

The Influence of *Guru Penggerak* Education and Teacher's Discipline on the Quality of Primary School Learning

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Abstract: This research aims to determine the significance of the influence of *Guru Penggerak* education and teacher discipline on the quality of learning of elementary school learning in Pedamaran District. This type of research is descriptive quantitative. The sample in this study consisted of 58 respondents with data collection techniques in the form of a questionnaire. The results of the research show that: 1) there is a significant influence of the *Guru Penggerak* education program on the quality of learning; 2) there is a significant influence between teacher discipline and the quality of learning; and 3) there is a significant influence between *Guru Penggerak* education programs and scientific disciplines on the quality of learning. This article contributes to the primary school teachers in Indonesia, to give chance and support the teachers to be *Guru Penggerak* and have discipline personality.

Keywords: *Guru Penggerak*, Quality of Learning, Teacher's Discipline

A. Introduction

Education is one of the government's efforts to improve development in the field of human resources. This field then becomes a central position in development because its targets focus on improving the quality of human resources. As is known, the progress of a nation is largely determined by the quality of education as stated in Law Number 20 of 2003 concerning the National Education System. It states that national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, and aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy and knowledgeable, capable, creative, independent, and become democratic and responsible citizens. There is one private elementary school and eighteen public elementary schools in the Pedamaran District. According to information the author gathered from 19 primary schools, 1 school was accredited with an A grade, 13 schools with a B grade, and the remaining

schools with a C grade. Thus, it can be said that Pedamaran District's educational standards are generally low to moderate at the moment.

Low school quality can be caused by a variety of issues, such as inadequate planning for the educational system, inadequate infrastructure and facilities, poor principal leadership, low teacher competency, and low teacher discipline. Quality is a thorough explanation of the features and attributes of products or services that demonstrate their capacity to meet consumer expectations (Sallis, 2010). Because of this, the government is working to raise teacher competency through a variety of programs to improve the quality of education. The Ministry of Education, Culture, and Technology is currently heavily promoting the independent learning initiative. Regarding educators, the government introduced the *Guru Penggerak* Program, which is the fifth iteration of free learning. This program is designed for educators who can develop into learning leaders who can implement the idea of free learning and steer an ecosystem of education that benefits students. Quality, according to Sallis (2006) is a methodological and philosophical approach that supports institutions in setting goals and organizing change in the face of intense external demands.

Bringing about change is not simple. Discipline is one of the cornerstones of program success. According to Arikunto & Yuliana (2008), discipline is the ability of an individual to adhere to norms and laws due to the awareness ingrained in their conscience. According to Keith Davis, who was cited by R.A. Santoso Sastro Poetro, discipline is the monitoring of an individual to ensure that they meet the standards set by the leadership to complete all tasks that have been authorized or acknowledged as assigned. Work discipline, in Davis' opinion, is the result of applying leadership to reinforce organizational policies (Mangkunegara, 2000). To execute the plan that the driving instructors have designed, teacher discipline is one area that truly needs to be improved. Each employee of the school must practice full awareness, or mindfulness, for the goal of raising the standard of instruction to become a genuine belief that is ultimately reflected in the mission and vision of the institution (Hyland, 2015). According to Slameto (2013) there are 2 indicators of teacher discipline, namely: 1) Always on time. 2) Obey the rules. Meanwhile Hasibuan (1997) argued that there are 3 indicators of teacher discipline, namely: 1) Accuracy and 2) Doing work well. 3) Obey the rules and regulations.

Researchers have observed that there are now three teachers in the Pedamaran District who have successfully finished their teacher training and graduated. The *Guru Penggerak* must carry out the program in a way that aligns with their beliefs and responsibilities as driving instructors. Positive improvements in the quality of learning will presumably result from the adopted program, both during and after program implementation. The use of human, social, and environmental resources as well as other positive resources in learning and initiatives to promote a positive

school culture is known as student-centered learning. To raise the standard of instruction in the school, it should also be the case that since the *Guru Penggerak* program began, they have developed a dialogue and working relationship with all parties involved. A teacher's attempt to excite, or to cause or encourage someone (a pupil) to learn, is what learning is all about. Wijaya (1992) In the meantime, learning is defined by Gagne, Briggs, and Wagner in Winataputra et al. (2008) as a set of actions intended to support students' learning.

Guru Penggerak has received training in creating and directing instruction, and they constantly work to fulfill the school's mission statement, which impacts students and is pertinent to the needs of the neighborhood. *Guru Penggerak* is qualified and skilled in managing learning by the nature of nature and the nature of the times, and they always reflect and evaluates learning in favor of pupils. Driving instructors are learning leaders with the capacity to shift the educational ecosystem to achieve student-centered learning, according to Sibagariang et al. (2021) Some driving instructors did not, however, carry out the program to its full potential. After surveying forty-four classes motivating teachers ranging in education from kindergarten to high school, researchers made this discovery. This is a result of the school's stakeholders' lack of complete support and openness to change. Several school principals who have *Guru Penggerak* are among the issues that crop up. They often show little concern and are hesitant to authorize the program. Teachers object to independent learning which is one of the *Guru Penggerak* programs, teachers still adhere to a learning system that makes teachers the center of learning, teachers are also too lazy to develop themselves independently and are still waiting for their turn to be called by the Education Office regarding training activities.

Aside from that, the most pervasive perspective is that of teachers, who believe that students are like empty bottles and that it is their responsibility to fill them with knowledge. This kind of thinking makes it obvious that learning exercises simply call for numerical results. Indeed, according to Ki Hajar Dewantara's concept, teaching and education are a means of humanizing people, so they must liberate people from all elements of life—mental, physical, spiritual, and otherwise. So, students are not empty bottles, but seeds that must be allowed to grow according to their nature, and the teacher's job as a farmer is to cultivate and maintain so that these seeds can grow and develop according to nature's nature and the nature of the times. Of all the problems that arise that make *Guru Penggerak* lethargic and the worst thing is that they are reluctant to solve them,

Based on data on the gap between government programs related to *Guru Penggerak* education and the reality found, the researcher felt it necessary to examine elementary schools that have *Guru Penggerak* is in Pedamaran District, namely SD Negeri 5 Pedamaran and SD Negeri 1 Tanjung Nyiur and SD Negeri 1 Suka Pulih. Apart from that, the location of the school nearby is another reason. On this basis,

researchers were motivated to raise this issue in a study entitled, *The Influence of Guru Penggerak and Teacher Discipline Education Programs on the Quality of Elementary School Learning in Pedamaran District.*

B. Methods

This research was carried out at SD Negeri 5 Pedamaran and SD Negeri 1 Tanjung Nyiur. The research that will be carried out is quantitative research of the correlational (cause-and-effect) type. This type of correlation research aims to determine the existence of causal relationships that influence each other and are related between research variables. According to Sugiyono (2013), Research Methods are a scientific way to obtain data with specific purposes and uses. Based on this, 4 keywords need to be considered, namely scientific methods, data, objectives, and uses. According to Darmadi (2013), research methods are a scientific way to obtain data for a specific purpose. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical, and systematic.

The population that will be used in this research are teachers at SD Negeri 5 Pedamaran and teachers at SD Negeri 1 Tanjung Nyiur, namely 58 people. Sugiyono (2016) population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Researchers used a saturated sampling technique because the population was relatively small, less than 100 people, where the total population was used as a sample. So, for the school to be studied, all members of the population are sampled. There are 3 techniques for collecting data that will be needed to carry out analysis in this research, namely questionnaires, observation, and documentation. According to Zukmadinata (2013), observation is a technique or way of collecting data by observing ongoing activities.

C. Results and Discussion

The research was carried out at two schools that had mobilizing teachers in the Pedamaran sub-district. From the results of a questionnaire given to teachers at elementary schools in the Pedamaran sub-district where there is *Guru Penggerak*. Next, the questionnaire was analyzed using the SPSS version 26.0 application. The distributed questionnaire which has gone through a validation test contains a teacher drive program instrument of 30 questions, a questionnaire containing a teacher discipline instrument of 23 questions, and a questionnaire about the quality of learning totaling 23 questions.

The respondent's response to the five signs of pushing teachers to grow both personally and professionally through introspection, sharing, and autonomous collaboration is the *Guru Penggerak* Program (X1). To raise the standard of education,

driving instructors need to be able to oversee efficient learning using current technology, speak English fluently, and evaluate and enhance learning across generations (Pendi, 2020). Driving instructors are mature enough morally, emotionally, and spiritually to act morally. Motivating educators to organize, implement, assess, and evaluate student-centered learning. To improve the school and encourage student leadership, *Guru Penggerak* works in partnership with the community and the parents of their students. Aside from the community of practice, social and emotional learning, diversity in learning and development, and other program skills for both personal and school growth, the *Guru Penggerak* Program offers leadership development (Satriawan et al., 2021).

According to Mar'at (1984), discipline is the attitude of an individual or group that guarantees adherence to instructions and takes the initiative to perform necessary tasks even in the absence of directions. In this study, teacher discipline is defined as the respondent's explanation of their response to three indicators: teachers' adherence to regulations, their usage and upkeep of office supplies, and their compliance with relevant policies. Planning and executing learning are the three factors that respondents answered concerning learning quality. Djaali (2008) claims that the notion of learning quality encompasses five references: quality appropriateness, which needs to be highly appealing; educational content; facilities; news and events; dependability, particularly high-quality ones; and resources created in a way that fosters a welcoming environment that encourages students' personal growth. Reaching objectives or "doing the right thing" is frequently used to gauge how effective education is, starting with the skills and abilities of stakeholders (students, instructors, society, and government). Learning efficiency can be defined as doing something well or as striking a balance between the amount of time, money, and effort expended and the outcomes obtained. In essence, productivity is a condition or method that permits greater and better outcomes.

1. Influence of the *Guru Penggerak* Education Program (X1) on the Quality of Learning (Y)

In testing the first hypothesis, it was discovered that there was an influence of the *Guru Penggerak* education program (X1) on the Quality of Learning (Y), this was proven by the calculated t value of the *Guru Penggerak* education program $>$ t-table and the t sig value of the *Guru Penggerak* education program $<$ $\alpha(0.05)$.

The findings of this study are also in line with the research results Samari (2022) conducted research entitled "The Influence of the Teacher Mobilization Program in Improving the Quality of Education". Based on the research findings, the Ministry of Education and Culture's newest program, the Mobilizing Teacher Program, includes several interventions, such as asymmetrical and consultative support, building school human resources, adopting a new paradigm for learning, data-driven planning, and digitalization of the classroom. In it, an independent curriculum is

implemented which includes strengthening the profile of Pancasila students. Teacher competency, which consists of pedagogical, professional, social, and personality competencies, has a big influence on the implementation of various activities in the driving school program. Teachers who have these four competencies will not experience difficulties in implementing new, innovative programs that the government believes are better and able to answer all the problems and weaknesses in the old curriculum. Competent teachers will always keep up with the times and will of course improve the quality of education. The similarity between Samari's research and the research conducted by the author is the *Guru Penggerak* program variable and the method used is quantitative. Meanwhile, the difference is in the time and place of research.

Apart from that, *Guru Penggerak* has an important role in every school, which is explained by Nasruni et al. (2023) Every driving instructor in these institutions contributes significantly to raising the standard of instruction in their institutions. In summary, driving instructors bear a big part of the duty of motivating, directing, and assisting students and other educators to succeed academically and personally. Meanwhile, according to Riowati & Yoenanto (2022) as a leader, the *Guru Penggerak*'s job is to inspire other educators. The cooperative role of teachers as activators or capable future leaders is the primary attribute that the *Guru Penggerak* notion must have. There won't be any changes in student learning outcomes without improvements in teacher quality, which will result in high-quality education for all students.

2. Influence of Work Discipline (X2) on Learning Quality (Y)

Based on the research results, it is known that there is an influence of Teacher Discipline (X2) on the quality of learning (Y). This is proven by the results of a simple linear correlation test which shows a significant value of $0.000 < 0.05$ so that H_0 is rejected. There is a significant influence of teacher discipline (X2) on the quality of learning (Y) of elementary schools in the Pedamaran sub-district. Meanwhile, based on the partial T-test, the calculated t value for the teacher discipline variable is 11,621 with a t value of sig (0.000) and the t-table value $dk = n - 2 = 58 - 2 = 56$ is 1.672. This means that the calculated t value (3.126) $>$ t-table (1.672) and the t sig value (0.000) $<$ α (0.05). Thus, H_0 is rejected and H_a is accepted. It can be explained that there is an influence of teacher discipline on the quality of elementary school learning in the Pedamaran sub-district.

This is in line with the research conducted Dewi & Khotimah (2020) carried out studies titled "The Influence of Teacher Professionalism and Discipline on Improving the Quality of Learning in Elementary Schools". The study's conclusions demonstrated that there was a 78.5% (high) influence of teacher professionalism on educational quality, an 83.5% (high) influence of teacher discipline on educational

quality, and a 79.9% (high) influence of both teacher professionalism and discipline. This shows that there is a positive influence between teacher professionalism and teacher work discipline on the quality of education in elementary schools. The variables of teacher discipline and learning quality are where this research and the author's research differ. Meanwhile, the difference is in the variable X1. The author uses the *Guru Penggerak* program as variable X1, while variable X1 in Ratna Dewi's research is teacher professionalism.

According to an additional study, teacher performance discipline has a significant impact on raising the standard of instruction during the teaching and learning process as well as on the academic success of students and the school as a whole. All of this is possible if the instructor follows his mandate with professionalism, maintains discipline, and the principal exercises authority (Ruswati et al., 2022). Further research according to Mahendra (2023), the Nguntoronadi sub-district's elementary schools' quality of instruction (Y) is greatly impacted by the work discipline (X1) factor corresponding to 21.5% and research Khoirunnisak (2023) at TPI Gedangan Elementary School, the work discipline variable has a positive and substantial impact on the quality of instruction. Its value is $t\text{-count} > t\text{-table}$, or $3.962 > 2.014$, with a significance value of 0.000, which is less than 0.05.

3. The influence of the *Guru Penggerak* education program (X1) and teacher discipline (X2) on the quality of learning (Y)

Based on the research results, it is known that there is an influence of the *Guru Penggerak* education program (X1) and Work Discipline (X2) on the quality of learning (Y). This is proven by the results of the simultaneous distribution test, it appears that the F-count value is 100,440 and F sig is 0.000 while the F-table for $dk-n-2-1=58-2-1=55$ is 3.15. This means that the calculated F value (100,440) $>$ F-table (3.15) and the Fsig value (0.000) $<$ α (0.05) thus H_0 is rejected and H_a is accepted. It can be explained that there is a stylistic influence between the *Guru Penggerak* education program, and teacher discipline on the quality of elementary school learning in Pedamaran District.

This is in line with research Rismayanti et al. (2022) studied "The Professional Influence of Educators on Improving Teacher Learning in Junior High Schools." According to the study's findings, instructional staff members' professional competency variable significantly and favorably influences student learning. This demonstrates how the state of the teaching staff's professional competence affects the quality of learning. Thus, raising the professional competency of the teaching staff at State Middle Schools in the Pakenjeng District, Garut Regency can be an attempt to improve the quality of instruction. Likewise, the quality of learning is still greatly influenced by variables that have not been studied in this research, so for further research or advanced researchers, it can be continued by studying the quality of learning which is related to other variables and/or at different places or research

locations. Aside from that, the author and earlier scholars both employed quantitative techniques. The author differs from earlier researchers in that variable X, as well as the research location and period, were different.

The school's objective is to successfully raise the standard of instruction. These objectives can be met by teacher education initiatives that support and reprimand educators. Without teacher discipline, the motivating teacher education program cannot be accomplished, and when teacher discipline is combined with the motivating teacher education program, learning quality will rise.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn 1) the *Guru Penggerak* education program has a positive and significant effect on the quality of elementary school learning in the Pedamaran District; 2) teacher discipline has a positive and significant effect on the quality of elementary school learning in Pedamaran District; 3) the *Guru Penggerak* education program and teacher discipline together have a positive and significant effect on the quality of elementary school learning in Pedamaran District.

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