

HOW GURU PENGGERAK (GP) IN LOMBOK CENTRAL DISTRICT IN SELF DEVELOPMENT?

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Abstract: the purpose of this research is to find out how the Guru Penggerak (GP) in developing themselves. Study This was carried out in several educational institutions, namely Darmawoman Sengkerang Kindergarten, Praya Timur District, Praya 5th 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. This study uses a qualitative approach with case study research method. Data collection uses several techniques, namely observation, interviews, and documentation. Data collection techniques were carried out using moderate participatory observation, semi-structured interviews, and documents. Data analysis was carried out using the data analysis technique of the Miles and Huberman models using three stages, namely data reduction, data display and conclusion drawing/verification. Tests for the validity of data in qualitative research include tests of credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). The results of the study show that the way of GP batch 2 of Central Lombok Regency in developing themselves is by participate in education and training such as Implementation of Independent Curriculum (known with IKM), Teaching Practice (known with PP) batch 5 and batch 7, IT development such as google class room, google form and google side, and in-service Teacher Professional Education (known with 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, mobilizing 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: Mobilization Teacher; Self-development; central Lombok

INTRODUCTION

The government through the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia has launched a reform of the Indonesian education system through the Freedom to Learn program. There are 20 episodes in the Merdeka Belajar program, one of which is the Guru Penggerak (known with GP) which is the 5th episode (Riowati & Yoenanto, 2022). According to Satriawan, et al., (2021) GP is a program for identifying and training potential future educational leaders. Makarim, (2020) says that the driving teacher education program in Indonesia 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 mobilization timeline, teachers in Central Lombok Regency have the opportunity to take part in the teacher mobilization 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, there were 2,800 prospective teacher mobilizers participating in education throughout Indonesia and Central Lombok District received a quota of 75 prospective teacher mobilizers. Based on the results of the announcement of the graduation of the selection of prospective driving force teachers for class 2 number: 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 as GP if they have participated in the program education driving teacher and passed (Lubis et al., 2023). Education is carried out

for 9 months for batches 1 to batch 5, while for batches 6 onwards education is carried out for 6 months. Implementation of the 2nd batch of driving teacher education scheduled for 9 months from April 2 to November 27, 2021. According to Syahrir, (202) the implementation of the 2nd batch of Mobilization Teacher Education throughout Indonesia was accompanied or guided by 546 Practical Teachers (PP) and 232 Facilitators. Educational activities are carried out online through the Learning Management System (LMS) and conferences while offline are carried out through workshops and mentoring. Education through the Learning Management System (LMS) is guided by a facilitator, conference activities are guided by instructors, while workshops and mentoring activities are guided by practical instructors.

In the GP timeline it is explained that the GP education program will create GP 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-centered learning by involving parents; (4) collaborate with parents and the community to develop schools and foster student leadership; and (5) developing and leading efforts to realize a school vision that is pro-student and relevant to the needs of the community around the school.

Education observer Koesoemo (2021), in a YouTube broadcast by the Vox Populi Institute Indonesia, doubts the effectiveness of the teacher mobilization program conducted by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, because the number of GP is very small when 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 (PP) Activating Teacher (GP) of Central Lombok Regency which was conducted on Tuesday, 6 September 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 which was conducted on Wednesday, September 7 2022, said "at my school there is one driving teacher, based on my observations he is very active and can be a mentor for other teacher friends even though at his young age, so my conclusion is that the driving teacher education program very useful." Meanwhile, based on the observations of researchers, the mobilization teacher education program in Central Lombok Regency, in general, all GP have contributed to their respective schools according to their respective duties and functions, while related to the achievement of the objectives of the mobilization teacher education program in Central Lombok Regency has not been implemented optimally. From the explanation above, it is important to do this research to find out how driving teacher in central lombok district self-development especially in class 2.

METHODS

Study This 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 2 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.

There are two kinds of data used in this study, namely primary data and secondary data. The primary data in this study are observation notes, transcripts and interview records related to achievement of the objectives of implementing the teacher mobilization program in Central Lombok Regency. Secondary data in research are documents, photos, and videos related to achievement of 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 in analyzing data using the data analysis technique of the Miles and Huberman models use three stages, namely data reduction, data display and conclusion drawing/verification. Data validity tests in qualitative research include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) tests

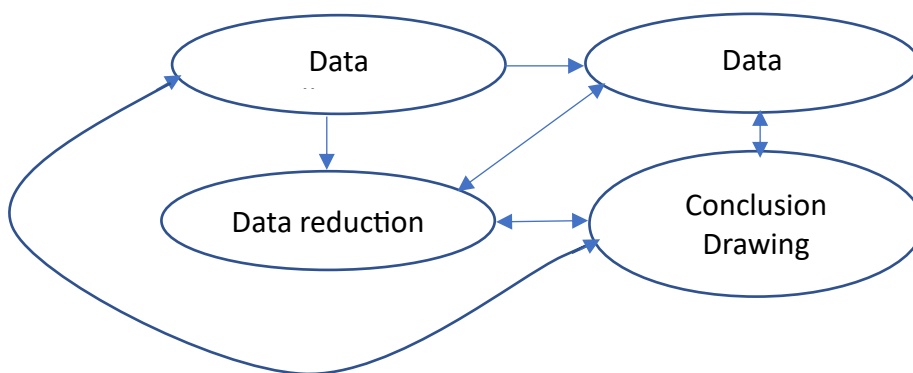


Figure 1. Research data analysis techniques

RESULTS AND DISCUSSION

Guru Penggerak (GP) are teachers who are coached for 9 months to keep moving by innovating, developing themselves, and always sharing good things. GP Batch 2 in Central Lombok Regency are 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 recognized by the competent authority; (2) Participating in workshops or group activities/teacher work deliberations or in-house training (IHT); (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 are said to develop other teachers if their abilities or skills related to the development of personal, social, pedagogic and professional competencies can be developed for other teachers either at their own school or in their community.

The GP has participated in various activities, which are 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 both at school or outside school. The secretary of the 2nd Batch of Central Lombok Regency's GP community said that:

“Moving teacher after completing the education program driving teacher carry out self-development by participating in training from the district and even national level. The

training that I participated in included provincial-level google class rooms held online, national-level google side training held offline, and batch 5 Practical Teaching (PP) training. Google class rooms and google side were developed not only for teacher friends but taught to class IX students, even used in learning by activating teacher and student learning IDs. Developing other teachers is not only done in schools but also outside of schools by becoming practical teacher on the Driving Teacher (GP)batch 5."

Apart from participating in Education and Training (Training), self-development is also carried out by means of self-reflection and developing better learning. Whereas in implementing the results of self-development it is carried out in the school itself and outside the school. This was revealed by one of the GP (GP) from Darmawoman Sengkerang Kindergarten, Praya Timur District, who said that:

"The driving force teacher in self-development is done by reflect at the end of learning, develop learning according to the wishes of students, and doEducation and Training (Training)independently such as the Independent Curriculum Implementation Training (IKM). In implementing self-development I docoaching, differentiated learning, 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 reflect and followEducation and Training (Training)by online. In implementing self-development carried out bysharing 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 mdeveloping differentiated learning and keeping self-reflective notes. In implementing his self-development, he develops the vision and mission of the school, makes class agreements,docoaching, and developing pro-student learning. Meanwhile, in developing other teachers, what is being done is guiding other teachers to make learning tools.

In line with the opinion above, one of the GP (GP) 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 (IKM) Training, PP Practice Teaching TrainingDriving 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, 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 own development and also at the time of The GP develops other teachers, he says that:

"GP al actively participate 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 inschooland 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 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 (PPG) program) by Mataram University, he said that:

"Teachers driving self-development are carried out by participating in the Independent Curriculum Implementation (IKM) Training, Practical Teaching Training (PP) batch 7, and being trusted to become tutors in the Teacher Professional Education (PPG) program implemented by the University of Mataram. Meanwhile, in implementing his knowledge and developing other teachers, what he does is apply differentiated 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 (PPG), 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 the 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 (PPG), and having attended a webinar only once. In an effort to implement their knowledge, it is done by encouraging other teachers to join GP, and mInvite other teachers to do self-reflection once a month. Meanwhile, developing other teachers is done bybecome the class 1 KKG chairperson in the Praya area."

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

"My teacher in self-development is done by following GP. Inimplementing their knowledge is done by mobilizing other teacher friends to advance the school, becoming BOS treasurer and school operator. Meanwhile, developing other teachers is done bybecame a resource person in the preparation of ARKAS in Gugus Praya."

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

"In self-development that is done GP is mApproach students and create learning innovationsAndin implementing their knowledge is done by carrying out learning according to the needs of students. Meanwhile, developing other teachers is done by mchanging 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 (IKM) training and Teaching Practical Training (PP) batch 7. In an effort to implement their knowledge, it is carried out by encouraging other teachers to follow the GP and invite other teachers others apply good practices taught in teacher mobilization education such as class agreements. Meanwhile, developing other teachers is done by aactively provide input to other teachers such as conducting coaching and becoming a Batch 7 Practice Teacher (PP).

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

"Moving teachers in our school in self-development are carried out by participating in the Independent Curriculum Implementation (IKM) training and Teaching Practice (PP) training. In an effort to implement the knowledge, it is carried out by encouraging other teachers to take part in the GP Education and inviting other teachers to be more active in guiding students by utilizing all the resources the school has. 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 statement of the teacher at the SMA, he stated that:

"Motivational teachers in our school in developing themselves are carried out by actively participating in training such as practical teaching education. In an effort to implement their knowledge, this is done by encouraging other teachers to take part in GP education and inviting other teachers to develop students according to their talents and student profiles. Whereas in developing other teachers it is done by sharing good practices with other teachers such as how to use 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 byparticipate in education and training such as Implementation of Independent Curriculum (IKM), Teaching Practice (PP) batch 5 and batch 7, IT development such as google class room, 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,mobilizing 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 developing other GP batch 2 of Central Lombok Regency did it withencouraging other teachers to take part in teacher mobilization education, developing teacher IT such as google class rooms, google forms and google side, guiding other teachers who experience difficulties in teaching and helping other teachers in resolving student cases, mchanging the mindset of other teachers for the better, inviting teachers to be more disciplined andbecome 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 that there are various types of self-development followed by the GP.

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 byparticipate in education and training such as Implementation of Independent Curriculum (IKM), Teaching Practice (PP) batch 5 and

batch 7, IT development such as google class room, google form and google side, and in-service Teacher Professional Education (PPG). Meanwhile, in implementing self-development at school, indo by exploring yourself in learning, implementing differentiated learning, making notes of self-reflection, coaching, mobilizing 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.

According to Fakry Gaffar (1987) 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 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 (IKM), Teaching Practice (PP) batch 5 and batch 7, IT development such as google class room, google form and google side, and Teacher Professional Education (PPG) in office. Education and training conducted by GP batch 2, Central Lombok Regency accordance with the needs of the teaching profession and in accordance with the level of his career. From the statements above it can be concluded that the self-development carried out by GP batch 2, Central Lombok Regency already with professional development concept.

In addition, self-development activities are carried out by GP batch 2 of Central Lombok Regency are also in accordance with Permeneg PAN and RB Number 16 of 2009, because elements of teacher self-development activities in Continuing Professional Development (PKB) 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 is also suitable because GP batch 2 of Central Lombok Regency is said to develop themselves if the GP develops personal, social, pedagogic and professional competencies by participating in various activities including: (1) Training, upgrading, technical guidance, career guidance, courses, apprenticeships or other forms recognized 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.

If it is related to the target of coaching, the GP Education Program batch 2 of Central Lombok Regency is in accordance with the target of coaching because the activities carried out are in accordance with effective learning strategies, interesting learning management, for the advancement of student learning, developing teacher skills in using assistive devices teaching and learning, utilizing the environment, and managing records of children's progress. This is in accordance with the opinion of Djaujak Ahmad (1995) that the goals of teacher professional development include: (1) planning teaching and learning activities in accordance with 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 way of the GP batch 2 of Central Lombok Regency in developing other teachers indo with encouraging other teachers to take part in teacher mobilization education, developing teacher IT such as google class rooms, google forms and google side, guiding other teachers who experience difficulties in teaching and helping other teachers in resolving student cases, mchanging the mindset of other 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 in accordance with 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, pedagogic and professional competencies can be developed for other teachers either at their own school or in their community.

This finding is relevant to the results of research by Sugiyarta, et al. (2020) in a study entitled "Identification of Teacher Capability as a GP in the Residency of Semarang" which concluded that Leading Teachers are able to mobilize communities, Skilled Teachers have quite complete professional competencies, and Inspirational Teachers have experience in various learning activities.

CONCLUSION

The way for the GP batch 2 of Central Lombok Regency in developing themselves is by participate in education and training such as Implementation of Independent Curriculum (IKM), Teaching Practice (PP) batch 5 and batch 7, IT development such as google class room, google form and google side, and in-service Teacher Professional Education (PPG). In terms of implementing self-development in schools, the GPbatch 2 of Central Lombok Regency did various positive things such as exploring oneself in learning, implementing differentiated learning, making notes of self-reflection, coaching, mobilizing 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

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