

## Guru Penggerak Program as Agents of Educational Management Transformation: A Study of Teacher Perceptions

Nurhuda<sup>1</sup>, Suripah<sup>2\*</sup>, Heri Retnawati<sup>3</sup>, Fitriani<sup>4</sup>

<sup>1,3</sup> Department of Accounting Education, Universitas Islam Riau, Indonesia

<sup>2</sup> Department of Mathematics Education, Universitas Islam Riau, Indonesia

<sup>3</sup> Department of Mathematics Education, Universitas Negeri Yogyakarta, Indonesia

\* Corresponding Author: [rifah@edu.uir.ac.id](mailto:rifah@edu.uir.ac.id)

### ARTICLE INFO

#### Article History:

Received: 30-Jun. 2026

Revised: 12-Jul. 2026

Accepted: 13-Jul. 2026

#### Keywords:

PGP, teacher perceptions, educational transformation, educational management innovation

### ABSTRACT

The Guru Penggerak Program (PGP) represents a strategic initiative by the Ministry of Education, Culture, Research, and Technology designed to empower teachers as agents of change and to promote transformation and innovation in school-based educational management. This study aims to examine teachers' perceptions of the PGP, identify barriers encountered during its implementation, and explore the program's contributions to enhancing teacher professionalism and school governance. Employing a qualitative descriptive design, data were collected through Focus Group Discussions (FGD), interviews, observations, documentation, and a perception questionnaire. The participants consisted of 64 junior high school teachers in Pekanbaru City. The findings reveal that 43.3% of respondents strongly agreed and 42% agreed that the PGP supports educational management transformation and innovation. The program is perceived as strengthening leadership competencies, professional growth, collaborative culture, and learning quality. Despite these positive outcomes, challenges persist, particularly related to limited program follow-up and insufficient structural support.

*Program Guru Penggerak (PGP) merupakan inisiatif strategis Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi yang dirancang untuk memberdayakan guru sebagai agen perubahan untuk mendorong transformasi dan inovasi dalam manajemen pendidikan berbasis sekolah. Penelitian ini bertujuan untuk mendeskripsikan persepsi guru terhadap PGP, mengidentifikasi hambatan yang dihadapi selama implementasinya, dan mengeksplorasi kontribusi program dalam meningkatkan profesionalisme guru dan tata kelola sekolah. Penelitian ini menggunakan desain deskriptif kualitatif, teknik pengumpulan data melalui Focus Group Discussion (FGD), wawancara, observasi, dokumentasi, serta angket persepsi. Partisipan terdiri dari 64 guru SMP di kota Pekanbaru. Hasil penelitian menunjukkan bahwa 43,3% responden menyatakan sangat setuju dan 42% setuju bahwa PGP berkontribusi terhadap transformasi dan inovasi manajemen pendidikan. Program ini dinilai mampu meningkatkan kompetensi kepemimpinan, profesionalisme, budaya kolaboratif, dan kualitas pembelajaran. Meski demikian, masih terdapat kendala berupa minimnya tindak lanjut program dan dukungan struktural.*

Journal Of Perspektif is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



### How to Cite:

Nurhuda, N., suripah, suripah, Retnawati, H., & Fitriani, F. (2026). Guru Penggerak Program as Agents of Educational Management Transformation: A Study of Teacher Perceptions: Guru Penggerak Program as Agents of Educational Management Transformation: A Study of Teacher Perceptions. *Perspektif Pendidikan Dan Keguruan*, 17(1), 104–117. [https://doi.org/10.25299/perspektif.2026.vol17\(1\).29177](https://doi.org/10.25299/perspektif.2026.vol17(1).29177)

## INTRODUCTION

Education problems are not solved. The important role of education requires attention from all aspects of life. Without continuous education, the order of life cannot be continued due to the disconnection of the next generation. Therefore, in every journey, education must undergo transformation. One form of change that can and will definitely occur at any given time is the change in the curriculum (Reaves, 2019). New curriculum changes are not uncommon and worried. Curriculum changes are systemic changes that will continue to undergo reconstruction (Gordon, 2019) at any time. Curriculum reconstruction is carried out for several reasons. One of the important things is that the content content in the supporting components of the curriculum itself is irrelevant (Suripah Suripah et al., 2023). As stipulated in the Permendikbud, the enactment of the new curriculum is aimed at facilitating students and individual differences. Thus, it is hoped that students will get the same opportunity to learn. Furthermore, to get quality learning will not be separated from the creativity and innovation of teachers.

Teachers are like artists, real models who are always role models and public figures. Therefore, it is not uncommon for students to make their teachers role models and examples in their every movement. Without realizing it or not, the products handed down by the teacher will be brought and made figures for students (S Suripah et al., 2018). As stated in the results of research (San-Martín et al., 2021), (Gui et al., 2020) that a good teacher will make a good example for his students. And vice versa, a bad teacher figure will also set a bad example. From this illustration, it illustrates that the figure of a teacher is not only as a teacher, but also as an educator. This is in line with changes in the new curriculum, in addition to students being independent in learning, teachers are also required to have the ability to transform and innovate in organizing education (Chauca et al., 2021).

The implementation of education is not only the task of institutional managers, but teachers also have an obligation to support transformation and innovation in management in accordance with the demands of the current development of the times (Istance & Paniagua, 2019). Anyone who stops growing will eventually be left behind, his thinking becomes narrow and oppressed by time. Teachers must continue to develop and spread their wings in their career and professional fields (Gürtunca, 2024). Teachers cannot sit still, teach and be preoccupied with school routines. Therefore, through the programs launched in the independent curriculum, it needs to be the attention and active participation of teachers.

One of the programs that the ministry is aiming at is the Guru Penggerak Program. Conceptually, PGP can also be understood as a continuous professional development model that emphasizes reflective learning, mentoring, and real-world practice-based coaching. Through this approach, teachers not only become passive training recipients, but also play an active role in the transformative learning process. This model is in line with the concept of professional learning community (PLC) which places collaboration as the foundation for improving the quality of education (Lee et al., 2022). So far, teachers are still not much involved in the real world. Teachers are still busy teaching, and pursuing face-to-face to fulfill certification hours (Binmohsen & Abrahams, 2022). The great hope of this program is to be a source of learning. In addition, the purpose of this program is to regulate the quality of teachers, namely to create a comfortable learning atmosphere (Lutfah et al., 2019). Through the teacher program, teachers are trained to develop through teacher leadership, competency improvement, and performance improvement (Baroudi, 2022).

However, in real conditions in the field through preliminary studies, some information was still obtained regarding the gap between the expectations of this program. Some teachers who have registered are not serious about participating in the program. It is evident that when taking the interview test, it is still too late to attend the meeting by zoom, waiting on zoom is actually the assessor who is waiting for the prospective driving teacher participants to be interviewed. The reasons given are less scientific, there are interests in the school, experiencing network obstacles and various other unprofessional reasons. Even some Guru Penggerak Program have not been able to use the zoom application, share screen and so on. Therefore, the research team was called to conduct research

related to teachers' perceptions of the driving teacher program based on aspects of transformation and innovation in education management. The objectives of the study are described in detail as follows:

1. To describe the teacher's perception of PGP
2. Uncover the benefits of the program in improving the professional quality of teachers and education management.
3. Identify barriers to PGP implementation.

Research Questions.

1. How do teacher's perception of the PGP?
2. What are the benefits of PGP in improving the professional quality of teachers and education management?
3. What are the obstacles experienced in the implementation of PGP?

## METHODS

This study uses a qualitative descriptive design. Qualitative research is a study that aims to analyze symptoms related to the experience of the research subject integrally by describing or explaining in the form of a description of words in a certain context that has been experienced by the subject to be studied (Frost, 2021). Descriptive analysis was carried out to describe the field results in the form of qualitative data obtained from the non-test instruments provided. The subjects of this study are all junior high school teachers in Riau Pekanbaru who have implemented an independent curriculum of 64 people. The subject of this study was taken by considering the readiness of schools that currently have implemented an independent curriculum at least in the second year, so that it is possible that some teachers have already registered as Guru Penggerak.

Data collection used non-test instruments in the form of: (1) observation sheets or observations; (2) questionnaire; (3) interview sheets; and (4) documentation. The observation is intended to find out and find information to various junior high schools in Pekanbaru that have become Guru Penggerak. The questionnaire is intended as an instrument that aims to capture the circumstances experienced directly by teachers related to the perception of being a Guru Penggerak. Furthermore, the interview, which aims to obtain in-depth information related to the PGP in junior high schools in Pekanbaru. Meanwhile, the documentation aims to explore information and data related to the PGP that has been implemented in schools.

The data analysis techniques used in this study are: data reduction, data presentation, conclusion and verification. Data that has been collected either through observation in the form of notes, questionnaires, and interview sheets is collected and reduced first, then presented, and concluded based on the results of data analysis and verification. Data concerning teachers' perceptions of the PGP were gathered using a questionnaire developed from the conceptual dimensions underpinning the indicators of teachers' perceptions of PGP. The non-test instrument comprised six key aspects: (1) teachers' perceptions of educational management transformation through PGP; (2) teachers' perceptions of educational management innovation facilitated by the PGP; (3) teachers' perceptions of professional development supported by PGP; (4) teachers' perceptions of the program's impact on teacher performance; (5) teachers' perceptions of PGP's influence on inter-teacher collaboration and communication; and (6) teachers' perceptions of stakeholder engagement in the implementation of PGP. The instrument consisted of 39 items, all of which underwent expert validation prior to administration. Content validity was established through expert judgment involving three experts in educational management and teacher professional development. Suggestions provided by the experts were incorporated to improve item clarity and relevance. Instrument reliability was examined using Cronbach's Alpha, resulting in an overall coefficient of 0.87, indicating excellent internal consistency.

## RESULT AND DISCUSSION

Based on the research questions that have been outlined, this study seeks to: (1) examine teachers' perceptions of the Guru Penggerak Program (PGP) as an initiative that promotes transformation and innovation in educational management; (2) identify the benefits perceived to result from the implementation of PGP; and (3) explore the challenges encountered during the execution of PGP activities. Following the detailed methodological procedures previously described, the findings and subsequent discussion are presented as follows.

### 2.1 Teachers' perception of the PGP as a form of transformation and innovation in education management

Perception data were collected through a questionnaire administered both directly and via Google Forms, consisting of statements representing six dimensions of teacher perception: (1) perceptions of educational management transformation through PGP; (2) perceptions of educational management innovation facilitated by the Guru Penggerak Program; (3) perceptions of professional development achieved through PGP; (4) perceptions of the impact of PGP on teacher performance; (5) perceptions of PGP's influence on collaboration and communication among teachers; and (6) perceptions of stakeholder involvement in the implementation of PGP. The data obtained from the study are presented in the form of percentage charts for each questionnaire item. Teachers from several junior high schools in Pekanbaru provided responses concerning their perceptions of PGP as an initiative promoting transformation and innovation in educational management. A detailed description of the findings is presented below through percentage based graphical representations.

#### 2.1.1 Transformation of education management through PGP

The analysis of the perception questionnaire results indicates the distribution of responses regarding teachers' perceptions of educational management transformation through the Guru Penggerak Program (PGP). Among the 64 participating PGP teachers, 41.8% reported "strongly agree," 42.2% "agree," 11% "disagree," and 5% "strongly disagree." These findings illustrate that the majority of PGP teachers hold a favorable view of educational management transformation facilitated by the program. The analysis for this first aspect is presented in Figure 1.

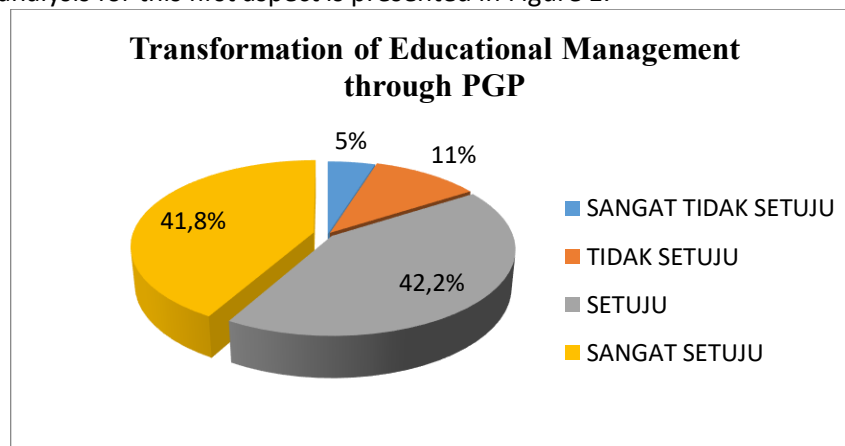


Figure 1. Teachers' Perception of educational management transformation through PGP

These findings suggest that teachers perceive PGP as a mechanism that promotes distributed leadership rather than centralized school management. The relatively small proportion of negative responses (16%) indicates that although the program is generally well accepted, implementation challenges remain among certain schools, particularly those experiencing limited institutional support.

#### 2.1.2 Education management Innovation through PGP

The distribution of responses regarding teachers' perceptions of educational management innovation facilitated by the PGP is illustrated in Figure 2. The analysis shows that 44% of respondents selected "strongly agree," 43% "agree," 7% "disagree," and 6% "strongly disagree." These results

indicate that the majority of PGP teachers express a strong positive perception toward the program's role in promoting innovation in educational management.

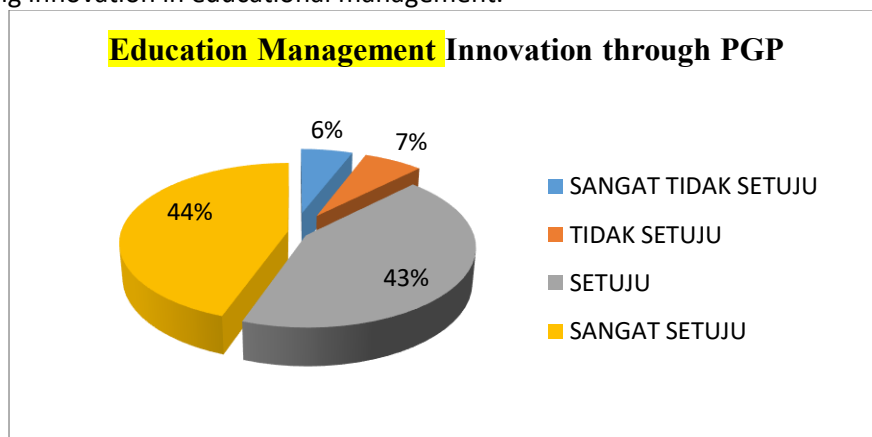


Figure 2. Education management innovation through PGP

The findings indicate that the Guru Penggerak Program (PGP) has been widely perceived as an effective initiative for fostering innovation in educational management. The combined percentage of respondents who agreed or strongly agreed (87%) suggests that teachers recognize the program as a catalyst for introducing innovative practices in school governance and instructional management. Through PGP, teachers are encouraged to adopt more creative teaching strategies, integrate digital technologies, and implement student-centered learning approaches that are aligned with the principles of the Merdeka Curriculum. This positive perception reflects teachers' readiness to embrace educational innovation as part of continuous school improvement.

Nevertheless, approximately 13% of respondents expressed negative perceptions toward this aspect. This finding implies that innovation has not yet been experienced equally across all schools. Differences in school facilities, digital infrastructure, leadership support, and teachers' readiness to adopt new practices may explain why some participants perceived limited innovation resulting from the program. Therefore, strengthening institutional support and providing continuous mentoring remain essential to ensure that educational innovation can be implemented consistently across schools.

### 2.1.3 The impact of professional development through PGP

The distribution of responses regarding teachers' perceptions of professional development facilitated through the Guru Penggerak Program (PGP) is displayed in Figure 3. The analysis indicates that 49% of respondents selected "strongly agree," 37% "agree," while 7% indicated "disagree," and another 7% "strongly disagree." These findings suggest that most PGP teachers hold a highly positive perception of the program's contribution to their professional development.

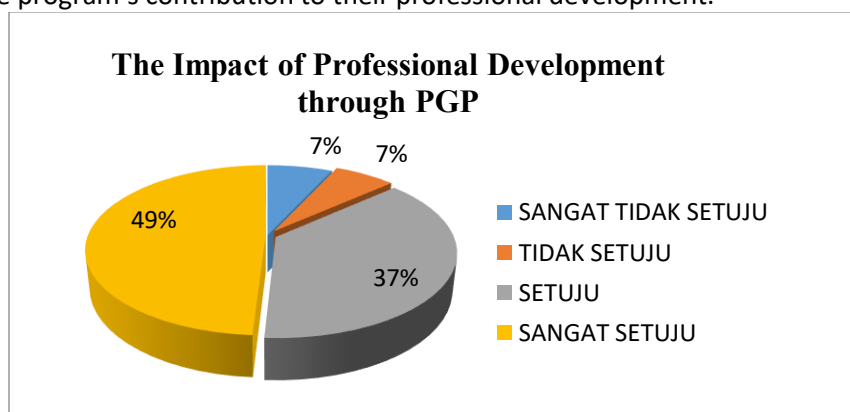


Figure 3. The impact of professional development through PGP

The results demonstrate that teachers perceive the Guru Penggerak Program as making a substantial contribution to their professional development, with 86% of respondents expressing positive opinions. This finding indicates that participation in PGP has enhanced teachers' pedagogical competence, leadership capacity, reflective practice, and confidence in implementing innovative learning strategies. Beyond improving instructional skills, the program appears to encourage teachers to become lifelong learners who continuously seek opportunities for self-improvement and professional growth.

However, the remaining 14% of respondents who expressed disagreement suggest that professional development experiences may vary among participants. Some teachers may have encountered challenges related to workload, limited mentoring, or insufficient opportunities to apply newly acquired competencies within their school contexts. These findings indicate that professional development should not end after the completion of the program but should be supported through sustainable follow-up activities, mentoring, and professional learning communities.

#### 2.1.4 The impact of PGP on teacher performance

Figure 4 presents the distribution of responses regarding teachers' perceptions of the impact of the Guru Penggerak Program (PGP) on teacher performance. The analysis shows that 39% of respondents selected "strongly agree," 37% "agree," 14% "disagree," and 10% "strongly disagree." These results indicate that the majority of PGP teachers hold a positive perception of the program's influence on their professional performance.

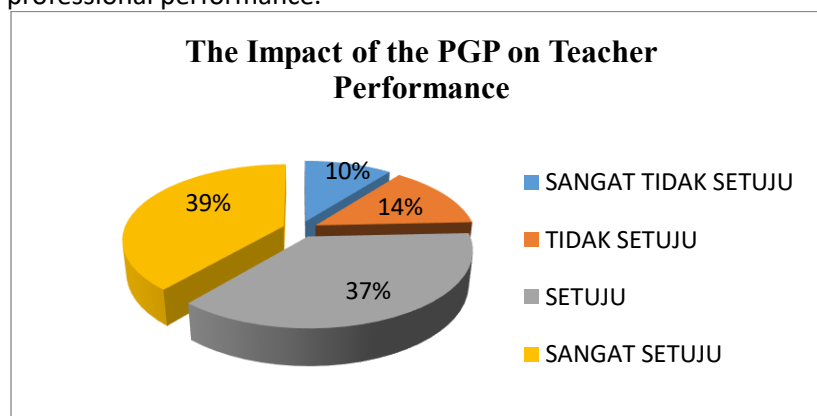


Figure 4. The impact of the PGP on teacher performance

The findings suggest that the Guru Penggerak Program has positively influenced teachers' professional performance, as reflected by the combined positive responses of 76%. Teachers perceive that the competencies developed during the program contribute to improvements in lesson planning, classroom management, instructional innovation, and professional responsibility. These results indicate that PGP has succeeded in strengthening teachers' capacity to perform their educational duties more effectively while encouraging greater initiative in leading educational change within their schools.

Despite these encouraging findings, nearly one-quarter of respondents (24%) expressed less favorable perceptions regarding the program's impact on teacher performance. This relatively higher proportion of negative responses, compared with other dimensions, may indicate that improvements in professional performance require more than participation in training alone. Organizational support, school leadership, adequate facilities, manageable workloads, and opportunities to implement new practices are likely to influence whether teachers can translate their newly acquired competencies into improved classroom performance. Consequently, continuous institutional support is necessary to maximize the long-term impact of the program.

#### 2.1.5 The influence of PGP on collaboration and communication between teachers

The findings from the data analysis for the fifth aspect namely, the influence of the Guru Penggerak Program (PGP) on collaboration and communication among teachers are illustrated in Figure 5.

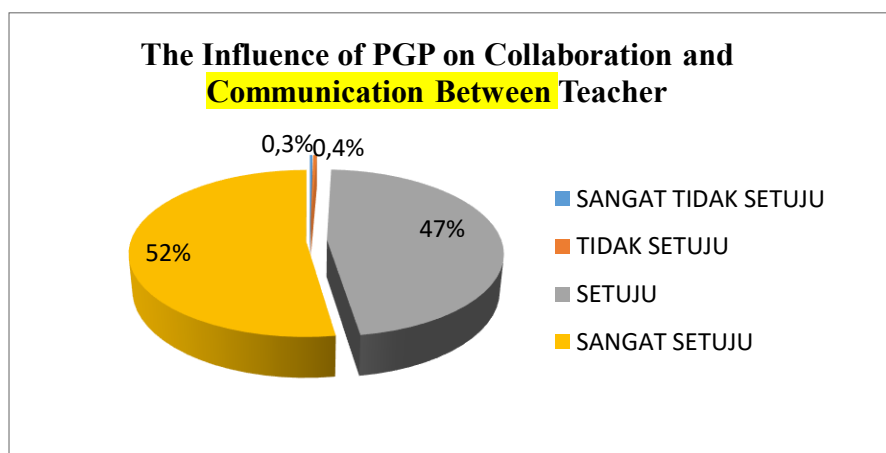


Figure 5. The influence of PGP on collaboration and communication between teachers

Figure 5 illustrates the distribution of responses regarding the influence of the Guru Penggerak Program (PGP) on collaboration and communication among teachers. The analysis indicates that 52% of respondents selected "strongly agree," 47% "agree," while 0.4% and 0.3% selected "disagree" and "strongly disagree," respectively. These results demonstrate that PGP teachers overwhelmingly perceive the program as having a positive effect on teacher collaboration and communication.

The results reveal that the Guru Penggerak Program has been exceptionally successful in promoting collaboration and communication among teachers, with almost all respondents (99%) expressing positive perceptions. This finding demonstrates that PGP has created opportunities for teachers to exchange experiences, share instructional practices, and work collaboratively to solve educational challenges. Such collaborative practices contribute to the development of professional learning communities that support continuous improvement in teaching quality and school effectiveness.

The extremely small proportion of negative responses indicates that collaboration has become one of the strongest outcomes of the program. Increased communication among teachers may also facilitate the dissemination of innovative teaching practices, encourage peer mentoring, and strengthen collective responsibility for student learning outcomes. Therefore, fostering collaborative culture should remain one of the primary priorities in sustaining the long-term success of the Guru Penggerak Program.

#### 2.1.6 Teachers' perception of stakeholder innovation in PGP

The results of the data analysis for the sixth aspect are presented in Figure 6. Figure 6 presents the distribution of responses related to teachers' perceptions of stakeholder involvement in the Guru Penggerak Program (PGP). The analysis shows that 34% of respondents selected "strongly agree," 45% "agree," 15% "disagree," and 6% "strongly disagree." These findings indicate that PGP teachers generally hold a positive perception of the extent to which stakeholders are involved in supporting the program.

The findings indicate that teachers generally perceive stakeholder involvement in the Guru Penggerak Program positively, with 79% of respondents expressing agreement or strong agreement. This result suggests that school principals, education offices, supervisor, and other educational stakeholders have provided meaningful support for the implementation of the program. effective stakeholder engagement is essential because educational transformation cannot be achieved solely through teachers' individual efforts but requires coordinate collaboration among all parties involved in school improvement.

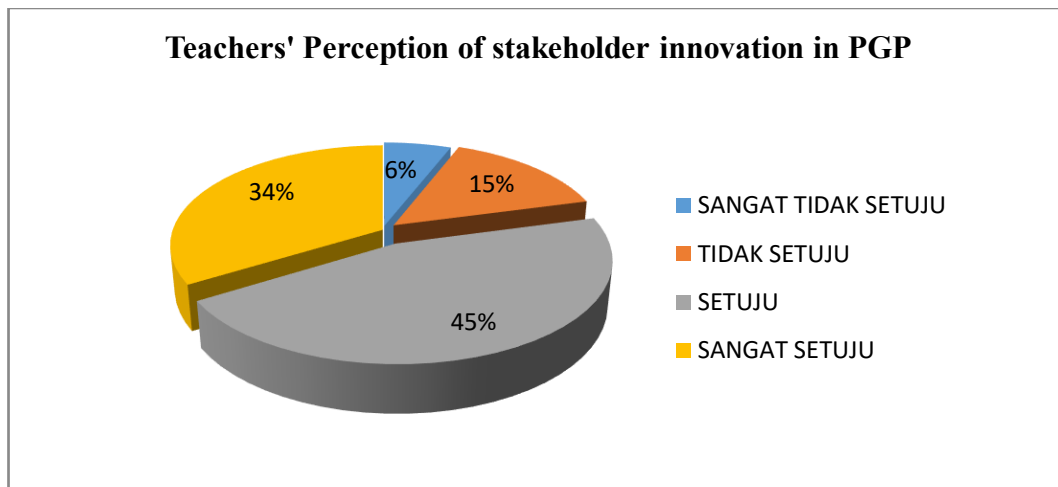


Figure 6. Teachers' perceptions of stakeholder involvement in PGP

Nevertheless, approximately 21% of respondent expressed negative perceptions regarding stakeholder involvement, representing the highest proportion of disagreement among all measure dimensiona except teacher performance. This finding suggests that support from stakeholder remains inconsistent across schools. Some teachers may have experienced limited policy support, insufficient funding, inadequate follow-up activities, or weak institutional commitment after completing the Guru Penggerak Program. these results highlight the importance of strengthening partnerships between schools, local goverments, and educational authorities to ensure the sustainability of program implementation and maximize its impact on educational transformation.

### 3.1.7 Teachers' perceptions across the six assessed dimensions.

An overall summary of teachers' perceptions of the Guru Penggerak Program (PGP), encompassing all six assessed aspects, is presented in Table 1 and Figure 7.

Table 1. A summary of teachers' perceptions as a whole can be presented as follows.

| Item | Aspects                                                                                                                   | Questionnaire rating scale (%) |     |      |      |
|------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----|------|------|
|      |                                                                                                                           | STS                            | TS  | S    | SS   |
| 1    | Teachers' perception of the transformation of education management through the Guru Penggerak Program.                    | 5                              | 11  | 42,2 | 41,8 |
| 2    | Teachers' perception of education management innovation through the Guru Penggerak Program.                               | 6                              | 7   | 43   | 44   |
| 3    | Teachers' perception of professional development through the Guru Penggerak Program.                                      | 7                              | 7   | 37   | 49   |
| 4    | Teachers' perception of the impact of the Guru Penggerak Program on teacher performance.                                  | 10                             | 14  | 37   | 39   |
| 5    | Teachers' perception of the influence of the Guru Penggerak Program. on collaboration and communication between teachers. | 0,3                            | 0,4 | 47   | 52   |
| 6    | Teachers' perception of stakeholder involvement in the Guru Penggerak Program.                                            | 6                              | 15  | 45   | 34   |

|         |      |      |       |      |
|---------|------|------|-------|------|
| Average | 5,72 | 9,07 | 41,87 | 43,3 |
|---------|------|------|-------|------|

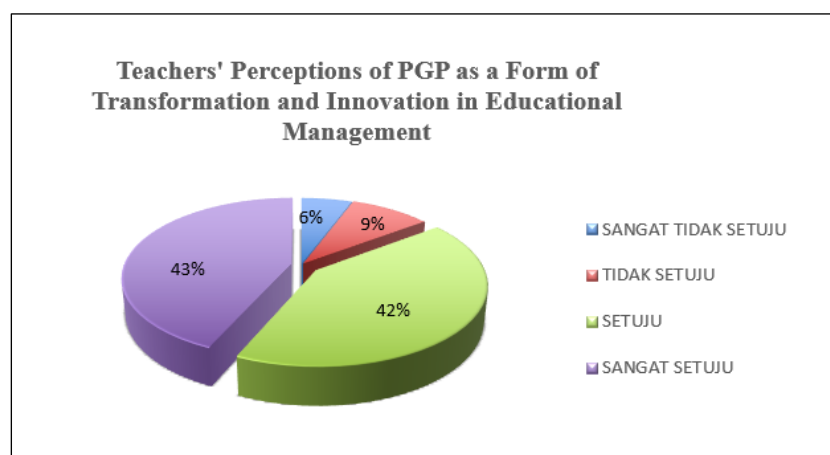


Figure. 7 Teachers' perceptions across the six assessed dimensions.

Based on the overall survey results, it can be concluded that teachers hold a positive perception of the Guru Penggerak Program (PGP) as an initiative that promotes transformation and innovation in educational management. Of the 64 respondents, 43.3% indicated "strongly agree" regarding the implementation of the program.

The analysis of questionnaire data from 64 junior high school teachers in Pekanbaru City who participated in the PGP demonstrates that, overall, teachers' perceptions fall within a highly positive category. In general, 43.3% of respondents indicated "strongly agree" and 42% "agree" that the program contributes to advancing educational management transformation and innovation. These results suggest that most teachers regard PGP as a strategic mechanism for promoting more adaptive, participatory, and responsive governance in the education sector (Prihatin et al., 2024). The findings further reinforce the argument that teachers' positive perceptions are a critical determinant of the successful implementation of reform-oriented educational policies (Yahaya et al., 2022).

With respect to the dimension of educational management transformation, 41.8% of teachers reported "strongly agree" and 42.2% "agree" that PGP catalyzes meaningful changes in school management practices. Teachers increasingly internalize instructional leadership roles that were previously concentrated in the principalship. This indicates a shift from traditional hierarchical school management toward a more collaborative and participatory organizational model (Song et al., 2025). Such developments align with the principles of transformative, leadership-driven educational management, which emphasizes the empowerment of educators as agents of change (Song et al., 2025).

Regarding the dimension of educational management innovation, 44% of respondents selected "strongly agree" and 43% "agree," indicating that PGP effectively fosters innovative practices within schools. Teachers demonstrate enhanced creativity in instructional design and greater utilization of technologies such as Canva, digital platforms, and active learning strategies. These results suggest that PGP not only elevates individual teacher competence but also cultivates a school-wide culture of innovation aimed at improving the quality of the learning process (Fobert, 2024)(Huang, 2025).

From the perspective of professional development, 49% of teachers "strongly agreed" and 37% "agreed" that the program strengthens pedagogical and professional competencies. Teachers become more reflective, adaptable, and motivated to enhance instructional quality on an ongoing basis (Mallillin, 2021). These findings reinforce earlier studies asserting that leadership-oriented professional development initiatives can significantly improve the quality of human resources in the teaching profession (Sawalhi & Chaaban, 2022).

In relation to collaboration and communication, 52% of respondents selected "strongly agree" and 47% "agree," indicating that PGP enhances professional networking and cooperative practices

among teachers. Participants begin forming learning communities centered on the exchange of best practices and collective reflection. This collaborative culture is recognized as a key driver for realizing sustainable school transformation (Gericke & Torbjörnsson, 2022).

However, for stakeholder involvement, while the majority of teachers expressed positive perceptions (39% “strongly agree” and 37% “agree”), a portion of respondents 15% “disagree” and 6% “strongly disagree” reported less favorable views. This indicates that external support from stakeholders such as local government authorities, school leaders, and education partners remains suboptimal (Trowbridge et al., 2022). These results are consistent with (Bowser et al., 2024), who underscore that successful implementation of educational programs requires sustained, multisectoral collaboration. Although most teachers expressed positive perceptions, approximately one-fifth of respondents reported less favorable experiences. These responses may reflect disparities in leadership commitment, uneven policy implementation across schools, limited financial support, and differences in school readiness. Similar challenges have also been reported in previous studies that found teachers leadership initiatives frequently encounter institutional resistance during implementation.

Overall, the findings of this study reaffirm that teachers’ positive perceptions of the Guru Penggerak Program are a crucial foundation for driving educational management transformation. Nevertheless, further strengthening of follow-up policies and school-level organizational support structures is needed to ensure the long-term sustainability of the program’s impact (Fathi et al., 2023).

## *2.2 Benefits obtained from the guru penggerak program (PGP)*

Based on the interviews and FGDs that were conducted, the implementation of the Guru Penggerak Program has demonstrated not only the presence of several challenges but also a range of notable benefits. The advantages reported by participants include: (1) enhanced teacher leadership that emphasizes innovation and positive change at both individual and school levels; (2) broader positive impacts within the school community; (3) increased teacher motivation to continuously innovate in instructional practices; (4) strengthened collaboration and the development of synergy among colleagues; (5) improvement of teachers’ professional competencies; and (6) empowerment of schools to pursue ongoing transformation. A detailed explanation of each of these benefits is presented below.

The first benefit relates to the enhancement of teacher leadership that is oriented toward innovation and positive change, both at the individual level and within the broader school environment. The Guru Penggerak Program (PGP), which has now been implemented across 13 cohorts, has faced various challenges in each batch. However, these challenges have become meaningful learning opportunities for teachers to develop and reshape their professional attitudes. Guided by the program’s core values “moving, being moved, and mobilizing” teachers continually strive to strengthen their leadership capacity. Through sustained training and mentoring, participants gain a deeper understanding of the importance of leadership in managing change to improve educational quality. This is supported by an interview with a teacher from SMP YLPI Perhentian Marpoyan, who stated, “...I learned so much during the 9th cohort of PGP. I became accustomed to speaking positively to my own children at home. We were trained to view situations from a positive perspective calling students ‘good,’ ‘great,’ or ‘diligent’...” (Teacher D). Such positive habits foster constructive leadership practices within the school.

The second benefit concerns the positive impact of PGP on students. The increased knowledge and competencies acquired by teachers serve as valuable assets that contribute directly to improved learning quality. As teachers develop broader insights and adopt more innovative approaches, students receive instruction that is more engaging, meaningful, and effective (Huang, 2025). The program also helps promote students’ critical thinking, creativity, and independence (Blankesteyn, 2024). This is illustrated by an experience shared by a teacher from SMPN 42 Pekanbaru, who recounted applying positive communication strategies learned from the PGP modules when addressing students’ littering behavior. Over time, students became more disciplined in waste

management without the teacher needing to respond with anger (Teacher Y). This example demonstrates how teachers' transformed mindset can generate tangible benefits for students.

A third benefit of PGP is the increased motivation among teachers to continuously innovate in their instructional practices. Within the program's pedagogical modules, teachers receive hands-on training in creative lesson design, including the use of digital tools such as Canva. Although initially perceived as demanding, these tasks ultimately encourage teachers to develop more engaging and innovative teaching strategies that support joyful and meaningful learning (Gui et al., 2020)(Istance & Paniagua, 2019). One teacher from SMPN 46 expressed that although the assignments felt overwhelming at first, the experience eventually strengthened their instructional creativity and confidence (Teacher S). Such innovations are aligned with the goals of the Merdeka Curriculum, particularly in addressing students' diverse learning needs.

The fourth benefit involves strengthening collaboration and building synergy among educational stakeholders. The values encapsulated in the phrases "move" and "mobilize" represent responsibilities that extend beyond symbolic meaning. PGP graduates are expected to foster collaborative relationships with colleagues, principals, and policymakers to cultivate an inclusive and supportive learning environment. This collaborative spirit was evident during an interview with a teacher from SMPN 39 Pekanbaru, who asked whether PGP related initiatives could be integrated into the P5 program at their school. The research team welcomed this idea, recognizing its alignment with the collaborative and transformative aims of the Guru Penggerak Program. Such partnerships also support broader community engagement through university led service activities conducted each semester.

Another key benefit of PGP is the improvement of teachers' professional competence. The program offers multiple opportunities for training and professional development, enabling teachers to refresh outdated knowledge and incorporate new, evidence-based practices (Dirsa et al., 2022). This is particularly beneficial for senior teachers who may not have had recent exposure to professional development initiatives. Although challenges may arise during training, the shared commitment among teachers with similar aspirations helps overcome these obstacles. A principal from SMPN 43 Pekanbaru, who is also a first-cohort PGP graduate, emphasized the school's strong support for teachers in continuing to enhance their professional capabilities (Teacher Z).

The sixth benefit pertains to empowering schools to engage in ongoing transformation. The final PGP value "mobilizing" reflects the essential responsibility of PGP graduates to inspire and guide others. As agents of change, Guru Penggerak teachers play an important role in promoting sustainable improvements within schools (Robingatin et al., 2025). Through effective leadership, they help shape school environments that foster student development and positive learning cultures (Baroudi, 2022). Schools that may lag behind others can benefit significantly from the presence of PGP trained teachers who actively initiate educational improvements. Ultimately, this ongoing empowerment is expected to reduce disparities in school quality, ensuring that no institution is left behind in terms of educational progress, learning innovation, or technological advancement.

### *2.3 Obstacles experienced in the implementation of the guru penggerak program (PGP)*

To obtain data regarding the challenges encountered by schools in implementing the program, the research team gathered descriptive insights through Focus Group Discussions (FGDs) and in-depth interviews. The FGDs and interviews exploring obstacles in the implementation of the Guru Penggerak Program are elaborated as follows.

Findings from the initial FGDs revealed several key issues: (1) the absence of follow-up initiatives from the Guru Penggerak Center concerning activities that should be disseminated by teacher graduates from batches one through eleven; (2) difficulties experienced by participating teachers in fulfilling their role to mobilize and engage other teachers; (3) limited governmental support systems, particularly related to funding and activity implementation; (4) reports from several teachers indicating inadequate support from school principals in facilitating outreach to other teachers or schools; and (5) insufficient establishment of partnerships or communication networks with external stakeholders who could collaborate in program activities. An overview of the FGD results is illustrated in Figure 8.



Figure 8. Activities FGD

This study was conducted exclusively among junior high school teachers in Pekanbaru City. Therefore, the findings should be interpreted within this specific educational context and cannot be generalized to all regions in Indonesia. Differences in local educational policies, school characteristics, and implementation of the Guru Penggerak Program may produce different teacher perceptions. Future studies should involve participants from different provinces and educational levels to enhance the external validity of the findings.

## CONCLUSION

### Study Limitations

This study has several limitations. First, participants were limited to junior high schools teachers in Pekanbaru City, which restricts the generalizability of the findings. Second, teachers' perceptions were collected through self-reported questionnaires and interviews, making the results susceptible to perception bias. Third, the study relied primarily on descriptive qualitative analysis without exploring causal relationships among variables. Futures studies are encouraged to employ mixed-methods or quantitative approaches involving larger and more diverse samples.

The Guru Penggerak Program holds a strategic position in driving transformation and innovation within educational management. Teachers exhibit generally positive perceptions toward the program, as evidenced by reported improvements in professional competence, leadership capacity, collaborative practices, and instructional innovation. Nevertheless, ensuring the program's long-term effectiveness requires more robust structural support and the implementation of a systematic follow-up framework. The ministry of Education should establish a structured post-program mentoring system to ensure that Guru penggerak graduates continue implementing school improvement initiatives. Local education authorities are encouraged to provide institutional and financial support for collaborative activities into their annual development plans, while future program evaluations should adopt longitudinal approaches to assess the sustainability of program outcomes.

### Acknowledgements:

The author gratefully acknowledges the Directorate of Research and Community Service at Universitas Islam Riau for its facilitation and administrative support throughout the implementation of this research grant.

## DAFTAR PUSTAKA

- Baroudi, S. (2022). Leading in times of crisis: Evidence of digital transformational leadership among Arab female educational leaders. *International Journal of Leadership in Education*, 1–22.
- Binmohsen, S. A., & Abrahams, I. (2022). Science teachers' continuing professional development:

- Online vs face-to-face. *Research in Science & Technological Education*, 40(3), 291–319.
- Blankestijn, M. L. M. L. (2024). Towards transformative experiential learning in science-and technology-based entrepreneurship education for sustainable technological innovation. *Journal of Innovation & Knowledge*, 9(3), 100544.
- Bowser, G., Ho, S. S., Ziebell, A., & Lazendic-Galloway, J. (2024). Networking and collaborating: the role of partnerships across sectors to achieve educational goals in sustainability. *Sustainable Earth Reviews*, 7(1), 17.
- Chauca, M., Phun, Y., Curro, O., Chauca, C., Yallico, R., & Quispe, V. (2021). Disruptive innovation in active activity-based learning methodologies through digital transformation. *International Journal of Information and Education Technology*, 11(4), 200–204.
- Dirsa, A., BP, S. A., Diananseri, C., & Setiawan, I. (2022). Teacher role as professional educator in school environment. *International Journal of Science Education and Cultural Studies*, 1(1), 32–41.
- Fathi, L. I., Walker, J., Dix, C. F., Cartwright, J. R., Joubert, S., Carmichael, K. A., Huang, Y.-S., Littlewood, R., & Truby, H. (2023). Applying the Integrated Sustainability Framework to explore the long-term sustainability of nutrition education programmes in schools: a systematic review. *Public Health Nutrition*, 26(10), 2165–2179.
- Fobert, B. J. (2024). *Empowering Educators: Practitioner-Directed Professional Development Approach for Technology Integration*. Saint Mary's College of California.
- Frost, N. (2021). *Qualitative research methods in psychology: Combining core approaches 2e*. McGraw-Hill Education (UK).
- Gericke, N., & Torbjörnsson, T. (2022). Supporting local school reform toward education for sustainable development: The need for creating and continuously negotiating a shared vision and building trust. *The Journal of Environmental Education*, 53(4), 231–249.
- Gordon, M. (2019). Why should scholars keep coming back to John Dewey? In *John Dewey's Democracy and Education in an Era of Globalization* (pp. 101–115). Routledge.
- Gui, A. K. W., Yasin, M., Abdullah, N. S. M., & Saharuddin, N. (2020). Roles of teacher and challenges in developing students' morality. *Universal Journal of Educational Research*, 8(3), 52–59.
- Gürtunca, B. (2024). The role and the effectiveness of the mentorship in education: the effect and the importance of the mentors in forming the careers and psychosocial functions of teachers. *Journal of Innovation Transformation and Development Research*, 1(1).
- Huang, D.-H. (2025). Innovative interactive instruction to enhance learning behaviors. *Journal of Innovation & Knowledge*, 10(1), 100641.
- Istance, D., & Paniagua, A. (2019). Learning to Leapfrog: Innovative Pedagogies to Transform Education. *Center for Universal Education at The Brookings Institution*.
- Lee, M., Kim, J. W., Mo, Y., & Walker, A. D. (2022). A review of professional learning community (PLC) instruments. *Journal of Educational Administration*, 60(3), 262–287.
- Lutfah, A., Hariyati, N., & Handayani, W. (2019). Improved teacher performance through work culture and environment. *International Journal for Educational and Vocational Studies*, 1(8), 859–863.
- Mallillin, L. L. D. (2021). Teacher theory and adaptable model: an application to teaching profession. *European Journal of Education Studies*, 8(12).
- Prihatin, E., Kurniatun, T. C., Hartini, N., & Rahyasih, Y. (2024). Challenges and Opportunities in the Implementation of the Teacher Mobilization Program: An Analysis from the Resource

Perspective. *Indonesian Research Journal in Education | IRJE|*, 8(2), 717–731.

- Reaves, J. (2019). 21st-century skills and the fourth industrial revolution: a critical future role for online education. *International Journal on Innovations in Online Education*, 3(1).
- Robingatin, R., Mujahidah, M., Sit, M., Veryawan, V., & Hasibuan, R. H. (2025). Perceptions on curriculum implementation: A case of early childhood in Indonesia development teachers as agents of change. *Asia-Pacific Journal of Research in Early Childhood Education*, 19(2).
- San-Martín, P., Fernández-Laviada, A., Pérez, A., & Palazuelos, E. (2021). The teacher of entrepreneurship as a role model: Students' and teachers' perceptions. *The International Journal of Management Education*, 19(1), 100358.
- Sawalhi, R., & Chaaban, Y. (2022). Student teachers' perspectives towards teacher leadership. *International Journal of Leadership in Education*, 25(4), 586–602.
- Song, L., Tahir, L. B. M., Hassan, R., & Chen, H. (2025). Examining the Impact of Distributed Leadership on Teacher Leadership in Secondary Education in China: A Structural Equation Modeling Approach. *Participatory Educational Research*, 12(2), 283–301.
- Suripah, S, Suyata, S., & Retnawati, H. (2018). Exploration of pedagogical content knowledge preservice teacher for analyzing mathematics understanding in elementary school. *In AIP Conference Proceedings*, 2014 (1), 020018. <https://doi.org/10.1063/1.5054422>
- Suripah, Suripah, Pratiwi, A. W., & Agustyani, A. R. D. (2023). Challenges for junior high school mathematics teachers in preparing to implement the independent curriculum. *Jurnal Riset Pendidikan Matematika*, 10(2), 186–198.
- Trowbridge, J., Tan, J. Y., Hussain, S., Osman, A. E. B., & Di Ruggiero, E. (2022). Examining intersectoral action as an approach to implementing multistakeholder collaborations to achieve the sustainable development goals. *International Journal of Public Health*, 67, 1604351.
- Yahaya, R., Ramdan, M. R., Ahmad, N. L., Ismail, R., Khalid, K., Jusoh, M. A., & Isa, R. M. (2022). Educators' motivation and intention within the UTAUT model to adopt the flipped classroom: A scoping review. *International Journal of Learning, Teaching and Educational Research*, 21(2), 285–302.