

THE AUTHORITY OF TEACHER IN MERDEKA BELAJAR DISCOURSE

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ABSTRACT

Education policy in Indonesia often changes lately, it makes education practitioners uneasy. It is feared that this will affect the teacher's authority. So this study aims to determine the authority of the teacher in the Merdeka Belajar discourse. After reviewing the study of literature, it can be concluded that; 1) By using a new USBN model, teachers were very likely to be more authoritative because student graduation was determined by teachers and schools; 2) UN by using the Minimum Competency Assessment and Character Survey were expected to create an authoritative evaluation system without cheating; 3) Simple lesson plans gave an extensive time for teachers and students together and increased the authority of teachers; and 4) PPDB zoning system which reduced the percentage of zone line, was actually not directly related to the authority of teachers, whereas it made students' academic competition increasing.

Keywords: *Authority, Teacher, Merdeka Belajar.*

A. INTRODUCTION

Educate the nation's life is one of the national goals listed in the constitution of 1945, everyone deserves an education and benefit from science and technology, in order to improve the quality and well-being of his life. In the Law of the Republic of Indonesia No. 20 of 2003 on national education system, it is mandated to the government to conduct a national education system that enhances faith and piety to the Almighty God and morality for educating the life of the nation. Thus, the government is obliged to provide an equitable and quality education. But in the journey, there is a term of *Ganti Menteri Ganti Kurikulum*, the term that make a restless and cause uncertainty for the educational practice in Indonesia. Since 1947, Indonesia has changed at least 10 times. The old curriculum has not yet reached the optimal results, it has been changed. In addition, the consideration is the effect of changes that could have negative effect.

The latest policy of the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim has established four basic programs of education policy in *Merdeka Belajar*. The Program includes the National Standard School Exam (USBN), National Exam (UN), Lesson Plan (RPP), and Zoning of Admission Regulation of New Learners (PPDB). The four main programs of education policy will be the future learning direction that focuses on improving the quality of human resources. (kemendikbud.go.id 2019) This policy direction also refers to good practices at international levels such as PISA and TIMSS. As previously released, according to a study capability survey released by the Program for International Student Assessment (PISA) on Tuesday 3rd December 2019 in Paris that placed Indonesia at

72 from 77 countries. Indonesia was left behind from Malaysia (ranked at 56) while Singapore (ranks the top two).¹

This policy is in line with the educational concept of Ki Hajar Dewantara which is stated in *Asas Taman Siswa 1922*, in the first and second chapters explained that everyone has the right to govern himself by remembering the orderly unity in public life, as well as given education should be able to make an independent human-being.² In addition, he also has a thought called the "*Panca Dharma*" which contain a principle of independent. The point of this thought is the people are born into the world in free state of freedom which means having a genuine human right for living and organizing life. Nobody can impose his will or dominion over others which means to stain the freedoms of human beings in the earth. In fact, freedom and independent is a gift from God, so it is not appropriate for certain parties who want to take it.³

A community of learning teachers initiated by Najelaa Shihab also proclaimed about *Merdeka Belajar*. Teaching an *Merdeka Belajar* is a challenge since many educators are trapped on misguided teaching materials which are limited to the curriculum outlined. The curriculum is a defining subject of learning for teachers and students. In fact, meaningful learning processes require freedom for teachers and students to determine effective objectives and learning. Teachers are independent to design the proper materials between the curriculum demands, students' needs and local situation. The student is free to set the purpose of learning together, choosing the appropriate learning, and open reflection with the teacher. Educators who believe in independent still need a variety of support from fellow teachers. Then, it is created a book that is a form of support for teachers across the archipelago presented by the community learning teacher. The *Merdeka Belajar* in the classroom consists of four parts: context, concept, practice, and impact.⁴

The emergence of the concept of liberation education promoted by Paulo Freire with his criticism of the bank's style education system,⁵ where students only received knowledge, recorded and memorized.⁶ In many occasions Freire says that education is the most vital value for the human liberation process.⁷ Freire says that education at this level should be a process of liberation (humanization), not a social domestication as often occur in the third world, i.e. education is often used as a tool to legitimize the will of the ruler against the ruling people. Therefore, the education must be a thorough act and reflection to alter the oppressive reality to liberation.⁸ This is also a challenge in the concept of the *Merdeka Belajar*. Do not let this policy on *Merdeka Belajar* is only a momentary interest, because a good purpose must be done in a good way. Do not let this program make students free and freedom to do something negative as reported in the mass media. Then, the authority of the teachers in the *Merdeka Belajar* discourse is interested to discuss.

¹ Prita Kusuma, 'Peringkat 6 Terbawah, Indonesia Diminta Tinggalkan Sistem Pendidikan "Feodalistik"', 12 May 2019, www.dw.com.

² Suhartono Wiryopranoto, dkk, *Ki Hajar Dewantara; Pemikiran Dan Perjuangannya* (Jakarta: Museum Kebangkitan Nasional Direktorat Jenderal Kebudayaan Kementerian Pendidikan dan Kebudayaan, 2017), 36.

³ Ahmad Syaikhudin, 'Konsep Pemikiran Pendidikan Menurut Paulo Freire' Vol. 10 No. 1 Juni 2012 (2012): 87.

⁴ Najeela Shihab dan Komunitas Guru Belajar, *Merdeka Belajar Di Ruang Kelas* (Literati dan Kampus Guru Cikal, 2017), 22.

⁵ Paulo Freire, *Education as the Practice of Freedom in Education for Critical Conciousness* (New York: Continium, 1997), 53.

⁶ Rakhmat Hidayat, *Pedagogi Kritis: Sejarah Perkembangan Dan Pemikiran* (Jakarta: Rajawali Press, 2013), 10.

⁷ Syaikhudin, 'Konsep Pemikiran Pendidikan Menurut Paulo Freire', 84.

⁸ Freire, *Education as the Practice of Freedom in Education for Critical Conciousness*, 25.

B. METHODOLOGY

This research design was a type of qualitative study. Qualitative research is a research procedure that generates descriptive data in the form of written or spoken words of people and behaviors that can be observed.⁹ The study used literature study methods. This study organized by conducting a search on a variety of written sources, whether in the form of books, articles, journals, magazines, news of both print and online and other relevant documents. Because of the *Merdeka Belajar* was a new policy of government, there were not many scientific research articles found. This research instrument was human instrument, which meant the researcher established the focus of research, made a data collection, assessed data quality, data analysis, interpreted data, made conclusions on its findings, and eventually the researcher became his research reporter. Data sources were subjects from which data can be obtained.¹⁰ The data sources used were primary and secondary sources. This series of research activities began by collecting library data, reading, recording and processing research materials. The research was done using content analysis.

C. RESULT AND DISCUSSION

1. Study of the Teacher's Authority

The word "authority" means the innate to master and influence others through attitudes and behaviors that contain leadership and full of appeal based on Great Dictionary of Indonesia Language. Authoritative means having respected and respected authority.¹¹ In Bahasa Indonesia dictionary, it is also revealed that authority means a state or talent that is associated with extraordinary ability in the leadership of a person to awaken the trust and admiration of the public to himself. In other words, authority means a leadership attribute that is based on the quality of individual personality.¹² There is a shifting meaning that passed a few years before, and the meaning of authority will continue to shift according to the development of the era and education condition in Indonesia.

Authority in *Ihya' Ulumuddin*, Imam Ghazali used the term *Haibah* which means fear with an extraordinary respect,¹³ in *Ta'limul Muta'alim*, Az Zarnuji used the term of *Waqaar*.¹⁴ KH. Hasyim Asy'ari used both terms in the book *Adabul Alim wal Muta'alim*.¹⁵ In English, the writer tends to use the term of authority in English Dictionary by John Echols. One of them has the meaning of authority; Authority is a special type of genuine power inherent to the position occupied by the leader.

From the explanation above, the writer can conclude that the authority is a strength to be admired accompanied by respect so as to bring obedience.¹⁶ The kinds of authority in the school as follow:

⁹ Lexy J Moleong, *Metodologi Penelitian Kealitatif* (Bandung: Remaja Rosda Karya, 2005), 4.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 129.

¹¹ Tim Penyusun Kamus Pusat Pembinaan, 'Kamus Besar Bahasa Indonesia, Departemen Pendidikan Dan Kebudayaan', in *KBBI* (Jakarta: Balai Pustaka, 1988), 1011.

¹² Tim Penyusun Kamus Pusat Bahasa KBBI, 'Kamus Besar Bahasa Indonesia' (Jakarta: Balai Pustaka, 2002), 1272.

¹³ Al Ghazali, *Ihya' Ulumuddin, Menghidupkan Ilmu-Ilmu Agama (Terj)* (Jakarta: Faizan, 1964), 217.

¹⁴ Az-Zarnuji, *Ta'limul Muta'alim (Terj)* (Solo: Aqwam, 2019), 55.

¹⁵ Hasyim Asy'ari, *Adabul 'alim Wal Muta'allim* (Jombang: Tebu Ireng, 1415), 57.

¹⁶ Muhammad Ali Rohmad, 'The Authority of Teacher in Education Institutions Based on Islamic Boarding School', *Edukasia: Jurnal Penelitian Pendidikan Islam*, 2020.

- a. The Authority of Attitude which includes: Receiving; Respond to Believes; The Application of Works; and Diligence.
- b. The Authority of Cognitive that includes: Knowledge; Understanding Implementation; Analysis; Synthesis; and Evaluation.
- c. The Authority of Skill that includes: Perception; Readiness; Mechanism; Guided; Response; Proficiency; Adaptation and Origination.¹⁷

Reviewed from the power of person, the authority can be differentiated into two, namely birth authority and inner authority. In relation to authority, Weber divided 3 kinds of authority namely Rational legal authority, Traditional authority, Charismatic authority.¹⁸

Authority must be enforced in all areas, but it is undeniable that the reality of the teacher's authority changes according to the sociocultural change of society, so that the teacher's authority is soluble in change. It needs a consideration that sociocultural changes will continue. The teacher needs to take the wisdom and accept the change in a positive way, so that the authority of the teacher changes towards into better as long as it does not need the authority of the teacher.¹⁹ In relation to the authority of teachers with the *Merdeka Belajar* will be discussed in next explanation.

2. Study of the *Merdeka Belajar*.

The *Merdeka Belajar* policy program includes the National Standard School Exam (USBN), National Exam (UN), Lesson Plan (RPP), and the Admission Rules of New Learners (PPDB) zoning. First, the new policy direction of the USBN implementation will be applied with exams organized only by the school in 2020. The exam is conducted to assess the competency of the students that can be done in the form of written tests or other forms of evaluation that more comprehensive, such as portfolios and assignments (group assignments, works, and so on). Therefore, teachers and schools are more independent in the assessment of student learning outcomes. The USBN budget can be transferred to develop teachers and school capacity to improve learning quality.²⁰ But what standards will be applied nationally when a national exam is removed, although some rate of this policy makes teachers more freely in assessing the students themselves.

Secondly, regarding the UN exam, 2020 is the implementation of UN for the last time. The implementation of UN year 2021 will be changed to Minimum Competency Assessment and Character Survey, consisting of the ability to use language (literacy), the ability to use mathematical (numeration), and strengthening character education, The test will be conducted by students who are in the middle of the school (e.g. grade 4, 8, 11), so that they can encourage teachers and schools to improve the quality of learning. The exam results are not used for the student selection base to the next level.

Thirdly, for the preparation of the Lesson Plan (RPP), Kemendikbud will simplify it by pruning some components. In that new policy, teachers can freely select, create, use, and develop RPP formats. Three core components of RPP consist of learning objectives, learning activities, and assessment. RPP designing is done efficiently and effectively, so that teachers have more time to prepare and evaluate the learning process itself. A page of Lesson Plan (RPP) is adequate enough for teaching learning process.

Fourth, in the acceptance of new learners (PPDB), Kemendikbud continues to use the zoning system with a more flexible policy to accommodate the inequality of access and

¹⁷ Thoifuri, *Menjadi Guru Inisiator* (Semarang: Rasail, 2007), 153.

¹⁸ Eisenstadt, S.N, *Max Weber On Charisma and Institution Building* (Chicago: Univercity Of Chicago, 1968), 19.

¹⁹ Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2010), 86.

²⁰ kemendikbud.go.id, 2019.

quality in various regions. The composition of the PPDB zoning line can receive at least 50 percent of students, a minimum of 15 percent affirmation path, and a maximum of 5 percent. As for the achievement track or the remaining 0-30 percent adjusted to the condition of the area. The area authorities determine the proportions of the finals and establish zoning territory.²¹

All of these policies are efforts to lead for educational purposes. One of the influences is that leads to students' maturity, to help learners become people who can someday fulfill their life's duties by their own feet. The last, it seems that the function of educational authority is to bring learners to its growth, which in itself recognizes the authority of others and wants to live it as well.²²

2.1 Teacher's Authority and Sovereignty Toward National Standard School Exam

Exams are one form of evaluation, where evaluation is an action based on wise and prudent considerations to determine the value of something both quantitatively and qualitatively. The evaluation activity is done consciously by the teacher with the aim of gaining certainty about the success of students learning and giving input to the teacher about what he is doing in teaching. In other words, the evaluation conducted by the teacher to know whether the materials have been mastered or not by the students, and whether the teaching activities that have been performed as expected.²³

An absolute evaluation is done and obligated for every teacher. The evaluation cannot be separated from the teaching activities, so teachers must know and understand the evaluation function. The evaluation has function as follow:

- a. Knowing the level of achievement of children in the learning process.
- b. Establishing the effectiveness of teaching and activity plans.
- c. Giving the basis of report on students' progress.
- d. Eliminating obstacles or fixing during practice.

So, the evaluation functions to provide information for the improvement of quality teaching and preparation of school programs.²⁴

Undang-undang No. 20 of 2003 on the national education system, listed in chapter XVI on evaluation, accreditation, and certification. In article 58 stated that evaluation of students' learning outcomes is conducted by educators to monitor the process, progress, and improvement of student learning outcomes continuously. This means the evaluation or assessment of student outcomes is done by the teacher at relevant school. By having the first USBN, the spirit of independent school in determining the right judgment for students is not optimal, because children must do a standardized test. Meanwhile, the questions are mostly multiple-choice, the format is almost the same as the National Exam (UN).

Curriculum 2013 is actually a spirit of competency-based curriculum. The basic competence of the curriculum 2013 is actually very difficult if only tested with a multiple choice because it is not enough to know the various competencies, the school can do the assessment of students through other forms such as essays, portfolio, and other assignments such as group assignments, writings, etc. This is to provide independent for teachers

²¹ kemendikbud.go.id.

²² M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis Dan Praktis* (Bandung: Rosda Karya, 2014), 50.

²³ Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, 180.

²⁴ Djamarah, 182.

throughout Indonesia to create more holistic assessment concepts that actually test the basic competencies of our curriculum, not just knowledge or memorization.²⁵

The USBN organized by the school to assess the competencies of students that can be performed in the form of written tests or other forms of more comprehensive assessments. This policy provides an opportunity for teachers and school and students, where they do not need to pursue specific value targets to graduate from the school. The authority of the teacher will increase because the graduation of students is handed to teachers and schools. This is in line with the previous research that there are 3 (three) kinds of students' perspective or learners related to the authority of *Ustadz* or educators in *Pesantren*, namely: 1) Unauthoritative educators (underestimated); 2) An authoritative (respected) educator; 3) The most authoritative educator (dreaded).²⁶ By implementing this USBN model, it is expected that teachers are increasingly admired (authoritative).

But with the graduation system handed over to teachers and schools, it can be another problem for students' spirit for learning. This should be anticipated by teachers and schools by providing special treatment for students who are essentially lazy. If students are diligent, whatever the circumstances will remain diligent. So, the spirit of teachers can be down because they are not bounded to certain targets.

2.2 National Exam as an Effort to Evaluate Authoritative Education

The national exam with Minimum Competency Assessment Model and Character Survey with no score limits is a very precise decision. This change is expected to give a new spirit, although it is essentially the same. To date, the test only targets the cognitive part only, now it tries to improve by targeting even psychomotor-related affective domains with the character survey. Therefore, students are required to be closer and respectful to the teacher. In addition, with a multiple evaluation system, the spirit of the students become better and also increase. The system is expected to materialize an educational evaluation system of authoritative and no cheating. National examinations used as a tool to improve the quality of education that sometimes can exacerbate the quality of the nation's education because many school institutions that conduct national examinations with various fraud, such as leak of answer keys even collaboration with the national exam supervisor for giving an easy supervision to his/her children. National examinations are not as a tool to improve the quality of nation's education, but rather lead to increase prestige of the institution. In other words, it occurs a low aspect of honesty in the national exam.²⁷

The existence of UN which only put achievement score of academic as main purpose is judged contrary to the education principle itself which requires the psychological aspects and personality development of students. Ineffectiveness of UN was surveyed the NT Association of Teachers of the Republic of Indonesia (PGRI) in 2012. The result was 70% of people and teachers agreed UN removed. Diversity in Indonesia which large makes standardize test will be adverse impacts. Some people worry that teachers are not ready with the new assessment system and some schools may not be ready to be given the freedom to make their own judgment system because of lack of facilities and quality of teachers. It is considered the inequality of education.

²⁵ Desliana Maulipaksi, 'USBN Dihapus, Sekolah Bisa Selenggarakan Ujian Kelulusan Sendiri', www.kemdikbud.go.id, Desember 2019.

²⁶ Muhammad Ali Rohmad, 'The Dynamics Authority of Pesantren', *Repository.Uin.Malang.Ac.Id*, 2016, 381.

²⁷ Ali dan Agus Eko Cahyono Saukah, 'Ujian Nasional Di Indonesia Dan Implikasinya Terhadap Pembelajaran Bahasa Inggris', *Jurnal Penelitian Dan Evaluasi Pendidikan* Volume 19, No 2 (Desember 2015): 243.

The Minister of Education and Culture confirms that national standards remain. However, the way of judgment and the test form will be the sovereignty of the school. The reason is the school party knows the ability of cognition and psychological development of children. For the school that is not ready to make assessment, they can use the test of the USBN or UN. So, giving the independent means there is no compulsion for the school to use the assessment system. But in principle the school is encouraged to adapt. For unready schools who still want to learn to use a new way of judgment, it will not be a big problem. For ready school and teachers, they can apply the system. And it certainly will not be alone, the ministry will always provide samples.²⁸

The writer considers that there is an inconsistency of Kemendikbud, they must run the program of *Merdeka Belajar*, but the school is given independent to implement its evaluation, of course this will be very confusing. So, creating a good and authoritative evaluation seems to be difficult to achieve. In addition, the implementation of national examinations raises anxiety for students. The national exam can be one of the students' anxiety sources. National exams that can determine students' graduation can result in concerns and fears (uncertain fear). When anxiety becomes an excessive fear, of course it will disrupt the psychic and mental of the students. As result, the problems that should be usually able to be answered by students in school, as if the question is not able to answer.²⁹

By having a positive perception and judgment toward UN, a student will be able manage the anxiety that arises. So, the feelings that arise will also be more positive. Routine positive emotions can make people healthier and more resilient, encouraging a person to optimally function, wellbeing, and development.³⁰

2.3 Simplification of RPP as an Effort to Improve the Authority of Teachers

The study of Lesson Plan (RPP) is a short-term planning to estimate or project what will be done in learning. RPP is an effort to estimate the action to be performed in a learning activity.³¹ The latest RPP arrangement has been regulated in the circular letter of the Minister of Education and Culture number 14 2019 about simplification of Lesson Plan (RPP) which contains the following points:

- a. The preparation of the Lesson Plan (RPP) is conducted in an efficient, effective, and student-oriented principle.
- b. The 13 (thirteen) components of the RPP that have been regulated in the regulation of the Minister of Education and Culture No. 22 of 2016 on the standard of basic and intermediate process of education, which became the core component is the purpose of learning, measures (Learning assessment and assessment that must be performed by the teacher, and other components are complementary).
- c. Schools, teacher groups of similar subjects in schools, teachers Working Group/discussion of teacher subjects (KKG/MGMP), and individual teachers can freely choose, create, use, and develop RPP format independently for students' learning success.

²⁸ M. Agung Rajasa, 'Merdeka Belajar Menuju Pendidikan Ideal', *mediaindonesia.com*, Desember 2019.

²⁹ Anak Agung Putu Chintya Putri Suardana dan Nicholas S., 'Hubungan Antara Motivasi Belajar Dan Kecemasan Pada Siswa Kelas Vi Sekolah Dasar Di Denpasar Menjelang Ujian Nasional', *Fakultas Psikologi Udayana* Vol. 1, No. 1 (2013): 204.

³⁰ Hamid Mukhlis dan Koentjoro, 'Pelatihan Kebersyukuran Untuk Menurunkan Kecemasan Menghadapi Ujian Nasional Pada Siswa SMA', *Gadjah Mada Journal of Professional Psychology* Volume 1, nos. 3, Desember 2015 (2015): 204.

³¹ Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, 320.

- d. The RPP that has been created can still be used and can also be adjusted to the provisions as referred to in numbers 1, 2, and 3. (Circular letter of the Minister of Education and Culture No. 14 2019)

A simple RPP will give a broad time for teachers to be with the students, so it is a great opportunity for teachers to improve their employment. In other words, the authority of the teachers will increase by simplifying RPP. We cannot increase the capacity of teachers if teachers are still shackled by time-consuming administrative matters that do not directly relate to learning. Therefore, teachers have to be more active with the students to achieve their educational objectives more easily.

A teacher who is deemed to have competence and professionalism should be able to prepare the teaching activities that are planned, directed and considered the development and condition of the participants. The need for learning planning is done in order to achieve certain learning objectives, but it can also function as a map that guides the teacher to know what activities to do next.³²

The preparation of RPP aims to design student learning experience to achieve learning objectives. The importance of making RPP is to help teachers thinking about the lesson before the lesson is delivered, so the learning difficulties can be foreseen and the way out is sought also. Teachers can organize the facilities, equipment, teaching aids, times and contents in order to achieve the objective of learning as effectively as possible and connect the objectives and procedures to the overall purpose of the subjects. The teacher is expected applying the learning programmatically based on the RPP. Without a well-planned, learning targets will be difficult to achieve optimally. Therefore, the ability to create RPP is a first step that teachers and prospective teachers must have, as well as an exhaust of theoretical knowledge, basic skills, and a deep understanding of learning objects and learning situations.³³

2.4 Authoritative Acceptance Model of New Learners (PPDB)

Learners are everyone who receives influence from someone who is conducting educational activities. The school situation cannot be removed from the influence of the student's life background.³⁴ Student background will also affect the motivation of learning, where motivation refers to all the symptoms that contain in the stimulation of action towards the goal. Motivation can be basic or internal and intensive promptings outside of individuals or gifts.³⁵ The students who enter the school should be selected, or at least classified of the background.

New Student Admissions Regulation (PPDB) zoning which reduces zone path percentage, is actually not directly related to the authority of the teacher. It can make competitions through academic pathways and student achievements are increasing and make the community increasingly competitive and selective to their children. This case has been governed by the Ministry of Education and Culture regulation of the Republic of Indonesia No. 44 year 2019 about acceptance of new learners in kindergarten, elementary school, junior high school, senior high school, and vocational high school. In this regulation, it is explained that PPDB registration is carried out through zoning line, affirmations, duties' displacement

³² Karmila Andriana, 'Urgensi Perencanaan Pembelajaran Bahasa Arab Dalam Pendidikan Di Sekolah', *Proceeding Universitas Negeri Malang*, 2015, 197.

³³ Agung Setyawanto, dkk, 'Rencana Pelaksanaan Pembelajaran (RPP) Guru Bahasa Indonesia Tingkat SMP Di Kota Malang', *Jurnalonline.Um.Ac.Id*, 2012, 2.

³⁴ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), 41.

³⁵ Oemar Hamalik, *Psikologi Belajar Dan Mengajar* (Bandung: Sinar Baru Algensindo, 2009), 173.

of parents/guardians, and/or achievement line. Zoning line is 50% (fifty percent) of the school's capacity. The line of affirmations is at least 15% (fifteen percent) of school capacity. The parent/guardian of duties' displacement is at most 5% (five percent) of the school's capacity. And if there is still remaining quota from several lines above, the local government can open the achievement line. (Regulation of the Minister of Education and Culture of the Republic of Indonesia number 44 2019)

In the implementation of PPDB that is to determine which zone to enter. The student must prove a family card (KK) in order to enter the qualification of school based on the address on the KK that issued at least 1 year from the date of registration PPDB. If anyone misuse KK or claimed to be poor then it will be submitted to the provisions of the prevailing legislation, for those who misuse the authentic deed may be subject to article 264 KUHP about counterfeiting documents, with a maximum penalty of 6 years imprisonment.³⁶ Perhaps the policy is too extreme, but efforts to improve the system and anticipate all deviations need to be implemented.

3. *Merdeka Belajar* Challenge for The Authority Teachers

The Minister of Education and Culture explained that all institutes are independent in the *Merdeka Belajar* education system. Higher education is independent from government rules, lecturers are independent from tertiary institutions, students are independent from tertiary institutions. Also, the school feel its independent which is from supervising turn into serving. Freedom from the rules, the independent of teachers in creating in his own class and the independent of pupils in determining the direction and levels that suitable. These received a lot of critics, the one who criticized was the rector of the Sunan Kalijaga Yogyakarta State Islamic University (UIN) Yudian Wahyudi in the forum of the Open Senate meeting on the inauguration of the great master UIN Sunan Kalijaga. He said that giving students the freedom is a less precise statement, because supervised students sometimes are not successful, moreover if they are ignored. Students' freedom is not a major measure or sample for a future success.³⁷

A restless condition about this independent will make some parties free to do something such as a viral video about a teacher who was attacked by some students in SMK NU 3 Kaliwungu, Kendal, Central Java. It made the Minister of Education and Culture, Muhadjir Effendi on 13rd November 2018 conveyed that the teacher must maintain the authority.³⁸ Also, the incident occurred in Gresik in February 2019 in PGRI Wringinanom Junior High School, where one of the students fought while holding the collar of his teacher after being rebuked for not smoking. The dispute also occurred at SMKN 3 Yogyakarta between student and teacher after confiscating mobile phone when the exam begun. Despite the endless fights, the shootout between them becomes an exciting show for other students.³⁹

In other areas also occurred some cases. For example, a teacher of SMKN 1 Mojoanyar Mojokerto who was reported to police due to punish the students for enforcing the discipline in the school (Tempo.co, Thursday, 25th August 2016). In addition, the

³⁶ Andi Saputra, 'Sistem Zonasi Akan Penjarakan Siswa Yang Palsukan KK/Ngaku-Aku Miskin', news.detik.com, Desember 2019.

³⁷ ofdef.id, 'Rektor UIN Jogja Konfrontasi "Revolusi Pendidikan" Nadiem Makarim, Ingin Sistem Jadul Dipertahankan', ofdef.id, Desember 2019.

³⁸ Taufiq Shiddiq, 'Video Viral Guru Dikeroyok Siswa, Mendikbud: Guru Jaga Wibawa', *Tempo.Co* (blog), 13 November 2018.

³⁹ Ananda Muhammad Firdaus, 'Kasus Siswa Melawan Guru, Mendikbud; Guru Harus Jaga Wibawa', *Ayo Bandung.Com* (blog), 25 February 2019.

demonstration of hundreds of students of SMKN 1 Trowulan Mojokerto on the first day of UAS demanded the principal to resign from his position. There was a disunity among teachers, principals and students on 2nd December 2019 (Radar Mojokerto Jawa Pos 3rd December 2019)

In fact, various problematics in the institution are not only the problem of the group, but also the problem of the nation.⁴⁰ These phenomena are some phenomena that raise concerns about the concept of *Merdeka Belajar*. Therefore, all parties must maintain and strive to make the *Merdeka Belajar* program can run as expected. In addition, it needs to be implemented more supervision, as an effort to anticipate the negative impacts that may occur.

Hopefully, the fear about *Merdeka Belajar* which will tear down the authority does not happen. Everything is not proven real, but with the unity of all elements in education, the progress and success in achieving educational objectives are not difficult to accomplish. In addition, urgent duty is to improve teacher competence evenly. The success of *Merdeka Belajar* program will be highly determined by the competency of teachers whose conditions are not yet evenly distributed.⁴¹

Local and central government must work together on access and quality of education with some policies for teachers that more focus on learning of students and students can learn more. All must be optimistic in implementing the *Merdeka Belajar* program. The success of *Merdeka Belajar* program must be influenced by many factors. *Merdeka Belajar* can raise the authority of the teacher or vice versa, everything needs process. Therefore, all parties must convince that this program can succeed as one of the efforts to improve the education system in Indonesia. Instead of optimistic, we should also prepare the anticipation of the worst possibilities, if later this program is not running well in as its expectations.

D. CONCLUSION

Authority means a sense of awe and *ta'dhim* to give rise to obedience. Then, *Merdeka Belajar* is the latest policy of the Minister of Education and Culture which includes the National Standard School Exam (USBN), National Exam (UN), Lesson Plan (RPP), and Acceptance Rules for New Learners (PPDB) Zoning. The *Merdeka Belajar* influences the teachers' authority with following explanations; 1) By using the new model of National Standard School Exam (USBN), the authority of the teacher has increased because the graduation of students is handed over to teachers and schools; 2) National Exam (UN) by using Minimum Competency Assessment and Character Survey, has been expected to create an authoritative evaluation system without cheating; 3) A simple Learning Plan (RPP) has been providing a broad time for teachers with students, and improving the authority of teachers; and 4) Acceptance of New Learners (PPDB) zoning system that reduces the percentage of the zone line, it has not been directly related to the authority of the teacher, but it can make the student's academic competition increasing. The challenge of the *Merdeka Belajar* to the master's authority has been doing numerously and must be anticipated early.

⁴⁰ Fatah Syukur, *Dinamika Pesantren Dan Madrasah* (Yogyakarta: Pustaka Pelajar, 2002), 258.

⁴¹ Rajasa, 'Merdeka Belajar Menuju Pendidikan Ideal'.

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