

# EVALUATING THE EFFECTIVENESS OF THE GURU PENGGERAK PROGRAM: A GUIDANCE AND COUNSELING APPROACH TO TEACHER PROFESSIONAL DEVELOPMENT AND EDUCATIONAL TRANSFORMATION

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## ABSTRACT

Evaluation is one of the methods used to assess the success of a process in achieving its initial objectives. Evaluation through a guidance and counseling approach involves the collection of information (data) to determine effectiveness (implementation and achievement) based on three evaluation components: Understanding, Conform, and Action (UCA). This approach is applied in evaluating the Program Pendidikan Guru Penggerak (PPGP) in Banten Province by the Balai Guru Penggerak (BGP) Banten, using an evaluation mechanism that aligns with the principles of Guidance and Counseling (BK). The evaluation results serve as a benchmark for the success of the Guru Penggerak Program (PGP). The findings of this study indicate that the application of evaluation using the guidance and counseling approach in the implementation of the Guru Penggerak Program is more easily applicable. By utilizing the three evaluation components, the level of satisfaction regarding the program's implementation and outcomes, the competencies acquired, as well as the planned actions and decision-making processes of Guru Penggerak participants, can be effectively identified.

**Keywords:** evaluation, guidance and counseling, *program pendidikan guru penggerak*, islamic civilization values, global transformation

## INTRODUCTION

Science and technology, which have undergone significant developments, have also led to substantial changes in the field of education in various countries. The significant transformation in education has altered the way educators think, shifting from a rigid and conventional approach to a more modern one. Governments and education experts continue to make efforts to advance the education sector through policies that are supportive of educational progress. Education in the era of the Industrial Revolution 4.0 requires digital technology as an essential tool in every learning process, ensuring continuous learning that is not constrained by space and time (Yufita & Sihotang, 2020).

The quality of teachers in Indonesia remains a concern for the government, as it is still relatively low. This is in line with the statement by Fitria Nur Auliah Kurniawati (2022), who argues that one of the major issues in Indonesia's education system is the low quality of teachers. Educational policies require teachers to quickly adapt to new regulations. Teachers' ability to comply with these policies significantly determines their capacity to compete in line with technological advancements (Sadewo & Purnasari, 2021). Teachers are expected to enhance their skills so they can keep up with changes in learning processes and further develop their pedagogical competencies (Purnasari & Sadewo, 2020). According to the website <https://sekolah.penggerak.kemdikbud.go.id/gurupenggerak/>, the "Guru Penggerak" (Transformational Teacher) program has now reached its sixth cohort. A transformational teacher is one who can implement student-centered learning, enabling students to develop their abilities, think critically, and exhibit high levels of creativity.

Gibson & Mitchell state that evaluation through a guidance and counseling approach, when properly implemented, can reveal the success of a comprehensive program. Gronlund & Linn define evaluation as “the systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives.” This means that evaluation is a systematic process of gathering, analyzing, and interpreting data or information to assess the degree to which students have achieved learning objectives (Gibson & Mitchell, 2020). Furthermore, evaluation is also a process for assessing the effectiveness of programs or activities. According to Cronbach and Stufflebeam, program evaluation is an effort to provide information to decision-makers. The assessment focuses on the conditions of a particular program using evaluation standards and criteria within the framework of a comprehensive guidance and counseling program.

The use of evaluation models in guidance and counseling for the implementation of the "Guru Penggerak" program will allow for a more detailed understanding of the program's execution and achievements. Don C. Locke (Diniaty, 2020) states that guidance and counseling evaluation involves collecting information about program quality and assisting in making decisions regarding future counseling programs. The results of such evaluations provide valuable insights for improving subsequent programs. An evaluation process based on scientific knowledge will yield findings that are relevant to contemporary challenges. Therefore, evaluating the "Guru Penggerak" program using a guidance and counseling approach will help assess the readiness of Indonesian teachers in facing global challenges. The author aims to analyze the effectiveness of evaluation in guidance and counseling services in assessing the achievements of the "Guru Penggerak" program as part of efforts to improve the quality of education.

## METHOD

This study employs a qualitative approach with a descriptive-analytical method to evaluate the effectiveness of the Guru Penggerak program in improving education quality. The qualitative approach was chosen as it allows researchers to gain an in-depth understanding of how guidance and counseling-based evaluation is used to assess the program's achievements (Locke, 2020). The descriptive-analytical method is applied to describe observed phenomena and systematically analyze data to obtain a more comprehensive understanding of the program's effectiveness (González, Indriani, & Kistoro, 2021). The study subjects include teachers who have participated in the Guru Penggerak program, as well as relevant stakeholders such as school supervisors, principals, and students. The research locations cover several schools across different regions in Indonesia that have implemented the program to gather representative data on its implementation and impact (Khairina et al., 2023).

Data collection techniques used in this study include in-depth interviews with Guru Penggerak teachers, school principals, and supervisors to understand their experiences, challenges, and the program's impact on learning quality; participatory observation to directly examine how Guru Penggerak teachers implement student-centered learning models, utilize technology in teaching, and integrate guidance and counseling practices in the classroom (Fronzoni, Liu, & Olsho, 2022); documentation to collect data from various written sources, including Guru Penggerak program reports, relevant educational policies, and academic documents; and questionnaires distributed to students to assess the effectiveness of teaching methods employed by Guru Penggerak teachers and their perception of the teacher's role in guiding their academic and character development.

Data analysis follows Miles and Huberman's interactive analysis model, which consists of three main stages: data reduction, where data obtained from interviews, observations, documentation, and questionnaires are selected, simplified, and transformed; data presentation, where information is displayed in narrative, table, or diagram form to facilitate the understanding of research findings (Miles & Huberman, 1994); and conclusion drawing, where analyzed data is interpreted to derive findings related to the effectiveness of the Guru Penggerak program in enhancing education quality.

To ensure data validity and reliability, this study applies source and method triangulation. Source triangulation involves comparing data from interviews, observations, and documentation, while method triangulation utilizes multiple data collection techniques to enhance the accuracy of the research findings. Through this methodology, the study aims to provide a deeper understanding of the Guru Penggerak program's effectiveness in improving education quality and offer recommendations for future program development.

## **RESULTS AND DISCUSSION**

### **The Role of Science and Technology in Educational Development**

Science and technology have undergone significant advancements, leading to considerable transformations in the field of education worldwide. These rapid developments have fundamentally altered the way educators think, shifting from a rigid and conventional mindset to a more modern and adaptive approach (Schunk, 2020). The increasing reliance on digital tools and technological innovations has influenced teaching methodologies, making learning more interactive, student-centered, and data-driven (Mishra & Koehler, 2006). The integration of educational technology has also led to the emergence of online learning platforms, artificial intelligence in education, and blended learning approaches that enhance both teaching efficiency and student engagement (Siemens, 2014). Online learning platforms, such as MOOCs (Massive Open Online Courses), Learning Management Systems (LMS), and virtual classrooms, have provided access to high-quality education for students across the globe. Artificial intelligence, including adaptive learning systems, chatbots, and automated grading tools, has personalized the learning experience by identifying students' strengths and weaknesses and providing tailored feedback.

Blended learning, which combines traditional face-to-face instruction with digital resources, has proven effective in increasing student motivation and engagement (Anderson & Dron, 2011). Teachers can use multimedia content, such as videos, simulations, and interactive quizzes, to cater to diverse learning styles. The shift toward digital learning is not just a trend but a necessity, as it enables students and teachers to access vast resources, collaborate globally, and adapt to the demands of the 21st century (Reigeluth & Carr-Chellman, 2009). Furthermore, the role of big data and learning analytics has become increasingly important in education. By analyzing student performance data, educators can make informed decisions to enhance teaching strategies and curriculum development. The use of predictive analytics helps identify students who may require additional support, thereby improving retention rates and academic success. In addition, the integration of virtual and augmented reality (VR/AR) into education has revolutionized experiential learning, allowing students to explore complex concepts through immersive simulations. These technological advancements not only improve the quality of education but also ensure that students develop critical digital literacy skills necessary for the workforce.

### **The Guru Penggerak Program: A Catalyst for Educational Change**

The Guru Penggerak (Transformational Teacher) program has been identified by the Indonesian Ministry of Education and Culture as a key driver of substantial change in the country's education system (Kemendikbud, 2021). According to Mulyasa (2020), the primary role of Guru Penggerak is to introduce and implement incremental yet impactful changes in schools, particularly in the classroom, by enhancing teaching methods and student engagement. The program emphasizes continuous professional development, empowering teachers to become leaders in education who drive innovation and foster a dynamic learning environment (Fullan, 2007). Through various workshops, mentoring programs, and collaborative learning communities, Guru Penggerak participants are trained to implement student-centered pedagogies and integrate modern technology into their teaching practices. By integrating creative teaching strategies, Guru Penggerak teachers play a vital role in making classrooms more interactive and student-focused (Darling-Hammond, 2017).

Moreover, they serve as mentors for other educators, helping to cultivate a culture of lifelong learning and professional growth (Hargreaves & O'Connor, 2018). This mentorship model not only enhances teachers' pedagogical skills but also strengthens the overall quality of education by fostering a collaborative learning environment among educators. The Guru Penggerak program encourages reflective teaching practices, where teachers analyze their instructional methods, seek feedback, and continuously improve their effectiveness in the classroom. With the implementation of the Guru Penggerak program, education in Indonesia has become more student-centered. This initiative not only produces academically intelligent graduates but also nurtures students' character, aligning with the core values of Pancasila (Tilaar, 2016). By fostering ethical and moral integrity alongside intellectual development, this program ensures that students are prepared to contribute positively to society, embodying both academic excellence and strong personal values (Suyanto, 2013).

### **Evaluation in Guidance and Counseling within the Guru Penggerak Program**

Program evaluation in the field of guidance and counseling is crucial for assessing not only the structural completeness of educational programs but also their practical implementation and success in achieving intended objectives (Gibson & Mitchell, 2020). The evaluation of the Guru Penggerak program serves two primary functions: improving the implementation and effectiveness of the program and enhancing its accountability to stakeholders (Stufflebeam & Zhang, 2017). A systematic evaluation approach ensures that the program aligns with its goals of enhancing teacher quality and student learning outcomes (Cronbach, 1984). By continuously monitoring progress, strengths, and areas that require improvement, evaluators can provide feedback to policymakers and educators, allowing for necessary adjustments and refinements (Patton, 2014). The incorporation of information technology into the evaluation process ensures that it adheres to scientific principles and methodologies, making data collection and analysis more efficient and accurate (Scriven, 2013).

This systematic approach enhances the credibility and validity of the evaluation results, making them reliable for policy-making and future improvements (Fitzpatrick, Sanders, & Worthen, 2011). Program evaluations include qualitative and quantitative methods, such as surveys, interviews, classroom observations, and student performance assessments. Through these methods, evaluators gain insights into how well the program is being implemented and its impact on teaching effectiveness and student learning. Ultimately, this continuous assessment mechanism enables the Guru Penggerak program to remain responsive to the evolving needs of Indonesia's education system (Guskey, 2000). The findings from these evaluations can guide future policy decisions, curriculum modifications, and teacher training initiatives to ensure long-term sustainability and effectiveness.

### **Impact of the Guru Penggerak Program on Teacher Autonomy and School Transformation**

The study findings indicate that the Guru Penggerak program primarily aims to produce pioneering educators who embrace autonomy in the learning process (Hattie, 2009). Trainers within this initiative play a pivotal role in reshaping school culture, fostering a truly student-centered environment (Marzano, 2003). Through independent decision-making in instructional methods, teachers can tailor their approaches to suit the diverse needs of students, leading to a more inclusive and personalized learning experience (Tomlinson, 2001). Encouraging educators to take an active role in shaping learning cycles ensures systemic improvements across the education sector, ultimately enhancing learning outcomes (Danielson, 2013). Additionally, this shift toward teacher autonomy allows for the implementation of innovative teaching practices that move beyond traditional rote learning, emphasizing critical thinking, creativity, and problem-solving (Vygotsky, 1978).

One fundamental principle of this program is that student success should not be solely measured by numerical scores but also by their personal and character development (Gardner, 1983). The Pancasila

Student Profile serves as a benchmark for evaluating students holistically, emphasizing ethical values, critical thinking, and leadership skills (Kemendikbud, 2021). This approach ensures that students are not only academically competent but also socially responsible individuals prepared to contribute meaningfully to society (Senge, 2006). In conclusion, the Guru Penggerak program is a transformative initiative that significantly impacts the quality of education in Indonesia. By focusing on teacher professional development, instructional innovation, and student-centered learning, it serves as a model for educational reform. As technology continues to shape the educational landscape, programs like Guru Penggerak must adapt and evolve to meet the changing needs of educators and students, ensuring that the future of education remains dynamic, inclusive, and impactful.

## CONCLUSION

The Guru Penggerak program is a strategic initiative in addressing the challenges posed by the rapid development of science and technology in the Industrial Revolution 4.0 era by integrating digital technology into learning and strengthening the role of teachers as facilitators of student-centered education. Evaluations based on guidance and counseling approaches demonstrate that this program effectively enhances education quality through various advantages, such as continuous teacher self-development, the implementation of active and engaging learning innovations, technological mastery to improve learning effectiveness, and role modeling in upholding moral values and professionalism. With its significant role in shaping an innovative and adaptive educational ecosystem, this program is expected to strengthen teacher quality and support the development of Pelajar Pancasila—students with outstanding character. A credible and continuous evaluation of its implementation is key to ensuring the achievement of national education goals that focus on students and foster a high-quality, competitive nation.

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