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Impact of the *Guru Penggerak* Programme on Improving Leadership Competence in Numeracy Learning

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Abstract

Education of *Guru Penggerak* is the Government's innovation to prepare for future leadership transformation. Before becoming a leader, the teacher mobiliser is required to be the main actor in classroom learning and mobilise peers through a community of practice. Thus, they are expected to become leaders in school management and development. Candidate of *Guru Penggerak*, after undergoing Education and Training for 6 months covering 10 modules, will become student-centred learning leaders. The implementation of quality student-centred learning has not been optimal and equitable from one region to another. The low level of literacy and numeracy in the education report card has led the Government to launch the *Merdeka Belajar* Programme. The purpose of the research conducted on prospective *Guru Penggerak* is to determine the impact of Education of *Guru Penggerak* on improving learning through improving grades during education and increasing competence in self-development and learning leadership, knowing the motivation of prospective *Guru Penggerak* after completing education and whether literacy and numeracy materials are needed. The research method uses quantitative descriptive research using data collection techniques of interviews, documentation, questionnaires and observations, pre-test-post test scores and questionnaires on prospective *Guru Penggerak*. The results obtained from this study are an average increase from the pre-test score of 50.80 to the average post-test score of 64.58 or an increase of 13.77. From the questionnaire, the competence of self-development and others increased from 76.82% to 87.35%. For learning leadership competence there was an increase from 73.03% to 85.04%.

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INTRODUCTION

Based on the 2022 Education Report Card Data compiled by the Ministry of Education and Culture, from 163,492 elementary/equivalent levels nationally with 3,335,655 respondents, the data shows that literacy skills reach minimum competency or more than 50% of students reach the lowest competency limit for reading literacy. This means that students' ability to understand, use, evaluate and reflect on various texts to solve problems and develop individual skills as citizens of Indonesia and the world to participate productively in society. Therefore, efforts should be made to encourage more students to acquire the skills. In addition, numeracy skills were below the minimum competency or less than 50% of students reached the minimum competency

threshold for numeracy. This means that students' ability to reason using mathematical concepts, procedures, facts and tools to solve everyday problems in various contexts relevant to individuals as citizens of Indonesia and the world [1]-[3].

At the national junior secondary level, out of 56,193 education units involving 1,825,638 respondents, data on literacy skills have not reached the minimum competency or less than 50% of students have not reached the minimum competency limit for reading literacy. In other words, students' ability to understand, use, evaluate and reflect on various types of texts to solve problems and develop individual skills as citizens of Indonesia and the world so that they can contribute productively to society. However, efforts are needed to encourage more students to acquire the skills. In addition, numeracy skills were below the minimum

competency or less than 50% of students reached the minimum competency threshold for numeracy. This means that students' ability to think using mathematical concepts, methods, facts and tools to solve everyday problems in various contexts related to individuals as citizens of Indonesia and the world [2], [3].

At the national level of senior high schools from 63,155 education units involving 1,225,973 respondents, literacy skills have reached the minimum or most students have reached the minimum threshold for literacy, but efforts must be made to help more students acquire these skills. In other words, students' ability to understand, use, evaluate and reflect on different types of texts to solve problems and develop individual skills as citizens of Indonesia and the world so that they can contribute productively to society. As for numeracy, it is below the minimum competency or less than 50% of students reach the minimum competency limit for numeracy. This means that students' ability to think using mathematical concepts, methods, facts and tools to solve everyday problems in various contexts related to individuals as citizens of Indonesia and the world. The results of the Education report card above, in line with the results of the 2022 National Assessment, show that Indonesia is experiencing a literacy emergency. Where 1 in 2 students in Indonesia have not reached the lowest competency for literacy [1].

This can be seen in the figure above, showing that the primary school level that needs special intervention is around 16-19% and the achievement of only the basic level is around 24-26%. When compared with the 2018 PISA results, there is no significant difference. Quality learning to date has not been optimal and equitable in all regions. Efforts made cannot improve the quality of learning. So that it encourages higher thinking. The quality of learning is generally influenced by the quality of teachers. The results of the Teacher Competency Test (TCT) in 2015 showed an average score of 53.02 then rose to 57.00 in 2019. This score is lower than the minimum competency standard of 60.00 [4].

Quoted from the Kemendikbudristek website, the ability to read elementary school students nationally well is only 6.06%. As many as 47.11% were of fair value and those of poor value were 46.83%. Maths ability is only 2.25% in the good category, 20.58% in the good category, 77.13% in the

poor category. In the other field, Science, only 1.04% were categorised as good, 25.38% as fair and 73.61% as deficient. Both fields, Maths and Science, are more than 70% deficient. This condition makes an emergency condition in the field of Mathematics and Science [5].

Seeing these conditions, a comprehensive effort is needed in preparing superior and competitive human resources. During a meeting with Commission X of the House of Representatives at the end of 2019, the Government explained the replacement of the National Examination (NE) with the Minimum Competency Assessment (MCA) and Character Survey. The Government through the Minister of Education and Culture ensured that this had been carefully and meticulously studied. As a follow-up to the results of the meeting, the Ministry of Education and Culture launched *Merdeka Belajar* Programme Episode 1. In addition, with the Covid-19 pandemic, the Government eliminated the NE. Several Ministers have changed, but have not succeeded in eliminating the NE. One of the *Merdeka Belajar* 1 policies is to replace the NE with MCA. The three main subjects in the MCA and character survey, including reasoning using language (literacy), mathematics (numeracy), and character have covered basic competencies that also apply internationally. This is in line with the National Medium-Term Development Plan (NMTDP) 2020-2024 according to Presidential Regulation 18 of 2020, as illustrated in the table 1 below [6].

Table 1. Baseline 2019 and target 2024 in NMTDP

No.	Indicator	Baseline 2019	Goal 2024
1.	Average score of PISA results		
	a. Literacy	371	396
	b. Numeracy	379	388
	c. Sains	396	402
2.	Proportion of Children Above the Minimum Competency Standard in PISA Tests (%)	30,1	34,1
	a. Literacy	28,1	30,9
	b. Numeracy	40,0	44,0
	a. Sains		
3.	Proportion of Children Above the Minimum Competency Level in Competency Assessments (%)		
	a. Literacy	53,2	61,2
	b. Numeracy	22,9	30,2

One of the basic principles of national development is to build self-reliance. To achieve this, it is crucial to invest in human resources and master science and technology. Human resources with character, excellence, responsibility and high

creativity are the development capital for the nation itself. In addition, mastering science and technology in the fields of natural resource management, administration, and decision-making related to the realisation of national independence. In the 2020-2024 National Medium-Term Development Plan (NMTDP), President Joko Widodo set 5 (five) main guidelines as a strategy to implement Nawacita operations and achieve the goals of Indonesia Vision 2045. The five guidelines include human resource development, infrastructure development, regulatory simplification, bureaucratic simplification, and economic transformation.

The NMTDP 2020-2024 has been prepared as a starting point to achieve the goals of Indonesia's Vision 2045, which is an advanced Indonesia. Therefore, the focus of the NMTDP is on strengthening the economic transformation process to achieve the 2045 development goals including equitable infrastructure, quality human resources, public services, and human welfare. The President emphasised that human development is the main thing. Building hardworking human resources that are dynamic, productive, skilled, mastering science and technology supported by industrial cooperation and global talent. In order to build human resources, the Government has set 3 (three) strategies, namely: basic services and global protection, productivity and character building. One of the 7 (seven) development agendas for 2020-2024, namely improving quality and competitive human resources. In this effort, human capital is the main capital. The draft states that improving the quality and competitiveness of human resources. So as to form healthy and intelligent people, adaptable, innovative, clever and one of them is characterised by increasing equitable distribution of quality education.

The latest training and Continuing Professional Development (CPD) in the form of *Guru Penggerak* is still too focused and dominated by pedagogical competence. Previously, there was the Professional Development for Learner Teachers (PDEL) as a follow-up to the 2015-2019 TCT results. The *Guru Penggerak* programme was launched on 3 July 2020, as an effort by the Ministry of Education and Culture to encourage active teachers to become future educational leaders and will produce a superior Indonesian generation. *Guru Penggerak* function as student learning

leaders who holistically, actively and proactively promote student growth and development. This is reinforced by the issuance of the Minister of Education, Culture, Research and Technology Regulation No. 26 of 2022 concerning the Education of *Guru Penggerak*. The training method used in EGP is on-the-job [7b].

In accordance with the philosophy of "growing rice", KHD explained that implementing student-centred learning, must consciously and systematically build an ecosystem that supports student learning. Thus, being able to develop according to their nature. So, when planning a programme at school, whether in the curriculum or in the classroom, students should play an important role. Students get more than just instructions from the teacher and a lack of curiosity. Through curiosity and interaction, as well as experiences with others and their environment, eventually build their own understanding of themselves, others, the environment and the world. In other words, students have the capacity or ability to participate or play a role in their own learning.

Teachers should reflect, then understand that sometimes they treat students as if they are unable to make decisions or express opinions about their learning. Without realising it, letting students consciously disempowered. To make students leaders in their own learning, teachers must provide opportunities for students to develop their ability to direct their own learning. Thus, there is a development of leadership potential. Based on research conducted on the 4th batch of candidate *Guru Penggerak* (CGP) in Mandailing Natal Regency [8], it can be concluded that there is an increase in teacher human resources by participating in the *Guru Penggerak* Programme for 6-9 months. Most of the first batch of teachers have applied the learning guidelines well in their daily tasks. Demographic relationships such as age, gender, subject, regional origin and learning leadership within the mobilising teachers need to be further investigated [9].

The increasing awareness of the importance of the role of teachers has an impact on the increasing demands on teacher quality [10]. The key element of the teacher education and training model to achieve learning outcomes and competencies in sustainable development means transformative activities [11]. Community-based teacher

education brings other benefits, namely synergy between teachers in the community, fostering a culture of collaborative learning among teachers [10]. Training must be carried out regularly and knowledge through internal training and external training [12]. The study of organisational behaviour that analyses the positive effects of social relationships and individual behaviour and attitudes in organisations, especially in the field of education [13]. This approach aims to define competent professionals, able to build teamwork relationships with their peers, participate and exchange opinions in a socio-cultural context [14].

Teachers must develop the appropriate skills to take advantage of such innovations. Continuing education is organised to inform teachers about new technologies [15]. The implementation of an educational innovation has qualities that can colour the innovation itself [16]. The source of new ideas and services is identified from emerging or newly understood needs in society. The innovation decision process is the process that a decision maker goes through from the first knowledge of the innovation, the formation of attitudes towards the innovation, the acceptance or rejection of the decision, the implementation of the new idea and the confirmation of the decision [17]. The key to effective intervention implementation is moderate or very extensive school implementation and managerial practices of school administrators.

To improve statistical numeracy to achieve lasting and transferable improvements in decision-making [18]. Individual or peer tutors, hands-on practice, and strong tutor presence are helpful [19]. Better educated people parent better than less educated people [18]. The success rate of ESC programmes can only be seen in the long term and depends on continued support from school and district leaders [19]. Literacy strengthening strategies are steps or efforts to integrate students' literacy and numeracy skills in assessing learning [20]. Various types of training carried out by the Government to date have not yet answered the problem for solutions to the low numeracy literacy in the education report card of the national assessment results. The existence of *Guru Penggerak* can realise *Merdeka Belajar*, where teachers must be independent, in favour of students, master learning management, be able to develop schools with innovation and

collaboration with school stakeholders. The idea of *Guru Penggerak* is based on the essence of freedom of thought to create a pleasant learning environment without achieving certain points or grades. The concept of *Merdeka Belajar* must start from the teacher's mindset before being passed on to students. Independent learning gives teachers flexibility and freedom. Design contextual and meaningful learning according to the profile of Pancasila learners [21]. In addition, teachers must have moral, emotional, spiritual abilities so that they can behave in accordance with a good code of ethics. To what extent is the impact of the *Guru Penggerak* Programme on improving learning through increased value during education? How much does the *Guru Penggerak* programme improve the competence of self-development and learning leadership? How motivated are the prospective *Guru Penggerak* after completing the *Guru Penggerak* programme? How important are literacy and numeracy materials?

The purpose of the research conducted on prospective *Guru Penggerak* is to find out the impact of EGP on improving learning through improving grades during education and improving self-development competencies and learning leadership. In addition, to find out the motivation of prospective *Guru Penggerak* after completing education and whether literacy and numeracy materials are necessary.

METHODS

Population and Sample

Research data sources with data collection techniques through documentation from July 2022 to May 2023. The table below shows the development of applicants to participants who graduated as *Guru Penggerak* obtained by documentation techniques from the Ministry of Education and Culture website from January 2022 to May 2023 derived from data from the CGP which can be downloaded, recapitulated and analysed through the <https://sekolah.penggerak.kemdikbud.go.id/gurupenggerak/unduh>. In addition, data sources were obtained from the Central Java Provincial Center for *Guru Penggerak* related to data on the *Guru Penggerak* Programme in Central Java along with the implementation of the 6th batch of EGP.

Table 2. Respondent participants who filled out the questionnaire

	Frequency	(%)
Gender		
Male	193	30.68%
Female	436	69.32%
School Level		
TK/PAUD	76	12.08%
SD	260	41.34%
SMP/MTs	131	20.83%
SMA/SMK	77	12.24%
SLB	5	0.79%

The population in this study was CGP class 6 totalling 9,086 from various levels and 28 provinces. The sample used was the 6th generation CGP of Central Java Province from 9 districts / cities with random sampling technique for respondents who filled out the questionnaire. To find out the impact of EGP on improving learning through increasing grades during education, data on the scores of 48 participants who are members of the CGP batch 6 of Rembang Regency who are in one online learning class with the facilitator. The value is obtained from the pre-test value before online learning with the facilitator for each module section. The post test value is obtained from the CGP score which is done online at the end of learning each module section.

Research Design

The research method used is quantitative descriptive research. The purpose of quantitative descriptive research is to describe, examine and explain something as it is and draw conclusions about phenomena that can be observed using numbers. The research design begins by collecting data on prospective *Guru Penggerak* that can be downloaded from the Kemendikbudristek website. The data includes data on applicants, data on eligible participants, data on those who graduate Batch 1 or teaching simulations and interviews, data on those who qualify as prospective *Guru Penggerak*. The data obtained is in the form of a soft file announcement along with the name of each province. All data is compiled into one unit from Batch 1 to the last batch.

After obtaining the data recapitulation, the research focused on EGP Batch 6 because the researcher was assigned to be one of the EGP actors to accompany the CGP or known as the Practice Teacher. During the implementation of individual mentoring or workshops, there is interaction between CGP and Practice Teachers. Thus, the interview and observation Batches were carried out in conjunction with these

activities. After the workshop 2 activity, each CGP was asked to fill in the self-assessment manually. This is the background for researchers to move the instrument that has been prepared by the EGP Kemendikbudristek team from manual to online. After the instrument was moved online, it was practised to be filled in by CGP Batch 6 in Rembang District in addition to several survey entries. Besides, the instrument in the form of a survey, to get an increase in participant scores, it is taken from the pre-test and post-test scores conducted by CGP online. When CGP has entered the final Batch, after workshop 6, a questionnaire is distributed to all CGP Batch 6 of Central Java Province in 9 districts / cities through the Practice Teaching Coordinator of each district / city.

Research Instruments

The instrument used to determine the extent of improvement in the competence of self-development and learning leadership of the mobilising teachers comes from the mobilising teacher self-assessment instrument that has been prepared by the mobilising teacher team of MoEC using a Likert scale of 1-4. With details of the answers (1) never done, (2) started doing, (3) often done (not yet consistent), and (4) always done (consistently done). To find out the motivation of prospective *Guru Penggerak* before registering for the CGP using open options, namely: wanting to register for the Principal, studying and adding experience, being asked by the Leader and following trends and following other friends. Meanwhile, to find out the motivation of prospective *Guru Penggerak* after being declared a *Guru Penggerak* using open options, namely: wanting to become a principal, wanting to become a supervisor, wanting to become a Practical Teacher, and wanting to mobilise the surrounding environment. The *Guru Penggerak* movement instruments and categories can be seen in the table below.

To find out whether literacy and numeracy materials are needed or not, open questions are used with the choice of very necessary, necessary, not necessary and not necessary at all. As for knowing the impact of EGP on improving learning through improving grades during EGP batch 6 using pre-test and post-test scores.

Data Collection Techniques

Data collection techniques through documentation, observation, pre-test-post test scores and questionnaires on CGP Batch 6 from various districts / cities in Central Java. Of the 863 participants in CGP batch 6 of Central Java Province, 629 participants were willing to fill out the instrument. Data obtained from the Practice Teacher coordinator of each district / city. This is because the researcher is also the coordinator of the Rembang District Practice Teacher. Through the District / City Practical Teacher coordinator, the questionnaire prepared online was distributed via the CGP WhattApp group in each District / City. Questionnaire data collection was carried out for 7 days to get an adequate number of respondents. For pre-test and post-test data downloaded from the LMS of the *Guru Penggerak* of facilitator.

Analysis of Data

Data processing uses descriptive quantitative analysis of documentation studies, development of pre-test and post-test scores, instruments filled in by respondents online using the google form application. Simple data processing using excel, so that the percentage of an indicator can be made to determine the development of CGP. Data obtained through documentation is compiled and recapitulated into one. Data from questionnaires filled in by respondents were downloaded in excel form and processed using the application to determine the development of respondents' choices.

RESULTS AND DISCUSSION

The *Guru Penggerak* programme is in line with the Education Roadmap until 2024 with a target of 100,000 teachers. Data as of May 2023, 23,585 teachers from 207,235 teachers who registered have graduated from batch 1 to batch 5. *Guru Penggerak* is expected to move teachers as drivers of change in Indonesian education with the hope of being able to support the growth and development of students holistically so that they become Pancasila Students, trainers or mentors for other teachers in student-centred learning as well as being role models and carriers of change in the world of education. Figure 1 shows a total of 629 respondents from

863 CGPs who filled out the instrument from 9 districts / cities of CGP Batch 6 after conducting Workshop 6 in April 2023.

The instrument given to respondents consists of 2 categories. The mobilising teacher competency instrument was taken from the official instrument compiled by the EGP team. While instruments related to motivation and the importance of numeracy literacy are compiled independently. The observation technique was carried out during individual mentoring in each school as a Practice Teacher from August 2022 to April 2023. When viewed from the distribution per level of education, it is almost the same between 70% and 83%. The lowest level of high school was 70% of respondents who filled out the instrument and the highest was the kindergarten level at 83%. In terms of districts/cities, the lowest was Purbalingga District at 60% and the highest was Pekalongan City at 94%.

Batch	Target CGP	Registrars	Qualified	Passed the Stage 1	Passed CGP	Training	Graduated GP
Batch 1	2,800	19,218	4,598	4,598	2,460	2,460	2,395
Batch 2	2,800	17,091	6,401	5,217	3,140	3,140	3,004
Batch 3	2,800	23,274	6,662	4,446	2,801	2,801	2,760
Batch 4	8,000	42,009	16,366	10,826	8,053	8,053	7,495
Batch 5	8,000	105,643	49,815	19,974	8,105	8,105	7,931
Batch 6	8,000	131,444	55,285	12,807	9,086	9,086	-
Batch 7	20,000	235,411	82,258	31,887	21,499	21,499	-
Batch 8	20,000	211,409	64,336	33,559	22,156	11,386	-
Batch 9	20,000	189,263	66,022	33,729	-	-	-
Total	92,400	974,762	351,743	157,043	77,300	66,530	23,585

Figure 1. Recapitulation and progress of CGP up to Batch 9

An idea that in an increasingly demanding era wants to restore the dignity of teachers as teachers who favour students. Let's try not to forget the core of the humanising learning process. Train all the skills that teachers must have. In addition, train pedagogical skills that seek to answer concerns about the decline in thinking, morals and mindset of the country's children. Where teachers must have the ability to teach attentively and well [22].

In the *Guru Penggerak* concept, co-operation is the most important thing. Every teacher must understand the purpose and role of the teacher as a mover or leader of a bright future, without changing the quality of the teacher. No change in students leads to quality education at all levels [23]. The difference between a lead teacher and a non-lead teacher is that individual lead teachers are prepared to take on their specialised role in implementing and promoting self-directed learning. Individual teachers who have followed each function of the driver instructor programme then know very

well how to manage learning with existing technology and apply learning methods with technological advances, and are able to improve learning implementation continuously, so that every student is always motivated [24].

The *Guru Penggerak* programme focuses on pedagogical competence and holistic student-centred development. Education that emphasises leadership through on the job coaching with a formative and developmental approach, and a collaboration-based holistic school approach. The overall aim of the *Guru Penggerak* programme is to encourage opportunities for teachers to develop themselves in relation to the values of Pancasila. So that they can instil Pancasila values to students in an integrative manner with various fields of study. The role of *Guru Penggerak* should act as a wheel of educational change in a more advanced direction by changing the paradigm of student-centred education and building a better educational ecosystem [25]. The government hopes that driving instructors and excellent teachers continue to increase their independence and creativity to support the transformation of Indonesian education. It is expected that driving instructors continue to be successful in the field of training and excellent teachers who are active in driving instructors' activities. In addition, teachers need to be well equipped and able to withstand sufficient difficulties. So that they can encourage themselves to develop good creativity in their role as teachers [26].

EGP Education and Training (*Diklat*) collaborates with various education stakeholders. Learning is done through online and offline. Participants must go through a very strict and long selection. Starting from selection with essays and experience, followed by teaching simulations, then graduated to become a training participant. The training is carried out for 6-9 months from the place of work and must not interfere with the main task. *Guru Penggerak* are supposed to be the driving force in each school, not to pursue becoming a Principal. *Guru Penggerak* are prepared to be learning leaders, not school organisation leaders. When you become a principal, you will have less time to go to class to become a learning leader. Each participant must complete 10 modules which are divided into 3 sections. Each section begins with a

pre-test before learning and ends with a post-test for each section with a score progression as shown below.

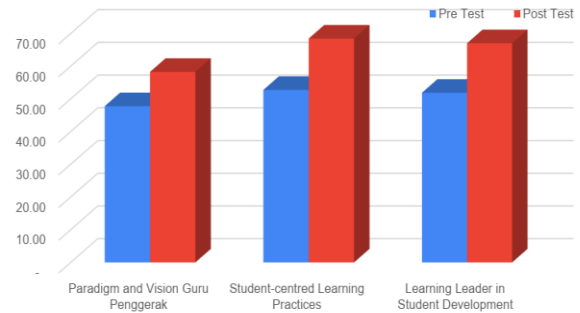


Figure 2. Development of pre-test and post-test scores for 48 CGP Batch 6 Rembang Regency

From the figure above, it can be seen that there is an increase in each part of the EGP. For the Paradigm and Vision of the *Guru Penggerak* as many as 4 modules, as many as 48 CGPs were studied, there was an increase in the average score from 47.78 in the pre-test to 58.26 in the post test (the average increase reached 10.49). For student-centred learning practices consisting of 3 modules, there was an increase from 52.75 in the pre-test to 68.45 in the post-test (the average increase reached 15.70). While the learning leader section in student development consists of 3 modules, there was also an increase, from 51.87 in the pre-test to 67.01 in the post test (the average increase reached 15.14). When averaged as a whole, there was an increase, from 50.80 in the pre-test to 64.58 in the post test (the average increase reached 13.77). Of the three sections, the largest increase was student-centred learning practices of 15.70 or a 30% increase from the average pre-test score. This shows the impact of EGP on improving learning leadership competencies.

The Education for *Guru Penggerak* (EGP) training programme uses a blended learning model. Blended learning is a combination of learning methods to improve the efficiency of the overall learning process by offering various combinations of learning to complement and support each other. A blended learning programme uses a combination of self-directed learning activities set out in personal development plans, e-learning facilities, group learning activities, training or mentoring, and internal or external course instruction. Participants found that the implementation of blended learning at EGP is very good. Both in terms of LMS, synchronous and asynchronous offline learning, individual mentoring and workshops. The recapitulation and distribution of CGP Batch 6 respondents can be seen in the table below [27].

Table 3. Recapitulation and distribution of CGP Batch 6 respondents in each district / city

No	District / City	Kinder-gartens	Primary School	Junior High School	Senior High School	Vocational High School	Special School	Total	CGP	%
1	Batang	10	27	20	13	7	0	77	87	88.51%
2	Kebumen	30	54	5	5	7	0	101	152	66.45%
3	Purbalingga	2	23	18	9	18	1	71	119	59.66%
4	Purworejo	9	47	21	10	11	0	98	132	74.24%
5	Rembang	4	38	18	10	15	3	88	109	80.73%
6	Wonosobo	4	33	25	11	10	0	83	126	65.87%
7	Magelang City	6	14	5	3	3	0	31	43	72.09%
8	Pekalongan City	9	15	10	10	2	0	46	49	93.88%
9	Tegal City	2	9	9	9	4	1	34	46	73.91%
Total respondents		76	260	131	80	77	5	629	-	72.89%
Total CGP		92	366	177	115	106	7	--	863	
Percentages		82.61%	71.04%	74.01%	69.57%	72.64%	71.43%	72.89%	-	-

The training method used in EGP is on-the-job. For the most part (>60%), training takes place in the workplace. Employees in work situations, an experienced employee or supervisor demonstrates work results and skills [28]. Training planning and strategy as described by Mello includes assessment, objectives, design and implementation, evaluation [29].

EGP until Batch 5 has reached 494 districts / cities throughout Indonesia and graduated 23,585 teacher activists until Batch 5. Only 11.38% of the initial applicants and 28.13% of the participants who participated in the teaching simulation graduated. Data collected until the end of May

2023, EGP up to Force 9 who registered to become CGP were 974,762 teachers. Only 351,743 (36.09%) teachers met the requirements. After being assessed by the Assessor, 152,497 (43.35%) teachers from those eligible (351,743 participants) or 15.64% of the teachers who registered, graduated the teaching simulation and interview. Only 66,530 CGPs from batch 1 to batch 8 attended the training. Only 42% of those who participated in Batch 1 selection or 19% of those who were eligible. In fact, only 9% of those who registered and filled out essays were eligible for training.

The development of the four CGP competencies can be seen in the table below.

No	Category/Competence	Total Indicator	Average Skor		Average Percentage	
			A6 Early	A6 Finish	A6 Early	A6 Finish
A.1	Self-development based on personal awareness and willingness	8	23.05	26.87	72.02%	83.98%
A.2	Developing the competence of school members to improve school members	4	11.48	13.63	71.76%	85.18%
A.3	Actively participate in relevant networks and organisations	6	17.72	20.30	73.84%	84.58%
A.4	Demonstrate spiritual, moral and emotional maturity to behave according to a code of ethics	7	25.10	26.79	89.65%	95.67%
B.1	Lead efforts to develop a student-centred learning environment	6	20.16	22.33	83.99%	93.02%
B.2	Lead the planning and implementation of student-centred learning processes	3	8.68	10.25	72.30%	85.45%
B.3	Lead reflection and improvement of the quality of student-centred learning processes	4	10.75	12.83	67.19%	80.18%
B.4	Involving parents/guardians as a companion and learning resource at school	5	13.76	16.30	68.80%	81.51%
C.1	Develop and realise a student-oriented school vision	5	13.47	16.65	67.36%	83.24%
C.2	Lead and manage school programmes that impact students	6	17.94	21.23	74.77%	88.47%
D.1	Lead the school development programme to optimise student learning and support the relevant needs of the surrounding community.	3	8.69	10.52	72.45%	87.69%
D.2	Involving parents/guardians and the community in school development	3	8.46	10.10	70.52%	84.14%
Total		60				

Figure 3. Development of the competence of the mobilising teachers at the beginning and end of the training

Looking at the table above, each category of the four competencies of the *Guru Penggerak* all experienced an increase. The average score is calculated from the number of indicators in each category multiplied by 100% divided by the maximum score of the indicators in that category. For example, for the category of self-development based on personal awareness and willingness, the initial average EGP for 8 indicators of 23.05 multiplied by 100% divided by the average maximum score of 8 indicators, namely 24, obtained

an average of 72.02% as well as others also increased. When grouped by each competency of the Activating Teacher, the increase in self-assessment results through questionnaires filled out by respondents is as shown in Figure 1 above.

Self-assessment at the beginning of EGP after Workshop 2 in October 2022 was only carried out on CGP Batch 6 Rembang District as many as 108 respondents out of 112 CGP. Meanwhile, the self-assessment of the competence of the activating Teacher at the end of the EGP was carried out

in April 2023 for CGP Batch 6 from 9 districts / cities in Central Java as many as 629 respondents out of 863 CGP. Creating a learning community among participants is an

added value that allows participants to not only master teaching materials but also improve ICT-based teaching skills [30].

Table 4. Development of *Guru Penggerak* Competence

No.	<i>Guru Penggerak</i> of Competence	Total Indicators	Number Indicators	EGP Start	End of EGP	Ascension
A.	Self and Other Development	25	1-25	76.82%	87.35%	10.53%
B.	Learning Leadership	18	26-43	73.07%	85.04%	11.97%
C.	Leadership of School Management	11	44-54	71.06%	85.86%	14.79%
D.	School Development Leadership	6	55-60	71.49%	85.92%	14.43%

In the table above, the competence of developing oneself and others from 25 indicators has increased by 10.53%. Learning leadership competence of 18 indicators, an increase of 11.97%. School management competence of 11 indicators increased by 11.79%. School development leadership competence of 6 indicators experienced an increase of 14.43%. Judging from the four competencies of the *Guru Penggerak* who experienced the largest increase was school management leadership from 71.06% (the smallest of the four *Guru Penggerak* competencies) to 85.86%. This is in line with the motivation of the CGP when initially registering as a *Guru Penggerak* when asked what was the initial expectation of registering for the CGP and after graduating as a *Guru Penggerak*? A total of 10 (1.59%) respondents answered that they wanted to register as Principal. Respondents answered that most wanted to study and gain experience as many as 573 (91.39%). When respondents were asked what their expectations were after graduating as a *Guru Penggerak*? A total of 48 (7.66%) respondents answered that they wanted to become Principals, meaning that there was an increase of 6.07% who wanted to become Principals. While the most respondents want to move the neighbourhood as many as 504 (80.03%). From research conducted on CGP Batch 6 of Central Java Province from 9 districts / cities after Workshop 6, the initial motivation and expectations after training were obtained as shown in the table 7.

Looking at the data and analysis, the *Guru Penggerak* programme implemented by the Ministry of Education and

Culture from 2020 to 2024 is an unpopular policy. But it has a tremendous impact on changing the mindset of teachers in this case the *Guru Penggerak*. After participating in the EGP and graduating, they are expected to become agents and leaders of change in their environment. In fact, one of the requirements to become a principal is to have a *Guru Penggerak* Certificate. So that it can make changes and movements in the school environment that it leads directly.

Table 7. Motivation to sign up dan motivation after completion

No	Statement	Respondent	Percentage
Motivation to sign up CGP			
1	Want to apply for Head of School	10	1.59%
2	Sustaining knowledge and gaining experience	575	91.41%
3	Requested by Leadership	38	6.04%
4	Following trends and keeping up with friends	6	0.95%
Total		629	
Motivation after completion of EDP			
1	Want to apply for Head of School	48	7.63%
2	Want to be a supervisor	29	4.61%
3	Want to become a Practising Teacher	46	7.31%
4	Want to Mobilise the Neighbourhood	506	80.45%
JUMLAH		629	100.00%

In addition to improving learning leadership, *Guru Penggerak* must understand ethical dilemmas. The purpose of the ethical dilemma decision is to develop the ability of teachers or prospective school leaders to make decisions based on the principles of learning leaders who apply moral principles in decision making and in their implementation are able to apply strategies to avoid problems related to school management related to ethical policies and conflicts of interest.

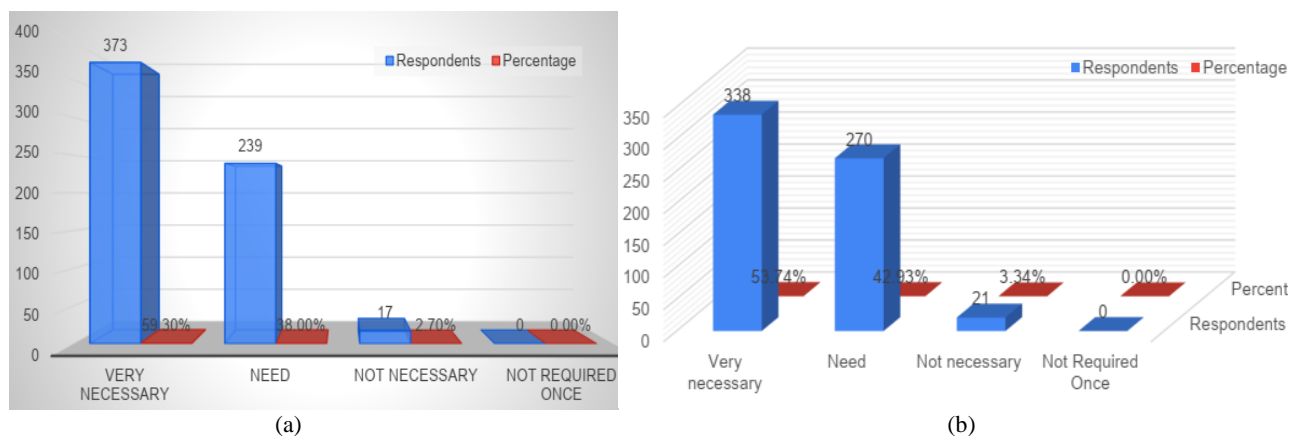


Figure 4. The importance of (a) literacy materials and (b) numeracy materials in training

This provides inspiration and training for teachers to participate in the *Guru Penggerak* programme in ethical dilemma decisions which are explored in a dedicated module. Considering ethical dilemmas, it is expected that teachers can think constructively in better times. So that the morals and ethics of the work environment become paramount in decision-making [30].

The research also captured the need for literacy and numeracy materials. When respondents were asked that in order to improve literacy skills in education report cards, does the EGP need to specifically include literacy materials in the next EGP? A total of 612 respondents (97.3%) answered that it is very necessary and necessary. Only 2.7% answered that there was no need for literacy materials. Meanwhile, when respondents were asked to improve numeracy skills in education report cards, does the EGP programme need to include numeracy material specifically in the next EGP? A total of 608 respondents (96.67%) answered very necessary and necessary. Only 3.33% answered that numeracy material is not necessary. This indicates that literacy materials and numeracy materials are eagerly awaited by the next batch of CGPs as shown above.

CONCLUSIONS

The research was conducted on CGP Batch 6 for 7 months. Starting shortly after workshop 2 in October 2022 for CGP Batch 6 of Rembang District, it ended in April 2023 after workshop 6 on the 6th batch of teacher candidates from 9 districts / cities in Central Java through online questionnaire filling. Of the 863 CGP Force 6, 627 respondents filled in, meaning that 73% of the total CGP Force 6 in Central Java.

The driving teacher programme actually only targets the pedagogical competence of teachers. The impact of the *Guru Penggerak* Programme can improve learning leadership, as evidenced by the increase in grades for the 3 modules of the student-partnered Learning Practices section. The pre-test and post-test scores experienced the largest increase, 15.57. This is in line with the self-assessment of mobilising teacher competence, which also increased from 73.07% to 85.04% (or 11.97% increase). In line with the practice of dispersed leadership, the three school leaders provide space for teachers who are not formal school leaders to take leadership initiatives, activities and responsibilities. This was particularly evident in teachers showing initiative and conveying teacher expertise and enthusiasm. Creating a learning community among participants was an added value that enabled participants to not only master the teaching materials but also improve their ICT-based teaching skills [30].

Although the increase was not as high as the school management leadership competency from 71.06% to 85.86% (or an increase of 14.79%). This is in line with CGP's motivation at the beginning of EGP and expectations after graduation. There was an increase in the desire to become a principal from 1.59% to 7.66%. For literacy and numeracy, more than 96% answered very necessary and necessary. Thus, CGPs who have graduated must mobilise a community of practitioners with numeracy literacy material.

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