



English Teachers' Perceptions of the Guru Penggerak Program in Bengkulu Tengah

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Abstract

The Guru Penggerak program aims to improve teacher competency and develop a competent environment dedicated to improving the quality of student learning processes and outcomes. The goal of this research to find out the English teachers' perception of guru penggerak program. This study focuses on English teachers from Bengkulu Tengah who have participated in the Guru Penggerak Programs. This research used a mixed-methods approach, the research combines quantitative data gathered from structured questionnaires with qualitative insights obtained through semi-structured interviews. The research involved to 6 teachers of Guru Penggerak program. The data analyzed with using quantitative and qualitative approach. The result showed that the teachers generally hold a positive view of the Guru Penggerak Program toward teachers' competencies. The teachers' perception of the program was largely positive, with most teachers reporting an increase in pedagogical, personal, professional, and social competencies. The findings from this research can help inform policymakers and educational leaders about the program's strengths and areas needing enhancement, ultimately contributing to better educational practices in Indonesia..

Keywords: English Teacher; Perception; Guru Penggerak.

INTRODUCTION

Perception is process finding a response that it becomes and individual assumption. Perception is your feeling or your opinion what you believing. Perception is giving meaning to our impression. In other definition, The perception is way to think about something that can be sense or be experience with hearing and sigh (Qiong, 2017). It makes people aware with differences in perceptions. Age, gender, and socio metric status all influence how perception in social (Portillo & Fernández-Baena, 2020). At time it makes interaction misunderstandings caused contrasting perception. Perception also makes intercultural communication smooth and successful. Perception is consist of two perception there are positive perception and negative perception. Teachers' perceptions are important to the success of any educational program. When teachers have a positive view of a program, they are more likely to engage with its goals and integrate its principles into their teaching practices (Balamoti, 2024). Conversely, negative perceptions can create barriers to implementation and limit the program's impact (Estaji & Tabrizi, 2022). In the case of the *Guru Penggerak* Program, it is important to assess whether English teachers feel supported and whether the program truly

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enhances their professional growth

The *Guru Penggerak* Program is an initiative aimed at transforming teachers into leaders within the education system in Indonesia. This program is seen as a significant step toward enhancing the role of teachers, particularly in their ability to inspire and implement change in their schools and communities. The *Guru Penggerak* Program aims to convert teachers into facilitators for change, upgrading their skills to facilitate student development and facilitate student-centered learning (Yulianaji, 2023). *Guru Penggerak* is to improve teacher abilities and to create a learning environment that is focused on the needs of the students, *Guru Penggerak* can use four steps to help move the educational process towards student-centered teaching and learning (Azmiyah & Astutik 2021). Additionally, The *Guru Penggerak* Program is designed to provide teachers with leadership skills and collaborative learning. *Guru Penggerak* collaborates to manage the Komunitas Guru Belajar (KGB) together and sharing responsibilities (Prawitasari & Suharto 2020). Through Temu Pendidik (Educators' Gathering), which takes place both online and offline, the collaborative learning process is formally organized. Informally, the collective learning process takes place through free discussion in online channel. This program encourages teachers to take on active roles in shaping the educational environment in their schools. By developing leadership qualities, teachers are expected to influence not only their own teaching practices but also those of their colleagues, developing a collaborative culture of learning. This is essential for improving the quality of education in Indonesia.

Teachers must have the required academic qualifications, teaching certificates, be physically and mentally healthy, and have the ability to achieve the goals of national education'. ability to achieve the goals of national education, as mentioned in Law No 14 of 2005 on the Teachers and Lecturers chapter 8. In addition, chapter 10 states that teacher competencies include pedagogic competence, personality competence, social competence, and professional competence through professional education. Teachers are actively encouraged to develop their competence as an effort to help teachers improve their professionalism in carrying out their duties in the teaching and learning process (AD et al., 2023). Hilmiatussadiah et al. mentioned the competencies *Guru Penggerak* must have in accordance with Law No. 14 of 2005 on Teachers and Lecturers include pedagogic competence, professional competence, social competence, and personal competence (Hilmiatussadiah et al., 2024). In addition to affecting learning outcomes, the competencies possessed by the activator teachers will affect student discipline, professional competence, social competence, and personality. influence student discipline, increased interest, emotional intelligence and of course will create effective learning. The goals of *Guru Penggerak* can be achieved with training during the six-month duration: (1) competency development as educational leaders in student-centered learning, (2) experiences in independent study, as well as guided, structured, and enjoyable group learning, and (3) opportunities to learn with other *Guru Penggerak* candidates, (4) 310 teaching hours of educational and *Guru Penggerak* program

certification, (5) membership in the most recent educational communities, and (6) guidance from *pengajar praktik* (mentoring teachers) who will serve as companions for *Guru Penggerak* in this program (Retnowati et al., 2024).

The previous studies have been conducted. The first, Nurihayanti discovered that *Guru Penggerak* effectively facilitated freedom of learning by following to the concepts of intellectual autonomy, developing innovation among teacher and student (Nurihayanti, 2022). The second, Sugiyarta stated that *Guru Penggerak* could effectively engage their communities and demonstrated comprehensive professional competencies (Sugiyarta, 2020). His investigation also indicated that *Guru Penggerak* developed a variety of learning exercises. The third, Lestari indicated that the response of English teachers to the *Guru Penggerak* that the program exerted positive and negative impacts on teachers and students (Lestari, 2021). The last, Yulianaji found the impact of the guru penggerak on student learning was less significant than the impact of the driving instructor on student learning via school digitization (Yulianaji, 2023). However, the previous studies did not mention the impact of *Guru Penggerak* program toward competences of teacher. There is a notable gap in research focused on how English teachers perceive the *Guru Penggerak* Program, especially in Bengkulu Tengah.

This research aims to find out the perceptions of English teachers regarding the *Guru Penggerak* Program, particularly its impact on their professional development and teaching practices. By examining teachers' views, the study will uncover the perceived benefits of the program, the challenges faced, and the overall effectiveness of the initiative in improving professional growth. This focus on local experiences will contribute to a deeper understanding of how the program functions within a specific context, especially for competencies of teacher. The research question for this research is: How do English teachers in Bengkulu Tengah perceive the *Guru Penggerak* Program, and what impact has it had on their teaching practices and professional growth? This question will guide the exploration of teachers' experiences, advantages and limitations of the program. By answering this question, the research hopes to offer information that will guide future program enhancements and increase the program's ability for supporting teachers.

The findings from this research will be beneficial for various stakeholders, including for government, school administrators, and teachers, involved in the *Guru Penggerak* Program. Understanding how English teachers in Bengkulu Tengah perceive the program will help these stakeholders make informed decisions about its future. By identifying areas of strength and areas needing further attention, the research can contribute to the program's overall effectiveness, ensuring that it meets the needs of teachers and students. This research aims to provide a comprehensive understanding of the *Guru Penggerak* Program's impact on English teachers in Bengkulu Tengah. By examining their perceptions and experiences, the research aims to offer recommendations that will enhance the program and support teachers in their roles as educational leaders. This goal is essential for developing positive change in education, ultimately benefiting students in Indonesia.

METHOD

The research method of this study will use mixed method. According to Creswell and Creswel, mixed method is a research that integrates quantitative and qualitative concepts, language, or procedures into one study (Creswell & Creswell, 2018). The study will use mixed-method methodically combines quantitative and qualitative designs, data, or data analysis results to answer the detail research questions that could benefit from this combination (Tashakkori & Newman, 2022) . The objective is to comprehend the research problem on a deeper and more comprehensive perspective. In the context of this research , the purpose of a mixed methods design is to present a more complete and detailed overview of teachers' perception about the Guru Penggerak program toward four competencies of teacher.

In this design, the researcher will collect quantitative data in the first stage of the study to get a general answer to the research problem, and then uses the qualitative data gathered in the second stage of the research to attempt in further developing the general description. The interpretation of quantitative results can be supported by qualitative data. This quantitative data will help to understand general opinion in teachers' perceptions. Additionally, semi-structured interviews will be conducted to allow them to share their experiences in more detail and providing valuable insights into how the program has affected their teaching practices and professional growth. For the analysis, both the quantitative and qualitative data collected will be examined. The responses from the questionnaires will be analyzed using descriptive statistical. In qualitative data, the analysis of the data using qualitative data analysis interactive model by Miles and Hubberman with three stages : Data reduction, data display, and conclusion drawing (Miles & Hubberman, 2014).

RESULTS AND DISCUSSION

Research findings

The results of this study indicated the positive perceptions of teachers towards Guru Penggerak Program at Bengkulu Tengah. This can be shown by the results of filling out a questionnaire for 20 question items from 4 indicators of items responded and based on the result of interview. The results of this research are explained qualitatively and quantitatively as follows:

1. Quantitative Analysis

The results of the Likert questionnaire are presented in the table below.

Table 1. Pedagogical Competence

No	Statement	Level of Agreement				
		1	2	3	4	5
1	Guru Penggerak Program taught me how to handle students with diverse learning needs effectively.	0	0	0	66,7	33,3
2	Guru Penggerak Program helped me design lesson plans that encourage active and independent learning.	0	0	0	50	50

No	Statement	Level of Agreement				
		1	2	3	4	5
3	Guru Penggerak Program guided me to use technology to create collaborative English learning environments.	0	0	0	83,3	16,7
4	Guru Penggerak Program emphasized the importance of differentiated teaching strategies.	0	0	0	50	50
5	Guru Penggerak Program taught me to reflect on my teaching practices for continuous improvement.	0	0	0	66,7	33,3
	Mean	0	0	0	63,34	36,66

The findings related to the pedagogical impact of the Guru Penggerak Program on teachers involved in the previous research are: the program helped teachers work with students with unique learning needs, 66.7% of teachers agreed, and 33.3% agreed strongly thus demonstrating the satisfaction of teachers in this regard. Statement 2 secured 50% teachers being agreed and 50% teachers strongly agreed that the program supported them in planning lesson plans which also encouraged active and independent learning, thus providing evidence of balance success of the program in promoting student-centered learning. As for statement 3, 83.3% of the participants agreed and 16.7% of them strongly agreed that the program supported the use of technology to create collaborative learning environments, which shows a strong impact of the program on the participants' integration of technology. For Statement 4, relating to teaching strategies for differentiated instruction, 50% agreed to the statement, and 50% strongly agreed, providing evidence of the success of the program in recognizing the diverse nature of teaching. Finally, in Statement 5, a total of 66.7% was categorized under agree including strongly agree (33.3%), which revealed that the program encouraged reflective teacher practices that contributed to continuous professional development. In general, the results showed that 63.34% of all respondents agree while 36.66% strongly agree that the program had a great impact on their teaching performance and professional development.

Table 2. Personal Competence

No	Statement	Level of Agreement				
		1	2	3	4	5
1	Guru Penggerak Program prepared me to manage challenges in teaching English with resilience.	0	0	16,7	50	33,3
2	Guru Penggerak Program strengthened my integrity and responsibility as an English teacher.	0	0	0	60	40
3	Guru Penggerak Program taught me to be a role model for students and colleagues.	0	0	0	83,3	16,7
4	Guru Penggerak Program improved my emotional regulation skills in teaching situations.	0	0	0	50	50
5	Guru Penggerak Program inspired me to uphold ethical and professional behavior in my teaching role.	0	0	0	66,7	33,3
	Mean	0	0	3,34	62	34,66

The findings from Table 2 revealed the significant impact of the Guru Penggerak Program on the personal competence of participating teachers. In Statement 1, 50% of teachers agreed, and 33.3% strongly agreed that the program had prepared them to manage challenges in teaching English with resilience, indicating that the program had effectively enhanced their ability to cope with teaching difficulties. For Statement 2, 60% of teachers agreed, and 40% strongly agreed that the program had strengthened their integrity and responsibility as English teachers, reflecting its positive influence on their professional ethics. In Statement 3, 83.3% of teachers agreed, and 16.7% strongly agreed that the program had taught them to be role models for students and colleagues, suggesting that the program had had a substantial impact on fostering leadership and a positive influence in the classroom and beyond. Regarding Statement 4, which assessed the program's effect on emotional regulation skills, 50% of teachers agreed, and 50% strongly agreed, indicating that the program had been effective in enhancing their emotional control in teaching situations. Lastly, Statement 5 showed that 66.7% of teachers agreed, and 33.3% strongly agreed that the program had inspired them to uphold ethical and professional behavior in their teaching role, indicating that it had reinforced the importance of professional conduct. The overall mean scores of 62% for agreement and 34.66% for strong agreement reflected a positive reception of the program's impact on personal competence. The outcomes reflected the program's ability to foster these teachers' resilience, ethical responsibility, leadership, emotional regulation, and professional integrity, which all played a contributing role in their personal and professional development.

Table 3. Professional Competence

No	Statement	Level of Agreement				
		1	2	3	4	5
1	Guru Penggerak Program enhanced my understanding of English teaching methods.	16,7	16,7	0	33,3	33,3
2	Guru Penggerak Program motivated me to participate in professional learning communities.	0	0	0	50	50
3	Guru Penggerak Program taught me to use innovative methods, like project-based learning, in English classes.	0	0	0	83,3	16,7
4	Guru Penggerak Program encouraged me to incorporate diverse cultural resources into lessons.	0	16,7	16,7	33,3	33,3
5	Guru Penggerak Program supported me in staying updated in English education.	0	0	16,7	50	33,3
Mean		3,34	6,68	6,68	49,98	33,32

The results of table 3 showed that there was a significant effect of the Guru Penggerak Program on the professional competence of teachers who participated in the guru penggerak program. From the responses to Statement 1, 33.3% of teachers agreed whilst 33.3% strongly agreed that the program improved their understanding of English teaching methods that were not previously known to them. A total of 16.7% disagreed

whilst an equal proportion strongly disagreed, suggesting mixed responses, with the overall response being positive irrespective. In Statement 2, 50% of teachers agreed and 50% strongly agreed that the program had motivated them to participate in professional learning communities, indicating strong support for collaborative professional growth. 83.3% agreed and 16.7% strongly agreed with statement 3 that the program has taught them to use innovative methods, including project-based learning in English classes, indicating the program's effectiveness in fostering innovative teaching strategies. In Statement 4, 33.3% of teachers agreed and another 33.3% strongly agreed that the program had encouraged them to draw on more diverse cultural resources in lessons, highlighting the program's impact in widening the lens of teaching. Finally, Statement 5 which stated “The program had supported me on updates on developments in English education,” was agreed and strongly agreed by 18, 50, and 33.3% of teachers respectively which also indicated the role of the program. Thus, the overall mean scores of 49.98 for any level agreement and 33.32 for strong agreement reflected an overall positive response, overall, as the program was effective in improving the teaching styles, collaborative practice, innovation in teaching-as-profession habits, professionalism, and professional development among teachers.

Table 4. Social Competence

No	Statement	Level of Agreement				
		1	2	3	4	5
1	Guru Penggerak Program improved my ability to communicate effectively with students, parents, and colleagues.	0	0	0	33,3	66,7
2	Guru Penggerak Program encouraged me to engage the community in English language programs.	0	0	0	66,7	33,3
3	Guru Penggerak Program emphasized collaboration with teachers for school improvement.	0	0	0	83,3	16,7
4	Guru Penggerak Program reinforced respect for diversity in all aspects of teaching..	0	0	0	50	50
5	Guru Penggerak Program taught me to build an inclusive school environment for English learning.	0	16,7	16,7	33,3	33,3
	Mean		3,34	3,34	53,32	40

In Table 4, the results indicated the effect of the guru penggerak program on teachers' social competence. In statement 1, 33.3% agreed and 66.7% strongly agreed that the program helped provide the skills to effectively communicate with students, parents, and colleagues. Statement 2: 66.7% of respondents said yes and 33.3% answered with strongly agree with engagement in English programs with the community. Statement 3, 83.3% agreed and 16.7% strongly agreed that the program emphasized collaboration for school improvement. For Statement 4, 50% of respondents agreed and 50% strongly agreed that the program reinforced respect for diversity in teaching. Finally, Statement 5 showed that 33.3% agreed and 33.3% strongly agreed that the program aided them in creating an inclusive learning environment. In summary, the overall mean scores considered revealed a positive reception of the program, significantly adding to

teachers' communication, collaboration, respect for diversity, and inclusion.

2. Qualitative analysis

The result of interviews conducted towards the teachers based on the experience they get after joining the Guru Penggerak Program, especially in English. The findings can be summed up in five points:

- 1) In general, teachers consider the primary purpose of the Guru Penggerak Program to be that it is directed to create teachers as change agents who have leadership competency to improve education in their respective schools. The programme adopts a student-centred, collaborative and innovative approach to teaching that meets the needs of a modern education landscape.
- 2) Participating teachers described multiple advantages of the program, such as being able to design more interactive and creative English lessons. In the program, they were encouraged to provide for the individual needs, interests and learning styles of students, as well as integrating technology and digital platforms to make the process of learning English more engaging and meaningful.
- 3) The quality of English teaching across schools has improved as a result of the program. Another teacher mentioned how they employed bilingual practices by holding ceremonies in both Bahasa Indonesia and English to allow students to practice their skills and be exposed to the target language in situational context.
- 4) Despite the positive outcomes, teachers noted barriers to implementation of the concepts inherent in the program, including students' lack of confidence in speaking the English language and challenges working with teachers of other subjects.
- 5) It suggested that all teachers, especially English teachers, and school principals involved in the Guru Penggerak Program. This would help facilitate closer collaboration and lead to improved quality of English teaching in schools, in turn addressing the needs of students.

Discussion

This study concludes that Guru Penggerak Program has been effectively implemented in Bengkulu Tengah in terms of both quantitative and qualitative aspects. The teachers' view of the program was largely positive, with most teachers reporting an increase in pedagogical, personal, professional, and social competencies. These results are supported by previous research, including the study conducted by Prasetyo et al (2024), which found that teacher leadership development programs had a positive impact on teachers' teaching practices through innovation and collaboration. Some of the program's aspects that mentioned were the focus of student-centered learning, technology integration and collaboration among teachers. All of these aspects played an important role to improve teachers' pedagogical practices. High rates of the use of differential teaching strategies and technology in the classroom were mentioned.

Additionally, the impact of the Guru Penggerak program on individual competencies,

including resilience and emotional regulation, corroborates findings from the study by Ningrum, and Anggraeni (2024) in particular, which emphasized the importance of emotional intelligence and professional ethics within teacher development programs. Results from this study indicate that teachers were better prepared to address challenges in their classrooms and demonstrate appropriate behavior, which speaks to the goals of the program concerning enhancing teachers' professional leadership and integrity. This is also in accordance with the findings of Istiqomah (2022), who revealed that professional development program improves teachers emotional endurance and ethical attitude in educational matter.

The reporting demonstrated the significance this program had on shifting teachers' professional competencies from teaching methods to engagement in professional learning communities. This is aligned with Yeni et al (2023) who stated that the program strengthens collaborative learning environments and the use of innovative teaching is used, like project- based learning. Such innovations addressed especially well the importance of English teaching, with a general sense that teachers were better prepared to include different cultural resources and keep up to date with advances in education.

The study found challenges as well, especially concerning student confidence and cross curricular collaboration. This is in line with previous works by Reza et al (2023), who found that comprehensive effort to overcome the same obstacles, such as resistance toward change and challenge related to cross-subject collaboration, were critical for the success of large- scale teacher development programs. Even so, the teachers in the present study echo the calls of some researchers for a comprehensive no-tools-barred approach to curtail loss and integrate all possible stakeholders to improve English teaching quality. In conclusion, the Guru Penggerak Program has a huge favorable impact on teachers' competencies and the quality of English teacher in Bengkulu Tengah.

CONCLUSION

In conclusion, these findings indicate that the Guru Penggerak Program can improve the teaching competence of English teachers in Bengkulu Tengah. Both the qualitative and quantitative data suggested in pedagogical, personal, professional, and social competencies. Evidence suggested that the quality of English lessons improved, as teachers felt they had a clearer understanding of student-centered learning, effective technology use and differentiation. Moreover, the program fostered personal attributes like emotional regulation, resilience, and professionalism which were essential for becoming an effective teacher. It was also improving the professional competence of teachers as many teachers reported higher engagement levels in professional learning communities and usage of alternative strategies like project based learning. Nevertheless, the study also identified some challenges faced, which were the lack of students' confidence in speaking English and the challenges to collaborate with

teachers in other subjects. Through these findings, it was identified that though a strong foundation had been established in many aspects of the program, an improvement could be made in terms of greater inter-disciplinarity, as well as confidence amongst students when using a language. Finally, the Guru Penggerak Program is effective in improving the quality of English teaching, and its sustainability would be beneficial for both teachers and students in the future.

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