



The Importance of Change Agent Teachers Program (PPGP) in Enhancing Leadership Competencies and Skills

Cucun Hasanah^{1✉}, Asep Dikdik²

Universitas Pendidikan Indonesia, Indonesia^{1,2}

e-mail : chuhasanah86@upi.edu¹, asep.dikdik@upi.edu²

Abstrak

Penelitian ini dilatar belakangi oleh urgensi peningkatan kualitas pendidikan melalui pengembangan kompetensi Pendidikan Guru Penggerak. Tujuan dari penelitian ini adalah untuk mengkaji peran program kepemimpinan guru dalam meningkatkan kompetensi kepemimpinan para pendidik di Kecamatan Cileunyi. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dalam penelitian ini menggunakan teknik wawancara dengan subjek penelitian yaitu guru yang sudah mengikuti Program Pendidikan Guru Penggerak. Hasil penelitian ini menunjukkan bahwa program ini tidak hanya meningkatkan kemampuan individu, tetapi juga berkontribusi pada transformasi yang lebih luas dalam lingkungan pembelajaran. Program ini juga berhasil menciptakan kolaborasi yang lebih baik antara guru dan meningkatkan inovasi dalam metode pengajaran. Selain itu, hasil penelitian juga menunjukkan bahwa guru yang mengikuti program ini menunjukkan peningkatan kemampuan dalam manajemen kelas dan penggunaan teknologi dalam pembelajaran. Efektivitas program ini terlihat dari peningkatan nyata kompetensi kepemimpinan guru, yang membentuk para pendidik yang unggul tidak hanya dalam mengajar tetapi juga dalam memimpin transformasi positif dalam sistem pendidikan. Dengan demikian, Pemimpin Guru dapat dianggap sebagai katalisator perubahan yang signifikan dalam meningkatkan kualitas pendidikan di tingkat lokal.

Kata Kunci: PPGP (Program Pendidikan Guru Penggerak), Kompetensi kepemimpinan guru, Transformasi lingkungan pembelajaran, Kolaborasi guru, Inovasi metode pengajaran.

Abstract

This research is motivated by the urgency to enhance the quality of education through the development of Change Agent Teachers competencies. The aim of this study is to examine the role of teacher leadership programs in enhancing the leadership competencies of educators in Cileunyi District. This research employs a qualitative approach with a descriptive method. Data collection for this study uses interview techniques with research subjects who are teachers who have participated in the Change Agent Teachers Program. The results of this study indicate that the program not only enhances individual capabilities but also contributes to broader transformations in the learning environment. The program also successfully fosters better collaboration among teachers and enhances innovation in teaching methods. Furthermore, the research findings also show that teachers who participated in this program demonstrate improved abilities in classroom management and the use of technology in teaching. The effectiveness of this program is evident in the significant improvement of teachers' leadership competencies, shaping educators who excel not only in teaching but also in leading positive transformations in the education system. Thus, Change Agent Teachers can be considered significant catalysts of significant change in improving the quality of education at the local level.

Keywords: Change Agent Teachers Program (PPGP), Teacher leadership competencies, Transformation of learning environment, Teacher collaboration, Innovation in teaching methods.

Copyright (c) 2024 Cucun Hasanah, Asep Dikdik

✉ Corresponding author :

Email : chuhasanah86@upi.edu

DOI : <https://doi.org/10.31004/edukatif.v6i5.7008>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Annisa, 2022). Miasari et al., (2022) define education as a process of developing all aspects of human beings, including cognitive, affective, and psychomotor aspects. Therefore, it can be concluded that education is the main factor in shaping the human person to have a more directed nature. (Suherni et al., 2023) in order to achieve a successful education.

Sugiarto (2021) Posts that the success of education is contingent upon the credibility of a teacher, defined as the extent to which a teacher is perceived as professional. The success of a teacher is not solely determined by their expertise in teaching and educating, but also by their capacity to serve as a role model for students who may later become teachers themselves. Teacher problems are, in fact, educational problems. The success of teachers is, therefore, the success of the education system. This is because it emphasizes that teachers must play a role and behave in harmony with the wants and needs of society.

In the context of the Fourth Industrial Revolution, the emphasis on independent learning is a key factor in the ability of educational institutions to foster competitiveness, innovation, and collaboration in order to maintain their competitive edge. The Fourth Industrial Revolution is focused on equipping students with the communication and collaboration skills necessary to succeed in the modern world. (Sarnita & Setiyadi, 2024). The concept of independent learning is a response to the needs of the education system in the era of the Industrial Revolution 4.0. Nadiem Makarim, the Indonesian Minister of Education, emphasized that freedom of learning is freedom of thought, which begins with the teacher. According to Bell Hooks, education as a practice of freedom is a way of teaching and learning that is interesting for both teachers and students. In this practice of freedom, both parties play an equal role in contributing to and sharing learning experiences. Teachers who educate in a practice of freedom do not merely impart information; they facilitate the intellectual and spiritual growth of their learners. (Surahman et al., 2022).

In practice, teachers no longer merely transfer knowledge; they also facilitate the growth of learners' intellectual and spiritual abilities. In addition, learners are not merely passive recipients of material; they are also able to think critically, analyze, think sharply in problem-solving, and feel unfettered when learning. (Ningrum & Suryani, 2022). Merdeka Belajar does not solely assess students based on their academic performance but also considers their attitudes and skills in specific fields. Learners are encouraged to pursue their interests and develop their talents. In an independent learning curriculum, teachers and students collaborate to create more effective and productive learning experiences (Pertiwi et al., 2022).

The implementation of an independent learning curriculum, which is learner-centered, focuses on the learners' personalities, experiences, backgrounds, perspectives, talents, interests, capacities, and needs for learning. In this case, new educational strategies should encourage interaction between teachers and learners. Creative practices in education should help learners to work on building their knowledge in defining the things that really matter to them and in the process, strengthen their self-confidence and individuality. (Tasya Kamila et al., 2022). The implementation of an independent learning curriculum is inextricably linked to the challenges of policy development. Teachers must possess the capacity to adapt to relevant policies, which plays a pivotal role in the organization of quality learning and the creation of a generation that is educated, able to compete globally, and possesses good morals and morals.

In the future, teachers must be able to adjust, adapt, and collaborate with changing times, including advances in digital technology, in order to support effective and efficient learning. This will enable them to produce graduates who have the skills to face the challenges of the Industrial Revolution 4.0 (Santika, 2021). It is imperative that educators cultivate academic skills, facilitate renewal, and guide learners in the effective utilization of reasoning abilities. Those who possess the capacity for independent thought can provide learners

with the necessary stimulation to utilize their reasoning abilities in a manner that aligns with their individual talents and abilities.

In the context of independent learning, teachers are also expected to develop students' academic skills and creativity. The learning process becomes more engaging and enjoyable if teachers can design it creatively, choose varied learning methods, and use the appropriate learning media. This will result in learning that is not monotonous and in accordance with the objectives and government policies related to independent learning. However, the phenomenon shows that there are still many teachers who feel confused and unfamiliar with the use of learning media. The prevailing pedagogical approach tends to prioritize lectures and assignments, which can result in a learning process that is not fully aligned with the principles of learner-centered education.

As posited by Elviya & Sukartiningsih, (2023), the concept of independent learning is predicated upon the freedom of thought. Teachers, as the primary component of education, are entitled to interpret the curriculum independently prior to its transmission to students. In the event that a teacher is able to comprehend the curriculum that has been determined, he or she will be in a position to respond to the needs of students in the learning process. Consequently, the design of an independent learning education program is anticipated to facilitate the growth of teacher competence in teaching.

In order to implement the independent learning program, the government has employed Change Agent Teachers to facilitate the fulfillment of their duties as educators (Muzakki et al., 2024). The Change Agent Teachers are responsible for fostering enthusiasm and commitment in order to ensure the successful execution of their duties, particularly in the context of independent learning.

The context of education plays a significant role in the intellectual development and characteristics of students in the Cileunyi subdistrict. As an area that continues to experience growth and development, the subdistrict faces unique challenges in providing access to quality education for its residents. The development of education infrastructure, learner participation rates, and the availability of education resources are crucial aspects that must be understood to enhance the quality of education in this subdistrict.

The acquisition of leadership skills is identified as a crucial factor in enhancing the quality of education. In the contemporary educational landscape, the concept of learning leadership encompasses not only administrative aspects but also pedagogical elements that facilitate optimal learning processes. Effective educators require leadership skills that enable them to direct, motivate, and guide their students toward attaining higher educational standards. Consequently, an in-depth understanding of the role and strategy of learning leadership is essential for navigating the complexities of contemporary educational development.

Several previous studies have been conducted regarding the role of Change Agent Teachers. The study by Supit et al. (2023), titled "The Role of Change Agent Teachers in the Quality of Independent Learning," emphasizes the role of Change Agent Teachers in improving the quality of learning through Independent Learning, focusing on effective relationships with students, utilization of technology, and continuous reflection for improvement. The results explain that Change Agent Teachers are expected to be leaders who inspire students, enhance the quality of character, and motivate them to reach their full potential.

The study by Sijabat et al. (2022), titled "Regulating Teacher Quality through the Change Agent Teachers Program," focuses on improving teacher quality through the Change Agent Teachers program using a descriptive qualitative approach with literature review methods. The results of this study highlight the importance of developing teacher competencies in the era of Industry 4.0 and identifying four main competency standards: pedagogical, personality, professional, and social. This study emphasizes the general development of teacher competencies and the implementation of the independent learning concept.

Another study conducted by Elia, Fauzan, and Bedi (2023) focuses on the concept of leadership in Change Agent Teachers. This study uses a qualitative method with a literature review approach. The findings show that Change Agent Teachers play the role of interactive, consultative, participatory, and controlling

leaders. This concept is applied in structured educational policies to shape teachers as leaders of the teaching and learning process in the future, with the implementation of a curriculum based on Ki Hajar Dewantara's educational philosophy.

Unlike previous studies, this research specifically examines the role of the teacher leadership program in enhancing educators' leadership competencies in the Cileunyi District through a descriptive qualitative approach using interviews with teachers who participated in the Change Agent Teachers program. The interview method will explore the experiences and perspectives of teachers on how this program has helped them develop leadership skills, identify challenges faced, and measure the real impact of the program on the learning process in classrooms and the school environment as a whole. This will provide a comprehensive picture of the role and effectiveness of the Change Agent Teachers program in creating adaptive and innovative educational leaders. The focus of this study specifically addresses the improvement of teacher leadership competencies and its impact on transforming the learning environment at the local level (Cileunyi District). This differs from previous studies that only discuss it in general terms.

Although some previous studies have explored the role of Change Agent Teachers, there is a significant gap in understanding how this program specifically affects the leadership competencies of educators at the local level. Supit et al. (2023) focused on improving learning quality through effective student relationships and technology utilization, while Sijabat et al. (2022) emphasized the importance of general teacher competency development in the Industry 4.0 era. On the other hand, Elia, Fauzan, and Bedi (2023) highlighted the leadership aspect of Change Agent Teachers in the context of educational policies based on Ki Hajar Dewantara's philosophy. However, no studies have specifically examined how the teacher leadership program affects the enhancement of teacher leadership competencies and its impact on transforming the learning environment at the local level, particularly in the Cileunyi District. This research is essential to fill that gap by providing a more detailed and in-depth understanding of teachers' experiences and perspectives, the challenges they face, and the real impact of this program on the learning process and school environment. Thus, this study not only complements existing literature but also provides practical insights for further development of the Change Agent Teachers program in a local context.

METHOD

This study involved nine teachers who have participated in the Change Agent Teachers Program in Cileunyi District. The subjects come from various school backgrounds and positions, with varying employment statuses ranging from non-ASN, PPPK, to PNS. This diversity ensures a comprehensive representation of the different conditions and experiences of teachers in Cileunyi District. Consequently, the research results are expected to provide deeper and more comprehensive insights into the impact of this program on enhancing leadership competencies in various educational contexts.

The research was conducted over six months, from October 2023 to March 2024. This period covers all stages of the study, from preparation, data collection, data analysis, to the drafting of the research report. The research was carried out in several primary schools located in Cileunyi District, Bandung Regency. The research sites were selected based on the presence of teachers who had participated in the Change Agent Teachers Program.

In the research procedure, a qualitative descriptive approach was used to investigate the role of teacher education in improving the leadership competencies of teachers in Cileunyi District. Qualitative descriptive research is one of the methods aimed at gaining an understanding of reality through an inductive thinking process (Creswell, 2016). To obtain comprehensive and in-depth data, the main data collection technique used in this study was in-depth interviews with teachers who had participated in the Change Agent Teachers Program. In-depth interviews are an effective data collection method for obtaining rich and detailed information from respondents. These interviews allow researchers to ask open-ended questions that encourage

respondents to provide detailed and reflective answers. In this study, the researcher used a pre-compiled interview guide to ensure that all aspects relevant to the study were covered (Patton, 2015). The interviews were conducted directly at the teachers' workplaces to obtain more contextual and in-depth data.

Data analysis was carried out using a thematic approach, which involved interview transcription, initial coding, theme development, and data interpretation. This approach helps researchers identify patterns emerging from the data and connect them with the predetermined theoretical framework.

To ensure data validity and accuracy, the researcher used triangulation techniques. This approach involves the use of multiple data sources and different data collection methods, such as program documentation, field observations, and teachers' personal reflections. The data obtained were analyzed in an integrated manner to provide a more comprehensive understanding of the role of the Change Agent Teachers Program in enhancing teachers' leadership competencies.

RESULT AND DISCUSSION

Result

In order to assess the impact of Change Agent Teachers education, interviews were conducted with teachers in order to ascertain their perceptions regarding the improvement of learning leadership competencies. These perceptions will assist in exploring the subjective views of teachers who participated in the program. The information gathering will focus on the improvement of learning leadership competencies.

Interviews were conducted on November 29, 2023 - November 30, 2023, with details of respondents (Table 1) as follows:

Table 1: List of Interview Respondents for Teachers Who Participated in the Change Agent Teachers Education Program

No	Full Name	Gender	School Origin	Position	Status	Generation
1.	AF	Female	SDIT Al Mumtaz	Classroom Teacher	Non-ASN	9
2.	YND	Female	SDN Yasahidi	Classroom Teacher	PPPK	7
3.	JSH	Male	SDN Cijati 02	Physical Education Teacher	PNS	5
4.	NN	Male	SDN Mekarasih	Islamic Education Teacher	PNS	7
5.	YS	Female	SDN Cibiru 09	Classroom Teacher	PNS	7
6.	WL	Female	SD Plus Bakti Nusantara 666	Classroom Teacher	Non-ASN	5
7.	TN	Female	SDN Tirtayasa	Classroom Teacher	PPPK	7
8.	WRN	Male	SDIT Al Mumtaz	Classroom Teacher	Non-ASN	7
9.	DS	Male	SD Islam Al-Amanah	Classroom Teacher	Non-ASN	7

The interview results (Table 2) indicate that PPGP has a significant positive impact on learning leadership understanding, practice, and collaboration in the Cileunyi subdistrict. Teachers involved in PPGP expressed enriching experiences and made tangible contributions to improving learning quality and learner

achievement. Although challenges arose, PPGP proved effective in providing specialized support and practical solutions. Therefore, the program has the potential to be a successful professional development model in the local education context.

Table 2. Results of Interviews with Teachers Who Participated in PPGP

No	Information	R1		R2		R3		R4		R5		R6		R7		R8		R9	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1.	PPGP exerts a significant influence on the comprehension and utilization of learning leadership concepts.	√		√		√		√		√		√		√		√		√	
2.	The PPGP has led to concrete changes in the teaching leadership practices of those who have participated in it.	√		√		√		√		√		√		√		√		√	
3.	PPGP facilitates the engagement of peer teachers and enhances the quality of learning in educational institutions.	√		√		√		√		√		√		√		√		√	
4.	The implementation of the learning leadership concept of the PPGP is not without certain challenges.	√		√		√		√		√		√		√		√		√	
5.	The PPGP offers	√		√		√		√		√		√		√		√		√	

	specialized assistance in developing learning leadership competencies that align with the needs of educational institutions.									
6.	The PPGP has a positive impact on the quality of learning and student achievement at school.	√	√	√	√	√	√	√	√	√

Discussion

Change Agent Teachers Program (PPGP)

The development of a nation largely depends on the availability of quality education. Competitive human resources (HR) are a key component in the development process. Without quality education, a nation's development goals cannot be achieved. Quality education and quality development are closely linked, forming a symbiotic relationship (Maki et al., 2022). The importance of quality education is increasingly evident as the advancement of human capital and the quality of an independent Indonesian society can only be achieved through the improvement of public education. However, the quality of education and HR in Indonesia still lags behind ASEAN countries, especially developed countries. The suboptimal quality of education in Indonesia demands more comprehensive solutions than merely curriculum changes, education fund distribution, or education system restructuring.

The challenges of the Industrial Revolution 4.0 era and global competition make teachers realize the need to become change agents. Parahita et al. (2020) examined policies in developing countries that are changing in anticipation of globalization. Nadiem Makarim anticipates the speed of change due to globalization with the "Merdeka Belajar" (Freedom to Learn) policy, which emphasizes freedom of thought and educational autonomy, providing space for students to optimize their potential development. This principle aligns with Ki Hajar Dewantara's perspective, which prioritizes independence to shape students into responsible and free individuals (Anggraini & Wiryanto, 2022).

One strategy to improve the quality of education in Indonesia is by enhancing the learning process inside and outside the classroom. Teachers play a crucial role in this comprehensive effort. They are the front line determining the progress of the education system. Efforts to improve the quality of education will not succeed without the support of professional and quality teachers (Simarmata et al., 2023). In this context, the government initiated the Change Agent Teachers Program as an integral part of Merdeka Belajar. This program is a policy of the Directorate General of GTK and serves as a milestone in developing future education leaders. Change agent teachers are expected to be role models, sparking holistic student growth, and pioneering the transformation of the educational ecosystem to realize the Pancasila Student profile. Merdeka Belajar provides teachers the freedom to be creative in their pedagogical approaches to students. The role of

change agent teachers is critical as they function as leaders in improving the quality of education in the future (Riowati, 2022).

Strategic steps are taken by targeting outstanding teachers through the Change Agent Teachers Program. Sukma Elia et al. (2023) state that change agent teachers play a crucial role in improving the quality of education. They not only facilitate classroom teaching and learning activities but also lead changes in schools. To implement quality education, the Change Agent Teachers Program (PPGP) is designed based on learning leadership competencies, communities of practice, social and emotional learning, and differentiated learning in line with student development. Freedom of thought and educational autonomy provide space for students to optimize their potential development. From Ki Hajar Dewantara's perspective, the key point is the emphasis on independence, aiming to shape students into responsible and free individuals. These qualities impact their harmonious life in society (Anggraini & Wiryanto, 2022).

It is important to recognize that the role of change agent teachers goes beyond just educators. Besides possessing the necessary pedagogical skills, change agent teachers must also demonstrate the capacity to innovate in response to evolving needs in the educational landscape. This includes the effective use of learning media tailored to students' interests. However, change agent teachers face several challenges, including suboptimal utilization of facilities, limited understanding of the potential of media among teachers, and a lack of student motivation to engage in learning.

Change agent teachers can be described as responsive teachers who successfully advance the Pancasila profile as the future generation of hope for Indonesia. They are educational leaders who foster the growth and development of students in all areas, actively and proactively implementing student-centered learning, and acting as role models for other teachers as healthy change agents in the education system (Supit et al., 2023). Furthermore, PGRI (Indonesian Teachers Association) provides evidence that teachers who utilize peer tutor groups in schools or communities to enhance student achievement through the application of the Pancasila profile are teachers who leverage the role of change agent teachers. Therefore, it can be concluded that PPGP is an effective initiative in improving the quality of education in Indonesia, supporting the professional development of teachers, and promoting better collaboration in the school environment.

PPGP Influences the Understanding and Application of Learning Leadership Concepts

Based on the findings of the conducted research, it was shown that all respondents (R1-R9) acknowledged that the Change Agent Teachers Program (PPGP) significantly impacts their understanding and application of learning leadership concepts. Through PPGP, teachers gain new and deeper insights into how to lead effective and innovative learning processes in their respective schools.

These findings are consistent with research conducted by Simarmata et al. (2023), which demonstrates that professional development programs can enhance the understanding and application of leadership practices among teachers. The research highlights that training and specialized development programs, such as PPGP, are highly effective in strengthening teachers' leadership competencies. In this context, teachers are not only prepared to become better leaders within their educational environments but are also provided with tools and strategies to face modern educational challenges.

For instance, change agent teachers with learning leadership competencies are capable of designing innovative learning strategies. This ability allows teachers to create engaging, relevant, and responsive learning experiences tailored to student needs. According to Sibagariang et al. (2021), innovative learning designs by change agent teachers can increase student interest and engagement in the learning process. This demonstrates how the understanding and application of learning leadership concepts gained through PPGP can be translated into practical classroom practices.

Through PPGP, teachers receive intensive training that covers various aspects of learning leadership. The program offers practical and theoretical approaches that help teachers understand their roles as leaders in

the learning process. Additionally, PPGP emphasizes the importance of collaboration and cooperation among teachers to create a conducive and inspiring learning environment for students.

Aligned with the findings of Simarmata et al. (2023), PPGP provides targeted support in developing leadership competencies relevant to the needs of schools. The program not only enhances individual teacher abilities but also strengthens the collective capacity of the educational community to adapt to existing changes and challenges. Thus, PPGP plays a key role in transforming education in Indonesia by creating more empowered and competent teachers in leading the learning process.

Concrete Changes in Learning Leadership Practices After Participating in PPGP

The Change Agent Teachers Program (PPGP) has a significant impact on teachers' learning leadership practices. Based on interviews with respondents, all reported concrete changes in their leadership practices after participating in the program. This finding aligns with research conducted by Riowati (2022), which demonstrates that intensive and structured training programs like PPGP can lead to tangible changes in teachers' leadership practices. The comprehensive training provides teachers with hands-on experience and practical skills that can be directly applied in their classroom contexts, helping them manage the learning process more effectively and lead their classes better.

One of the most notable concrete changes is in classroom management. Teachers who have participated in PPGP reported improved abilities in classroom management. According to research by Sijabat et al. (2022), change agent teachers are able to manage their classrooms more effectively. They can better manage time, understand individual student needs, and create a conducive learning environment. These capabilities enable teachers to optimize the teaching and learning process, increasing student engagement and achievement.

Additionally, change agent teachers are capable of designing innovative learning strategies. The ability to create engaging and relevant learning experiences results from their understanding of learning leadership concepts acquired through PPGP. Research by Sibagariang et al. (2021) supports this, showing that teachers with strong learning leadership competencies can design creative and responsive teaching methods to meet student needs.

Concrete changes in learning leadership practices demonstrate the effectiveness of PPGP in developing teachers' competencies. The training provided by the program not only enhances teachers' theoretical understanding but also their practical abilities in managing and leading their classrooms.

PPGP Helps Engage Fellow Teachers and Improve the Quality of Learning in Schools

Research findings indicate that the Change Agent Teachers Program (PPGP) contributes to teacher collaboration and promotes a better learning environment. Collaboration is one of the critical aspects facilitated by PPGP. Through this program, teachers are encouraged to work together in designing and implementing innovative learning strategies. Research by Sukma Elia et al. (2023) shows that collaboration fostered through such training programs can significantly improve the quality of learning in schools. PPGP not only focuses on individual development but also promotes better cooperation among teachers. This has a positive impact on the learning environment as effective ideas and teaching methods can be shared and collectively applied.

Change agent teachers with competencies in learning leadership can act as catalysts and connectors in motivating and guiding their colleagues to collaborate. According to Jannati et al. (2023), this collaboration creates a harmonious working atmosphere among teaching staff. With collaboration, teachers can exchange ideas, experiences, and effective teaching strategies, ultimately enhancing the quality of classroom learning. This collaborative learning approach allows teachers to tackle learning challenges together, leading to a more significant positive impact on student achievement.

By increasing the involvement of fellow teachers through PPGP, the quality of learning in schools experiences a significant boost. Teachers involved in this program become more open to new ideas and more prepared to implement changes in their teaching methods. This aligns with research findings that training and professional development programs focusing on collaboration can enhance teaching effectiveness and student learning outcomes.

Overall, PPGP helps develop a collaborative culture in schools. By engaging fellow teachers and promoting cooperation, PPGP can create a more dynamic and effective learning environment. Teacher collaboration not only enriches teaching experiences but also improves the quality of learning, ultimately providing significant benefits to students. This program demonstrates that enhancing the quality of education relies not only on individual development but also on collective cooperation and support among educators.

Challenges in Implementing the Learning Leadership Concept from PPGP

Based on the research findings, all respondents acknowledged the challenges in implementing the learning leadership concept acquired from the Change Agent Teachers Program (PPGP). These challenges encompass various aspects that affect the effectiveness of applying the concept in the field. Parahita et al. (2020) also identified similar challenges in their research on educational policy changes in developing countries.

One of the primary challenges is resistance to change. Many teachers and educational staff may feel comfortable with old methods and approaches, showing resistance to adopting new concepts introduced by PPGP. Changes in learning leadership practices often require extra time and effort, which can be an additional burden for teachers who already have busy schedules.

Additionally, resource limitations pose a significant obstacle. Effective implementation of the learning leadership concept often requires access to various resources, such as advanced educational technology, additional training materials, and administrative support. In many schools, especially in remote areas or with limited budgets, these resources may not be available, thus limiting teachers' ability to apply what they have learned from PPGP.

Cultural barriers also present a major challenge. A school culture that does not support change or tends to be conservative can hinder teachers' efforts to implement new concepts. Long-standing norms and values within the educational environment may conflict with the innovative approaches taught in PPGP, creating tension and reducing the effectiveness of implementation.

The learning leadership competencies gained through PPGP also enable change agent teachers to conduct regular evaluations of the learning process. According to Utomo et al. (2023), with careful monitoring, teachers can identify areas needing improvement and take corrective actions. Regular evaluation and monitoring are smart steps to ensure that learning leadership practices continue to evolve and adapt to students' needs.

The similarity of these challenges with the findings of Parahita et al. (2020) indicates that issues in implementing new educational policies are a common phenomenon faced by many countries. This reflects that changes in the educational system require a holistic approach, which not only focuses on individual training but also considers the systemic support and cultural changes needed to support such transformation. Regular evaluation and monitoring are integral parts of this process, ensuring that teachers continually improve and adjust their approaches in line with students' development and needs.

PPGP Provides Special Support in Developing Learning Leadership Competencies Aligned with School Needs

The Change Agent Teachers Program (PPGP) has been recognized by all respondents as a crucial source of support in developing learning leadership competencies that meet their school's needs. This support

encompasses various aspects that help teachers become effective leaders in their educational environments. Research by Supit et al. (2023) also emphasizes that ongoing support from professional development programs is essential for building targeted leadership competencies relevant to the specific needs of schools.

The support from PPGP is not limited to theoretical aspects but also includes practical mentoring that enables teachers to apply learning leadership concepts in real-world school contexts. For instance, through direct guidance and continuous training, teachers can develop more effective classroom management strategies, improve teaching methods, and build stronger relationships with students and colleagues.

One significant aspect highlighted in the research is the application of technology in learning. Riowati (2022) notes that change agent teachers with learning leadership competencies can effectively integrate technology into the learning process. This creates a more interactive and adaptive learning approach, which not only engages students but also meets the demands of current technological advancements. The use of technology in the classroom can include interactive learning software, e-learning platforms, and other digital tools that enhance the quality and effectiveness of education.

PPGP's support in developing leadership competencies is also evident in how the program helps teachers understand and meet the unique needs of each school. Every school faces different challenges and needs, and this program is designed to provide specific and relevant solutions. Thus, change agent teachers not only serve as educators but also as agents of change capable of driving continuous innovation and improvement in the education system.

To create a dynamic and responsive learning environment, it is important for teachers to continuously develop their competencies through ongoing and targeted support. PPGP has demonstrated that with the right support, teachers can achieve higher levels of leadership, which in turn positively impacts the quality of education in their schools.

Therefore, the special support provided by PPGP in developing learning leadership competencies benefits not only individual teachers but also the entire school community, creating a better learning environment that is more adaptive to existing changes and developments.

The Positive Impact of PPGP on Teaching Quality and Student Achievement in Schools

The Change Agent Teachers Program (PPGP) has demonstrated a significant positive impact on the quality of teaching and student achievement in schools. All respondents in this study reported that after participating in PPGP, they observed improvements in their teaching methods and in their students' learning outcomes. This aligns with the findings of Riowati (2022) and Surahman et al. (2022), which indicate that effective teacher development programs can enhance the quality of teaching and student learning outcomes. These studies affirm that initiatives like PPGP play a crucial role in overall educational improvement.

One of the main impacts of PPGP is the empowerment of students in the learning process. Change agent teachers, equipped with learning leadership competencies, can empower students to be more active and engaged in learning activities. According to Sibagariang et al. (2021), teachers with learning leadership skills can create an inclusive learning atmosphere that encourages comprehensive student engagement. Thus, students are not merely passive recipients of information but active participants in learning, which in turn enhances their understanding and academic performance.

PPGP also helps teachers adopt more innovative and relevant teaching methods tailored to students' needs. With this approach, teachers can adjust their teaching strategies to ensure that every student has an equal opportunity to learn and grow. This not only improves the quality of teaching but also promotes educational equity.

Furthermore, the improvement in teaching quality through PPGP also positively affects student achievement. Teachers who are more skilled and competent in learning leadership tend to have more organized and dynamic classrooms. This creates a conducive learning environment where students feel

motivated and supported to achieve their best. Studies show that a positive learning environment and competent teachers are critical factors in students' academic success.

In conclusion, the positive impact of PPGP on the quality of teaching and student achievement in schools is evident. The program not only helps teachers become better leaders in the learning context but also creates an educational environment that supports holistic student development. By continuing to support programs like PPGP, we can expect to see sustained improvements in educational quality and student academic performance across schools.

Limitations

This study has several limitations that need to be considered. First, the focus of the research is limited to the Cileunyi District, which may constrain the generalizability of the results to a broader context. Second, the research was conducted only in a few schools in that area, which may limit the variation and representation of the overall school population in the region. Additionally, the number of respondents involved in this study is very limited, which means the results obtained may not reflect the diversity of opinions or experiences in the wider community. For future research, it is recommended to expand the observation area to a wider region and involve a larger number of respondents. This will help ensure that the data collected is more valid and the results are more reliable and applicable in a broader and more relevant context.

Scientific Contribution

This research has the potential to make a significant contribution to the understanding of the educational context in the Cileunyi District. By focusing on several schools in this area, the study can reveal unique patterns in educational experiences that may be relevant for the development of local educational policies. The results of this research can provide valuable initial insights for more extensive and in-depth future studies.

CONCLUSION

The PPGP plays a crucial role in improving the quality of education in Indonesia. This program not only provides intensive training for teachers to develop their instructional leadership competencies but also encourages collaboration among them to create a more dynamic and effective learning environment. Through the PPGP, teachers become better equipped to adapt innovative and responsive teaching methods to meet students' needs, which in turn enhances student engagement and learning outcomes. The ongoing support from the PPGP also helps address implementation challenges faced by teachers, such as resistance to change and limited resources. Consequently, the PPGP not only serves as a significant milestone in elevating the teaching profession in Indonesia but also contributes to establishing a solid foundation for sustainable and globally competitive educational advancement.

REFERENCES

- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Edumaspul: Jurnal Pendidikan*, 6(1), 974–980. <https://doi.org/10.33487/Edumaspul.V6i1.3394>
- Anandha, S. A., & Susanto, R. (2023). Pengaruh Program Kampus Mengajar Terhadap Pembentukan Kompetensi Pedagogik Mahasiswa Calon Guru. *Jpgi (Jurnal Penelitian Guru Indonesia)*, 8(1), 151–158.
- Anggraini, G. O., & Wiryanto, W. (2022). Analysis Of Ki Hajar Dewantara's Humanistic Education In The Concept Of Independent Learning Curriculum. *Jurnal Penelitian Ilmu Pendidikan*, 15(1), 33–45. <https://doi.org/10.21831/Jpipfip.V15i1.41549>

- 6022 *The Importance of Change Agent Teachers Program (PPGP) in Enhancing Leadership Competencies and Skills - Cucun Hasanah, Asep Dikdik*
DOI : <https://doi.org/10.31004/edukatif.v6i5.7008>
- Annisa, D. (2022). Jurnal Pendidikan Dan Konseling. *Jurnal Pendidikan Dan Konseling*, 4(1980), 1349–1358.
- Dahlia Sibagariang, Hotmaulina Sihotang, E. M. (2021). Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia. *Jurnal Pendidikan Indonesia*, 14(2), 88–99. <https://doi.org/10.36418/Japendi.V3i4.667>
- Elviya, D. D., & Sukartiningsih, W. (2023). Penerapan Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Pembelajaran Bahasa Indonesia Kelas Iv Sekolah Dasar Di Sdn Lakarsantri I/472 Surabaya. <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/54127>, 11(8), 1–14.
- Eneng Siti Suhermi, Anis Zohriah, M. B. (2023). Peran Kepemimpinan Dalam Lembaga Pendidikan Agama Islam. *Tarbiyah Darussalam: Jurnal Ilmiah Kependidikan Dan Keagamaan*, 7(02), 75. <https://doi.org/10.58791/Tadrs.V7i02.358>
- Hamid H Lubis, S., Milfayetti, S., Lubis, M. J., & Purba, S. (2022). Peningkatan Sumber Daya Manusia Guru Melalui Program Guru Penggerak. *Jurnal Syntax Admiration*, 3(6), 823–832. <https://doi.org/10.46799/Jsa.V3i6.441>
- Ilyas, I. (2022). Strategi Peningkatan Kompetensi Profesional Guru. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (Jiepp)*, 2(1), 34–40. <https://doi.org/10.54371/Jiepp.V2i1.158>
- Irawati, D., Natsir, N. F., & Haryanti, E. (2021). Positivisme, Pospositivisme, Teori Kritis, Dan Konstruktivisme Dalam Perspektif “Epistemologi Islam.” *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 4(8), 870–880. <https://doi.org/10.54371/Jiip.V4i8.358>
- Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(1), 330. <https://doi.org/10.35931/Am.V7i1.1714>
- Maki, H. A., Gunawan, G., Sauri, S., & Handayani, S. (2022). Pola Hubungan Kebijakan Dan Pembangunan Pendidikan Dan Kebudayaan. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 16(3), 1124. <https://doi.org/10.35931/Aq.V16i3.1023>
- Mazrur, Surawan, & Yuliani. (2022). Kontribusi Kompetensi Sosial Guru Dalam Membentuk Karakter Siswa. *Attractive : Innovative Education Journal*, 4(2), 281–287.
- Miasari, R. S., Indar, C., Pratiwi, P., Purwoto, P., Salsabila, U. H., Amalia, U., & Romli, S. (2022). Teknologi Pendidikan Sebagai Jembatan Reformasi Pembelajaran Di Indonesia Lebih Maju. *Jurnal Manajemen Pendidikan Al Hadi*, 2(1), 53. <https://doi.org/10.31602/Jmpd.V2i1.6390>
- Moh. Agus Muzakki, Naila Salsabila Maulana Wahyudi, Cahya Riyanto Nugroho, Alfi Hidayah, M. S. (2024). *Mengubah Mindset Guru Menjadi Guru Penggerak Merdeka Belajar*. 4, 28–36.
- Ningrum, A. R., & Suryani, Y. (2022). Peran Guru Penggerak Dalam Kurikulum Merdeka Belajar. *Ar-Riyah : Jurnal Pendidikan Dasar*, 6(2), 219. <https://doi.org/10.29240/Jpd.V6i2.5432>
- Parahita, B. N., Astutik, D., & Purwanto, D. (2020). *Peluang Dan Tantangan Guru Sosiologi Dalam Menghadapi Kurikulum “ Merdeka Belajar ” Di Era Revolusi Industri 4 . 0*. 8(2), 772–793. <https://doi.org/10.33019/Society.V8i2.234>
- Pertiwi, A. D., Nurfatimah, S. A., & Hasna, S. (2022). Menerapkan Metode Pembelajaran Berorientasi Student Centered Menuju Masa Transisi Kurikulum Merdeka. *Jurnal Pendidikan Tambusai*, 6(2), 8839–8848.
- Purwo Yudi Utomo, A., Pramono, D., Yanitama, A., Suci Pratama, G., Negeri Semarang, U., & Dasar Negeri Sadeng, S. (2023). Bentuk Optimalisasi Guru Penggerak Di Sekolah Dasar Negeri 3 Sadeng. *Jurnal Pengabdian Masyarakat Sains Dan Teknologi*, 2(3), 181–196. <https://doi.org/10.58169/Jpmsaintek.V2i2.210>

- 6023 *The Importance of Change Agent Teachers Program (PPGP) in Enhancing Leadership Competencies and Skills* - Cucun Hasanah, Asep Dikdik
DOI : <https://doi.org/10.31004/edukatif.v6i5.7008>
- Riowati, N. H. Y. (2022). Peran Guru Penggerak Pada Merdeka Belajar Untuk Memperbaiki Mutu Pendidikan Di Indonesia. *Joeai (Journal Of Education And Instruction)*, 5(8.5.2017), 2003–2005.
- Santika, I. G. N. (2021). Grand Desain Kebijakan Strategis Pemerintah Dalam Bidang Pendidikan Untuk Menghadapi Revolusi Industri 4.0. *Jurnal Education And Development*, 9(2), 369–377.
- Sarnita, F., & Setiyadi, M. W. (2024). *Literatur Review: Peran Guru Penggerak Dalam Menghadapi Kurikulum Merdeka Belajar Literature Review : The Role Of The Driving Teacher In Dealing With The Independent Learning Curriculum*. 5(1).
- Sijabat, O. P., Manao, M. M., Situmorang, A. R., Hutauruk, A., & Panjaitan, S. (2022). Mengatur Kualitas Guru Melalui Program Guru Penggerak. *Journal Of Educational Learning And Innovation (Elia)*, 2(1), 130–144. <https://doi.org/10.46229/Elia.V2i1.404>
- Simarmata, E. J., Samosir, R., Tujza, F. A., Lisma, S., Sirait, R., Indra, S., & Pasaribu, S. (2023). *Upaya Meningkatkan Hasil Belajar Siswa Kelas Iii Pada Pelajaran Matematika Materi Pecahan Sederhana Melalui Alat Peraga Puzzle*. 06(01), 10294–10302.
- Sirait, J. E. (2021). Analisis Pengaruh Kompetensi Guru Terhadap Keberhasilan Pembelajaran Di Sekolah Dasar Bethel Tanjung Priok Jakarta Utara. *Diegesis: Jurnal Teologi*, 6(1), 49–69. <https://doi.org/10.46933/Dgs.Vol6i149-69>
- Sugiarto. (2021). *Keteladanan Guru Sebagai Sarana Pendidikan Karakter*. 4(1), 1–23.
- Sukma Elia, Ahmad Fauzan, Fisman Bedi. (2023). Konsep Kepemimpinan Dalam Guru Penggerak. *Jurnal Ilmiah Pgsd Fkip Universitas Mandiri*, 09, 410–421. <https://doi.org/10.48175/Ijarsct-13062>
- Supit, D., Masinambow, D. A., Rawis, J. A. M., Lengkong, J. S. J., & Rotty, V. N. J. (2023). Peran Guru Penggerak Dalam Kualitas Merdeka Belajar. *Jurnal Educatio Fkip Unma*, 9(2), 716–723. <https://doi.org/10.31949/Educatio.V9i2.4805>
- Surahman, Redha Rahmani, Usman Radiana, A. I. S. (2022). *Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Kubu Raya*. 03(04), 376–387.
- Tasya Kamila, J., Nurnazhiifa, K., Lara, S., & Setiawati, R. (2022). Pengembangan Guru Dalam Menghadapi Tantangan Kebijakan Pendidikan Di Era Revolusi Industri 4.0. *Jurnal Pendidikan Tambusai*, 6(2), 10013–10018. <https://jptam.org/index.php/jptam/article/view/4008>
- Zakiah, S., & Ainiyah, Q. (2019). Kompetensi Kepribadian Guru Dalam Kitab Adab Al-‘Alim Wa Al Muta’alim Dalam Perspektif Permendiknas No. 16 Tahun 2007. *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam*, 3(1), 42–49. <https://doi.org/10.54437/Alidaroh.V3i1.42>