

Management of the Teacher Mover Program in Improving Teacher Professionalism at Utue Elementary School and Paloh Village Elementary School, Pidie District

Muhammad Yasir Budiman¹, Ismail^{2*}, Nasir Usman³, Murniati⁴
Universitas Syiah Kuala Darussalam, Banda Aceh 23111, Indonesia

Corresponding Author: Ismail: ismail.kutaradja@usk.ac.id

ARTICLE INFO

Keywords: Management, Teacher Activator, Teacher Professionalism

Received : 18 February

Revised : 18 March

Accepted: 18 April

©2025 Budiman, Ismail, Usman, Murniati: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

One of the key policies of the *Merdeka Belajar* (Independent Learning) program is the *Guru Penggerak* (Teacher Activator) initiative. These teachers serve as innovators, responsive leaders in student learning, and agents of change who drive improvements in teaching practices, ultimately enhancing overall learning quality. This study aims to describe the management of the *Guru Penggerak* program in improving teacher professionalism at SDN Utue and SDN Paloh. A qualitative descriptive approach was used, with data collected through observation, interviews, and documentation. Data analysis was conducted using qualitative descriptive analysis, including data reduction, data presentation, and conclusion drawing. The findings indicate that the planning phase involves coordinating the school's vision and mission with the demands of the independent curriculum and developing innovative teaching strategies. The program is supported by all school stakeholders to encourage teacher participation and foster collaboration for a positive school environment. The implementation focuses on student-centered learning approaches tailored to students' needs and learning styles. Evaluation includes designing assessment instruments, conducting initial, mid-term, and final assessments, and using reflection as a basis for continuous improvement. Challenges in enhancing teacher professionalism include limited infrastructure, communication barriers due to varying student comprehension, and the demanding schedule of balancing teaching duties, family responsibilities, and community roles.

INTRODUCTION

Education plays a crucial role in shaping a high-quality, competitive, and character-driven generation. As mandated by the 1945 Constitution of Indonesia, every citizen has the right to education, highlighting its fundamental importance. The national education system, regulated by Law No. 20 of 2003, aims to develop students' potential in faith, knowledge, creativity, independence, and responsibility. To achieve this, professional educators are essential, and one initiative supporting this goal is the *Guru Penggerak* (Teacher Activator) program. This program is designed to empower teachers as agents of change, not only within schools but also in the broader community.

The *Guru Penggerak* program is a strategic initiative by the Ministry of Education, Culture, Research, and Technology to enhance the quality of education in Indonesia. Effective management of this program is essential to ensure its success in improving primary school education. Research supports the idea that professional teachers play a key role in student success. According to Abidin (2019), teachers are crucial in shaping human resources for national development, and effective educational management can optimize learning quality (Suryosubroto, 2009). Research by Sutarto et al. (2023) highlights the significant role of *Guru Penggerak* in fostering innovative teaching strategies in the digital era.

Educational management theories suggest that planning, organizing, implementing, and supervising are critical to program success (Terry, 2010). Structured program management has been shown to enhance teachers' professional skills (Fauzan & Iskandar, 2022). Furthermore, *Guru Penggerak* aims to transform school culture through student-centered learning (Hapsari, 2023). Intensive training and mentorship for *Guru Penggerak* have proven effective in fostering professionalism and innovation in teaching (Supriyadi et al., 2024).

Teacher professionalism encompasses pedagogical, social, and professional competencies (Hoy & Miskel, 2013). Prasetyo & Anggraeni (2023) found that highly professional teachers create more effective learning environments. However, a key challenge in the *Guru Penggerak* program is the limited understanding of its implementation (Hasbi et al., 2021). This highlights the need for comprehensive teacher training to maximize program benefits.

This study focuses on the management of the *Guru Penggerak* program in Pidie Regency, particularly in SDN Utue and Paloh Village Primary School, to provide strategic recommendations for improving teacher professionalism and education quality. The research employs a qualitative approach using SWOT analysis to assess the program's strengths, weaknesses, opportunities, and threats. Preliminary observations indicate challenges in implementing *Guru Penggerak*, such as inadequate infrastructure, lack of teacher confidence in managing the program, and difficulties aligning teaching with the *Merdeka Belajar* curriculum.

The study aims to evaluate the effectiveness of *Guru Penggerak* in enhancing teacher professionalism, assess its implementation in schools, and identify challenges in its application. The findings will serve as a reference for policymakers and school administrators to develop effective strategies for

teacher empowerment. By ensuring well-managed implementation, the *Guru Penggerak* program can drive meaningful educational change and foster a generation of competent and innovative learners.

LITERATURE REVIEW

Educational Management

Management involves planning, organizing, implementing, and overseeing activities within an institution to achieve predetermined goals (Wastiyah, 2020). Educational management specifically focuses on coordinating resources and strategies in schools to enhance learning outcomes (Kuntoro, 2019). A well-managed education system optimizes available resources to create an effective learning environment.

According to Terry Basari et al. (2021), management is the ability to direct and achieve desired outcomes by empowering people and resources. Effective communication, leadership, and structured strategies are crucial for successful management (Hariyanto, 2019).

Functions of Management

1. Planning - Establishing goals and preparing strategies to address potential challenges (Istiqomah, 2022). Planning involves defining visions, setting priorities, and determining necessary actions (Crisbiantoro, 2022). In the context of education, planning includes lesson preparation, instructional methods, and assessment strategies (Hariyanto et al., 2019).
2. Organizing - Structuring work assignments, coordinating resources, and ensuring each individual contributes effectively to the organization's success (Faiz, 2022). In education, this ensures teachers collaborate effectively (Fitrah, 2017).
3. Actuating (Implementation) - Engaging teachers and students in learning activities through motivation and guidance (Purba et al., 2021). This stage requires leadership and adaptability to ensure students remain engaged (Ningsih, 2024).
4. Controlling (Supervision) - Monitoring progress, evaluating performance, and making improvements based on feedback (Nizan et al., 2023). Supervision in education ensures teachers maintain high-quality teaching standards (Rohman., 2020).

Objectives and Benefits of Educational Management

Effective management ensures active and engaging learning environments (Aviyanto 2014). It fosters character development, improves teaching strategies, and enhances educational outcomes (Usman, 2022).

Teacher Professionalism

A professional teacher is defined by their expertise in pedagogy, subject knowledge, and ethical conduct (Sutiono, 2021). Fatimatuzzahroh (2023) emphasizes that teacher competence integrates knowledge, skills, and values. Professional teachers contribute to better student outcomes by maintaining high

ethical standards and continuous professional development (Murniati & Nasir, 2023).

Characteristics of Professional Teachers

1. Deep subject knowledge and understanding of teaching methodologies.
2. Strong ethics and integrity (Syahril, 2020).
3. Commitment to continuous learning (Habe, 2017).
4. Effective classroom management and communication skills.
5. Collaboration with peers for improved teaching practices.

Professional Development

Teachers must continually adapt to new educational trends and methodologies (Sutiono, 2021). Professional development programs enhance teachers' abilities to address evolving educational challenges (Djara et al., 2023).

The Teacher Activator Program

The *Guru Penggerak* (Teacher Activator) program, initiated by the Ministry of Education and Culture, aims to foster student-centered learning and innovation (Hiyani, 2022). The program aligns with the *Merdeka Belajar* (Independent Learning) policy, emphasizing creative and student-driven education (Ananda, 2019).

According to Hamid (2022), *Guru Penggerak* serves as a leadership training initiative for teachers. It equips them with the skills to promote holistic student development and implement innovative learning models (Lubis et al., 2023).

Roles of Teacher Activators

1. Improving Student Achievement - Encouraging critical thinking and active learning (Nizan, 2023).
2. Innovative Teaching Methods - Using engaging and interactive teaching approaches (Rohman, 2020).
3. Professional Mentorship - Supporting fellow teachers in refining their teaching strategies (Syakdia, 2024).
4. Transformational Leadership - Shaping school culture and fostering collaboration among educators (Kemendikbudristek, 2023).

Challenges in Implementing the Teacher Activator Program

1. Limited Resources - Inadequate facilities and infrastructure hinder effective implementation (Aviyanto et al., 2024).
2. Time Management Issues - Teachers struggle to balance teaching responsibilities and professional development (Devianti et al., 2020).
3. Technological Barriers - The digital divide affects access to quality learning tools.
4. Curriculum Misalignment - Differences between traditional and *Merdeka Belajar* curricula create implementation challenges.
5. Social Jealousy - Some teachers perceive *Guru Penggerak* as a means for career advancement, leading to workplace tension.

METHODOLOGY

This study employs a qualitative descriptive approach, focusing on the management of the *Guru Penggerak* (Teacher Activator) program in enhancing teacher professionalism. Qualitative research involves collecting and analyzing data in a textual form, aiming to describe phenomena in-depth beyond numerical representation (Wijaya, 2020). The study explores the managerial competencies of *Guru Penggerak* within the *Merdeka Belajar* framework, presenting findings through a structured report. Researchers play a central role in collecting, analyzing, and interpreting data directly from participants (Ridlo, 2023). Qualitative research is particularly relevant in education as it provides insight into behavioral and social dynamics (Wargiran, 2019).

The study was conducted at SDN Utue and SDN Desa Paloh in Pidie Regency, chosen due to the absence of previous research on *Guru Penggerak* management in these schools. The research period spanned five months, from November 2024 to February 2025, aligning with the teaching schedules of participating teachers. The research subjects included *Guru Penggerak* from both schools, selected using purposive sampling. This method ensures that respondents possess relevant experiences and characteristics aligned with the study's objectives (Sugiyono, 2021).

Data collection employed three primary methods: observation, interviews, and documentation. Observations were conducted to gain preliminary insights into the research problem, following structured recording techniques (Syakroni, 2023). Interviews involved in-depth discussions with *Guru Penggerak* to understand their roles and challenges in educational management (Syakroni, 2023). Documentation was used to validate findings through existing records and reports (Salim, 2023).

The collected data were analyzed using three steps: data reduction, data display, and conclusion drawing (Sugiyono, 2018). Data reduction involved filtering and categorizing information to focus on key themes (Mukhtazar, 2020). Data display organized findings into coherent categories to identify central themes (Samsu, 2018). Finally, conclusion drawing involved verifying results against existing theories and ensuring their validity through triangulation techniques (Mardawani, 2020). The findings aim to provide a comprehensive understanding of the effectiveness and challenges in managing the *Guru Penggerak* program at the selected schools, contributing to the broader discussion on teacher professionalism and educational quality improvement.

RESEARCH RESULT

Teacher Activator Program in Improving Teacher Professionalism

The *Guru Penggerak* (Teacher Activator) program is designed to enhance the professionalism of teachers at SDN Utue and SDN Desa Paloh. The program was developed through collaboration between teachers and stakeholders to set goals and objectives. The school principal plays an essential role in supporting and shaping the vision of the program, ensuring that *Guru Penggerak* teachers can introduce innovative ideas and strategies aligned with national education standards.

According to interviews, *Guru Penggerak* teachers undergo several stages, including socialization, curriculum adaptation, and collaboration with peers to improve teaching strategies. The implementation involves preparing teaching modules, assessments, and student-centered learning activities. Teachers also continuously review and refine the curriculum to meet student needs.

Implementation of the Teacher Activator Program

The implementation of *Guru Penggerak* is supported by school management, which encourages teachers to participate in professional development programs. The process includes recruitment, selection, and structured training through blended learning (online and offline). *Guru Penggerak* teachers receive mentoring and leadership training to enhance their instructional skills.

The principal's role is crucial in motivating teachers to develop their competencies. Teachers who participate in the program act as mentors for their peers, fostering a collaborative school environment. Effective implementation requires active participation from school leaders, teachers, parents, and the community.

Evaluation of the Teacher Activator Program

The evaluation process includes assessing the impact of *Guru Penggerak* on student learning outcomes and teacher professionalism. According to the principal of SDN Utue, *Guru Penggerak* has effectively improved classroom teaching and peer mentoring. However, the principal of SDN Desa Paloh noted that while the program is beneficial, its full potential has not yet been realized. Teachers conduct assessments through formative and summative evaluations, using observation, student projects, and feedback mechanisms to measure learning outcomes.

The evaluation results indicate an improvement in literacy skills and teaching strategies. However, challenges remain, such as the need for further professional development and better resource allocation. Regular reflection and collaborative discussions help address these challenges and refine teaching methodologies.

Challenges in Implementing the Teacher Activator Program

Key challenges identified in the study include:

1. Limited Resources – Insufficient teaching materials and infrastructure hinder program effectiveness.
2. Language Barriers – Many students speak only the local Acehnese dialect, making it difficult for them to understand Indonesian-language instruction.
3. Parental Engagement – Some parents prioritize religious education over formal schooling, limiting student participation.
4. Time Management – *Guru Penggerak* teachers struggle to balance their teaching duties, professional responsibilities, and family roles.

To address these challenges, schools have implemented strategies such as bilingual instruction, maximizing available resources, and engaging parents through awareness programs. Teachers also use personal time management strategies to fulfill their multiple responsibilities effectively.

DISCUSSION

Planning and Organization of the Teacher Activator Program

Planning is a fundamental aspect of the program, involving the formulation of goals, strategies, and implementation frameworks. Schools collaborate with teachers to align the program with national education standards. The planning phase includes curriculum adaptation, teacher training, and student-centered learning approaches.

The program aims to develop teachers' leadership skills and instructional abilities, allowing them to serve as change agents within the school community. By integrating *Merdeka Belajar* (Independent Learning) principles, teachers gain autonomy in designing lesson plans and selecting appropriate teaching methods.

Execution of the Teacher Activator Program

Successful implementation requires strong institutional support and teacher collaboration. The study found that *Guru Penggerak* teachers employ differentiated instruction to cater to students' individual learning needs. They also incorporate technology to enhance teaching effectiveness.

Student engagement strategies include using interactive learning models and reflective teaching practices. Regular mentoring sessions among teachers further improve instructional quality. The findings align with previous research indicating that teacher collaboration enhances professional growth and student learning outcomes.

Evaluation and Impact Assessment

Evaluation plays a crucial role in measuring program success. The study highlights that *Guru Penggerak* teachers conduct ongoing assessments through student projects, peer observations, and self-reflection.

While the program has led to improvements in literacy rates and teaching methodologies, areas for further development remain. Continuous professional training and increased institutional support are recommended to maximize program effectiveness.

Challenges and Solutions

Despite the program's benefits, several challenges persist:

1. Limited Infrastructure – Schools lack adequate facilities, affecting teaching quality.
2. Parental Awareness – Efforts are needed to educate parents about the importance of formal education.
3. Workload Management – Teachers must balance professional duties with personal responsibilities.

Solutions include optimizing existing resources, implementing bilingual instruction, and providing targeted professional development opportunities. Collaborative efforts between teachers, school administrators, and the community are essential for sustaining

CONCLUSIONS AND RECOMMENDATIONS

The *Guru Penggerak* (Teacher Activator) program at SDN Utue and SDN Desa Paloh has been effectively designed and implemented to enhance teacher professionalism and improve learning quality. The program was developed through collaboration among teachers, school principals, and stakeholders, ensuring a structured approach to professional development. The planning phase focused on strengthening pedagogical skills, leadership, and instructional innovation. Implementation involved integrating project-based learning, utilizing technology, and fostering a reflective teaching culture. Evaluations indicated improvements in literacy skills, teaching methodologies, and teacher competency. However, several challenges were identified, including limited infrastructure, language barriers among students, and time management difficulties for teachers balancing professional responsibilities and family roles.

To address these challenges, schools adopted solutions such as bilingual instruction, resource optimization, and enhanced professional training. School leadership played a crucial role in motivating teachers and ensuring effective program execution. The findings suggest that the *Guru Penggerak* program positively impacted teacher development and student engagement, yet continuous improvements are needed. Future recommendations include stronger institutional support, structured mentorship, and increased technological integration in teaching. Additionally, fostering collaboration between teachers, parents, and the broader community can further enhance the program's effectiveness. Regular evaluations and reflective practices should be maintained to ensure ongoing improvements. By addressing these challenges and refining strategies, the *Guru Penggerak* program can serve as a model for sustainable educational transformation, promoting teacher leadership and enhancing learning outcomes in Indonesian schools.

ADVANCED RESEARCH

Optimizing the *Guru Penggerak* (Teacher Activator) program requires addressing key challenges such as resource limitations, time management, and technological integration. This research focuses on evaluating the program's effectiveness, identifying best practices, and developing a sustainable teacher development model. Through qualitative analysis, including interviews and classroom observations, the study aims to refine mentorship strategies and enhance institutional support. The expected outcome is a more structured and scalable framework that ensures long-term success in improving teacher professionalism and student learning outcomes.

ACKNOWLEDGMENT

I would like to express my deepest gratitude to those who have supported and guided me throughout the completion of this research. First and foremost, my sincere appreciation goes to my academic advisors, Dr. Ismail, M.Pd. and Prof. Dr. Nasir Usman, M.Pd., for their invaluable guidance, insightful feedback, and continuous support. Their expertise and encouragement have been instrumental in the development of this research.

I would also like to extend my heartfelt thanks to my fellow classmates from the Class of 2023 for their motivation and camaraderie, which have made this academic journey more meaningful. A special appreciation is given to the entire academic community of SDN Utue and SDN Desa Paloh, including the teachers, staff, and students, for their cooperation and contributions during the research process. Their willingness to share insights and experiences has greatly enriched this study.

REFERENCES

- Ananda Muhammad TRI UTAMA. (2022). *GURU ERA REVOLUSI DIGITAL* (Vol. 9, Issue 1).
- Aviyanto, M. B., Zumrotun, E., & Muhaimin, M. (2024). Analisis Hambatan Guru dalam Mengikuti Program Guru Penggerak. *Jurnal Pendidikan, Hukum, Dan Bisnis*, 9(2), 120–134. <https://openjournal.unpam.ac.id/index.php/Eduka/article/download/42217/20588/98943>
- Fatimatuzzahroh, & Z. (2022). Peran Guru Penggerak dalam Meningkatkan Kualitas Kinerja Guru. *Ilmu Manajemen Dan Ekonomi Islam*, 3(2), 2123–2135. <https://ejournal.indo-intellectual.id/index.php/imeij/article/download/478/296/7284>
- Habe, H., & AHIRUDDIN, A. (2017). Sistem Pendidikan Nasional. *Ekombis Sains: Jurnal Ekonomi, Keuangan Dan Bisnis*, 2(1), 39–45. <https://doi.org/10.24967/ekombis.v2i1.48>
- Nizan, M., Yufriidawati, & Sulistiyo, F. D. (2023). Strategi Guru Penggerak dalam Meningkatkan Mutu Pembelajaran di SMPN 1 Gunung Sari. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1325–1336.
- Rohman, H. (2020). Pengaruh Kompetensi Guru Terhadap Kinerja Guru. *Jurnal MADINASIKA Manajemen Dan Kelas*, 1(2), 92–102. <https://ejournalunma.ac.id/index.php/madinasika>
- Sutiono, D. (2021). Profesionalisme Guru. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 4(2), 16–25. <https://doi.org/10.34005/tahdzib.v4i2.1569>
- Abidin, A. M. (2019). Kreativitas Guru Menggunakan Model Pembelajaran Dalam Meningkatkan Hasil Belajar Siswa. *Didaktika*, 11(2), 225. <https://doi.org/10.30863/didaktika.v11i2.168>
- Ananda Muhammad Tri Utama. (2022). *GURU ERA REVOLUSI DIGITAL* (Vol. 9, Issue 1).
- Fatimatuzzahroh, & Z. (2022). Peran Guru Penggerak dalam Meningkatkan Kualitas Kinerja Guru. *Ilmu Manajemen Dan Ekonomi Islam*, 3(2), 2123–2135. <https://ejournal.indo-intellectual.id/index.php/imeij/article/download/478/296/7284>
- Habe, H., & AHIRUDDIN, A. (2017). Sistem Pendidikan Nasional. *Ekombis Sains: Jurnal Ekonomi, Keuangan Dan Bisnis*, 2(1), 39–45. <https://doi.org/10.24967/ekombis.v2i1.48>
- Kemendikbudristek. (2023d). Pelaksanaan Program Guru Penggerak. <https://Sekolah.Penggerak.Kemdikbud.Go.Id/>, 27. <https://sekolah.penggerak.kemdikbud.go.id/>
- Ningsih, R. W., Fatmala, N., & Nuralyanti, P. (2024). Peran Guru Penggerak dalam Pendidikan Merdeka. *Jurnal Ilmiah Pendidikan Biologi*, 11(2), 67–75.

- Nizan, A., Alqadri, B., Yuliatin, & Herianto, E. (2023). strategi Guru Penggerak dalam Meningkatkan Mutu Pembelajaran di SMPN 1 Gunung Sari. *Strategi Guru Penggerak Dalam Meningkatkan Mutu Pembelajaran Di SMPN 1 Gunung Sari*, 8(3), 1325-1336.
- Nizan, M., Yufriawati, & Sulistiyo, F. D. (2023). Strategi Guru Penggerak dalam Meningkatkan Mutu Pembelajaran di SMPN 1 Gunung Sari. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1325-1336.
- Rohman, H. (2020). Pengaruh Kompetensi Guru Terhadap Kinerja Guru. *Jurnal MADINASIKA Manajemen Dan Kelas*, 1(2), 92-102. <https://ejournalunma.ac.id/index.php/madinasika>
- Sutiono, D. (2021). Profesionalisme Guru. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 4(2), 16-25. <https://doi.org/10.34005/tahdzib.v4i2.1569>
- Syahril, I. (2020). Kesiapan dan Adaptasi Kepmimpinan dan Manajemen Sekolah Menyongsong" New Normal" Pendidikan [Readiness and Leadership and School Management Adaptation Towards "New Normal" Education]. *Webinar Nasional LP2KS*, 9(2), 9 Juni 2020.
- Syakdia Apria Ningsih. (2024). Pentingnya Profesionalisme Guru dalam Meningkatkan Kualitas Pendidikan. *Jurnal Pendidikan Dan Ilmu Sosial (Jupendis)*, 2(3), 288-293. <https://doi.org/10.54066/jupendis.v2i3.2056>
- Crisbiantoro, J., (2022). Efektifitas Penyusunan Rencana Strategis Pembangunan Pada Badab Perencanaan Dan Pembangunan Daerah Kabupaten Konawe. *Jurnal Ilmiah Dikdaya*. 12(2), 506-516.
- Devianti, R., & Sari, S.L. (2020). Urgensi Analisis Kebutuhan Peserta Didik Terhadap Proses Pembelajaran. *Jurnal Al-Aulia*. 6(1), 21-36.
- Djara, J.I., dkk. (2023). Pengaruh Gaya Belajar Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan dan Kebudayaan*. 3(2), 226-233.
- Fitrah, M., & Luthfiyah. (2017). *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*. CV Jejak.
- Faiz, A., & Faridah. (2022). Program Guru Penggerak sebagai Sumber Belajar. *Jurnal Pendidikan dan Pembelajaran*. 14(1), 82-88.
- Fauzan, A., & Iskandar, M. (2022). Manajemen Program yang Terstruktur dan Dampaknya terhadap Peningkatan Keterampilan Profesional Guru. *Jurnal Pendidikan dan Pengajaran*, 35(2), 150-165.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice (9th ed.)*. McGraw-Hill Education.
- Hariyanto, H., dkk. (2019). Strategi Guru Ppkn Dalam Penguatan Karakter Siswa SMPN 2 Mataram. *Jurnal: Jurnal Pendidikan Sosial Keberagaman*, 6(1), 1-17.
- Hasbi, M., Salsabila, V., Wudda, R. F., Gadies, S. P., & Prasetyo, T. (2021). Menelusuri Peran dan Tantangan Program Guru Penggerak di Sekolah Dasar. *Jurnal Pendidikan dan Manajemen Sekolah*, 5(2), 25-40

- Hamid, S. (2022). *Peningkatan Sdm Guru Melalui Program Guru Penggerak. Jurnal Syntax Admiration*. 3(6), 823-832.
- Hayani, S.R. & Sutarna. (2022). *Pengembangan Perangkat dan Model Pembelajaran Berbasis TPACK Terhadap Kualitas Pembelajaran Daring. Jurnal Basicedu*. 6(2), 2671-2852.
- Istiqomah. (2022). *The Perceptions of Pendidikan Guru Penggerak Towards Blended Learning. Jurnal Ilmiah Peuradeun*. 10(3), 701-720.
- Lubis, R. R., dkk. (2023). *Peran Guru Penggerak dalam Meningkatkan Pemerataan Kualitas Kinerja Guru. Jurnal at-Tadbir: Media Hukum dan Pendidikan*. 33(1), 70-82.
- Prasetyo, A., & Anggraeni, S. (2023). *Pengaruh Profesionalisme Guru terhadap Efektivitas dan Efisiensi Lingkungan Belajar di Sekolah Dasar. Jurnal Pendidikan dan Pembelajaran*, 12(1), 45-60.
- Suryosubroto, B. (2009). *Manajemen Pendidikan: Pengantar Dasar (Edisi ke- 3)*. Rineka Cipta.
- Sugiyono, (2021). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D (14th ed.)*.
- Sutarto, A., Wijayanto, W., & Prasetyo, A. (2023). *Peran Guru Penggerak dalam Menciptakan Inovasi Pembelajaran yang Relevan dengan Kebutuhan Peserta Didik di Era Digital. Educational Leadership Review*, 24(1), 45-60.
- Terry, G. R. (2010). *Principles of Management (12th ed.)*. Pearson.