Implementation of Guru Penggerak Program Batch 6 in Gresik

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Abstract

This study aims to Implementation of Guru Penggerak Program Batch 6 in Gresik, supporting and inhibiting factors. This research is a descriptive qualitative research. The subject of this research finds calon guru penggerak, pengajar praktik, and fasilitator who are selected purposively. Data analysis with interactive techniques, namely data collection, data condensation, data presentation, and conclusions. Test the validity of the data with the method and source triangulation technique. The results of the research analysis used the theory of Edward III. The results show that communication is done by socializing. In terms of human resources, the number is still limited, the budget for resources and facilities is adequate. In the aspect of disposition, the central and local governments provide full support for the implementation of the PGP. while on the structural aspect, BPGP employees have a special structure to implement PGP. The supporting factors for the implementation of PGP are the participation of the central and local governments, the commitment and competence of human resources in teacher training, supporting facilities and infrastructure, and coordination of implementers. The inhibiting factors are the lack of human resources, and the difficulty of signaling.

Keywords: Implementation, Guru Penggerak Program, Teacher Education

1. Introduction

Teachers are the main agents in creating quality education. Teachers play an important role in the education system. The development of teacher potential is needed so that teachers are able to increase their capacity as professional teachers. There are various ways to develop the potential of teachers, one of which is the implementation of the Program Guru Penggerak (PGP). PGP is a teacher training program with the aim of increasing teacher competence by conducting student-centered learning in order to create more optimal student learning outcomes. PGP is explained through the Decree of the Directorate General of Teachers and Education Personnel Number 1917/B.BI/HK.01.01/2021 regarding the guideline for the teacher mobilization program. Motivating teachers serve as agents of educational reform by creating various changes or transformations in their environment, both in schools, organizations, and in the community. Unlike other teacher training programs, PGP is implemented for six months using the concept of blended learning so as not to interfere with the teacher's main task in teaching. The mentoring of prospective driving teachers is intensively carried out by practical teachers, both individually and in groups in carrying out tasks and implementing innovations for calon guru penggerak in schools.

Balai Litbang Jakarta conveyed that the 2018 national UKG results only reached 53.02 from the minimum competency standard that had been set, which was 55.0 (Musfah, 2020: 1). In addition, many teachers who have obtained educator certification have not been able to provide satisfactory competency results. Teacher certificates also in fact have not had much impact on improving the professional competence of teachers (Murdadi & Sulistari, 2015: 662).

Teachers in Indonesia have not been able to master the four basic competencies, namely personality competence, pedagogic competence, social competence, and professional competence. This is evidenced by another fact, namely teachers tend to teach in a monotonous and uncreative way which makes students less enthusiastic about learning. Teachers also do

not use learning objectives as a reference in designing learning strategies, teaching materials, and learning assessment tools (Leonard, 2015: 192-201). The implication is that low teacher competence affects student learning outcomes and the quality of education. This is evidenced in the research of Syaidah, Suyadi & Ani (2018: 185) that teacher competence affects student learning outcomes.

According to George Edward III (Nugroho, 2014: 636), four main indicators are needed, namely aspects of communication, resources, disposition, and organizational structure. Communication is one of the most crucial aspects of the policy process. Some policy programs require good cooperation and communication from various related agencies. Therefore, good coordination and cooperation between institutions is needed to achieve the objectives of an implemented program. Good communication is also very necessary to avoid miscommunication between parties. The division of the main tasks of each party also becomes clearer so that there is no overlapping of parts or roles in its implementation. In terms of communication, there are three things that need to be considered. The first is transmission which relates to how the process of delivering information is carried out to parties involved in implementation. Submission of the intent and purpose of the policy must be conveyed appropriately so that the relevant parties are able to understand and implement the policy properly. This transmission dimension can be pursued with the implementation instructions.

Second, clarity of information must be done. Submission of information provided to implementers, target groups, and interested parties must be clear. This is intended so that they can know the intent, purpose, and things that must be prepared to implement the policy properly.

In addition to transmission and clarity in the delivery of information, consistency must also be carried out so that policy implementation is effective. Inconsistent orders can make the information received by the implementers, target groups, and related parties confusing so that it becomes confusing.

The second aspect is resources. The high and low effectiveness of implementing a policy can be influenced by several factors, one of which is the availability of existing resources. Resources according to Winarno (2014: 184-196) consist of several aspects, namely human resources, information, facilities and budgets, and authority.

In implementing a policy or program, existing human resources must have good knowledge and understanding for policy implementation. The existing human resources at least have a good educational background and skills that are in accordance with the program's needs. Training for policy implementers is also needed to improve the quality of human resources.

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Next is information resources. Information has two forms. The first form of information relates to how the implementation of the policy is carried out. Implementers must know what and how to implement the policy. The next form of information is regarding the compliance of existing human resources with government regulations. Implementors know that people involved in implementing policies must comply with the law. Authority resources are closely related to implementers when they are in the field. The implementation of a policy carried out by an institution can be influenced by the authority it has to regulate and make decisions itself in its implementation. Policy actors should be given sufficient authority. This is important when policy actors have problems that must be resolved with the right and fast decisions.

Facility resources in the form of budgets and adequate infrastructure with proper use are able to provide facilities and meet the needs of implementing policies properly. Adequate infrastructure is also able to encourage maximum policy implementation.

The next aspect in implementation is the disposition or attitude of the implementer. Edward III in (Nugroho, 2017: 748), states that disposition is a desire or tendency of policy actors to carry out policies seriously and seriously to realize the objectives of the policy. This disposition can be seen from the attitude of policy actors whether they support or reject.

The awareness of the importance of implementing a policy or program is also one of the things that can be seen whether an actor is serious about implementing the policy. Support from leaders and officials is also needed for the successful implementation of a policy or program. It takes character and characteristics such as honesty, commitment, democracy from each implementor so that each goal can be achieved.

The last aspect is the bureaucratic structure. The bureaucratic structure is a relationship that forms a pattern that contains authority and coordination among policy actors. The bureaucratic structure is in charge of carrying out disposition policies which consist of aspects of the bureaucratic structure, namely Standard Operating Procedure (SOP) and fragmentation. SOPs are also often referred to as implementation instructions in implementing a policy. Fragmentation is the distribution or division of responsibilities in a policy scope among several units.

The term Activator Teacher who is in the Freedom of Learning policy is someone who tries to provide direction to students to develop themselves to the maximum (Sibagariang, Sihotang, Muniarti, 2021: 29). The driving teacher is someone who becomes a learning leader by encouraging all the potential of students and conducting student-centered learning. Motivating teachers are able to make changes for peers and the school environment.

According to research conducted by (Rahayuningsih & Rijanto, 2022) and (Sudarmanto, 2021), and research conducted by (Patilima, 2022). The similarity is that all these studies use qualitative research, but the difference lies only in different

objects and places. But there is a difference in perception from previous research where as a principal in building a communication is not always done by the principal but full support from the school environment is very influential on the achievement of a driving school. For this reason, this research is deemed necessary in order to make a good and useful contribution to the world of education in the future.

2. Research Methods

This study uses a descriptive qualitative approach. This type of qualitative research has a characteristic in the form of an emphasis on an environment that is natural, inductive, flexible, direct experience, depth, process, capture, overall, active participation of participants and interpretation (Raco, 2018: 56). Overall research subjects are 5 Calon Guru Penggerak, Pengajar Praktik, and Fasilitator. Researchers used purposive sampling technique in selecting research subjects. Purposive sampling technique is a non-random sampling technique in which the researcher ensures to use an identity that is in accordance with the research objectives.

Data collection techniques carried out in this study were interview, observation, and documentation techniques. Qualitative data analysis techniques were carried out during the research process. At the time of data collection through interviews, researchers have conducted data analysis by analyzing the results of the answers given by the informants. Miles and Huberman (2014: 12-13) state that qualitative data analysts have four stages of activity, including data collection, data condensation, data presentation, and drawing conclusions. This research uses source triangulation and technique triangulation. Source triangulation is a technique by comparing the results of interviews between one source and another. In this study, triangulation of sources was carried out by comparing the results of interviews with several informants, while technical triangulation was carried out by checking data from the same source with different techniques.

3. Results and Discussion

3.1. Implementation of Guru Penggerak Program

According to George C. III in (Winarno, 2014: 184-196) there are several aspects in seeing the implementation of a policy, namely a) communication; b) resources; c) disposition; and d) bureaucratic structure. The researcher used George C. Edward's concept to see the implementation of Guru Penggerak Program Batch 6 in Gresik.

3.2. Communication

Winarno (2014: 178) explains that in analyzing communication aspects there are several important things such as transmission, clarity, and consistency. The results of research on communication can be explained in the following table.

Table 1. Results of Communication Aspects

No	Aspect	Result
1	Transmission	Submission of information through socialization, Whatsapp, Zoom, Google Meet, pages, Youtube, Instagram, there are implementation instructions in the form of a manual.
2	Clarity	Implementers know the objectives of the program and their duties in implementing PGP.
3	Consistent	Information in communication is clear and does not change, but there are several changes in the schedule of orientation workshop activities due to BPGP policy.

Transmission is a method or process carried out to convey information about policies so that implementers and target groups know the objectives of the policy. This transmission dimension relates to how the delivery process. Dimensions of this transmission can be pursued with the implementation instructions. The process of delivering information regarding the implementation of PGP by holding outreach about PGP. The socialization was held by BPGP East Java together with the target groups from the working area.

The clarity of an information is very influential on the mastery of one's understanding of a policy. Information must be conveyed clearly so that implementers, target groups, and parties involved are able to understand the intent and purpose of the policy so that they are able to know what must be done to implement the policy properly. From the results of researcher interviews, the implementors have understood the objectives and duties of each part in the implementation of PGP.

Consistency is needed so that the implementers are able to understand well and there is no confusion when implementing the program. Regarding information regarding the implementation of the PGP, there were several schedule of activities according to the schedule of activities of Dinas Pendidikan Gresik.

3.3. Resource

Edward III (Winarno, 2014: 184-196) explains that the implementation of a policy will run optimally if there are supporting resources. Resources are the main control in implementing a policy. The level of effectiveness of policy implementation can be influenced by the availability of resources. Resources according to Edward III (Winarno, 2014: 184-196) consist of several aspects such as human resources, information, authority, facilities in the form of budgets and infrastructure used in implementing policies or programs.

Table 2. Resource Aspect Results

No	Aspect	Result
1	Human Resources	Implementers come from instructors, facilitators, and practical teachers
2	Authority Resources	Executors are given the freedom to solve problems related to the executor's duties
3	Information Resources	Executors know their duties and also obey the rules. There are guidebooks, and information through e-learning, social media, and outreach for participants and actors.
4	Facility Resources	mplementers receive honoraria and accommodation during the workshop and Calon Guru Penggerak get money for replacement credit and workshop accommodation. There is a special budget for PGP.

The implementation of PGP has human resources consisting of instruktur, fasilitator, and pengajar praktik who have passed the selection stage to help implement PGP.

In improving the competence of the actors, technical guidance is carried out for the implementers. However, the number of mentors is still lacking. This is known by the withdrawal of human resources from such as instruktur, fasilitator, and pengajar praktik who pass the selection stage.

The selection of PGP implementing actors was chosen based on the competence and experience in teacher training activities owned by the actors. The educational background of all the actors have completed Strata 1 (S1).

Resources of authority mean that policy actors must be given sufficient authority. This is important when policy actors have problems which must be resolved with appropriate and fast decisions. Based on the results of interviews with researchers, the implementers have been given the authority. The authority given is in the form of freedom in solving problems that are their responsibility by removing bureaucratic boundaries. So anyone has the authority to solve problems that are their responsibility without having to go through a bureaucratic process.

Information resources have two forms. The first form of information relates to how the implementation of the policy is carried out. Implementers must know what and how to implement the policy. The next form of information is regarding the compliance of existing human resources with government regulations. Implementors know that people involved in implementing policies must comply with the law. Based on the results of interviews with researchers, it was found that the implementers knew how to carry out their respective duties. This can be seen when the actors carry out activities in the implementation of PGP. Implementers also know that they must obey the law. Almost all actors who are implementers of PGP are Civil Servants. This makes them aware of the obligation to comply with the regulations.

Facilities can be related to the budget and infrastructure provided for the sustainability of the program. Sufficient budget with proper use is able to provide facilities and meet the needs of good policy implementation. Adequate infrastructure is also able to encourage maximum policy implementation. budget resources for the implementation of PGP come entirely from the APBN and have made efforts to support the needs of program implementation.

This budget is used for the procurement of facilities and infrastructure, as well as accommodation for workshop activities and honorariums for parties involved in the implementation of Guru Penggerak Program.

3.4. Disposition

Disposition includes the will, the desire as well as the tendency of attitude or policy behavior in implementing a policy or program to achieve predetermined goals. The results of the study show that the support from provincial, district or city officials has a disposition including the willingness, desire as well as the tendency of attitude or policy behavior in implementing a policy or program to achieve predetermined goals.

Table 3. Disposition Aspect Results

No	Aspect	Result
1	Attitude tendencies	There is a willingness from both central and regional implementers to implement PGP, there is support and participation from the central and local governments in the implementation of PGP.
2	Awareness	There is a personal awareness of the importance of implementing PGP.

In general, the attitude of the implementers has supported this program. This is known from the attitude of the implementers who prioritize the continuity of PGP activities compared to other training or training. There is a personal awareness by program implementers of the importance of this PGP as a priority program.

3.5. Bureaucratic Structure

The last aspect that can affect the implementation of policies or programs according to Edward III quoted by (Winarno, 2014: 184-196) is the bureaucratic structure. The bureaucratic structure is a relationship that forms a pattern that contains authority and coordination among policy actors. The bureaucratic structure is in charge of carrying out the disposition policy which consists of aspects of the bureaucratic structure, namely Standard Operating Procedure (SOP) and fragmentation. SOPs are also often referred to as implementation instructions in implementing a policy.

Table 4. Results of Bureaucratic Aspects

No	Aspect	Result
1	SOP	There is an SOP in the form of an implementation guide book
2	Fragmentation	There is a special structure in implementing Program Guru Penggerak.

According to Edward III quoted by (Maulidia, 2018: 189) that fragmentation is the distribution or division of responsibilities in one policy scope among several units. Fragmentation is the spread of responsibility involving units outside the organization to jointly implement a policy. A good bureaucratic structure can also be seen from how each actor carries out the functions of each role well.

The results of the study indicate that there are standard procedures in the implementation of the Motivating Teacher program. This standard operating procedure is in the form of a manual and a Decree of the Head. The decree contains the names of the implementers of Guru Penggerak Program as well as an explanation of the main work tasks of each section. The manual is more specifically for implementers who communicate directly with Calon Guru Penggerak such as instruktur, fasilitator, pengajar praktik, and during workshop activities.

3.6. Supporting factors

From the results of the interviews, researchers can conclude that the supporting factors for the implementation of Guru Penggerak Program are the competence and experience of the implementers in teacher training. Competence is really needed in the implementation of a policy or program. Competence that will bring policy actors to carry out their duties in accordance with what has been determined. Experience is also very important in supporting the success of the program. The various experiences that they have had are able to make the actors more careful and have better performance in implementing this Guru Penggerak Program. The existence of good coordination makes this program can be implemented until now. The support from the head of the center as well as from the Provincial/Regency/City Offices as well as government agencies involved makes this program to easier.

3.7. Obstacle factor

The inhibiting factor found by researchers in the field is the change in the concept of offline orientation workshops to online ones. In addition, the number of human resources as program implementers is still needed to be added. This can result in less than optimal policy actors in implementing the program due to the many tasks that must be done. Changes in the schedule of activities that result from colliding with the activities of the Provincial, Regency or City Education Offices. Conditions in areas, especially in remote areas, are sometimes still difficult to reach, and signals are difficult.

4. Conclusion

Based on the results and discussion of the research that has been carried out regarding the Implementation of Guru Penggerak Program Batch 6 in Gresik, the researchers conclude as follows:

a. The implementation of Guru Penggerak Program Batch 6 in Gresik has been effective. The communication carried out is able to provide detailed and comprehensive information. Policy actors have appropriate competencies in implementing PGP. The support and participation of the central and local governments made the implementation of PGP able to run well. There is a special structure in the implementation of PGP which involves outsourcing.

b. The supporting factors of the implementation of Guru Penggerak Program Batch 6 in Gresik are: 1) the support and participation of the implementers and stakeholders; 2) competent, committed and experienced implementors in implementing teacher training programs; 3) good coordination between implementers; 4) sufficient authority, 5) facilities capable of supporting the need for implementing PGP.

c. The inhibiting factors of the implementation of Guru Penggerak Program Batch 6 in Gresik are 1) a change in the schedule of activities. One of them is the change in the schedule and concept of orientation workshop activities from offline to online; 2) the lack of implementing human resources so that additional outsourcing is carried out such as instruktur, fasilitator, pengajar praktik who pass the selection stage; 3) signal difficulty.

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