



Journal of Education, Teaching, and Learning is licensed under
A [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

THE INFLUENCE OF MOVING TEACHER MANAGEMENT IN IMPROVING THE QUALITY OF LEARNING IN STATE PRIMARY SCHOOLS OF BIREUEN DISTRICT

Syukratun Nufus¹⁾, Bahrun²⁾, Khairuddin³⁾

¹⁾ Universitas Syiah Kuala, Banda Aceh, Indonesia
E-mail: syukratun@mhs.usk.ac.id

²⁾ Universitas Syiah Kuala, Banda Aceh, Indonesia
E-mail: bahrun@usk.ac.id

³⁾ Universitas Syiah Kuala, Banda Aceh, Indonesia
E-mail: khairuddin@usk.ac.id

Abstract. One of the policies of the independent learning program is that teachers can be innovative in implementing learning, position themselves as leaders who are sensitive to students' learning situations and conditions and become independent learning leaders. Driving teacher management aims to improve the quality of learning through developing teachers' pedagogical, personality, social and professional competencies. This research aims to explore the management of driving teachers in improving the quality of learning in public elementary schools in Bireuen Regency. The approach used is experimental with a One Group Pretest-Posttest design. Data collection techniques include observation, interviews and tests. Data analysis was carried out using qualitative and quantitative methods. The research results show that the stages in driving teacher management include: (1) Planning, where teachers participate in preparing the school's vision and mission in accordance with the demands of the independent curriculum; (2) Development of competence, with a focus on improving teachers' pedagogical, personal, social and professional competence; (3) Implementation, where teachers encourage their colleagues to design lessons that meet students' needs and determine appropriate learning styles; and (4) Evaluation, which involves preparing evaluation instruments and carrying out initial, middle and final assessments to assess student progress. The results of the t test analysis show a significant value of 0.02, which indicates the influence of driving teacher management on the quality of learning with an increase of around 40%. These findings emphasize the importance of driving teacher management in creating a more effective and responsive learning environment.

Keywords: Management, driving teachers, learning quality

I. INTRODUCTION

The implementation of independent learning in learning contains great significance and has a positive impact on both teachers and students (Hasibuan et al., 2019; Lo & Hew, 2018; Schlenz et al., 2020). This concept is based on understanding from previous literature, which emphasizes that freedom to learn includes freedom to think, innovation, the ability to learn independently, and increased creativity. As mandated in Law of the Republic of Indonesia Number 14 of 2005, teachers have a central role in shaping the character of students. The law, in Chapter 1 Article 1, clearly states that teachers are professional educators who have the main task of educating, teaching, developing, directing, training, assessing and evaluating students in various educational pathways, including early childhood education,

primary education, and secondary education. Therefore, the implementation of independent learning not only provides freedom for students to develop their potential, but also requires the role of teachers as facilitators who are able to direct and motivate students effectively (Azmiyah & Astutik, 2021; Gharti, 2019; Swatevacharkul & Boonma, 2020).

The Ministry of Education and Culture has initiated a step forward in improving the quality of education in Indonesia through the implementation of the Teacher Mobilization Program (PGP). The main aim of this program is to optimize teacher potential and advance student independence in the learning process (Kholisoh et al., 2023; Rohliyati et al., 2023; Sahruddin et al., 2023). PGP is an integral part of the transformation of education towards a better direction and plays a key role in implementing the independent learning

curriculum (Maphalala et al., 2021; Sonzarni et al., 2023; Sze Yean, 2019).

The self-directed learning program is designed to empower teachers as innovative and transformational learning leaders, so that they can encourage students' holistic growth. (Anggraeni & Rugaiyah, 2023; Lusinta Rehna Ginting, 2022; Yulianti et al., 2023). Driving teachers not only act as learning facilitators, but also as agents of change who are able to have a positive influence on the school environment as a whole (Gericke & Torbjörnsson, 2022; Reinius et al., 2022; Timm & Barth, 2021). According to Rohliyati et. al (2023), "Activist teachers are expected to be able to support the holistic growth and development of students to become students of Pancasila, mentors for their colleagues by implementing student-centered learning, and become role models and agents of change." Apart from that, Mansyur (2021) also explained that, "In addition to encouraging quality learning that is student-centered, driving teachers also encourage the empowerment of other teachers to maximize the same learning model." The development of driving teachers is carried out for innovative changes in learning and being able to lead oneself without having to wait for orders, positioning oneself as a leader who is sensitive to the situation and learning conditions of students and becomes a learning leader who is independent in learning. Then, according to Manao (2022), "A driving teacher is a learning leader who is able to apply independence in learning and is student-centered."

The results of initial observations carried out by researchers show that there are problems in the quality of learning in several elementary schools in Bireun Regency, including; 1) Some driving teachers do not receive sufficient training to implement innovative teaching methods and encourage active learning; 2) unequal distribution of driving teachers in various elementary schools; 3) Limited resource availability; and 4) lack of communication and collaboration between driving teachers and regular teachers in elementary schools.

Facing these conditions, researchers offer a solution by focusing on the management of driving teachers. Driving teacher management is defined as an approach that can overcome learning quality problems. With optimal management, educational organizations can involve processes of planning, organizing and controlling resources. Thus, learning objectives can be achieved effectively and efficiently. Effectiveness refers to achieving goals according to planning, while efficiency emphasizes the precise and organized execution of tasks according to a schedule.

Several studies on the management of driving teachers, such as research conducted by Wardani et. al (2022) regarding self-management of driving teachers in increasing students' learning motivation at SMA Negeri 1 North Kuta shows the results that self-management of driving teachers increases students' learning motivation through knowledge of the goals of work as educators, self-development through education and training, management of emotional intelligence, and time management using group methods. Research conducted by Farida et. al (2022) about creative

management of driving teachers in increasing competency in implementing discovery learning through in house training (IHT) shows that through In House Training (IHT), teachers' ability to apply the Discovery Learning Model in learning can significantly increase. Apart from that, research also conducted by Nizan et. al (2023) about The driving teacher's strategy in improving the quality of learning at SMPN 1 Gunung Sari shows that the strategy implemented by the driving teacher to improve the quality of learning at SMPN 1 Gunung Sari includes: 1) Learning planning that involves the results of independent socialization of the independent curriculum, mapping student learning styles, developing basic competencies and learning objectives, selecting learning methods that have an impact and focus on students, as well as determining learning media and resources; 2) Implementation of learning using a differentiated learning model; 3) Assessment and evaluation of learning through direct assessment of processes, products and content, as well as reflection on learning; 4) Increasing the competence of colleagues through training and guidance; and 5) Increasing student competency by developing critical thinking competency, holistically, and creating a positive culture for students. Based on several studies above, it shows that there has been no research that focuses on testing the influence of driving teacher management on the quality of learning in elementary schools. The specific aim of this research is to evaluate the influence of mobile teacher management on improving the quality of learning in Bireuen Regency State Elementary Schools. Aspects being evaluated include management strategies implemented by driving teachers, including planning, implementing and evaluating student-centered learning. This research aims to identify how this management approach can improve student interaction, engagement in the learning process, and overall learning outcomes, thereby contributing to the quality of education in elementary schools.

II. METHODS

This research uses experimental research methods, which is a type of research used to identify the effect of certain treatments on other variables under controlled conditions. The research design used in this research is "One Groups Pretest-Posttest Design", namely a research design that is only carried out on one group which is measured by giving a pretest before being given treatment and a posttest after being given treatment. In this way, it can be known more accurately, because it can be compared with what was done before the treatment was given. This research activity aims to assess the differences in the influence of driving teacher management on improving the quality of learning in several elementary schools in Bireun Regency. The One Groups Pretest-Posttest Design research design scheme is shown in the following table.

TABLE I
RESEARCH DESIGN

Pretets	Treatment	Posttest
T1	X	T2

Information:

T1 : The initial test (pretest) is carried out before being given treatment

X : Treatment is given to teachers in the form of Activator Teacher Management

T2 : The final test (posttest) is carried out after being given treatment

In this design, the first step is to give an initial test (pre-test) to the group that will receive treatment, followed by the implementation of the treatment, in this case teacher management moves. After the treatment period, a final test (post-test) was carried out to measure the changes that occurred as a result of the treatment. This approach was chosen because it allows researchers to identify the specific effects of mobile teacher management on the quality of learning under controlled conditions. By comparing the results of the pre-test and post-test, researchers can assess how big the impact of the treatment given is, as well as gain clearer insight into improving students' skills. This design also provides a clear structure for data analysis, making it easier to use the t test to measure the significance of differences between scores before and after treatment.

To collect relevant data in this research, researchers used three main techniques: observation, interviews, and project tests. In the observation stage, the procedure begins by observing learning activities in the classroom during the pre-test phase. Researchers recorded interactions between teachers and students, as well as the implementation of the teaching methods used. After the observation phase, interviews were conducted with the teachers to explore their views on mobile teacher management and the challenges faced in implementing student-centred learning. This interview process is designed to dig deeper information about teachers' experiences and their hopes for the changes expected through this treatment.

The test instrument that will be used in the pretest and posttest is in the form of a project. Every teacher is required to actively participate in designing and implementing interesting learning activities. These projects can include practical applications of course material, allowing teachers to measure students' ability to apply their knowledge in real-world contexts. Project assessment indicators, namely: i) Job objectives as an educator; ii) Self-development; iii) Emotional Intelligence; and iv) Emotional Intelligence.

To determine whether the items used to assess the quality of learning are valid and reliable, a validity and reliability test of the instrument is carried out as shown in the following table.

TABLE II
 ITEM VALIDITY RESULTS

No.	Question items	Sig value. (2-tailed)
1.	Job Objectives as an educator	0.721
2.	Self-development	0.689
3.	Emotional Intelligence	0.701
4.	Emotional Intelligence	0.614

Table 2 shows that the four assessment indicators have a significance value above 0.05. This shows that the four indicators are valid and can be used as instruments to assess the management of driving teachers towards the quality of learning in elementary schools. Apart from that, the results of the reliability test can also be seen in the following table.

TABLE III
 RELIABILITY TEST RESULTS

Cronbach's Alpha	N of Items
,694	3

Table 3 shows that the results of Cronbach's Alpha in instrument reliability show a score of 0.694 > 0.05. These results show that the instrument is reliable in assessing the quality of learning.

The population of this study includes all elementary schools in Bireun Regency. The research sample was selected using a purposive sampling method, which was considered based on the presence of driving teachers in elementary schools. The three elementary schools that meet these criteria are SDN 7 Simpang Mamplam, SDN 10 Samalanga, and SDN 13 Simpang Mamplam, where each school has 3 driving teachers.

In this research, data analysis was carried out using qualitative and quantitative methods, each of which has a different approach to understanding and drawing conclusions from the data collected. Qualitative data obtained from observations and interviews were analyzed to describe the implementation of mobile teacher management and its impact on the quality of learning in elementary schools. The analysis process involves coding the data, where the researcher identifies themes and patterns that emerge from the information collected. For quantitative data, the analysis focuses on the results of the pretest and posttest carried out on teachers. This method involves calculating the average score, as well as using a t test to determine whether there is a significant difference between pretest and posttest scores. Apart from that, the N-Gain test is used to measure improvements in student learning outcomes in more detail.

III. RESULT

A. *Teacher Management is a Driver in Improving the Quality of Learning in Public Elementary Schools in Bireuen Regency*

1) *Planning Stage*

The results of the research show that in preparing plans to improve the quality of learning, the principal, driving teachers and all school components are involved in determining the targets or objectives to be achieved. Planning in management is the most important function because this function will determine other management functions. According to Mubarak (2019:36) states that "Planning is the initial process of making decisions by selecting alternative activities that will or will not be implemented so that efforts to achieve organizational goals take place effectively and efficiently." This planning is included in the preparation of the school's vision and mission

which involves driving teachers coordinating with the school principal according to the demands of the latest curriculum, namely the independent curriculum. Based on the results of the interview, it is known that the driving teacher provides suggestions for the effectiveness of teaching and learning so that the quality of learning increases. Then the driving teacher also provides suggestions in setting learning goals.

Various new ideas have been given by driving teachers to schools after being active in the program, apart from that, in the planning stage, driving teachers will act as leaders for teachers who have not had the opportunity to take part in the driving teacher program. The knowledge gained by the driving teacher will be shared with his colleagues in order to achieve improved learning. So in this planning, the school principal will look at the vision and mission from the suggestions given by the driving teacher and then coordinate to set long-term goals, namely annually. This planning also looks at aspects of scientific and technological development and considers the opinions of the school committee and stakeholders. The driving teacher also invites other fellow teachers to design effective learning strategies according to today's times in order to improve the quality of learning.

2) *Impelemtation Stage*

The results of the research show that the implementation of driving teachers in improving the quality of learning is based on the needs of students. This aims to determine the appropriate learning style for each student. Through this driving teacher program, learning is designed to be student-centered and predominantly model-based Problem Based Learning (PBL), Discovery Learning, Project Based Learning (PJBL), Inquiry Learning and Cooperative Learning according to the demands of an independent curriculum. Learning is carried out in 3 main activities, namely initial, core and closing.

Each activity is student-oriented in order to improve students' critical thinking abilities. In the implementation of initial activities, the driving teacher is obliged to prepare students psychologically and physically, providing motivation. By carrying out this treatment, the driving teacher creates a pleasant and socio-emotional learning atmosphere. According to Mulyasa (2018:149) that "Implementation of core learning activities is the implementation of learning models, learning resources and media based on learning objectives". Meanwhile, the implementation of closing learning activities requires reflection and feedback regarding the learning that has taken place. The driving teacher's reflection and feedback strategy is by asking students for feedback regarding what needs to be improved, the learning methods used by the driving teacher also inform the next meeting.

The implementation of driving teachers in improving the quality of learning also invites colleagues to learn together in designing learning according to the knowledge gained in the driving teacher program. In this case, the driving teacher often discusses learning issues, to be more focused, of course by coaching colleagues so that colleagues can explore their existing competencies in solving the problems they face.

3) *Evaluation Stage*

Learning evaluations are also still carried out to provide new breakthroughs regarding things that need to be improved and what changes can be seen in the driving teacher. Learning assessment is carried out to obtain student learning outcomes to measure the level of competency achievement. This is done as material for preparing progress reports on learning outcomes, and to improve the learning process. According to Nizan et al., (2023:1327) that "Learning assessment must be carried out consistently, systematically, using tests and non-tests in written or oral form, performance observations, attitude measurements, assessment of work results in the form of assignments, projects and/or products, portfolio".

The results of the research show that in improving the quality of learning teachers are the driving force in preparing assessments by defining evaluation objectives, using criteria, using evaluation considerations, using a variety of data collection methods, being consistent and having a weight for each criterion. Driving teachers also implement evaluation through assessments of as, of and for learning. Where this assessment is carried out at the beginning of learning (as), mid-learning (for) and end of learning (of). This is done to determine students' progress in each material that has been taught. Apart from that, the driving teacher also carries out evaluations through transparent reflection in order to provide input on deficiencies in the learning carried out so that it can become meaningful feedback.

Based on the results of the interview, it is known that the driving teacher involves colleagues in conducting evaluations. The evaluation process implemented by the driving teacher in improving the quality of learning is seen from the learning competencies that students want to achieve in each phase by creating learning outcomes (CP) and the flow of learning objectives (ATP). correctly and systematically.

B. *Normality Test*

Normality testing aims to assess whether the distribution of the data obtained is normal or not. The normality testing process was carried out using the Kolmogorov-Smirnov method. The decision in this test depends on the significance level used. If the Sig (2-tailed) value is > 0.05 , it can be concluded that the residual has a normal distribution. Conversely, if the Sig (2-tailed) value is < 0.05 , it can be interpreted that the residual does not follow a normal distribution. Normality Test Output Results using SPSS 25.00 are as follows.

TABLE IV
 PRETEST AND POSTTEST NORMALITY TEST RESULTS

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	,129	9	,200*	,941	9	,657
Posttest	,154	9	,200*	,856	9	,781

Based on table , it is known that the Sig. for the pretest it was 0.771 and the Sig value for the posttest was 0.808. The Sig value of the two tests is > 0.05 , so it can be concluded that the teacher pretest and posttest test data are normally distributed.

C. Homogeneity Test

After getting the results from the normality test, the next step involves data analysis testing, which includes homogeneity tests for pretest and post-test data. Data analysis was carried out through a homogeneity test using SPSS statistical software version 25.00. Homogeneity testing is carried out to assess whether the data from the sample class is homogeneous or not, that is, whether the sample used can represent the entire population. The homogeneity test results can be found in the following table.

TABLE V
 HOMOGENIITY TEST RESULT
Test of Homogeneity of Variance

Levene Statistics	df1	df2	Sig.
3,412	4	4	0.074

Based on the results of the pretest and posttest data homogeneity test using SPSS Statistics 25.00, a significant value of $0.074 > 0.05$ was obtained, which means that the data is homogeneously distributed.

D. Hypothesis testing

Test the hypothesis in this research using Paired simple T test. The paired simple T test was carried out using SPSS by setting a significant value smaller than 0.05. There was a significant difference in learning outcomes after implementing Blended Learning-based Munalo dance learning. In the paired simple T test, if the significance was greater than 0.05, then there was no significant difference. The hypothesis tested is as follows:

H0: There is no significant difference in the quality of learning in elementary schools after implementing teacher mobilization management.

Ha: There is a significant difference in the quality of learning after the implementation of driving teacher management.

The results of the hypothesis testing that has been carried out can be seen in the following table.

TABLE VI
 T TEST RESULTS

		Paired Samples Test					t	d	Sig.
		Paired Differences							
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest - Posttest	14,600	9,879	3,465	-18,785	4,573	5,780	9,020	

Based on table 6, the results of the Paired Simple T Test using SPSS show a significant value of 0.02 and Tcount of 5.780 while Ttable 1.383 (Tcount 5.780 $>$ Ttable 1.383) which means H0 is rejected and Ha is accepted. It can be concluded that there is a significant difference in learning outcomes after implementing the driving teacher management.

E. N-Gain Test

To find out what percentage the quality of learning in elementary schools in Bireun Regency has improved, an N-Gain test was carried out. The N-Gain test is used to determine whether there are differences before and after being given treatment in the form of driving teacher management. The N-Gain test in this research also uses SPSS 25.00. The results of the N-Gain test are presented in table form. Below are the results of the analysis written in table 7.

TABLE VII
 N-Gain Test Results

Test	N-gain Score (Mean)
Pretest	0.215
Posttest	0.671

Based on the data written in the table above, it can be seen that the pretest results have an average N-Gain score of 0.215 and the posttest has an average N-Gain score of 0.671. The two tests have different or different values. If the N-Gain index is interpreted according to Hake, the pretest results are in the Low (weak) category and the posttest results are in the average (medium) category. So it can be said that driving teacher management can improve the quality of elementary school learning in Bireun Regency.

IV. DISCUSSION

showed significant changes in the effectiveness of teaching methods and student learning outcomes after the implementation of mobile teacher management. This improvement is measured using the N-Gain test, which assesses the difference between pretest and posttest scores to categorize students' level of progress from the Low category to the Average Category. These results indicate that students not only experienced improvements in understanding the material, but also demonstrated better abilities in applying their knowledge in broader contexts. The implication of this improvement for educational practice in Bireun Regency is the need to strengthen mobile teacher management as a strategy to increase teaching effectiveness, so as to produce students who are more competent and ready to face academic challenges. The results of this research support several studies, such as those conducted by Wardani et. al (2022) shows the results that driving teacher self-management increases students' learning motivation through knowledge of the goals of work as educators, self-development through education and training, management of

emotional intelligence, and time management using group methods. Research conducted by Farida et. al (2022) shows that through In House Training (IHT), teachers' ability to apply the Discovery Learning Model in learning can significantly increase.

The management of driving teachers at the Bireuen Regency Public Elementary School forms a framework that involves active collaboration between the principal, driving teachers, and all school elements in designing, implementing, and evaluating learning activities. In the planning stage, there is the preparation of the school's vision and mission, setting targets, and close collaboration between the school principal and driving teachers. The main focus of implementing learning is implementing various learning models such as PBL, Discovery Learning, PJBL, Inquiry Learning, and Cooperative Learning, with the aim of creating an inspiring and enjoyable learning environment. Evaluation is carried out through a comprehensive assessment of various aspects of learning, including aspects such as as, of, and for learning. Apart from that, the driving teacher is also involved in inviting colleagues to carry out evaluations and provide guidance (coaching).

The strategic role of driving teachers in the educational context where they work is very important. Keiler (2020) stated that driving teachers have the opportunity to become coaches for colleagues with diverse teaching experience. They function as companions and initiators in organizing activity programs aimed at improving the skills of colleagues (Sumiarti & Subur, 2022; Tinumbang et al., 2023; Veryawan et al., 2023). Furthermore, driving teachers also play a role in providing guidance and sharing experiences related to the use of learning models that focus on students, learning that has a positive impact on students, and learning that fosters a sense of fun (Mukhalalati & Taylor, 2019; Nurlaeli et al., 2023; Shearer et al., 2020). Not only that, they also guide colleagues who are writing classroom action research, in accordance with their inherent motivator role.

The role of the driving teacher includes leadership in the learning process by utilizing various available resources, while continuing to develop students' knowledge, attitudes and skills (Kaso et al., 2021; Langdon Warren, 2021; Melese & Tinoca, 2019). Currently, to improve student competence, driving teachers need to encourage students to be active in learning, creative, think critically, collaboratively, and be able to communicate their ideas (Haryani et al., 2021). Driving teachers are expected to have the ability to help foster holistic character in students, creating quality student human resources (Hardiyanto, 2020). Therefore, support for relevant learning approaches is crucial for driving teachers in achieving these goals, namely realizing student activity and creativity, as well as instilling a positive culture in learning.

Management of the Teacher Mobilization Program plays a crucial role in raising the standards of teacher professionalism, not only limited to teaching skills, but also in forming teachers as dedicated leaders. A Driving Teacher is not only recognized as a competent educator, but also has the ability to motivate and lead his colleagues. They bring a spirit of collaboration and mutual support among educational

staff, contributing to the creation of an educational ecosystem that focuses on the development and needs of students. Thus, the Mover Teacher Program Management is an important foundation in strengthening teacher professionalism and improving the overall quality of education.

V. CONCLUSIONS

The results of the research show that driving teacher management has a significant positive impact on the quality of learning at the Bireuen Regency Public Elementary School. Normality tests, data homogeneity, and hypothesis tests support these findings, with an increase in learning quality of 40% from the Low to Average category after the implementation of driving teacher management. This finding is in line with previous research which shows that driving teacher self-management can increase students' learning motivation through various strategies such as self-development, emotional intelligence management, and time management. The management of driving teachers at the Bireuen Regency Public Elementary School involves active collaboration between the principal, driving teachers and other school elements, with a focus on implementing innovative learning models. The role of the driving teacher is not only as a trainer, companion and initiator of activity programs, but also as a leader who encourages the development of students' holistic competencies. Management of the Teacher Mobilization Program is crucial in increasing the standards of teacher professionalism and forming an educational ecosystem that is oriented towards the development and needs of students, making an important contribution to improving the overall quality of education.

The findings of this research indicate that teacher management is effective in improving the quality of learning in elementary schools, which can inform the development of education policies that focus on teacher training and empowerment. Policies that support these programs can create more innovative and responsive learning environments, as well as encourage collaborative approaches among teachers.

During the research process, several limitations and obstacles emerged that need to be acknowledged. One of them is the limited sample size, which only includes a few elementary schools in Bireuen Regency. This may limit the generalizability of the findings, because the results obtained may not fully reflect the conditions of other schools that have different contexts and challenges. In addition, obstacles to data collection, such as insufficient time to conduct in-depth observations or limitations in access to teachers and students, can affect the quality and depth of the data collected. By understanding these obstacles, it is important to pursue further research with more comprehensive and diverse designs to gain a better understanding of the influence of teacher management on learning quality in various educational contexts.

REFERENCES

- Anggraeni, I. N., & Rugaiyah, R. (2023). The Role of Mobilizing Teacher Education in Efforts to Improve the Quality of Teacher. *Asatiza: Jurnal Pendidikan*, 4(1), 1–14. <https://doi.org/10.46963/asatiza.v4i1.842>
- Azmiyah, U., & Astutik, A. P. (2021). The Role of The Movement Teacher in Preparing Indonesia's Excellent Generation. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 396–408. <https://doi.org/10.31538/nzh.v4i2.1582>
- Farida, E. Y., Mulyono, R., & Purbonuswanto, W. (2022). Manajemen Kreatif Guru Penggerak Dalam Meningkatkan Kompetensi Penerapan Discovery Learning Melalui In House Training (IHT). *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, XX(XX).
- Gericke, N., & Torbjörnsson, T. (2022). Identifying capital for school improvement: recommendations for a whole school approach to ESD implementation. *Environmental Education Research*, 28(6), 803–825. <https://doi.org/10.1080/13504622.2022.2045256>
- Gharti, L. (2019). Self-Directed Learning for Learner Autonomy: Teachers' and Students' Perceptions. *Journal of NELTA Gandaki*, 1, 11–18. <https://doi.org/10.3126/jong.v1i0.24454>
- Hardiyanto, F. E. (2020). Revitalizing the Prophetic Teacher Ethic in Developing Human Resources for Education. *Universal Journal of Educational Research*, 8(6), 2686–2692. <https://doi.org/10.13189/ujer.2020.080653>
- Haryani, E., Cobern, W. W., Pleasants, B. A. S., & Fetters, M. K. (2021). Analysis of teachers' resources for integrating the skills of creativity and innovation, critical thinking and problem solving, collaboration, and communication in science classroom. *Jurnal Pendidikan IPA Indonesia*, 10(1), 92–102. <https://doi.org/10.15294/jpii.v10i1.27084>
- Hasibuan, A. M., Saragih, S., & Amry, Z. (2019). Development of Learning Devices Based on Realistic Mathematics Education to Improve Students' Spatial Ability and Motivation. *International Electronic Journal of Mathematics Education*, 14(2), 243–252. <https://doi.org/10.29333/iejme/5729>
- Kaso, N., Mariani, M., Ilham, D., Firman, F., Aswar, N., & Iksan, M. (2021). The Principal's Leadership: How to Improve the Quality of Teaching and Learning Process in State Junior High School of Luwu. *Jurnal Ad'ministrare*, 8(1), 49. <https://doi.org/10.26858/ja.v8i1.19126>
- Keiler, L. S., Diotti, R., Hudon, K., & Ransom, J. C. (2020). The role of feedback in teacher mentoring: how coaches, peers, and students affect teacher change. *Mentoring and Tutoring: Partnership in Learning*, 28(2), 126–155. <https://doi.org/10.1080/13611267.2020.1749345>
- Kholisoh, L., Lismawati, L., Sutarsana, S., Kharismawan, D., & Herliana, E. (2023). The Effect Of The Activist Teacher Education Program On Improving The Quality Of Teacher Education. *Proceeding Of International Conference On Education, Society And Humanity*, 1(1), 244–255. <https://www.ejournal.unuja.ac.id/index.php/icesh/article/view/5667>
- Langdon Warren, L. (2021). The Importance of Teacher Leadership Skills in the Classroom. *Education Journal*, 10(1), 8. <https://doi.org/10.11648/j.edu.20211001.12>
- Lo, C. K., & Hew, K. F. (2018). A comparison of flipped learning with gamification, traditional learning, and online independent study: the effects on students' mathematics achievement and cognitive engagement. *Interactive Learning Environments*, 28(4), 464–481. <https://doi.org/10.1080/10494820.2018.1541910>
- Lusinta Rehna Ginting, F. A. (2022). Movement Teacher. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 3(2), 142–156. <https://doi.org/10.47006/ijierm.v3i2.89>
- Mansyur, A. R. (2021). Wawasan Kepemimpinan Guru (Teacher Leadership) dan Konsep Guru Penggerak. *Education and Learning Journal*, 2(2), 101. <https://doi.org/10.33096/eljour.v2i2.113>
- Maphalala, M. C., Mkhasibe, R. G., & Mncube, D. W. (2021). Online Learning as a Catalyst for Self-directed Learning in Universities during the COVID-19 Pandemic. *Research in Social Sciences and Technology*, 6(2), 233–248. <https://doi.org/10.46303/ressat.2021.25>
- Melese, S., & Tinoca, L. (2019). Instructors' knowledge, attitude and practice of differentiated instruction: The case of college of education and behavioral sciences, Bahir Dar University, Amhara region, Ethiopia. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1642294>
- Mukhalalati, B. A., & Taylor, A. (2019). Adult Learning Theories in Context: A Quick Guide for Healthcare Professional Educators. *Journal of Medical Education and Curricular Development*, 6, 238212051984033. <https://doi.org/10.1177/2382120519840332>
- Nizan, A., Alqadri, B., Yuliatin, Y., & Herianto, E. (2023). Strategi Guru Penggerak dalam Meningkatkan Mutu Pembelajaran di SMPN 1 Gunung Sari. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1325–1336. <https://doi.org/10.29303/jipp.v8i3.1423>
- Nurlaeli, Febriani, T., Syarifuddin, A., Hamzah, A., & Tastin. (2023). Creativity of Driving Teachers in Developing Learning Interests of Class V Elementary School Students. *MIMBAR PGSD Undiksha*, 11(2), 324–334. <https://doi.org/10.23887/jjpsd.v11i2.61615>
- Reinius, H., Kaukinen, I., Korhonen, T., Juuti, K., & Hakkarainen, K. (2022). Teachers as transformative agents in changing school culture. *Teaching and Teacher Education*, 120, 103888. <https://doi.org/10.1016/j.tate.2022.103888>
- Rohliyati, Annur, S., Zainuri, A., & Saputra, A. A. (2023). Factors Influencing The Implementation Of The Mobile Teacher Program In Increasing Collections ' Work Spirit. *Proceeding of International Conference on Education, Society and Humanity*, 01(01), 934–940.
- Sahrudin, A., Arismunandar, & Samad, S. (2023). Development of Professional Human Resources

- through Education Program Mobile Teacher in South Sulawesi. *Asian Journal of Education and Social Studies*, 48(4), 40–53. <https://doi.org/10.9734/ajess/2023/v48i41083>
- Schlenz, M. A., Schmidt, A., Wöstmann, B., Krämer, N., & Schulz-Weidner, N. (2020). Students' and lecturers' perspective on the implementation of online learning in dental education due to SARS-CoV-2 (COVID-19): A cross-sectional study. *BMC Medical Education*, 20(1), 1–7. <https://doi.org/10.1186/s12909-020-02266-3>
- Shearer, R. L., Aldemir, T., Hitchcock, J., Resig, J., Driver, J., & Kohler, M. (2020). What Students Want: A Vision of a Future Online Learning Experience Grounded in Distance Education Theory. *American Journal of Distance Education*, 34(1), 36–52. <https://doi.org/10.1080/08923647.2019.1706019>
- Sijabat, O. P., Manao, M. M., Situmorang, A. R., Hutauruk, A., & Panjaitan, S. (2022). Mengatur Kualitas Guru Melalui Program Guru Penggerak. *Journal of Educational Learning and Innovation (ELIA)*, 2(1), 130–144. <https://doi.org/10.46229/elia.v2i1.404>
- Sonzarni, Mauliddina, S. A., & Irianto, D. M. (2023). Implementation of the Independent Learning Curriculum in Inclusive Schools. *AURELIA: Jurnal Penelitian Dan Pengabdian Masyarakat Indonesia*, 2(2), 1097–1101. <https://doi.org/10.57235/aurelia.v2i2.699>
- Sumiarti, & Subur. (2022). Strengthening the Micro Teaching Role in the Development of Teacher Candidates Teaching Skills. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 27(1), 1–12.
- Swatevacharkul, R., & Boonma, N. (2020). Learner autonomy: Attitudes of graduate students in English language teaching program in Thailand. *LEARN Journal: Language Education and Acquisition Research Network*, 13(2), 176–193.
- Sze Yean, L. (2019). Promoting Active Learning and Independent Learning Among Primary School Students Using Flipped Classroom. *International Journal of Education, Psychology and Counseling*, 4(30), 324–341. www.ijepc.com
- Timm, J. M., & Barth, M. (2021). Making education for sustainable development happen in elementary schools: the role of teachers. *Environmental Education Research*, 27(1), 50–66. <https://doi.org/10.1080/13504622.2020.1813256>
- Tinumbang, R. R., Syaroni, ; M., & Daryanto, ; Eko. (2023). Tasks and Functions of the Police Intelligence in Efforts to Handle and Prevent Rohingya Refugees in Aceh Province. *International Journal of Social Science Research and Review*, 6(6), 487–504. <http://dx.doi.org/10.47814/ijssrr.v6i6.1410><http://ijssrr.com>
- Veryawan, HASibuan, R. H., Anisaturrahmi, Rosmiati, Fitriani, D., Hafiz, A., & Rahma. (2023). Analysis of the implementation of the Merdeka curriculum with Pancasila -profiled learners in early childhood education. *Atfaluma*, 6(2), 81–95.
- Wardani, N., Sunu, I., & Divayana, D. (2022). Manajemen Diri Guru Penggerak Dalam Peningkatan Motivasi Belajar Peserta Didik di SMA Negeri 1 Kuta Utara. *Jurnal Administrasi Pendidikan Indonesia*, 13(2), 169–177. https://ejournal2.undiksha.ac.id/index.php/jurnal_ap/article/view/1741%0Ahttps://ejournal2.undiksha.ac.id/index.php/jurnal_ap/article/download/1741/1045
- Yulianti, R., Wahyuningrum, P. M. E., Nengsih, L. W., & ... (2023). Strengthening Implementation of Merdeka Belajar Policy Through the Role of Mover Teacher. *Journal of Education ...*, 4(3), 460–465. <https://jer.or.id/index.php/jer/article/view/184%0Ahttps://jer.or.id/index.php/jer/article/download/184/155>