

The Role of Guru Penggerak Support in the Success of the Primary School Teacher Professional Education Program

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Abstract

In achieving national education goals, the quality of teachers' instruction is a key factor in nurturing students' potential. Teachers play a crucial role in developing teaching quality in schools and determining student success, especially in the teaching and learning process. Professional teachers are the most influential factor in creating better educational outcomes. One way to improve pedagogical skills is through the Teacher Professional Education Program (PPG). To realize this, support from driving teachers is essential because they create an environment that enables teachers to share knowledge, experiences, and resources to enhance learning quality. This study focuses on the success of PPG from the perspective of driving teachers. Using a descriptive qualitative method, data were analyzed from various informants. The findings show that driving teachers demonstrate teaching innovations, motivate others to improve pedagogy, and provide significant support for teacher professional development. Participation in the program positively impacts pedagogical abilities of prospective teachers.

Keywords: Driving Teacher, PPG, Elementary School.

Peran dukungan Guru Penggerak terhadap Keberhasilan Pendidikan Profesi Guru Sekolah Dasar

Abstrak

Dalam mencapai tujuan pendidikan nasional, kualitas pengajaran guru menjadi faktor kunci dalam menumbuhkan potensi siswa. Guru memegang peran penting dalam mengembangkan mutu pembelajaran di sekolah serta menentukan keberhasilan siswa, khususnya dalam proses belajar mengajar. Guru profesional merupakan faktor yang paling berpengaruh dalam menciptakan proses pendidikan yang lebih baik. Salah satu cara untuk meningkatkan keterampilan pedagogis adalah melalui Program Pendidikan Profesi Guru (PPG). Untuk mewujudkan hal tersebut, dukungan dari Guru Penggerak sangat diperlukan karena menciptakan lingkungan yang memungkinkan guru saling berbagi pengalaman, pengetahuan, dan sumber daya guna meningkatkan kualitas pembelajaran. Penelitian ini berfokus pada keberhasilan PPG dari perspektif Guru Penggerak. Dengan menggunakan metode kualitatif deskriptif, data dianalisis dari berbagai informan. Hasil penelitian menunjukkan bahwa Guru Penggerak mampu menghadirkan inovasi pembelajaran, memotivasi guru lain untuk meningkatkan pedagogi, serta memberikan dukungan signifikan bagi pengembangan profesional guru. Partisipasi dalam program ini berdampak positif terhadap kemampuan pedagogis calon guru.

Kata kunci: Guru Penggerak, PPG, Sekolah Dasar.

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INTRODUCTION

Teachers are pillars of education, serving as facilitators in developing students' knowledge and shaping the future of the next generation. The quality of instruction delivered by teachers directly influences student learning outcomes in the teaching and learning process. In the context of the 21st century, the demand for ideal teachers is increasing. Ideal teachers are expected to have the ability to integrate technology into learning, facilitate student-centered learning, and collaborate with various stakeholders (Acesta et al., 2024). One of the increasingly recognized ways to enhance teachers' pedagogical skills is the Teacher Professional Education Program (PPG).

The Teacher Professional Education Program (PPG) is a strategic initiative designed to prepare prospective teachers with the competencies required to carry out their roles as educators (Afrilia, 2019; Riyad & Munakib, 2019). In addition, PPG is a strategic program aimed at improving teachers' professional competencies to support the achievement of national education quality standards in Indonesia. PPG is designed to equip teachers with pedagogical skills, mastery of subject matter, and the ability to manage the learning process effectively. However, in today's global educational development, the challenges faced by PPG have become more complex. This requires transformation in curriculum and training approaches to create teachers who are not only competent but also adaptive to change (Hasan, 2024; Muntiaroh, 2011). The program aims to provide teachers with deep pedagogical knowledge, excellent teaching skills, and effective managerial capabilities. Nevertheless, the success of this program is determined not only by the readiness of individual teachers but also by the supporting environment, including the role of *Guru Penggerak* (Driving Teachers).

One of the key elements in the educational ecosystem is the role of *Guru Penggerak*. *Guru Penggerak* are projected as agents of change with the capacity to mobilize the education community toward student-centered learning. As an innovation of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), *Guru Penggerak* are tasked with encouraging positive changes in the educational environment. As transformation agents, they are responsible for fostering inspiration, collaboration, and innovation to improve the quality of education. Moreover, they are encouraged to innovate, inspire their peers, and create a collaborative and dynamic learning atmosphere. Studies show that *Guru Penggerak* can significantly contribute to improving the quality of learning and driving educational transformation (Adams et al., 2021).

In addition, *Guru Penggerak* play an equally important role in supporting the success of the PPG program. They carry the responsibility of being educational leaders at the school level, from managing resources, creating a conducive learning environment, to providing strategic direction for teachers' professional development. Research by (Johnson et al., 2022) emphasizes that principals who proactively support teachers participating in PPG can create a positive impact on the quality of the teaching process and program evaluation outcomes.

Therefore, stronger synergy is needed between *Guru Penggerak* to build an environment that supports the success of PPG. This combination of roles not only enhances the motivation and performance of participating teachers but also strengthens efforts to achieve national education goals.

METHODS

This study clearly explains the role of *Guru Penggerak* in elementary schools in supporting the success of the Teacher Professional Education Program (PPG). The research adopts a literature review approach, in which library research techniques are used to collect data. Library research is a method of data collection that includes searching, collecting, reading, analyzing, and using written sources related to the research topic. This technique is important in research, especially for providing a theoretical foundation. As stated by

(Sugiyono, 2015), library research is a research method in which data or information is gathered from various libraries, documents, or other written sources related to the research topic. Literature review is a key way to build a theoretical foundation, understand previous studies, and identify relevant research gaps. This methodology includes literature identification, critical analysis, and the integration of findings into the study. By using a systematic literature review methodology, research will have a stronger and more reliable foundation, supported by theories, conceptual understandings, and previous research findings.

The first step in conducting a literature review is to collect literature from various trusted sources such as academic journals, books, and conference articles. This collection process is carried out by accessing major databases such as Scopus, ScienceDirect, and Google Scholar to ensure that the literature used has sufficient academic quality (Kitchenham et al., 2009). Therefore, the data collected is more accurate and reliable, thus supporting the research objectives. The quality of literature sources is a crucial aspect of literature-based studies, as they rely entirely on secondary data contained within scholarly works.

Furthermore, this study establishes inclusion and exclusion criteria to select relevant literature. Only literature that meets certain criteria, such as relevance to the research topic, publication within the last five years, and publication in reputable journals, is included in the analysis. To ensure that the research remains focused and unbiased, literature that is irrelevant or of low quality is excluded (Booth et al., 2016; Levy & Ellis, 2006). This step is essential in the literature review methodology because it allows researchers to filter literature based on quality and relevance, thereby supporting the validity of the research findings.

After the process of collecting and selecting literature, each source is analyzed in detail to identify patterns, themes, and similarities that support the arguments discussed. The analysis is conducted using a thematic analysis approach, which allows researchers to identify key themes across the literature (Braun & Clarke, 2006). Researchers systematically summarize the main information and present the results clearly to provide a comprehensive understanding of the research topic.

The final stage of the literature study is to organize the results of the analysis into a systematic and logical framework. This framework includes the key findings of the literature review and is structured to provide a comprehensive overview of the topic being discussed. The systematic synthesis of the literature review results also serves as a basis for developing theoretical frameworks, hypotheses, and further research questions (Torraco, 2016). By using this literature review method, researchers can present detailed findings based on existing studies, provide strong theoretical justification, and identify areas that require further research.

FINDINGS AND DISCUSSION

This literature review covers 29 articles. These articles were selected because of their relevance to the theme: "The Role of Teacher Support in the Success of Teacher Education." Most of these studies were conducted using empirical research methods, case studies, or experiments. To ensure relevance and appropriateness with the current educational context, most of the articles were published in the last five years (2018–2023). It also includes qualitative research that provides in-depth insights into the successful experiences of teacher mobilization in the learning process. Meanwhile, quantitative methods were used to measure the impact of community learning objectively (Booth et al., 2016). Research included in this literature review shows various methodologies, including qualitative, quantitative, and mixed methods. Some studies tend to use qualitative methods such as in-depth interviews and thematic analysis to understand the subjective perspectives and experiences of teachers participating in *Guru Penggerak* (Braun & Clarke, 2006).

Currently, quantitative methods such as surveys and experiments are used to measure the effectiveness of Teacher Movers in improving teacher performance (Snyder, 2019). In addition, the application of mixed pedagogy has played an important role in some studies to obtain a more comprehensive understanding of teacher interaction in the profession of educational leadership and its impact on the quality of education. The main themes discussed in the reviewed studies include the role of teacher leadership support in the success of teacher education as well as the challenges and opportunities faced by educators. Overall, the literature emphasizes that teacher leaders play an important role in strengthening a culture of collaboration in the school environment. This increases teacher motivation and competence in the learning process (Vescio et al., 2008). These results show that Teacher Mover not only functions as a forum for information exchange, but also as an important tool for building professional communities that can adapt to students' needs. The analysis of existing literature shows that prominent teachers have a positive impact on improving the quality of teacher teaching in the future and thus the success of teacher training (Bolam et al., 2005). Collaboration among teachers can improve educational practices through evidence-based discussions and the exchange of experiences among teachers. In addition, Teacher Movers help teachers follow the development of current educational trends and expand their professional networks, which in the end improves teaching skills in the classroom (Penuel & Gallagher, 2009). Other studies show that participation in *Guru Penggerak* positively correlates with increased motivation and job satisfaction of teachers, which in turn affects the quality of teacher teaching (Lee et al., 2014).

Definition of *Guru Penggerak*

The Teacher Mover Education Program (PGP) is a component of the educational policy with the theme *Merdeka Belajar*, which was introduced by Nadiem Makariem. This initiative is aimed at improving teacher professionalism through various training and mentoring, with an emphasis on leadership in the teaching and learning process. This is expected to facilitate the overall development of students, while at the same time encouraging teachers to play an active role in helping other educators in implementing student-centered learning. Through this program, teachers are expected to hone their skills in educational leadership and teaching methods, so that they are able to build learning communities, both inside and outside the school environment. In addition, this initiative has the potential to make teachers educational leaders who can create a comfortable and pleasant atmosphere for students in their respective schools (Dit. KSPSTK, 2021). Furthermore, according to (Mulyasa, 2020), the task of *Guru Penggerak* is to implement changes in schools through small improvements in classroom learning and student organization to help balance increasingly complex demands due to innovation and creativity. With the implementation of the Teacher Mover program, the world of education is more focused on the needs of students, so that it not only produces academically excellent graduates, but also builds strong character in accordance with Pancasila values. The Teacher Mover Program is an initiative to continuously improve the professionalism of teachers through training and collective activities. This program aims to provide basic understanding to teachers, including leadership skills in teaching and pedagogy, so that they can empower the entire learning environment, both inside and outside schools. Teachers involved in this program are expected to have the ability to teach and manage the learning process effectively, utilize the technology available, use English to improve the quality of education, and continuously carry out evaluation and improvement in the learning process. (Pendi, 2020) The Teacher Mover Program (PGP) is designed to facilitate practical and field-based learning outcomes, by adopting an andragogical and blended learning approach over a period of nine months. PGP activities are carried out through online training, workshops, and one-on-one mentoring. The details of these activities consist of 70% workplace learning, 20%

collaborative learning with peers, and 10% joint learning with resource persons, facilitators, and *Pengajar Praktik* (Dit. KSPSTK, 2021).

Teacher Mover Competencies Based on Law

The competency standards that must be possessed by teacher movers are expected to guide teachers so that they are able to teach properly and correctly. As cited by the author from the official website of the Ministry of Education and Culture, teacher movers are teachers who have gone through the selection process and participated in the motivator teacher training program. In Law Number 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph (1) states that: "Teacher competencies as explained in Article 8 include pedagogical competence, personal competence, social competence, and professional competence obtained through professional education." In addition, the guidelines for the skills of each teacher include the core abilities that should be implemented in the skills of educators for PAUD/TK/RA, elementary school teachers SD/MI, as well as subject teachers in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK. The following are four skill guidelines that become competency standards for teacher movers:

Pedagogical Ability

Pedagogical ability refers to the expertise or competence possessed by every educator to face the teaching system or interaction in the teaching and learning process with all students. The following are 7 elements of pedagogical ability that need to be activated by:

1. Student characteristics
2. Learning hypothesis and instructional learning standards
3. Progress of educational programs or curriculum development
4. Instructional learning
5. Improvement of student abilities
6. How to deliver or communicate
7. Assessment and evaluation of learning

Personality Competence

Personality competence is related to the personality of the teacher, which is also required so that they can be a role model for all students. Every educator must be able to educate their students to help them have an honorable character. The following are some of the personality attributes that must be possessed by instructors:

1. Stable character, acting according to normal practice and happy to be an educator.
2. Mature character, showing independence in acting as an educator and having a hardworking attitude as a teacher.
3. Intelligent character, showing activity in seeing the excellence of students, schools, and networks as well as showing transparency in thinking and acting.
4. Definitive character including having practices that have a positive impact on students and having considered behavior.
5. Having an honorable person by representing understanding with strict standards and having behavior imitated by students.

Professional Competence

Professional ability is the ability that must be possessed by every educator so that their duties as educators can be completed properly. This ability is related to specific matters directly related to how each instructor acts. The following are characteristics of professional instructor skills: Mastering the subject taught, including illustration construction, sample ideas and logical mindset of the material.

1. Mastering Competency Standards (SK), Basic Competencies (KD), and obtaining the objectives of the illustrations taught.
2. Able to develop topics creatively so as to provide broader and deeper information.

3. Able to act brilliantly to foster impressive skills in a manageable way.
4. Able to use Information Communication Technology (ICT) in the learning system and self-development.

Social Competence

Social competence is the ability that every educator must have in order to seriously discuss with all students, training staff, student guardians, and also the surrounding environment. These capacities include:

1. Acting impartially, not detrimental in terms of orientation, religion, race, circumstances, family background, and social position of the family.
2. Successful, empathy, and attention to individual teachers, training staff, student guardians and surrounding areas.
3. Adapting to the place of duty throughout the territory of the Unitary State of the Republic of Indonesia which has socio-cultural diversity.
4. Deliver orally and in written form in hard copy.

Teacher Professional Education (PPG)

Teacher Professional Education (PPG) is a program created to produce professional teachers with excellent abilities in various fields. In accordance with the Regulation of the Minister of Education, Culture, Research, and Technology No. 38 of 2021 concerning Standards for Teacher Professional Education, there are eight key competencies that must be possessed by PPG graduates:

Pedagogical Competence

Skills in designing, implementing, and evaluating an efficient and effective learning process. Some important aspects in this competence include:

1. Understanding of Students: Understanding the characteristics, needs, and potential of students to design appropriate learning strategies. PPG Pre-service students have good pedagogical competence, including understanding students, the ability to design effective learning, the accuracy of evaluation tools, and the development of students' potential ([Widiyani et al., 2024](#)).
2. Learning Design: Able to design effective lesson plans (RPP), including the selection of methods, media, and relevant learning resources. one of the competencies of PPG graduates is the ability to design effective lesson plans (RPP), including the selection of methods, media, and relevant learning resources ([Sugiharto et al., 2020](#)).
3. Implementation of Learning: Implementing a learning process that is interactive, inspiring, and motivates students to learn actively.
4. Assessment and Evaluation: Developing and applying appropriate evaluation tools to measure student competency achievement and providing constructive feedback. PPG Pre-service students have good pedagogical competence, including the ability to develop and apply appropriate evaluation tools to measure student competency achievement and provide constructive feedback ([Maulidah et al. 2023](#)).

Personality Competence

Ability to reflect a steady, stable, mature, wise, and authoritative character.

Social Competence

Ability to communicate and interact effectively with students, fellow educators, parents/guardians, and the general public.

Professional Competence

Mastery of broad and deep subject knowledge that helps students achieve the desired competencies. Aspects included in this competence are:

1. **Mastery of Material:** Mastering the scientific substance taught in accordance with the applicable competency standards and curriculum. PPG Pre-service students have good professional competence in mastering the material, structure, and scientific mindset that supports the subjects they teach (Prasetyo & Purwosaputro, 2024).
2. **Continuous Professional Development:** Participating in continuous self-development activities to improve the quality of learning.
3. **Use of Technology:** Using information and communication technology to support the learning process and professional development. shows that PPG Pre-service students have good pedagogical competence, including the ability to utilize information and communication technology to support the learning process and professional development (Maulidah et al., 2023)

Innovative Competence

Skills to create and apply innovation in the teaching and learning process.

Information and Communication Technology (ICT) Competence

Ability to use information and communication technology in learning activities.

Research Competence

Ability to conduct research and development in the field of education.

Entrepreneurial Competence

Ability to foster entrepreneurial spirit in the context of education.

The Role of Teacher Movers in the Success of the PPG Program

The success of the PPG program is greatly influenced by various factors, one of which is the role of *Guru Penggerak*. In the context of PPG, *Guru Penggerak* is tasked with improving the abilities of PPG students through various activities, including mentoring, training, and guidance (Qalbi & Sunarya, 2023). Studies reveal that guidance from *Guru Penggerak* can improve the enthusiasm and achievement of PPG students while participating in this program. *Guru Penggerak* not only convey relevant information and competencies, but also act as examples in implementing best methods in the classroom. Therefore, PPG students can gain direct learning from the experiences and expertise possessed by *Guru Penggerak* (Hutabarat et al., 2024). In addition, the responsibilities of *Guru Penggerak* also include fostering PPG students' skills, such as communication, leadership, and collaboration. These skills are very crucial for professional educators, as they will communicate with various parties, including students, parents, and colleagues. Therefore, the development of PPG students' abilities by *Guru Penggerak* is not only focused on the academic side, but also on individual and social aspects (Ma'rifah & Purbosari, 2020). With strong support from *Guru Penggerak*, it is hoped that PPG students can become competent educators who are ready to face challenges in the world of education. The success of the PPG program is expected to have a positive impact on improving the quality of education in Indonesia as a whole (Qalbi & Sunarya, 2023).

The Role of Teacher Movers as Mentors

The main teacher plays an important role in supporting the professional development of other teachers through various teaching activities. As mentors, teacher leaders are responsible for providing guidance, support, and constructive feedback to other teachers and future PPG teachers. Important aspects of the role of Teacher Leaders as mentors include:

1. **Guidance and support:** Teacher leaders give advice to other teachers in planning, implementing and evaluating the learning process. They help other teachers develop effective and innovative learning strategies. (Amarsyah & Arismunandar, 2024).

2. Constructive Feedback: Teacher leaders provide constructive feedback to other teachers based on the results of observations and evaluations of the learning practices carried out. This feedback is intended to improve the quality of learning and teacher performance (Sibagariang et al., 2021).
3. Continuous Professional Development: Teacher leaders encourage the growth of other teachers through various professional development activities such as training, workshops, and seminars. This also helps other teachers identify their professional development needs (Ningsih et al., 2024).
4. Collaboration and Cooperation: Teacher leaders will encourage collaboration and cooperation among teachers in the learning community. They encourage teachers to share experiences, knowledge, and best teaching methods (Sibagariang et al., 2021).

The Role of Teacher Movers as Facilitators

The main teacher plays an important role in supporting the professional development of other teachers through various facilitation activities. As facilitators, main teachers are responsible for creating a conducive environment for learning, encouraging discussion and collaboration, and providing necessary support to other teachers. Key aspects of the role of main teachers as facilitators (Nurfadillah & Mustika, 2024; Afiah et al., 2024; Amarsyah & Arismunandar, 2024) include:

1. Facilitating learning; Creating a conducive environment: The task of the main teacher is to create a pleasant and supportive learning environment so that other teachers can learn and develop optimally.
2. Facilitating discussion and collaboration: Main teachers will facilitate discussion and collaboration among teachers in the learning community. We encourage teachers to share their best experiences, knowledge, and teaching methods.
3. Providing Support and Resources: Teacher leaders provide the support and resources other teachers need to develop their skills. This support can be in the form of mentoring, training, and access to relevant educational resources.

The Role of Teacher Movers as Inspirators

The main teacher has an important role in inspiring and motivating other teachers and students to reach their full potential. Inspirational teachers are responsible for setting a good example, encouraging innovation, and creating a positive learning environment. Important aspects of the role of main teachers as inspirators include (Hutabarat et al., 2024; Amarsyah & Arismunandar, 2024):

1. Providing role models: Main teachers show a high level of professionalism, commitment, and dedication in carrying out their work tasks. They become role models for other teachers and students in terms of work ethic, integrity, and enthusiasm for learning.
2. Encourage innovation: Teacher leaders encourage other teachers to try new and innovative ways of learning. We promote the use of technology, project-based learning approaches, and creative learning strategies to improve education quality.
3. Creating a Positive Learning Environment: Main teachers are responsible for creating a pleasant, inclusive, and supportive learning environment. This motivates students to actively participate in the learning process and develop their potential.

CONCLUSION

Based on the research conducted regarding the effectiveness of the Guru Penggerak program in improving teacher quality in schools, it can be concluded as follows: The Guru Penggerak program has proven to be effective in enhancing the quality of teaching by improving teachers' professional abilities and work motivation. By collaborating with Guru Penggerak teachers, other teachers can share knowledge and experiences, which has a

positive impact on their teaching practices in the classroom. These findings support the research objective of identifying the extent to which teacher leaders contribute to teachers' professional development. The challenges faced in implementing the Guru Penggerak program include limited time, lack of structural support from schools, and insufficient understanding of the benefits of Guru Penggerak. These obstacles indicate that although the Guru Penggerak program holds tremendous potential, it requires policy support and a culture of collaboration within schools.

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