

EVALUATION OF MOBILIZING TEACHER EDUCATION PROGRAMS

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Abstract

This study aims to evaluate the impact of mobilizing teacher education programs in Kebumen, Jepara, West Bandung, Purwakarta, Magetan and Bangkalan regencies. The research method used is quantitative descriptive with goal free evaluation research model. The criteria for the impact of mobilization teacher education programs consist of 1) impact on the development of oneself, others, and schools; 2) impact on student-centered learning. Data were collected using questionnaires and interviews then analyzed using the PEA (Percentage of Each Aspect) formula. This study found that the impact of mobilizing teacher education programs on the development of oneself, others, and schools was good, with a final score of 86.4%. The impact of mobilizing teacher education programs on learning has an excellent impact on students, with a final grade of 93.2%. Thus, the impact of the mobilizing teacher education program in Kebumen, Jepara, West Bandung, Purwakarta, Magetan and Bangkalan districts with a final score of 89.9%.

Keyword: Evaluation, Education Program, Teacher Mobilizer

Introduction

The quality of a country's human resources is greatly influenced by the quality of its education. Education is human investment as one of the determining indicators of the quality of human resources. In the development process of a country, improving the quality of human resources must be carried out in a directed, planned, intensive, effective and efficient manner.

As a vast country, building education in Indonesia has enormous challenges. Equality of development is one of the issues that also hinder the progress of education in Indonesia. There are still many remote, outermost, underdeveloped, frontier areas that do not have adequate access to education.

The challenges that exist are certainly not obstacles to the progress of education in Indonesia. With strong determination, the right policies, and cohesiveness between the community, education units and government policies will produce quality education. The progress of Indonesian education has begun to appear significantly. Public awareness about the importance of taking education from an early age, taking higher education, teachers who continue to learn to improve competence and adapt to change, the number of schools that have been digitized and modern in carrying out teaching and learning activities and others continues to increase.

Number Indonesia's education participation and average length of schooling (RLS) continue to increase every year. In 1950, Indonesians aged 25 years and over had less than 2 years

of schooling, then increased to 4 years in 1990, and doubled to 8 years in 2015 (World Bank, 2020).

The World Bank report also said that every year at least 4.2 million Indonesians graduate from the education system. The average student graduates at the age of 16 with a length of education of 10.94 years. However, many secondary education graduates lack the skills they need and end up accepting low-paying jobs (World Bank, 2020).

More than 55% of students have not achieved minimum competence in literacy and mathematics. This situation is supported by other data from the World Bank which states that 40% of grade 2 students do not recognize two-digit numbers and 50% of grade 4 students cannot sort a series of four-digit numbers based on their grades. This condition continues when students move up to the next class (World Bank, 2020).

The World Bank report above shows how efforts to expand access and improve the quality of education delivery have been carried out but have not produced satisfactory learning outcomes. In terms of the quality of student learning outcomes, the survey conducted by Programme for International Student Assessment (PISA) indicates that the quality of education in Indonesia has not budged. PISA 2018 scores for reading, math, and science proficiency were 371, 379, and 374, respectively, which are below the average of member countries Organization of Economic Co-operation and Development (OECD). Most students are not even able to achieve minimum competency in these three areas—70% of students do not achieve minimum competency in reading, 71% for math, and 60% in science. The results of PISA 2018 are quite meaningful because they represent 84% of the population of 15-year-olds attending school in Indonesia (Kemendikbud, 2019).

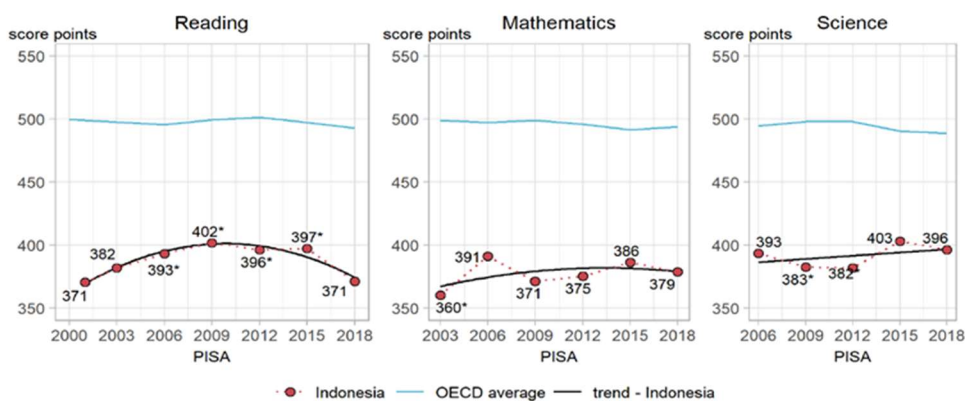


Figure 1.1. Learning Outcomes of Indonesian Students at PISA 2018

(source: https://www.oecd.org/pisa/publications/PISA2018_CN_IDN.pdf)

At In the picture above, it can be seen that the learning achievement of Indonesian students in PISA for reading and mathematics skills tends to decline, especially in the last three years of Indonesian participation in PISA. Meanwhile, when compared to 5 other ASEAN

countries, Indonesia's position is only better when compared to the achievements of Filipino students.

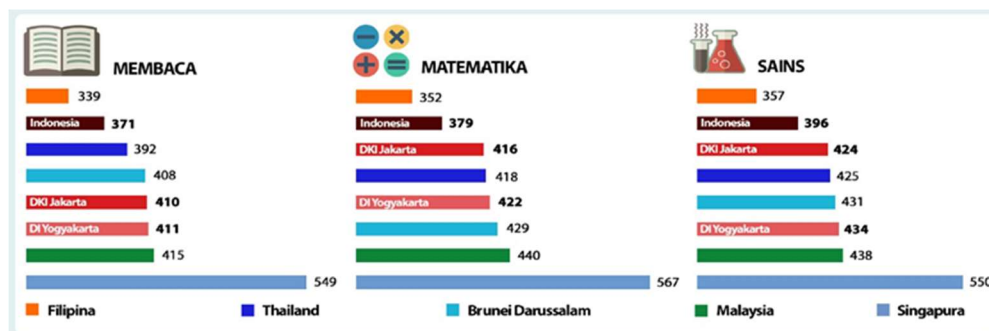


Figure 1.2. PISA Score Comparison of Indonesian Students in Southeast Asia

(note: in PISA 2018, DKI Jakarta and DI Bengkulu Provinces were oversampled and the average score of the two provinces was above the national average and in line with other ASEAN countries)

Source: Education Assessment Center Infographic

At aspects of safe, comfortable, fun, and inclusive learning for students in Indonesia have not fully felt this. In a survey conducted by UNESCO in 2016, around 62% of students in Indonesia feel safe in their learning environment. However, only about 54% of students feel comfortable and happy with their learning environment. In addition, there are also several studies that show that there are challenges in creating an inclusive learning environment in Indonesia, especially for students with special needs. A study conducted by UNICEF in 2018 showed that around 90% of students with special needs in Indonesia experienced discrimination in their schools.

Not It is undeniable that one of the factors that determine the success of student achievement is the teacher. A quote from a 2007 McKinsey report reads, " The quality of an education system cannot exceed the quality of its teachers " (Barber & Mourshed, 2007) It is often used as the main reference in official documents of education reform abroad. Various studies have also shown a significant influence of teacher quality on student learning outcomes.

Wrong One classic study (seminal research) that is often referenced by experts in showing the influence of teachers on the quality of student learning is a study conducted by William L. Sanders and June C. Rivers published in 1996 (Sanders et al., 1996). The study is titled "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." By using data from The Tennessee Value Added Assessment System (TVAAS), Sanders and Rivers conducted a statistical analysis on a longitudinal basis to see teacher impact (teacher effects) to student learning outcomes in mathematics subjects at the primary school level. The study concluded that teacher impact is additive (additive) and cumulative (cumulative) towards all

students with a wide variety of backgrounds. The impact of effective and ineffective teachers will affect student learning outcomes additively and cumulatively.

Sanders and Rivers' measurements show that within 3 years, the difference in student learning outcomes taught by effective teachers and ineffective teachers reached 53 percentile points. In other words, during that time span, the performance of students taught by effective teachers became almost 3 times better than the performance of students taught by ineffective teachers.

Based on this study, to support student learning success and achieve national education goals, competent teachers who are able to teach and educate effectively are needed. Especially in the face of changing times and today's rapid technological advances, teachers must have a series of fundamental competencies to innovate in carrying out the teaching and learning process.

Teachers' understanding of the diversity of student backgrounds is also important. The ability of teachers to apply differentiated learning as a teaching approach designed to meet the diverse learning needs of students in the classroom who have different backgrounds, abilities, learning styles, interests, and learning preferences is important. In differentiated learning, teachers recognize these differences and provide appropriate learning experiences for each student.

If the teacher Not applying differentiated learning, then some students may feel neglected or disengaged in learning. Students who have different learning needs may find it difficult to keep up with learning that is taught in the same way for all students. Some students may feel bored, unmotivated, or even fall behind in learning because of a learning experience that does not suit their needs.

Meanwhile, students who benefit from differentiated learning can experience a positive impact on their learning. With learning experiences that match their learning styles, interests, abilities, and needs, students can be more engaged in learning and feel more motivated. This can help improve their understanding and overall learning outcomes.

Besides In addition, positive learning experiences can affect students' perception of education as a whole and help increase their motivation to learn in the future. Therefore, it is important for teachers to implement differentiated learning to ensure that each student can experience an optimal learning experience and achieve maximum learning outcomes.

Increasing teacher competence certainly aims to make Indonesian students able to face various challenges of the 21st century, becoming students with noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity. Competent teachers are the spearhead of a country's educational progress. Through competent teachers, superior human resources will be created, Advanced Indonesia.

PISA 2018 conducted a survey on teachers in Indonesia. The survey results show that more than half of 15-year-old students in Indonesia have a positive view of their teachers. However,

these positive perceptions do not include perceptions of how teachers respond to their learning outcomes and how teachers adapt teaching based on student needs.

As many as 68% of Indonesian students feel that their teachers are less responsive to their learning process in many lessons or almost every lesson; 60% of Indonesian students stated that their Indonesian teachers never or only in some lessons provide direct assistance to students who have difficulty understanding the material or changing the subject matter according to student needs. This finding reinforces that the quality of teacher learning in Indonesia still needs special attention, especially related to learning leadership in the classroom (Kemendikbud, 2019).

Seeing this phenomenon, the Ministry of Education and Culture for the 2020-2024 period developed one of its visions, which is to focus on developing Human Resources (HR) through improving the quality of education and talent management. The Ministry of Education and Culture realizes its vision through the Free Learning Policy by formulating various strategies to transform education from various lines. Quoting from the Strategic Plan of the Ministry of Education and Culture for 2020-2024, "Free Learning is the spirit that animates the overall direction of policies and strategies in the fields of education, culture, science, and technology. The spirit of independent learning means emphasizing students, teachers, parents, education units, regions, educational communities, educational foundations, the business world, and the industrial world as well as other educational actors as autonomous and empowered actors. Education actors are empowered to develop good practices of learning, education management, and educational leadership that need to be strengthened and transmitted throughout the education ecosystem so as to form quality learning".

Wrong One strategy of Merdeka Belajar is the Mobilizer Teacher Education Program (PGP). PGP is the 5th episode of the Merdeka Belajar program. This program was launched on July 3, 2020 by the Minister of Education and Culture, Nadiem Anwar Makarim. In his opening remarks, the Minister of Education and Culture said that mobilizing teachers as drivers of Indonesia's education transformation are expected to support student growth and development holistically so that they become Pancasila Students, become trainers or mentors for other teachers for student-centered learning, and become role models and agents of transformation for the education ecosystem (CNN Indonesia, 2020).

As of January 2023, the PGP Program has entered the 7th batch with 54,622 participants from 416 districts/cities. Batches 1 to 5 have completed the education. While the 6th and 7th batches are in process. Of the 24,038 mobilizing teachers of batches 1 to 5, 3,098 have been appointed as principals.

Teacher education Mobilizers focus on pedagogy as well as student-centered and holistic development, training that emphasizes instructional leadership through on-the-job coaching, a formative and development-based, and collaborative approach with a whole school approach. There are several reasons on which the PGP program is based.

Reason First, mobilizing teacher education seeks to strengthen the philosophy of national education. According to Ki Hajar, education is the seedbed of all the seeds of culture that live in the national community. The purpose of education according to Ki Hajar Dewantara is to liberate humans. Education is said to be successful when it gives birth to free people. Man is said to be free if he survives (survive) his body and happiness (Happy) his soul. Based on this understanding, Ki Hajar said that education should encode humans, produce safe and happy humans. So what is meant by educating is the process of humanizing humans (Febriyanti, 2021), a free man is a man whose life outwardly and inwardly is not disturbed by others, but he is able to lean and stand on his own feet (Sugiarta et al., 2019) which will later elevate humanity to the human level.

Reason second, the birth of driving teacher education is the challenge of IT literacy, both the Industrial Revolution 4.0 and Society 5.0. The challenge of the industrial revolution 4.0 is no longer something far away but we have felt it in everyday life.

The industrial revolution 4.0 is marked by the disruption of various human activities, including the fields of science and technology (science and technology). Rhenald Kasali in his book *Disruption*, writes that disruption is innovation (Kasali, 2017). Innovations that will replace entire old systems in new ways with the principle of something completely new, more efficient, and also more useful. Disruption can be characterized through VUCA, which is a massive, rapid change, with unpredictable patterns (Volatility), rapid change causes uncertainty (Uncertainty), the occurrence of complex relationships between factors causing change (Complexity), and the lack of clarity in the direction of change that causes ambiguity (Ambiguity) (Mukhlisin, 2019). There are three main characters that must be developed in the era of the industrial revolution 4.0, namely: innovation, automation and information transfer (Kusnohadi, 2019).

The next challenge is Society 5.0 defined as a human-centered society that balances economic progress with solving social problems with a system that deeply integrates cyberspace and physical space (Mardiya, 2019). Society 5.0 describes the 5th form of sociology in human history. Chronologically, social forms can be sorted from hunting societies (Society 1.0), agricultural society (Society 2.0), industrial society (Society 3.0), and the information society (Society 4.0). The fourth Industrial Revolution created new services and values one after another that led to Society 5.0. Social life in Society 5.0 will achieve a society that focuses on looking forward and will tear down stagnation, a society whose members have respect for one another, transcending generations, and a society in which everyone can have an active and joyful life (Rahman, 2019).

The third reason for the birth of the mobilizing teacher program is the concept of on-the-job learning. On-the-job learning is a training process that takes more time to learn at work. Mobilizing teacher education is designed to be carried out more in the classroom with students and at school with peers. In this situation, students also continue to obtain their rights to receive learning. The design of mobilizing teacher education is prepared by dividing the percentage of

training as much as 10% of online learning with instructors, resource persons, and facilitators; 20% study with peers and companions; 70% learn in the workplace and community of practice.

Although 24,038 people have graduated from 416 districts/cities and implemented in a planned manner, the expected impact of mobilizing teacher education has not been clearly seen. To see the impact of teacher education, mobilization needs to be done through a comprehensive evaluation model. Until now, there has never been an impact evaluation on individuals, students, or schools where mobilizing teachers work.

Other reasons To evaluate the Mover Teacher Education program is a challenge faced in the Mover Teacher Education process itself. These challenges are participant interest, IT mastery, internet signal strength, monitoring, and the quality of supporting actors.

Animo guru To participate in the Driving Teacher Program differs between districts/cities. Many factors cause this difference, including the tendency to have a career after becoming a driving teacher, the benefits obtained, trying luck, and access.

The participants' IT mastery is also still an obstacle to the implementation of this program properly. This program is mostly done online with a lot of interaction with information technology. Limited mastery of IT is a part that needs to be evaluated.

Internet signal strength is not a new issue. The Telecommunication and Information Accessibility Agency (BAKTI) revealed that there are still around 11% of Indonesia's territory experiencing blank spot mobile areas, especially in the foremost, outermost and underdeveloped (3T) areas and borders (Information, 2018). Meanwhile, data from the Directorate General of Post and Information Administration Ministry of Communication and Information Technology, Ahmad M. Ramli said as many as 12,548 village in Indonesia has not been touched by internet signals to this day (Francisca Christy Rosana, 2020).

Monitoring the mobilizing teacher education program is not a simple job, in addition to the large number of participants, the distribution is quite large in the range of 416 districts / cities, and a shared schedule certainly requires an effective monitoring mechanism and a lot of manpower. This monitoring is very important to see the educational process that occurs in the field.

Another challenge is the quality of supporting actors. Supporting actors are parties who are directly related to prospective mobilizing teachers in this case are mentors, facilitators, and instructors. The success of this program is also determined by the quality of the supporting actors. Although the supporting actor has passed the selection, the educational journey for 6-9 months is quite a long time. Consistency and commitment to serve and accompany participants need to be constantly known.

The above challenges show that there are still difficulties in implementing mobilizing teacher education programs. These challenges will have an impact on achieving mobilizing teacher education. In relation to these issues, an evaluation of the impact of mobilizing teacher education

needs to be carried out. To conduct this impact evaluation, an evaluation model is used Goal Free Evaluation (GFE).

Goal-free impact evaluation or known as Goal-Free Evaluation (GFE) is defined as an evaluation model in which the evaluator intentionally avoids predetermined program objectives or the evaluator conducts an evaluation without any knowledge or reference to the initial objectives of the program being evaluated (Youker, 2013). The goal of GFE is to control the bias that typically occurs in goal-based evaluations – bias affects the evaluator's ability to see actual results of the program and actual achievements. Thus, impact evaluation is more independent or free from any intervention, and evaluation results are more objective.

Evaluation of the impact of mobilizing teacher education using the GFE model was carried out to strengthen the implementation of mobilizing teacher education in Indonesia. This evaluation is expected to provide actual recommendations for the implementation of mobilizing teacher education independently and objectively. It is also expected that the results can be used as input for the government and related parties to take policies that strengthen mobilizing teacher education in Indonesia. Based on the background outlined above, this study aims to explain the impact of the implementation of mobilizing teacher education and discuss the factors that contribute to the success of mobilizing teacher education, and the components of mobilizing teacher education that require improvement. Based on the description above, researchers are interested in conducting research entitled "Evaluation of Mobilizing Teacher Education Programs"

Method

This study used quantitative descriptive method. According to (Arikunto, 2006), descriptive research is research that describes the object of research without intending to generalize to the population. Meanwhile, according to Sugiyono (2012), descriptive research is research to determine the value of a variable independently consisting of one variable or more than one variable, without intending to compare or connect between variables. From the description above, it can be concluded that descriptive research has the following characteristics: 1) it describes the object of research, 2) not to generalize traits to the population, 3) not to compare values between variables (comparison), and 4) not to relate values between variables (correlation). Arikunto (2006) argues that quantitative research is research that uses data in the form of numbers, ranging from collection, analysis, interpretation, presentation, to conclusions. So quantitative descriptive research is research that describes the object of research in the form of numbers.

Sampling using purposive sampling technique amounted to 12 people, taken from 6 districts. Each school consists of 1 principal, 1 mobilizing teacher, 1 peer teacher, 1 parent, 3 students, 1 practical teacher, 1 school supervisor, 1 education office official. So each school has 12 people.

This type of research is evaluation research using the Goal free model, known as the 4-level model, consisting of reaction levels, learning levels, behavior levels and result levels (Goal free & Goal free, 2006). However, this study only took level 4, namely the level of results, namely the impact

of mobilizing teacher education programs consisting of: 1) the impact on the development of oneself, others, and schools and 2) the impact on learning has an impact on students. Tyler argues that evaluation is an activity to determine the extent to which program objectives have been achieved (Ambiyar & Muhandika, 2019). Gibson stated that evaluation is the process of assessing by comparing expected goals with actual progress or achievements that have been achieved (Ratnawulan & Rusdiana, 2014). Based on this description, it can be concluded that evaluation is an activity to compare the goals that have been set with the achievements that have been produced.

The data collection techniques used were questionnaires and interviews. The questionnaire was filled by the principal and colleagues of the mobilizing teachers in 12 schools as research sites, consisting of 4 principals, 8 colleagues, and 8 students. Interviews were conducted with 4 colleagues of the mobilizing teacher. Based on its content, anget is divided into 3, namely questionnaires that ask facts, opinions, and behavior (Yusuf, 2017). Based on its nature, questionnaires are divided into 2, namely closed and open (Ananda & Rafida, 2017). In this study, a questionnaire was used that asked for closed opinions. Esterbeg divides interviews into 3 types, namely structured interviews, semistructured interviews, and unstructured interviews (Sugiyono, 2016). In this study, structured interviews were used.

Data analysis techniques use descriptive statistical analysis, which is to determine the average of the data. For the purposes of the analysis, PSA (Percentage of Every Aspect) and PSP (Percentage of Each Program) are used (Reza, 2014).

The formula for PSA is as follows:

$$PSA = \frac{S}{SMI} \times 100\%$$

(Arikunto & Jabar, 2008)

PSA = Percentage of Each

Aspect S = Score obtained

SMI = Ideal Maximum Score.

The formula for PSP is as follows:

$$PSP = \frac{\sum PSA}{\sum A} \times 100\%$$

(Arikunto & Jabar, 2008)

PSP = Percentage of Each Program

$\sum PSA$ = Percentage Sum of Each Aspect

$\sum A$ = Number of Aspects

From the percentage results obtained, the assessment predicate is determined as in the following table:

Table 1. Predicate of Aspect and Program Assessment

No	Final Value	Predicate
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(NA)		
1	$90 \leq NA \leq 100$	Excellent
2	$80 \leq NA < 90$	Good
3	$70 \leq NA < 80$	Enough
4	$NA < 70$	Less

RESULTS AND DISCUSSION

The evaluation of the results measures the impact of the mobilizing teacher education program which consists of 2 things, namely: 1) self-development, others, and schools and 2) the impact of learning on students. The first impact data is self-development, others, and the school is filled by the principal and colleagues of the mobilizing teacher. The second impact data, namely the impact of learning on students, was collected by questionnaires filled out by students taught by mobilizing teachers. Interviews are required to corroborate quantitative data obtained from questionnaires.

The following are the results of data processing the impact of mobilizing teacher education programs, namely self-development, others, and schools

Table 2. Data on the Impact of Programs on Self, Others, and School Development

No	Respond	School	Score (%)	Predicate
1	Kepala Sekolah 1	SDN A	87,9	Good
2	Peer 1.1	SDN B	98,0	Excellent
3	Peers 1.2	SDN C	99,3	Excellent
4	Kepala Sekolah 2	SMPN A	81,8	Impact
5	Peers 2.1	SMPN B	72,3	Enough
6	Peers 2.2	SMPN C	78,4	Enough
7	Kepala Sekolah 3	SMAN A	91,2	Excellent
8	Peers 3.1	SMAN B	91,9	Excellent
9	Peers 3.2	SMAN C	81,6	Good
10	Kepala Sekolah 4	SMKN A	80,4	Good
11	Peers 4.1	SMKN B	89,9	Good
12	Peers 4.2	SMKN C	83,8	Good
Average			86,4	Good

Based on the table above, there are 41.7% or 5 respondents think that the mobilizing teacher education program has a good impact on the mobilizing teacher, others, and schools. There were 41.7% or 5 respondents rated good and there were 16.7% or 2 respondents rated it sufficient. Based on this data can be illustrated in the graph below.

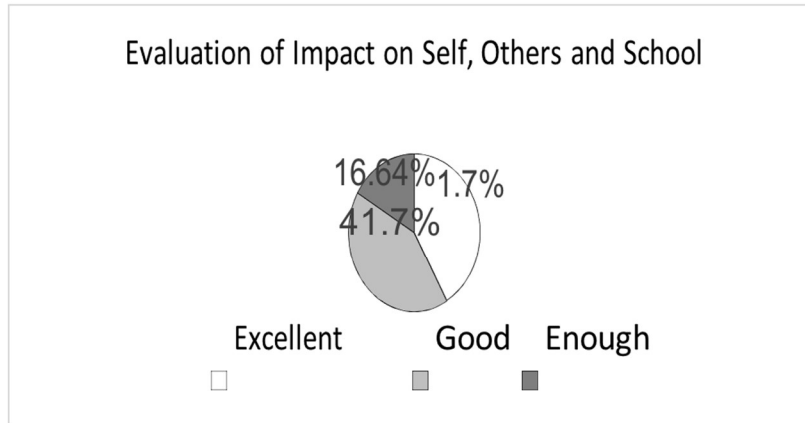


Figure 1. Impact Graph on Self, Others, and School

In general, respondents from school principals and peers rated that the impact of the mobilizing teacher education program on themselves, others, and schools was good with a final score of 86.4%. Furthermore, the results of data processing on the impact of learning on students were presented.

Table 3. Results of Data Processing Impact of Learning on Students

No	Respond	School	Score (%)	Predicate
1	Students 1.1	Sdn 8 Support	100	Excellent
2	Students 1.2	Sdn 8 Support	100	Excellent
3	Students 2.1	SMPN 3 Tanjung	83,3	Good
4	Students 2.2	SMPN 3 Tanjung	83,3	Good
5	Students 3.1	SMAN 1 Tanjung	95,8	Excellent
6	Students 3.2	SMAN 1 Tanjung	95,8	Excellent
7	Students 4.1	SMKN 1 Gangga	95,8	Excellent
8	Students 4.2	SMKN 1 Gangga	91,7	Excellent
Average			93,2	Excellent

Based on the two tables above, there were 75% or 6 respondents who rated that the impact of learning on students was very good. The remaining 25% or 2 respondents rated it good. Based on this data can be illustrated in the graph below.

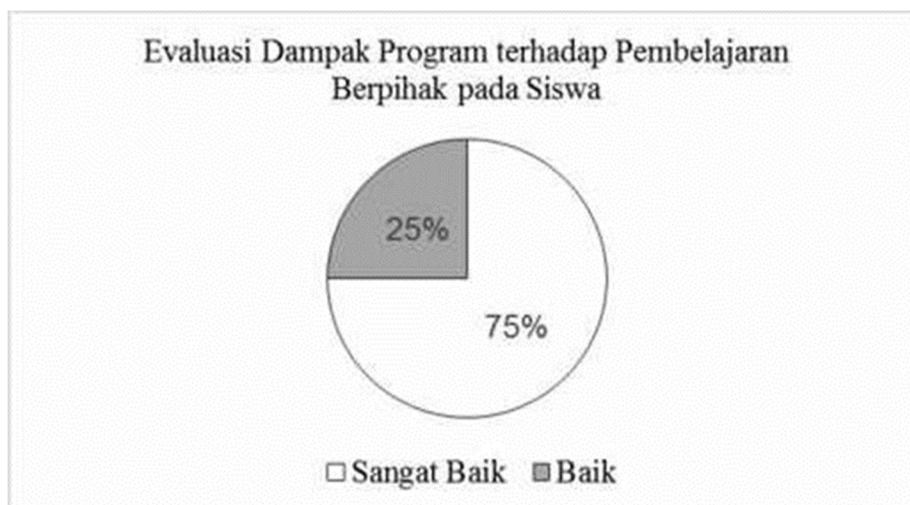


Figure 2. Graph of the Impact of the Program on Learning in Favor of Students In general, the impact of the program on pro-student learning is very good with a final score of 93.7% Based on the final score, the impact of the program on self, others, and the school is 86.4% and the final value of the program's impact on learning is pro-student 93.7%, the average can be calculated at 89.9% with a good predicate. Thus, it can be concluded that the impact of the mobilizing teacher education program is good with a final score of 89.9%.

Furthermore, to strengthen the quantitative data obtained from the questionnaire, data were completed from interviews with 4 peers of mobilizing teachers from 4 schools where the study was conducted. Based on the results of interviews, all informants stated that the impact of the mobilizing teacher education program was felt, both on other teachers, on school development, and on students. The first colleague stated that scanning has often been carried out, one of which is sharing knowledge on how to deal with different student characteristics in learning, The role of mobilizing teachers is also very real in school development, for example always involved in projects to strengthen the profile of Pancasila students. A second colleague stated that mobilizing teachers often fill workshops in their own schools and other schools. He is also active in many school activities, one of which is a project to strengthen the profile of Pancasila students.

The third colleague stated that the mobilizing teacher was very helpful for teachers in implementing an independent curriculum in schools. In addition, they often become resource persons both in their own schools and other schools. His role is very important in school activities. The fourth colleague stated that scanning had been carried out to other teachers personally or as IHT (In House Training) resource persons. In school development, it is very instrumental in the project of strengthening the profile of Pancasila students as a driving force.

The results of this study are in accordance with research conducted by Mahlil and Bangun (2022) which found that the mobilizing teacher education program has run well and has a significant effect. In addition, according to the results of research conducted by Satriawan et al. (2022) which found that driving programs have a significant impact on the transformation of education in schools. The mobilizing teacher plays a role in bringing the transformational vision and spreading the vision to all stakeholders. The results of research conducted by Nurhalisa et al. (2023) found that the mobilizing teacher education program succeeded in increasing teacher competence in high school. This is evidenced by the implementation of learning community programs and positive culture in high school.

In addition, according to the results of research by Fitriyah et al. (2023) on the competence of mobilizing teachers in independent learning in Jember district. It was found that mobilizing teachers have professional competence as a result of mobilizing teacher education programs. The competence of driving teachers consists of self-development, the ability to manage the learning process, and the ability to collaborate with the surrounding environment. Findings regarding the ability of self-development of mobilizing teachers which include participating in webinar activities, attending training on various platforms, writing articles, being active in Teacher Professional Education (PGP) activities.

The results of this study are also in accordance with the results of research conducted by Sa'adah (2022) which found that the implementation of the mobilizing teacher education program organized by PPPPTK TK and PLB has run well even with a limited number of personnel. This is supported by adequate facilities and budget. Not all previous research results are in accordance with the results of this study. One of them is a study conducted by Hentihu et al. (2022) on optimizing the role of mobilizing teachers in independent education at SMP Negeri 2 Jikurasa found that the role of mobilizing teachers in schools has not been optimal. Factors that support the optimization of the role of mobilizing teachers are the role of principals, peers and infrastructure in schools. The reason for the suboptimal role of mobilizing teachers is that support from principals and colleagues is inadequate.

Thus, the results of this study support many previous studies on mobilizing teachers that generally have a more positive impact. The results of the study answer the pros and cons that occur about the mobilizing teacher education program, namely the results of research on the impact of the mobilizing teacher education program have a more positive impact. The results of this study imply that doubts about the impact of the mobilizing teacher education program have been broken, so this program needs to be maintained

Conclusion

Based on the results of this study, it can be concluded below 1) the impact of the mobilizing teacher education program on self-development, people and school development is good with a final score of 86.4%; 2) The impact of the Mobilizing Teacher Education program on pro-student learning was very good with a final grade of 93.2%. Thus, the overall impact of the mobilizing teacher

education program in North Lombok District, West Nusa Tenggara is good with a final score of 89.9%.

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