



Evaluation of the Teacher Mobilizer Program at the Junior High School Level in Sleman Regency

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Abstract

This study aims to evaluate: (1) the context of the Teacher Mobilizer Program at the junior high school level in Sleman Regency, (2) the input of the program, (3) the implementation process, and (4) the product or outcomes of the program. This study employs an evaluative research method with a qualitative approach. The research was conducted at SMP Negeri 3 Turi, SMP Negeri 1 Pakem, and SMP Negeri 1 Cangkringan, involving four Teacher Mobilizers (three of whom serve as principals) and three fellow teachers as informants. Data were collected through interviews, observations, and documentation studies. Data analysis used the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing/verification. Data validity was ensured through source triangulation and technique triangulation. The findings indicate that: (1) the program is relevant to the educational needs in Sleman Regency, especially in addressing one-way learning practices that are not student-centered; (2) in terms of input, teacher readiness is generally good, although infrastructure and technology support remain uneven; (3) the implementation process is effective, but there are inconsistencies between field practices and implementation guidelines, as well as variations in quality across learning groups; and (4) the program has improved teacher competence and paradigms, although the sustainability of practices and the equitable distribution of impact still need improvement.

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Introduction

Education is an essential means designed to equip individuals with skills and knowledge to face future challenges in a holistic manner. Fundamentally, education is a continuous and never-ending process aimed at developing the whole person (Sujana, 2019). Within the framework of the Merdeka Belajar policy, the government introduced the Teacher Mobilizer Program (PGP), which is rooted in Ki Hajar Dewantara's philosophy of emancipatory and student-centered learning. Conceptually, PGP integrates three main theories: teacher leadership (Harris & Jones, 2019), which refers to teachers' ability to lead change and innovate; teacher agency (Sang, 2020), defined as the dynamic capacity to act reflectively; and transformative teacher (Mughni, 2024), which emphasizes the teacher's role in shaping character and empowering students through critical and contextual approaches. The integration of these concepts aims to develop teachers who are independent, reflective, and adaptive to the dynamics of 21st-century education.

However, the implementation of PGP in practice faces structural and cultural challenges, such as the dominance of bureaucratic culture, limited infrastructure, and unequal access due to age restrictions and administrative barriers. In addition, the high burden of digital administration often creates psychological pressure on teachers, potentially diverting their focus from substantive student support. The urgency of this study lies in the existing research gap between macro-level government evaluations and the realities at the school level. Previous evaluations, such as those conducted by The Indonesian Institute (2021) and BGP Bali (2025), are generally national in scope or based on literature studies without directly involving teachers as primary research subjects. This study contributes scientifically by adopting a micro and contextual perspective at the junior high school level in Sleman Regency.

This study applies the CIPP (Context, Input, Process, Product) evaluation model proposed by Stufflebeam to provide a comprehensive understanding of the program's sustainability. The standards of success are theoretically constructed by integrating Bandura's self-efficacy theory for the process dimension, as well as Guskey's professional development theory and the reflective cycle of Kemmis and McTaggart for the outcome dimension. Based on this framework, the research questions are formulated as follows: (1) How is the context of PGP at the junior high school level in Sleman Regency evaluated? (2) How is the input of the program evaluated? (3) How is the implementation process evaluated? and (4) How are the outcomes or products evaluated?

The main objective of this study is to comprehensively evaluate policy relevance, resource availability, process implementation, and the effectiveness of PGP outcomes in Sleman. By focusing on post-implementation (summative) evaluation, this study aims to reveal long-term impacts and the sustainability of best practices initiated by Teacher Mobilizers. The findings are expected not only to enrich the literature in educational management and transformational leadership but also to provide evidence-based policy recommendations for local governments in maintaining positive trends in educational transformation at the local level.

Methods

This study employs a qualitative approach using the CIPP (Context, Input, Process, Product) evaluation model to explore the implementation of the Teacher Mobilizer Program (PGP) in a comprehensive and in-depth manner. The evaluation focuses on the junior high school level in Sleman Regency, with research sites at SMP Negeri 3 Turi, SMP Negeri 1 Pakem, and SMP Negeri 1 Cangkringan. These locations were selected based on the presence of Teacher Mobilizers who have

completed the program and continue to actively implement changes in teaching practices within their schools.

The research subjects consisted of seven individuals, including one Teacher Mobilizer, three principals who are PGP graduates, and three fellow teachers. The researcher applied purposive and snowball sampling techniques to identify informants who have direct experience and understanding of the program's impact after the intervention period ended. Data were collected through triangulation techniques, including non-participant observation of physical evidence and program impacts, semi-structured interviews to explore participants' perspectives flexibly, and documentation studies of modules, activity reports, and teachers' innovation products. Data analysis followed the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing or verification. The researcher systematically selected information relevant to the four CIPP dimensions, organized it into narrative and thematic tables to identify relationships among components, and continuously validated findings until data saturation was reached. This approach aims to produce a systematic and in-depth description of the program's achievements, challenges, and sustainability at the school level.

Results and Discussions

1. Results

a. Context Evaluation: Strategic Relevance and Urgency for Change

The context evaluation indicates that the Teacher Mobilizer Program (PGP) is highly relevant to the urgent needs in Sleman Regency to transform conventional learning practices, which are still dominated by one-way methods and punitive approaches. Theoretically, PGP in Sleman functions as a response to the implementation gap between the demands of 21st-century student-centered learning and the uneven capacity of teachers. In addition, the urgency of this program is reinforced by the Regional Standardized Education Assessment (ASPD) policy, which requires teachers to possess strong pedagogical competence and adequate innovation skills, so that learning is not solely oriented toward final outcomes. The researcher argues that PGP is not merely a technical training program, but a catalyst for cultural change that places Ki Hajar Dewantara's philosophy as the main foundation for creating a more humanistic and inclusive learning environment at the junior high school level.

b. Input Evaluation: Personal Readiness and Variation in Structural Support

From the input perspective, the findings show that teachers' internal motivation and time management serve as the main capital in dealing with the intensive training workload. This is consistent with Bandura's self-efficacy theory, where teachers' confidence enables them to move beyond their comfort zones to lead change. However, disparities in infrastructure support across schools were identified; some teachers have full access to technological facilities, while others rely on personal funds and personal devices to develop instructional media. The researcher considers that reliance on personal devices reflects strong teacher agency; however, academically, this indicates systemic barriers in resource distribution that may affect program inclusivity. Although the strict selection process successfully identifies high-potential teachers, the maximum age limit of 50 years is considered to reduce the diversity of perspectives from senior teachers who are still competent.

c. Process Evaluation: Implementation Dynamics and Procedural Challenges

The implementation of PGP is conducted through a blended learning approach, which is generally considered effective as it provides opportunities for teachers to directly apply theory in classroom practice. The mentoring role of facilitators and practice instructors is highly significant in

developing teachers' reflective capacity through coaching techniques. However, technical inconsistencies were found regarding the program duration, which remains nine months despite a policy to simplify it to six months, as well as discrepancies in the number of instructional hours between official guidelines and certification outcomes. The researcher's analysis reveals that internal monitoring mechanisms by school leaders are not yet optimal due to a limited understanding of the PGP mentoring process. This ineffective internal supervision indicates the need for stronger operational standardization to ensure uniform learning experiences across educational institutions.

d. Product Evaluation: Paradigm Transformation and Ecosystem Sustainability

The product evaluation demonstrates that PGP has successfully brought about a fundamental transformation in teachers' mindsets, where they now prioritize student-centered approaches through differentiated learning and Social Emotional Learning (SEL). A tangible impact is seen in the shift from punitive discipline methods to restitution, which helps students take responsibility for their mistakes. Academically, this success reflects a strong integration of teacher leadership, teacher agency, and transformative teacher concepts in daily school practices. The establishment of active Learning Communities (Kombel), which conduct weekly reflections, serves as evidence of the program's sustainability even after formal intervention has ended. The researcher concludes that the long-term contribution of PGP in Sleman lies in strengthening a more collaborative and adaptive educational ecosystem, although continuous mentoring support is still needed to maintain this positive trend.

2. Discussions

The findings of this study indicate that the Teacher Mobilizer Program (Program Guru Penggerak/PGP) in Sleman Regency functions not merely as an in-service teacher training program, but as a strategic intervention for transforming pedagogical culture at the junior high school level. Viewed through the CIPP evaluation model, the program demonstrates strong contextual relevance, relatively adequate input readiness at the personal level, dynamic implementation processes, and meaningful product outcomes in terms of teacher mindset, instructional practice, and school-based learning communities. These findings are consistent with recent literature which emphasizes that effective teacher professional development should be sustained, contextual, collaborative, practice-oriented, and supported by institutional structures rather than being limited to short-term technical training (Amemasor et al., 2025; Kurteshi, 2025).

a. Comparison with Previous Studies

The context evaluation findings show that PGP is highly relevant to the need for pedagogical transformation in Sleman Regency, particularly in shifting classroom practices from teacher-centered, one-way instruction toward more student-centered, humanistic, and inclusive learning. This finding aligns with Kerimbayev et al. (2023), who argue that student-centered learning has become increasingly important in contemporary education because it promotes learner autonomy, active participation, personalization, and flexible learning experiences. In the Indonesian context, the present study also corresponds with Nurhayati et al. (2024), who found that PGP contributes to the improvement of teacher competence and pedagogical quality, although its implementation continues to face challenges related to principal support, infrastructure, technology use, and teachers' time management. However, this study extends previous findings by showing that, in Sleman, the relevance of PGP is not only linked to teacher competence improvement but also to the broader cultural transformation of schools through the internalization of Ki Hajar Dewantara's philosophy.

The findings related to input evaluation are also consistent with studies on teacher agency and professional development. Teachers' internal motivation, self-confidence, and ability to manage time emerged as important resources for completing intensive PGP activities. This confirms Huang and Yip's (2021) argument that teacher agency is shaped by the interaction of personal, behavioral, and environmental factors. Similarly, Wang (2022) found that teachers may possess strong reform-oriented beliefs and positive attitudes toward change, but their agency can still be constrained by school culture, workload, and contextual conditions. In the present study, this tension is visible in the gap between teachers' strong personal commitment and unequal access to infrastructure across schools. Teachers who use personal devices or personal funds to produce instructional media demonstrate strong agency; however, this also indicates systemic inequity in resource distribution.

The process evaluation findings indicate that the blended learning design of PGP enables teachers to connect theory with classroom practice. This finding supports Amemasor et al. (2025), who identified blended and flexible learning models, hands-on practice, collaborative learning, mentoring, and institutional support as key features of effective teacher professional development. The mentoring role of facilitators and practice instructors in Sleman is particularly important because it strengthens teachers' reflective capacity and supports the translation of pedagogical concepts into classroom action. This finding is in line with Ulla and Poom-Valickis (2023), who emphasized that program support, especially coaching and teacher-coach working relationships, is a central factor in the quality of SEL-related implementation. Therefore, the success of PGP in Sleman can be interpreted as the result of interaction between structured learning design, reflective mentoring, and teachers' willingness to experiment with new pedagogical practices.

However, the findings also reveal procedural challenges, particularly inconsistencies in program duration and discrepancies between official instructional hours and certification outcomes. These findings differ from Kasmaini et al. (2023), who reported that the success of an online in-service teacher professional education program was supported by clear standard operating procedures, structured implementation stages, and alignment between program design and evaluation criteria. In the Sleman case, the persistence of a nine-month implementation model despite a policy direction toward six months, as well as inconsistency in instructional-hour recognition, may reduce implementation clarity. This does not necessarily weaken the substance of the program, but it indicates the need for stronger operational standardization to ensure fairness, comparability, and administrative validity across cohorts and schools.

The product evaluation findings show that PGP has contributed to a fundamental transformation in teachers' mindsets and instructional practices. Teachers increasingly prioritize differentiated learning, Social Emotional Learning (SEL), and restitution-based discipline. This finding strengthens Efendi et al. (2024), who found that differentiated instruction helps teachers respond to students' learning needs and improves motivation, participation, and learning outcomes. The shift from punitive discipline to restitution is also consistent with Vincent et al. (2021), who argued that effective restorative practice in schools should be grounded in trust, relationship building, equity, accountability, and communication between schools and families. Similarly, Gregory et al. (2024) found that student exposure to restorative practices is associated with more positive perceptions of school climate, although whole-school effects require consistent and sustained implementation. Thus, the findings of this study suggest that PGP has opened a productive pathway toward more relational and educative forms of discipline, but the sustainability of this transformation depends on the degree to which restitution becomes embedded in school-wide culture.

b. In-Depth Discussion of Findings

The strategic relevance of PGP in Sleman can be understood as a response to the implementation gap between national education reform expectations and teachers' actual classroom capacity. The demand for 21st-century learning requires teachers to design learning that is student-centered, differentiated, reflective, and oriented toward holistic development. However, the findings show that some classroom practices in Sleman are still shaped by conventional instruction and punitive discipline. Therefore, PGP becomes important because it provides a structured pathway for teachers to reconstruct their professional identity from knowledge transmitters into learning designers, facilitators, coaches, and change agents.

This transformation is theoretically significant because it reflects the integration of teacher leadership, teacher agency, and transformative learning. The program does not only provide teachers with new pedagogical knowledge but also encourages them to act as initiators of change in their schools. This is consistent with Ghamrawi et al. (2024), who found that transformative professional development can cultivate teacher leadership when teachers are given space to guide peers, use research to improve practice, and participate in collaborative metacognition. In this study, teachers' participation in PGP strengthened their capacity to influence school culture through differentiated learning, SEL, restitution, and Learning Communities. Thus, PGP can be interpreted as a leadership development mechanism embedded in pedagogical reform.

From the input perspective, the findings reveal that teachers' readiness is not solely determined by formal selection but also by psychological and professional resources. Teachers who successfully navigate PGP tend to demonstrate high motivation, commitment, and time-management capacity. This finding confirms the relevance of self-efficacy theory in explaining why teachers are willing to leave their comfort zones and adopt new instructional approaches. However, the unequal distribution of technological infrastructure shows that individual readiness cannot substitute for institutional responsibility. When teachers depend on personal devices or personal funds, their agency becomes productive but also vulnerable. Such conditions may create hidden inequalities between teachers and schools with different resource capacities. Therefore, future PGP implementation should not only select motivated teachers but also ensure that schools provide minimum enabling conditions for participation.

The age-limit issue also deserves careful attention. The maximum age limit of 50 years may be intended to ensure long-term contribution after graduation; however, the finding suggests that this criterion may reduce the diversity of professional perspectives, particularly from senior teachers who remain competent, reflective, and influential in school communities. Recent literature on teacher professional development increasingly recognizes that professional learning is not linear and that teachers at different career stages bring different forms of expertise, identity, and professional capital. Therefore, selection policy should consider not only age and projected service duration but also pedagogical influence, reflective capacity, openness to innovation, and potential contribution to peer learning. A more flexible selection mechanism could strengthen intergenerational learning within the program.

The process evaluation findings indicate that blended learning is effective when combined with mentoring, classroom-based practice, and reflection. This is important because professional development often fails when it separates training content from teachers' everyday classroom realities. In PGP, teachers are required to apply concepts directly, reflect on practice, and receive guidance from facilitators and practice instructors. This structure supports the development of reflective practitioners who do not merely adopt policy language but reinterpret it into contextually relevant classroom action.

Diao et al. (2022) emphasize that transformative agency develops when teachers critically reflect on their activities and collectively search for new ways to improve practice. The mentoring and coaching components in PGP therefore play an important role in converting program participation into professional transformation.

Nevertheless, the process findings also show that school-based monitoring remains insufficient because some school leaders do not fully understand the PGP mentoring process. This finding indicates that principal involvement should not be limited to administrative permission or formal support. School leaders need to understand the pedagogical logic of PGP so that they can provide meaningful supervision, allocate time for teacher reflection, and support the dissemination of good practices among non-participant teachers. Without principal understanding, PGP may remain highly effective for individual participants but less optimal as a school-wide transformation strategy. This finding is consistent with the literature on professional learning communities, which shows that leadership support, facilitation, time allocation, collective autonomy, and access to resources are crucial for sustaining teacher learning (Hudson, 2024; Huijboom et al., 2021).

The product evaluation findings are particularly important because they demonstrate that PGP has produced changes at the level of beliefs, practices, and professional ecosystems. Teachers' adoption of differentiated learning indicates that they are increasingly aware of student diversity and no longer assume that one method can serve all learners. The integration of SEL shows that teachers have begun to treat students' emotional and social development as part of learning quality. Meanwhile, the shift from punitive discipline to restitution reflects a deeper change in how teachers understand student behavior. Rather than positioning mistakes as violations requiring punishment, restitution positions mistakes as learning opportunities through which students develop responsibility, empathy, and self-regulation.

The establishment of active Learning Communities (Komunitas Belajar/Kombel) strengthens the argument that PGP contributes to sustainability beyond formal training. Weekly reflection forums allow teachers to share practices, examine challenges, and collectively improve instruction. This finding is consistent with Meesuk et al. (2021), who found that PLC-based professional development contributes to changes in teaching approaches and positive thinking among teachers. It also aligns with Vičič Krabonja et al. (2024), who found that balanced formal and non-formal PLC structures can support sustainable digital transformation and pedagogical paradigm shifts. In the Sleman context, Kombel functions as a local mechanism that maintains the momentum of PGP after formal intervention ends.

Overall, the findings suggest that the long-term contribution of PGP in Sleman lies in its ability to connect individual teacher transformation with collective school improvement. The program strengthens teachers' pedagogical competence, reflective capacity, leadership identity, and willingness to collaborate. However, sustainability depends on whether the school ecosystem can institutionalize these changes through supportive leadership, equitable infrastructure, clear operational standards, and continuous mentoring.

Theoretically, this study contributes to the literature on teacher professional development by showing that the effectiveness of PGP can be understood through the interaction of four dimensions: strategic policy relevance, teacher agency, implementation fidelity, and ecosystem sustainability. The findings support the use of the CIPP evaluation model as a comprehensive framework for examining not only program outcomes but also the contextual, input, and process factors that shape those outcomes. The study also strengthens the ecological view of teacher agency, showing that motivated teachers can lead change, but their agency is enabled or constrained by infrastructure, leadership, policy clarity, and school culture.

Practically, the study implies that PGP implementation should be accompanied by stronger school-level support systems. Schools need to provide minimum technological infrastructure, allocate time for reflection and peer-sharing, and ensure that principals understand the mentoring and coaching logic of the program. Internal monitoring should be redesigned not as administrative control but as pedagogical accompaniment. School leaders should be equipped with instruments to observe changes in classroom practice, support differentiated learning, and integrate SEL and restitution into school culture.

At the policy level, the findings imply the need to harmonize program duration, instructional-hour recognition, certification standards, and implementation guidelines. Procedural consistency is important to protect participant rights, maintain program credibility, and ensure equivalence across cohorts. Policymakers should also reconsider selection criteria so that they balance long-term service projection with professional diversity and competence. Senior teachers who remain innovative and influential should not be automatically excluded if they have strong potential to contribute to peer development and school transformation.

The findings also imply that post-program support is necessary. Graduates of PGP should not be treated as having completed a one-time training cycle but as members of a continuing professional leadership network. Continuous mentoring, alumni networks, peer coaching, and district-level learning forums can help sustain the transformation initiated through PGP. In this regard, Kombel should be institutionalized as a strategic vehicle for school-based professional learning rather than an informal activity dependent only on individual enthusiasm.

This study has several limitations that should be acknowledged constructively. First, the study focuses on the implementation of PGP in Sleman Regency; therefore, the findings are contextually rich but should be interpreted as analytical rather than statistical generalization. The specific policy environment, school culture, infrastructure conditions, and local educational priorities in Sleman may shape the implementation dynamics differently from other regions. Second, the study emphasizes program evaluation based on the perspectives and experiences of relevant educational actors. This provides deep insight into implementation processes and perceived transformation, but future research may strengthen the evidence by incorporating longitudinal classroom observation, student learning data, and comparative analysis across schools or cohorts. Such additional data would enable a more comprehensive examination of the relationship between teacher transformation and student outcomes.

Third, the study captures the sustainability of PGP mainly through the emergence of Learning Communities and changes in teacher practice after program participation. Although these indicators are meaningful, long-term sustainability requires further investigation over a longer period. Future studies may examine whether changes in differentiated learning, SEL, restitution, and collaborative reflection remain stable after several academic years. Finally, this study does not aim to compare PGP with other teacher professional development models. Therefore, future research could conduct comparative studies between PGP, Teacher Professional Education, school-based training, and other professional learning models to identify which design features most strongly influence teacher agency, pedagogical innovation, and school culture transformation.

Conclusion

The evaluation of the Teacher Mobilizer Program (PGP) at the junior high school level in Sleman Regency indicates that the program is overall successful and highly relevant in addressing regional educational quality challenges. Based on the CIPP evaluation model, PGP serves as a strategic solution to bridge the gap between conventional teaching practices and the demands of 21st-century student-

centered learning. Although teachers demonstrate high individual readiness in terms of motivation and time management, infrastructure and budget support from schools remain uneven and require immediate attention. In the process dimension, while mentoring is effective, there are technical inconsistencies between field implementation and official guidelines, as well as suboptimal internal supervision by school leadership. This study explicitly answers the evaluation objectives by demonstrating significant transformation in teacher competence and school culture. The program outcomes (Product) reveal a fundamental paradigm shift, where teachers move away from punitive methods toward restitution and positive discipline. This improvement in professional competence is also reflected in teachers' ability to design differentiated learning and sustain Learning Communities (Kombel) as platforms for continuous reflection. These achievements confirm that PGP has addressed the research focus on post-program behavioral change among educators, although its direct impact on students' academic outcomes still requires long-term reinforcement.

The implications of this study include both theoretical and practical contributions for educational stakeholders. Theoretically, the findings strengthen the literature on educational management and transformational leadership by integrating the concepts of teacher agency and teacher leadership into everyday school practices. Practically, this study provides recommendations for the Sleman Regency Education Office to develop local policies that sustain the positive practices of PGP through strengthened academic supervision and equitable distribution of infrastructure. For schools, it is essential to maintain a consistent culture of reflection and collaboration among teachers to ensure that the positive trajectory of educational transformation does not decline after formal mentoring ends.

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