

Empowering Teacher Leadership: Mobilizing Education to Shape Perceptions

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ABSTRACT

The research explores teacher leadership development through mobilizing teacher education from the perspective of mobilizing teachers. It explores teacher responses to program implementation, teacher leadership development, constraints, management effectiveness, and sustainability. Research is explanatory research that combines quantitative survey methods and qualitative descriptive methods. The data collection involved 83 mobilizing teachers of Batch 7 in Purwakarta district. Research instruments are questionnaires, interview sheets, observations, and documentation. Data analysis was conducted in quantitative descriptive and qualitative triangulation. The results show that teacher education is an effective driver of developing teacher leadership through motivational support, teacher self-awareness, environmental support, and effective management. Obstacles faced include lack of internet facilities, school support, conflict of interest in teacher education mobilization with family and teaching work, finances, and teamwork. Time management is a complaint often in mobilizing teacher education that causes physical and mental health problems. Regardless of political issues and changes in the direction of education policy in the future, the survey results show that 100% of teachers voice the sustainability of teacher mobilization education. The research recommends the need for further analysis and research to consider that the program can be implemented with a lighter allocation of tasks and time but with a more optimal quality of achievement.

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1. INTRODUCTION

Teachers are leaders, and they represent the most valuable resource within the education system (Adhikary, 2021). In the classroom, they guide students, direct instruction, manage the learning environment, and coordinate with fellow educators, parents, and administrators on a daily basis (Zepeda, Mayers, & Benson, 2013). Their leadership is evident in their actions, speech, and behavior, serving as role models for their students. They navigate students through challenging tasks and rigorous academic pursuits (Hurley & O'Connor, 2015). Without the support of teacher leadership, various educational policy agendas, the quality of education services, and the cultivation of a positive school culture would falter. Likewise, the academic and social opportunities available to students in

schools hinge significantly on teachers' initiative and leadership capabilities (Webber & Nickel, 2021). Therefore, the success of educational institutions is inherently tied to the effective leadership provided by teachers.

The government, through the Ministry of Education, Culture, Research and Technology in 2020 launched "Mobilizing Teacher Education" which aims to improve teacher quality, learning quality services, school quality culture, and education quality nationally (Faiz & Faridah, 2022; Sijabat et al., 2022). Not enough to stop there. Fulfilling the requirements for the Driving Teacher certificate is one of the requirements that must be met to become a school principal as stated in the Minister of Education and Culture for Research and Technology Number 40 of 2021 concerning the Assignment of Teachers as Principals in Chapter II, Article 2, Paragraph (1) c, which reads "having a Driving Teacher Certificate". Through Mobilizer Teacher Education, teachers will undergo a series of education and training to become future educational leaders. They are projected to meet the needs of education transformation agents who in the future, will become prospective principals, school supervisors and training program trainers (Satriawan et al., 2021).

The Ministry of Education, Culture, Research and Technology on May 12, 2023 through its official website reported that the number of teachers who passed the Mobilization Teacher Education nationally with a total of 5 batches was 24,038 (Ministry of Education and Culture, 2023). Meanwhile, in Purwakarta district, a total of 82 teachers passed the 7th generation of Mobilizer Teacher Education. The mobilizing teachers in the Purwakarta district are expected to have teacher leadership skills that will bring positive changes to the progress of Purwakarta education. As teacher leaders, mobilizing teachers will improve and transform the quality of education (Sharar & Nawab, 2020). They individually or collectively influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the goal of improving student learning and achievement (Landa & Donaldson, 2022). Cisneros-Cohernour (2021) said that teacher leaders carry out development that focuses on 3 aspects, namely, individual development, collaboration or team development, and organizational development.

Teacher leadership is not about formally assigned roles, but emerges informally born through specific actions (Schott, van Roekel, & Tummers, 2020). These teacher leaders possess a skill set that not only allows them to be effective in the classroom but also allows them to exert influence outside their classroom (Zydzianaite, Kontrimiene, Ponomarenko, & Kaminskiene, 2020). Typically, these leaders are teachers who have significant teaching experience, are known as excellent educators, and are respected by their peers. They are learning and achievement-oriented and willing to take risks and assume responsibility (Kurt, 2016). Tasks performed by teacher leaders include monitoring improvement efforts, selecting curriculum, and participating in administrative meetings. In addition, they are often called upon to participate in peer coaching, engage parents and community participation, and review research outside the classroom (Fernández Espinosa & López González, 2023).

Several studies on teacher mobilization programs and their impact on teachers are rife by researchers and academics. The research on teacher quality and competency improvement (Sijabat et al., 2022; Lubis et al., 2022), differentiated and innovative learning (Rahayu et al, 2021), teacher sustainable development (Safrizal, Nurhafizah, Yulia, & Husnani, 2022), independent learning and quality of education (Riowati, 2022). However, research on leadership development through the mobilizing teacher program is still minimal. In fact, if you look at the goals and objectives of teacher education, the mobilizer is to produce teacher leaders. The question is whether teacher education is an effective driver of developing teacher leadership?. This certainly requires a teacher's perspective on what and how mobilizing teacher education helps them develop teacher leadership.

In this study, we raised the main issue that became the goals and objectives of the mobilizing teacher program, namely, teacher leadership. This study aims to explore information from mobilizing teachers in Purwakarta district regarding how effectively the mobilizing teacher program improves their teacher leadership skills, complaints and positive impacts, and the sustainability of the mobilizing teacher program from the teacher's perspective. This research is expected to be input for teachers, policy

stakeholders and researchers to examine more deeply related to the policies and impacts of teacher-driving programs for teacher development and education quality.

2. METHODS

This research is explanatory research involving 83 Batch 7 mobilizing teachers in Purwakarta district. In the explanatory, we collect, analyze, and combine quantitative and qualitative data to analyze and evaluate the effectiveness of teacher leadership development through teacher mobilizer education. Data was collected through surveys, interviews, and observations (Karyawati & Kejora, 2022). The survey was first completed and then interviews and observations were used as follow-up to further strengthen quantitative results (Wahyudin & Bk, 2022). Quantitative data provide extensive information about teacher leadership and teacher responses to the implementation and continuity of teacher mobilization education. On the other hand, qualitative data provide a rich description with a smaller sample number. Therefore, this study produces findings that objectively describe the teacher's perspective on the effectiveness, process and sustainability of driving teacher education quantitatively and qualitatively.

An online Likert-scale survey instrument based on Google Forms was used to collect data on teacher leadership development by mobilizing teacher education. To measure teacher leadership development, 13 teacher leadership indicators were adopted which include (Zepeda et al., 2013):

1. Provide demonstration lessons and share skills with others.
2. Develop and consistently use lines of communication with teachers and administrators.
3. Provide assessment of content, delivery, and instruction while acting as a coach or peer mentor.
4. Have a view of the "big picture" for decisions made at the school and district level.
5. Provide input on goals and plans at the site and district level.
6. Develop a professional growth plan and evaluate it by peers and administrators.
7. Attend and play an active role in scientific meetings and educational mobilizers.
8. Support students, schools, staff, and administration with time and talent.
9. Engage in peer coaching or action research projects.
10. Individually, or collaboratively, mentoring new or junior teachers.
11. Take an active role in evaluating and developing the curriculum.
12. Attend out-of-school events in both official and informal capacities related to teacher capacity building.
13. Demonstrate through teaching and through communication with others about the value and application of information and professional development activities.

The Likert scale used includes 5 options, namely: very good with a score of 5; good with a score of 4; enough with a score of 3; low with a score of 2; and very low with a score (Sittika, Taufik, & Kejora, 2022). After the survey data is collected, an analysis is carried out and determines the average score of each item. Data in the form of scores or numbers are identified using intervals with a 5-point rating scale as follows (Salam, 2020):

Table 1. Interpretation of Questionnaire Score Achievement

No	Grade/Score Range	%	Criterion
1.	1,00 – 1,80	20% - 36%	Very Low
2.	1,81 – 2,60	37% - 52%	Low
3.	2,61 – 3,40	53% - 68%	Enough
4.	3,41 – 4,20	69% - 84%	Good
5.	4,21 – 5,00	83% -100%	Excellent

To test validity and validity, qualitative data were analyzed using descriptive and triangulation techniques to obtain accurate and accountable data by matching data obtained through surveys, interviews, documentation and observations monitored, guided, and tortured with the research team.

3. FINDINGS AND DISCUSSION

3.1. Findings

Data collection was carried out using online questionnaires using Google form . The survey was given to 83 mobilizing teachers of batch 7 consisting of 4 kindergarten teachers, 34 elementary school teachers, 24 junior high school teachers, and 21 high school & vocational teachers. The questionnaire was distributed with several questions, and the teacher simply answered them by giving a checklist on one of the five answer options on the Likert scale (very good, good, enough, low, very low). The data is then classified based on the level of school held to determine the extent of teacher knowledge and the implementation of mobilizing teacher education followed. The survey results are reported as follows:

Table 2. Teacher Response Related to Mobilizing Teacher Education

No	Measured Aspects	Average	%	Criterion
1	Teachers' understanding of the Mobilizer Teacher Education Program	5	100	Excellent
2	Efforts to socialize Mobilizing Teacher Education to teachers from relevant ministries or agencies	5	100	Excellent
3	Teacher knowledge that Driving Teacher Education is an important component in the continuous professional development of teachers	4,89	97,8	Excellent
4	Time Management in the implementation of Mobilizing Teacher Education	3,38	67,6	Enough
5	Mentors and Facilitators who are competent and expert according to expertise	3,89	77,8	Good
6	School support for the implementation of Mobilizing Teacher Education	4,15	83	Good
7	Peer support	4,38	87,6	Excellent
8	Support of facilities and infrastructure supporting the program	3,59	71,8	Good
9	Systematic, measurable, accountable and objective evaluation	4,86	97,2	Excellent
10	Mobilizing Teacher Training has a significant impact on competency development as a professional educator	4,76	95,2	Excellent
11	Mobilizer Teacher Training supports the needs of responding to the challenges of 21st century education	4,57	91,4	Excellent
12	Mobilizing Teacher Training has a significant impact on the development of teacher leadership abilities and competencies	4,92	98,4	Excellent
13	Mobilizing Teacher Training helps teachers build clear and directed vision-mission and educational goals	4,75	95	Excellent
	Average	4,47	89,45	Excellent

Table 2 shows that teacher response regarding the mobilizing teacher education program is very good. They gave a very positive assessment of the program. However, there is 1 aspect in sufficient assessment and 3 in good judgment. The results of the interview related to time management are as follows:

“This mobilizing teacher education program is amazing, but maybe not only me but also all teachers feel that they during the 9 months of training have difficulty managing time. The sheer number of modules and assignments, coupled with our daily activities as teachers teaching and being

strenuated also with household chores, practically makes us as humans feel like we don't have time for ourselves. Training held at night usually 08.00 to 10.00 pm takes up our time and energy. Although the training is only until 10:00 in the evening, the training tasks sometimes make us sleep late and even stay up all night. Of course, this is something that needs to be considered related to the physical health and mental health of the mobilizing teachers. And our evaluation is, if possible, that analysis and study be carried out so that this training can be carried out with a lighter allocation of tasks and time but with a more optimal quality of achievement."

Another finding based on interviews and observations is that mentors who are not tech-savvy are still found while training is carried out blended and even more online. There are also mentors who have not experienced the mobilizing teacher education process. Of course, this is an obstacle when there are teachers who ask about technical and experience-based matters. School support and infrastructure are still obstacles for some teachers, considering that the mobilizing teacher program has not been a priority in most schools. Some teachers complain about the availability of unsupportive internet facilities, including other devices that support the fulfilment of administration and other mobilizing teacher tasks including social support in schools.

The next data collection is about teacher leadership development through mobilizing teacher education. There are 13 indicators explored through questionnaires distributed to mobilizing teachers of batch 7 of the Purwakarta district. The survey results show that teacher leadership develops very well through mobilizing teacher education. The results of the survey are reported as follows:

Table 3. Teacher Leadership Development Through Mobilizing Teacher Education

No	Measured Aspects	Average	%	Criterion
1	Provide demonstration lessons and share skills with others	4,94	98,8	Excellent
2	Develop and consistently use lines of communication with teachers and administrators	4,75	95	Excellent
3	Provide assessment of content, delivery, and instruction while acting as a coach or peer mentor	4,44	88,8	Excellent
4	Have a view of the "big picture" for decisions made at the school and district level	4,39	87,8	Excellent
5	Provide input on goals and plans at the school, cluster, teacher community, and district levels	4,55	91	Excellent
6	Develop a professional growth plan and evaluate it by peers and administrators	4,77	95,4	Excellent
7	Attend and play an active role in scientific meetings and educational mobilizers	4,12	82,4	Good
8	Support students, schools, staff, and administration with time and talent	4,33	86,6	Excellent
9	Involved in peer coaching or action research projects	4,04	80,8	Good
10	Individually, or collaboratively, mentoring new or junior teachers	4,38	87,6	Excellent
11	Take an active role in evaluating and developing the curriculum	4,78	95,6	Excellent
12	Attend out-of-school events in both official and informal capacities related to teacher capacity building	4,18	83,6	Good
13	Demonstrate through teaching and through communication with others about the value and application of information and professional development activities	4,88	97,6	Excellent
Average		4,50	90,08	Excellent

The next survey is about the need for continued training of mobilizing teachers. This speaks to the urgency and training needs of future mobilizing teachers. In this section, teachers fill out a questionnaire containing the question "Does mobilizing teacher training need to be carried out

sustainably in the future with various innovations and improvements?". They simply answer two answer options, namely "yes" or "no". Data is classified based on Kindergarten, Primary, Junior High School, and Upper/Vocational School teacher clusters. Data shows that 100% of teachers state that mobilizing teacher education needs to continue. Based on survey data, it is reported as follows::

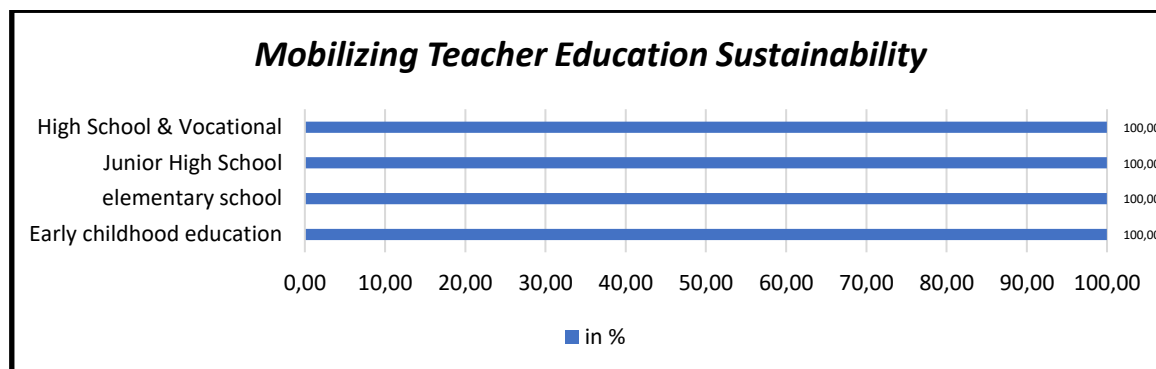


Figure 1. Results of the Mobilizing Teacher Education Sustainability Survey

Through interviews, researchers tried to explore information about what obstacles are faced in teacher education, mobilizers, and how to develop teacher leadership. The results of the interview are as follows:

"As a teacher, of course, participating in mobilizing teacher education is both a pride and a challenge. In terms of program and management, program implementation has been very good both from planning, implementation, organizing, to evaluation and follow-up. Goals, objectives, training content, assessments to career development are very clear and measurable. It is felt that after mobilizing teacher education, knowledge, competencies, instructional skills, and leadership, teachers are very developed personally. And colleagues, and the community at school also feel able to guide activities both formal and informal. The obstacles faced are mainly time management, facilities, school support, conflict of interest in teacher education mobilization with family and teaching work, and teamwork. But globally, this mobilizing teacher education program is very good and must be continued. The suggestion that can be given is the need for improvements in time management so that teachers can maintain physical and mental health during mobilizing teacher education."

3.2. Discussion

Training for teachers is a solution for developing teacher competence and professionalism (Lumumba, Simatwa, & Jane, 2021). Leo Pahkin, an Education Counselor from the Finnish National Education Agency, who said, "We invest heavily in education and training in order to produce experts and skilled personnel who will produce innovation" (Leen, Hong, Kwan, & Ying, 2014). With the development of instructional skills and teacher leadership is an investment for the development of golden Indonesian education. Indonesia will have innovative, visionary and transformative cadres of educational leadership.

The success of the school starts with the leadership of the principal, who is committed to ensuring that all teachers and students can complete challenging tasks and achieve the desired level of education (Timang, Limbong, & Sitepu, 2021). In Indonesia, the school principal's career began with a career as a teacher (Fitri, Kholida, & Permatasari, 2022). When teachers are able to become qualified teachers with well-developed educator skills and teacher leadership, then this becomes an investment (human capital) to meet the needs of quality school leadership in the future (Barros, Delalibera, Nakabashi, & Ribeiro, 2023). So far, the fulfillment of school leadership needs has been given authority to the local government through the Education Office and is considered to still require evaluation and improvement of the quality of school principals. The government through the Regulation of the Minister of Education, Culture, Research and Technology Number 40 of 2021 concerning the

Assignment of Teachers as Principals in Chapter II, Article 2, Paragraph (1) c makes the Driving Teacher certificate a condition for appointing teachers as principals. This is where the presence of mobilizing teacher education is considered very appropriate for selecting, training, and developing teacher leadership qualities. Although regional autonomy opens up opportunities for autonomy in the appointment of school leaders, the central government regulates the role of ensuring the quality of teachers prepared to become educational leaders.

Teacher leadership is the heart and soul of quality education, because quality teaching is the result of the professional quality of teacher leadership. The quality of teacher resources consists of knowledge, skills, competencies and experience. According to Belay et al (2021), focusing on developing teachers' human resources through education and training is very important because each teacher's professional abilities can be awakened during their careers by promoting professional learning and self-development efforts. Thus, the rollout of mobilizing teacher education as an effort to increase teacher competence, capacity and leadership is a strategic step to increase teacher resources and the quality of education.

Teachers recognize mobilizing teacher education as very effective in developing teacher leadership. The effectiveness of training is measurable from improving learning quality and learning outcomes (Tamsah, Yusriadi, Hasbi, Haris, & Ajanil, 2023). Mobilizing teacher education is recognized as having a positive impact on competency development as professional educators, supporting the needs of responding to the challenges of 21st century education, helping teachers build clear and directed vision-mission and educational goals, and developing teacher leadership abilities and competencies. The results of the study illustrate that teachers have excellent knowledge and insight related to mobilizing teacher education. The socialization of the program is very massive and outreaching, making teachers motivated to follow the program. On the other hand, teachers realize the urgency of teacher education driving not only competency development but also become a ticket for continuous career development to become principals, supervisors or training instructors.

Mobilizing Teacher Training significantly impacts the development of teacher leadership abilities and competencies. Learning, training, assignments, practices, peer mentoring, projects and workshops in teacher education mobilize to hone teachers to become teacher leaders. This is in line with Zepeda et al (2013) who say that teacher leaders emerge through the work they do as: 1) presenters at workshop activities; 2) curriculum committee members who make instructional decisions; 3) mentors and peer coaches; 4) team leaders for classes and studies; 5) speakers at parent, council, and community meetings; 6) be a cooperating and collaborating teacher; 7) representatives on accreditation teams or visits; 8) members of the school improvement team; and 8) members of the school's administrative and management improvement team.

Actually, what is carried out in mobilizing teacher education, some work has also been carried out by teachers in their daily lives related to their duties and responsibilities. However, in teacher education, their drivers are bound by regulations, there is stricter selection and recruitment, has a systematic curriculum and stages, directed learning approaches and methods, mentors and facilitators, certified, and there are more open career advancement opportunities.

Effective education and training management is one of the successes of a training program. Without effective management, it is impossible to help develop teacher leadership. Rai Technology University (2021) reveals the effectiveness of training in terms of management aspects, supported by the following accuracy: 1) identification of needs, 2) assessment of training needs, 3) justification of needs, 4) financing, 5) selection of learning processes & training methodology, 6) planning, design, and training procedures, 7) Program evaluation, trainees & feedback notes. Mobilizing teacher education meets the seven points of effectiveness as stated. With effective education and training management, bringing teachers education to effectively achieve the vision-mission, goals and objectives (Thao, Nam, & The, 2022).

Mobilizer teacher education is very beneficial for the 7th generation mobilizer teachers in Purwakarta district, both in individual development, collaboration or team development, leadership,

instructional and organizational development. Apart from political issues and changes in the direction of education policy in the future, the survey results show that 100% of mobilizing teachers in Purwakarta district voice the sustainability of mobilizing teacher education. Nevertheless, some obstacles and obstacles are still felt by teachers during the implementation of mobilizing teacher education. Most teachers complain about time management, poor internet facilities, school support, and conflict of interest in teacher education with family and teaching work, finances, and teamwork.

The most complained obstacle in blended training is related to time management (Saengrith, Viriyavejakul, & Pimdee, 2022). This is also a complaint that arises a lot in mobilizing teacher education. Teachers feel the emergence of health problems and stress as a result of the long education process which takes up to 9 months. According to Huang et al., (2022) training that lasts for a long time can cause physical and mental fatigue in participants. Teachers complain of various mental disorders that arise such as stress, anxiety, sleep disorders due to lifestyle imbalances, physical fatigue, decreased motivation, and deep boredom. . (2021) found that physical and mental disorders trigger decreased concentration and fatigue, which can reduce participants' absorption of training material, so training goals may not be achieved properly.

One of the unique things about this study is that, although it is recognized that teachers experience physical and mental fatigue, they actually follow mobilizing teacher education with satisfactory quality attendance and development results. (Galiakberova, Khakimova, Khusnutdinova, & Gao, 2020) say that "strong self-awareness during training has a positive impact on training outcomes and personal development." This is the motivational aspect of teachers being able to undergo step-by-step education and training to mobilize teachers even with a long time of 9 months.

This study recommends the need for analysis and study so that mobilizing teacher education can be carried out with a lighter allocation of tasks and time but with a more optimal quality of achievement. Stress management must be managed as well as possible so that teachers can maintain physical and mental health while mobilizing teacher education. This research has been limited to exploring the effectiveness of driving teacher education in developing teacher leadership. However, as the research progressed, health and mental problems and time management were found that could not be studied in depth. For this reason, further researchers can conduct a more in-depth study of stress management, time management, training management and the impact of teacher education on teachers' physical and mental health.

4. CONCLUSION

Mobilizing teacher education is effective in developing teacher leadership in the 7th generation of Purwakarta district mobilizer teacher education. Individual competence, collaboration or team building, teacher leadership, instructional and organizational development are significantly expanded. This is supported by qualified and effective training management. Apart from political issues and changes in the direction of education policy in the future, the survey results show that 100% of mobilizing teachers in Purwakarta district voice the sustainability of mobilizing teacher education. Obstacles faced include lack of internet facilities, school support, conflict of interest in teacher education mobilization with family and teaching work, finances and teamwork. Time management is a complaint that arises a lot in mobilizing teacher education. Teachers feel the emergence of health problems and stress as a result of the long education process which takes up to 9 months. Although recognized as experiencing physical and mental fatigue, self-awareness and motivational support move teachers to follow mobilizing teacher education with satisfactory quality attendance and development results. Analysis and study are needed to consider that the program can be implemented with a lighter allocation of tasks and time but with a more optimal quality of achievement. For further research, a more in-depth study can be carried out on stress management, time management, training management and the impact of mobilizing teacher education on the physical and mental health of teachers participating in mobilizing teacher education.

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