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THE IMPACT OF GURU PENGGERAK PROGRAM ON TEACHERS' PERSONAL DEVELOPMENT IN COASTAL SCHOOL OF WEST KALIMANTAN

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Abstrak

Penelitian ini mengkaji dampak Program Guru Penggerak terhadap pengembangan pribadi guru di sekolah-sekolah pesisir Kalimantan Barat. Dengan menggunakan metode deskriptif kuantitatif, data dikumpulkan dari 155 guru di tiga wilayah melalui kuesioner skala Likert. Hasil penelitian menunjukkan bahwa program ini berpengaruh positif terhadap aspek kepercayaan diri dalam mengajar, keterampilan mengajar, dan responsivitas terhadap kebutuhan siswa. Guru perempuan dan guru di tingkat sekolah menengah atas melaporkan dampak yang lebih tinggi. Penelitian ini menyimpulkan bahwa Program Guru Penggerak berkontribusi signifikan terhadap pengembangan guru dan merekomendasikan penguatan sistem dukungan untuk meningkatkan efektivitasnya di wilayah pesisir yang kurang terlayani.

Kata kunci: *Program Guru Penggerak, pengembangan guru, pendidikan pesisir, persepsi guru, Kalimantan Barat.*

Abstract

This study examines the impact of the Guru Penggerak Program on the personal development of teachers in coastal schools of West Kalimantan. Employing a quantitative descriptive method, data were gathered from 155 teachers across three regions using a Likert-scale questionnaire. The findings show that the program positively influences aspects such as teaching confidence, skills, and responsiveness to student needs. Female teachers and those in senior high schools reported higher perceived impact. The study concludes that the program significantly contributes to teacher development and recommends strengthened support systems to enhance its effectiveness in underserved coastal areas.

Keywords: Guru Penggerak Program, teacher development, coastal education, teacher perception, West Kalimantan.

INTRODUCTION

Education is a fundamental pillar in building high-quality human resources and national competitiveness. In this context, teachers play a strategic role as agents of change within the learning process. According to Darling-Hammond (2017), the quality of education is strongly determined by the competence and professionalism of teachers in performing their duties. Therefore, personal and professional development is crucial to enhancing teacher quality, particularly in under-resourced and geographically isolated areas such as coastal regions. One of the promising approaches to address these challenges is through structured and continuous professional development programs.

The *Guru Penggerak* Program, launched by Indonesia's Ministry of Education, aims to produce teachers who are not only pedagogically skilled but also capable of leading

learning in their schools. The program strengthens competencies in three core areas: instructional leadership, change management, and student-centered learning (Kemendikbud, 2021). Using the 70-20-10 model of experiential learning, the program encourages teachers to reflect on their practices and engage in peer collaboration. This aligns with Guskey's (2002) assertion that effective teacher training fosters reflective practice and professional collaboration to initiate sustained behavioral change in educators.

However, teachers in coastal areas face considerable implementation barriers. Limited access to training, inadequate infrastructure, and scarce learning resources hinder equitable capacity building across regions (Muhammad Ali, 2022). In West Kalimantan's coastal districts—such as Kayong Utara, Sambas, and parts of Pontianak—disparities in teacher distribution and professional support persist. Irwan and Putra (2021) observed that while teachers tend to excel in individual reflection and evaluation, they often lack access to collaborative networks and professional learning communities, particularly in remote regions.

This study aims to evaluate the impact of the *Guru Penggerak* Program on the personal development of teachers in coastal schools of West Kalimantan. The research focuses on teacher perceptions of improvements in teaching skills, confidence, and understanding of student needs after engaging with the program. The findings are expected to provide empirical evidence to inform future education policies and to promote teacher development strategies that are contextually relevant, adaptive, and responsive to the real challenges faced in coastal education (Creswell, 2014).

METHOD

This study employed a quantitative descriptive research design to investigate teachers' perceptions of the Guru Penggerak Program and its impact on their personal development in coastal schools of West Kalimantan. This approach enabled the researcher to gather numerical data that reflect attitudes, trends, and patterns among respondents without manipulating any variables. As Creswell (2023) explains, quantitative descriptive research aims to systematically describe phenomena or characteristics in a population using measurable data. The design is particularly suitable for studies focusing on large groups to provide insights into existing conditions. Data were analyzed using descriptive statistics such as mean, frequency, and percentage to depict general trends. The design also allowed for

inferential analysis using t-tests and ANOVA to identify differences in perception based on subject taught, gender, and school level (Creswell & Creswell, 2014).

The population in this study comprised 155 teachers from 25 coastal schools across three regions: Kayong Utara, Sambas, and Pontianak. These teachers varied by gender, teaching level (SD/MIS, SMP/MTS, SMA/SMK), subject specialization (English and non-English), and participation in the Guru Penggerak Program. This diverse composition provided a rich dataset for understanding how contextual factors influence teacher development. The primary data collection method used was a structured questionnaire, distributed both in printed format and digitally via Google Forms to accommodate teachers with limited internet access. The questionnaire was designed using a five-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), allowing respondents to express the degree of their agreement on statements regarding teaching competence, confidence, and student understanding. The Likert format, as noted by Joshi (2015), is effective for capturing subjective perceptions in a quantifiable form while reducing bias in responses.

To ensure valid and reliable results, data were processed using SPSS (Statistical Package for the Social Sciences). Descriptive analysis was conducted to summarize the overall perception scores, while inferential statistical techniques—specifically, independent t-tests and one-way ANOVA—were applied to determine whether there were significant differences across groups. The t-test was used to compare perceptions between English and non-English teachers (Field, 2013), and ANOVA was employed to examine variations based on gender and school level. When ANOVA results showed significant differences, post hoc tests such as Tukey HSD were conducted to identify specific group disparities (Pallant, 2020). This combination of descriptive and inferential methods provided a comprehensive understanding of how the Guru Penggerak Program influences teacher development in varying coastal contexts.

RESEARCH FINDINGS AND DISCUSSION

This research reveals that the implementation of the Guru Penggerak Program has a significant positive impact on teacher personal development in coastal areas of West Kalimantan. Data collected from 155 teachers, encompassing various demographics such as gender, school level, and subject taught, indicate that a majority perceive the program as beneficial. Specifically, the findings show that both male (average score of 3.78) and female

teachers (average score of 4.16) recognize the program's high impact on their professional growth, with female teachers reporting a notably stronger perception ($p = 0.008$). This aligns with previous studies indicating that female educators often experience greater benefits from professional development initiatives (Smith et al., 2020). The program's inclusive nature ensures that all teachers, regardless of gender, can access and benefit from its offerings, fostering a more equitable educational environment.

The analysis highlights that teachers from different school levels perceive the program's impact differently. Senior high school teachers (SMA/SMK) reported an average score of 4.2, classified as Very High Impact, while those from elementary and middle schools scored lower, at 3.6 and 3.9 respectively. This suggests that the complexity of teaching at higher levels may provide more substantial opportunities for personal development through the program (Sari et al., 2023). The varied perceptions across school levels emphasize the need for tailored support and resources that address the specific challenges and opportunities faced by teachers at each educational stage.

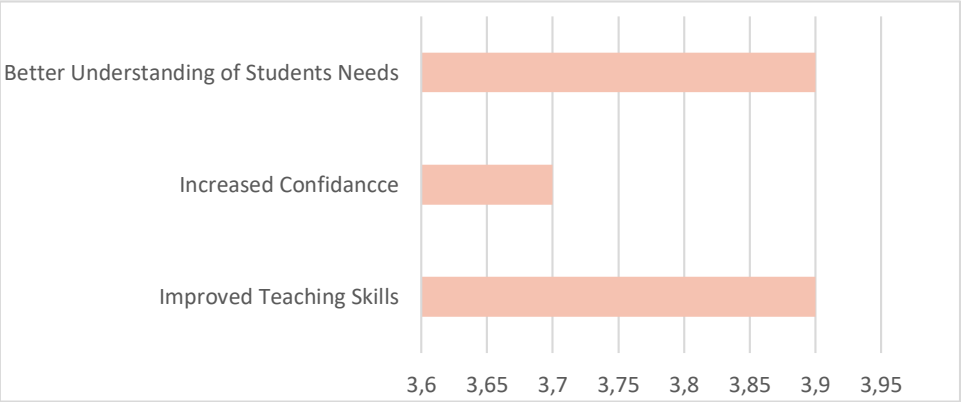

Chart 6 : Three key factors contributing to the impact on teacher personal development, namely Better Understanding of Students' Needs, Improved Teaching Skills, and Increased Confidence.

The study examines the contrasting perceptions between teachers who participated in the program (Guru Penggerak group) and those who did not (Non-Guru Penggerak group). Interestingly, non-participants reported a slightly higher average score of 3.89 compared to 3.63 for participants, suggesting that those not directly involved may idealize the program's benefits. This phenomenon can be explained by social theory, which posits that perceptions are often influenced by indirect exposure to information (Ajzen, 1991). Such insights underscore the importance of promoting the program's successes across the school community to enhance collective understanding and support. As highlighted by Rahayu et al. (2022), effective implementation of professional development programs relies on fostering a collaborative and informed educational culture.

The highest average ratings are observed in Better Understanding of Students' Needs and Improved Teaching Skills, both scoring approximately 3.9. These results fall under the High Impact category, suggesting that the program has been particularly effective in enhancing teachers' awareness of student learning needs and equipping them with stronger pedagogical skills.

Meanwhile, the aspect of Increased Confidence received a slightly lower average rating, approximately 3.7, but it still lies within the High Impact range. This indicates that, while the program contributes positively to building teacher confidence, its effect is relatively less emphasized compared to other areas.

These findings suggest that the Guru Penggerak program successfully addresses key areas of teacher development, with the most notable improvements seen in their ability to understand student needs and enhance instructional practices. Even though confidence gains are somewhat lower, the consistent high ratings across all areas confirm the program's overall positive influence on teacher professional growth. This supports the program's relevance, especially in improving the quality of teaching in both urban and rural educational settings.

Better Understanding of Students' Needs, Improved Teaching Skills, and Increased Confidence. The highest average ratings were observed in Better Understanding of Students' Needs and Improved Teaching Skills, both scoring around 3.9, suggesting that the program was particularly effective in enhancing teachers' awareness of student needs and boosting their teaching capabilities, which are central to their personal growth as educators. Meanwhile, Increased Confidence received a slightly lower average rating of 3.7, though still within the High Impact range, indicating that while the program positively influenced teacher confidence, this effect was relatively less pronounced compared to the other areas. According to Self-Determination Theory (Deci & Ryan, 2020), personal development is driven by the fulfillment of basic psychological needs for competence, autonomy, and relatedness.

In this context, Better Understanding of Students' Needs and Improved Teaching Skills directly contribute to the need for competence, which is a key factor in personal development. Increased Confidence, however, is more closely tied to the need for autonomy and relatedness, and often takes longer to develop. This aligns with research by Smith et al. (2021), which found that while personal development programs focusing on teaching skills and understanding student needs tend to produce immediate improvements, gains in

confidence are more gradual and influenced by external factors like classroom experience and peer interactions. Thus, the findings suggest that the Guru Penggerak program effectively supports teacher personal development, especially in improving their understanding of students and teaching skills, while confidence increases more slowly over time.

CONCLUSION

This research finds that the Guru Penggerak Program (PGP) has a positive and significant impact on the personal development of teachers in coastal schools of West Kalimantan, with no statistically significant differences between English and non-English teachers. Both groups expressed high perceptions regarding the program's effectiveness in enhancing Better Understanding of Students' Needs, Improved Teaching Skills, and Increased Confidence PGP is relevant and successfully reaches teachers across various subject areas.

Nevertheless, contextual factors such as the specific challenges faced by English teachers in coastal schools should be considered when designing more effective personal development programs. Further research is needed to understand the factors influencing teachers' perceptions of the PGP's impact and to identify ways to improve the program's effectiveness for all teachers, regardless of their field of study. Thus, this research emphasizes the importance of the PGP as an effort to improve teacher quality, while also highlighting the need for a more personalized and contextual approach in future teacher personal development.

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