

# Develop the Teacher Mobilisers Themselves in Central Lombok District, Indonesia

Agus Suryadin<sup>1</sup>, Agus Ramdani<sup>1</sup>, Syafruddin<sup>1</sup>

<sup>1</sup>University of Mataram

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

DOI: [10.22178/pos.92-15](https://doi.org/10.22178/pos.92-15)

LCC Subject Category: L7-991

Received 26.04.2023

Accepted 28.05.2023

Published online 31.05.2023

Corresponding Author:

Agus Suryadin

[suryadinagus202@gmail.com](mailto:suryadinagus202@gmail.com)

© 2023 The Authors. This article is licensed under a Creative Commons Attribution 4.0 License 

**Abstract.** The purpose of this research is to find out how teachers develop themselves. This research was conducted in several educational institutions, namely Darmawanita Sengkerang Kindergarten in East Praya Sub-district, SDN 5 Praya in Praya Sub-district, SDN 2 Pendem in Janapria Sub-district, SMPN 1 Praya Barat Daya in Praya Barat Daya Sub-district, SMPN 1 Praya Tengah in Praya Tengah Sub-district and SMAN 1 Kopang in Kopang Sub-district. This research used a qualitative approach with a case study research method. Data collection used several techniques, namely observation, interview, and documentation. Data collection techniques included moderate participatory observation, semi-structured interviews, and documents. Data analysis was performed using the Miles and Huberman model data analysis technique. The results showed that the way the Central Lombok Regency batch 2 Teacher Movers (GP) develop themselves is by participating in education and training such as Implementing the Merdeka Curriculum (IKM), Teaching Practices (PP) batch 5 and batch 7, IT development such as google classroom, google form and google side, and in-service Teacher Professional Education (PPG). In terms of implementing their self-development at school, the Central Lombok Regency batch 2 Teacher Activator (GP) does various positive things such as exploring themselves in learning, implementing differentiated learning, making self-reflection notes, coaching, mobilising other teacher friends in advancing the school, managing school assets, developing the school's vision and mission, making class agreements, BOS treasurer, school operator, and P5 coordinator.

**Keywords:** Teacher Activator; Education; Self-development.

## INTRODUCTION

Through the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, the government has launched a reform of the Indonesian education system through the Freedom to Learn program. There are 20 episodes in the Freedom to Learn program, including the Teacher Movers (GP) from the 5th episode [1]. According to [2], GP is a program for identifying and training potential future educational leaders. The author [3] says that Indonesia's driving teacher education program is carried out in several stages. The government's target is that by 2024, there will be 405,000 GP throughout Indonesia, spread from remote areas to urban areas. From the information contained in the teacher mobilisation timeline, teachers in Central Lombok Regency have the opportunity to take part in the teacher mobilisation education program in several batches, namely batch 2 in 2021, batches 5 and 7 in 2022, batches 8, 9 and 10 in 2023. In batch 2, 2,800 prospective teacher mobilisers participated in education throughout Indonesia, and Central Lombok District received a quota of 75 prospective teacher mobilisers.

Based on the results of the graduation announcement of the prospective driving force teachers selection for class 2 No 1372/B.B2/GT.03.15/2021, March 26 2021, the number of teachers in Central Lombok Regency who were declared passed as prospective GP was 75 people from the kindergarten level, Elementary, Middle and High School

Prospective GP will be declared GP if they have participated in the p program education driving teacher and passed [4]. Teaching is carried out for nine months for batches 1 to 5, while education is carried out for six months for collections from six onwards. Implementation of the two batches of driving teacher education is scheduled for nine months, from April 2 to November 27, 2021. According to [1], the performance of the 2nd batch of Mobilization Teacher Education throughout Indonesia was accompanied or guided by 546 Practical Teachers and 232 Facilitators. Educational activities are conducted online through the Learning Management System (LMS), and offline conferences are conducted through workshops and mentoring. Instructors guide a facilitator guide education through the

LMS conference activities, while practical instructors guide workshops and mentoring activities.

In the GP timeline, it is explained that the GP education program will create GPs who can: 1) develop themselves and other teachers by reflecting, sharing and collaborating independently; 2) have the moral, emotional and spiritual maturity to behave according to the code of ethics; 3) plan, implement, reflect on and evaluate student-centred learning by involving parents; 4) collaborate with parents and the community to develop schools and foster student leadership; 5) developing and leading efforts to implement a school vision that is pro-student and relevant to the needs of the community around the school.

Education observers [5] doubt the effectiveness of the teacher mobilisation program conducted by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia because the number of GPs is small compared to the number of teachers in Indonesia. Meanwhile, from the results of an interview with a 2nd batch of GP and also a 5th batch of Practical Teaching Activating Teachers of Central Lombok Regency, which was conducted on Tuesday, September 6 2022, it was found that the implementation of the driving teacher education program was very beneficial for himself as a teacher because the knowledge gained is not only about how to teach but also how to become a learning leader and in the community. Meanwhile, when asked about how the objectives of the teacher education program had been achieved, he said that most of these goals had been implemented.

The results of an interview with a junior high school principal in Central Lombok Regency, conducted on Wednesday, September 7, 2022, showed that "At my school, there is one driving teacher. Based on my observations, he is very active and can mentor other teacher friends even though he is young, so my conclusion is that the driving teacher education program is beneficial." Meanwhile, based on the observations of researchers, the mobilisation teacher education program in Central Lombok Regency, in general, all GPs have contributed to their respective schools according to their respective duties and functions while related to the achievement of the objectives of the mobilisation teacher education program in Central Lombok Regency has not been implemented optimally. From the explanation above, it is essential to do this research to find out what drives teachers' self-development

in the central Lombok district, especially in class 2.

## METHODS

Study was carried out in several educational institutions, namely Darmawoman Sengkerang Kindergarten, East Praya District, Praya 5th Public Elementary School, Praya District, Pendem 2 Public Elementary School, Janapria District, Praya Barat Daya Middle School, Praya Barat Daya District, Praya Tengah Middle School 1, Central Praya District and SMAN 1 Kopang, Kopang District, Central Lombok Regency, West Nusa Tenggara Province. This research was conducted for two months, from January to February 2022. This research used a qualitative approach, which aims to understand social phenomena from the perspective of participants/informants. The method used in this research is a case study research method. Data collection uses several techniques, namely observation, interviews, and documents.

Two kinds of data are used in this study: primary and secondary. The preliminary data in this study are observation notes, transcripts and interview records related to achieving the objectives of implementing the teacher mobilisation program in Central Lombok Regency. Secondary data were research documents, photos, and videos related to achieving program implementation objectives. The subjects in this study were the GP of batch 2 in Central Lombok Regency taken from the kindergarten, elementary, junior high and high school levels taken from the north, south, central, east and west in the Central Lombok district.

Data collection techniques used in this study were moderate participatory observation, semi-structured interviews, and documents. Researchers analysing data using the data analysis technique of the Miles and Huberman models use three stages, namely data reduction, data display and conclusion drawing/verification (Figure 1). Data validity tests in qualitative research include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) tests.

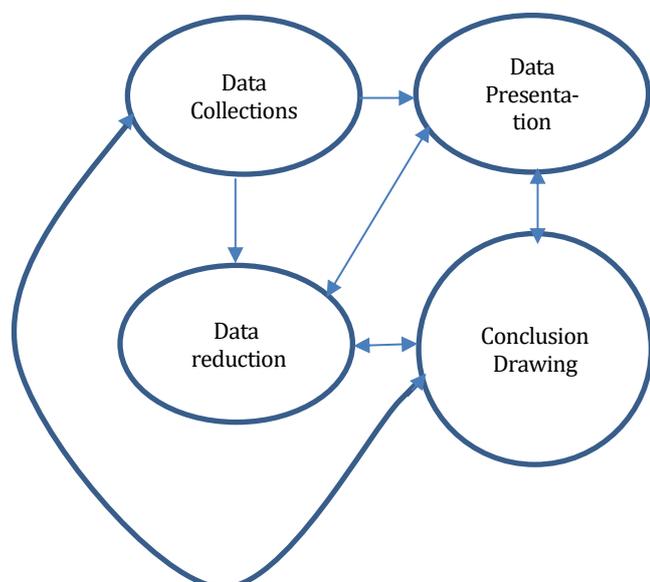


Figure 1 – Research data analysis techniques

## RESULTS AND DISCUSSION

GP is a teacher who coached for nine months to keep moving by innovating, developing themselves, and always sharing good things. GP Batch 2 in Central Lombok Regency is said to develop themselves if the GP develop personal, social, pedagogical and professional competencies by participating in various activities, including:

- 1) Training, upgrading, technical guidance, career guidance, courses, apprenticeships or other forms recognised by the competent authority;
- 2) Participating in workshops or group activities/teacher work deliberations or in-house training;
- 3) Participating in seminars, colloquiums, panel discussions, or other forms of scientific meetings;
- 4) Participating in comparative studies, partnerships, and the like.

Meanwhile, Activist Teachers Batch 2 in Central Lombok Regency is said to develop other teachers if their abilities or skills related to developing personal, social, pedagogic and professional competencies can be developed for other teachers at their school or in their community.

The GP has participated in various activities carried out by the GP batch 2 of Central Lombok Regency, such as developing himself by participating in various online and offline training activities, implementing the knowledge he has acquired and sharing good practices with other teachers at school or outside school. The secre-

tary of the 2nd Batch of Central Lombok Regency's GP community said that:

*"Moving teachers after completing the education program drives teachers to carry out self-development by participating in district and national training. The training I participated in included provincial-level Google classrooms held online, national-level Google side training held offline, and batch 5 Practical Teaching training. Google Classrooms and Google Side were developed for teacher friends and taught to class IX students, even used in learning by activating teacher and student learning IDs. Developing other teachers is done in and outside schools by becoming practical teachers on the Driving Teacher batch 5".*

Apart from participating in Education and Training, self-development is also done using self-reflection and developing better learning. It is carried out in and outside the school to implement self-development results. This was revealed by one of the GPs from Darmawoman Sengkerang Kindergarten, Praya Timur District, who said:

*"The driving force of a teacher in self-development is reflecting at the end of learning, developing learning according to student's wishes, and doing education and training independently, such as the Independent Curriculum Implementation Training (IKM). In implementing self-development, I am coaching, differentiated learning, and developing school programs and school visions. Besides that, I develop other teachers by helping my friends map out difficulties in learning and self-development".*

The above statement was justified by the principal of the Darmawoman Kindergarten, Sengkerang, East Praya District, who stated that:

*"The driving force teacher in self-development is done by reflection and education and Training online. Implementing self-development is carried out by sharing good things like real action and asset management. Meanwhile, in developing teachers, he invites other teachers to collaborate in real action and asset management".*

In line with this statement, colleagues from the GP at Darmawoman Sengkerang Kindergarten, East Praya District, said that:

*"The driving teacher in self-development is done by developing differentiated learning and keeping self-reflective notes. In implementing his self-development, he sets the vision and mission of the school, makes class agreements, coaches, and de-*

*velops pro-student learning. Meanwhile, in producing other teachers, what is being done is guiding other teachers to make learning tools”.*

In line with the opinion above, one of the GPs from SMPN 1 Praya Tengah, Praya Tengah District, said that:

*“Teachers driving self-development are carried out by participating in offline and online training such as the Independent Curriculum Implementation Training, PP Practice Teaching Training, Driving Teacherbatch 7. In terms of implementing self-development, this is done by encouraging other teachers to take part in the next batch of Activating Teachers and inviting other teachers to apply the good practices taught in driving teacher education, such as class agreements. Meanwhile, developing other teachers is carried out by actively providing input to other teachers such as coaching and teaching practice for class 7 driving force teachers”.*

The principal of SMPN 1 Praya Tengah, Praya Tengah District, did not mention in detail the education or training that the GP had attended but strongly supported the self-development efforts carried out by the GP in his school, including in implementing his development and also at the time of The GP develops other teachers, he says that:

*“GP al actively participates in training activities, and as a school principal, I support the self-development activities that are carried out. In case he implements his self-development in school and in developing other teachers, I entrust the person concerned to become the P5 coordinator, and he becomes an example for friends, invites and guides friends and develops the knowledge gained in the GP”.*

Colleagues from the GP of SMPN 1 Praya Tengah, Praya Tengah District, added that the GP actively participates in various education and training, implements their knowledge, and develops other teachers so that they are trusted to become tutors in the Teacher Professional Education program by Mataram University, he said that:

*“Teachers driving self-development are carried out by participating in the Independent Curriculum Implementation Training, Practical Teaching Training batch 7, and being trusted to become tutors in the Teacher Professional Education program implemented by the University of Mataram. Meanwhile, in implementing his knowledge and developing other teachers, he applies differentiat-*

*ed learning or split learning to students, accompanying friends to participate in the GP program and becoming a P5 coordinator”.*

In contrast to the statements above, a GP from SDN 5 Praya, Praya District, revealed that self-development was carried out by participating in a webinar only once because he was participating in Teacher Professional Education, his busy schedule in participating in PPG made him not have much time to attend activities. Self-development, but in terms of implementing the knowledge gained in GP he always does, including developing other teachers, he says that:

*“Teachers driving self-development are carried out by exploring themselves in learning, applying differentiation learning, taking in-service Teacher Professional Education, and attending a webinar only once. Implement their knowledge by encouraging other teachers to join GP and inviting other teachers to self-reflect once a month. Meanwhile, developing other teachers is done by becoming the class 1 KKG chairperson in the Praya area.”*

The statement of the GP from SDN 5 Praya is supported by the idea of the school principal, which states that:

*“My teacher in self-development is done by following GP. Inimplementing their knowledge is done by mobilising other teacher friends to advance the school, becoming BOS treasurer and school operator. Meanwhile, developing other teachers is done by becoming a resource person in preparing ARKAS in Gugus Praya”.*

Added the Praya 5 SDN teacher, who is a colleague of the GP, he stated that:

*“In self-development, that is done, GP approaches students and creates learning innovationsAndin implementing their knowledge is done by carrying out learning according to the needs of students. Meanwhile, developing other teachers is done by changing the mindset of other teachers for the better, inviting teachers to be more disciplined and developing IT for all fellow teachers”.*

Regarding self-development, implementing self-development that has been done, and developing other teachers, the GP from SMAN 1 Kopang, Kopang sub-district, said that:

*“Motivator teachers in self-development are carried out by participating in offline and online training such as the Independent Curriculum Implementation training and Teaching Practical Training batch 7. They implement their knowledge*

*by encouraging other teachers to follow the GP and inviting other teachers to apply good practices taught in teacher mobilisation education, such as class agreements. Meanwhile, developing other teachers is done by actively providing input to other teachers, such as conducting coaching and becoming a Batch 7 Practice Teacher".*

In line with the statement above, the deputy head of SMA Negeri 1 Kopang said:

*"Moving teachers in our school in self-development is carried out by participating in the Independent Curriculum Implementation training and Teaching Practice training. The knowledge is implemented by encouraging other teachers to participate in GP Education and inviting other teachers to be more active in guiding students by utilising all the school's resources. Meanwhile, developing other teachers is done by guiding other teachers who have difficulties in teaching and helping other teachers in resolving student cases, and becoming Practical Teachers".*

The statements of the GP and the deputy head of Kopang 1 Public High School were corroborated by the idea of the teacher at the SMA. He stated that:

*"Motivational teachers in our school in developing themselves are actively participating in training such as practical teaching education. To implement their knowledge, this is done by encouraging other teachers to participate in GP education and inviting other teachers to develop students according to their talents and student profiles. Developing other teachers is done by sharing good practices, such as using Google Forms in learning and being a practical teacher".*

Based on the statements above and the documents shown by the GP, it can be concluded that the GP batch 2 of Central Lombok Regency in self-development is carried out by participating in education and training such as Implementation of Independent Curriculum, Teaching Practice batch 5 and batch 7, IT development such as google classroom, google form and google side, and in-service Teacher Professional Education. In terms of implementing self-development in schools, the GP batch 2 of Central Lombok Regency did various positive things such as exploring oneself in learning, implementing differentiated learning, making notes of self-reflection, coaching, mobilising other teacher friends in advancing the school, managing school assets, developing the school's vision and mission, making

class agreements to become BOS treasurer, school operator, and P5 coordinator. Meanwhile, in producing other GP batch 2 of Central Lombok Regency by encouraging other teachers to take part in teacher mobilisation education, developing teacher IT such as Google Classrooms, Google Forms and Google Side, guiding other teachers who experience difficulties in teaching and helping other teachers in resolving student cases, changing the mindset of different teachers for the better, inviting teachers to be more disciplined and become a teacher practice teacher driving batch 5 and batch 7.

GP in developing oneself and others is carried out by adjusting the abilities of the teacher, the field of activity, time and opportunity, and program implementers. Based on the findings in the field, the GP follows various types of self-development.

Based on the results of the research, it was found that the way of the GP batch 2 of Central Lombok Regency in self-development is to participate in education and training such as Implementation of Independent Curriculum, Teaching Practice batch 5 and batch 7, IT development such as google classroom, google form and google side, and in-service Teacher Professional Education. Meanwhile, in implementing self-development at school, indo by exploring yourself in learning, implementing differentiated learning, making notes of self-reflection, coaching, mobilising other teacher friends in advancing the school, managing school assets, developing the school's vision and mission, making class agreements to become BOS treasurer, school operator, and P5 coordinator.

The concept of professional development contains two meanings, namely 1) it is associated with efforts to improve professional skills that can be carried out independently at the school level by each individual, and 2) it is associated with the staffing career path, and this must be patterned from a higher level if it is associated with self-development carried out by the GP batch 2 of Central Lombok Regency such as the implementation of the Independent Curriculum, Teaching Practice batch 5 and batch 7, IT development such as Google Classroom, google form and google side, and Teacher Professional Education in office. The education and training conducted by GP batch 2, Central Lombok Regency, to the needs of the teaching profession and the level of his career. From the statements above, it can be concluded that the self-development car-

ried out by GP batch 2, Central Lombok Regency, already has a professional development concept.

In addition, self-development activities carried out by GP batch 2 of Central Lombok Regency are also by Permeneg PAN and RB Number 16 of 2009 because elements of teacher self-development activities in Continuing Professional Development include the following activities including a) Functional and Technical Training, b) Collective Teacher Activities (Workshops, group activities/teacher work deliberations or in-house training, seminars, colloquiums, panel discussions, or other forms of scientific meetings, comparative studies, partnerships, and the like).

When associated with the indicators in this study, the self-development activities carried out by GP batch 2 of Central Lombok Regency are also suitable because GP batch 2 of Central Lombok Regency is said to develop themselves if the GP develops personal, social, educational and professional competencies by participating in various activities including 1) Training, upgrading, technical guidance, career guidance, courses, apprenticeships or other forms recognised by the competent authority; 2) Participating in workshops or group activities/teacher work deliberations or in-house training; 3) Participating in seminars, colloquiums, panel discussions, or other forms of scientific meetings; 4) Participating in comparative studies, partnerships, and the like.

Suppose it is related to the target of coaching. In that case, the GP Education Program batch 2 of Central Lombok Regency is the target of coaching because the activities carried out are by effective learning strategies, interesting learning management, for the advancement of student learning, developing teacher skills in using assistive devices teaching and learning, utilising the environment, and managing records of children's progress. This is the opinion [6] that the goals of teacher professional development include 1) planning teaching and learning activities following effective learning strategies, 2) managing teaching and learning activities that are challenging and interesting, 3) assessing progress student

learning, 4) provide feedback, 5) create and use teaching and learning aids,

Meanwhile, the GP batch 2 of Central Lombok Regency is developing encouraging other teachers to take part in teacher mobilisation education, developing teacher IT such as Google Classrooms, Google Forms and Google Side, and guiding other teachers who experience difficulties in teaching and helping other teachers in resolving student cases, changing the mindset of different teachers for the better, inviting teachers to be more disciplined and become a practical teaching teacher for batch 5 and batch 7. What was done by the GP batch 2 of Central Lombok Regency is by the indicators in this study, namely that a GP is said to develop other teachers if the abilities or skills possessed are related to the development of personal, social, educational and professional competencies can be created for other teachers either at their school or in their community.

This finding is relevant to the research results [7], which concluded that Leading Teachers can mobilise communities. Skilled Teachers have complete professional competencies, and Inspirational Teachers have experience in various learning activities.

## CONCLUSIONS

The way for the GP batch 2 of Central Lombok Regency to develop themselves is by participating in education and training such as Implementation of Independent Curriculum, Teaching Practice Batch 5 and Batch 7, IT development such as Google Classroom, Google Form and Google Side, and in-service Teacher Professional Education (PPG). In terms of implementing self-development in schools, the GP batch 2 of Central Lombok Regency did various positive things such as exploring oneself in learning, implementing differentiated learning, making notes of self-reflection, coaching, mobilising other teacher friends in advancing the school, managing school assets, developing the school's vision and mission, making class agreements, BOS treasurer, school operator, and P5 coordinator.

## REFERENCES

1. Riowati, R., & Yoenanto, N. H. (2022). Peran Guru Penggerak pada Merdeka Belajar untuk Memperbaiki Mutu Pendidikan di Indonesia [The role of a mobilising teacher in Merdeka Belajar to improve education quality in Indonesia]. *Journal of Education and Instruction*, 5(1), 1–16. doi: [10.31539/joeai.v5i1.3393](https://doi.org/10.31539/joeai.v5i1.3393) (in Indonesian).

2. Satriawan, W., Santika, I. D., & Naim, A. (2021). **Guru Penggerak Dan Transformasi Sekolah Dalam Kerangka Inkuiri Apresiatif** [Teacher Drivers and School Transformation in the Framework of Appreciative Inquiry]. *Jurnal Kependidikan Islam*, 11, 1, 1–12 (in Indonesian).
3. Makarim, N. (2020, October 15). Program Pendidikan Guru Penggerak [Driver Teacher Education Programme]. Retrieved from <https://www.youtube.com/watch?v=w2b6fM2TVsg> (in Indonesian).
4. Lubis, R. R., Amelia, F., Alvionita, E., Nasution, I. E., & Lubis, Y. H. (2023). Peran Guru Penggerak dalam Meningkatkan Pemerataan Kualitas Kinerja Guru [The role of teacher mobilisers in improving equity in the quality of teacher performance]. *Jurnal At-Tadbir: Media Hukum Dan Pendidikan*, 33(1), 70–82. doi: [10.52030/attadbir.v33i1.170](https://doi.org/10.52030/attadbir.v33i1.170) (in Indonesian).
5. Putra, I. P. (2021, September 21). Efektivitas Program Guru Penggerak Diragukan [Effectiveness of teacher mobiliser programme in doubt]. Retrieved from <https://www.medcom.id/pendidikan/cerita-guru/5b2mdOdN-efektivitas-program-guru-penggerak-diragukan> (in Indonesian).
6. Syahrir, (2022, August 31). *Pembukaan CPP A 7 Gelombang 3* [Opening of CPP A 7 Wave 3]. Retrieved from <https://www.youtube.com/watch?v=THHxiZLZv3A> (in Indonesian).
7. Sugiyarta, S. L., Prabowo, A., Ahmad, T. A., Purwinarko, A., & Siroj, M. B. (2020). **Identifikasi Kemampuan Guru Sebagai Guru Penggerak di Karesidenan Semarang** [Identifying Teachers' Capabilities as Master Teachers in Semarang Prefecture]. *Jurnal Profesi Keguruan*, 6(2), 215–221 (in Indonesian).