

ANALYSIS OF TEACHER MOTIVATION AND BARRIERS IN PARTICIPATING IN THE ACTIVATOR TEACHER PROGRAM FOR ELEMENTARY AND JUNIOR SCHOOL LEVELS IN KARANGANYAR REGENCY TO IMPLEMENT DIFFERENTIATED LEARNING

1st Nanang Rohmat Hidayat¹, 2nd Annisa Lidia Wati², 3rd Roemintoyo³, 4th Leo Agung⁴
nanangrohmat@student.uns.ac.id¹, nnisalidiawati@gmail.com², roemintoyo@staff.uns.ac.id³,
leoa58625@gmail.com⁴

Postgraduate Program, Masters in Educational Technology, Faculty of Teacher Training and Education, Sebelas Maret University, Jl. Ir Sutami 36 A, Surakarta, Telp/Fax (0271)^{1,3,4} Teacher Professional Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University, Jl. Ir Sutami 36 A, Surakarta, Telp/Fax (0271)²

Abstract. The activator teacher program is one of the programs started in 2020 by the Ministry of Education, Culture, Research and Technology. The aim of the program is to make teachers the catalyst and spearhead of the transformation the education system leads to create superior human resources as school principals, school supervisors and training instructors in the future. However, the high demands of implementing PGP (± 9 months) caused teachers considering about joining the program. The aim of this research is to analyze the motivation and barriers of teachers in participating in PGP in the Karanganyar Regency. This descriptive research using data collection techniques through documentation and surveys on teachers of generation 4, 6, 7, and prospective teachers of generation 9 in Karanganyar Regency. The results show that 87.1% of teachers are strongly motivated to take part in PGP due to the driving force in improving student leadership at school and 45.2% due to following the leadership's orders. Meanwhile, 58.1% took part in PGP due to become a future leader such as a school principal, supervisor and gaining more comprehensive knowledge and experience rather than following trends or other. Furthermore, the barriers experienced including time management, electronic devices and internet connections. However, no significant barriers were found regarding the workload and implementation of PGP. There is no significant barriers were found in implementing differentiated learning as well. In this research concluded that the implementation of PGP in Karanganyar Regency, improving elementary and junior high schools, was carried out well and produced a catalyst for educational transformation in the digital era.

Keywords: : Motivation, Barriers, Activator teacher, PGP, Karanganyar

INTRODUCTION

The Activator Teacher Education Program (PGP) is one of the programs launched by the Directorate General of Teachers and Education Personnel (GTK) since 2020. The PGP program is a program aimed at teachers so that they can encourage the growth and development of students holistically, actively and proactively. This program is 1 of 5 series of independent learning programs. PGP and the independent curriculum are programs in the educational environment that use technology 5.0 (Ningrum., 2022). This program focuses on implementing student-centered learning. This is because students are unique and very varied individuals. Therefore, through PGP teachers are guided to continually improve their competence. Through PGP, teachers are expected to become role models and agents of transformation of the educational ecosystem (Wardani., 2023). The PGP program observes the impact of learning outcomes through teacher leadership and pedagogy (Kemenristekdikti, 2023).

Based on the Ministry of Education, Culture, Research and Technology, teachers who take part in PGP have several roles, including (1) mobilizing learning communities for fellow teachers in their schools and regions. (2) Become a practical teacher for other fellow teachers regarding the

development of learning in schools. (3) Encouraging increased student leadership in schools. (4) Opening space for positive discussion and collaboration between teachers and stakeholders inside and outside the school to improve the quality of learning. (5) Become a learning leader who encourages schools to implement well-being schools. Thus, the PGP program is carried out as an effort to improve education in Indonesia. The PGP program until 2023 has graduated at least 8 classes. The educational activities, which were carried out for 9 months with a quota of approximately 2,800 per class, were attended by teachers spread across Indonesia. So, this program has certainly produced teachers who have been named agents of accelerating educational change in their regions. Research conducted in North Lombok Regency stated that the presence of activator teachers had a good impact on the development of oneself, others and the school (Rohman., 2023). Meanwhile, in Pekanbaru, it was reported that the presence of activator teachers could increase the effectiveness of learning and become facilitators of students' comprehensive development (Dinata., 2023). A study conducted by Umboh in 2023 with a research study at SMP Negeri 3 Tumpaan, stated that the activator teachers had succeeded in encouraging students to develop. Apart from that, the presence of activator teachers at SMP Negeri 3 Tumpaan has been able to have an impact on other teachers (Umboh et al, 2023).

This impact is one of the roles of the activator teacher as an activator force in the learning community for fellow teachers in the school and region. One of the areas that is the target area for the PGP program is Karanganyar Regency. Starting from its opening in 2020 until now in 2023, Karanganyar Regency has been included in 5 batches of the PGP program, namely batches 4, 7, 8, 9 and 10. Each batch consists of teachers from Kindergarten (TK) to Senior High/Vocational School (SMA/K). This indicates that Karanganyar Regency already has activator teachers as catalysts for educational change. This shows that the teachers have succeeded in following the program well and graduated from the program as well.

It is hoped that the existence of activator teachers can be a catalyst for educational change. Apart from that, based on research conducted by Imron et al (2022), it is known that a certificate after passing the PGP can be used as a requirement for registering as a school principal. Observation results show that the PGP graduation certificate is a gateway for teachers who do not yet have an educator certificate to take the teacher competency exam without taking professional education as well. This indicates that PGP is an indicator in determining a teacher's career path. However, the results of observations show that not every teacher has the desire to become an activator teacher. Some reasons include (1) having low enthusiasm, (2) fear of not being able to participate in activities well, (3) financing independently and 4) fear of not being able to allocate time well. The observation results showed that participation in the program was due to an order as well. So, in the selection process you don't think too much about the content and quality of registration administration. However, to date there are 4 classes that have graduated as activator teachers and 1 is in the process of implementation. Based on the results of observations that have been made, this research will focus on examining teachers' motivations and barriers to taking part in PGP. As well as analyzing the implementation of differentiated learning.

RESEARCH METHOD

This research uses descriptive quantitative analysis methods. Data collection techniques were carried out using documentation, surveys and interviews methods. Documentation method data collection was carried out to determine Karanganyar Regency's participation in the PGP selection process. This activity was carried out by digging up information on the official PGP website of the Ministry of Education and Culture (Kemendikbudristek, 2023). Meanwhile, the survey was carried out by distributing questionnaires to teachers who had completed or were in the process of completing the PGP. Data collection using the survey method was carried out using a questionnaire. The research questionnaire used consists of 2 parts, namely motivation and barriers. The motivation questionnaire consists of 10 questions, 5 questions were developed from the PGP website of the Ministry of Education and Research and Technology, section on the role of activator teachers (Kemendikbudristek, 2023). Meanwhile, 5 questions were adopted from research conducted by Imron et al (2023). The results of data collection through questionnaires were then analyzed. The

data analysis process was carried out by analyzing questionnaires, carrying out calculations and carrying out descriptive analysis.

RESULT AND ANALYSIS

1.1 Motivation for Participating in PGP

Motivation in this research was analyzed through a questionnaire developed from the role of activator teachers (Kemendikbudristek, 2023) and adopted from research conducted by Imron et al (2023). Table 1 shows the teacher's motivation for taking PGP.

Table 1. Motivation for Participating in PGP

No	Motivation	Percentage (%)			
		A	B	C	D
1	Want to become a learning community driver for fellow teachers in the school and region	0.0	0.0	19.4	80.6
2	Want to become a practical teacher for other fellow teachers regarding the development of learning in schools	0.0	3.2	29.0	67.7
3	Want to be an activator force in improving student leadership at school	0.0	0.0	12.9	87.1
4	Want to open a space for positive discussion and collaboration between teachers and stakeholders inside and outside the school to improve the quality of learning	0.0	0.0	16.1	83.9
5	Want to be a learning leader who encourages well being schools	0.0	0.0	19.4	80.6
6	Wants to be a school principal	29.0	19.4	29.0	22.6
7	Want to be a supervisor	25.8	22.6	29.0	22.6
8	Want to increase knowledge and experience	0.0	0.0	9.0	91.0
9	Want to follow the leader's orders	19.4	29.0	45.2	6.5
10	Follow trends and other friends	58.1	29.0	12.9	0.0

Information

- A : Not Motivated
- B : Quite Motivated
- C : Motivated
- D : Very Motivated

Based on Table 1, there are 10 motivations for participating in PGP. Motivation numbers 1 – 5 are statements developed from the role of activator teachers (Kemendikbudristek, 2023). Based on these 5 statements, it can be seen that teachers are very motivated to be an activator force in improving student leadership at school (87.1%). Then teachers want to open a space for positive discussion and collaboration between teachers and stakeholders inside and outside the school to improve the quality of learning (83.9%). This is in accordance with research conducted by Riowati (2022) which states that the teacher's ability as a leader is based on the concept of independent learning, namely that the teacher acts as an activator force. Teachers are able to act as an activator force for fellow teachers within the school and motivate students. This process can be carried out by creating a discussion space. Thus, this indicates that activator teachers in Karanganyar Regency have the desire to improve teacher competence. One of the competencies that is the focus in PGP is pedagogical competency. Pedagogical competence is continuous with learning. Where in PGP it is emphasized to implement student-centered learning as well (Fiki., 2023).

Student-centered learning is learning that must be adapted to the needs, abilities and interests of students. So they can develop their potential. Student-centered learning is learning, where the teacher is a facilitator to meet students' learning needs (Hakiky., 2023). The implementation of student-centered learning is expressed in the form of differentiated learning. This learning is defined

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as learning in which the learning process in the classroom meets the individual learning needs of each student (Wahyuni., 2023).

This is because each student has different (differentiated) learning readiness, learning needs and learning interests. Differentiated learning is one of the main topics in PGP which is presented in module package 2. The differentiated learning package is presented in the independent learning platform (PMM) as well. Based on the results of the analysis that has been carried out, it is known that teachers in Karanganyar Regency have the desire to become learning leaders and open up discussion spaces. Based on the results of motivation data analysis for participating in PGP numbers 6 – 10, it is known that teachers who take PGP are very motivated in gaining new knowledge and experience (91%) as well. This indicates that teachers in Karanganyar Regency have the desire to continue learning new things. Preparing teaching modules using PMM can provide new experiences for teachers. The use of PMM in preparing teaching modules can improve teacher abilities, learning quality and teacher competency (Isnaini., 2022; Muchlis., 2022).

1.2 Barriers to Participating in PGP

A barriers is something negative that can hamper or prevent someone's activities (Fiki., 2021). Data collection related to barriers to participating in PGP in this research was carried out using 2 methods, namely questionnaires and interviews. This is because each teacher has various barriers from each other. The results of the analysis of barriers to participating in PGP through questionnaires in this study are shown in Table 2.

Table 2. Barriers to Participating in PGP

No	Barriers	Percentage (%)			
		A	B	C	D
1	There is an additional workload	32.3	29.0	25.8	12.9
2	Concerns about responsibilities when implementing PGP	35.5	25.8	32.3	6.5
3	Concerns about responsibilities after implementing PGP	35.5	29.0	25.8	9.7

Information

- A : Disagree
- B : Quite Agree
- C : Agree
- D : Strongly agree

Based on Table 2, it can be seen that the thing that is an obstacle for teachers in taking PGP is the additional workload. This is possible because the PGP implementation is very short and carried out online. This causes teachers to manage their time well. The results of the interview showed that the activator teachers felt anxiety regarding the division of time, time allocation, and if there were sudden tasks at the same time. Previous research conducted in one of the Bangka Regency elementary schools stated that the difficulty faced by activator teachers was that training activities were carried out in a short time. Apart from that, activities are carried out online so teachers cannot develop learning indicators and their implementation (Aditiya., 2023). Because learning is carried out online, the interview results show that several barriers were found, including inadequate internet networks and electronic devices. This is possible because Karanganyar Regency has a diverse geographical and rural location. This is in accordance with previous research that signals/networks and internet access are one of the barriers in implementing PGP (Sodik., 2021). Apart from that, it was found that some teachers had barriers due to low self-confidence when joining other teachers in collaboration spaces as well.

Based on Table 2, it can be seen that the majority of respondents stated that they had no worries about taking PGP and after graduating from PGP. This is probably because teachers are very enthusiastic about participating in PGP and can implement educational results well in their respective educational units. The results of the interviews stated that PGP had provided new insights and paradigms for learning in schools. So, they can carry out good practices in discussion rooms both online and offline perfectly. In fact, they have been able to transmit positive energy and motivation to their colleagues through the PMM community.

CONCLUSION

Activator teachers in Karanganyar Regency have high motivation in taking PGP. Activator teachers in Karanganyar Regency are motivated to be an activator force in improving student leadership at school. Then the activator teachers in Karanganyar Regency have the motivation to

open positive discussion spaces and collaboration spaces between teachers and stakeholders inside and outside the school to improve the quality of learning as well. One example of improving the quality of learning that has been implemented is differentiated learning. The results of the analysis show that no significant barriers were found in implementing differentiated learning. Activator teachers in Karanganyar Regency can share good practice experiences. Meanwhile, barriers found in implementing PGP include inadequate electronic devices and internet networks because the Karanganyar Regency area has diverse geographical conditions and is predominantly rural.

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