi Abdillah, "Peranan Orangtua dan Guru sebagai Pendidik dalam Membentuk Karakter Anak. *Mumtáz: Jurnal Studi Al-Qur'an Dan Keislaman* 3, No. 1 (2019), p. 1–23.

³²Putri Jannati, et.al., "Peran Guru Penggerak dalam Implementasi Kurikulum Merdeka di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 7, No. 1 (2023), 330.

³³Observation Results at Tanete Riattang Elementary School, Bone Regency, South Sulawesi, February 2023. Interview with Syahraeni, transformational Teacher at SDN Kec. Tanete Riattang in Bone, South Sulawesi, February 2023.

³⁴Nguyen Tri Dung, "Managing Self-Improvement Activities for Primary School Teachers: A Solution," *Technium Social Sciences Journal* 44, (2023), p. 135–144. Sa'adiyah binti Shuib and Jamal Nordin bin Yunus, "The Development of Teacher Professionalism Towards the Self-Effectiveness of Secondary School Teachers," *International Journal of Academic Research in Business and Social Sciences*, 11 No. 6 (2021).

peers. Teachers have developed instructional resources and used engaging educational activities to enhance student motivation and improve learning results. Teachers have incorporated technology into their teaching practices, using different models, strategies, methods, and approaches to produce stimulating and inventive learning experiences.

Furthermore, the elementary schools in Tanete Riattang Barat District, Bone Regency have facilities and infrastructure to facilitate the execution of the Autonomous Learning Curriculum. The school has equipped students with IT devices, including wifi and internet access, teaching platforms as learning resources, LCDs, and other media. Based on the interview with the Principal of Elementary School in Tanete Riattang Barat District, Bone Regency, it has been determined that in order to effectively implement the independent learning curriculum, we have made arrangements for facilities and infrastructure that will enhance the learning experience for students. In addition, schools have also prepared teaching aids, media, and learning resources that teachers can utilize during the learning process.³⁵ Furthermore, the school provides opportunities for teachers to enhance their professional expertise through several training programs and encourages their active participation in the Teacher Working Group Forum (KKG).³⁶ Furthermore, supervisors are responsible for providing assistance in socialization and mentoring within schools, specifically in relation to the Autonomous Learning Curriculum. This includes ensuring the quality of graduates and developing programs that enhance the overall quality and character of students, both within and outside of regular academic activities.³⁷

Tanete Riattang Barat District in Bone Regency is home to an elementary school transformational teacher training. Bone has established a platform for transformational teachers to share their expertise and scientific knowledge through *mabbere* lessons (knowledge-sharing classes) and *Assiwolong-polongen* groups (collaboration groups) with other teachers, both within and beyond their respective schools.³⁸ Additional findings align with prior research indicating that the majority of driving instructors possess advanced digital literacy skills and employ them creatively in the educational process. This includes utilizing digital technology as a medium for delivering instructional content, assessing student learning, and as a valuable resource for

³⁵Interview with Mentari, Head of SD Islam Terpadu Asshiddiq, Tanete Riattang District in Bone, South Sulawesi, June 2023.

³⁶Interview with Harnani, Head of SDN 26 Watang Palakka, Tanete Riattang District in Bone, South Sulawesi, June 2023.

³⁷Interview with Nurhayati Malik, Elementary School Supervisor, West Tanete Riattang District, Bone, South Sulawesi, June 2023.

³⁸Interview with Mentari, Head of SD Tanete Riattang Barat District in Bone, South Sulawesi, June 2023.

both students and teachers. Nevertheless, there are still teachers who need to enhance their proficiency in utilizing digital technology to facilitate learning.³⁹

In addition, teachers in elementary schools in the Tanete Riattang Barat District, Bone Regency, have implemented thorough assessments of student learning in all areas, including cognitive, affective, and psychomotor skills. These assessments aim to measure student competencies based on their individual talents and learning interests, without imposing minimum completion criteria. Furthermore, teachers have the freedom to conduct assessments at the beginning, middle, and end of the learning process.

Upon examining a range of questionnaire and interview findings, it was discovered that the Autonomous Learning Curriculum has been implemented in primary schools within the Tanete Riattang Barat District of the Bone Regency. Bone has successfully progressed through the initial phase and has developed in line with the stages of implementing the Autonomous Learning Curriculum in Educational Units provided by the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2022. The implementation stage encompasses the concepts of learning, assessment, and curriculum design, all based on the philosophy of Independent Learning. This step aims to enhance the competences and character traits that have been identified by Independent Learning.

Obstacles are encountered with the implementation of the Autonomous Learning Curriculum. The findings of prior research indicate that the challenges in implementing the Autonomous Learning Curriculum can be attributed to four factors: 1) inadequate facilities and infrastructure; 2) insufficient capacity of teachers and education personnel; 3) unfavorable circumstances affecting students, families, and the environment; and 4) discrepancies in government policies.⁴⁰ According to Nurcahyono and Putra, teachers encountered obstacles in effectively preparing, implementing, and assessing the Autonomous Learning Curriculum.⁴¹ Nasution's study highlights several issues in implementing the curriculum, including teachers' lack of experience in autonomous learning,

³⁹Silvester, et.al., "Analisis Kemampuan Guru Penggerak Pada Jenjang Sekolah Dasar Di Wilayah Perbatasan Dalam Perspektif Literasi Digital," *Sebatik*, 26 No. 2 (2022), p. 412–419.

⁴⁰Syasya Khoirin Nisa', "Hambatan dan Solusi dalam Implementasi Kurikulum Merdeka pada Jenjang Sekolah Dasar: Sebuah Kajian Literatur," *Didaktika: Jurnal Kependidikan* 12 No. 3 (2023), p. 287–298.

⁴¹Novi Andri Nurcahyono and Jaya Dwi Putra, "Hambatan Guru Matematika dalam Mengimplementasikan Kurikulum Merdeka di Sekolah Dasar," *Wacana Akademika: Majalah Ilmiah Kependidikan*, 6 No. 3 (2022), p. 377–384.

restricted access to references, gaps in learning opportunities, and difficulties in time management.⁴²

The first step in implementing the Autonomous Learning Curriculum is to carefully design and execute the curriculum by making slight modifications to the educational unit curriculum documents provided by the Ministry of Education, Culture, Research and Technology. Furthermore, it has employed the progression of educational goals, instructional planning, evaluations, textbooks, teaching units, project units, and project implementation to enhance the Pancasila student profile, regardless of whether the number of students is smaller or larger than what is recommended by the Ministry of Education, Culture, Research and Technology.

Teachers employ diverse instructional approaches, yet the teacher's role remains predominant. They administer initial learning assessments but do not engage in designing the learning process. Instead, they rely on assessments provided in textbooks or teaching modules. Teachers teach based on the average learning progress of the majority of students in the class. They have not collaborated to enhance intra-curricular learning but have collaborated for the purpose of strengthening the Pancasila student profile. This finding aligns with the outcomes of previous research that indicated teachers encounter minimal difficulties in carrying out diagnostic, formative, and summative evaluations. Nevertheless, teachers encounter challenges when it comes to aligning assessments with learning objectives, particularly in project-based learning. The multitude of assessment formats, including presentations, projects, products, oral and written tasks, can often perplex educators.⁴³

Teachers communicate with parents on children's academic achievement during the academic report card distribution and when students encounter difficulties in school. This entails the cooperative effort between educators and guardians in facilitating self-directed learning. This collaboration is crucial for acknowledging children's aptitudes, inclinations, and capabilities, facilitating children's endeavors in accomplishing school assignments, comprehending children's learning preferences, offering continuous guidance at home, and fostering effective communication between teachers and parents. The establishment of communication should be reciprocal, allowing for a two-way flow of information between teachers and parents or guardians. In addition to instructors providing updates to parents, it is equally important for parents to

⁴²Abdul Fattah Nasution, "Hambatan dan Tantangan Implementasi Kurikulum Merdeka di MTS Raudlatul Uluum Aek Nabara Labuhanbatu," *Journal on Education* 5, No. 4 (2023), p. 17308–17313.

⁴³Siti Zulaiha, et.al., "Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar," *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar* 9, No. 2 (2022), p. 163–177.

initiate communication with teachers in order to stay informed about their children's academic progress.⁴⁴

During the development stage, which follows the initial stage, the Independent Learning Curriculum is planned and implemented. This involves making modifications to the organization and planning of learning based on the specific conditions of the educational unit. Adjustments are made to the learning flow, as well as the planning and assessment methods provided by the Ministry of Education, Culture, Research and Technology, in order to meet the needs of students. Teachers select materials from teaching modules, textbooks, and other resources, and adapt project modules provided by the Ministry to suit the local context and student needs. Additionally, a project is implemented to enhance the profile of Pancasila students, following the recommendations of the Ministry.

Teachers employ diverse pedagogical approaches that are student-centered and aligned with learning goals. Teachers also administer formative assessments at the outset of instruction, and the outcomes are utilized to pinpoint pupils who want additional supports. Teachers tailor their instruction based on the learning attainment level of the majority of students in the class, while also giving extra support to children who require intervention. They have worked together to enhance intra-curricular learning and to reinforce the Pancasila student profile development initiative.

The Influence of Transformational Teachers on the Execution of the Autonomous Learning Curriculum in Primary Schools in Bone

The research findings and analysis indicate whether transformational teachers have a significant influence on the implementation of the Autonomous Learning Curriculum at Elementary Schools in Tanete Riattang District, Bone Regency. The results of the simple regression analysis are as follows:

Tabel 1: Descriptive Statistics

	Mean	Std. Deviation	N
The implementation of Autonomous Learning Curriculum	63.0500	8.59911	20
Transformational teachers	52.3500	8.78560	20

⁴⁴Interview with Wardana, Academic at IAIN Bone, South Sulawesi, September 2023.

- a. The sample size consisted of 20 respondents
 - b. The mean implementation score of the Autonomous Learning Curriculum in elementary schools in Tanete Riattang Barat District, Bone Regency was 63.05, with a standard deviation of 8.599. The standard deviation of 8.599 indicates that the implementation of the Autonomous Learning Curriculum, which has an average of 63.05 per person, will vary within the range of 65.05 ± 8.599 .
 - c. the average age of transformational teachers is 52.35 with a standard deviation of 8.785.
1. Examination of the outcomes of a basic regression analysis
- a. The model summary table:
 - 1) reveals that there is a high positive connection ($r = 0.75$) between the transformational teacher variable (X) and the application of the Independent Learning Curriculum (Y). Positive connotation refers to the direct relationship between variables X and Y. The concept of "one direction" is that the greater the level of involvement of the driving instructor, the more the Independent Learning Curriculum is put into practice. Similarly, the less significant the role of the driving instructor, the less the Independent Learning is put into practice. Therefore, relying on a straightforward interpretation of the correlation coefficient "r" (also known as the product moment correlation coefficient r_{xy}), the following principles are typically employed:

Table 2: the interpretation of the result of “r” Product Moment

The big size ‘r’ Product Moment (r_{xy})	Interpretation
0,00-0,20	While there is a correlation between variable X and variable Y, it is extremely weak or low, leading to the assumption that there is no link between the two variables.
0,20-0,40	Variable X and variable Y exhibit a weak or low correlation.
0,40-0,70	Variable X and variable Y have a moderate or adequate correlation.
0,70-0,90	Variable X and variable Y have a robust association.
0,90-1,00	Variable X and variable Y have a significant association.

With a correlation coefficient (r) value of 0.75, it can be concluded that there is a significant association between the driving instructor variable and the implementation variable of the Independent Learning Curriculum. This is because the value falls within the range of 0.70-0.90, which indicates a high correlation.

2. The transformational teacher (X) contributed 56.3% to the implementation of the Independent Learning Curriculum (Y).

3. The analysis can be performed using the ANOVA table (b).

a. Formulating a hypothesis in the format of a descriptive statement:

H_0 : The Independent Learning Curriculum does not have a significant impact on the ability to predict driving teachers using a simple regression model

H_a : A linear regression model can be employed to forecast driving instructors who are affected by the deployment of the Autonomous Learning Curriculum

b. Making decision

1) The decision criteria are determined by comparing the values of F_{count} and F_{table} . If F_{count} is less than or equal to F_{table} , then the null hypothesis (H_0) is accepted. If F_{count} is more than F_{table} , then the null hypothesis (H_0) is rejected. The F_{count} number obtained from the anova table is 23.151, while the F_{table} value for F is 0.9.

Upon comparing the values of F_{count} and F_{table} , it is evident that $F_{count} = 23.151$, while $F_{table} = 0.9$. Consequently, the null hypothesis (H_0) is rejected. Therefore, the decision is made based on the probability value:

2) If the significance probability (sig) is greater than α , then the null hypothesis H_0 is accepted. Conversely, if the significance probability (sig) is less than α , then the null hypothesis H_0 is rejected. The ANOVA table indicates that the probability value (sig) is 0.00, and the significance level value α is 0.05.

Comparing the probability value (sig) with the significance level (α)

If the probability (sig) is less than α , then H_0 is rejected. In this case, if the value is 0.00 and less than 0.05:

H_0 is rejected. Therefore, the decision is to apply a simple regression model to forecast the implementation of the Autonomous Learning Curriculum, which is impacted by the transformational teachers.

4. Table of *Coefficients* (a)

According to the coefficients table (a), it can be observed that the table displays the coefficients for the basic regression equation model

that predicts the impact of the driving instructor on the implementation of the Independent Learning Curriculum. The equation is: $Y = 24.618 + 0.734 X$. Y represents the execution of the Independent Learning Curriculum, whereas X represents the instructor responsible for guiding the learning process. The equation provided allows for the analysis of several factors, such as :

- a. If the transformational teachers have no role ($X = 0$), the execution of the Autonomous Learning Curriculum is expected to yield a predicted value of only 24.618. Assuming that each respondent's answer increases by 1 point for the transformational teacher's answer ($X = 1$), it is expected that the implementation of the Autonomous Learning Curriculum will increase to $Y = 24.618 + 0.734 (1) = 25$.
- b. The regression coefficient $b = 0.734$ signifies that the Autonomous Learning Curriculum's implementation increases by 0.734 units for each extra respondent's answer for the transformational teachers' variable
- c. The validity of the simple regression equation $Y = 24.618 + 0.734 X$, which serves as the foundation for projecting an increase in the implementation of the Autonomous Learning Curriculum, will be tested. In order to assess the accuracy of the simple regression equation, two approaches are employed: one is based on the t-test (partial), and the other relies on probability techniques. The techniques employed are:

- 1). According to the t-test

The procedure consists of the following steps:

- a) Formulating a hypothesis in the form of a declarative sentence

H_0 : Formulating a hypothesis in the form of a declarative sentence H_0 : There is no notable concurrent impact of the transformational teachers on the execution of the Autonomous Learning Curriculum

H_a : There is a substantial and concurrent impact of the transformational teachers on the execution of the Autonomous Learning Curriculum

- b) Formulating a statistical model to propose a hypothesis

$H_0: \alpha = 0$

$H_a: \alpha \neq 0$

- c) The rule of the test

If $-t_{tabel} \leq t_{hitung} \leq t_{tabel}$, then H_0 is accepted

If $t_{hitung} > t_{tabel}$ then H_0 is rejected

The *coefficientstable* (α) determines t_{hitung} value= 4,812

$$\begin{aligned} \text{The value of } t_{hitung} &= t_{\left(\frac{\alpha}{2}\right)(n-2)} \\ &= t_{\left(\frac{0,05}{2}\right)(20-2)} \\ &= 0,45 \end{aligned}$$

d) Comparing t_{tabel} and t_{hitung}
 t_{hitung} is found to be $4,812 > t_{tabel} = 0,45$, then H_0 is rejected

e) Conclusion

There is a significant correlation between the transformational teachers and the implementation of Autonomous Learning Curriculum

2). Based on the probability technique

The procedure consists of the following steps:

a) Formulating a hypothesis in the structure of a sentence:

H_0 : There is no correlation between the transformational teachers and the implementation of the Autonomous Learning Curriculum

H_a : There is a correlation between the driving instructor and the application of the Autonomous Learning Curriculum

b) Formulating a hypothesis in the shape of a statistical model

$H_0: \alpha = 0$

$H_a: \alpha \neq 0$

c) Testing regulation

If, $\text{Sig} \leq \alpha$, then H_0 is rejected

If $\text{Sig} > \alpha$ then H_0 is accepted

If *table coefficients* (α) the significant value (sig) = 0,000

The significance level α is split by 2 in a two-sided test, resulting in $\alpha = 0.025$ when $\alpha = 0.05$

d) Comparing the value of t_{tabel} and t_{hitung}

It is found to be: $\text{Sig} = 0.000 < 0,025$, then H_0 is rejected

e) Conclusion:

There is a strong correlation between the transformational teachers and the application of the Autonomous Learning Curriculum.

School and Family Partnership in Kabupaten Bone

The partnership between families and educational institutions, educators, and students is a crucial determinant in enhancing the learning process and the standard of education.⁴⁵ The presence and engagement of family members in schools play a crucial role in predicting the level of school attachment for both male and female children.⁴⁶ Hence, the partnership with and engagement of families in schools bear significant consequences for the advancement of education in schools, encompassing instructors and education staff.⁴⁷

In Indonesia, particularly in the Bone Regency of South Sulawesi, the collaboration between families and instructors in schools has been demonstrated to make a significant contribution to the learning process. The transformational teachers consistently engage in extensive communication with families, namely the parents of pupils, to ensure the progress of their children's learning. The transformational teachers ensure that parents be attentive to their children at home in order to facilitate the successful implementation of the independent curriculum in schools. As a parent, I wholeheartedly endorse and uphold the teachers' efforts in implementing independent learning for pupils. Consequently, I consistently uphold effective contact with instructors in order to stay informed about children's progress, abilities, and passions. I also grant children the autonomy to select and decide on extracurricular activities that capture their interest.⁴⁸

The Deputy Principal for Elementary School Curriculum in Tanete Riattang Barat District, Bone Regency, emphasized the importance of parental involvement in supporting the independent learning curriculum. This can be achieved by increasing parental awareness of the students' learning process through parenting, facilitating discussions between parents and school committee administrators at each grade level, establishing effective communication channels between parents and teachers to provide assistance in student learning through the use of a control book and class WhatsApp group,

⁴⁵Pitrotussaadah, et.al., "Islamic Law and Gender: a Misconception of Roles and Responsibilities in Parenting." *De Jure: Jurnal Hukum dan Syar'iah* 15, No. 2 (2023), p. 331-342.

⁴⁶Fatma Uslu and Sídika Gizir, "School Belonging of Adolescents: The Role of Teacher–Student Relationships, Peer Relationships and Family Involvement," *Educational Sciences Theory & Practice* 17, No. 1 (2017). Armanda Zenhas, et.al., "The Social Relationship of Research in a Study about the Agency of Children in School-Family Interface," *International Journal about Parents in Education* 7, No. 2 (2023).

⁴⁷Tyler E. Smith, et. al., "Evaluating the Effects of Family–School Engagement Interventions on Parent–Teacher Relationships: A Meta-analysis," *School Mental Health* 14, No. 6 (2022).

⁴⁸Interview with Indryani, Parents of Elementary School Students in Tanete Riattang Distric in Bone, South Sulawesi, April 2023.

and encouraging parents to accompany students in various school activities, including the Pancasila student profile strengthening project.⁴⁹

The aforementioned remark is endorsed by the transformational Teacher, who emphasized the necessity of partnership with parents to fulfill his responsibilities in supporting the autonomous learning curriculum, particularly in enhancing the Pancasila student profile.⁵⁰ This assertion was further supported by other driving instructors who affirmed that cooperation among teachers, parents, and students was facilitated through a project aimed at enhancing the Pancasila student profile (P5). This project involved various activities such as work exhibitions, culinary bazaars, market days, art performances, and other initiatives, including planting projects, waste management, and entrepreneurial endeavors.⁵¹

Another measure taken by the school to effectively implement the autonomous learning curriculum is to engage parents in enhancing the Pancasila student profile, particularly through the Pancasila student profile strengthening initiative. According to the findings of interviews with education professionals, it is essential for parents to collaborate with instructors and students by offering guidance, as well as providing both moral and material assistance, in order to facilitate the success of children in the Pancasila student profile enhancement project.⁵² Engaging in this project will enable students to actively delve into contemporary topics such as sustainable lifestyles, entrepreneurship, health, the environment, and other relevant issues that contribute to the enhancement of character and competence as outlined in the Pancasila student profile. Moreover, the outcomes of interviews with scholars indicated that in order to effectively apply the independent learning curriculum, instructors and parents need to actively engage in collaborative coaching. Collaborative coaching is a method that prioritizes assisting schools and parents in enhancing children's education in the school setting.

The objective of this collaborative coaching is to enhance communication, cooperation, problem-solving, innovation, and collective accountability in the realm of children's education.⁵³ Education practitioners emphasize that parental involvement in the autonomous learning curriculum should be implemented through children's learning activities both at home and at

⁴⁹Interview with Rifka Hadrianti, Deputy Principal for Elementary School Curriculum, Tanete Riattang District in Bone, South Sulawesi, September 2023.

⁵⁰Interview with Anugerah Pratiwi, Transformation teacher of Elementary School in Tanete Riattang District in Bone, South Sulawesi, March 2023.

⁵¹Interview with Al-Wasiah, Transformation teacher of Elementary School in Tanete Riattang District in Bone, South Sulawesi, April 2023.

⁵²Interview with Mastiawaty, Praktisi Pendidikan Kabupaten Bone, South Sulawesi, November 2023.

⁵³Interview with Muhammad Rusydi, Academic at IAIN Bone, South Sulawesi, Oktober 2023.

school. Parents provide support and guidance to their children while studying at home, and they actively engage in school events like as parenting programs, Pancasila student strengthening projects, and other initiatives. Furthermore, for optimal collaboration between teachers and parents, schools must establish effective lines of communication, such as frequent meetings, WhatsApp groups, or online platforms. This is implemented to ensure that parents receive up-to-date information regarding their children's progress and educational initiatives.⁵⁴

Consistent with the previous statement, a parent of students expressed that in order to effectively implement the autonomous learning curriculum, parents must possess a thorough comprehension of their children's needs and characteristics. This will enable them to provide teachers with a comprehensive overview of their children. Armed with this information, teachers will possess the ability to design educational experiences that are advantageous to children. Furthermore, schools have devised initiatives to include the community in the intra-curricular learning process and enhance students' understanding of Pancasila. However, these projects have not yet been put into practice. The assessment and analysis of the execution of the autonomous Learning Curriculum and learning are currently limited and lack data-driven approaches.

Bone Regency Education Practitioner

Teachers have engaged in collaboration with parents by coordinating with them through educational units. This collaboration involves providing parents with information on their child's learning progress, both when report cards are issued and regularly throughout the learning process. The communication established tends to be unidirectional, with information flowing mostly from the teacher to the parents or guardians of the pupils. Furthermore, schools have engaged the community solely for the purpose of supporting non-sustainable activities or activities that are unrelated to curricular learning and projects aimed at increasing students' understanding of Pancasila. Teachers partially conduct reflection and evaluation of the implementation of the Autonomous Learning Curriculum and learning, but these processes are not yet based on data.

The aforementioned findings align with prior research that elucidates the restricted communication and collaboration network between educational units and stakeholders, including relevant parties such as parents of children, as a hindrance to the implementation of an autonomous curriculum.⁵⁵ Therefore, it can be affirmed that the Independent Learning Curriculum has been effectively implemented in elementary schools in the Tanete Riattang District, Bone Regency. This implementation followed the recommended stages set by the

⁵⁴Interview with A. Fajaruddin, Bone Regency Education Practitioner, South Sulawesi, Oktober 2023.

⁵⁵Abdul Fattah Nasution, "Hambatan dan Tantangan Implementasi Kurikulum Merdeka...", p. 17308–17313.

Ministry of Education, Culture, Research, and Technology and has successfully reached the development stage. Elementary schools in Tanete Riattang District, Bone Regency are committed to achieving the proficient and advanced stages in implementing the Autonomous Learning Curriculum. This will be achieved through the support of various stakeholders, particularly school principals who will ensure the provision of facilities and infrastructure that facilitate Independent Learning. In addition, efforts will be made to enhance the competence of teachers in implementing the Autonomous Learning Curriculum.

Consequently, schools must establish specific objectives and develop detailed strategies to be executed within a designated semester or academic year in order to achieve an advanced level. Within the realm of Islamic Education, the collaborative efforts of parents and the school can greatly enhance the learning experience for students. Children that have parental support experience psychological nurturance, while teachers serving as mentors find it more effortless to guide and cultivate.⁵⁶ To establish a robust framework of collaboration between educational institutions and families in the process of educating children.

Conclusion

The collaboration between families and schools, particularly between parents and teachers, has been established through effective communication as it enhances the educational experience, both within the school environment and at home. The driving instructor at an Elementary School in Tanete Riattang Barat District, Bone Regency has fulfilled his responsibility in educating the community about driving. Specifically, this involves offering support to fellow educators in enhancing instructional practices inside schools, fostering student leadership, creating constructive platforms for discussion and collaboration, and assuming a role as a leader in promoting the overall well-being of the educational environment. This study also discovered a correlation coefficient of 0.75 between the driving instructor variable and the implementation variable of the Independent Learning Curriculum. The driving teacher (X) contributed 56.3% to the implementation of the Independent Learning Curriculum (Y). Similarly, there is a notable correlation between the driving instructor and the execution of the Independent Learning Curriculum, as evidenced by the outcomes of the linear regression equation $Y = 24.618 + 0.734 X$. In order to assess the accuracy of this basic regression equation, two approaches are employed: the t-test method and probability techniques. The t-test yielded a t_{count} value of 4.812, which is greater than the critical t_{table} value of 0.45. Additionally, the probability approach determined that the Sig value is 0.000,

⁵⁶ Ira Rahmawati, "Peran Keluarga dalam Perkembangan Pendidikan Anak," *Guru: Jurnal Pendidikan Profesi Guru Agama Islam* 3, No. 7 (2023).

which is less than 0.025. In the realm of Islamic Education, both the family and school play a crucial role in shaping the character of children, enabling them to develop into exceptional, self-reliant, patriotic, innovative, and critically thinking individuals.

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Interviews and Observation

Interview with A. Fajaruddin, Bone Regency Education Pracitioner, South Sulawesi, Oktober 2023.

Interview with Al-Wasiah, Transformation teacher of Elementary School in Tanete Riattang District in Bone, South Sulawesi, April 2023.

Interview with Anugerah Pratiwi, Transformation teacher of Elementary School in Tanete Riattang District in Bone, South Sulawesi, March 2023.

Interview with Indryani, Parents of Elementary School Students in Kec. Tanete Riattang in Bone, South Sulawesi, April 2023.

Interview with Mastiawaty, Praktisi Pendidikan Kabupaten Bone, South Sulawesi, November 2023.

Interview with Mentari, Head of SD Tanete Riattang Barat District in Bone, South Sulawesi, Juny 2023.

Interview with Muhammad Rusydi, Academic at IAIN Bone, South Sulawesi, Oktober 2023.

Interview with Rifka Hadrianti, Deputy Principal for Elementary School Curriculum, Tanete Riattang District in Bone, South Sulawesi, September 2023.

Interview with Sinar Samsu, Head of SDN Tanete Riattang District in Bone, South Sulawesi, February 2023.

Interview with Syhraeni, a transformational Teacher at SDN Kec. Tanete Riattang in Bone, South Sulawesi, February 2023.

Interview with Wardana, Academic at IAIN Bone, South Sulawesi, September 2023.

Observation at SD Islam Terpadu Terpadu Asshiddiq, SD Inpres Watang Palakka, and SDN 26 Watang Palakka Bone, South Sulawesi, February 2023.

Observation Results at Tanete Riattang Elementary School, Bone Regency, South Sulawesi, February 2023.