



The Activities of the Mobilizing Teacher Program on Improving the Pedagogic Competence of Elementary School Mobilizing Teachers

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ABSTRAK

Saat ini beberapa guru masih kesulitan dalam memahami kurikulum baru yaitu merdeka belajar. Melalui program penggerak guru, guru perlu terus mengembangkan diri dan meningkatkan kompetensinya agar dapat menjawab tantangan tersebut dengan baik. Tujuan penelitian ini adalah untuk menganalisis pengaruh kegiatan program guru penggerak terhadap peningkatan kompetensi pedagogik guru penggerak di sekolah dasar. Penelitian ini menggunakan jenis penelitian kuantitatif dengan menggunakan metode survei dan pendekatan korelasional. Populasi dan sampel penelitian ini yaitu 30 orang. Penelitian ini dilakukan dengan menggunakan teknik pengumpulan data berupa angket dan kuesioner. Teknik yang digunakan untuk menganalisis data adalah analisis deskriptif kuantitatif dan analisis statistik inferensial. Hasil penelitian ini adalah terdapat hubungan yang signifikan antara kegiatan program guru penggerak dengan peningkatan kompetensi pedagogik guru penggerak tingkat sekolah dasar. Nilai koefisien korelasi sebesar 0,823 menunjukkan adanya hubungan yang kuat antara kedua variabel. Analisis regresi linier sederhana menunjukkan bahwa kegiatan program guru penggerak mempunyai pengaruh yang signifikan terhadap peningkatan kompetensi pedagogik guru penggerak. Setiap peningkatan satu satuan pada kegiatan program penggerak guru memberikan kontribusi terhadap peningkatan kompetensi pedagogik. Disimpulkan bahwa kegiatan program guru penggerak dapat meningkatkan kompetensi pedagogik guru penggerak tingkat sekolah dasar.

ABSTRACT

Some teachers still need help understanding the new curriculum, namely independent learning. Through the teacher mobilization program, teachers need to continue developing themselves and improving their competencies to respond to these challenges well. This research aims to analyze the influence of the driving teacher program activities on increasing the pedagogical competence of driving teachers in elementary schools. This research uses quantitative research, survey methods and a correlational approach. The population and sample of this research is 30 people. This research was conducted using data collection techniques in the form of questionnaires. The techniques used to analyze data are quantitative descriptive analysis and inferential statistical analysis. The results of this research show a significant relationship between the activities of the driving teacher program and increasing the pedagogical competence of elementary school-level driving teachers. The correlation coefficient value of 0.823 indicates a strong relationship between the two variables. Simple linear regression analysis shows that the driving teacher program activities have a significant influence on increasing the pedagogical competence of driving teachers. Every one-unit increase in teacher mobilization program activities contributes to increasing pedagogical competence. It was concluded that the driving teacher program activities could increase the pedagogical competence of elementary school-level driving teachers.

1. INTRODUCTION

The Ministry of Education, Culture, Research and Technology implements educational quality reforms through a teacher mobilization program combined with the independent learning curriculum. Programs and policies are intended to reform education not only from an administrative perspective but also change cultural values with the idea of a culture of learning innovation, using various school environmental conditions to adapt to a developing culture (Ahmad et al., 2022; Khusni et al., 2022). Merdeka Belajar encourages teachers to think creatively about how to carry out learning well (Ahmad et al., 2022; Anggara et al., 2023; Khusni et al., 2022). With the Independent Learning curriculum and the driving teacher program, it is hoped that students will be more interested in asking questions and confidently trying innovations (Angga & Sofyan, 2022; Manalu, Sitohang, & Henrika, 2022). The teacher mobilization program,

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which lasted for six months online and offline, focused on creating students with a Pancasila spirit. This program is in line with the idea of independent learning, which is currently an educational program under the leadership of the Minister of Education and Culture. The latest regulations stipulate that teachers must realize the Pancasila student profile (Evy Ramadina, 2021; Jufriadi et al., 2022; Manalu, et al., 2022).

However, the current problem is that many teachers still need an understanding of the new curriculum, namely independent learning. Previous findings state that many teachers still need help implementing the independent curriculum (Rahmadayanti & Hartoyo, 2022; Wahyudin et al., 2022). Observation results in several schools also show that a lack of understanding of the curriculum is the main problem often faced by teachers. Teachers also need help implementing creative and innovative learning methods or models in independent curriculum learning (Baharuddin, 2021; Yamin & Syahrir, 2020). Lack of human resource competence in schools can cause learning activities to run unoptimally. Teachers need a good understanding of the Independent Curriculum in terms of concepts, learning strategies, and assessment of learning outcomes (Indarta et al., 2022; Zulaiha et al., 2022). A lack of teacher understanding and preparation can hinder the effectiveness of implementing the Merdeka Curriculum. Additionally, more resources are needed to implement the Independent Curriculum in elementary schools. Implementing the Independent Curriculum requires sufficient resources, including supporting books, learning tools, and teacher training (Arviansyah & Shagena, 2022; Ratnasari et al., 2021). More resources will undoubtedly influence the learning approach. Apart from that, this curriculum also emphasizes the concept of independent learning.

Independent learning originates from the progressivism philosophy, which wants to transform education. The educational paradigm becomes student-centred (Banyu Biru et al., 2020; Rokhim et al., 2020). The Independent Learning Program allows institutions to control the educational process independently (Ahmad et al., 2022; Anggara et al., 2023; Khusni et al., 2022). Education stakeholders must implement innovative policy patterns to support and produce a superior generation in 2045. The mobilization teacher education program, episode 5 of Merdeka Belajar, trains teachers to improve their competence as professional teachers. Teacher competence is a skill teachers must have to meet quality standards, including pedagogical, personality, social, and professional (Hafid, 2017; Sihotang et al., 2020; Suardana et al., 2018). These four competencies are competency standards that teachers must meet. One of the competencies that teachers must improve is pedagogical competency. Pedagogy is the teacher's ability to direct learning, including understanding science or the basis of teaching, student understanding, curriculum/curriculum development, learning design, organizing pedagogical and interactive learning, use of learning technology, process evaluation and capacity building to help students realize their various abilities (Rudini & Saputra, 2022; Umi et al., 2019; Pratama & Handayani, 2017). This is very important because the government funds this teacher mobilization program substantially.

In Indonesia, the teacher mobilization program, especially in the elementary school sector, is one of the efforts made by the government to improve teacher quality. This program has an apparent aim, namely, to improve the skills and quality of teachers so that they can provide better educational services to their students (Aiman Faiz et al., 2022; Novita, 2022). The Teacher Mobilization Program aims to increase pedagogical capacity and equip teachers with the skills necessary to plan and implement effective learning (Faiz et al., 2020; Mahlil & Bangun, 2018; Samari, 2022). However, this still has not received a high response from elementary school teachers, especially since teachers feel safe in their comfort zones. However, on the other hand, increasing teacher pedagogical competence is a necessity considering the demands of an increasingly complex and dynamic era. The development of science and technology also requires changes in paradigms and learning methods. Therefore, teachers need to continue to develop themselves and improve their competencies in order to be able to respond to these challenges well. Pedagogical competence is a significant value that must be considered in learning activities and improved within teacher professionalism (Setiyowati & Arifianto, 2020; Solong et al., 2020). A professional teacher is a teacher who is trained to think about every action he takes. Becoming a professional educator requires mature understanding, mastery, skills and will, and exemplary character (Ahmad, 2019; Nuraeni & Riyanto, 2017). Pedagogical competence is needed to implement pedagogical learning speed based on understanding child psychology (Salmawati et al., 2017; Somantri, 2021).

Several research findings show that pedagogical competence must also be developed through teachers' interpersonal intelligence (Ambarita & Septiawan, 2019; Yurizki et al., 2018). Pedagogical competencies can be applied partially and simultaneously by developing pedagogical knowledge, emotional intelligence, reflective skills, and instructional communication patterns (Ahmad, 2020; Hapwiyah et al., 2015). Pedagogical competence positively affects student performance and learning motivation (Kurniawan & Hariyati, 2021; Mardikaningsih & Darmawan, 2021). Although there has been much research on teacher mobilization programs, there has yet to be research analyzing the effect of teacher mobilization program activities on increasing teacher pedagogical competence. It is fitting that teachers who carry out

the main tasks of management must be able to master the pedagogical competencies possessed by other professions. Apart from that, teachers must have hard skills and soft skills that will help them advance their education. Therefore, his party wants teachers to become educational influencers and icons who can positively influence students and produce talents that are superior to the competition. This research aims to analyze the influence of mobilization program activities on increasing the pedagogical competence of mobilization teachers at the elementary school level.

2. METHODS

This research uses a type of quantitative research using survey methods and correlational approaches. The target group is a pedagogic competence variable used to assess mobilizing teachers in Blitar District. The pedagogic competency questionnaire also included principals and mobilizing teachers as research samples, so that the number of samples for research instruments was 30 people. Expert validity tests on questionnaires are carried out first to find out whether the evaluation form is appropriate to represent the degree of validity of the instrument.

This study was conducted using a data collection technique in the form of a questionnaire consisting of 40 descriptive items using the Likert scale. The Likert scale has four options: Always (SL) = 4, Often (SR) = 3, Rarely (JR) = 2, and Never (TP) = 1. This questionnaire is distributed in the form of a Google Form to facilitate filling it out. The disseminated data will be analyzed using descriptive statistics and conclusions drawn to determine the impact of mobilizing teacher program activities on the pedagogic competence of mobilizing teachers at the primary school level. The description of the questionnaire grid is shown in Table 1, and Table 2.

Table 1. Table of Questionnaire Instrument Assessment of Activities in the Mobilizing Teacher Program

No.	Mobilizing Teacher Program	Activities of Elementary School Mobilizer Teachers
1	Leading the Development of Self and Others	1.1 Ability to plan and implement self-development programs. 1.2 Ability to provide support and guidance to colleagues in their professional development. 1.3 Ability to respond to feedback and reflect on personal and professional performance
2	Leading Learning	2.1 Ability to design relevant and meaningful curricula. 2.2 Ability to develop effective and engaging teaching strategies. 2.3 Ability to facilitate student-centered learning and promote active participation.
3	Leading School Development	3.1 Ability to identify school development needs and design development initiatives accordingly. 3.2 Ability to facilitate collaboration between school staff to achieve school development goals. 3.3 Ability to lead change and innovation in school culture and practice.
4	Lead School Management	4.1 Ability to manage human resources and school materials effectively. 4.2 Ability to manage time and tasks efficiently. 4.3 Ability to build strong relationships with various related parties, including students, parents, and the community.

Table 2. Questionnaire Table of Teacher Pedagogic Competency Profile Assessment Instrument

No.	Core Competencies Of Teachers	Competency Profile Of Elementary School Driving Teachers
1	Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects	1.1 Understand the characteristics of learners related to physical, intellectual, social-emotional, moral, spiritual, and socio-cultural backgrounds 1.2 Identify the potential of learners in the subjects they teach 1.3 Identify the initial teaching provisions of students in the subjects they teach

No.	Core Competencies Of Teachers	Competency Profile Of Elementary School Driving Teachers
2	Mastering learning theory and educational learning principles	1.4 Identify learners' learning difficulties in the subjects they teach 2.1 Understand various learning theories and educational learning principles related to the subjects being taught 2.2 Apply various approaches, strategies, methods, and learning techniques that educate creatively in the subjects studied
3	Develop curricula related to the subjects being taught	3.1 Understand the principles of curriculum development 3.2 Determine the learning objectives that are accommodated 3.3 Determine the appropriate learning experience to achieve the learning objectives adopted 3.4 Select supervised learning materials related to the learning experience and learning objectives 3.5 Arrange learning materials correctly according to the chosen approach and the characteristics of students 3.6 Develop indicators and assessment instruments
4	Organizing educational learning	4.1 Understand the principles of educational learning design 4.2 Develop components of the learning design 4.3 Develop a complete learning design, both for activities in the classroom, laboratory, and field 4.4 Carry out educational learning in the classroom, in the laboratory, and in the field with due regard to the required safety standards 4.5 Use learning media and learning resources that are relevant to the characteristics of students and subjects taught to achieve learning objectives as a whole 4.6 Make transactional decisions in guided learning according to the developing situation
5	Utilizing information and communication technology for the benefit of learning	5.1 Utilize information and communication technology in supervised learning
6	Facilitate the development of students' potential to actualize their various potentials	6.1 Provide various learning activities to encourage students to achieve optimal achievements 6.2 Provide various learning activities to actualize the potential of students, including their creativity
7	Communicate effectively, empathetically, and courteously with learners	7.1 Understand various communication strategies that are effective, empathetic, and courteous, verbally, in writing, and/or in other forms 7.2 effectively, empathetically, and courteously with students with distinctive language in educational activity/game interactions that are cyclically awakened from (a) preparing the psychological condition of students to take part in the game through persuasion and example, (b) invitation to students to take part, (c) student response to teacher invitation, and (d) teacher reaction to student response, and so on
8	Organizing assessment and evaluation of learning processes and outcomes	8.1 Understand the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects studied 8.2 Determine the aspects of the learning process and outcomes that are important to be assessed and evaluated according to the characteristics of the subjects studied 8.3 Determine procedures for assessing and evaluating learning processes and outcomes 8.4 Develop assessment and evaluation instruments for learning processes and outcomes

No.	Core Competencies Of Teachers	Competency Profile Of Elementary School Driving Teachers
9	Utilize the results of assessment and evaluation for the benefit of learning.	8.5 Administering continuous assessment of learning processes and outcomes using various instruments
		8.6 Analyze the results of assessment processes and learning outcomes for various purposes
		8.7 Evaluate learning processes and outcomes
		9.1 Use assessment and evaluation result information to determine learning completeness
10	Perform reflective actions to improve the quality of learning.	9.2 Use assessment and evaluation information to design remedial and enrichment programs
		9.3 Communicate the results of the assessment and evaluation to stakeholders
		9.4 Utilize information on the results of assessment and evaluation of learning to improve the quality of learning
		10.1 Reflect on the learning that has been carried out
		10.2 Utilize the results of reflection for the improvement and development of learning in the subjects studied
		10.3 Conduct classroom action research to improve the quality of learning in the subjects being taught

The techniques used to analyze the data are quantitative descriptive analysis and inferential statistical analysis. Data analysis testing in this research was carried out using Microsoft Excel and the SPSS for Windows release 25 program. Before carrying out Simple Linear Regression, the data will be tested for normality.

3. RESULT AND DISCUSSION

Results

Data analysis testing in this study was carried out using the help of Microsoft Excel and the SPSS for windows release 25 program. Based on the results of descriptive statistical analysis, the results of the calculation of the reliability of the trial questionnaire can be seen in [Table 3](#).

Table 3. Test Results Reliability Trial Questionnaire Instruments

Variable	Alpha Coefficient	Information
Driving Teacher Program Activities	0.914	High
Pedagogic Competence	0.940	High

Based on the calculation of the variables of the driving teacher program activities, a minimum value of 112, a maximum value of 150, a mean value of 132.17, a median value of 133.00, a mode of 124, and a standard deviation of 10.242. The minimum value is 103, the maximum value is , 155, the median is 139.60, the median is 143.50, the mode is 140, and the standard deviation is 12.478. The calculation results of the normality test obtained a significant value of asymp. Sig (2-tiled) is $0.200 > 0.05$. This indicates that the data is normally distributed. The results of a simple linear regression test are presented in [Table 4](#).

Table 4. Simple Linear Regression

Type	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.093	17.338		0.409	0.686
Keg Movers Teacher Program	1.003	0.131	0,823	7.665	0.000

Furthermore, a simple linear regression test obtained a constant value (α) of 7.093, a regression coefficient (b) of 1.003, and a regression equation = $7.093 + 1.003X$. The results of the correlation test are shown in [Table 5](#).

Table 5. Correlation Test

			Driving Teacher Program Activities	Pedagogic Competence
Driving Teacher Program Activities	PearsoniCorrelation.		1	0.823
	Sig.(2-tailed)			0.000
	N		30	30
Pedagogic Competence	PearsoniCorrelation		0.823	
	Sig.(2-tailed)		0.000	
	N		30	30

Based on the [Table 5](#), it shows that the value of the correlation coefficient (R) of driving teacher program activities to pedagogic competence is 0.823 with a significance value of $0.00 < 0.05$. then it can be concluded that there is a correlation between variable (X) and variable (Y). Based on the coefficient interpretation guidelines, it can be concluded that the degree of correlation has a very strong degree of correlation. The results of the coefficient of determination test are presented in [Table 6](#).

Table 6. Test Results of Coefficient of Determination (R²)

Type	R	R.Square	Adjusted R Square	Std.Error of the Estimate
1	0.823	0.677	0.666	7.214

Based on [Table 6](#), the R Square value is 0.677 or 67.7%, which means that the variation in the dependent variable, namely pedagogic competence, can explain the independent variable, namely the activities of the driving teacher program by 67.7%. While the remaining 32.3% was influenced by other variables outside this study. Test Results of Coefficient of Determination (R²) showed in [Table 7](#).

Table 7. Test Results of Coefficient of Determination (R²)

Type	Unstandardized. Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.093	17.338		0.409	0.686
Driving Teacher Program Activities	1.003	0.131	0.823	7.665	0.000

Based on the calculations in the table, a t-(table) value of 2.052 is obtained. From the Coefficients table above, the t-test results for the driving teacher program activities (X) obtained $t\text{-}(count) = 57.665 > t\text{-}(table) = 2.052$ with a significance of $0.000 < 0.05$. This result shows that H₀ is rejected and H₁ is accepted, which means that there is an influence between the activities of the mobilizing teacher program on the pedagogical competence of mobilizing teachers at the elementary school level.

Discussion

The data analysis results show a significant relationship between the activities of the driving teacher program and increasing the pedagogical competence of elementary school-level driving teachers. Based on the correlation test results, the correlation coefficient value was obtained between the driving teacher program activities and pedagogical competence. This shows a strong relationship between the driving teacher program activity variable (X) and the pedagogical competency variable (Y). The Mobilizing School Program focuses on developing student learning outcomes holistically to realize the Pancasila Student Profile, which includes competencies (literacy and numeracy) and character. The Driving School Program is implemented by strengthening the capacity of school principals and teachers who are key in implementing educational restructuring and reform in Indonesia ([Aiman Faiz et al., 2022](#); [Nurasiah et al., 2022](#)). After the school successfully transforms, the Driving School will become an agent of change for other schools in the surrounding area. The Driving School will be the initiator in bridging surrounding schools to share solutions and innovations to improve the quality of learning ([Rahayu et al., 2022](#); [Restu Rahayu et al., 2022](#)).

Second, there is a significant influence between the driving teacher program activities on increasing the pedagogical competence of driving teachers. This shows that every one-unit increase in teacher mobilization program activities will increase the pedagogical competence of 1,003 units. This program aims to improve teachers' leadership and pedagogical competence so that they can produce a driving teacher profile that can produce quality graduates with noble character in accordance with Pancasila values ([Mahlil](#)

& Bangun, 2018; Samari, 2022). The driving teacher program can also increase competence as a student-centred learning leader (Jannati et al., 2023; Nursalam et al., 2023). Teachers will be total in providing education and instilling good attitudes in students. The driving teacher program allows participants to design professional development plans, improve leadership skills, and carve out more successful careers (Aditiya & Fatonah, 2023; Ritonga et al., 2022). In addition, the driving teacher program provides structured independent and group learning experiences, which are fun and help participants carry out their roles (Mahlil & Bangun, 2018; Ningsih et al., 2023; Samari, 2022).

Third, the results of the coefficient of determination test show that the activities of the driving teacher program can explain 67.7% of the variation in the pedagogical competence of driving teachers. This means that the activities of the driving teacher program significantly explain variations in the pedagogical competence of driving teachers at the elementary school level. Teacher pedagogical competence is an essential ability that a professional teacher must have (Rudini & Saputra, 2022; Setiyowati & Arifianto, 2020). Teacher pedagogical competence includes student characteristics, learning theories and principles of educational learning, curriculum development, educational learning activities, and developing students' potential (Ningsih & Nurhafizah, 2019; Sukmawati, 2019). Teacher pedagogical competence helps teachers fulfil their duties and obligations as professional educators (Perni, 2019; Purwatiningsih, 2020). The driving teacher program allows teachers to meet and share information, experience, and knowledge with participants, trainers, or mentors from different backgrounds who have become a new learning community. The Teacher Mobilization Program can help teachers develop pedagogical competence through various benefits (Aiman Faiz et al., 2022; Nurasih et al., 2022).

Previous findings state that teachers must have pedagogical competence, which acts as a facilitator, booster and motivator of learning for students (Ahmad, 2019; Selviani et al., 2020; Somantri, 2021). Other research also reveals that teachers' pedagogical competence influences the teaching and learning process, so teachers need to develop it (Ambarita & Septiawan, 2019; Yurizki et al., 2018). The discussion of these results shows that the teacher mobilization program is vital in improving teachers' pedagogical competence at the elementary school level. With this program, teachers can be better prepared to face increasingly complex and dynamic learning challenges and provide better educational services to their students. Apart from that, these results also show the importance of support from the government and education stakeholders in implementing innovative policies and programs to improve the quality of education in Indonesia.

4. CONCLUSION

Based on the data analysis, there is a significant relationship between the activities of the driving teacher program and increasing the pedagogical competence of elementary school-level driving teachers. The correlation coefficient value shows a strong relationship between the two variables. Simple linear regression analysis shows that the driving teacher program activities have a significant influence on increasing the pedagogical competence of driving teachers. Every one-unit increase in teacher mobilization program activities contributes to increasing pedagogical competence. It is concluded that the mobilization teacher program significantly improves the pedagogical competence of mobilization teachers at the elementary school level. Therefore, the support and implementation of this program are essential steps in improving quality in Indonesia.

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