

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the research, the research question, the research objective, the limitation of the research, the significance of the research and the definition of key terms.

1.1 Background of the Research

Teachers play an important role in developing qualified human resources, as stated in the Law of Teachers and Lecturers No. 14/2005. National development aims to build qualified human resources in Indonesia, which includes mastery of knowledge and technology. Since 2005, the Indonesian government has tried to enhance teachers' professional competency. The Law of Teachers and Lecturers number 14/2005 states that teachers and lecturers need to improve their quality to develop the quality of Indonesian education and produce graduates who are capable of facing challenges locally, nationally, and globally. The government has organized various teachers' training courses to improve the professionalism and teaching quality of teachers.

In 2019, the Ministry of Education, Culture, Research, and Technology launched the Merdeka Belajar program, a transformation program in education aimed at creating qualified human resources (Kemdikbud, 2020). Several episodes have been launched as part of this program, including Episode 5, which focuses on the development of teaching and learning as well as the independent development of teachers' professional competency. The *Guru Penggerak* program involves principals and school supervisors as partners of activator teacher candidates to drive

educational transformation in their own schools. *Guru Penggerak* aims to identify teachers with the potential to become future education leaders in Indonesia. Through this program, the Ministry of Education, Culture, Research, and Technology hopes to produce qualified human resources by encouraging *Guru Penggerak* as future education leaders. Sudrajat (2020) emphasizes that the teaching profession requires professionalism from teachers, which is reflected in the results of their work in the teaching and learning process. *Guru Penggerak* are expected to be educational leaders who help students grow actively and holistically. They are also expected to implement student centered teaching and learning and serve as role models and transformation agents to build an educational ecosystem that creates students with Pancasila profiles (Kemdikbud, 2020).

To become a Driving Teacher, teachers must participate in the selection and education process for Driving Teachers for nine months. During the education process, prospective Driving Teachers will be supported by professional Instructors, Facilitators and Mentors. In line with the objectives of the Mobilizing Teacher Program, students must be trained as Pancasila Student Profiles. There are six aspects of the Pancasila Student Profile that students and teachers must have to achieve the goal of Independent Learning (Jannati, 2023). This is also the background to the existence of the Teacher Mobilization program because its establishment aims to fulfil these six aspects. The six elements of the Pancasila Student Profile formulated by the Ministry of Education and Culture are devout, noble character, creative, cooperative, global diversity, critical reasoning and independence (Cahyono, 2022)

In the six months of the *Guru Penggerak* program, candidates will receive (1) competency development as educational leaders in student-centered learning, (2) experiences in independent learning as well as guided, structured, and enjoyable group learning, (3) opportunities to learn with other *Guru Penggerak* candidates, (4) guidance from pengajar praktik (practical/mentoring teachers) who will serve as companions for *Guru Penggerak* in this program, (5) membership in the latest educational communities, and (6) 310 teaching hours of educational and *Guru penggerak* program certification. Lubis (2022) state that the *Guru Penggerak* Program is capable of enhancing human resources competencies. According to Lubis, after completing the program, *Guru Penggerak* will be able to understand and implement the Indonesian Educational Philosophy (developed by Ki Hajar Dewantara), as well as establish student-centered and student-friendly learning, emotional and social learning, and coaching skills. Additionally, the program also develops the ability to manage and lead schools.

Guru penggerak are learning leaders who implement independent learning and mobilize the entire educational ecosystem to realize student-centered education. *Guru penggerak* mobilize learning communities for teachers in schools and in their regions and develop student leadership programs to realize the Pancasila Student Profile (Kemendikbud, 3 July 2020). *Guru penggerak* are expected not only to be able to design ideal learning, but also to be able to build effective relationships with students and the school community and able to use technology to support improving the quality of education (Mulyasa, 2021: 3)

The teachers who participate in this *Guru Penggerak* program certainly have reasons for participating in this program. Motivation is defined as a reason

driving prospective teachers to enroll in teacher education as a stepping stone to become a teacher (Lee & Yuan, 2014). A seminal work by Kyriacou and Koberi (1998) in Slovenia revealed three categories of motivation to teach English: intrinsic, extrinsic, and altruistic reasons (Kyriacou & Koberi, 1998). In general, motivation is a person's drive to exert effort, make certain choices, and be engaged in an action (Dörnyei & Ushioda, 2011). In particular, pre-service teachers' motivation refers to the desire to become a teacher while studying at teacher education, and this motivation affects the determination to step into the teaching profession and the commitment to teaching (Sinclair, 2008). Pre-service teachers' motivation is inherently multiple and subject to change; it is multifaceted and developmental as individuals move through teacher education (Gao & Trent, 2009; Lee & Yuan, 2014).

Several studies explored why people want to become teachers, mostly the result commonly there are 2 big reasons; Intrinsic and Extrinsic. Meanwhile there is a limited study that finds the altruistic reason. Based on the description that has been presented, the researcher wants to find out and explore about the reasons affecting English teachers' participation in *guru penggerak* program at Jambi City.

1.2 Questions of the Research

Based on the background that has been stated above, the question of the research is “What are the factors affecting English teachers' participation in *Guru Penggerak* Program at Jambi City”

1.3 Objective of the Research

Based on the question of the research, the objectives of this research is to describe the factors affecting English teachers' to participation in *Guru Penggerak* Program at Jambi City

1.4 Limitation of the Research

This study focus on the factors of English teacher at public school Jambi City who participate in *Guru Penggerak* Program at Jambi

1.5 Significance of the Research

The researcher anticipates that this research is very beneficial to both the reader and the researcher particularly in terms of learning more about the *Guru Penggerak* Program. The results of this study are expected to increase readers' knowledge about *Guru Penggerak* in program. The findings of this study should assist to another researcher in examines the same research problem related to the *Guru Penggerak* program.

For School, the results of the study are expected to be use as input in development of school programs as an effort to improve teacher discipline and the quality of learning. As resources for evaluating *Guru Penggerak* competencies and increasing their contribution in participating *Guru Penggerak* program, in creating curriculum that are more innovative, flexible, and in step with students' growth in the era of independent learning.

1.6 Definition of the Key Term

English Teacher	: An educator who specializes in teaching the English language, including grammar, literature, writing, and reading comprehension, to students
<i>Guru Penggerak</i> Program	: structured initiative that focuses on empowering teachers to become transformative leaders in education
Intrinsic Reason	: Motivation that comes from within the individual, driven by personal interest, satisfaction, and enjoyment in the work itself.
Extrinsic Reason	: Motivation involve external factors such as rewards, or social pressures.
Altruistic Reason	: Motivation driven by the desire to help others, contribute to society, and make a positive difference often involving selflessness and a lack of expectation for external rewards.