

Analysis of Guru Penggerak Programs as Sustainable Professional Development for Teachers

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ABSTRACT

The problem of teacher competence is still a classic that occurs at the level of teacher competency test results which are still below the minimum provincial average set. This situation becomes the focus of the problem that needs to be found a way out. One of them is the driving teacher program launched by the Minister of Education and Culture. The purpose of this study was to analyze the concept and content of the implementation of driving teachers as a means of continuous professional development. This study uses a qualitative approach. Research informants were selected by the purposive sampling technique. The data collection process was carried out by in-depth interviews, documentation studies, and field notes. Data analysis was carried out by referring to the Miles and Huberman model. To ensure the validity of the data, researchers used triangulation techniques and increased the persistence of researchers in analyzing the documents found. The results show that the concept of guru penggerak program is directed so that teachers can become leaders, instructors, and motivators for their colleagues by providing training content in the form of activities that encourage the birth of a positive community that not only provides up-to-date information but also provides experience in solving learning problems. naturally, so that this becomes a valuable experience for the teacher. so that the guru penggerak program can be a means of developing teachers' social competence, but also allows them to develop their professional abilities.

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1. INTRODUCTION

The teacher is the main actor in organizing and facilitating the learning process in the classroom. The implementation of tasks based on the realm and purpose of educating the nation is one of the keywords that educating is a very important obligation in realizing the ideals and goals of national education (Rusdarti, Slamet, & Sucihatiningsih, 2018; Safrizal & Yulia, 2022; Suryana, Yulia, & Safrizal, 2021). This is as the vision of education in 2025 which has the achievement that education must be able to create intelligent and competitive Indonesian people. Therefore, it would not be an exaggeration to say that the future of this country is largely determined by the teachers. This is reinforced by the mandate of Law Number 14 of 2005 concerning teachers and lecturers that the teaching profession must be respected and developed as a dignified profession.

The mandate focuses on the meaning that teachers are required to have competencies that can be used as professional development. There are at least four teacher competencies that must be possessed, namely adequate pedagogical, professional, social, and personality competencies. The four competencies are expected to be able to improve the quality and ability of teachers as teachers with various choices of methods and approaches used. However, the reality on the ground shows the wrong facts. The results of observations made related to the professional ability of teachers found that there are still many teachers who choose methods that are not in accordance with the characteristics of students, teaching styles that still use conventional methods make a lot of problems in class occur. This of course will not only impact on student learning outcomes, but also on the competence of teachers which will continue to weaken.

The observation findings above are corroborated by the release of the results of the teacher competency test (UKG) held by the Ministry of Education and Culture that the national average achievement on the teacher competency test has only reached a score of 53.02 or below the minimum competency standard set, namely 55 (Sugiyarti, Arif, & Mursalin, 2018). These initial findings suggest that teacher competencies need to be developed to continuously improve all expected teacher professional competencies. Following up on the lack of teacher competence based on the results of the UKG, the government has launched a sustainable professional development program (PKB) as an effort to accelerate teacher competency improvement. The principle of implementing the PKB program that has been declared leads to a policy that the implementation of activities must accommodate the needs of teachers to achieve professional competency standards and/or increase their competence above the standard (Maiza & Nurhafizah, 2019; Nugraheni & Jailani, 2020; Safrizal, Yulia, & Suryana, 2021; Sri haryati, 2021).

Teachers who have professional competence are expected to be pioneers and drivers as well as sources of inspiration for students and colleagues, able to encourage the growth of positive thinking, be a source of role model, and be a guide for other colleagues in providing solutions related to their learning (Furqon, 2019; Furqon, Komariah, Satori, & Suryana, 2018; Prawitasari & Suharto, 2020). With this meaning, the current government program that proclaimed to accommodate the professionalism of teachers in accordance with national standards was formulated as the Teacher Motivator program as one way to produce prospective leaders and learning innovators for schools and their friends. Therefore, studies related to the teacher driving program as a means of developing teacher professionalism need to be deepened and analyzed more deeply. So the purpose of this research is to describe or analyze the teacher driving program as a means of continuous professional development for teachers.

2. METHODS

This study uses a qualitative research approach with the type of content analysis. This research was conducted to build knowledge and elaboration of concepts that were studied naturally and as they were. So that credible and accountable data is obtained. These informants were selected by purposive sampling based on criteria. To obtain informants who can present an overview related to the driving teacher. Data collection was carried out by conducting in-depth interviews related to the concept of

driving teachers, and their relationship to continuous professional development, as well as document analysis carried out by deepening understanding of the teacher driving program obtained through various modules and activities. Data analysis was carried out by referring to the Miles and Huberman model. To ensure the validity of the data, it is done by deepening understanding and thoroughness related to the driving teacher program document launched by the ministry of education and culture (Creswell, 2013; Kawulich, 2004; Miles & Huberman, 1994; Sugiyono, 2018).

3. FINDINGS AND DISCUSSION

Research findings obtained from various sources and information obtained from informants, then the following will describe the results of the analysis related to the driving teacher program, namely the concept of the driving teacher program, the goals of the driving teacher, and the target teacher program.

2.1. Guru Penggerak Program Concept

Analysis of the concept of the driving teacher as the data that has been collected, either through key informants, or the study of documents scattered on the internet, obtained the following concepts.



Figure 1. Results of the Concept Analysis of the Guru Penggerak Program

Based on the conceptual scheme above, it can be briefly described that the concept of driving teachers leads to three core components, namely a training program to find forerunners of leaders, a program to identify teacher abilities, and a teacher professional skills training program. The explanation of these three points is based on the study of documents and the results of interviews with research informants that the teacher teacher program leads to a training program for nurturing prospective teacher leaders as an effort to generate teacher innovation in any situation and condition. In addition, the concept of driving teachers is also directed at training professional skills with an emphasis on 21st century training procedures presented during the nine-month educational program. Another concept is explained that the driving teacher is also a training for prospective instructors who will become agents of change in the future who are able to have a significant improvement impact on the world of education to produce qualified and superior outputs.

2.2. Guru Penggerak Program Implementation Content

The driving teacher as described above has content at the stage of training for nine months, the implementation content is described in a scheme which is the result of analysis of data collection procedures through key informants and documentation studies.



Figure 2. Guru Penggerak Programs Content

Based on the picture above, there are three contents in the teacher mover program. 1) The workshop is the mentoring of the driving teacher which is carried out individually. This workshop is presented in nine stages. The first stage examines the philosophy of national education and the values of driving teachers presented in the modules discussed, as well as the vision and mission, values and roles of driving teachers. The second stage is the provision of provisions related to the ability and competence to mobilize the practitioner community of prospective teacher movers who examine learning patterns that favor students and social-emotional-based learning. The third stage of the workshop discussion examines emotional social learning and coaching about school programs that have an impact on students. In the fourth stage, the driving teacher is equipped with practice and decision-making patterns as learning leaders and resource management. The fifth stage of debriefing is carried out by reflecting on the competence of the driving teacher by prioritizing resource management. As well as program management that has an impact on students, this is continued in the sixth stage. The seventh stage is the harvest festival for the driving teacher, this activity is an event for evaluating the activities of the driving teacher program and the appearance of the results of the real action of the driving teacher which is applied in learning. The eighth stage of the workshop examines the vision and actions of schools that are pro-student, and closed in the ninth stage, the study is directed at sustainable programs related to teacher teacher education.

Some of the information obtained from informants, in addition to other program content workshops contained in the driving teacher program is the introduction of appropriate technology that can be used for the online learning process. The content of this training essentially provides opportunities for driving teachers to be technology literate so that they can take advantage of digital technology under any conditions and circumstances. Other things that were carried out during the implementation of the teacher mentoring program were also directed at approaching and meeting the competency needs of 21st century teachers, namely the ability to collaborate with colleagues both in solving learning problems that are useful for students, also related to the preparation of programs that have an impact on students.

Discussion

The findings on the research results show that the driving teacher program is one of the planned activities that accommodates teacher competence, both professional competence and 21st century competence, which is currently an urgent need in the sophistication of the industrial revolution 4.0. The various competencies and skills taught and programmed in this activity become a gap for teachers to participate in exploring their potential and deepening 21st century abilities, professional abilities that become the identity of teachers as learning facilitators. In addition, several programs launched in the driving teacher program direct teachers to deepen the four competencies that must be possessed so as to lead to sustainable professional development.

It has been described previously that the content in the teacher mobilization program has the variety required for continuous professional development. In this case, it is focused on workshops

which are facilities and venues for teacher conferences to broaden knowledge and knowledge so that this will lead to improving the social and pedagogical abilities of teachers in carrying out classroom learning (Halimah, Solfarina, & Langitasari, 2020; Sunaengsih, Isrok'atun, Komariah, Kurniady, & Nurlatifah, 2020; Wijaya, Mustofa, & Husain, 2020). The basis for this statement is clear that the materials presented and the mentoring process carried out by the instructors in the driving teacher program have important points related to managerial abilities and managing learning, so that the resulting learning is in favor of students. In accordance with the meaning of the professional ability of teachers, that classroom management and managerial abilities in the learning process are needed to make a benchmark for the presence or absence of teacher pedagogical competence. so it is clear that the teacher mobilization program is a means for teachers to develop their competencies.

Continuous professional development can be carried out in an atmosphere and form that leads to competency achievement and preparing teachers to be able to face the challenges of changing times (Safrizal et al., 2021; Suryana et al., 2021). Several alternative activities that can be carried out by teachers in improving the quality of their competencies are to involve themselves in the agenda of seminars and workshops which are presented in the form of discussions to increase knowledge about their competencies (Furqon, 2019; Furqon et al., 2018; Maiza & Nurhafizah, 2019; Nugraheni & Jailani, 2020). Another thing that is offered is to form a community of teachers to gather and discuss learning problems so that they can be solved together. This goal is correlated with a program of motivating teachers who are prepared to be leaders for themselves, their colleagues, their students and the lessons they teach. This means that the driving teacher program allows every teacher who participates to have a good community, have positive activities, and have colleagues who can become partners in solving learning problems that are experienced. The statement above is reinforced by the results of research which show that a building community will be able to encourage teachers to achieve social competence and of course lead to an increase in their professional competence. Therefore, it is clear that the teacher mobilization program can be used as an alternative in sustainable professional development for all teachers.

If continuous professional development is a means to develop teacher competency capacities from those that have not been achieved to those that have been achieved, and from those who have been achieved to become teachers who are ready to face the challenges of the times, the driving teacher becomes an alternative professional development program that not only creates teachers who are responsive to learning problems. and have professional competence, but teachers who have a lot of current supplies needed, so that this culture becomes good practice in sustainable professional development programs that are capable of producing many leading teachers, both for themselves, their schools, their learning, and their students. This research further describes the identification of teacher abilities as driving teachers (Basri, Nurochmah, & Syamsu, 2021; Sri haryati, 2021; Yohamintin, 2021).

This research is limited by an understanding related to the concept of continuous professional development as a solution to develop and prepare teachers in the face of the times, so that it is correlated with the driving teacher program that was launched to seek forerunners of teachers who are able to become leaders for themselves, their colleagues, their schools, and their students. The weakness of this research is that it is limited to conducting interviews conducted via online so that it is deemed less than optimal, as well as the document studies that have been carried out, this is certainly a gap for further research to be carried out. Studies related to the relationship and influence of driving teachers and their impact on improving the quality of schools are topics of study and interesting discussion to be described in further research, so that they can enrich scientific insight and depth of knowledge related to driving teachers who are predicted to be the forerunner to the preparation of an independent learning curriculum.

4. CONCLUSION

The driving teacher program as proclaimed by the Minister of Education and Culture is a means of continuous professional development for school or madrasah teachers. This can be seen from the characteristics of the concept and content of the driving teacher training program activities that provide training and assistance in developing the professional abilities of teachers. Regarding this program, LPTKs feel it is necessary to consider making the teacher driving program a means to develop sustainable professionalism for teachers.

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