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Analysis of Guru Penggerak Program: Teacher Satisfaction and Method Implementation Across Different Demographics

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ABSTRAK

This study evaluates the impact of the "Guru Penggerak" program on teaching practices and participant satisfaction, focusing on educators from 36 cities across Indonesia. The program “Guru Penggerak”, initiated by the Indonesian Ministry of Education, empowers teachers to become leaders in educational transformation. It enhances pedagogical skills, leadership abilities, and the integration of local wisdom with global knowledge to develop reflective and innovative educators. This research examines the relationship between satisfaction levels and demographic factors—age, gender, and teaching experience—as well as the frequency of implementing learned methods. Participants (N = 119), predominantly female and experienced educators, rated program aspects, including content relevance, instructional quality, and overall satisfaction, using a Likert scale. Mean ratings ranged from 4.0 to 4.2, indicating a positive reception. Pearson correlation analysis assessed relationships between demographic factors, satisfaction, and implementation frequency. Results showed minimal correlations (age: r = -0.115, gender: r = -0.059, teaching experience: r = -0.006) for satisfaction and weak correlations (age: r = 0.066, gender: r = -0.062, teaching experience: r = 0.127) for implementation frequency, suggesting demographic factors had little influence. Findings indicate the program is well-received across diverse demographics, reinforcing its broad effectiveness. Future research should incorporate qualitative methods to explore additional factors, such as school infrastructure and individual teaching styles, that may influence satisfaction and practical application. Identifying these factors will contribute to optimizing teacher development programs and enhancing their impact on Indonesia’s education system.

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Introduction

Indonesia's education system has been undergoing significant reforms, particularly with the introduction of the Kurikulum Merdeka or "Merdeka Curriculum." This curriculum emphasizes flexibility, student-centered learning, and the enhancement of critical thinking and creativity among students. It encourages educators to design and implement personalized learning experiences tailored to the diverse needs and interests of students, fostering a more engaging and meaningful educational experience (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024a). A critical component supporting the implementation of Kurikulum Merdeka is the Guru Penggerak program. This initiative aims to empower and develop teachers who can lead and inspire their peers in adopting innovative teaching practices. The Guru Penggerak program focuses on enhancing pedagogical skills, leadership abilities, and the capacity to integrate local wisdom and global knowledge into the classroom (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024b). It is crucial for ensuring that the principles of Kurikulum Merdeka are effectively applied, promoting a holistic and inclusive educational environment.

However, there is limited empirical research examining how teacher demographics—such as age and prior teaching experience—influence educators' satisfaction with the Guru Penggerak program and their implementation of the program's teaching methods. This gap in the literature is significant, as understanding these dynamics could provide insights into optimizing teacher training and professional development initiatives. Notably, existing studies present mixed findings on the influence of demographic factors. Some evidence suggests that experienced teachers with well-established teaching philosophies may either successfully integrate new instructional strategies or resist them if the strategies conflict with long-held practices (Darling-Hammond et al., 2017; Gheyssens et al., 2022; Kraft et al., 2018). For example, Harapan (2017) observed resistance to new teaching approaches among veteran teachers, indicating that deeply ingrained methods can impede change. In contrast, younger or less-experienced teachers often show greater enthusiasm and adaptability toward innovative methods. Bell et al. (2022) reported that early-career teachers readily embraced novel instructional techniques, reflecting the high adaptability of younger educators. At the same time, limited classroom experience means novice teachers can struggle with implementing more complex pedagogical concepts (Dvir & Schatz-Oppenheimer, 2020; Chew & Cerbin, 2021; Widayati et al., 2021). These varied findings underscore the need for context-specific research to clarify how age and experience might influence the outcomes of programs like Guru Penggerak.

In international contexts, programs such as "Teach for America" (TFA) in the United States and "Teach First" in the United Kingdom offer models of teacher development that differ from Guru Penggerak. These initiatives recruit new teachers through selective processes and provide short-term intensive training, after which participants commit to teaching in high-need schools for a limited period (Rauschenberger, 2020). In contrast, Guru Penggerak emphasizes long-term professional development for Indonesia's existing teacher workforce. Despite this structural difference, experiences from TFA and Teach First highlight the importance of tailoring professional development to the backgrounds and needs of teachers. Research on these programs has examined how teacher demographics relate to the adoption of new classroom practices, reinforcing the idea that training should be adapted to diverse teacher profiles (Jawas, 2014; Rauschenberger, 2020). This international perspective underlines the relevance of examining demographic factors within Indonesia's own teacher development efforts.

The primary aim of this study is to explore the relationship between teachers' age, prior teaching experience, and their satisfaction with the Guru Penggerak program. Additionally, the

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study investigates how these demographic factors influence the practical implementation of newly acquired pedagogical methods in the classroom. This research seeks to provide insights that can enhance the design and delivery of teacher development programs in Indonesia, ensuring these initiatives are responsive to educators' varied backgrounds and needs. Specifically, the findings will be useful for education policymakers in tailoring professional development initiatives to different teacher demographics. Likewise, teacher training programs can use the results to better support both novice and experienced teachers, and curriculum developers may adjust training content to accommodate a range of teaching experiences. Furthermore, the study aims to identify factors beyond age and experience—such as individual motivation, school support systems, and specific challenges faced by participants—that may significantly influence program outcomes (Jawas, 2014; Widayati et al., 2021). By addressing these questions, the study contributes to the broader discourse on educational reform in Indonesia, particularly in optimizing teacher development initiatives to better support educators' professional growth and instructional effectiveness. This, in turn, can help education stakeholders improve teacher training strategies and ultimately lead to better learning outcomes for students across the country (Harapan, 2017).

Method

This study employs a quantitative research design to investigate the relationship between teacher demographics (age and prior teaching experience) and their satisfaction with the Guru Penggerak program, as well as the implementation of new pedagogical methods learned. A survey methodology was chosen due to its effectiveness in gathering data on perceptions, attitudes, and self-reported behaviors, which is suitable for understanding these dynamics (Creswell, 2014). The research aims to provide empirical insights into how different demographic factors influence program satisfaction and the application of learned methods.

Research Design and Sample Selection

The research was conducted over four months, from March to July 2024, across various regions in Indonesia to ensure diverse educational representation. The target population included teachers who had successfully completed the Guru Penggerak program. A purposive sampling technique was used to ensure representation from different age groups and teaching experience levels, allowing for a comprehensive overview of the program's impact across different teacher cohorts. The final sample consisted of 119 participants, representing a mix of age groups, genders, and teaching backgrounds.

Instruments and Data Collection

Data were collected through a structured questionnaire, which was distributed online via a secure link to encourage participation. To maintain confidentiality and ensure honest responses, the survey was anonymous. The questionnaire was divided into three main sections. Demographic Information – This section gathered details about participants' age, gender, and teaching experience. Program Satisfaction – Participants rated various aspects of the Guru Penggerak program, such as content relevance, instructional quality, and overall satisfaction, using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Implementation of Pedagogical Methods – Participants indicated the extent to which they applied the methods learned in their teaching practices using a Likert scale.

Data Analysis

To analyze the collected data, descriptive statistics were employed to summarize the demographic characteristics of the participants and their responses regarding program satisfaction and implementation frequency. Additionally, correlation analysis (Pearson correlation) was used to assess the relationship between demographic factors (age, gender, teaching experience) and program satisfaction, as well as the frequency of pedagogical method implementation.

Ethical Considerations

Participation in the study was voluntary, and all participants provided informed consent before completing the questionnaire. The data were confidential and anonymous, ensuring no personally identifiable information was collected.

Results and Discussions

The respondents come from a diverse range of backgrounds, including a wide array of cities across Indonesia. The study includes teachers from 36 different cities, such as Banjarmasin, Bekasi, Banjarbaru, and Jakarta Utara. The respondents in the study were divided into three main age groups. The largest group was participants aged 36-45 years, making up 63 out of the total 119 respondents, or approximately 52.9%. The next largest group was those aged 25-35 years, with 29 participants, accounting for about 24.4% of the respondents. The smallest group included those over 45 years, with 27 participants, or around 22.7%. In terms of gender, the majority of respondents were female, with 82 women making up 68.9% of the total participants. Male respondents were fewer, with 37 men representing 31.1% of the sample. The teaching experience levels among the respondents were categorized into three groups. The majority had over 10 years of teaching experience, with 102 respondents, representing a significant 85.7% of the total participants. The next group included those with 6-10 years of experience, comprising 16 respondents or 13.4%. There was only 1 respondent with 1-5 years of teaching experience, making up 0.8% of the total sample.

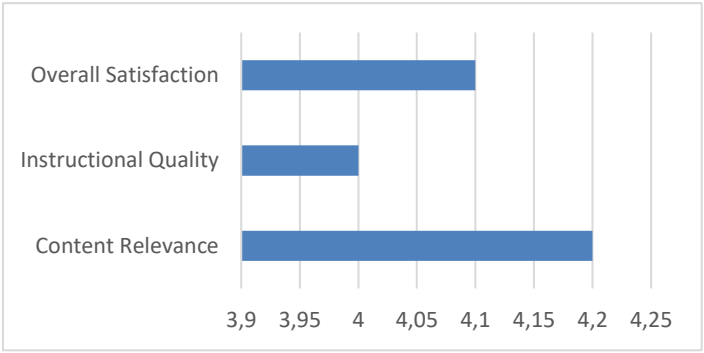

Figure 1. Program Satisfaction Data

The second section of the survey focused on gauging program satisfaction among the respondents. Participants were asked to rate various aspects of the "Guru Penggerak" program using a Likert scale, where 1 represented "Strongly Disagree" and 5 represented "Strongly Agree." The aspects evaluated included content relevance, instructional quality, and overall satisfaction with the program. The responses were then analyzed and visualized using a bar chart, which illustrated the mean ratings for each aspect. The data revealed that participants

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generally had positive perceptions of the program. The mean scores for content relevance, instructional quality, and overall satisfaction ranged between 4.0 and 4.2. This suggests that, on average, respondents agreed that the content provided in the program was relevant and useful, the instructional quality was high, and overall, they were satisfied with the program.

Table 1. Correlation Coefficients with Satisfaction

No	Demographic Factor	Correlation Coefficients
1	Age	-0.115
2	Gender	-0.059
3	Teaching Experience	-0.006

The analysis of the correlation between program satisfaction and demographic factors, specifically age, gender, and teaching experience, revealed minimal relationships. The correlation coefficient for age and satisfaction is -0.115, indicating a very weak negative relationship. This suggests that age does not significantly impact the satisfaction levels reported by participants in the "Guru Penggerak" program. The negligible influence of age implies that the program's content and materials are equally valued across different age groups. Similarly, the correlation between gender and satisfaction, with a coefficient of -0.059, indicates a very weak negative relationship. This result suggests that gender does not substantially influence satisfaction levels. Whether participants are male or female appears to have little effect on their perceived value and satisfaction with the program's offerings. Regarding teaching experience, the correlation coefficient is -0.006, indicating an almost negligible negative relationship. This finding suggests that the level of teaching experience does not significantly affect the participants' satisfaction with the training materials provided. Whether participants are early in their teaching careers or have extensive experience, their levels of satisfaction with the program appear to be consistent.

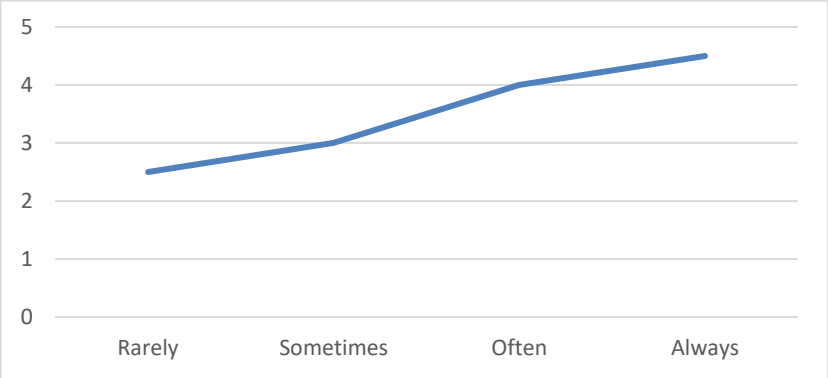

Figure 2. Mean Ratings of Implementation Frequency

The third section of the survey assessed the implementation of pedagogical methods learned in the "Guru Penggerak" program. Participants were asked to indicate the frequency with which they applied these methods in their teaching practices, using a Likert scale ranging from 1 (Rarely) to 5 (Always). This section aimed to gauge how effectively the program's training translated into practical classroom applications.

The responses were analyzed and visualized using a line chart, highlighting the mean implementation frequency across various methods. The data revealed that participants generally applied the new teaching methods frequently, with mean scores indicating that most teachers used the methods often to always. This high frequency of implementation suggests that the

training was not only well-received but also practically applicable and useful in real-world teaching scenarios.

Table 2. Correlation Coefficients with Implementation Frequency

No	Demographic Factor	Correlation Coefficients
1	Age	0.066
2	Gender	-0.062
3	Teaching Experience	0.127

Further analysis explored the relationship between the frequency of method implementation and demographic factors such as age, gender, and teaching experience. The correlation coefficient for age and implementation frequency was 0.066, indicating a very weak positive relationship. This suggests that age has little influence on how frequently participants implemented the methods. Similarly, the correlation between gender and implementation frequency was -0.062, also indicating a very weak relationship, suggesting no significant difference in implementation between male and female participants. The correlation for teaching experience was slightly higher at 0.127, indicating a weak positive relationship. This suggests that more experienced teachers might implement the learned methods more frequently, though the effect remains moderate.

These findings align with previous studies that suggest teacher demographics may have a limited impact on the adoption of new teaching strategies. For instance, Kraft et al. (2018) found that while experienced teachers benefit from professional development, their willingness to implement new strategies can vary based on their prior instructional habits and resistance to change. Similarly, Widayati et al. (2021) noted that gender differences do not significantly impact the adoption of professional learning methods, as both male and female educators tend to apply strategies similarly when given equal training opportunities. However, the weak correlation between teaching experience and implementation frequency partially supports findings by Darling-Hammond et al. (2017), who argued that seasoned teachers may integrate new methodologies effectively when they align with their existing frameworks, but not necessarily at a higher frequency than less-experienced teachers.

In summary, the analysis shows that the implementation of new teaching methods from the Guru Penggerak program is generally high among participants, regardless of their age, gender, or teaching experience. This indicates a consistent uptake and application of the program's teachings across different demographic groups, underscoring the program's broad relevance and effectiveness in enhancing teaching practices. However, future research could further explore contextual factors, such as institutional support, school culture, and individual motivation, which may play a more significant role in influencing how often teachers apply new pedagogical methods in practice.

Conclusion

The analysis of program satisfaction revealed that participants generally had positive perceptions of the Guru Penggerak program. Ratings for content relevance, instructional quality, and overall satisfaction ranged from 4.0 to 4.2 on a Likert scale, indicating strong approval of the program’s offerings. However, the correlation analysis showed minimal relationships between demographic factors—such as age, gender, and teaching experience—and satisfaction levels. Specifically, the Pearson correlation coefficients ranged from r = -0.115 (age) to r = -0.006 (teaching experience), indicating weak or negligible associations. This finding suggests that demographic factors did not significantly influence participants’

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perceptions of the program. The consistency in satisfaction across different demographic groups underscores the program's broad appeal and inclusivity.

In terms of the implementation of pedagogical methods, participants reported a high frequency of application, indicating that the training effectively translated into classroom practice. The correlation analysis further indicated weak relationships between demographic factors and implementation frequency, with Pearson correlation coefficients ranging from $r = 0.066$ (age) to $r = 0.127$ (teaching experience). While these findings suggest that new teaching methods were adopted uniformly across demographic groups, further examination of subgroup trends is necessary. For example, while statistical significance is weak, older teachers with extensive experience may exhibit slightly higher implementation rates, potentially due to their ability to integrate new methods with existing teaching frameworks.

These findings have important implications for the development and improvement of the Guru Penggerak program. The minimal correlation between demographic factors and satisfaction suggests that the program is effectively designed to accommodate diverse educator backgrounds, reinforcing its broad accessibility and inclusivity. However, future program iterations could explore whether certain groups—such as less-experienced teachers—require additional support to maximize the program's impact. Additionally, since demographic variables were not strong predictors of satisfaction or implementation, other factors may play a more significant role in shaping participants' experiences.

While this study focused on age, gender, and teaching experience, other variables may have influenced program satisfaction and implementation rates. For example, factors such as school infrastructure, administrative support, length of time since program completion, or personal teaching philosophies may have affected adoption rates. Future studies should explore these aspects to provide a more comprehensive understanding of what drives satisfaction and effective implementation of the program's methods.

To complement the quantitative findings, qualitative research could offer deeper insights into the experiences and challenges faced by participants. Conducting interviews or focus groups with a diverse sample of participants could uncover specific strengths and areas for improvement within the program. Additionally, qualitative research could explore variability among subgroups, such as whether teachers in rural schools experience different challenges compared to those in urban settings. This would provide practical recommendations for enhancing teacher training initiatives and ensuring greater long-term effectiveness.

Conflict of Interest

The authors declare that there is no conflict of interest.

Author Contributions

V.Y.K.G. conceptualised the research idea, developed the instruments, conducted field observations, collected and analysed the data, developed the theoretical framework, and wrote the discussion of the findings. The second author and co-author, T.K., was responsible for validating all instruments, assisting in data analysis and discussion, and supporting the first author in drafting the manuscript. The third and fourth authors, S.N. and E.R., contributed by reviewing the writing conventions in both the research report and the manuscript. All authors confirm that they have read and approved the final version of this paper. The overall percentage of contribution for conceptualisation, drafting, and revision of the manuscript is as follows: V.Y.K.G.: 70%, T.K.: 10%, S.N.: 10%, and E.R.: 10%.

Data Availability Statement

The authors declare that the data supporting the findings of this study are available from the corresponding author, [V.Y.K.G], upon reasonable request.

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