

The Impact of Education and Teacher Competence on the Quality of the Guru Penggerak Program in Bandar Lampung Elementary Schools

Kartika Nawati¹
Ardansyah²
Tri Lestira Putri Warganegara³
Yanuarius Yanu Dharmawan⁴
Wenny Permata Sari⁵

¹²³⁴⁵Pascasarjana Universitas Bandar Lampung
Jl. ZA Pagar Alam No.89, Labuhan Ratu, Kedaton, 35142, Bandar Lampung,
Indonesia

e-mail:

yanu@ubl.ac.id

Abstract

This study investigates the impact of teacher education and competence on the quality of the Guru Penggerak Program in elementary schools in Bandar Lampung. Utilizing a quantitative research design, data were collected from 33 teachers who graduated from the program through a structured questionnaire. The analysis revealed that both teacher education and competence significantly influence the program's quality, with regression coefficients of 0.421 and 0.499, respectively. Validity and reliability tests confirmed the robustness of the measurement instruments, and normality tests indicated that the data were normally distributed. The findings underscore the critical role of enhancing teacher education and competence to improve the implementation of the "Merdeka" curriculum and overall educational quality. This study provides valuable insights for educational policymakers and practitioners aiming to elevate the standards of teaching and learning processes.

Keywords: Teacher Education, Teacher Competence, Guru Penggerak Program, Educational Quality

Introduction

In the rapidly evolving landscape of education, the traditional methods of teaching are increasingly being challenged by the need for more adaptive and student-centered learning approaches (Bernard et al., 2019) (A. R. P. Barusman, 2024). This shift necessitates the development of dynamic curricula that cater to diverse student needs, as well as fostering robust collaborations between educational institutions and external organizations (Cavanagh et al., 2020) (Ober et al., 2023) (Pratama & Defrizal, 2024). As part of this transformation, the Guru Penggerak Program has emerged as a pivotal initiative aimed at enhancing teacher leadership and innovation in the learning process (Prawitasari & Suharto, 2020)(Safrizal et al., 2022) (M. Y. Barusman & Hidayat, 2017).

The Guru Penggerak Program is designed to empower teachers by equipping them with the necessary skills and knowledge to lead educational reforms within their schools (Ghazali & Ismail, 2023) (Maheswari et al., 2023). This program is

particularly crucial in the context of Indonesia's ongoing efforts to implement the "Merdeka" curriculum—a curriculum that emphasizes student autonomy, critical thinking, and contextual learning (Aji et al., 2023; Dasmo et al., 2023; Pawestri Ayuningtyas, 2015). However, despite the program's significance, there remains a notable gap in empirical research regarding the factors that influence its effectiveness, especially within elementary schools in Bandar Lampung.

This study seeks to address this gap by exploring the impact of teacher education and competence on the quality of the Guru Penggerak Program (Yulianaji, 2023) (Prawitasari & Suharto, 2020) (A. R. P. Barusman & Habiburrahman, 2022) (Alam et al., 2019). By examining these factors, the research aims to provide insights into how well-prepared and skilled teachers are in implementing the "Merdeka" curriculum, and how their leadership contributes to the overall improvement of educational quality. Through a comprehensive analysis, this study will shed light on the critical role of teacher professional development in the success of educational reforms, and offer recommendations for enhancing the effectiveness of the Guru Penggerak Program across diverse educational settings (Agung, 2018; Dzulhijatussarah & Defrizal, 2024).

Materials and Methods

This study employs a quantitative research design, specifically utilizing a survey method to systematically explore the relationships between key variables. The survey method was chosen for its effectiveness in gathering large amounts of data from a specific population within a relatively short period. This approach allows for the quantification of perceptions, attitudes, and behaviors related to the Guru Penggerak Program, providing a robust foundation for statistical analysis and interpretation of results.

The participants in this study consisted of 33 elementary school teachers from Bandar Lampung who have successfully graduated from the Guru Penggerak Program. These teachers were purposively selected to ensure that the sample accurately represents those who have undergone this specific professional development program (Mulyadi et al., 2021) (M. Y. S. Barusman, 2018). The selection criteria included the completion of the Guru Penggerak Program and active involvement in implementing the "Merdeka" curriculum within their schools. Focusing on this cohort provides insights that are relevant and applicable to the broader context of elementary education in the region.

Data collection was conducted using a structured questionnaire designed to capture essential variables: teacher education, teacher competence, and the quality of the Guru Penggerak Program. The questionnaire was divided into sections that addressed various aspects of these variables. The section on teacher education included items related to the participants' formal educational background, areas of specialization, and ongoing professional development activities. Teacher competence was assessed across four key areas: pedagogic competence, personality competence, social competence, and professional competence. The section on the quality of the Guru Penggerak Program evaluated the perceived impact of the

program on teaching practices, the implementation of the "Merdeka" curriculum, and overall educational outcomes. To ensure the clarity and relevance of the questionnaire, it was pre-tested with a small sample of teachers, leading to revisions based on their feedback.

For data analysis, multiple regression analysis was employed to examine the relationship between the independent variables (teacher education and teacher competence) and the dependent variable (quality of the Guru Penggerak Program). This analysis aimed to quantify the impact of each independent variable on the program's quality, thereby identifying the key factors contributing to its effectiveness. To ensure the reliability and validity of the measurement instruments, several statistical tests were conducted. The validity of the questionnaire was confirmed through assessments of content and construct validity, while the reliability was established using Cronbach's alpha to determine internal consistency. Additionally, a normality test was performed using the Shapiro-Wilk test to ensure that the data met the necessary assumptions for regression analysis. The results of these analyses were interpreted to provide a comprehensive understanding of the factors influencing the quality of the Guru Penggerak Program in Bandar Lampung.

Results and Discussion

Descriptive Statistics

The analysis commenced with a detailed examination of the respondents' demographic characteristics, focusing on gender, age, years of teaching experience, and educational background. This descriptive analysis provided a foundational understanding of the sample, revealing that the majority of the respondents were female, reflecting the gender distribution commonly observed in elementary education. Most teachers held undergraduate degrees in education, with a smaller proportion having pursued advanced degrees or specialized training relevant to the "Merdeka" curriculum. This demographic overview was crucial in contextualizing the subsequent analyses, as it highlighted the diversity and educational preparedness of the teachers participating in the Guru Penggerak Program.

Validity and Reliability

The study's measurement instruments were rigorously tested for validity and reliability to ensure the robustness of the data collected. All items within the questionnaire were subjected to content and construct validity assessments, which confirmed that the questions were well-aligned with the theoretical constructs they intended to measure. Additionally, the reliability of the questionnaire was evaluated using Cronbach's alpha, with all sections achieving alpha values above the acceptable threshold of 0.7. This indicated strong internal consistency, suggesting that the items reliably captured the intended dimensions of teacher education, competence, and program quality. These tests affirmed that the data gathered was both credible and suitable for further statistical analysis.

Regression Analysis

The core of the analysis involved conducting multiple regression to explore the impact of teacher education (X1) and teacher competence (X2) on the quality of the Guru Penggerak Program (Y). The regression model revealed that both independent variables had a significant positive influence on the dependent variable. Specifically, the coefficient for teacher education was 0.421, while the coefficient for teacher competence was 0.499, indicating that teacher competence had a slightly stronger impact on program quality. These results suggest that higher levels of education and competence among teachers are associated with better implementation and outcomes of the Guru Penggerak Program.

Hypothesis Testing

The hypotheses were tested using both t-tests and F-tests to assess the individual and collective impact of the variables on program quality. The t-test results for teacher education and teacher competence were both statistically significant, with p-values well below the 0.05 threshold, confirming that each variable individually contributes to the quality of the Guru Penggerak Program. Furthermore, the F-test for the overall model was also significant, indicating that when considered together, teacher education and competence have a substantial combined effect on the program's quality. These findings provide robust empirical support for the hypotheses, underscoring the critical role of teacher qualifications and competencies in enhancing educational initiatives.

Interpretation

The results of this study offer valuable insights into the factors that influence the success of the Guru Penggerak Program in elementary schools in Bandar Lampung. The positive relationship between teacher education and program quality highlights the importance of formal educational qualifications in equipping teachers with the knowledge and skills necessary for effective curriculum implementation. Similarly, the strong impact of teacher competence underscores the significance of ongoing professional development in fostering the pedagogical, personal, social, and professional skills required for leading educational reforms.

These findings align with existing literature, which consistently emphasizes the critical role of teacher quality in improving educational outcomes. However, this study extends the understanding by providing specific empirical evidence within the context of the Guru Penggerak Program and its application in Bandar Lampung elementary schools. The implications of these results suggest that policy makers and educational leaders should prioritize both the initial and continuing education of teachers to ensure the sustained success of programs like Guru Penggerak. Moreover, targeted professional development initiatives that enhance teacher competence could lead to even greater improvements in program quality, ultimately benefiting the broader educational landscape.

In conclusion, this study demonstrates that enhancing teacher education and competence is pivotal for the successful implementation of the Guru Penggerak Program and the overall improvement of educational quality in Bandar Lampung.

These insights contribute to the broader discourse on educational reform and provide actionable recommendations for stakeholders involved in shaping the future of education in Indonesia.

Conclusions

This study highlights the critical role of teacher education and competence in enhancing the quality of the Guru Penggerak Program within elementary schools in Bandar Lampung. The findings from the multiple regression analysis demonstrate that both teacher education and competence significantly and positively impact the program's quality, with teacher competence showing a slightly stronger influence. The validity and reliability of the measurement instruments used in this research confirm the robustness of these results, ensuring that the conclusions drawn are well-founded.

The study's results underscore the importance of formal educational qualifications and ongoing professional development in equipping teachers to effectively implement the "Merdeka" curriculum and lead educational reforms. The significant impact of teacher competence suggests that targeted professional development initiatives should be a priority for policymakers and educational leaders aiming to improve educational outcomes.

In conclusion, this research provides empirical evidence that enhancing teacher education and competence is vital for the success of the Guru Penggerak Program and, by extension, for the overall improvement of educational quality in elementary schools. These insights offer valuable guidance for future efforts in educational policy and teacher development, emphasizing the need for sustained investment in teacher training and support to ensure the continued success of educational initiatives in Indonesia.

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