



The Role of Mobilizing Teacher Education in Efforts to Improve the Quality of Teacher

Intan Nur Anggraeni^{1a*}, Rugaiyah Rugaiyah^{2b}

¹Universitas Negeri Jakarta, Jakarta, Indonesia

²Universitas Negeri Jakarta, Jakarta, Indonesia

*intanurra.anggraeni@gmail.com; rugaiyah@unj.ac.id

ARTICLE INFORMATION

Article History:

Received : 02/01/2023

Revised : 17/01/2023

Accepted : 19/01/2023

Published : 30/01/2023

Keywords:

Driving Teacher Education;
Education;
Teacher;
Teacher Quality;
Teacher Competence

DOI:

<https://doi.org/10.46963/asatiza.v4i1.842>

*Correspondence Author:

intanurra.anggraeni@gmail.com

Abstract

The quality of teachers tends to decline in this modern era; most teachers need more professionalism to carry out their duties. This is reflected in the low competence of the teacher. The Teacher Competency Test (UKG) conducted on Indonesian teachers showed unsatisfactory results. In addition, the decline in teacher quality can also be caused by several factors, including a lack of knowledge about technology, lack of time discipline, and the negative impact of globalization. The purpose of this study is to provide an understanding that the existence of the Teacher Mobilization Education Program is based on efforts to improve teacher quality. This research uses a qualitative approach with the literature study or literature review method. Data were collected by reviewing the official websites of Google Scholar, Research Gate, sign online and the Ministry of Education Culture Research and Technology of the Republic of Indonesia, with the keyword quality of teacher, teacher competence, teacher and obtained the data about teacher mobilization. The study results a show that teacher mobilization education can help improve the quality of teachers by increasing their competence. Mobilizing teacher education can create active, inclusive, capable, innovative, and sustainable teacher learning habits to support students' learning process. Education is inseparable from the role of the teacher as a role model and leader in learning. This government-initiated program can upgrade the quality of teachers, not only serving as teachers but as trainers and activators for other teachers in the context of developing creative, innovative, and student-centered learning. The driving teacher education program makes teachers more adaptive to the various changes they face with the times. It can cultivate the best learning methods based on existing technology. This study recommends that teachers continue to develop their quality through education and training to face future challenges.

How to cite this article:

Anggraeni, I. N., & Rugaiyah, R. (2023). The role of mobilizing teacher education in efforts to improve the quality of teacher. *Asatiza: Jurnal Pendidikan*, 4(1), 1-14. <https://doi.org/10.46963/asatiza.v4i1.842>

INTRODUCTION

Education is one of the main pillars for the progress of a nation and is the most basic element in efforts to improve the quality of human resources.

Indonesia aims to determine the direction of education as stated in Article 3 of Law Number 20 of 2003 concerning the Functions and Objectives of National Education. To achieve national education

goals, quality educators or human resources are needed to explore the various potentials of students, especially in the current 21st century. The Indonesian education system aims to produce an educated young generation to face present and future challenges. A nation's education system's quality is highly dependent on its teachers' quality (Muthiah, 2021). To improve the quality of learning, Indonesia needs to have the best and most qualified teachers who can express a high level of readiness to implement various education policies in Indonesia (Pribudhiana, Bin Don, & Bin Yusof, 2021).

Teacher quality is still an important issue today; teachers play a much broader role; teachers are one of the key factors in improving the quality of education because they interact directly with students during the learning process. National and international education policies recognize the importance of teacher quality (Snoek, 2021). But the reality is that teachers' quality tends to decline in this modern era (Cooper, 2019). Palmer Burke, & Aubusson in (Pribudhiana et al., 2021) states that several factors, including a lack of knowledge about technology, lack of time discipline, and the negative impact of globalization, can cause a decline in teacher quality. The low quality of teachers is quite disturbing because most teachers need more professionalism to carry out their duties (Clarke & McFlynn, 2019). Similarly, teachers in Indonesia still have relatively low competence (A. S. Nugroho, Suryanti, & Wiryanto, 2022a). This is indicated by data from the United Nations Educational (UNESCO) in the

2016 Global Education Monitoring (GEM) Report, the quality of Indonesian teachers ranks 14th out of 14 developing countries (Riowati, 2022). The low quality of teachers is reflected in their low competence. The Teacher Competency Test (UKG) conducted on Indonesian teachers also showed unsatisfactory results (Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2020-2024, 2020). The highest UKG 2019 average score achieved by elementary school teachers was 54.8%, junior high school teachers 58.6%, high school teachers 62.3% and vocational teachers 58.4%. These results indicate that the average UKG score is only 57 (fifty-seven) out of the maximum value of 100 (one hundred) (Manula, 2022). These findings indicate that teacher competence needs to be continuously improved (Safrizal, Nurhafizah, Yulia, & Husnani, 2022).

To improve their quality, competency development is very important for teachers (Suharjuddin, 2021). This is because the increase in the number of students, estimated to reach 850 thousand by 2020, must be followed by an increase in the competence of the teachers. Increasing teacher competence will impact organizing a more effective teaching and learning process (Yusuf & Mukhadis, 2018). Based on Law Number 14 of 2005 concerning Teachers and Lecturers it explains that there are 4 professional competencies that must be fulfilled by teachers, the professionalism of a teacher shows how much quality he has (Tute, Suryani, & Aje, 2020), these competencies include (1) pedagogic competence, this competency concerns the ability of a

teacher to understand the characteristics and abilities possessed by students in various ways; (2) personality competence, concerning personal abilities that must be possessed by the teacher by reflecting a good personality in oneself, being wise, mature and authoritative and having noble character in order to be a good role model; (3) professional competence, concerning the ability to master learning material in depth and related to the appropriate level and type of education; and (4) social competence, which is one of the competencies that must be possessed by an educator through a good way of communicating with students and all educational staff (Sugiyarta SL, Ardhi Prabowo, Tsabit A. Ahmad, & Aji Purwinarko M.B. S, 2020).

Improving the quality of teachers to develop their competencies requires facilities and the role of various aspects to be better (A. S. Nugroho, Suryanti, & Wiryanto, 2022b), it is necessary to have a continuing education program, guidance and assistance for teachers (Arzfi, Ananda, Putri, Gistituati, & Rusdinal, 2022). The Ministry of Education and Culture 2021 launched the Teacher Mobilization Education program to improve teacher quality. According to (Sibagariang, Sihotang, Murniarti, Smk, & Paramitha, 2021) The driving teacher education program has a special role, namely making teachers able to manage to learn using existing technology by doing continuous reflection and improvement so that students are encouraged to improve their academic achievement independently. Motivator teachers are learning leaders who encourage the growth and

development of students holistically, actively and proactively in developing other educators to implement student-centred learning, as well as being role models and agents of the transformation of the education ecosystem to realize the Pancasila student profile (Kemdikbudristek, 2020). his program includes online training, workshops, conferences, and mentoring for 6 months. One of the objectives of the Teacher Mobilization Education program is to improve the quality of education so that it can compete in the era of the industrial revolution 4.0 and global competition (Wijaya, Mustofa, & Husain, 2020). With the birth of the Teacher Mobilization Education policy, teachers are expected to be able to adapt to the policies that have been set. The teacher must be able to upgrade his quality to guide and direct students in using their reasoning power well (Syukri, Studi, Pendidikan, & Pontianak, 2022).

The Mobilization Teacher Education Program has a role in efforts to improve teacher quality. According to research conducted by (Sijabat, Manao, Situmorang, Hutauruk, & Panjaitan, 2022) states that teachers who have participated in the driving teacher program will later be very able to manage learning using available technology and apply learning methods with technological advances, and be able to make continuous improvements in the implementation of learning. This is in line with research conducted by (Riowati, 2022) states that the role of the driving teacher as a leader is directed at motivating fellow teachers in the scope of education as well as mutual learning to

achieve changes in the quality of education and to be able to apply learning to keep up with the times.

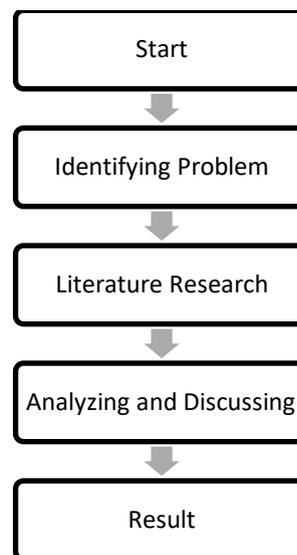
Research on teacher quality and the importance of optimizing teacher quality through mobilizing teachers has been carried out. Research by (A. Nugroho, Suryanti, & W Wiryanto, 2022), the results of the study showed that the causes of low teacher quality include 1) lazy teachers; 2) non-optimal teacher working groups from clusters, sub-districts, to districts; 3) the teacher is too comfortable in a comfort zone position; 4) not actively involved in various teacher competency improvement events. The results of the study suggest encouraging the active role of teachers in government programs including mobilizing schools and mobilizing teachers.

Another research conducted by (A. Nugroho et al., 2022) and (Musa, Nurhayati, Jabar, Sulaimawan, & Fauziddin, 2022) the results of the study showed that mobilizing teachers can make schools where megajar becomes favorite schools, and driving teachers are able to improve teacher performance in the learning process.

Based on the description above, the author would like to explain further regarding the urgency and indicators of teacher quality, the driving teacher education program, as well as the role of the driving teacher education program and its relation to efforts to improve the quality of teachers in Indonesia through data from the results of literature studies.

METHOD

Figure 1. Research Flow.



Source: (Rumetna, 2018)

This research uses a qualitative approach with the method of literature study or literature review, including analysis of scientific articles, research journals, and other relevant and continuous sources with the title under study as a primary data. A literature study is done by reading relevant sources to obtain the necessary data (Arikunto, 2013). Scientific articles were collected by reviewing the official sites of Google Scholar, Research Gate, tandfonline.com, and pages Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. According to (Zed, 2014) a literature study is a research method that collects several relevant sources, which are then followed by recording and reading steps to become research results. Variables in literature review research are not standard. The data is poured into several sub-chapters to answer the research problem formulation (Izza, Falah, & Susilawati, 2020). The following is a

picture of the flow of library research (literature study).

RESULT AND DISCUSSION

The problem of education in Indonesia is like looking for a needle in a haystack, a little difficulty finding what common thread underlies the problem of education in Indonesia. Likewise, the problem of teachers is not too complex and also not simple. In order to prepare professional teachers, there is a continuous professional development program for teachers, but there are several influencing factors such as no follow-up after the training process, not implementing teaching practices, not optimizing the experience of teachers who teach for many years (Revina, Pramana, Fillaili, & Suryadarma, 2020).

Research by (A. Nugroho, Suryanti, & W Wiryanto, 2022) showed that the causes of low teacher quality include 1) lazy teachers; 2) non-optimal teacher working groups from clusters, sub-districts, to districts; 3) the teacher is too comfortable in a comfort zone position; 4) not actively involved in various teacher competency improvement events. The results of the study suggest encouraging the active role of teachers in government programs including mobilizing schools and mobilizing teachers.

Education still has various problems, the most crucial of which is the low quality of education (Huda, Perianto, & Subarkah, 2021). Teachers as subjects who interact directly with students in the teaching and learning process must participate in improving the quality of education (Sianipar, Sinaga, Butra-butur, Simamora, & Simanjuntak, 2022) through self-

improvement. The general definition of quality according to the Big Indonesian Dictionary is the good or bad level of something. Quality can also be defined as the level of excellence, so that quality is a relative measure of goodness. Etymologically, quality is defined as a characteristic attached to a subject or object, a trait or characteristic possessed by something, or a price attached to it (goods, services, etc.) (Fuad, 2021). Pharis, Wu, Sullivan, & Moore in (Pribudhiana et al., 2021) argues that quality is a dynamic condition related to products, services, people, processes, and the environment that meet or exceed expectations.

Quality in education must also be seen on the same line: first, quality in education includes efforts to meet or exceed student expectations; second, quality includes the provision of products, services, processes, and environments for teaching and learning; third, quality is a condition that is always changing, for example what is considered qualified today may be considered less qualitative in the future. Furthermore, according to Maria & Ungin (Tute et al., 2020) states that teacher quality is an important part of the teaching and learning process which is the goal of an educational organization. Qualified teachers are educators who determine the success of any educational effort. Qualified teachers are able to develop the potential of students; they are able to innovate in the teaching and learning process, especially in curriculum design and teaching methodology (Pribudhiana et al., 2021).

Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 15 of 2018 concerning Fulfilling the Workload of Teachers, Principals and School Supervisors explains that the main task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students in education early childhood through formal education, basic education, and secondary education. As an element of human resources, teachers have a strategic role in driving educational activities; even other educational resources become less meaningful if they are not accompanied by adequate teacher performance. Therefore, it can be concluded that teachers are the spearhead in efforts to improve the quality of services, processes and outcomes of education (Firdaus, Muazza, Rosmiati, & Astuti, 2022).

Improving the quality of teachers is closely related to efforts to increase their competence; this is by Law no. 14 of 2005 concerning Teachers and Lecturers (Article 10), which states that teacher competence includes four aspects: first, academic competence, namely the ability to manage student learning; second, personality competence marked by noble, wise, dignified character, and role model for students; third, professional competence is broad and deep mastery of subject matter; and finally, social competence relates to the teacher's ability to communicate and interact effectively and efficiently with students, colleagues, parents, guardians, and the community. Through these four competencies, a teacher can develop students' potential so they can develop as enlightened

individuals. Qualified teachers must be able to integrate these four competencies with their intellectual, emotional, and spiritual intelligence (Pribudhiana et al., 2021).

According to Miller (Muthiah, 2021) the quality of a good teacher can be indicated by ten characteristics that can be used. The ten characteristics are then grouped into several aspects: affection, expertise, classroom management, and teacher's academic knowledge. The affective aspect includes several factors: the teacher's enthusiasm and encouragement for students, humour, caring, availability, and mental health. Aspects of expertise include the teacher's creativity and ability to challenge students. Classroom management includes expertise in setting agendas and the teacher's fair attitude towards all students. Meanwhile, the teacher's academic knowledge is related to the level of teacher mastery of the material they teach.

Teacher Mobilization Education Program

In order to improve the quality of teachers in Indonesia, Nadiem Makariem, as the Minister of Education and Culture of the Republic of Indonesia emphasized that driving teachers are the spearhead of educational transformation. The Motivator Teacher Education Program is a learning leadership program that stimulates the growth and development of students in a holistic, active and proactive manner. Mobilizing Teachers are learning leaders who are able to apply independence in learning and participate in moving the world's education ecosystem to create student-centered education

(Kemdikbudristek, 2020). The Teacher Mobilization Program is a continuous teacher professionalism development program through training activities and teacher collective activities (Sijabat et al., 2022).

In his research, (Muthiah, 2021) argues that the teacher mobilization program is one of the efforts to improve teacher quality. According to (Sibagariang et al., 2021), the teacher mobilization education program has a special role, namely to produce teachers who are able to manage learning using existing technology, as well as carry out continuous reflection and improvement so that students can be motivated to improve their academic achievement independently. Motivator teachers must be able to be role models who have the ability and fighting spirit to bring about a good change in the educational ecosystem in their schools and in other school units, and in the end be able to become agents of change in the world of education. The driving teacher education program according to (Riowati, 2022) aims to prepare Indonesian education leaders in the future, as well as being able to encourage the growth and development of students as a whole, be active, proactive and invite teachers around them to jointly apply student-centered learning or Student Center Learning (SCL) as well as being an example and agents of transformation of the educational ecosystem as an effort to realize the Pancasila Student profile. The same thing was expressed by (Sijabat et al., 2022) regarding the aim of the teacher mobilization education program is to provide a basic understanding to teachers

including leadership skills in learning and pedagogy, so that it is hoped that they will be able to move the entire learning environment, inside and outside of school.

Through the teacher mobilization education program, teachers are expected to be able to work together and collaborate to achieve changes in education towards a better, quality, and competitive direction. Motivator teachers must be able to innovate and have mature personality competencies, morally and spiritually, so they become role models for students and all school members. Motivator teachers in learning must be able to balance the demands of the times in the modern era in terms of character education as a basis for students to remain wise in facing the challenges of an increasingly developing era and have a critical attitude in responding to all available information (Sibagariang et al., 2021).

Teachers with a minimum educational background of Diploma-4 or Strata-1 level and a minimum of five years of teaching experience can attend the driving teacher education program. To participate in the teacher mobilization education program, teachers are required to participate in each stage of selection and participate in education within 6 (six) months. During the educational process, each prospective driving teacher will be guided by professional and experienced instructors, facilitators and assistants. This educational program includes online training (on the network), conferences, workshops, and mentoring. The material and learning outcomes in the program consist of four parts, namely: the paradigm and vision of the Driving Teacher, pro-

student learning practices, learning leaders in school development and celebrations, reflection, collaboration, and action. In addition, the mobilization teacher education program encourages a differentiated learning process, as well as managing emotions and developing social skills of teachers that support the learning process. A differentiated learning process is important to accommodate the different needs of students. While participating in the education program, each Teacher can still carry out their main duties, namely teaching in their respective schools (Kemdikbudristek, 2020).

The final results expected from the driving teacher education program according to (Sibagariang et al., 2021) is:

- 1) Teachers can be independent and independent in developing their competence as teachers and be able to motivate other fellow teachers to innovate in improving the quality of education in Indonesia.
- 2) Teachers will be able to side with students and move their students to develop their potential according to their talents and abilities in independent learning to achieve the educational goals of the school's vision.
- 3) Teachers will be able to innovate in developing the quality of their respective schools. To improve the quality of school education, teachers must be able to collaborate with parents and other positive communities so that they will develop an independent attitude and have a leadership spirit.

- 4) Teachers will have good personality competence. A teacher is expected to have moral and spiritual emotional maturity in behaving and acting in everyday life by the code of ethics that applies in society.
- 5) Teachers will be able to manage student-centred learning by creating good communication with the parents of students.

The Role of Mobilizing Teacher Education in Improving Teacher Quality

Education is the main focus that must be integrated into building a nation. Improving the quality of human resources and competency development must be carried out in a planned, directed, creative, effective, efficient and continuous manner through education within the development process's framework in the globalization era. Hamalik (Rahmawati, Siraj, & Achruh, 2021) conveyed that the educational process must be connected to efforts to develop quality human resources, while quality human beings come from achieving quality education. Many factors influence the success of the quality of education, and one of the factors is determined by the quality of teachers in teaching. This is in line with research (Pribudhiana et al., 2021) which states that quality education can only be achieved with qualified teachers.

Teachers need high creativity and courage to do trial and error in producing positive changes from their assignments (Farhan, Herliana, Evendi, Devy, & Mauliza, 2021), because, at this time, the teacher is no longer a learning resource centre but a facilitator, guide and

collaborates with students in Learning (Febry, Santi, & Muhid, 2022). In line with this, it is necessary to make efforts to realize quality education to improve teachers' quality. Education and training can help improve teacher quality and competenc (Pribudhiana et al., 2021) one of which is through the Teacher Mobilization Education program, which is part of a series of Free Learning policies by the Ministry of Education and Culture and is implemented through the Directorate General of Teachers and Education Personnel.

Mobilizing teacher education has a role in improving the quality of a teacher's competence. This is in line with research conducted by (A. S. Nugroho et al., 2022a) which states that the strategy for equal distribution of educator competence includes the scheme of driving school programs and driving teachers to create active, inclusive, capable, innovative, and sustainable teacher learning habits to support the learning process of students. It needs to be fully understood that the role of the driving teacher is not limited to being a teacher who prepares plans and explains material but must have the intention and ability to lead, innovate and make changes (Murniarti, Sirait, & Sihotang, 2021). ccording to Pendi, the changes meant to keep up with the times, such as using learning media and adapting to the interests of students, driving teachers are required to be able to teach and manage learning effectively using technology to improve the quality of education and carry out reflection and improvement as a whole (Sibagariang et al., 2021).

The driving teacher education program is one of the solutions provided by the government so that the quality of education in Indonesia is increasing along with the increasing quality of teachers. The results of research (Farhan et al., 2021) egarding the role of applying the teacher-driving concept in lectures. Thermodynamics has the effect of changes starting from the ability of lecturers to increase by 3.78, student activity by 3.15, comfortable environment by 3.43 and understanding of the material by 3.49. This result means that the role of the ambitious teacher concept gives the teacher independence in thinking and can provide a stimulus to students so that they can use their reasoning power well and have creativity by the talents and abilities they have so that, in the end, they can improve understanding of the material when learning takes place.

The driving teacher education program, carried out for six months, resulted in the hope that teachers would be able to become agents of change. This can be seen in his role as a learning leader who can innovate his classroom learning. In addition, driving teachers can carry out self-development and development for colleagues personally and in groups carried out continuously. This self-development and peer development are more effective and efficient because driving teachers can share good practices anywhere, anytime and with any teacher or community (Syukri et al., 2022). The results of research conducted by (Safrizal et al., 2022) The results of research conducted by (Safrizal et al., 2022) regarding the Analysis of Teacher

Mobilization Programs as Sustainable Professional Development for Teachers show that the concept of the driving teacher program is directed so that teachers can become leaders, teachers, and motivators for their peers by providing training content in the form of activities that encourage the birth of positive communities, provide experience in solving study problem. The teacher mobilization program can be a means of developing teachers' social competence, as well as for developing their professional abilities in line with (Prawitasari & Suharto, 2020) who conducted a study on the role of who conducted a study on the role of driving teachers in the advancement of the Teacher Learning Community (KBG) in Bandung. The study results show that mobilizing teachers collectively collaborate and are responsible for managing the Teacher Learning Community (KBG) in Bandung. The driving teacher makes the learning atmosphere at the Bandung KBG develop well. Mobilizing Teachers act as innovators who pave the way for teacher capacity-building processes.

In line with this (Sugiyarta SL et al., 2020) identify teachers' ability as driving teachers in the Residency of Semarang. His research results show several categories of driving teachers, including skilled teachers, leader teachers, and inspiring teachers. Leader teachers can mobilize communities, skilled teachers have complete professional competencies, and inspiring teachers have experience in various learning activities. This is an impact or output that can be seen from the existence of the Teacher Mobilization

Education Program launched by the government; this impact will certainly influence and accelerate positive changes in the form of the teacher's mindset in managing learning and will ultimately have an impact on the development of professionalism and teacher quality in Indonesia.

Every teacher and education practitioner must understand the role of the driving teacher, as for the role of the driving teacher according to Sutikno namely as follows (Sibagariang et al., 2021):

- 1) Motivator teachers in the scope of the learning community act as trainers for other fellow teachers and provide changes to the quality of learning and teaching as ideal educators and able to develop independently.
- 2) The driving teacher plays a role in training student-centred learning. Every teacher who follows the driving teacher's direction is required to be able to design and manage interesting learning and be able to motivate students to learn and be creative with talent and abilities.
- 3) Motivator teachers as agents of change in terms of improving the leadership quality of students in schools.
- 4) The driving teacher creates a learning space as a medium for discussing and collaborating with other fellow teachers both within and outside of school development.
- 5) The driving teacher is a guide for the learning process that creates a comfortable and pleasant atmosphere in learning.

- 6) Self-development ability, the driving force teacher upgrades himself in keeping up with technological advances and various latest knowledge.
- 7) As a motivator in the school environment for fellow teachers as a trigger, teachers must always learn and make positive changes together and give birth to a generation of quality nations for the progress of a nation.

In research conducted by (Sijabat et al., 2022), the role of the driving teacher in improving teacher quality is to mobilize learning communities for individual educators in schools and districts, encouraging students to improve their leadership in schools, creating spaces for active discussion and collaboration between teachers and stakeholders inside and outside schools to improve the quality of learning, learning that promotes the welfare of the school education ecosystem is at the forefront, student-centred, able to mobilize learning communities for teachers in and around schools and can develop leadership programs for students to realize the profile of Pancasila students.

The results of the explanation above support that implementing the teacher education program is very important to improve the quality of teachers in developing their competence. This government-initiated program is capable of upgrading teachers' quality, not only serving as teachers but as trainers and activators for other teachers in the context of developing creative, innovative and student-centred learning. Teachers who have passed the driving teacher education program can also mobilize learning

communities for teachers inside and outside of school so that the ultimate goal is the quality of educators and students who are evenly distributed in each region can be achieved.

CONCLUSION

Education is one of the main pillars for the progress of a nation. Indonesia has national education goals as stated in Law Number 20 of 2003 concerning the National Education System. One of the efforts to achieve this goal requires qualified human resources educators (in this case, teachers) to explore the various potentials of students. Mobilizing teacher education as part of government policy can improve the quality of teachers in Indonesia. The mobilization teacher education program is specifically designed to produce educational change agents and future learning leaders through differentiated learning, a community of practice, and social and emotional learning. Education and training carried out by driving teachers are very capable of helping teachers to improve their quality and competence. This study recommends that teachers must continue to develop their qualities and be able to prepare themselves to face challenges in the future.

REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arzfi, B. P., Ananda, R., Putri, V. M., Gistituati, N., & Rusdinal. (2022). Implementasi supervisi oleh kepala sekolah dalam meningkatkan kompetensi pedagogik guru di sekolah dasar. *Jurnal Basicedu*, 6(4).

- <https://doi.org/https://doi.org/10.31004/basicedu.v6i4.3174>
- Clarke, L., & McFlynn, P. (2019). All animals learn, but only humans teach: The professional place of teacher educators. *Education Sciences*, 9(3). <https://doi.org/10.3390/educsci9030192>
- Cooper, T. (2019). Rethinking teaching excellence in Australian higher education. *International Journal of Comparative Education and Development*, 21(2), 83–98. <https://doi.org/10.1108/IJCED-10-2018-0038>
- Farhan, A., Herliana, F., Evendi, E., Devy, N. K., & Mauliza, F. (2021). The implementation of “Guru Penggerak” (Organizer Teachers) Concept to innovation of the discussion methods in thermodynamics course. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 7(1), 1–12. <https://doi.org/10.21009/1.07101>
- Febry, O., Santi, D. E., & Muhid, A. (2022). Pendekatan pembelajaran heutagogy untuk meningkatkan kreativitas siswa: Systematic literature review. *Lectura: Jurnal Pendidikan*, 13(2), 206–220. <https://doi.org/https://doi.org/10.31849/lectura.v13i2.10532>
- Firdaus, F., Muazza, M., Rosmiati, R., & Astuti, D. (2022). Pengaruh supervisi akademik kepala sekolah dan kompetensi pedagogik guru terhadap kinerja guru Madrasah Tsanawiyah. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 1793–1803. <https://doi.org/https://doi.org/10.31004/edukatif.v4i2.2233>
- Fuad, N. (2021). *Supervisi Pendidikan: Strategi Peningkatan Kualitas Pendidikan di Sekolah* (Y. N. I. Sari, Ed.). PT. Rajagrafindo Persada.
- Huda, M., Perianto, E., & Subarkah, E. (2021). *Improving Education Quality of Elementary School in Indonesia: an Empirical Research 提高印度尼西亚小学的教育质量：一项实证研究*.
- Izza, A. Z., Falah, M., & Susilawati, S. (2020). Studi literatur: Problematika evaluasi pembelajaran dalam mencapai tujuan pendidikan di era merdeka belajar. *Konferensi Ilmiah Pendidikan Universitas Pekalongan 2020*, 10–15.
- Kemdikbudristek. (2020). Guru Penggerak. Retrieved from <https://sekolah.penggerak.kemdikbud.go.id/gurupenggerak/>
- Manula, J. (2022). Program pendidikan guru penggerak: Pijakan kurikulum merdeka sebagai implementasi merdeka belajar. *Jurnal Pengajaran Dan Riset*, 02(01), 34–43.
- Murniarti, E., Sirait, S., & Sihotang, H. (2021). Implementation of hots-based learning and problem based learning during the pandemic of covid-19 in SMA Budi Mulia Jakarta. *Advances in Social Sciences Research Journal*, 8(2), 296–305. <https://doi.org/10.14738/assrj.82.9727>

- Musa, S., Nurhayati, S., Jabar, R., Sulaimawan, D., & Fauziddin, M. (2022). Peran guru penggerak dalam meningkatkan pemerataan kualitas kinerja guru. *Jurnal At-Tadbir: Media Hukum Dan Pendidikan*, 6(5), 4239–4254. <https://doi.org/10.31004/obsesi.v6i5.2624>
- Muthiah, N. (2021). Evaluasi Program Guru Penggerak. *Indonesia Report*, (November).
- Nugroho, A. S., Suryanti, S., & Wiryanto, W. (2022b). Peningkatan Kualitas Guru, Sebanding dengan Peningkatan Pendidikan? *Jurnal Basicedu*, 6(5), 7758–7767. <https://doi.org/10.31004/basicedu.v6i5.3354>
- Prawitasari, B., & Suharto, N. (2020). The role of guru penggerak (Organizer teacher) in komunitas guru belajar (Teacher learning community). *Advances in Social Science, Education and Humanities Research*, 400(Icream 2019), 86–89. <https://doi.org/10.2991/assehr.k.200130.145>
- Pribudhiana, R., Bin Don, Y., & Bin Yusuf, M. R. (2021). Determining the influence of teacher quality toward teacher readiness in implementing Indonesian education policy. *Eurasian Journal of Educational Research*, 2021(93), 373–390. <https://doi.org/10.14689/EJER.2021.93.18>
- Rahmawati, R., Siraj, A., & Achruh, A. (2021). Hubungan antara kompetensi guru dan budaya sekolah dengan kinerja guru. *Idaarah: Jurnal Manajemen Pendidikan*, 5(1), 10. <https://doi.org/10.24252/idaarah.v5i1.19001>
- Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2020-2024. (2020). Rencana strategis kementerian pendidikan dan kebudayaan 2020-2024. *Kementerian Pendidikan Dan Kebudayaan*, 1–129.
- Riowati, N. H. Y. (2022). Peran guru penggerak pada merdeka belajar untuk memperbaiki mutu pendidikan di Indonesia. *Journal of Education and Instruction*, 5(1), 1-16. <https://doi.org/https://doi.org/10.31539/joeai.v5i1.3393>
- Rumetna, M. S. (2018). Pemanfaatan cloud computing pada dunia bisnis: Studi literatur. *Jurnal Teknologi Informasi Dan Ilmu Komputer*, 5(3), 305-314. <https://doi.org/10.25126/jtiik.201853595>
- Safrizal, S., Nurhafizah, N., Yulia, R., & Husnani, H. (2022). Analysis of guru penggerak programs as sustainable professional development for teachers. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 2135–2142. <https://doi.org/10.35445/alishlah.v14i2.829>
- Sianipar, R., Sinaga, D., Butra-butar, Y. Y., Simamora, A. I., & Simanjuntak, R. D. (2022). Pengaruh kompetensi guru dan kesiapan belajar siswa terhadap hasil belajar siswa pada mata pelajaran IPS SMA. *Edukatif:*

- Jurnal Ilmu Pendidikan*, 4(4), 6336–6342.
- Sibagariang, D., Sihotang, H., Murniarti, E., Smk, & Paramitha, P. (2021). Peran guru penggerak dalam pendidikan merdeka belajar di Indonesia. *Jurnal Dinamika Pendidikan*, 14(2), 88–99.
- Sijabat, O. P., Manao, M. M., Situmorang, A. R., Hutauruk, A., & Panjaitan, S. (2022). Mengatur kualitas guru melalui program guru penggerak. *Journal of Educational Learning and Innovation (ELIA)*, 2(1), 130–144. <https://doi.org/10.46229/elia.v2i1.404>
- Snoek, M. (2021). Educating quality teachers: how teacher quality is understood in the Netherlands and its implications for teacher education. *European Journal of Teacher Education*, 44(3), 309–327. <https://doi.org/10.1080/02619768.2021.1931111>
- Sugiyarta SL, Ardhi Prabowo, Tsabit A. Ahmad, & Aji Purwinarko M.B. S. (2020). Identifikasi kemampuan guru sebagai guru penggerak di karesidenan Semarang. *Jurnal Profesi Keguruan*, 6(2), 215–221.
- Suharjuddin. (2021). Evaluasi pengembangan keprofesian berkelanjutan dalam peningkatan kompetensi profesional pendidik. *Kelola Jurnal Manajemen Pendidikan*, 8(2), 173–184.
- Syukri, M., Studi, P., Pendidikan, A., & Pontianak, U. T. (2022). *Evaluasi program guru penggerak di SMA Kabupaten Kubu Raya*. XI, 2715–2723. <https://doi.org/10.26418/jppk.v11i9.57874>
- Tute, K. J., Suryani, L., & Aje, A. U. (2020). Pengaruh iklim kerja dan kualitas mengajar guru terhadap prestasi belajar siswa. *Jurnal Basicedu*, 4(4), 1326–1335. <https://doi.org/10.31004/basicedu.v4i4.554>
- Wijaya, A., Mustofa, Moh. S., & Husain, F. (2020). Sosialisasi program merdeka belajar dan guru penggerak bagi guru SMPN 2 Kabupaten Maros. *Jurnal Puruhita*, 2(1), 46–50. <https://doi.org/10.15294/puruhita.v2i1.42325>
- Yusuf, A. R., & Mukhadis, A. (2018). Model pengembangan profesionalitas guru sesuai tuntutan revitalisasi pendidikan vokasi di Indonesia. *Lectura: Jurnal Pendidikan*, 9(2), 130–139. <https://doi.org/10.31849/lectura.v9i2.1613>
- Zed, M. (2014). *Metode Penelitian Kepustakaan*. Jakarta: Yayasan Pustaka Obor Indonesia.