

Available online at: <http://journal.unj.ac.id/unj/index.php/gjik>  
Gladi: Jurnal Ilmu Keolahragaan 15 (03) 2024, 324-333  
Permalink/DOI: <https://doi.org/10.21009/GJIK.153.06>

## EVALUATION OF GURU PENGGERAK PERFORMANCE

Aswin A.A. Kadir<sup>1</sup>, Samsudin<sup>2</sup>, Oman Subandi<sup>3</sup>

<sup>1,2,3</sup> Pendidikan Jasmani, Fakultas Ilmu Keolahragaan, Universitas Negeri Jakarta  
Kampus B, JL Pemuda, No. 10, Rawamangun, RT.8/RW.5, Rawamangun, Kec. Pulo Gadung, Kota  
Jakarta Timur, Daerah Khusus Ibukota Jakarta 13220

Corresponding author. Email : [aswininpres68@gmail.com](mailto:aswininpres68@gmail.com)

(Submission Track: Received: 01-06-2021, Final Revision: 01-12-2021, Available Online: 05-12-2021)

**Abstract:** Frequent changes in educational goals and policies in Indonesia have significantly impacted on teachers. Thus, the government has initiated a development program called the Guru Penggerak Program to prepare teachers for implementing the Merdeka Curriculum. This study aims to evaluate the performance of teachers who have participated in the *Guru Penggerak Program*. The method used in this research is descriptive qualitative, employing questionnaire and interview techniques. The data in this study consists of 36 *Guru Penggerak* teachers, 72 colleagues, 72 students, and 20 school principals from various educational levels, including elementary, junior high, and senior high/vocational schools. Besides identifying teacher performance, the results are expected to explain the impact of the Guru Penggerak Program on the school community as reflected in the performance of the Guru Penggerak teachers. The research findings indicate an improvement in the quality of Guru Penggerak teachers in conducting educational activities, both in teaching and in personal and social development. Guru Penggerak teachers can collaborate with students in educational activities and are becoming actively involved in leading learning. Overall, the Guru Penggerak Program followed by teachers in Sorong City has provided new insights for teachers and positive impacts on colleagues, students, and school leaders.

**Keywords:** evaluation; guru penggerak, teachers' performance; guru penggerak program



## **INTRODUCTION**

The frequent changes in educational goals and policies in Indonesia have a significant impact on education practitioners, especially teachers. Furthermore, the lack of uniformity in educational conditions in Indonesia results in considerable disparities, particularly in the 3T regions (Frontier, Outermost, and Disadvantaged areas). Papua remains a province where most areas are categorized as 3T regions. Although it is the area in Papua closest to western Indonesia, Sorong is still considered a 3T region. In the field of education, there are still aspects that require attention, one of which is the need to increase the quantity and quality of teachers who are the direct implementers of education.

The disparity has widened with the implementation of the latest curriculum, the Merdeka Curriculum. While teachers are still striving to perfect their performance based on the 2013 curriculum, they are now faced with a new curriculum that is quite different from the previous one.

Finally, to support the "Merdeka Belajar" (Freedom to Learn) program and assist education practitioners directly involved with the curriculum,

the government, through the Ministry of Education represented by the Directorate General of Teachers and Education Personnel (Ditjen GTK), has created the "Guru Penggerak" (Teacher Mobilizer) Program (PGP). This program has garnered much interest from teachers, both in urban and rural areas, including in the city of Sorong. The program aims to encourage teachers to fulfill their roles within the "Merdeka Belajar" framework.

The goal of the Guru Penggerak program is to develop leadership among teachers so that they become learning leaders. Teachers who have participated in the Guru Penggerak Program are expected to become learning leaders by: (1) implementing differentiated learning, (2) fostering communities of practice, and (3) promoting social and emotional learning (Kemendikbudristek, 2022). This program includes online training, workshops, conferences, and mentoring for six months for prospective Guru Penggerak (Teacher Mobilizers). Unlike other programs, teachers enroll in this program voluntarily, without any coercion. As a result, they earnestly study and implement what they learn in their work.

This naturally enhances the role of Guru Penggerak in schools. In line with this (Lubis, et al., 2023). stated that the role of Guru Penggerak in schools includes being a learning leader, a coach for other teachers, fostering communities of practice, encouraging teacher collaboration, and promoting student leadership. This aligns well with the government's "Merdeka Belajar" program.

Several researchers have also appreciated the Guru Penggerak Program. For instance, (Jannati, et al., 2023) attempted to describe the role of Guru Penggerak in implementing the "Merdeka Curriculum" in elementary schools. In their study, they discussed six roles of Guru Penggerak within the Merdeka Curriculum. Another assessment was carried out by (Pribadi, et al., 2023), evaluating the performance of Guru Penggerak in the Merdeka Curriculum. They outlined the changes experienced by a Guru Penggerak from the perspective of the teacher. Further studies on the competencies of Guru Penggerak (Fitriyah, et al., 2023), who identified the abilities of a Guru Penggerak in implementing the Merdeka Curriculum.

Referring to previous research, this study will discuss the performance of Guru Penggerak (Teacher Mobilizers) based on various aspects and perspectives. With abundant facilities and adequate resources, the Guru Penggerak Program has shown positive results. Therefore, in this article, the author presents the performance outcomes of Guru Penggerak in the 3T region, specifically Sorong, Southwest Papua.

## **METHOD**

In this study, the author employs a descriptive qualitative method. Descriptive qualitative research is conducted without data manipulation, using direct interviews and questionnaire completion (Hanyfah, et al., 2022). The data collection techniques in this research include questionnaires and interviews. The type of research utilized is field research, with the main focus on evaluating the performance of Guru Penggerak (Teacher Mobilizers). The approach used is descriptive, which involves describing the characteristics of phenomena and then presenting them narratively. The informants in this study are Guru Penggerak, fellow Guru Penggerak, students of Guru Penggerak, and the principals of Guru Penggerak.

Data analysis follows the Miles and Huberman model, which includes data reduction, data presentation, and data validation. This study uses the Discrepancy evaluation model.

## **RESULT AND DISCUSSION**

The results of interviews with Guru Penggerak regarding performance indicators in educational process revealed that, in preparing learning tools, Guru Penggerak consider the basic needs and characteristics of students through prior assessments. Classroom management during the learning process is designed to make students comfortable through games, quizzes, group activities, and using engaging teaching aids. The assessment techniques are also based on the individual abilities of each student.

Furthermore, concerning the performance indicator of collaborating with students in learning experiences, the interviews showed that Guru Penggerak use enjoyable teaching methods and models. Students are given the freedom to make decisions in the classroom. The potential and talents of students are also given attention by Guru Penggerak, and motivation is provided

to encourage students to explore their abilities with greater enthusiasm.

Regarding the performance indicator of positive teacher leadership, the interview results indicate that Guru Penggerak (Teacher Mobilizers) actively engage in various activities organized by the school. In fact, they often act as initiators of these activities. The collaboration between teachers, teachers and students, teachers and school leaders, and teachers and parents is also harmonious due to the involvement of Guru Penggerak. They serve as practical teachers, share knowledge, and foster practitioner communities, as evident from the interviews with Guru Penggerak.

Interviews with school principals about the positive leadership indicator of Guru Penggerak reveal that these teachers exhibit high tolerance and are capable of sharing the knowledge gained from the Guru Penggerak program with colleagues both within and outside the school. Personal changes are also observed after the Guru Penggerak training, including more stable emotions, increased confidence, significantly improved personal management, and a highly varied

approach to classroom management during the learning process.

The results of interviews with fellow Guru Penggerak regarding the indicator of positive teacher leadership show that Guru Penggerak are always open, able to collaborate, and willing to assist colleagues in need. Guru Penggerak can inspire both their fellow teachers and students. Personal changes are noticeable after the Guru Penggerak training, including improved discipline, emotional management, and responsibility for additional tasks assigned by school leaders. After the training, Guru Penggerak often participate in activities outside of school, which sometimes leaves their classes unattended. However, according to the interviews, Guru Penggerak always ask for assistance from fellow teachers or substitute teachers to help manage the classes during their absence.

The results of interviews with students of Guru Penggerak regarding the indicator of conducting educational learning show that the classroom management created by Guru Penggerak is very enjoyable. This includes presenting interesting material, using media and teaching aids, and employing varied teaching methods and models.

The teachers provide motivation to develop talents and interests, encouraging and boosting students' confidence. Most notably, Guru Penggerak give students the opportunity to make decisions in the classroom.

**Table 1. Result of Guru Penggerak**

Indicator	S	S	R
Positive teacher leadership	75%	25%	

Based on the results of the questionnaires filled out by Guru Penggerak, the findings indicate that 45% of teachers strongly agree, 53% disagree, and 2% are undecided about conducting educational learning. For the performance indicator of collaborating with students in learning experiences, 45% of teachers strongly agree, 53% agree, and 2% are undecided. Regarding the positive teacher leadership indicator, 45% of teachers strongly agree, 50% agree, and 5% are undecided.

**Table 2. Result of Fellow Teachers**

No	Indicator	S	S	R
1	Positive teacher leadership	42%	54%	4%

Based on the questionnaires filled out by the fellow teachers, the findings show that there are 42%

Strongly Agree and 54% Agree and 4% undecided about the positive teacher leadership.

**Table 3. Result of Headmasters**

No	Indicator	S	S	R
1	Conducting learning process	45%	53%	2%
2	Collaborating with students in learning experiences	45%	53%	2%
3	Positive teacher leadership	45%	50%	5%

Based on the questionnaires filled out by the headmasters, the findings show that there are 75% Strongly Agree and 24% Agree about the positive teacher leadership.

**Table 4. Result of Students**

No	Indicator	S	S	R
1	Collaborating with students in learning experiences	53%	39%	8%
2	Positive teacher leadership	48%	42%	10%

Based on the results of the questionnaires filled out by students of Guru Penggerak, 48% of teachers strongly agree, 42% agree, and 10% are undecided regarding positive teacher leadership. For the indicator of collaboration in learning experiences,

the results show that 53% of teachers strongly agree, 39% agree, and 8% are undecided.

Based on the analysis of interview and questionnaire results, it is evident that the duties and functions of teachers cannot be separated. Teachers' responsibilities include educating, teaching, training, assessing, and evaluating (UU No 20 Tahun 2003). The evaluation of Guru Penggerak's performance in conducting educational learning is reflected in the results of the questionnaire. It shows that 44% of teachers strongly agree, 55% agree, and 1% are undecided on conducting educational learning.

The planning of educational learning is based on assessing basic needs and characteristics of students. By considering these aspects, teachers can design enjoyable and student-centered learning experiences. This is aligned with the findings that designing learning based on students' basic needs can make learning more engaging (Marsani, et al 2021). Regarding the implementation of learning, the questionnaire results indicate that 36% strongly agree and 64% agree that effective classroom management, use of instructional media, and innovative teaching methods and

models contribute to a more enjoyable learning process for students. This supports the assertion that a pleasant learning environment facilitates the learning process (Rofaliana, 2017).

The evaluation of Guru Penggerak's performance in collaborating with students in learning experiences can be seen in how they develop students to actualize their various potentials. The results show that 36% strongly agree, 61% agree, and 3% are undecided. Based on these findings, Guru Penggerak can identify and develop the potentials of students, which are diverse and require teachers to identify talents and interests to nurture according to each student's abilities. In line with this, developing students' potentials is crucial in education and is essential to educational efforts (Amaliyah & Rahmat, 2021).

Engaging students in learning experiences is also a significant indicator in evaluating Guru Penggerak's performance, with 55% strongly agreeing and 45% agreeing. Encouraging student leadership in decision-making, expressing opinions, and fostering positive cultural traits has been a focus of Guru Penggerak. This approach aims to develop students into

future leaders. Leadership in learning contributes to better academic achievements among students compared to school principals who may not emphasize learning leadership (Tanama et al., 2017). Furthermore, the indicator of positive teacher leadership shows that 45% strongly agree, 55% agree, and 5% are undecided.

The ability of Guru Penggerak to interact socially is evident from the questionnaire responses, demonstrating their ability to communicate effectively with peers, fellow teachers, and stakeholders. Effective communication contributes to advancing schools towards improvement (Sutapa, 2016). Positive personal development is also evident in how Guru Penggerak manage emotions and exhibit good work ethics.

Teachers must effectively manage their emotions since emphasize emotional intelligence as the ability to regulate emotions, maintain emotional harmony, and express them through self-awareness, self-control, motivation, empathy, and social awareness (Mangkunegara & Puspitasari, 2015). Similarly, demonstrating work ethics is evident in Guru Penggerak's regular activities, facilitating discussions among teachers, and sharing practices with

colleagues in school and community settings. These efforts showcase Guru Penggerak's work ethos and their role as agents of change in implementing updated learning models that prioritize student-centered approaches, motivating other teachers to make changes in their respective schools.

The evaluation of Guru Penggerak's performance in positive leadership is evident from questionnaire results and interviews with fellow Guru Penggerak. The results show that 42% strongly agree, 54% agree, and 4% are undecided. Guru Penggerak demonstrate effective interaction skills with peers, showing strong work ethics and leadership by facilitating discussions among teachers and sharing best practices.

These efforts are expected to have positive impacts on the school, particularly for students. As emphasized by (Lubis et al., 2023), the role of Guru Penggerak goes beyond effective teaching and classroom management; they are also required to build effective relationships with students and the school community. Moreover, in terms of quality improvement, Guru Penggerak must utilize technology effectively and continually reflect on their teaching

practices. Being creative, innovative, skilled in teaching, energetic in serving students, and capable of building and developing relationships between teachers, schools, and broader communities, while also being learners and agents of change in schools, are distinct characteristics of Guru Penggerak.

The evaluation of Guru Penggerak's performance in positive leadership is evident from questionnaire results and interviews with school principals of Guru Penggerak. The results show that 75% of school principals strongly agree, while 25% agree. The ability to communicate effectively among teachers, between teachers and students, as highlighted by the school principals, has a significant impact on the school's progress when communication among teachers is strong. Positive relationships not only create a pleasant learning environment but also provide a strong foundation for academic and personal development of students (Ramdani et al., 2019). Guru Penggerak demonstrate good work ethics and responsibility for assigned tasks, making their role pivotal in the school environment.



The evaluation of Guru Penggerak's performance in conducting educational learning is evident from questionnaire results and interviews with students of Guru Penggerak. The results show that 48% strongly agree, 42% agree, and 10% are undecided. The implementation of learning activities by Guru Penggerak is evident from interviews where teachers manage classrooms to ensure students are comfortable during the learning process, utilizing Information and Communication Technology (ICT) and employing varied teaching methods and models to keep students engaged in learning.

Effective classroom management is key to creating an optimal learning environment. Good classroom management strategies help create a conducive atmosphere for students to learn, interact, and develop to their fullest potential (Warsono, 2016). According to students, the assignment or assessment tasks given by teachers allow them the freedom to choose the type of tasks based on their abilities. This aligns with Guru Penggerak's approach of giving students the freedom to decide the type of tasks they prefer, such as drawing, storytelling, graphics, video-

making, drama, PowerPoint presentations, among others. This approach undoubtedly boosts students' enthusiasm for completing their tasks.

## **CONCLUSION**

The conclusion consists of one paragraph but describes the answer to the hypothesis and/or research objectives or scientific findings obtained. The conclusion does not contain a repetition of the results and discussion, but contains a summary of the research results as expected in the research objectives. If necessary, at the end of the conclusion can also be written things related to the next idea of the research.

The Guru Penggerak program is a strategic initiative of the Indonesian government to empower teachers in improving the quality of teaching, focusing on enhancing student learning and outcomes. The performance of Guru Penggerak in Sorong City includes organizing student-centered learning, fostering student leadership through decision-making, demonstrating good work ethics, managing emotions effectively, and acting as practical educators by sharing best practices with colleagues and mobilizing practitioner

communities both within and outside the school.

#### ACKNOWLEDGMENTS

Thank you to all parties involved in this research, including LPDP as the research funder, Balai Guru Penggerak Papua Barat, the Department of Education of Sorong City, the school principals, and the Guru Penggerak in Sorong City.

#### REFERENCES

- Amaliyah, A., & Rahmat, A. (2021). Pengembangan Potensi Diri Peserta Didik Melalui Proses Pendidikan. *Attadib: Journal of Elementary Education*, 5(1), 28. <https://doi.org/10.32507/attadib.v5i1.926>
- Hanyfah, S., Fernandes, G. R., & Budiarmo, I. (2022). Penerapan Metode Kualitatif Deskriptif Untuk Aplikasi Pengolahan Data Pelanggan Pada Car Wash. *Semnas Ristek (Seminar Nasional Riset Dan Inovasi Teknologi)*, 6(1), 339–344. <https://doi.org/10.30998/semnasristek.v6i1.5697>
- Lubis, R. R., Amelia, F., Alvionita, E., Nasution, I. E., & Lubis, Y. H. (2023). Peran Guru Penggerak dalam Meningkatkan Pemerataan Kualitas Kinerja Guru. *Jurnal At-Tadbir: Media Hukum Dan Pendidikan*, 33(1), 70–82. <https://doi.org/10.52030/attadbir.v33i1.170>
- Mangkunegara, A. A. A. P., & Puspitasari, M. (2015). Kecerdasan Emosi Guru, Stres Kerja, Dan Kinerja Guru Sma. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 45(2), 144.
- Marsani, Khodajjah, Makruf. (2021). Manfaat Rpp Bagi Guru, Kepala Madrasah Dan Pengawas Di Lingkungan Kementerian Agama Kabupaten Serdang Bedagai. *Jurnal Pendidikan Ips*, 2(2), 81–85. <https://doi.org/10.32696/jpips.v2i2.984>
- Ramdani, Z., Amrullah, S., & Tae. (2019). Pentingnya Kolaborasi dalam Menciptakan Sistem Pendidikan yang Berkualitas. *Mediapsi*, 5(1), 40–48. <https://doi.org/10.21776/ub.mps.2019.005.01.4>
- Rofaliana. (2017). Kurikulum Membingungkan, Pendidikan Terancam. *Jurnal Inspirasi Pendidikan Universitas Kanjuruhan Malang*, 851–856. <http://news.liputan6.com/read/784373/kurikulum-membingungkan-pendidikan-terancam>.
- Sutapa, M. (2016). Membangun Komunikasi Efektif Di Sekolah. *Jurnal Manajemen Pendidikan*, 2(2), 69–76.
- Tanama, Y. J., Ibrahim Bafadal, & I Nyoman Degeng. (2017). Pentingnya Kepemimpinan Pembelajaran di Sekolah. *Prosiding Seminar Nasional Mahasiswa Kerjasama Direktorat Jenderal Guru Dan Tenaga Kependidikan Kemendikbud 2016*, 35, 1–7. <https://www.academia.edu/download/92019052/267023920>
- Warsono, S. (2016). Pengelolaan Kelas Dalam Meningkatkan Belajar Siswa. *Manajer Pendidikan*, 10(5), 469–476.