

PRINCIPAL STRATEGIES IN INCREASING MOTIVATION OF PROSPECTIVE TEACHER ACTIVISTS IN THE TEACHER ACTIVIST EDUCATION PROGRAM

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ABSTRACT

The purpose of the study was to analyze the concrete strategies used by school principals to motivate and support prospective teacher movers in participating in the teacher mover program. This research was conducted at SDN 25 Sijujung with a qualitative approach with observation and interview methods. The interview participants were Asnelita, S.H, M.Pd and 2 teachers, namely Darmayanti, S.Pd and Halimah, S.PdI who are prospective teacher movers of Batch 10. The research results were that the principal of SDN 25 Sijujung had carried out a concrete strategy to motivate and support prospective teacher movers in participating in the teacher mover program. The principal's strategy in increasing CGP motivation includes: 1) Providing Emotional Support. 2) Providing Professional Development Opportunities. 3) Creating a Supportive Work Environment. 4) Encouraging Collaboration and Cooperation. 5) Conducting monitoring and evaluation. And the principal's support is 1) Providing clear and detailed information. 2) Providing Time and Opportunities. 3) Providing Facility Support. 4) Providing Guidance and Mentoring. 5) Encouraging Collaboration and Discussion. 6) Providing Recognition and Appreciation. Effective support can increase the motivation of teacher candidates, which in turn contributes to better performance in the teaching and learning process.

ABSTRAK

Tujuan dari penelitian adalah Menganalisis strategi konkret yang dilakukan oleh kepala sekolah untuk memotivasi dan mendukung calon Guru Penggerak dalam mengikuti program guru penggerak. Penelitian ini dilaksanakan pada SDN 25 Sijujung dengan pendekatan kualitatif dengan metode observasi dan wawancara. Partisipan wawancara adalah Asnelita, S.H, M.Pd. serta 2 orang guru yaitu Darmayanti, S.Pd. dan Halimah, S.PdI. yang merupakan calon guru penggerak Angkatan 10. Hasil peneliti dapat adalah kepala sekolah SDN 25 Sijujung sudah melakukan strategi konkret untuk memotivasi dan mendukung calon Guru Penggerak dalam mengikuti program guru penggerak. Strategi kepala sekolah dalam meningkatkan motivasi CGP meliputi: 1) Memberikan Dukungan Emosional. 2) Memberikan Kesempatan Pengembangan Profesional. 3) Menciptakan Lingkungan Kerja yang Mendukung. 4) Mendorong Kolaborasi dan Kerjasama. 5) Melakukan monitoring dan evaluasi. Serta dukungan kepala sekolah adalah 1) Memberikan Informasi yang Jelas dan Terperinci. 2) Menyediakan Waktu dan Kesempatan. 3) Menyediakan Dukungan Fasilitas. 4) Menyediakan Bimbingan dan Mentoring. 5) Mendorong Kolaborasi dan Diskusi. 6) Memberikan Pengakuan dan Apresiasi. Dukungan yang efektif dapat meningkatkan motivasi calon guru penggerak, yang pada akhirnya berkontribusi pada kinerja yang lebih baik dalam proses pengajaran dan pembelajaran.

Kata Kunci: *Strategi Kepala Sekolah, Motivasi, Calon Guru Penggerak.*

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INTRODUCTION

The Ministry of Education currently has various programs to improve teacher competence. One of the most popular programs is the Driver Teacher Education. Praptono, the Director of Heads, School Supervisors and Education Personnel (DIRJEN GTK), stated that there has been an increase in the number of teacher mobilizer participants each year (Indriani, 2023). The Teacher Mobilizer program, which is currently being actively promoted by the Ministry of Education, Culture, Research, and Technology, aims to create learning leaders who can improve the quality of education in Indonesia. The program requires school principals who can motivate teachers to participate (Nuryati, 2023). One of the reasons for the increase in the number of teacher mobilizers is the motivation provided by principals, both moral and material.

Currently, there are many studies on "the role of school principals in motivating teacher candidates". CGPs need motivation from their principals and expect support in the form of facilities such as a conducive space, tools, and materials to create learning media, WiFi, projectors, and free time to complete their tasks (Hadi, 2023). Rusman Hadi's research has shown that the importance of the principal's role in motivating prospective teacher leaders (CGPs). But in this study, a more in-depth interview with the principal is needed because in this article only the Prospective Teacher Activator (CGP) is interviewed.

Nuryati also explained the Principal's Role in Improving Educator Motivation in the Mobile Teacher Education Program in Elementary Schools. Nuryati revealed that school principals play an important role in motivating the Mobile Teacher Education Program. The support provided to educators who participate in this program is very diverse, especially moral support. In addition, support in the form of facilities is also provided so that activities can run smoothly. Educators who have not yet been selected continue to be motivated by school principals to participate, both through persuasive approaches and the provision of awards. Motivation from supervisors, peers, and family is also very important to increase enthusiasm for participating in this training program (Nuryati, 2023). Nuryati's research has been more in-depth by interviewing principals and prospective teacher activists, but this research is quite broad in scope, namely districts using random samples. While the CGP problem in one school is different from the CGP problem in other schools.

The purpose of this research is to analyze the concrete strategies used by school principals to motivate and support prospective teacher movers in participating in the teacher mover program. The relationship between one data and other data needs to be built to produce certain patterns and meanings. Data that is still in doubt must be reconfirmed with old or new data sources to ensure completeness and certainty (Sugiyono, 2013). From the above opinion for interviews, it is necessary to confirm the data if the data is still in doubt. So for this study, the authors confirmed data from interviews with the principal as a motivator and teachers as recipients of motivation in the same school.

RESEARCH METHODOLOGY

This research is classified as qualitative because it relies on qualitative data for its analysis. By utilizing descriptive data and describing it in a naturalistic manner, this approach is by the field conditions faced (Kurniawan, 2018). In qualitative research, researchers are directly involved in collecting information by visiting the field and interacting directly with sources (Sahir, 2021). Based on these considerations, the authors chose a qualitative approach to provide a more detailed, clear, and in-depth description of the situation being observed.

The research was conducted at SDN 25 Sijunjung. Informants are individuals who provide more information about other people and related matters than about themselves (Zuchri, 2021). Based on the expert's opinion above, the authors took informants or research participants, namely the principal of SDN 25 Sijunjung, namely Asnelita, S.H, M.Pd, and 2

teachers, namely Darmayanti, S.Pd and Halimah, S.PdI, who are prospective teachers of the 10th Generation. SDN 25 Sijunjung is located in the Kampung Berlian Kenagarian Sijunjung sub-district, Sijunjung Regency, West Sumatra. This research was conducted from May 6 to 8, 2024.

Methods in this study through interviews and observations were used to obtain data. These two methods are used to collect information and research data, especially about the Principal's Strategy in Encouraging the Implementation of the Driver Teacher Program. An interview is a meeting of two people to exchange information and ideas through questions and answers so that the meaning of a particular topic can be constructed in more depth (H. Mundir, 2013). interview instrument is a method of collecting data through a series of questions and answers between researchers and sources (Sahir, 2021). From the preparation of the instrument and the results of the interview relevant information is obtained regarding the research problem. Then the author compiled the following interview instrument:

Table 1.
Interview Instrument

No	Research indicators	Principal interview instrument	Teacher interview instrument
1.	Understanding of the Promoter Teacher Education Program (PGP)	<ul style="list-style-type: none"> ❖ What do you know about the PGP Program? ❖ Why do you think this program is important for schools and teachers? 	<ul style="list-style-type: none"> ❖ What do you know about the Driver Teacher Education Program? ❖ What prompted you to join the program?
2.	Motivation Strategies Used by Principals	<ul style="list-style-type: none"> ❖ What are the strategies you use to increase the motivation of prospective Master Movers? ❖ How do you ensure that the strategies meet teachers' needs and expectations? 	<ul style="list-style-type: none"> ❖ How did your principal support and motivate you to join the PGP? ❖ Do you feel that the motivational strategies implemented by the principal are effective? Why or why not?
3.	Forms of Support from the Principal	<ul style="list-style-type: none"> ❖ What kind of support do you give to prospective Teacher Movers in undergoing the PGP? ❖ How do you help prospective Master Teachers overcome the difficulties they face during the program? 	<ul style="list-style-type: none"> ❖ What support did you receive from the principal during the PGP? ❖ How did the support help you through the program?
4.	The Principal's Role in Overcoming Challenges and Obstacles	<ul style="list-style-type: none"> ❖ What are some of the challenges or barriers you face in supporting Teacher Activator candidates? ❖ How did you overcome these challenges? 	<ul style="list-style-type: none"> ❖ What are the challenges you faced during the PGP? ❖ How did the principal help you overcome these challenges?
5.	Impact of Support on Motivation and Performance of Prospective Teacher	<ul style="list-style-type: none"> ❖ What changes have you observed in the motivation and performance of the prospective Master 	<ul style="list-style-type: none"> ❖ How did the support from the school principal affect your motivation to join the

Activators	Teachers after receiving support from you? ❖ Can you give concrete examples of how your support has affected their motivation and performance?	PGP? ❖ Can you give an example of how this support has impacted your day-to-day performance as a teacher?
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Data collection techniques are carried out through direct observation of data sources, by observing data that has a relationship with research variables (Ichsan et al., 2023). Observation is direct observation of an ongoing activity (Alfatiah., 2022). For observation, the author will observe the behavior of the principal and the activities of the teacher at the school.

Data obtained from observations, documentation, and interviews will have meaning after being analyzed and interpreted using data analysis and interpretation methods that suit the needs of the research (Susanti et al., 2020). The author analyzes the data to keep it focused on the research context, namely by reducing data, and summarizing important information that is relevant to be discussed or used as a basis for conclusions. Presentation of data is done by arranging information in a structured manner so that it makes it easier to draw conclusions or verification.

RESULTS AND DISCUSSION

Research on the Principal's Strategy in Improving the Motivation of Prospective Teacher Movers in the Teacher Mover Education Program began with the author's direct observation at SDN 25 Sijunjung by observing daily life such as observing the principal's interaction with prospective teacher movers and observing how the principal motivates prospective teacher movers, observing during meetings and meetings, observing facilities and infrastructure and observing changes and impacts. The results of these observations can be used as a basis for improvement and further development of the Master Teacher program in schools.

The principal of SDN 25 Sijunjung in an interview revealed that the teacher mover must be a role model for peers regarding learning and school development. So prospective teacher activists need to share knowledge with peers. Darmayanti also revealed that a driving teacher must be able to become a learning leader to realize the Pancasila Student Profile, so it is necessary to apply learning in favor of students in the classroom. While Halimah said that the driving teacher is an agent of change in the world of education. Halimah added that the driving teacher must be creative and innovative in teaching. From the results of the interview, it appears that the principal and prospective driving teachers already understand the purpose of the driving teacher program. The Promoter Teacher Education Program (PPGP) was launched based on the Regulation of the Minister of Education, Culture, Research and Technology Number 26 of 2022. The main objective of this program is to develop learning leadership in teachers who have the potential and commitment to become agents of school transformation. CGPs are expected to lead fellow teachers in implementing student-centered learning, developing a positive school culture, and realizing the profile of Pancasila learners (Kemendikbud Ristek, 2022). The goal of a lead teacher is willing to share and develop colleagues in implementing student-centered learning.

To increase the motivation of prospective teachers, the strategies used by the principal are: 1) Providing Emotional Support: Principals create an open communication environment, where CGPs feel comfortable to talk about their challenges and successes. 2) Providing Professional Development Opportunities: The principal provides opportunities for CGPs to take part in mobilizing teacher education, accompanying CGPs in mobilizing teacher activities such as mentoring and individual workshops. 3) Creating a Supportive Work Environment: The

principal provides the facilities and resources needed to support the CGP's tasks. Builds a positive relationship with the CGP: 4) Encourage Collaboration and Cooperation: The principal encourages teamwork between the CGP and other teachers to improve collaborative skills. As well as forming a learning community so that CGPs are given a platform to share knowledge and experiences with peers. 5) Monitoring and evaluation: Principals always monitor student learning progress through discussions with CGPs and Practice Teachers. And always hold discussions with CGP to evaluate CGP activities. The principal's strategy to increase teacher motivation includes creating a harmonious environment, providing all the facilities needed, and providing rewards and sanctions (Vienty & Ajepri, 2022). Providing the right strategy by the principal will increase the motivation of the CGP in carrying out the activities of the driving teacher.

Halimah and Darmayanti in their interviews explained that the principal consistently provides support to Prospective Teacher Activators, including at the beginning of the activity by providing information about the driving teacher as well as assigning teachers who are interested in becoming Prospective Teacher Activators to participate in socialization in the district and sub-district. When the activities of the driving teacher program are running, the principal invites other teachers to assist CGP activities by collaborating for real action and individual assistance as well as accompanying and encouraging CGP while equipping the facilities and infrastructure needed by CGP such as laptops/notebooks, wifi, printers and even a place to go online for CGP. Meanwhile, the principal always coordinates with the Practice Assistant and CGP to directly monitor the progress of CGP's learning and even always participates in CGP activities such as the implementation of real actions, individual assistance, and workshops.

The support provided by school principals as expressed by both CGPs are 1) Providing Clear and Detailed Information; Principals can provide complete information regarding the Professional Teacher Education Program, including its objectives, benefits, requirements, and selection process. 2) Providing Time and Opportunities; Arranging flexible work schedules so that teacher candidates have time to participate in the PGP program without being interrupted by daily teaching duties. 3) Providing Facility Support; Providing access to school facilities such as computer rooms, libraries, and study rooms to support the learning process of teacher candidates in the PGP program as well as facilitating internet access and other resources needed to take part in online training. 4) Provide Guidance and Mentoring; Principals provide feedback and direction to improve teacher professionalism. 5). Encourage Collaboration and Discussion; Encourage cooperation between teachers in developing projects or activities related to PGP. 6) Providing Recognition and Appreciation. Principals can appreciate and recognize teachers' hard work and contributions through awards, promotions, or other public recognition. Consistent emotional and professional support from the principal is also important to build teacher motivation and confidence (Devi et al., 2023). From the interview, it was revealed that the principal has given full support to the CGP to carry out his duties as a teacher or complete the tasks at the Driver Teacher Education.

Participating in the Pendidikan Guru Penggerak (PGP) activities is inseparable from obstacles and challenges. The challenges and obstacles faced by the CGP as revealed by Darmayanti and Halimah and corroborated by the principal are obtained several obstacles, namely: 1) Time constraints; CGP has limited time in completing tasks in PGP because apart from being a teacher, CGP also has duties as a goods holder and BOS treasurer as well as being a housewife so it is difficult to make assignments. 2) Lack of facilities: the lack of facilities owned by driving teachers such as laptops, lack of strong signals, and a comfortable place to study online. 3) Peer support: in completing the Activator Teacher Education task, CGP needs collaboration with peers such as real action, mentoring, and LMS tasks but peers feel that it is not important to them, limited time for peers, and lack of understanding of PGP material. The obstacles faced by CGP have reduced the enthusiasm of CGP to complete the Activator Teacher

Education.

So that the obstacles do not interfere with the activities of the driving teacher, the principal holds discussions with the Prospective Teacher Drivers (CGP) to find solutions to these obstacles. So that the following solutions are obtained: 1) The principal discusses how to divide time well, one of which is utilizing free time and priority scale, even if it still clashes, the principal makes a team of teachers who can help the driving teacher's duties. 2) The principal helps the driving teacher by completing facilities such as lending Chromebooks, preparing school wifi, and preparing a comfortable space for CGP to study online and complete the driving teacher education tasks. 3) Principals always invite teachers or peers to help CGP in PGP activities. 4) School principals always provide opportunities and accompany Prospective Teacher Movers to complete tasks and share good practices with peers.

The principal's support greatly impacts the Prospective Master Teacher especially on the motivation and performance of the CGP when implementing the Master Teacher Education, the impact of motivation on the CGP includes; 1) Increased enthusiasm: Adequate support can increase the enthusiasm and enthusiasm of prospective teacher movers in carrying out their duties and responsibilities. 2) Self-Confidence: Consistent support increases self-confidence in teaching and carrying out mobilization initiatives. 3) Job Satisfaction: Good support makes teacher candidates feel valued and satisfied with their work, which has a positive impact on intrinsic motivation. The role of the school principal is crucial in increasing the motivation of prospective teacher leaders (CGPs) (Hadi, 2023). The support provided by the principal, is very helpful to increase motivation, especially the intrinsic motivation of prospective teacher movers (CGP).

The support provided by the principal also has an impact on performance in carrying out the activities of the driving teacher as follows: 1) Competency Improvement: Support in the form of guidance and opportunities to share good practices can improve the knowledge and skills of teacher candidates. 2) Innovation in Learning: Support that encourages creativity and provides adequate facilities allows teacher candidates to innovate more. 3) Professional Development: Ongoing support provides opportunities for teacher candidates to continue to develop themselves professionally. Support provided to teacher candidates has a significant impact on their motivation and performance. Effective support can boost their morale, confidence, and job satisfaction, which in turn contributes to better performance in the teaching and learning process.

CONCLUSION

This research shows that the principal of SDN 25 Sijunjung has carried out concrete strategies to motivate and support prospective teacher movers in participating in the teacher mover program. The principal's strategy in increasing CGP motivation includes: 1) Providing Emotional Support. 2) Providing Professional Development Opportunities. 3) Creating a Supportive Work Environment. 4) Encouraging Collaboration and Cooperation. 5) Conduct monitoring and evaluation. And the principal's support is 1) Providing clear and detailed information. 2) Providing Time and Opportunities. 3) Providing Facility Support. 4) Providing Guidance and Mentoring. 5). Encouraging Collaboration and Discussion. 6) Providing Recognition and Appreciation. Effective support can increase the motivation of teacher candidates, which in turn contributes to better performance in the teaching and learning process.

In carrying out their important role, principals must continue to innovate and adapt to the needs and challenges faced by the teacher candidates. In addition, principals need to establish close collaboration with all stakeholders, including teachers, students, parents, and communities, to create a harmonious and productive educational ecosystem. Thus, the teacher candidates will feel more motivated and able to give their best contribution to the education process.

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