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Students' Perceptions of Guru Penggerak at Senior High School 1 Palembang

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ABSTRACT

This study explores students' perceptions of the implementation of the Guru Penggerak role at SMA Negeri 1 Palembang, a program initiated by the Ministry of Education and Culture to enhance learning quality through transformative leadership. Using a descriptive quantitative approach, 150 purposively selected students participated as respondents. Data were collected through structured questionnaires and analyzed with descriptive statistics and correlation tests. The findings reveal that most students have positive perceptions, particularly regarding learning innovation, communication, and inclusive leadership. However, perceptions vary depending on students' involvement in programs led by the Guru Penggerak. This study's novelty lies in examining how educational innovation and school culture dynamics influence students' perceptions, an area rarely explored in the local context. The results provide valuable insights for policymakers to optimize the Guru Penggerak program in fostering inclusive and collaborative learning environments. Additionally, the findings offer practical implications for designing teacher training programs tailored to student needs.

1. Introduction

Education reform in Indonesia demands the presence of a teacher figure who is not only an educator, but also a learning leader. In the context of 21st century education transformation, the need for relevant, inclusive and adaptive learning is becoming increasingly urgent (Rahayu et al., 2022). Education in Indonesia, as part of the global ecosystem, faces the challenge of producing human resources that are able to compete at the international level. One of the strategic efforts to address this challenge is the Guru Penggerak program initiated by the Ministry of Education, Culture, Research and Technology (Hariyati et al., 2023). The program is designed to shape teachers as learning leaders who are not only skilled in teaching, but also have the ability to initiate educational innovations, strengthen collaboration, and create a learning environment that motivates students (Halil et al., 2024).

Previous research shows that Guru Penggerak plays a significant role in promoting active learning and building a more participatory learning culture. For example, a study by Pratama (2024) found that the presence of Master Teachers improved student engagement through a project-based learning approach. In addition, another study (Nurlaeli et al., 2023) highlighted that the leadership of Guru Penggerak has a positive impact on students' character development, such as independence, creativity and empathy. However, most of the existing research still focuses on the perspectives of teachers, principals, or education policy, with little attention to the perceptions of students as the main recipients of the program's impact (Aditiya & Fatonah, 2023).

Students' perceptions are a very important element to explore as their views reflect the level of effectiveness and success of the education program implementation. Students' perceptions of Master Teachers can reflect the extent to which the approaches and innovations implemented by teachers match students' needs and expectation (Umboh et al., 2023). In this context, SMA Negeri 1 Palembang is a relevant research location because it has diverse academic cultural characteristics, as well as a high level of student participation in various educational programs. As such, this study is not only a means to understand students' perceptions of the Master Teacher but also provides a comprehensive picture of how the program is received at the senior high school level.

This study offers novelty by filling the research gap related to students' perceptions of the Guru Penggerak program. Unlike previous studies that highlighted the effectiveness of the Guru Penggerak program in general, this study focuses on students' subjective experiences, which can reveal new dimensions related to the dynamics of the relationship between teachers and students (Ahmad Hafiz Pratama et al., 2024). In addition, the approach used in this study not only seeks to understand perceptions descriptively, but also analyzes the factors that influence them, such as the teacher's communication style, learning approach, and the level of student involvement in the programs initiated by Guru Penggerak (Satriawan et al., 2023).

Furthermore, this study enriches the state of the art by integrating students' perspectives into the evaluation framework of educational program implementation. Previously, several international studies, such as the one conducted by Hattie (2010), have shown that students' perception is one of the main indicators of learning success. However, in Indonesia, this kind of research is still rare, especially at the upper secondary education level. Thus, the results of this study can be an important reference for policy makers, educators, and academics in designing more targeted educational interventions.

In addition to making theoretical contributions, this study also has practical implications. The research findings are expected to assist schools in identifying effective strategies to improve student engagement in learning. For example, the research results can be used as a basis for designing more targeted teacher training, particularly in terms of communication skills and classroom management. On the other hand, the findings can also be used by local

governments, particularly in Palembang, to evaluate the Guru Penggerak program in the local context and formulate more contextual education policies (Sholeh et al., 2023).

Overall, this research not only seeks to answer the question of how students perceive Guru Penggerak, but also explores broader implications related to the transformation of education in Indonesia. With a holistic and evidence-based approach, this research is expected to serve as a foothold for developing a more inclusive, relevant and student needs-oriented education ecosystem in the future.

2. Methodology

This study used a quantitative descriptive approach to describe students' perceptions of the Guru penggerak at SMA Negeri 1 Palembang. This research design was chosen to obtain objective and systematic data on how students perceive the role of Master Teachers in the learning process. A total of 150 students were selected as respondents through purposive sampling technique, with the following criteria: (1) actively participating in teaching and learning activities, (2) having been involved in programs or activities initiated by Guru Penggerak, and (3) willing to fill out the research questionnaire.

The data were collected using a structured questionnaire based on the main indicators of teacher-student interaction quality, learning innovation and inclusive leadership. The questionnaire instrument was tested for validity and reliability before distribution to ensure data reliability. The data were analyzed through descriptive statistics to describe the distribution and trends of students' perceptions, as well as Pearson correlation test to identify the relationship between the variables that influence students' perceptions of Master Teachers (Waruwu, 2024). The instrument grids for students' perceptions of teacher movers are as given in Table 1.

Table 1. Lattice of Questionnaire Instrument for Student Perceptions of Guru Penggerak

No.	Dimensions	Indicator	Question number
1	Learning Innovation	Applying interesting learning methods	1,2,3
		Using technology in learning	4,5,6
		Encourages critical thinking	7,8,9
2	Communication with Students	Approachable	10,11
		Provide constructive feedback	12,13
		Respect students' opinions	15,15,16
3	Inclusive Leadership	Creating an inclusive classroom atmosphere	17,18
		Give equal attention to all students	19,20
		Facilitate cooperation between students	21,22,23

This approach provides a holistic picture of students' perceptions, so the research results can be used as a basis for recommendations for the development of a more effective and learner-needs-oriented Master Teacher program.

3. Results and Discussion

The results of this study indicate that Guru Penggerak at SMA Negeri 1 Palembang is considered a professional, creative and inclusive figure in supporting the learning process. The findings provide a practical contribution to the development of the Guru Penggerak program, particularly in strengthening communication competencies and learning innovation to create a better and more inclusive learning environment (Sl et al., 2020).

The results of this study explore how teacher activists in the dimensions of learning innovation, communication with students, and exclusive leadership. So that it can describe student perceptions of the driving teacher and not the driving teacher. The instruments distributed were declared valid and reliable so that the research instruments could measure the variables studied. The following is presented in Table 2 and Table 3 the results of the validity and reliability tests on the research instruments used.

Tabel 2. Validity Test Results

Variable Name	Sign	Description	Conclusion
Learning Innovation, Communication with Students, Inclusive Leadership	0,00	< 0,05	Valid

Source: Validity Testing Results (2024)

Tabel 3. Reliability Test Results

Variable Name	Nilai Cronbach's Alpha	Description	Conclusion
Learning Innovation, Communication with Students, Inclusive Leadership	0,897	> 0,7	Reliabel

Source: Validity Testing Results (2024)

While the respondents used in This study consists of men and women at SMA Negeri 1 Palembang, respondents can be seen in table 3 below.

Table 4. Number of Respondents

Gender	Frekuensi
Male	64
Female	86
Total	150

Source: Results of Research at SMA Negeri 1 Palembang Year 2024

Based on the table above, the research instruments used have been tested for validity and reliability to ensure the accuracy of measuring the variables under study. The validity test results show that all items in the research instrument have a significance value of 0.00 (<0.05), so they are declared valid to measure the dimensions of learning innovation, communication with students, and inclusive leadership (Table 1). Furthermore, the reliability test resulted in a Cronbach's Alpha value of 0.897 (> 0.7), indicating that the research instrument has a high level of reliability (Table 2). The validity and reliability of these instruments provide a strong basis for drawing conclusions from the data collected.

The study involved 150 students as respondents, consisting of 64 male and 86 female students (Table 3). Respondents were selected based on certain criteria, including direct experience with the Guru Penggerak, to ensure that the data obtained were relevant to the research objectives. The results showed that students have a positive perception of the Master Teacher at SMA Negeri 1 Palembang. Guru Penggerak is considered to excel in implementing innovative learning methods, building effective communication with students, and creating an inclusive learning environment. These results not only illustrate the effectiveness of the Guru Penggerak program, but also provide a foundation for developing better learning strategies in the future.

An overview of the research results of student perceptions of the driving teacher as measured through a questionnaire with a total of 23 question items. The results of this study were conducted on students who were taught by the driving teacher and not the driving teacher. In this study, data regarding the dimensions implemented by the driving teacher were measured using a Likert scale. An overview of student perceptions in this study is presented in table 4.

Table 5. Students' perceptions of guru penggerak

Dimension	Indicator	Mean	Standard Deviation	Percentage of Agreement	Interpretation
Innovation in Learning	Implementing engaging learning methods	4.2	0.8	84%	Most students agree or strongly agree that the teacher implements engaging learning methods.
	Using technology in learning	4.5	0.6	90%	Almost all students agree that the teacher uses technology in learning.
	Fostering critical thinking	4.1	0.9	82%	Most students agree that the teacher fosters critical thinking.
Communication with Students	Approachable	4.2	0.8	84%	Most students feel very approachable by the teacher.
	Providing constructive feedback	4.5	0.6	90%	Almost all students agree that the teacher provides constructive feedback.

Inclusive Leadership	Valuing students' opinions	4.4 0.7	Most students feel that their opinions are valued 88% by the teacher.
	Creating an inclusive classroom atmosphere	4.5 0.6	Almost all students feel that the classroom atmosphere created by the 90% teacher is very inclusive.
	Giving equal attention to all students	4.4 0.7	Most students feel that they receive equal 88% attention from the teacher.
	Facilitating collaboration among students	4.3 0.8	Most students feel facilitated to collaborate 86% with classmates.

Source: Research results of student perceptions at SMA Negeri 1 Palembang

Guru Penggerak is a pioneer of change in education designed to produce visionary school leaders, supervisors and trainers. The program aims to make teachers agents of transformation who play a strategic role in changing school culture towards excellence and innovation. This is in line with Syahril's view, who asserts that the Master Teacher is the main catalyst in steering education in a better direction, by placing students at the center of every educational activity (Kamaluddin et al., 2024). Below is a photo of the activity of the teacher mover named Revy Martusyilia, S.Pd., Gr., M.Pd while teaching at SMA Negeri 1 Palembang.



Picture 1. Guru Penggerak when teaching

The role of the mobilizing teacher emphasizes the importance of modern educators who are adaptive to the dynamics of the times, leaving behind outdated traditional approaches. They are required to provide interactive, creative and innovative learning experiences, in order to achieve maximum learning outcomes. As the driving force of change, Master Teachers are required to not only innovate, but also develop their skills, potential and competence holistically (Yokoyama et al., 2023). In their role, they serve as role models and inspiration for their peers,

encouraging them to continuously update their pedagogical skills amidst the demands of 21st century learning. The primary goal of the Master Teacher is to develop learners comprehensively through reflective approaches and learning that supports collaboration and independence. They are also responsible for improving the quality of learning by being a motivator that spurs enthusiasm in students and other teachers. In this process, Master Teachers are expected to actively develop themselves to face the challenges and opportunities in the modern education era (Tahajudin et al., 2023).

The results of the analysis using descriptive statistical techniques showed that the mean scores for all indicators were in a high range, between 4.1 and 4.5, with a standard deviation between 0.6 and 0.9. The percentage of student agreement also showed a consistent level of satisfaction, with values ranging from 82% to 90%. This reflects that most students have a positive view of the dimensions measured, namely learning innovation, communication with students, and inclusive leadership. The Pearson correlation test showed a perfectly positive relationship between the mean of the indicators and the percentage of student agreement, with a correlation coefficient of $r=1.0$ and a significant value of $p=0.0$. This indicates that the higher the mean value of an indicator, the higher the percentage of students who expressed agreement. The consistency of the data indicated by the low standard deviation supports the validity of this finding, indicating a uniform perception among students towards the role of the Mobilizing Teacher in creating an innovative, inclusive and effective learning environment.

The data shows that SMA Negeri 1 Palembang students have positive perceptions of the Guru Penggerak, especially in the dimensions of learning innovation, communication with students, and inclusive leadership. This assessment reinforces empirical evidence from previous studies on the role of Guru Penggerak in creating transformative and inclusive learning environments. Guru Penggerak, as one of the strategic initiatives of the Ministry of Education, Culture, Research and Technology, has the main task of leading change in learning through innovative and collaborative approaches.

On the dimension of learning innovation, students rated that Master Teachers excel in applying interesting learning methods (average 4.2, approval percentage 84%), using technology in learning (average 4.5, approval percentage 90%), and encouraging critical thinking (average 4.1, approval percentage 82%). This finding supports the research results of Jannati et al. (2023) which showed that Master Teachers are able to utilize technology to create learning experiences that are relevant to the needs of 21st century students. Furthermore, research by Gustian & Tersta (2023) emphasized that technology-based learning approaches can increase students' interest and motivation in learning. This is also supported by the study of Gustian & Tersta (2024.) which found that the learning innovations implemented by Guru Penggerak play a significant role in developing students' critical thinking skills.

On the dimension of communication with students, the indicators “approachable” (average 4.2) and “provides constructive feedback” (average 4.5) stand out as important elements in building positive relationships between teachers and students. This is consistent with Supit et al. (2023) study, which states that effective communication between teachers and students not only increases learning motivation but also builds students' trust in teachers. Furthermore, research by (Qn et al., 2024) shows that Master Teachers have the ability to create an open communication environment, where students feel comfortable to share their opinions and ideas, thus increasing active participation in learning.

The inclusive leadership dimension also provides a strong description of the Lead Teachers' role in creating an inclusive classroom atmosphere (average 4.5) and providing equal attention to all students (average 4.4). Research by Desri Mulyati et al. (2024) revealed that inclusive leadership is one of the main factors that can reduce participation inequality in the classroom, especially for students with different backgrounds. Meanwhile, a study by Faiz & Faridah (2022) showed that the inclusive approach by Master Teachers not only increased student engagement but also promoted cooperation between students, as reflected in the indicator “facilitating cooperation between students” (average 4.3).

Overall, the results of this study not only reinforce the importance of the Guru Penggerak program but also provide empirical evidence of its impact in creating effective, innovative and inclusive learning. Master Teachers are not only able to adapt to the challenges of modern education but also lead positive changes in learning practices in schools (Faiz & Faridah, 2022). The practical implication of this research is the need for ongoing training and mentoring for non-Mover Teachers to adopt similar approaches. Thus, the success of this program can be expanded, supporting national education goals in building a quality and sustainable learning ecosystem (Hilmiatussadiyah et al., 2024).

4. Conclusion

In conclusion, Guru Penggerak plays a strategic role as a motor of change in the world of education, as evidenced by students' positive perceptions on the dimensions of learning innovation, effective communication, and inclusive leadership. The results of the analysis show that Master Teachers are able to deliver relevant, interactive and collaborative learning, in accordance with the demands of 21st century learning. The high level of student approval indicates the effectiveness of the approach applied, both in utilizing technology, building positive relationships, and creating an inclusive classroom environment. As a suggestion, the Guru Penggerak program needs to be balanced with more extensive training and mentoring for non-Teacher Penggerak teachers, so that the principles of innovative learning and inclusive leadership can be applied evenly throughout the school. In addition, strengthening the capacity of the Guru Penggerak through continuous evaluation and updating of training materials will ensure the program remains relevant to modern education needs. This is important

to ensure sustainable education transformation and support the achievement of national education goals.

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