

## IMPLEMENTATION OF THE MOBILIZING TEACHER PROGRAM IN IMPROVING THE MORALE OF COLLEAGUES AT SENIOR HIGH SCHOOL 3 PRABUMULIH

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**Abstract:** This study aims to analyze the Implementation of the Mover Teacher Program in Improving the Morale of Peers at SMAN Negeri 3 Prabumuli. This research is a qualitative research with a descriptive approach. In collecting data, researchers used several collection techniques, namely interviews, observation, and documentation. Based on the results of this study, the Mover Teacher Program aims to equip teachers with learning and pedagogical leadership skills so that they can advance the learning community inside and outside the education unit, and have the potential to become educational leaders who can create comfort and well-being for students in their respective education units. The ability to promote learning is the driving teacher's ability to motivate and actively participate in the subject teacher's environment to reflect, collaborate, share knowledge and learn from each other to achieve common goals, so as to achieve the goals of learning.

**Keywords:** Teacher; Teacher Activator; Morale.

### INTRODUCTION

The implementation of an education program must be adapted to changes in society caused by the times such as the current industrial revolution 4.0 era. Because education has an important role in realizing quality human

resources in terms of academics and character in line with the progress of the times.

The success of education can be influenced by many components including teachers, students, management and financing. These four components are interrelated and greatly influence the successful implementation of education.

Teachers have an important role, are a strategic position, and are responsible for national education. Teachers have duties as educators, teachers and trainers. Educating means continuing and developing life values. While teaching means continuing and developing science, knowledge and technology. Training means continuing and developing skills in students (Uzer, 2005).

Education is the main factor that plays a role in shaping the human personality. In Law No. 20 of 2003 concerning the national education system article 3 states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who have faith in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, mandarin, and become democratic and responsible citizens. (Khotimah, 2019).

Teachers are considered as one of the important aspects in education, because teachers are considered to be very instrumental in determining the quality of education. The field of work of teachers is divided into four things, namely; education, teaching-learning process or guidance and counseling, professional development, and supporting the teaching-learning process or guidance and counseling.

Lead teachers in schools are required to be able to establish effective communication with students and reflect and improve the learning process continuously. Lead teachers are expected to be innovative and creative in providing learning services to students by utilizing information and communication technology. (Setyawan & Masduki, 2021)..

In its implementation, the teacher mobilizer program requires clear and firm orders from superiors, and needs to provide sanctions for violating apparatus, as stated by Jones that leaders are needed to give orders and be accountable for these obligations and then distributed in a fixed manner and strictly limited by rules relating to coercion and the like. (Yusuf et al., 2017).

In order to achieve the desired goals, everyone in doing work is influenced by the enthusiasm for doing the job. The higher the level of work enthusiasm that a person has, the better the results that person will achieve. Work enthusiasm not only affects yourself but also affects your peers. (Anggraini, 2018).

Peers or peers are a group that establishes social relationships on the same bond, namely both similarities in the form of age, hobbies, social status or social position as well as needs and interests tend

to have similarities, departing from this conformity the emergence of a friendship or friendship. To encourage the enthusiasm of peers, there needs to be a positive impact, if the environment has a negative impact, it can reduce morale.

According to Maria Marta Manao, et al. There are several roles of teacher mobilizers but one of the roles of teacher mobilizers in improving teacher quality is to mobilize learning communities for individual educators in schools and in districts and it is beneficial to have guided, structured, and fun independent and group learning experiences. (Sijabat et al., 2022)..

Based on the initial observations of researchers that the Implementation of the Mover Teacher Program in Improving Peer Morale at SMA Negeri 3 Prabumulih has been running. Some things that need to be considered in the implementation of the driving teacher program must pass the selection and take part in the Driving Teacher Education Program, this program will create driving teachers who can develop themselves and other teachers by reflection, sharing and collaboration independently, have moral, emotional and spiritual maturity to behave according to the code of ethics, also plan, run, reflect and evaluate student-centered learning by involving parents, collaborate with parents and the community to develop schools and foster student leadership and develop and lead efforts to realize a school vision that is in favor of students and relevant to the needs of the community around the school. In the implementation of the program, the Master Teacher must also be a partner and encourager for peers.

## METHODS

In this research, the type of research used is qualitative with a descriptive approach that includes pure description problems about programs and/or experiences of people in the research environment. The purpose of this description is to help readers know what is happening in the environment under observation, what the views of participants in the research setting are like, and what events or activities are happening in the research setting and to find out facts and information. Qualitative research methods are research methods based on postpositivism or alternative philosophies, used to research on scientific object conditions, where the researcher is the key instrument, data collection techniques are carried out in triangulation (combined observation, interview, documentation). (Sugiyono, 2018).

There are two sources of data used as the subject of this research, namely: primary data sources obtained from the driving teacher and teachers who often interact with the driving teacher at SMA Negeri 3 Prabumulih and secondary data sources from the principal, deputy curriculum, deputy quality, students, or documentation related to the driving teacher at SMA Negeri 3 Prabumulih.

In conducting this research, researchers used three techniques in data collection, namely: Interview, Observation and documentation. Data analysis begins with processing raw data. Processing data means making summary data based on raw data from data collection. According to Sopyan in Saipul Annur's book, data analysis is the process of simplifying words into a form that is easier to read and interpret. (Annur, 2014).

In qualitative research, data are collected using observation, in-depth interviews, and documentation or a combination of the three (triangulation). The longer in the field the amount of data collected will be more and varied. The raw data that has been collected which is very much needs to be reduced (Sugiyono, 2018). (Sugiyono, 2018). Researchers make notes of data collected through observation, interviews, and documentation which are field notes related to research questions and objectives.

## RESULT

### **Implementation of the mobilizing teacher program in improving the morale of colleagues at SMA Negeri 3 Prabumulih City.**

The Activator Teacher Education Program is a strategic step from the government of the Republic of Indonesia by realizing teachers who are empowered and empowering in improving the quality of learning that is oriented towards improving the process and learning outcomes of students. In its implementation, the mobilizing teacher program is a program that develops sustainable professional development through training and mentoring that focuses on learning leadership so that teachers can mobilize the learning community around them which can realize the learning independence of students.

A motivational teacher education program or program called the Mobilizing Teacher Program was established to equip teachers with the skills of teachers with learning leadership skills and teaching methods. This enables teachers to mobilize learning communities inside and outside

the school and become educational leaders. The comfort and well-being of students while in their respective school environments.

Referring to the description above, in order for the Mover Teacher Program to run effectively, structured and systematic coordination is needed from each supporting element, these elements include the Directorate General of Teachers and Education Personnel (DG GTK), the Center for the Development and Empowerment of Educators and Education Personnel (PPPPTK), the Education Office of both Provinces and City Districts, resource persons, facilitators and assistants.

This chapter clearly outlines what the mobilizing teacher program is, how the strategy improves teacher performance through the Mobilizing Teacher, and the factors that influence the implementation of the Mobilizing Teacher Program at SMA Negeri 3 Prabumulih.

#### a. Context of the Teacher Activator Program

The Teaching Teacher Program is a professional development activity through training and mentoring with a focus on: 2) Actively and actively developing other educators in order to implement learner-centered learning. 3) Becoming role models and agents of transformation of the education ecosystem to realize the Pancasila student profile. The intended Pancasila student profile is a student who believes in God Almighty, is devoted, has noble character, is creative, cooperative, has a single diversity, thinks critically, and is independent.

Regarding what is meant by the Master Teacher Program as expressed by the Master Teacher (NN) is:

The Teacher Incentive Program is a leadership training program designed to enable teachers to become learning leaders. Teacher training and its impact on students and the school environment (NN, personal communication, 2022).

The information above explains that the mobilizing teacher program is a leadership training program for teachers to become leaders in learning. This training focuses on teachers and has an impact on students and the school environment. This is also supported by the results of the interview with the Activator Teacher (RA) as follows:

The Guru Penggerak program is a learning leadership program for gurneys to create pro-student learning and as a transformation part that bridges other professions such as principals, supervisors, practicing teachers and others (RA, personal communication, 2022).

The information above explains that the driving teacher program is a learning leadership program aimed at teachers to create effective learning, in favor of students and as part of the transformation that bridges other professions such as principals, supervisors, and practical teachers. This is also supported by the results of the interview with the driving teacher (R) as follows:

The driving teacher program is a learning program that impacts students in carrying out real action at school. One of the real action programs is SMANTI TV which is digital-based (R, personal communication, 2022).

From the data above, it explains that the driving teacher program is a

learning program carried out by teachers that has an impact on students. The driving teacher makes a program that has been compiled in the module to be implemented in real action at school, one example is the SMANTI TV program on *YouTube*.

Thus, from several interviews regarding the mobilizing teacher program, it can be concluded that the mobilizing teacher program is a leadership training program for teachers to become leaders in learning and create learning that favors students.

The above statement is corroborated by the results of a documentation study conducted by researchers on Saturday, February 6, 2021, where researchers found the 2020 General Guidebook for Teacher Education Drivers organized by the Ministry of Education and Culture, Center for the Development and Empowerment of Mathematics Educators and Education Personnel.

From the exposure to document interviews and the results of the observations above, it was found that the Activator Teachers carry out all activities based on the general guidebook for Activator Teacher Education, where the book is complete with all explanations related to the activator teacher program.

#### 1) Purpose of the Teacher Activator Program

According to the Regulation of the Minister of Education, Research and Technology No. 26 of 2022 on Master Teachers, the Master Teacher Program aims to improve teachers' leadership and pedagogical competencies so as to produce the following master teacher profile:

- a) Develop yourself and other teachers through reflection, sharing and collaboration;

- b) Have the moral, emotional, and spiritual maturity to behave according to the code of ethics;
- c) Plan, execute, reflect and evaluate learner-centered learning by involving parents;
- d) Develop and realize the vision of the education unit that optimizes the learning process of learners in favour of learners and is relevant to the needs of the community around the education unit;
- e) Collaborate with parents of learners and the community for education unit development and learning leadership. (MoECristek, 2022).

This program aims to equip teachers with learning and pedagogical leadership skills so that they can advance the learning community within and outside the education unit, and have the potential to become educational leaders who can create comfort and well-being for students in their respective education units. Students' comfort and well-being are manifested in positive attitudes and emotions towards the education unit, positive attitudes towards the academic process, happy to participate in education unit activities, no anxiety, no complaints about the physical condition of the education unit, and the unit has no social problems. Education. The ability to promote a learning community is the teacher's ability to motivate and actively participate in community members to reflect, collaborate, share knowledge and learn from each other to achieve goals, The objectives of this teacher mobilizer program expressed by the teacher mobilizer (NN) are:

The aim of the program is to equip teachers with learning leadership skills and



pedagogy, so that they can promote the development of learning communities inside and outside the classroom, and can become educational leaders, who can provide ways for students to feel comfortable and happy in the classroom (NN, personal communication, 2022).

The explanation above explains that the purpose of this program is to equip teachers with leadership and pedagogical skills in teaching so that they can drive the learning community in the classroom, both inside and outside the teaching unit, and potentially become educational leaders whose students feel comfortable and happy when they are in the classroom. This is also reinforced by the results of an interview with the mobilizing teacher (RA) from the following interview:

The goal is to train teachers to be leaders in the classroom to move students so that students are more comfortable and active (RA, personal communication, 2022).

The information above explains that the purpose of the mobilizing teacher program is to train teachers to become leaders when in the classroom to move students so that students are more comfortable and active in learning. Thus, from several interviews regarding the purpose of the mobilizing teacher program, namely by equipping teachers with teaching leadership and teaching skills, teachers have the potential to become educational leaders who can move the learning community in the classroom or outside the teaching unit and to provide comfort and well-being for students when in class.

## 2) Program Benefits

The benefits of the Driver Teacher Program are as follows:

- a) Continuously mobilizing the learning community as a place for discussion and simulation so that teachers can implement active learning in accordance with the potential and developmental stages of students.
- b) The application of active learning by other teachers in their education units and the surrounding environment as a result of the sustainable movement of the teacher community.
- c) Build learners' sense of comfort and happiness in the education unit environment.
- d) Increased positive attitude of students towards the learning process which leads to improved learning outcomes.
- e) The realization of a physical and cultural environment of the education unit that is comfortable and pleasant for students; and
- f) Opportunities for teacher activists to become leaders of education units are opened. (Director General of Teachers and Education Personnel, 2021).

## b. Input of Driver Teacher Program

### 1. Program Objectives

According to the Regulation of the Minister of Education, Research and Technology No. 26 of 2022 on Teacher Mobilizers, the targets of the Teacher Mobilizer Program are teachers at the kindergarten (TK), elementary school (SD), junior high school (SMP), and senior high school (SMA) levels. (Kemendikbudristek, 2022).

Then revealed by the driving teacher (NN) related to what the driving teacher program is:

We are applying all the modules in the Guru Penggerak learning in Teaching and Learning Activities (KBM). Because it is *continuous*, of course there are things that have been and will continue to take place such as differentiated lesson plans, coaching, communities of practitioners in schools." (NN, personal communication, 2022).

The information above explains that the Guru Penggerak program, among all the modules in the Guru Penggerak learning, is being applied in the KBM. Because it *continues*, of course there are things that have been and will continue to take place such as differentiated lesson plans, *coaching*, a community of practitioners in schools. This is also supported by the results of the interview with the Activator Teacher (RA) as follows:

The Guru Penggerak program is carried out according to the modules in the LMS on the Guru Penggerak account. Starting from the module 1 package on the paradigm and vision of the driving teacher, module 2 on learning practices that favor students and module 3 on learning leaders in school development (RA, personal communication, 2022).

The description above explains that the driving teacher program is between according to the modules in the LMS on the driving teacher account. Starting from the module 1 package. About the paradigm and vision of the driving teacher, module 2 about learning practices that favor students, and module 3 about learning leaders in school development.

The same thing was also expressed by the Activator Teacher (R) in the interview as follows: Realizing independent learning, Pancasila learner

profile, learning has an impact on students." (R, personal communication, 2022).

The information above explains that the program of the mobilizing teacher among realizing independent learning, the profile of Pancasila students, learning has an impact on students.

From all of the above explanations regarding the mobilizing teacher program, it can be concluded that the Mobilizing Teacher Program is a leadership training program for teachers to become leaders in learning and create learning that favors students. program design Supports the use of male and female teaching methods and mixed learning methods to apply learning outcomes in the field within 9 (nine) months. Guru Penggerak Program activities are conducted through online training, seminars and personal mentorship.

Teacher Movers to follow the activities of the Ponggorak Teacher Education Program module package 1 (one). The purpose of this guideline is to serve as a reference document for the implementation of the Master Teacher Program, and as an instrument for determining further policies in the Master Teacher Program.

Regarding the target, when it is carried out, and where the Teacher Mobilizer Program is carried out (NN) stated:

This training is for teachers and has an impact on students, and the school environment is carried out since we joined and graduated as the driving teacher in each province (NN, personal communication, 2022).

The information above explains that the training of the Activator Teacher

Program is for teachers and has an impact on students, and the school environment. It is carried out from the time the Activator Teacher joins and graduates as a Activator Teacher for his place in each province.

Thus, from several interviews regarding the targets, when it is implemented, and where it is implemented, the Guru Penggerak Program is for teachers throughout Indonesia which has an impact on students, and the school environment. It is carried out from the time the Activator Teacher joins and graduates as a Activator Teacher for its place in each province.

### c. Activator Teacher Program Process

The implementation of the learning process is a step that is considered important in implementing strategies that have been designed to achieve learning objectives. The implementation of learning is the interaction of teachers and students in the context of delivering materials or subject matter to students to achieve goals.

Learning implementation is implementing what has been prepared such as predetermined goals, materials, methods and relevant strategies. Implementation of strategies that have been designed to achieve learning objectives. The implementation of learning is carried out in accordance with the planning that has been made by the Activator Teacher, the school has planned and organized the learning scenario according to online or offline learning activities.

Based on the situation and conditions during the post-Covid-19 pandemic like this with protocols directed by the government so that teacher and student interactions can run well. The implementation of learning is carried out

through online and offline. This certainly affects the implementation of learning, especially in the implementation of mobilizing programs or real actions.

In order for learning activities to run smoothly and teachers can apply their knowledge according to the current curriculum, NN and explained that:

The implementation of the Teacher Program Learning carried out at SMA N 3 Prabumulih applies learning with online and offline methods. Fellow teachers carry out activities that support learning such as carrying out and participating in *In House Training* (IHT) activities or workshops is a routine agenda where internal school training is to improve Educator competence, as well as being active in MGMP subjects (NN, personal communication, 2022).

The information above explains that the Learning Implementation of the Driver Teacher Program can still apply the knowledge we gain from the driver teacher program to students through online and offline learning. The school always supports us in the learning process whatever it is for the progress of students at SMA N 3 Prabumulih. As well as schools encourage fellow teachers to carry out activities that support learning such as carrying out *In House Training* (IHT) or workshops and asking teachers to participate in routine activities where internal school training is useful for improving Educator competence so that it will have an impact on students, as well as being active in MGMP (Musyawarah Guru Mata Pelajaran) subjects at the school level or city level.

This is also the same as the results of the interview with the Activator Teacher (RA) as follows:



To become a teacher who can mobilize other teachers, I study how to become a mobilizing teacher, then share quiet learning information that will later be applied. In addition, I also provide motivation and explanation of learning methods and the independent curriculum (RA, personal communication, 2022).

The information above explains that the implementation of learning must pay attention to what learning methods will be used and motivate fellow teachers to use learning methods that are in accordance with the Merdeka curriculum and Merdeka Belajar, so that it runs smoothly as expected.

This is in line with the results of the interview with the Activator Teacher (R) as follows:

What the teacher did was very useful for me by explaining how the student-centered learning model *and* Project Based Learning (PBL) (R, personal communication, 2022).

This opinion is also supported by KAN and ID that:

The teacher opens the discussion space by creating a topic or learning that will be discussed, discussions can improve students' thinking and communication skills and increase self-confidence.

The teacher applies a student-centered learning model *and* Project Based Learning (PBL). The activity began with participants' self-reflection about their current practices related to the material studied. Furthermore, participants independently access the material presented in various media and work on independent tasks listed to reflect and check their understanding of the material. With the motivation of fellow teachers, it will have an impact on the development of

students who become confident and improve their thinking and communication skills.

Based on observations, to collaborate understanding, participants interact directly with resource persons to expand and confirm their knowledge. To explore concepts, participants are actively involved in discussion forums guided by the facilitator. The workshop is also a collaborative space to work on assignments in groups in preparation for the implementation of the material that has been learned (Observation, 2023).

As observed on January 03, 2023. In addition to workshops, mentoring activities are also carried out in the form of individual mentoring in each education unit. Each package is completed within two months with variations in the number of lesson hours and module packages studied (Observation, 2023). As can be seen in the following figure: The first step in implementing the Guru Penggerak Program learning is to complete the learning in the module with the prepared plan and objectives. As expressed by (R) as a Master Activator, I complete the learning in the module, do real action, attend workshops and create programs. One of the concrete action programs is yamamuro (yasin, ceramah and musichadroh) (R, personal communication, 2022).

In contrast to what was expressed by RA, the strategy is to utilize social media so that it can be seen by many people as a result of the mobilizing teacher program. By dividing students based on the desired criteria and giving assignments to students according to their learning interests (RA, personal communication, 2022).

The above statement is evidenced by the results of the documentation study conducted by the researcher where the researcher found a real action plan in the form of module 3.3 on Program Management that Impacts on Students by using the SMANTI TV program or other programs that have been recommended by the Ministry of Education and Culture carried out by the Mobilizing Teacher of SMA Negeri 3 Prabumulih.

Based on this explanation, in completing the Program in the module with the plan and objectives set as the module that has been prepared. The following examples of modules were obtained by researchers during observation.

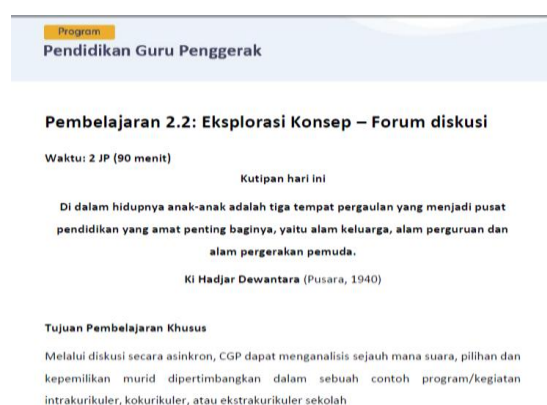


Figure 1: One of the activities in Module 3

From the picture above, it is explained that the module to carry out real action goes well where starting from planning to completion where the module has an impact on students. Then the following real action in the implementation of the module that has been implemented.

The purpose of this discussion is to develop shared ideas and understanding, so everyone is expected to focus on the conversations taking place in this online discussion *thread*. Don't just comment

once and be done with it. Everyone needs to assume that they will learn something from each written conversation in the LMS. Therefore, everyone needs to ask questions. When asking questions, avoid questions that can be answered with a yes or no without the need to explain the answer in detail And need to pay attention to comments or questions written by their group members. This can be done by responding to comments, asking follow-up questions, presenting ideas, and so on.

The purpose of the Guru Penggerak program aims to improve communication and how the development of *critical thinking* in students, develop students' talents in the field of communication, increase understanding of general or religious knowledge...

The success achieved is that program activities that have an impact on students are truly implemented from students by students and for students, resulting in students who are confident, courageous and responsible for the tasks assigned.

From some of the interviews above, it can be concluded that to support the teaching or implementation of the driving program. We use wa groups, zoom, teams and gmeet. Apart from the learning applications used, this activity is carried out in the teacher learning community to share good practices resulting from the acquisition of material studies on the paradigm of the driving teacher's vision, learning practices that favor students, and learning leaders in school development. This activity aims to enable the Master Teachers to have the ability to mobilize the learning community, encourage active involvement, reflect, collaborate, share knowledge, and

learn from each other to achieve common goals. Furthermore, to measure the competence of the Activating Teachers, it can be seen during their time as Activating Teachers.

This is in accordance with what was expressed by (NN) as a teacher activist:

To measure my competence as a Master Teacher is probably the supervision of the school, but I feel that during the Master Teacher program I gained more knowledge and was better able to explore learning activities (NN, personal communication, 2022).

The same thing was expressed in an interview with Teacher (R) as follows: Teachers' competencies improved after participating in the teacher mobilizer program process (R, personal communication, 2022).

The driving teacher program process can be directly applied in schools so that it can directly improve teacher competence. In observing the learning process, researchers conducted three observation activities, namely, planning, implementing and evaluating learning. Learning implementation activities consist of opening activities, core activities and closing activities.

#### d. Teacher Activator Program Products

The Master Teacher Program aims to support the implementation of learning outcomes in the field using gender methods and blended learning methods within 9 (nine) months. The activities of the Master Teacher Program are carried out using online training methods, seminars and personal guidance. The proportion of activities includes 70% *on-the-job learning*, 20% learning with

colleagues, and 10% learning with resource persons, facilitators and mentors.

Evaluation was conducted during the fasc training and mentoring by obtaining data on the results of assignments, practices and observations from instructors and assistants. Feedback from peers, principals and students is used as part of the process of motivating teachers to reflect and develop themselves. In the assessment process the impact of student learning outcomes is evaluated. Furthermore, the teacher mobilizer (BBS) expressed the importance of the teacher mobilizer program:

Because this program provides a lot of knowledge to learn how to be a learning leader, and collaborate in making programs that favor students (BBS, personal communication, 2022).

The information above explains that this program provides a lot of knowledge and insight for teachers to learn how to become learning leaders, and collaborate in making programs that favor students. This is also supported by the results of the interview with the Activator Teacher (RA) as follows: The Activator Teacher is a learning leader who implements independent learning and mobilizes the school ecosystem to realize student-centered education (RA, personal communication, 2022).

The information above explains that the Activator Teacher is a learning leader who implements independent learning and moves the ecosystem in the school to realize student-centered education. The same thing was also expressed by the Activator Teacher (R) in the interview as follows: To improve the competence of educators as leaders of student-centered learning, besides that the

driving teacher becomes a role model and agent of change for the education ecosystem (R, personal communication, 2022).

The information above explains that to improve teacher competence as a leader of student-centered learning, besides that the driving teacher becomes a role model and becomes (*Agent Of Change*) an agent of *change* for the education ecosystem.

Thus, from several interviews regarding the importance of the mobilizing teacher program to improve the competence of educators as student-centered learning leaders, in addition, mobilizing teachers become role models and agents of change for the education ecosystem as well as learning leaders who implement independent learning and mobilize the school ecosystem to realize student-centered education.

The Master Activator program applies andragogy, experiential, collaborative and reflective learning as illustrated in the figure below:



program

The design of the Driver Teacher Education Program is deliberately designed to support field-based implementative learning outcomes using an andragogy and *blended learning* approach for 9 (nine) months. PGP activities are carried out using online

training methods, workshops, and individual mentoring. The proportion of activities consists of 70% learning at work (*on-the-job training*), 20% learning with peers, and 10% learning with resource persons, facilitators, and mentors.

Assessment is carried out at the training and mentoring stage by obtaining data on the results of assignments, practices and observations of facilitators and mentors. Feedback from peers, principals and learners is used as part of the process of reflection and self-development of Activator Teachers. Assessment of learner learning outcomes is carried out during the *impact evaluation* process. PGP implements andragogy, experiential, collaborative, and reflective learning.

## DISCUSSION

Rapid environmental changes which are reflected in market globalization, increasingly sophisticated technological developments, demographic changes, socio-cultural changes are triggers for organizations to prepare their ability to compete.

Human resources are the most important resource owned by an organization, one of the implications is that the most important investment that an organization may make is in the field of human resources. (Siagian, 2008). Schools as formal education organizations in the midst of society must organize a quality teaching and learning process. In the educational process, teachers not only carry out the function of *transferring knowledge*, but also function to instill *values* and build the character of students in a sustainable manner. (Ni'am Sholeh & Fatoni, 2006)..

In accordance with the program of the Minister of Education and Culture regarding the driving teacher in independent learning, it is hoped that teachers will be able to work together and collaborate to achieve educational changes for the better in improving the quality of quality education and competitiveness. The driving teacher must be able to mobilize other teacher colleagues to always innovate. As a teacher in independent learning education, of course, you must be able to have mature personality competencies, both morally and spiritually so that you become a role model for students and all school residents. (Sibagariang et al., 2021).

The Guru Penggerak program is actually as flexible as the Merdeka Curriculum. Guru Penggerak improves the quality of education in Indonesia through an andragogy and blended learning approach. Guru Penggerak conducts a reality-based learning process by combining face-to-face and online learning strategies, or what is called blended learning. Broadly speaking, this teacher mobilizer program is to stimulate the potential of teachers to be more developed in reference to Pancasila values in order to implement Pancasila values to students integratively with various existing fields of study. As Syahril's opinion reveals that the driving teacher is the wheel of educational change in a more advanced direction by changing the student-centered education paradigm and constructing a superior ecosystem and education model. (Faiz & Faridah, 2022).

With the implementation of the Guru Penggerak program, the world of education is more in favor of students so that it not only produces academically

intelligent graduates but will also have noble character in accordance with the values of Pancasila. The purpose of this program is of course to provide basic understanding to teachers including leadership skills in learning and pedagogy, so that the hope is to be able to move the entire learning environment, inside and outside the school. (Sijabat et al., 2022)..

Teachers have the opportunity to be more advanced in the future, because the existence of teachers from the past until now and for the future will still be needed. A teacher who has high morale or work enthusiasm will be enthusiastic, passionate, full of initiative, full of joy, calm, meticulous, likes to cooperate with others, tenacious, steadfast and never comes late. (Oktavia, 2020).

Teacher morale can be improved in one way by reducing the level of errors made in carrying out their work. (Cahyani & Mujiati, 2019). Teachers who have high morale and passion for work will get the job done faster, damage to office facilities and equipment can be reduced, entering the classroom on time, absenteeism can be minimized, complaints and demands can be avoided, and work strikes can be eliminated. (Yunaeroh & Martono, 2014).

The low morale of teachers or peers will certainly reduce the quality of education in a school institution. Therefore, teacher/peer morale must be managed properly and maintained so that morale continues to increase. There are two strategies that can be used to increase the morale of teachers or peers, namely by conducting training and providing work motivation. Training is used to deal with low competence in completing tasks and administration of school institutions, while providing motivation is used as a stimulus



to always have a sense of enthusiasm and happiness in carrying out all activities carried out at school, both learning and non-learning activities. (Mahfuzhoh, 2019).

The following are indicators of the implementation of the teacher program to increase the morale of colleagues, namely:

#### 1. Responsibility

Teacher responsibility behavior can be seen through the form of suggestions and interest in completing a job. Teachers with greater responsibility behavior will be able to have more interest in carrying out work or tasks. (Soetrisno, 2016).

#### 2. Have a Purpose

A sense of purpose is the first step towards success and purpose is also the key to success. In the teacher mobilizer program, goals have an important effect on the targets to be achieved. (Soetrisno, 2016).

#### 3. Tenacity

Conceptually, the element of tenacity is analogous to the market-based strategy approach that leads to a dynamic competitive advantage. (Rustam & Rahayu, 1999).

#### 4. Feedback

Feedback should be comprehensive, useful and appropriate to what the teacher has done. Feedback can guide teachers and trainers in improving morale, then feedback can also provide a reinforcing impact that has a major influence on the development of achievement. (Rizki, 2016).

The Activator Teacher Education Program is a strategic step from the government of the Republic of Indonesia in realizing empowered and empowering teachers in improving the quality of learning that is oriented towards improving

the process and learning outcomes of students. In its implementation, the *penggerak* teacher program is a program that develops sustainable professional development through training and mentoring that focuses on learning leadership so that teachers can move the learning community around them which can realize the learning independence of students.

Motivational teacher education programs are held to provide learning leadership skills and teaching methods that have the potential to help teachers become educational leaders who can mobilize learning communities both inside and outside the school and create a sense of security and happiness for students when they are in their respective school environments.

The Activator Teacher Program is a professional development program through training and mentoring, with a focus on: 1) Actively and actively developing other educators in order to implement learner-centered learning. 2) Being a role model and agent of transformation of the education ecosystem to realize the Pancasila student profile. The intended Pancasila student profile is students who believe in God Almighty, fear, have noble character, creative, mutual cooperation, single diversity, critical thinking, and independence.

This program aims to equip teachers with learning and pedagogical leadership skills so that they can promote learning communities within and outside the education unit, and have the potential to become educational leaders who can create comfort and well-being for students in their respective education units. Students' comfort and well-being are

manifested in positive attitudes and emotions towards the education unit, positive attitudes towards the academic process, happy to participate in education unit activities, no anxiety, no complaints about the body and conditions of the education unit. The education unit has no social problems. The ability to promote a learning community is the teacher's ability to motivate and actively participate in community members to reflect, collaborate, share knowledge and learn from each other to achieve common goals.

Based on observations and interviews that have been carried out, the Learning Planning of the Driver Teacher Program is carried out in stages of activities which include analysis needed (needs analysis), determining the goals to be achieved by utilizing the resources around in order to achieve optimal learning objectives. Good planning will make the learning process run in accordance with the objectives to be achieved. In the planning stage, a class promotion meeting is held entering the school year held at SMA Negeri 3 Prabumulih.

## CONCLUSIONS

The Guru Penggerak program aims to equip teachers with learning and pedagogical leadership skills so that they can advance the learning community within and outside the education unit, and have the potential to become educational leaders who can create comfort and well-being for students in their respective education units. The ability to promote learning is the driving teacher's ability to motivate and actively participate in the subject teacher's environment to reflect, collaborate, share knowledge and learn

from each other to achieve common goals, so as to achieve the goals of learning. The mobilizer teacher education program is held to provide motivation and learning leadership skills and teaching methods that have the potential to help teachers become educational leaders who can mobilize learning communities both inside and outside the school and create a sense of security and happiness for students when they are in their respective school environments.

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