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The Influence of the Guru Penggerak Program on Teacher Competency and Performance

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Abstract: The objectives of this study are: (1) to examine the influence of the Guru Penggerak program on teacher competency, (2) to examine the influence of the Guru Penggerak program on teacher performance, and (3) to examine the influence of the Guru Penggerak program on both teacher competency and teacher performance. This research uses a quantitative approach. It is categorized as ex post facto research and applies a descriptive correlational method. The sample consisted of 127 respondents, selected using a purposive sampling technique. The data collected through questionnaires were analyzed using SEM. The results of the study show that (1) The output of the 4-fit measurement model for the exogenous variable (Guru Penggerak program) shows a C.R. value ≥ 1.967 and a probability (P) value ≤ 0.05, thus H0 is rejected (the research hypothesis is accepted). This means the exogenous variable (Guru Penggerak program) has a direct influence on its endogenous variable, namely teacher competency. (2) The output of the 4-fit measurement model for the exogenous variable (Guru Penggerak program) shows a C.R. value ≤ 1.967 and a probability (P) value ≥ 0.05, thus H0 is accepted (the research hypothesis is rejected). This indicates that the Guru Penggerak program does not have a direct influence on the endogenous variable, namely teacher performance. (3) Based on the output of the significance of mediation (Sobel test), the two-tailed probability value was ≤ 0.05, therefore H0 is rejected (the research hypothesis is accepted). This finding supports the acceptance of the third hypothesis.

Keywords: Guru Penggerak Program, Teacher Competency, Teacher Performance

1. Introductions

Education serves as a means of shaping attitudes and behaviors that are competitive, competent, creative, and innovative, all of which support national development. This is particularly important in facing increasingly competitive challenges—not only in terms of human resources at the internal level but also in the global arena, especially through the Industrial Revolution 4.0 and the era of Society 5.0 (Yokoyama et al., 2023). Education implementation should be a meaningful and beneficial learning process, and education should not be merely about pursuing grades or numbers (Murniarti, 2016).

On July 3, 2020, the Minister of Education, Culture, Research, and Technology launched the fifth episode of the Merdeka Belajar (Freedom to Learn) program, introducing the Guru Penggerak (Driving Teacher) initiative as part of the effort to realize the Merdeka Belajar vision. As drivers of the Merdeka Belajar movement, Guru Penggerak are expected to holistically support the development and growth of students in accordance with the pancasila student profile (Satriawan et al., 2021).

The Guru Penggerak program is one of the efforts aimed at improving student learning outcomes and enhancing teachers' teaching and educational capabilities. Educating means passing on and developing life values. Teaching refers to transmitting and developing scientific and technological knowledge, while training involves developing students' practical skills (Sodik et al., 2021). The role of teachers in educating and teaching students is encompassed in the competencies that teachers must master. Therefore, it is expected that Guru Penggerak, as graduates of the program, can enhance overall teacher competency.

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1.1 Conceptual framework

Professional teacher who possesses all four competencies is considered capable of developing students' potential through the learning process. In the era of Merdeka Belajar (Freedom to Learn), through the Guru Penggerak program, teacher competencies can be enhanced in line with the materials provided during the training. The materials included in this program have been updated to reflect current educational conditions and challenges. As a result, graduates of the Guru Penggerak program are expected to be better prepared to face future educational challenges. Teachers must be able to deliver high-quality learning that can produce educated generations—generations capable of competing globally while possessing strong moral values (Murniarti, 2021). Furthermore, graduates of the Guru Penggerak program are also expected to contribute to improving teacher performance at the elementary school level.

Royani et al. (2020) state that teacher performance or work achievement refers to the results achieved by teachers in carrying out their assigned duties, based on their skills, experience, sincerity, and time management. Teachers who demonstrate high performance will positively impact their outcomes, particularly in the teaching and learning process, where both the quality and quantity of outputs improve. The performance demonstrated by teachers is closely linked to their dedication, which may take the form of commitment to their professional responsibilities. This dedication can also be fostered through various programs initiated by the government. The Guru Penggerak program, part of the Merdeka Belajar initiative, is one of the government's flagship programs aimed at improving teacher performance.

Research conducted by Husni (2020) demonstrated a significant influence between the Guru Penggerak training and the managerial competencies of junior high school Guru Penggerak teachers in West Lombok Regency. Hypothesis testing was conducted using the t-test. The regression analysis using SPSS version 21 revealed that the significance value of the Guru Penggerak training variable was 0.007. According to the criteria, if the significance value is less than $\alpha = 0.05$ ($0.007 < 0.05$), the alternative hypothesis is accepted, indicating a significant influence between Guru Penggerak training and the managerial competence of Guru Penggerak teachers in West Lombok Regency. Conversely, the null hypothesis stating that there is no significant influence is rejected.

Research conducted by Fatimatuzzahro and Erna (2023) further explains that Guru Penggerak play a crucial role in enhancing teacher performance and the quality of instruction. By encouraging collaboration and continuous learning among teachers, Guru Penggerak can help transform teachers' mindsets and build their confidence.

1.2 Research Objectives

The objectives of this study are: (1) to analyze the influence of the Guru Penggerak (Driving Teacher) program on teacher competency, (2) to analyze the influence of the Guru Penggerak program on teacher performance, and (3) to analyze the influence of the Guru Penggerak program on both teacher competency and teacher performance. The variables in this study consist of the Guru Penggerak program, teacher competency, and teacher performance.

2. Methodology

2.1 Research Design

This study employs a descriptive correlational method using a quantitative approach. The data collected were analyzed using SEM (Structural Equation Modeling).

2.2 Respondents of the Study

The population in this study consists of Guru Penggerak graduates in Pati Regency, totaling 188 individuals. The Slovin formula was used to determine the sample size with a margin of error of 5%, resulting in a sample of 127 respondents. The sampling technique used was purposive sampling, which involves selecting samples based on specific criteria (Sugiyono, 2017:85).

The data collection technique used in this research was a questionnaire method. The questionnaire was a written list of questions distributed to the Guru Penggerak teachers. It consisted of two parts: The first part contained questions related to the respondents' demographic characteristics, such as name, gender, and institution. The second part contained research instruments that included statements regarding the Guru Penggerak program, teacher competency, and teacher performance.

The respondents' answers were based on a Likert scale. The Likert scale is used to measure a person's or a group's attitudes, opinions, and perceptions toward social phenomena (Sugiyono, 2015:134). The constructs measured by the Likert scale were further described into manifest constructs.

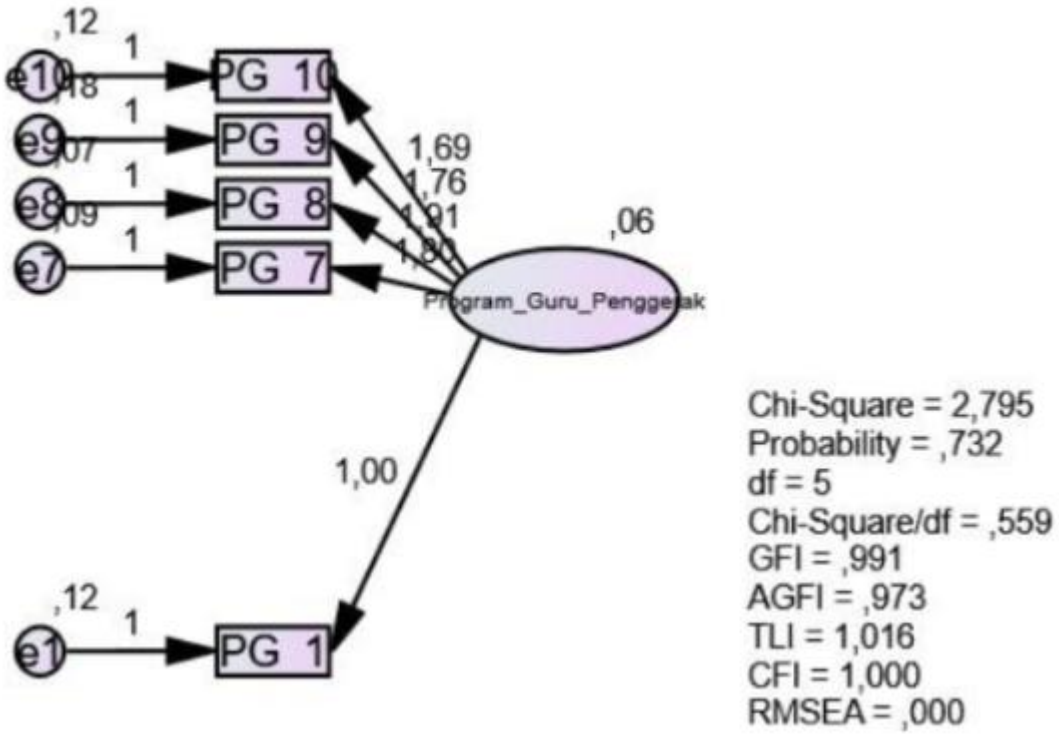

Figure 1. Confirmatory Factor Analysis of the Exogenous Construct

From the path diagram in Figure 1 above, it can be seen that the CFA of the exogenous construct demonstrates a good model fit, as the probability value of the Chi-Square is greater than 0.05, specifically 0.732. Likewise, the GFI, NFI, CFI, TLI, CMIN/DF, and RMSEA values all meet the recommended thresholds. The results of the CFA test for the exogenous construct are summarized in the following table:

Table 1. Goodness of Fit Results for the Exogenous Construct

No	Goodness of Fit Index	Cut-off Value	Test Result	Interpretation
1	Chi-Square	Preferably Small	2.795	Good
2	Significance Probability	≥ 0.05	0.732	Good
3	CMIN/DF	≤ 2.00	0.559	Good
4	GFI	≥ 0.90	0.991	Good
5	AGFI	≥ 0.90	0.973	Good
6	TLI	≥ 0.95	1.016	Good
7	CFI	≥ 0.95	1.000	Good
8	RMSEA	≤ 0.08	0.000	Good

Based on Table 1 above, it can be concluded that the CFA of the exogenous construct represents a fit model that is acceptable for measuring the exogenous variable. The Confirmatory Factor Analysis for the endogenous construct is shown in the figure below:

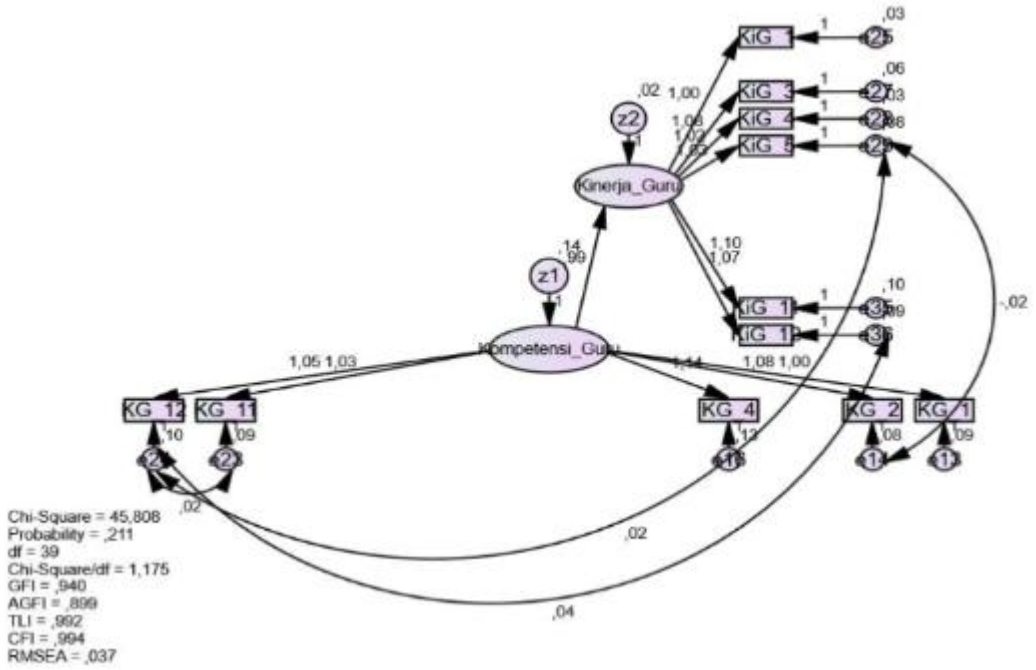

Figure 2. Confirmatory Factor Analysis of the Endogenous Construct

From the path diagram in Figure 2 above, it can be seen that the CFA of the endogenous construct demonstrates good model fit, as the probability value of the Chi- Square is greater than 0.05, specifically 0.211. Similarly, the values of GFI, NFI, CFI, TLI, CMIN/DF, and RMSEA all meet the recommended thresholds. The results of the CFA test for the endogenous construct are summarized in the table below:

Table 2. Goodness of Fit Results for the Endogenous Construct

No	Goodness of Fit Index	Cut-off Value	Test Result	Interpretation
1	Chi-Square	Preferably Small	48.505	Good
2	Significance Probability	≥ 0.05	0.211	Good
3	CMIN/DF	≤ 2.00	1.175	Good
4	GFI	≥ 0.90	0.940	Good
5	AGFI	≥ 0.90	0.899	Good
6	TLI	≥ 0.95	0.992	Good
7	CFI	≥ 0.95	0.994	Good
8	RMSEA	≤ 0.08	0.037	Good

Based on Table 4.8 above, it can be concluded that the CFA of the endogenous construct represents a fit model and is acceptable for measuring the endogenous variable. The next stage of analysis is the full model Structural Equation Modeling (SEM) analysis, conducted after assessing the level of unidimensionality of the dimensions and indicators forming both exogenous and endogenous latent variables, using confirmatory factor analysis. The data analysis at the full model SEM stage was carried out by conducting model fit tests and statistical tests. The testing criteria refer to the Goodness of Fit Index table.

Based on the output of AMOS 24 in the Modification Indices of Measurement Model 3, it was recommended to allow covariances between: e1 and z1, e1 and e27, e23 and e24, e29 and e24

These modifications led to the development of Measurement Model 4, which is shown in the following figure:

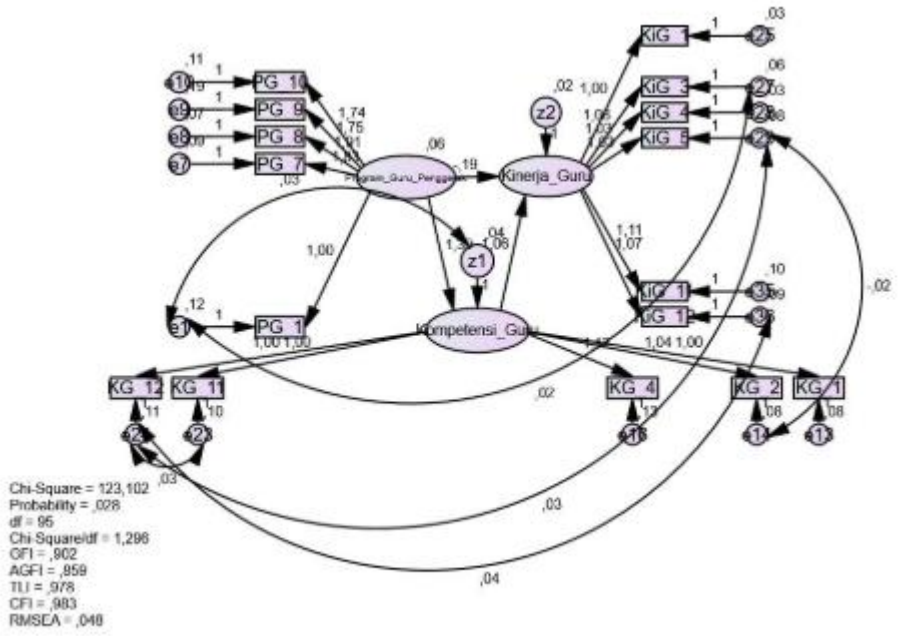

Figure 3. Figure 4.8. Measurement Model 4

As shown in Figure 4.8 above, Measurement Model 4 meets the fit criteria, as indicated by the Chi-Square value, probability (P) value, and other indices such as GFI, CFI, TLI, CMIN/DF, and RMSEA, all of which fall within the recommended thresholds. These results are clearly presented in the table below:

Table 3. Goodness of Fit Results for Measurement Model 4

No	Goodness of Fit Index	Cut-off Value	Test Result	Interpretation
1	Chi-Square	Preferably Small	123.102	Good
2	Significance Probability	≥ 0.05	0.028	Good
3	CMIN/DF	≤ 2.00	1.296	Good
4	GFI	≥ 0.90	0.902	Good
5	AGFI	≥ 0.90	0.859	Good
6	TLI	≥ 0.95	0.978	Good
7	CFI	≥ 0.95	0.983	Good
8	RMSEA	≤ 0.08	0.048	Good

Based on Table 4.11, it can be concluded that Measurement Model 4 is an acceptable fit model. Although in empirical research a researcher is not strictly required to meet all goodness of fit criteria, the decision is subject to the researcher's judgment. Therefore, the fundamental hypothesis of SEM analysis in this study is accepted, indicating no significant difference between the covariance matrix of the observed variables and the implied covariance matrix of the specified model. This confirms that Measurement Model 4 can be used to explain the relationships and influences between the exogenous and endogenous variables.

The analysis results from Measurement Model 4 show that the factor loading for the soft skills construct is only 1.39. The t-value in AMOS 24 is presented as the Critical Ratio (C.R.) in the Regression Weights output (Group number 1 – Default model). If the C.R. ≥ 1.967 or the probability (P) ≤ 0.05, then H0 is rejected (the research hypothesis is accepted). The output of Measurement Model 4 for the exogenous variable (Guru Penggerak program) showed a C.R. of 6.844 and a P-value of 0.00 (≤ 0.05), which means H0 is rejected and the first hypothesis is accepted. This indicates that the exogenous variable (Guru Penggerak program) has a direct effect on its endogenous variable, which is teacher competency.

The same model also shows that the factor loading for teacher performance is only

0.19. Based on the Regression Weights output, the C.R. is -0.242 and the probability (P) is 0.808 (≥ 0.05), meaning that H0 is accepted and the second hypothesis is rejected. This shows that the exogenous variable (Guru Penggerak program) does not have a direct effect on the second endogenous variable, which is teacher performance.

Based on the mediation significance (Sobel test), if the two-tailed probability is ≤ 0.05, then H0 is rejected. The Sobel test output shows a two-tailed probability of 0.00000838, meaning H0 is rejected and the third hypothesis is accepted. This indicates that the teacher competency construct (mediator variable) is capable of mediating the effect of the Guru Penggerak program construct on teacher performance. Thus, the third hypothesis is supported.

3. Conclusions and Recommendations

Based on the output of Measurement Model 4 for the exogenous variable (Guru Penggerak program), the Critical Ratio (C.R.) is 6.844 and the probability (P) is 0.00, which satisfies the criteria (C.R. ≥ 1.967 and P ≤ 0.05). Therefore, H0 is rejected and the first hypothesis is accepted: the Guru Penggerak program has a direct effect on teacher competency. For the second hypothesis, the output showed a C.R. of -0.242 and a P-value of 0.808, which does not satisfy the criteria (C.R. ≤ 1.967 and P ≥ 0.05). Hence, H0 is accepted and the second hypothesis is rejected: the Guru Penggerak program does not have a direct effect on teacher performance. As for the third hypothesis, the Sobel test produced a two- tailed probability of 0.00000838 (≤ 0.05), meaning H0 is rejected and the third hypothesis is accepted. This shows that teacher competency acts as a mediating variable between the Guru Penggerak program and teacher performance.

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Conflict of Interest

The authors declare there is no conflict of interest.

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