

**CREATIVITY OF DRIVING TEACHERS IN DEVELOPING STUDENTS'
SOCIAL-EMOTIONAL COMPETENCE (SEC)
ON AN INDEPENDENT LEARNING CURRICULUM**

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ABSTRACT

This research discusses the creativity of the driving teacher in developing students' social and emotional competencies in the Merdeka curriculum at State Primary school 21 Tolomundu, Bima City. The mobilising teacher has an important role in improving the quality of teaching and learning, as well as in developing students' character and creativity. In the Merdeka curriculum, mobilising teachers are expected to act as agents of change who facilitate the exchange of ideas, provide support for fellow teachers, and build an inclusive and supportive learning environment. In this research, mobilising teachers in Bima are equipped with the skills and knowledge needed to lead change in teaching and learning practices. through this research, the author uses a type of qualitative research with a descriptive approach, which aims to reveal symptoms in a holistic-contextual manner through data collection from a natural setting by utilising the author as a key instrument. The key information in this research is the school principal, teacher activists and students at the State Primary school 21 Tolomundu, Bima City. To collect data the author conducted observations, interviews and documentation. After collecting the data the author directly analyses the data. Based on the results of the study, it shows that increased awareness and understanding of the importance of social and emotional competence, improved student skills in managing emotions, communicating, and working together, changes in school culture towards a more inclusive environment, and improved teaching quality and student engagement. The impact is not only felt at school, but also has the ability to improve the quality of life of students more broadly.

Keywords: Creativity, Social Emotional Competence, Merdeka Belajar Curriculum

ABSTRAK

Penelitian ini membahas tentang kreativitas guru penggerak dalam mengembangkan kompetensi sosial dan emosional siswa pada kurikulum Merdeka di Sekolah Dasar Negeri 21 Tolomundu Kota Bima. Guru penggerak memiliki peran penting dalam meningkatkan kualitas pengajaran dan pembelajaran, serta dalam mengembangkan karakter dan kreativitas siswa. Dalam kurikulum Merdeka, guru penggerak diharapkan dapat berperan sebagai agen perubahan yang memfasilitasi pertukaran ide, memberikan dukungan bagi rekan-rekan guru, dan membangun lingkungan pembelajaran yang inklusif dan mendukung. Dalam penelitian ini, guru penggerak di Bima dibekali dengan keterampilan dan pengetahuan yang diperlukan untuk memimpin perubahan dalam praktik pengajaran dan pembelajaran. melalui penelitian ini penulis menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif, yang bertujuan untuk mengungkapkan gejala secara holistik-kontekstual melalui pengumpulan data dari latar

alami dengan memanfaatkan diri penulis sebagai instrumen kunci. Informasi kunci dalam penelitian ini adalah Kepala sekolah, Guru Penggerak dan siswa di Sekolah Dasar Negeri 21 Tolomundu Kota Bima. Untuk mengumpulkan data penulis melakukan Observasi, Wawancara Mapun Dokumentasi. Setelah mengumpulkan data penulis langsung menganalisis data. Berdasarkan hasil penelitian menunjukkan bahwa peningkatan kesadaran dan pemahaman tentang pentingnya kompetensi sosial dan emosional, peningkatan keterampilan siswa dalam mengelola emosi, berkomunikasi, dan bekerja sama, perubahan budaya sekolah menuju lingkungan yang lebih inklusif, serta peningkatan kualitas pengajaran dan keterlibatan siswa. Dampaknya tidak hanya terasa di sekolah, namun juga memiliki kemampuan untuk meningkatkan kualitas hidup siswa secara lebih luas.

Kata kunci: Kreativitas, Kompetensi Sosial Emosional, Kurikulum Merdeka Belajar

INTRODUCTION

Teachers are educators who have a strategic position for empowerment and learning in the scope of education, which cannot replace every element of this nation's life since long ago¹. The significance of the role of the teacher in carrying out the main duties and functions of the teacher is reflected in the credibility and optimisation of the learning process. The success of learning objectives can be seen in the way teachers carry out the learning process.² The learning process is about the teacher's strategy in implementing learning. In that case, teachers need to be creative in teaching. Creative is one of the efforts or forms of skills possessed by each individual based on the efforts made. While creative in teacher perspective is the teacher's ability to manage and design a lesson³. Teachers must have creativity in teaching and must be able to develop student competencies, both knowledge, attitudes and skills⁴.

¹ Ratnawati Susanto, "Analisis dukungan emosional dan penerapan model kompetensi pedagogik terhadap keterampilan dasar mengajar" 8, no. 1 (2022): 26–31; Syamsudin Hanif Af Idatulathifah, "Analisis pengaruh kompetensi kepribadian dan kompetensi sosial guru terhadap kecerdasan emosional siswa," *Jurnal Pendidikan Islam* 5, no. 1 (2023): 127–36; Novela Aditiya dan Siti Fatonah, "Upaya Mengembangkan Kompetensi Guru Penggerak di Sekolah Dasar Pada Kurikulum Merdeka Belajar," *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 2023, <https://doi.org/10.24246/j.js.2023.v13.i2.p108-116>.

² Ahmad dkk., "Menumbuhkan Karakter Positif Siswa Melalui Tayangan Inspiratif di SDN Inpres Nanga Ni'u Desa Karampi," *eL-Muhbib: Jurnal pemikiran dan pendidikan dasar* 7, no. 1 (2023): 119–31.

³ Hanif Af Idatulathifah, "Analisis pengaruh kompetensi kepribadian dan kompetensi sosial guru terhadap kecerdasan emosional siswa."

⁴ Komang Ngurah Wiyasa, "Kontribusi kecerdasan emosional dan minat belajar terhadap kompetensi pengetahuan ips" 3 (2019): 218–28; Ngatmin Abbas dan Mutia Azizah Nuriana, "METODE KETELADANAN GURU TERHADAP KECERDASAN MURID," *Lisyabab : Jurnal Studi Islam dan Sosial* 4, no. 1 (2023): 26–38, <https://doi.org/10.58326/jurnallisyabab.v4i1.155>; Febrian Nafisa Nurul Afida, "Analisis Kesiapan Guru Mata Pelajaran Bahasa Arab Dalam Implementasi Kurikulum Merdeka Di Mi Islamiyah Banin Senori," *Madrasah Ibtidaiyah Education Journal* 1, no. 1 (2023); Ana Nurul Falah Ana, Safrizal, dan Sunarti, "Analisis Kesulitan Guru Dalam Mengimplementasikan Kurikulum Merdeka," *MUBTADI: Jurnal Pendidikan Ibtidaiyah* 4, no. 2 (2023): 96–110, <https://doi.org/10.19105/mubtadi.v4i2.8043>.

In accordance with government policy in the scope of education as an effort to improve the quality of national education provision⁵. The Ministry of Education and Culture issued a government regulation in article 20 paragraph 2 of 2021 mandating that the minimum criteria for educator competence include pedagogical competence, personality competence, social competence, and professional competence⁶. Based on the mandate of the PP, teachers are required to continue to improve their competence in order to be able to organise quality learning for their students. So it is necessary for teachers to improve these competencies because indeed the government has facilitated a forum for teachers to improve their competence, to improve these competencies it is necessary for teachers to participate in government programmes so that teachers are more creative, namely by participating in driving teacher education.⁷

Lead teacher education is a leadership education programme for teachers to make teachers learning leaders.⁸ This programme aims to develop teachers' teaching competencies.⁹ The driving teacher does not only have a role in teaching, but the driving teacher plays an important role as a motivator and facilitator in fostering students' enthusiasm for learning and for other teachers.¹⁰ The driving teacher seeks to develop his competence in implementing the Merdeka Belajar curriculum and training other teacher colleagues (Peers). To design a student-centred learning process, and learning that is interesting and fun so as to produce quality learning.¹¹ In addition, the driving teacher in

⁵ Fajar Dwi Mukti, "Integration of Science Literacy and Social Values in the Era Globalization Integrasi Literasi Sains Dan Nilai-Nilai Akhlak Di Era Globalisasi," *Jurnal Pendidikan Madrasah Ibtidaiyah* 1, no. 2 (2018): 311–12; Fajar Dwi Mukti, "The Implementation of Cooperative Learning Model in Indonesian Language Learning in Grade IV of Madrasah Ibtidaiyah Jayapura City," *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 8, no. 3 (20 Juli 2023): 207–15, <https://doi.org/10.21462/educasia.v8i3.158>; Dela Khoirul Ainia, "Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevansinya bagi Pengembangan Pendidikan Karakter," *Jurnal Filsafat Indonesia* 3, no. 3 (2020): 95–101.

⁶ Fita Putridiyanti Ansori, "Merdeka belajar dalam pendidikan indonesia," *JUMPA: Jurnal Manajemen Pendidikan* 3, no. 2 (2022): 1–13.

⁷ Ainia, "Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevansinya bagi Pengembangan Pendidikan Karakter."

⁸ Agustina Elizabeth, Rambu Ririnsia, dan Harra Hau, "Analisis Kemampuan Memimpin Pembelajaran Guru Penggerak Angkatan 4 Kabupaten Sikka" 05, no. 02 (2023): 5324–29; Salma Maulia Nurdin, Vela Azizah, dan Zulya Veronica, "Hubungan Antara Kompetensi Pedagogi Guru Sekolah Dasar dengan Implementasinya pada Penerapan Kurikulum Merdeka Belajar di Sekolah Dasar dan Sekolah Penggerak," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 6 (2023): 4077–84, <https://doi.org/10.54371/jiip.v6i6.2133>; Firli Andini dkk., "PERAN GURU DENGAN KOMPETENSI SOSIAL EMOSIONAL DALAM IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI UNTUK MEMBANGUN STUDENT WELL-BEING PADA SEKOLAH MENENGAH," *Jurnal Sosial Humaniora Sigli* 6, no. 1 (2023): 175–82, <https://doi.org/10.47647/jsh.v6i1.1490>.

⁹ Wilis Firmansyah Riska Nurlaeliah, Teguh Prasetyo, "Pengaruh Kecerdasan Emosional Terhadap Motivasi Belajar Peserta Didik Sekolah Dasar Gugus III Kecamatan Caringin," *Jurnal Penelitian & Artikel Pendidikan* 13, no. 01 (2021): 37–54.

¹⁰ Yapsir G. Wirawan Masrun, Amitya Kumara, "Keterlibatan Siswa (Student Engagement) sebagai Mediator Kompetensi Emosi dan Prestasi Akademik," *JURNAL PSIKOLOGI* 39, no. 1 (2012): 76–94.

¹¹ Rinto Hasiholan Hutapea dkk., "Kompetensi Sosial Guru Pendidikan Agama Kristen dalam Meningkatkan Ranah Afektif Siswa" 3 (2023).

implementing student-centred learning must also hone the development of students' socio-emotional competencies, in an effort to create a more harmonious and independent learning ecosystem.¹²

Emotional Social Competence (ESC) is a learning process related to self-understanding, empathy towards others, and the ability to interact and communicate effectively¹³. It includes aspects such as social skills consisting of self-awareness, self-management, social awareness, relationship skills and responsible decision making¹⁴. The driving teacher in the implementation of the independent learning curriculum has the task of developing Social Emotional Competence (SEC) including: (1) Providing understanding, appreciation and ability to manage emotions (2) Setting and achieving emotional goals (3) Feeling and showing empathy for others (4) Building and maintaining positive relationships between students (5) Making responsible decisions to students. By doing these things, it is easier for teachers to achieve independent learning for students. So that students' emotional social competence can be developed early.¹⁵

Through the implementation of the Independent Learning Curriculum, the driving teacher must strive to develop students' Social Emotional Competence as stated in the student profile competencies included in the independent learning curriculum, including¹⁶. (1) Personality Development, namely teachers train their students to have more mature personalities, leadership, creativity, initiative, integrity, collaboration, and responsibility in each student. (2) Independent Learning Development, which provides opportunities for students to think critically, creativity, communication, and collaboration among their peers in the classroom to generate new ideas or ideas in order to produce fun learning. (3) Learning Leadership, where students are encouraged to develop learning leadership competencies so that they can drive change in the learning environment.¹⁷

Sekolah Dasar Negeri 21 Tolomundu Kota Bima is one of the schools that has implemented an independent learning curriculum starting from grade I to grade V while

¹² Muhammadiyah Kadungora, "Program Studi Bimbingan dan Konseling IKIP Siliwangi" 3, no. 6 (2020): 221–27.

¹³ Dewi Sartika, Daeng Ayub, dan Neni Hermita, "Kompetensi Sosial : Analisis Berdasarkan Kecerdasan Interpersonal Guru" 8 (2024): 4042–51.

¹⁴ Citro W Puluwulawa, "Kecerdasan Emosional dan Kecerdasan Spiritual Meningkatkan Kompetensi Sosial Guru The Role of Emotional and Spiritual Intelligences in Improving Teachers' Social Competence" 17, no. 2 (2013): 139–47, <https://doi.org/10.7454/mssh.v17i2>.

¹⁵ Hanif Af Idatulathifah, "Analisis pengaruh kompetensi kepribadian dan kompetensi sosial guru terhadap kecerdasan emosional siswa."

¹⁶ Ineu Sumarsih dkk., "Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar" 6, no. 5 (2022): 8248–58.

¹⁷ S Syarifuddin dkk., "Implementasi Pembelajaran Tematik Pada Tema Makhluk Hidup Dalam Meningkatkan Minat Belajar," *Jurnal PACU Pendidikan Dasar* 2, no. 2 (2022).

grade III and grade VI still use Curriculum 13. However, the implementation is still not optimal, this is indicated by the fact that there are still many teachers who do not have the skills to create teaching modules, the learning process is rigid and uninteresting because learning does not begin with ice breaking, games and reflection and the teacher's teaching methods and strategies are still contaminated with the application of learning in the previous curriculum, where the independent curriculum should apply the concept of differentiated learning, namely student-centred learning. so that the learning implementation process is still not in accordance with the philosophy of Ki Hajar Dewantara's thinking, namely serving students, which is the main foundation of the independent learning curriculum concept.

Based on observations and interviews conducted by the researcher, the problem as described above is the lack of teacher participation in the State Primary School 21 Tolomundu, Bima City to participate in the teacher education programme. So far, only 3 teachers out of 35 teachers have graduated from the programme. This problem causes teachers to be uncreative in implementing learning according to the independent learning curriculum and has implications for the development of students' Social Emotional Competence at State Primary school 21 Tolomundu, Bima City.

Therefore, the urgency of this research refers to the existence of teachers in order to increase their teaching creativity by participating in the pre-service teacher education programme. So that students' social emotional competence can be measured by various indicators of success which is the goal of independent curriculum-based education. So the purpose of this research is to find out the form of creativity of the driving teacher and the implications of students' socio-emotional competence at State Primary school 21 Tolomundu, Bima City. In the implementation of learning in the scope of primary school level education, teachers must have creativity in creating an interesting and fun learning process so as to develop students' Social Emotional Competence.

RESEARCH METHODS

The type of research used in this research is qualitative research with a descriptive approach.¹⁸ Researchers use qualitative methods with a descriptive approach to describe natural phenomena that occur within the scope of State Primary school 21 Tolomundu with the research subjects being the driving teacher and students. then in maximising the

¹⁸ Ki Hadjar Dewantara dan Surakarta E-mail, "Qualitative Description as one Method in Performing Arts Study," no. 19 (t.t.): 173–79.

research process researchers use data collection techniques including: observation, interviews and documentation. Observation is carried out so that researchers get empirical data that occurs at school then interviews are conducted so that researchers get verbal data available on research subjects and documentation is carried out so that research can be measured success through statistical data and improvement of students' social-emotional.¹⁹ While the data analysis technique uses data analysis techniques developed by Miles and Huberman with an analysis structure in the form of data collection, data reduction, data verification and data conclusion.

RESEARCH RESULTS AND DISCUSSION

This research was conducted to determine the extent of the Creativity of the Activating Teacher in Developing Students' Social Emotional Competencies in the Merdeka Belajar Curriculum at State Primary school 21 Tolomundu, Bima City. The results of the research obtained by researchers at State Primary school 21 Tolomundu, Bima City can be presented in the form of the following data:

1. Forms of Creativity of Activator Teachers in Developing Their Creativity in the Merdeka Curriculum

In this case the researcher interviewed the mobilising teacher, he said that the form of creativity of the mobilising teacher at State Primary school 21 Tolomundu, Bima City, in this case the researcher interviewed the mobilising teacher, he revealed that there were several forms of creativity that were carried out, namely by developing education. The driving teacher at State Primary School 21 Tolomundu focuses on developing education that is more innovative and effective. They use various strategies, such as contextualised learning models, to improve the quality of education and increase students' participation in the learning process. Among the forms of creativity of mobilising teachers in developing their creativity are:

- a. Use of media. The driving teachers at Sekolah Dasar Negeri 21 Tolomundu use various media, such as short films, to improve the quality of education and increase students' interest in the subjects studied. For example, "Healthy Adolescent Reproduction" is a short film made to raise adolescent awareness about reproductive health.
- b. Motivation development. Teacher leaders at Sekolah Dasar Negeri 21 Tolomundu focus on developing students' motivation. They use various strategies, such as

¹⁹ Isnawati Niswardi, "Analisis Kemampuan Pedagogi Guru SMK yang sedang Mengambil Pendidikan Profesi Guru dengan Metode Deskriptif Kuantitatif dan Metode Kualitatif" 20, no. 1 (2020): 37–44.

providing leadership motivation and supervision, to increase student motivation and improve teacher performance. Therefore, mobilising teachers at State Primary School 21 Tolomundu focus on developing creativity through various strategies and activities that focus on improving the quality of education, improving students' skills, improving students' motivation and improving the quality of leadership. Not only that, there are several other forms of creativity carried out by the driving teacher in developing his creativity, namely Identifying students' Interests and Talents: Teachers should assist students in identifying their interests and talents, so that students can focus on areas that they enjoy and have the potential to develop. This can be done through discussion, brainstorming, and observation of students in various activities.

- c. Reminding Student Independence. This can be done by providing freedom for students to choose the subjects they want to study, determine the appropriate way of learning, and follow the desired learning path. In addition, the form of teacher creativity is driving Using Innovative Learning Methods, Teachers must always use learning methods that are innovative and different from those that are usually applied.²⁰

Furthermore, based on the results of interviews conducted by researchers with Activator Teachers related to developing their creativity in the Merdeka Belajar Curriculum at State Primary school 21 Tolomundu, Bima City, it is revealed that one of the ways that is applied as a form of creativity is by providing direction, motivation and guidance to students and also applying tausticik strategies. In the application of this strategy, it is applied by using the lecture method, quiz activities, question and answer activities during learning activities, giving quizzes to find out students' knowledge competence, doing ice breaking activities, applying visual, audio visual methods and so on. By doing these things, it makes students enthusiastic and confident to learn. The things that the driving teacher does are included in the restitution triangle strategy.

²⁰ Syahru Ramadhan dan Dewi Masitha Syafruddin, "EFEKTIVITAS PENERAPAN MEDIA VIDEO ANIMASI PADA PEMBELAJARAN TAHFIDZ Institut Agama Islam Muhammadiyah Bima ARTICLE INFO," *KREATIF: Jurnal Studi Pemikiran Pendidikan Agama Islam* 21, no. 2 (2023).



Figure 1. Documentation of the researcher interviewing the mobilising teacher

Another activity carried out by the teachers in developing their creativity is integrating skills, attitudes, and knowledge aspects with aspects that are relevant to real life in the curriculum. This can be done by providing examples of the application of knowledge in real situations, as well as by providing opportunities for students to think about how they can apply the knowledge in their lives.

Based on the observations made by researchers, it is true that teachers and students carry out activities that are directly related to the development of student competencies, the driving teacher is tasked with facilitating any problems related to student needs in learning. In principle, the activities carried out must be based on activities that are interesting and fun for students. With these activities students feel more comfortable and can explore their knowledge and understanding through students' real lives.



Figure 2. Documentation of the activity of the Activating Teacher at the end of the learning activity

Based on the information obtained by the researcher, the strategy applied by the driving teacher in developing student creativity is:

- a. Learning Spirit, The driving teacher can increase student motivation by providing rewards or non-material awards to students who show the expected learning results, so that students are more creative and innovative in solving learning problems.
- b. Literacy towards technology, teacher mobilisers can improve students' ability to use technology, which is crucial in an independent learning curriculum that focuses on affective and psychomotor assessment of students, and improve students' ability to communicate intrapersonal and collaborate.
- c. Self-learning skills, the driving teacher can improve students' ability to learn independently, which is very relevant in an independent learning curriculum that gives students freedom to develop their interests and talents.
- d. Potential Development, The driving teacher can increase students' potential by providing literacy and numeracy reinforcement, as well as providing opportunities for students to develop their interests and talents, which is very relevant in the independent learning curriculum which requires students who are more creative and innovative.
- e. By having these advantages, the mobilising teacher can increase student creativity in the independent learning curriculum, which in turn will improve the quality of education and students' ability to adapt to the surrounding environment.

2. Implications of the Activating Teacher's Creativity on Students' Social Emotional Competence Development

In this study, there are several Social Emotional Competencies (SES) in accordance with the implementation of the independent curriculum that can be developed by driving teachers covering five aspects, namely:

- a. Self-awareness, the ability to understand oneself, including emotions, thoughts, and values. students who have good self-awareness are able to understand their strengths and weaknesses, and are able to manage their emotions well.

The driving teacher can develop students' self-awareness by carrying out various activities carried out at school both when in the classroom and other activities when outside the classroom. Forms of activities such as personalisation activities. The teacher distributes post it paper to students with instructions that students are told to draw animate or inanimate objects that describe the student's personality which is presented in front of their friends.

- b. Self-Management, The ability to regulate oneself, both emotions, thoughts, and behaviour. students who have good self-management are able to control themselves, so that they can achieve their goals.

The driving teacher can develop students' self-management by playing activities inside and outside the classroom with their friends. Students can indirectly control themselves if there are some things that are not in line or not in accordance with the wishes of students. This kind of habituation process needs to be carried out by students so that students can get used to controlling themselves. Teachers provide an understanding to students that the most important thing in this life is to be able to place themselves according to their level of ability, expertise, and emotions in order to fully control themselves.

- c. Social Awareness, the ability to understand the needs and feelings of others. Students who have good social awareness are able to understand the needs and feelings of others, and are able to communicate effectively.

In the learning activity, the driving teacher can facilitate students to be able to develop their social awareness through group learning, role playing together. Providing awareness to students about social life is a strategic effort made by teachers to foster social awareness in students.

- d. Social Skills, The ability to interact with others effectively, including the ability to communicate, co-operate and resolve conflicts in a positive way.

This competency development is carried out by teachers as an effort to make students more active and creative in various activities both during learning activities and other activities. In implementing the independent curriculum, teachers understand that students are the leaders in learning so that active student involvement is the most important part of developing their competence. In the application of learning, for example, the teacher applies a *problem-based* learning model. This is done by the teacher so that students can jointly solve various problems faced while actively communicating, coordinating and cooperating with their friends so that the problem can be solved together.

- e. Emotion, The ability to identify, manage, and cope with one's own and others' emotions. Students who have good emotions are able to manage their emotions well and help students in managing their emotions.

The process of controlling emotions carried out by teachers in order to make students mature in thinking and acting. There are many spaces given by teachers to develop this competence such as elaborating understanding, mental training, self-confidence so that emotions can be controlled properly. Teachers provide an

understanding to students about the world faced is so complex that it provides a real test in controlling students' emotions.

By developing this social-emotional competence, the mobilising teacher can become a more effective leader and can have a positive impact on students, schools and communities. As for how teacher mobilisers can develop social emotional competence Teacher mobilisers can develop social emotional competence in several ways, including:

- a. Recognising oneself, a master teacher needs to understand oneself, including one's emotions, thoughts and values. Teachers who have good self-awareness are able to understand their strengths and weaknesses, and are able to manage their emotions well.
- b. Practising Self-Control Teacher movers need to practise self-control so that they can achieve their goals. Self-control is one of the important aspects of social-emotional competence.
- c. Being open to feedback, teacher movers need to be open to feedback from learners, peers and parents. Feedback from others can be a means to develop social-emotional competence.
- d. Conducting self-reflection, teacher mobilisers need to take time to conduct regular self-reflection. Self-reflection can help mentor teachers to understand themselves and improve their social-emotional competence. Developing Social Relation Skills: Teacher movers need to develop social connection skills, such as the ability to communicate effectively, build healthy relationships, and resolve conflicts.
- e. Developing Decision-Making Skills The mobilising teacher needs to develop responsible decision-making skills, considering the interests of the individual and society.
- f. Developing Social Awareness: Lead teachers need to develop social awareness, understand the needs and feelings of others, and build healthy relationships with students and peers. By developing these social-emotional competencies, they can become more effective leaders and have a positive impact on learners, schools and communities.

The factors that influence the development of students' social-emotional competence at State Primary school 21 Tolomundo City are:

- a. Family Environment, The family environment plays an important role in students' social emotional development. Students who grow up in a supportive and positive environment tend to have better social emotional competence.

- b. Social Emotional Learning, Social emotional learning conducted by teachers can help students develop social and emotional skills. This learning equips students with the ability to self-regulate, as well as manage and cope with emotions.
- c. Social Interaction Skills, Students' social interaction skills, such as communication and listening skills, also influence the development of social emotional competence. Students who are good at communicating can build and maintain healthy relationships with people from different settings.
- d. Students' self-awareness, which is the ability to accurately recognise their emotions, thoughts, values and self, also affects the development of social emotional competence. Students who have a high level of self-awareness can recognise the connection between their feelings, actions and thoughts.
- e. Self-Management, Students' self-management, which is the ability to manage emotions, thoughts, and behaviour in various situations, also affects the development of social emotional competence. Students who have good self-management skills can organise themselves and manage emotions more effectively.
- f. The interconnectedness of the learning materials with other previously learnt modules also affects the development of social emotional competence. The lead teacher must be independent, reflective, collaborative, innovative and in favour of students to build a positive culture in the school. The mobilising teacher plays an important role in the development of students' socio-emotional competence. Lead teachers must be self-reliant, reflective, collaborative, innovative and student-centred to build a positive school culture. Emotional influences, such as stress, depression and anxiety, also affect the development of social emotional competence. Social emotional learning can help students reduce emotional distress and develop self-regulation skills. The relationship between the development of social emotional competence and students' background, such as trust and self-confidence factors, also affects the development of social emotional competence.

Based on the results obtained by researchers with the driving teacher regarding the creativity of the driving teacher in developing students' social-emotional competencies in the independent learning curriculum at State Primary school 21 Tolomundo, Bima City. In the context of learning, the role of the driving teacher does not only focus on academic aspects, but also on the social and emotional development of students. Lead teachers can increase student engagement in the learning process by implementing strategies such as project-based learning, group discussions, use of technology, and formative assessment.

Their creativity can be developed through the variety of learning methods used, such as problem-based learning, problem solving and enquiry. Teachers can improve students' emotional and spiritual intelligence through Akidah Akhlak learning supported by religious extracurricular activities.

In addition, the mobilising teacher has a key role in developing creativity and improving students' socio-emotional competence. Lead teachers' creativity can be developed through various learning methods used, such as problem-based learning, problem solving and enquiry. They can also develop creativity through personal development, which is the main target, as well as with the full potential of learners to support their mental health. Lead teachers must have a broad educational outlook and must be communicative and interactive in educational institutions. The quality of teachers needs to be improved in all aspects, especially leadership, because this aspect is very influential in achieving the goals of the learning process. Teachers must also have the ability to create an active, interactive and fun learning environment for students.

Collaboration and co-operation between the lead teacher and other subject teachers and school staff is a key factor in improving learning. Lead teachers should be able to detect aspects that can be improved from their colleagues and become trainers and mentors for other co-teachers regarding learning development at school. Lead teachers also need to improve emotional and spiritual intelligence through Akidah Akhlak learning that guides students in improving emotional and spiritual intelligence. Emotional and spiritual intelligence is important to be improved at an ideal level in order to form good personalities of learners. A mentor teacher education programme such as Cerdas Berkarakter, which includes self-study, written discussion forums, trainers for other teachers, and collaboration between teachers, can help improve the quality of mentor teachers and improve students' social-emotional competencies.

In this discussion, teacher movers are expected to improve their quality through personal development, creativity, and collaboration, and improve students' emotional and spiritual intelligence through more effective learning.

CONCLUSIONS

The Merdeka Belajar curriculum at State Primary School 21 Tolomundo, Bima City has shown an improvement in the quality of educational services with the creativity of active teacher activists in developing students' social and emotional competencies. The mobilising teacher at State Primary School 21 Tolomundo, Bima City has acted as an agent

of change who facilitates the exchange of ideas, provides support for fellow teachers, and builds an inclusive and supportive learning environment.

In implementing the Merdeka Curriculum, driving teachers at State Primary School 21 Tolomundo, Bima City have improved students' skills in managing emotions, communicating, and working together. They have also participated in the development of learning materials that are relevant to student needs and in accordance with school learning objectives. Lead teachers at Sekolah Dasar Negeri 21 Tolomundo Kota Bima have become mentors for fellow teachers who need additional support in improving their teaching skills. This conclusion is based on research showing that the creativity of the lead teacher can enhance the developmental creativity of learners because a creative person is moulded by a creative person. The mobilising teachers at Sekolah Dasar Negeri 21 Tolomundo Kota Bima have acted as inspiring examples for students and other teachers in improving the quality of education and developing students' social and emotional competencies.

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