



The Role of Teacher Mover as Teacher Leadership at The State Elementary School of Ulujami District, Pemalang Regency

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ABSTRACT

There is a new paradigm and a curriculum that is constantly changing with technological developments, the role of teachers is required to follow these developments. One of the government's efforts in realizing educators who have competence to achieve national education goals is the *Program Pendidikan Guru Penggerak* (PPGP). Through PPGP, many teacher mover (*guru penggerak*) throughout Indonesia are graduated who are ready to enter schools and are expected to have a significant impact on schools and the education ecosystem. This study aims to identify the role of teacher mover as teacher leadership in improving the quality of schools at the state elementary school Ulujami District, Pemalang Regency. This study uses qualitative research with a descriptive approach. Data collected from a combination of literature studies, observations, and interviews were systematically analyzed to identify the role of teacher leaders as Teacher Leadership in improving school quality. The results of the study show that the role of teacher mover has an important contribution to teacher leadership in State Elementary Schools in Ulujami District, Pemalang Regency. The role of teacher mover includes being a learning leader, being a coach for others, encouraging collaboration, realizing student leadership, and mobilizing the community of practitioners. The advice given by the author to the teacher mover is to always actively carry out self-development, increase cooperation with various parties, collaborate with school residents and the community of teacher mover, and maintain self-motivation to become teacher leadership.

Introduction

The (*Undang-Undang Dasar Republik Indonesia Tahun 1945*, n.d.) mandates the government to seek and implement a national education system that increases faith and piety to God Almighty and noble morals in order to educate the nation's life regulated by law. Therefore, the education system must be able to ensure equal distribution of educational opportunities, improve the quality and relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national, and global life so that it is necessary to carry out education reform in a planned, directed, and sustainable manner.

Education is a conscious and planned effort to create a learning atmosphere and

learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003*, n.d.). National education in Indonesia is guided by Pancasila and the Constitution of the Republic of Indonesia in 1945 and functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. This national education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The goal of national education will be realized if there is involvement of school residents, especially from the educator factor as the spearhead of education in Indonesia. Educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators in higher education. This is also reinforced by opinions the experts mentioned a variety of forces that are shaping the future of education, forces which they feel will impact the skills required by future teachers to provide quality education and support to learners (Ally, 2019).

With a new paradigm and a curriculum that is constantly changing along with technological developments, the role of teachers is required to follow these developments. One of the government's efforts in realizing educators who have competence to achieve national education goals is the existence of a teacher mover education program. In addition, teachers are also required to have 4 competencies. The four competencies include: (1) Pedagogical competence, namely the ability to manage students; (2) personality competence, namely personality ability; (3) professional competence, namely the ability to master learning materials extensively and in-depth; and (4) social competence, namely the ability of educators as part of society (*Undang-Undang Nomor 14 Tahun 2005 Pasal 10 Ayat 1*, n.d.).

According to (Zaeni et al., 2017) the main problem in the Indonesian education system lies in the lack of quality of teaching staff. So far, the main motivation to become a teacher in school often only comes from the spirit of devotion and sincerity. Meanwhile, important aspects such as competence, skills, and mastery of the field of science still do not reach the expected standards. As a result, the overall quality of education is low, making it difficult for our education system to compete effectively at a wider level. Thus, it can be concluded that the root of the problem in our world of education is actually closely related to the issue of improving the quality of teachers.

To realize educators who have competence to achieve national education goals, one of the government's efforts is the existence of a teacher mover education program. This is in accordance with the launch of the Independent Learning Episode 5 policy by the Minister of Education and Culture (Mendikbud) Nadiem Makarim through a live broadcast on the Youtube channel of the Ministry of Education and Culture of the Republic of Indonesia on Friday, July 3, 2020 PPGP focuses on improving the quality of human resources through teachers as exemplary agents and torches of change.

Currently, the teacher mover education program has been implemented since batch 1 in 2020 until now batch 11 in 2024. From this program, many teacher mover throughout Indonesia have graduated who are ready to enter schools and are expected to have a significant

impact on the education ecosystem in general.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education (*Permendikbudristek Nomor 26 Tahun 2022*, n.d.).

Teacher mover education aims to produce a profile of teacher mover who have the ability to: (1) plan, implement, assess, and reflect on learning that is in accordance with the needs of current and future students based on data; (2) collaborate with parents, peers, and the community to develop the vision, mission, and program of the educational unit; (3) developing competencies independently and sustainably based on the results of reflection on learning practices; and (4) developing an ecosystem of learners through sports, sports, sports, and thinking together with colleagues and communities on a voluntary basis.

Taken from module 1.2 of *the Program Pendidikan Guru Penggerak* (PPGP) with the title *The Value and Role of Teacher mover*, the values of a teacher mover are on the side of students, independent, reflective, collaborative and innovative (Dharma, 2022). These values are expected to continue to grow and be preserved in a teacher mover. These five support each other, and of course are expected to be a guideline of behavior for a teacher mover. The role of teacher mover includes being a learning leader, being a coach for other teachers, encouraging collaboration, realizing student leadership, and mobilizing the practitioner community.

Currently, the Ministry of Education, Culture, Research, and Technology (Kemendikbud-Ristek) is running the Teacher Driving program which focuses on developing teacher leadership aspects. This program aims to form a teacher who has a leadership spirit. This concept emphasizes the importance of teacher leadership insights, with the hope of producing key figures who are able to lead the learning process effectively. In other words, this program seeks to create teachers who not only teach, but also become leaders and agents of change in the world of education.

Based on the results of literature observation, it is shown that the learning figure model can be expected to be able to develop the potential of students in a holistic, active, and proactive manner. Students are the main center of learning that must be encouraged to become Pancasila students. Thus, teacher mover are specialized as education leaders in the future in realizing a superior Indonesian generation (Mansyur, 2022).

The formulation of teacher leadership which is in line with the changing role of teachers in the context of current educational developments put forward by (York-Barr & Duke, 2004), is that:

“Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development.”

According to (Curtis, 2013) as is teacher leadership efforts invite us to think expansively about the variety at school, we can differentiate among teachers, potentially helping schools serve students and support adults better. Based on this background, the formulation of the problem in this study is how the role of teacher mover as teacher leadership

in State Elementary Schools in Ulujami District, Pemalang Regency.

Research Methods

This research was conducted at the State Elementary School level in Ulujami District, Pemalang Regency with a sampling technique, namely schools that have teacher mover. Furthermore, primary data was collected through the use of observation and interview techniques. Observation was carried out by observing learning activities in several schools that have active teacher mover at the State Elementary School of Ulujami District, Pemalang district, namely SDN 02 Bumirejo, SDN 01 Botekan, and SDN 01 Kertosari. This observation provides a direct picture of the interaction between the teacher mover and students, the Principal, peers, parents/guardians of students and the surrounding community. Interviews were conducted with the teacher mover at the above schools to identify how much competence has been carried out to support their role as teacher leadership in the school. The data obtained from these interviews provide a deep understanding of the role of teacher mover in real contexts. In addition, secondary data such as education policy documents, previous research reports, and teacher training materials were also collected and analyzed to provide a broader context on the role of teacher mover in the education system.

To obtain research data, researchers compiled observation guidelines and interview questions. Observation guidelines and interview questions are presented in the following table:

Table 1. Observation Guidelines

| SUB FOCUS | OBSERVATION |
|---------------------------|--|
| The Role of Teacher mover | <ol style="list-style-type: none"> 1. Become a learning leader 2. Become a coach for others 3. Encourage collaboration 4. Realizing student leadership 5. Mobilizing the community of practitioners |

Table 2. List of Interview Questions

| SUB FOCUS | QUESTION |
|---------------------------|--|
| The Role of Teacher mover | <ol style="list-style-type: none"> 1. What actions/activities do you do to carry out the role of teacher mover Become a learning leader? 2. What actions/activities do you do to carry out the role of teacher mover Become a coach for others? 3. What actions/activities are you doing to carry out the role of teacher mover Encourage collaboration? 4. What are the actions/activities you do to carry out the role of teacher mover Realizing student leadership? 5. What are the actions/activities you do to carry out the role of teacher mover mobilize the community of practitioners? |

Data analysis was carried out with a descriptive approach. Data collected from a combination of literature studies, observations, and interviews were systematically analyzed to identify the role of teacher mover as Teacher Leadership in State Elementary Schools in Ulujami District, Pemalang Regency.

Findings

The concept in the teacher mover model is a structured educational policy formation to produce teachers as a leader in the teaching and learning process. The characteristics of a teacher mover are formed according to future education regulations that implement a student-centered teaching and learning process and carry out empowerment of teachers in their area (Elia, 2023). The role of teacher mover is very important, on the one hand encouraging quality learning that is on the side of students, also encouraging the empowerment of other teachers to optimize the same learning model. The role of the teacher mover as teacher leadership in schools is to be a learning leader, a coach for others, encourage collaboration, realize student leadership, and mobilize the community of practitioners.

Based on the results of interviews with teacher mover at SDN 02 Bumirejo, it was stated that:

"To become a learning leader, the teacher mover observes the character of students so that the learning carried out is in accordance with the conditions and abilities of each student. In addition, the teacher mover understands the economic, social, cultural, and religious background of the students."

Furthermore, the results of interviews with teacher mover at SD Negeri 01 Kertosari regarding teacher mover as learning leaders, said that:

"Teacher mover facilitate a participant-centered learning process, encouraging activeness and independence in learning. As well as teacher mover to develop and apply innovative learning methods that suit the needs of students."

Meanwhile, the teacher mover from SD Negeri 01 Botekan stated that:

"Teacher mover conduct continuous evaluations of learning processes and outcomes for improvement. This is done by always reflecting, giving feedback, and planning follow-up for further learning improvements. In addition, in learning, teachers also integrate positive cultures such as class agreements and restitution triangles."

From the results of the research carried out in SDN 02 Bumirejo, SDN 01 Botekan, and SDN 01 Kertosari related to the role of teacher mover as teacher leadership stated that the activities carried out by teacher mover to become learning leaders include: (1) conducting initial diagnostic assessments, both cognitive and non-cognitive, to find out the characteristics of students, (2) developing differentiated learning plans to meet the learning needs of students, (3) carrying out fun differentiated learning, (4) providing a learning environment in accordance with the nature of nature and the nature of the students' era, (5) instilling a positive culture to realizing the Pancasila student profile, such as class agreements and restitution triangles, (6) conducting learning reflections, and (7) conducting feedback and learning follow-up.

Furthermore, the activities carried out by teacher mover to become coaches for others are to conduct and share good practices related to learning that are in favor of students, to observe peer learning using coaching methods, to encourage fellow teachers to optimize their abilities, to become companion teachers to peers who are implementing PPG in office, to become peer tutors, and resource persons. This is in accordance with the results of an interview with a teacher mover at SDN 01 Botekan that:

"In carrying out the role of being a coach for others, teacher mover accompany and guide colleagues to review their learning process, help to reflect, and provide feedback. In addition, teacher mover become role models for colleagues at school and in the

community."

The results of the interview with the teacher mover at SDN 01 Kertosari stated that:

"Teacher mover become initiators of school activities or programs to achieve the school's vision, inviting peers to participate in every school activity."

So, teacher mover activities encourage collaboration, including pioneering and playing an active role in the learning community, sharing good practices with fellow teachers both at school and teachers from other schools, creating a space for positive discussions, designing activities that can involve all school residents, such as activities in commemoration of national holidays, extracurriculars, work titles, new student admissions, etc. and other collaborative activities.

Teacher mover not only focus on learning in the classroom, but also realize student leadership. Through a learning approach that empowers students such as involving students in designing school activities, listening to students' opinions, and accommodating students' choices according to their interests and talents. Teacher mover maximize the aspects of VCO, namely Voice, Choice, and Ownership in their learning process. Through student leadership, teacher mover facilitate and direct students to be able to optimize their leadership potential by making choices, voicing opinions, asking questions and expressing curiosity. Through this voice, choice, and ownership, students then develop their capacity to become an owner of their own learning process.

This is in line with the results of the interview with the teacher mover of SDN 02 Bumirejo that:

"Teacher mover invite students to have an opinion, involve students in every activity such as planning learning activities, projects to strengthen the Pancasila student profile, and school extracurriculars. Teacher mover also provide a discussion space for students to develop their talents and interests."

Katzenmeyer and Moller (2009) in (Schott et al., 2020) defined teacher leaders as teachers who "lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of that leadership". This is in line with one of the roles of the teacher mover, namely mobilizing the practitioner community. The activities carried out by the teacher mover to carry out their role in mobilizing the practitioner community are in accordance with the results of the interview at SDN 01 Botekan that:

"Teachers are driving the pioneering learning community in schools, becoming resource persons in the community, facilitating experienced teachers with more junior teachers for mentoring programs, assisting in knowledge exchange and skill development."

According to the results of the interview above, then the role of teacher mover in mobilizing the community of practitioners, including teacher mover, inspires colleagues to continue to improve the quality of teaching. By being a source of inspiration, teacher driving motivates the practitioner community to adopt innovations in learning approaches. In addition, the teacher mover also becomes a driving force in the practitioner community, for example arranging community activities, designing materials, communicating to related parties, evaluating, reflecting, and following up on the implementation of the practitioner community. The practitioner community created by the teacher mover includes the school community, the

Teacher Working Group, the classroom teacher community, the teacher mover community in Ulujami and Pemalang districts, the literacy teacher community, the Pemalang PMM POKJA community.

Discussion

This study aims to find out how the role of teacher mover as teacher leadership in State Elementary School 01, Ulujami District, Pemalang Regency. This research was carried out at SDN 02 Bumirejo, SDN 01 Botekan, and SDN 01 Kertosari. The type of research used is qualitative research with data collection methods using literature studies, observations, and interviews.

The reason for this research is to find out how big the role of Teacher Mobilizers as *Teacher Leadership* in schools is. This is related to two reasons, including: (1) Practical reasons: as a driver of Indonesian educational transformation, it can support the growth and development of students holistically so that they become Pancasila Students, become trainers or mentors for other teachers for student-centered learning, and become role models and transformation agents for the education ecosystem. In addition, teacher mover are also the focus of schools to improve the quality of schools that keep up with the times; (2) Theoretical reason: to face the challenges in the 21st century, the government established the Teacher Mobilizer program to launch the Pancasila Student Profile and form Indonesian Students. Quoted from the Kemdikbud.go.id page, teacher mover are expected to be able to develop themselves and other teachers by reflecting, sharing and collaborating independently, having moral, emotional and spiritual maturity to behave in accordance with the code of ethics, planning, implementing, reflecting and evaluating student-centered learning by involving parents, collaborating with parents and the community to develop and foster student leadership, and develop and lead efforts to realize a school's vision that is student-centered and relevant to the needs of the community around the school.

Teacher mover have a special role in independent learning, namely becoming teachers who are able to manage learning using existing technology by reflecting and improving continuously so that students are encouraged to improve their academic achievement independently (Azzahra, 2024). That way, the presence of teacher mover in schools gives more color to school residents, especially teacher mover can become learning leaders (*Teacher Leadership*) in the school.

Based on the results of observations and interviews, the role of the teacher mover shows that the teacher mover carries out duties as a teacher and educator, becoming an administrator, classroom manager, and counselor for other teachers. Sardiman in (Satriawan, Wahyu; Santika, Iffa Dian; Naim, 2021) explains some of the roles of teachers as follows: (1) The role of teachers as teachers and educators conveys ideas of knowledge and information and conveys life values. Teachers play an important role in students' skills and attitudes, (2) the role of teachers as administrators to plan the entire process of learning activities and the design of evaluation of students' learning outcomes to find out the success of the learning goals achieved, (3) the role of teachers as classroom managers makes teachers must be able to lead the class and direct learning with their students. In addition, teachers also play a role in providing stimulus in the form of motivation, and (4) the role of teachers as counselors providing guidance. Teachers must know the personal problems of students and be able to solve these problems as an effective support for student learning activities.

The results of research related to activities carried out by teacher mover to become learning leaders are supported by research from (Tahajudin et al., 2023) who explained that by participating in the teacher mover program, teacher competencies can be optimized and teachers as student-centered learning leaders by using additional insights, knowledge, knowledge, and self-competencies that are optimized from teacher mover and can be applied in learning. Meaning that with exercising leadership as a teacher impacts student learning more than roles that detach them from the classroom (Langdon Warren, 2021).

This is in line with the results of research from (Ridwan, 2022) stating that teacher mover as learning leaders with their competencies can lead students to develop potential, talents, interests, and grow the values that exist in students so that they can grow holistically. Thus, the role of teacher mover is very important as teachers, educators, administrators, classroom managers, and coaches for other teachers. The research supports the results of research related to the role of teacher mover as coaches for other teachers.

Teacher mover act as agents of change that improve the quality of learning and education as a whole. By carrying out the various roles of teacher mover, teacher mover can become teacher leadership and agents of educational change, in accordance with the results of research from (Faiz, 2022) that teacher mover function as a wheel of educational change in a more advanced direction by changing the educational paradigm centered on students and constructing a better educational ecosystem. The results of research of (Nurlaeli et al., 2023) show that the creativity of teacher mover has a significant influence in developing students' interest in learning. It was concluded that the creativity of teacher mover can increase students' interest in learning.

With the application of the role of teacher mover as a driver of collaboration, it is the main factor in improving learning in schools to realize the school's vision. In addition, teacher mover are able to realize student leadership with various methods that involve students directly, and pioneer and mobilize the community of practitioners with peers. This suggests a trend in the belief that teachers do have opportunities to make a difference in their schools if they are proactive and work collaboratively with their colleagues (Cosenza, 2015).

Through the role of teacher mover that have been implemented, teacher mover become teacher leadership in schools. This is in accordance with the results of (Mansyur, 2022) research stating that teacher leadership and the concept of teacher mover. Teachers as leaders in the scope of learning need their own abilities in learning management and in terms of building relationships with other educational ecosystems.

Overall, the presence of teacher mover has a great influence on the teaching and learning process in schools. The teacher mover has a positive impact on teacher performance. This is in accordance with the results of research from (Adiansha, 2022) which stated that the existence of teacher mover has an impact on improving the performance of school principals in carrying out their duties, as well as improving the performance of classroom teachers in designing student-centered learning, utilizing technological developments for learning and interaction relationships, developing students' potential, and educating students' character in accordance with the Pancasila student profile.

In addition, the results of research (Nurjannah, 2023) which state that the Teacher mover Program is one of the solutions implemented by the Minister of Education and Culture in improving the quality of education. The role of the teacher mover is to be able to provide

direction to students to improve themselves comprehensively and have creative and innovative thinking. Teacher mover have a dual duty as leaders who implement independence in learning, not only preparing learning program plans and explaining their contents, but a teacher mover must have the will and capacity to lead, innovate, and make improvements. As a learning leader, teacher mover succeeded in building a meaningful educational atmosphere and supporting the comprehensive development of students so that they could realize the role of teacher driving as teacher leadership in schools.

With the implementation of the role of teacher mover as teacher leadership and collaboration from various parties in the world of education, including educators, policy makers, and other stakeholders, it can effectively optimize the capacity of teacher mover. The same is true of research results from (Angelle & DeHart, 2016) which show that when teacher leadership occurs in schools, positive effects extend to the teacher leaders, to their colleagues, and, most especially, to the students.

Conclusion

The role of teacher mover has an important contribution to teacher leadership in State Elementary Schools in Ulujami District, Pemalang Regency. The role of the teacher mover includes being a learning leader, being a coach for others, encouraging collaboration, realizing student leadership, and mobilizing the community of practitioners.

Teacher Leadership is the ability to influence students to achieve learning goals and be able to build communication with other educational ecosystems. The role of teacher leadership as an interactive, consultative, participatory figure, and as an operator. Teacher mover are the central figures in the management and implementation of learning. Teacher leadership can be carried out efficiently in a democratic style that makes teachers more open in learning and becomes a space for collaboration with all stakeholders in the school.

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