Evaluation of Mobilizer Teacher Education Program in North Lombok, Indonesia

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Abstract. This study assesses driving teacher behaviour after completing the driving teacher education program in North Lombok. Research that evaluates the behaviour of the driving teacher, in this case, the instructional leadership in the classroom, is conducted using a descriptive quantitative evaluation approach. The study was conducted at SDN 8 Sokong, SMPN 3 Tanjung, SMAN 1 Tanjung, and SMKN 1 Gangga. A total of 24 individuals were included in the purposive sampling technique. Observations, questionnaires, and document reviews are the data collection methods employed. Percentage of Each Aspect is the data analysis method that was applied. After finishing the driving teacher education program training in North Lombok, the study's findings revealed that the behaviour of driving teachers, in this case, instructional leadership, was good, with a final score of 88.3%.

Keywords: evaluation; behaviour; instructional leadership.

INTRODUCTION

In 2020, the Ministry of Education, Culture, Research and Technology created a new program to improve teacher competency called the Drive Teacher education program. The Drive Teacher Education Program is a series of Freedom to Learn episodes, namely Merdeka Belajar episode 5 [1]. The Drive Teacher Education Program has currently graduated six batches. Not all teachers can join the Drive Teacher Education Program. However, the participants are selected first. Prospective participants who pass the selection attend Drive Teacher education for nine months in Batches 1-4. In Batch 5 and its opponents, education is shortened to 6 months. Participants of the Drive Teacher Education Program are called Drive Teacher candidates. The Drive Teacher Education Program aims to produce Drive Teachers, namely teachers who can act as learning leaders both at the grade level and the education unit level, with the main emphasis on pro-student learning.

Furthermore, with the increasing number of mobiliser teachers, it is hoped that the education transformation can be made in a better direction. Based on the Regulation of the Minister of Education, Culture, Research and Technology No 26 of 2022 concerning Drive Teacher Education, article 2, Drive Teacher Education is an educational program that aims to produce a profile of Drive Teacher as expected by the government. The profile is written according to the regulations of the Minister of Education, Culture, Research, and Technology, No 26 of 2022.

Based on initial observations, the Drive Teacher Education Program is of doubtful success. This can be seen in discussion forums on social media. In addition, it has also attracted controversy among academics and education activists. An education activist, Doni Koesoema expressed doubts about the effectiveness of the Drive Teacher Education Program [2]. The reason is that there are very few Drive Teacher Education Program participants in Indonesia. However, based on the claims of the Ministry of Education, Culture, Research, and Technology, the Drive Teacher education program received a mostly affirmative response. The assertion is supported by survey data from 983 teachers collected by the Indonesian Political Indicators Survey Institute and posted on the Ministry of Education and Culture website at the end of 2021. The survey found that 99.9% of teachers felt that Drive Teacher education improved their innovation

ability (68.5 % strongly agreed and 31.4 % agreed) [3]. When listening to the controversy above, it is necessary to test the effectiveness of the Drive Teacher Education Program through evaluation research. Until now, there has not been much research on the efficacy of the Drive Teacher Education Program, meaning that there is still not much evidence that the Drive Teacher Education Program has achieved the expected goals. Therefore, research is necessary to evaluate the effectiveness of Drive Teacher Education Programs.

Next, we discuss about Drive Teacher. The Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim, first coined Drive Teacher. According to [4], a Drive Teacher is a teacher who prioritises students over anything, including their careers and is accustomed to innovating without being told to provide the best for students. According to [4], a Drive Teacher has the following criteria: constantly improving competence, following technological developments, being innovative and creative, establishing good relationships with students, creating a democratic climate, and building cooperation with the community and parents. According to [5], Drive Teacher is a teacher who has a role as an instructional leader, mobilises learning communities, guides other teachers, encourages collaboration between teachers, and implements student leadership. According to [6], the Drive Teachers are instructional leaders who promote the growth and development of students holistically, actively and proactively in developing other educators to implement student-centred learning, as well as being role models and agents of transformation of the education ecosystem to realise the profile of Pancasila Students. According to [7], a Drive Teacher is an instructional leader who implements independent learning and mobilises the entire education ecosystem to implement student-centred education. According to [8], a Drive Teacher is a teacher and an instructional leader who has the following characteristics:

1) independent, namely able to develop themselves and other teachers through reflection, sharing, and collaboration;

2) able to develop and lead efforts to implement the vision of the school that is pro-student and relevant to the needs of the community,

3) Mastering learning Management, which includes the ability to plan, implement, reflect on, and evaluate student-centred learning with parental involvement,

4) Able to innovate in school development efforts through collaboration with parents and the community to foster student independence and leadership,

5) comply with the code of ethics, which includes having the moral, emotional, and spiritual maturity to act ethically.

Additionally, there is what is intended by Drive Teacher by the Minister of Education, Research, and Technology Regulation No 26 of 2022 on Drive Teacher. Education is the ability of a teacher to [9]:

1) plan, carry out, evaluate, and reflect on learning that is suitable to current and future student needs based on data;

2) work with parents, peers, and communities to develop the vision, mission, and programs of educational units;

3) develop competencies independently and sustainably based on the outcomes of reflection on learning practices;

4) develop a learning ecosystem and think with colleagues.

Based on the opinions, keywords from Drive Teacher can be analysed: increasing competence, innovation, and the needs of students, parents, peers, communities, and education units. Based on these keywords, researchers can conclude that mobiliser teachers consistently improve competence and collaborate with peers and parents to serve students' learning according to the student's needs to realise the education unit's vision and mission.

Every program has a purpose. The purpose of mobiliser teacher education is to create instructional leaders. The provisions regarding mobiliser teacher education are regulated in the Minister of Education, Culture, Research and Technology Regulation 26 of 2022 concerning Drive Teacher Education. Based on this Ministerial regulation, the purpose of Drive Teacher education is to produce a profile of mobiliser teachers, namely [9]:

1) plan, implement, assess, and reflect on the learning that is appropriate to current and future student needs to be based on data;

2) collaborate with parents, peers, and communities to develop the vision, mission, and programs of educational units;

3) develop competencies independently and sustainably based on the results of reflection on learning practices;

4) voluntarily develop a learning ecosystem and think with colleagues' communities.

The official website of the Drive Teacher is to create student-centred instructional leaders with the following criteria [10]:

1) able to develop themselves and others;

2) have emotional, moral and spiritual maturity and act according to the norms prevailing in society;

3) able to plan, implement and evaluate learning according to student needs;

4) able to collaborate with parents and the community;

5) able to lead in implementing the school's vision and mission.

This study evaluates Drive Teacher behaviour after completing the Drive Teacher education program in North Lombok.

METHODS

This study used descriptive quantitative methods, such as purposive sampling. Many samples of 24 people were taken from 4 schools where the study occurred. Each school consists of 1 mobiliser teacher, one principal, two peer teachers, and two students taught by the mobiliser teacher. So, each school has six people. For four schools, it becomes 24 people. The 4 schools are SDN 3 Sokong, SMPN 3 Tanjung, SMAN 1 Tanjung, and SMKN 1 Gangga. Researchers took 4 locations of this study considering all levels of education represented, namely elementary, junior high, high school, and vocational levels.

This type of research is evaluation research using the Kirkpatrick model, known as the 4-level model, consisting of reaction, learning, behaviour, and result levels. However, researchers only took level 3, namely behaviour. In this case, what is meant by behaviour is instructional leadership in the classroom, with criteria 1) efforts to develop a student-centred learning environment; 2) planning and implementation of student-centred

learning processes; 3) reflection and improvement of the quality of student-centred learning.

Data collection techniques are used to complete questionnaires, document reviews, and observations. The principals and colleagues of the Drive Teacher filled out the questionnaire in 4 schools as research sites, consisting of 4 principals and four colleagues. The document reviewed is the Learning Implementation Plan. Observations were made to 4 Drive Teachers when carrying out learning. Data collection techniques are described in Table 1.

Table 1 – Data Collection Techniques

Data Collection Techniques	Instruments	Data Sources
Observation	Observation sheet	Drive Teacher
Filling Questionnaire	Questionnaire	Colleagues and principals
Document Analysis	Document Review Guidelines	Lesson Plan of Drive Teacher

Data analysis techniques use descriptive statistical analysis, which determines the average of the data. For the study, PEA (Percentage of Each Aspect) and PAP (Percentage of All Programs) are used [11]. The formula PEA is as follows (1):

$$PEA = \frac{S}{IMS} \times 100\%, \tag{1}$$

notes: PEA – Percentage of Each Aspect; S – Score Obtained; IMS – Ideal Maximum Score.

The formula PAP is as follows (2):

$$PAP = \frac{\sum PEA}{\sum A} \times 100\%, \tag{2}$$

notes: PAP – Percentage of All Programs; ∑PEA – Sum of Percentage of Each Aspect; ∑A – Number of Aspects.

From the percentage results obtained, the assessment predicate is determined in Table 2.

Table 2 – Assessment predicate

No	Final Score	Predicate
1	90 ≤ FS ≤ 100	Excellent
2	80 ≤ FS < 90	Good
3	70 ≤ FS < 80	Enough
4	FS < 70	Less

RESULTS AND DISCUSSION

Data from questionnaire analysis on instructional leadership whose respondents were principals and peers.

Table 3 – Questionnaire Analysis

Respond	School	S	IMS	%	Predicate
Principle 1	SDN 8 Sokong	45	52	86.5	Good
Peer 1.1	SDN 8 Sokong	52	52	100	Excellent
Peers 1.2	SDN 8 Sokong	52	52	100	Excellent
Principle 2	SMPN 3 Tanjung	46	52	88.5	Good
Peers 2.1	SMPN 3 Tanjung	35	52	67.3	Enough
Peers 2.2	SMPN 3 Tanjung	43	52	82.7	Good
Principal 3	SMAN 1 Tanjung	47	52	90.4	Excellent
Peers 3.1	SMAN 1 Tanjung	45	52	86.5	Good
Peers 3.2	SMAN 1 Tanjung	44	52	84.6	Good
Principle 4	SMKN 1 Ganga	52	52	100	Excellent
Peers 4.1	SMKN 1 Ganga	44	52	84.6	Good
Peers 4.2	SMKN 1 Ganga	44	52	84.6	Good
Average				88.0	Good

Information: S – Score obtained; IMS – Idel Max Score; PEA – Percentage of Each Aspect.

Based on the table above, 33.3% or four respondents rated the instructional leadership of Drive Teacher excellent. There were 58.3% or seven respondents who rated it as good. There, 8.3% or one respondent rated it as enough. This data can be illustrated in Figure 1.
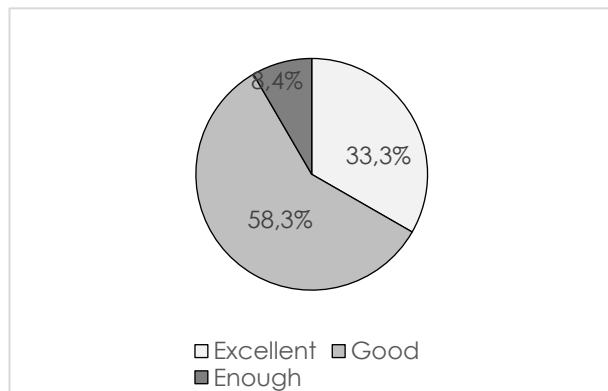

Figure 1 – Graph Based on Questionnaire

Respondents generally rate Drive Teacher instructional leadership as good, with a final score of 88%.

Table 4 – Lesson Plan Review Results

Drive Teacher	School	S	IMS	%	Predicate
GP 1	SDN 8 Sokong	25	28	89.3	Good
GP 2	SMPN 3 Tanjung	24	28	85.7	Good
GP 3	SMAN 1 Tanjung	26	28	92.9	Excellent
GP 4	SMKN 1 Ganga	23	28	82.1	Good
Average				87.5	Good

Information: S – Score Obtained; IMS – Idel Max Score; PEA – Percentage of Each Aspect.

Based on the table above, there are 25% or 1 Drive Teacher whose lesson plan is excellent and 75% or 3 Drive Teacher whose lesson plan is good. This data can be illustrated in Figure 2.
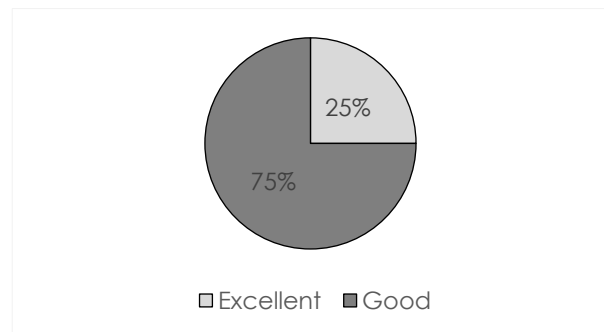

Figure 2 – Graph of Lesson Plan Study Results

Drive Teacher's lesson plan is generally good, with a final score of 87.5%.

Table 5 – Observations of Learning Implementation

Drive Teacher	School	S	IMS	%	Predicate
GP 1	SDN 8 Sokong	62	68	91.2	Excellent
GP 2	SMPN 3 Tanjung	58	68	85.3	Good
GP 3	SMAN 1 Tanjung	60	68	88.2	Good
GP 4.	SMKN 1 Ganga	63	68	92.6	Excellent
Average				89.3	Good

Information: S – Score Obtained; SMI – Idel Max Score; PSA – Percentage of All Aspects

Based on the table above, there are 50% or 2 Drive Teacher whose learning implementation

scores are very good, and 50% or 2 Drive Teachers whose learning implementation is good. This data can be illustrated in Figure 3.
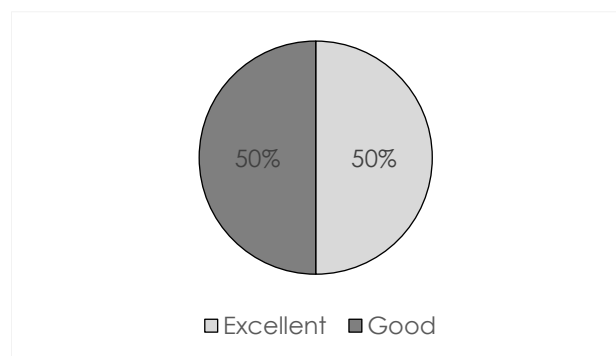

Figure 3 – Observation Graph Results

The value of learning and implementing Drive Teacher is generally good, with a final score of 89.3%.

Based on these three aspects, namely observations of learning leadership by peers and principals, observations of learning implementation, and lesson plan studies, a final assessment of Drive Teacher instructional leadership was obtained, which was good, with a final score of 88.3%. Thus, it can be concluded that the behaviour of the Drive Teacher, namely instructional leadership in the classroom after completing the Drive Teacher education program in North Lombok, is good, with a final score of 83.3%

The results of this study are research conducted by [12] on the analysis of the mobiliser teacher program as an agent of transformation in the education system in Subulussalam City, Aceh Province. The results [12] of the research results found that the mobiliser teacher education program has been running well and has had a significant effect.

In addition, the results of research conducted by [13] on mobiliser teachers and transforming schools within the framework of appreciative inquiry found that the mobiliser teacher program can change the pattern of educational transformation from a centralised pattern to decentralisation with mobiliser teachers as agents of change. The mobiliser teacher plays a role in bringing a transformational vision and spreading the vision to all stakeholders.

In addition, it is also based on the results of research conducted by [14] entitled The Mobiliser Teacher Program in Improving Teacher Profes-

sionalism at SMA Negeri 2 Polewali. The results of the study found that the mobiliser teacher program was considered effective in providing changes to the progress of educators in schools. This is evidenced by the implementation of the community of practice program and positive culture at SMA Negeri 2 Polewali.

In addition, the study's results found that mobiliser teachers have professional competence due to mobiliser teacher education. The competence of mobiliser teachers consists of self-development, managing the learning process, and collaborating with the surrounding environment. Findings regarding the self-development ability of mobiliser teachers include participating in webinar activities, attending training on various platforms, writing articles, and being active in Teacher Professional Education activities.

In addition, it is also by the results of research conducted by [13] regarding the implementation of the mobiliser teacher program in PPPPTK TK and PLB; it was found that the implementation of the mobiliser teacher education program organised by PPPPTK TK and PLB has been running well even with a limited number of personnel. Adequate facilities and budget support this.

Not all previous research results are similar to the results of this study. One of them is research conducted by [15] about optimising the role of mobiliser teachers in independent learning education at SMP Negeri 2 Jikurasa, which found that the role of mobiliser teachers in the school was not optimal. Factors that support the optimisation of mobiliser teachers are the role of principals, peers and infrastructure in schools. The reason for the suboptimal role of mobiliser teachers is that the support from the principal and colleagues is not adequate.

Thus, the results of this study support many previous studies on mobiliser teachers, which generally have more positive impacts. Accordingly, the survey results answer the pros and cons of the mobiliser teacher education program, namely the results of research on the effects of the mobiliser teacher education program more impact positive. With the results of this study, it is recommended that teachers of the school empower Drive Teacher so that the quality of learning is maintained and, if necessary, improved. This program must be held for the Ministry of Education, Culture, Research and Technology.

CONCLUSIONS

Based on the research results described above, it can be concluded that the behaviour of mobiliser teachers after completing the mobiliser teacher education program is good, with a final score of 89.9%. The behaviour in this study is 1) Work to create a student-centred learning environment, 2) Planning and implementation of student-centred learning, 3) Reflection and improvement of the quality of student-centred learning are the requirements for instructional leadership in the classroom.

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