

Managing Guru Penggerak Program: Insights from the Guru Penggerak Education Center" (BGP) Jambi Province, Indonesia

Witria Marta Lenti ^{1*}, Lantip Diat Prasojo¹, Resky Nuralisa Gunawan¹

¹ Universitas Negeri Yogyakarta, Indonesia

* corresponding author: reskynuralisa.2022@student.uny.ac.id

ABSTRACT:

This study describes the management of the Movers Teacher Education program and identifies the supporting and inhibiting factors in its implementation at the Guru Penggerak (Movers Teacher) Education Center (BGP) in Jambi Province, Indonesia. The study focuses on the effectiveness of program implementation within the context of education management. A qualitative research approach was used, with data collected from the BGP Jambi Province, including the Head of BGP, Head of the General Sub-Division, Program Implementation Coordinator, and Sub-coordinator of the Teacher Mover Program. Data were gathered through interviews, observations, and document studies, then analyzed using Miles, Huberman, and Saldana's six-step inductive analysis model. The findings indicate that program management is conducted through three main functions: planning, implementation, and evaluation, which align with the DG GTK policies. Planning involves strategy development and working group formation; implementation includes online learning, individual mentoring, and workshops; and evaluation is conducted using the LMS in SIMPKB and the SIMERDEKA application. Supporting factors for implementation include collaboration with BPMP and local education offices, while obstacles include limited human resources, scheduling mismatches, and geographical challenges in mentoring. The conclusion highlights that program management has been executed in accordance with management functions. These findings imply the importance of strengthening coordination and resource allocation to optimize the program's implementation within decentralized education systems.

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ABSTRAK:

Penelitian ini menggambarkan pengelolaan Program Pendidikan Guru Penggerak serta faktor-faktor pendukung dan penghambat dalam implementasinya di Pusat Pendidikan Guru Penggerak (BGP) Provinsi Jambi. Penelitian ini berfokus pada efektivitas implementasi program dalam konteks manajemen pendidikan. Pendekatan kualitatif digunakan, dengan pengumpulan data dari BGP Provinsi Jambi, yang meliputi Kepala BGP, Kepala Sub-Bagian Umum, Koordinator Pelaksanaan Program, dan Sub-Koordinator Program Guru Movers. Data dikumpulkan melalui wawancara, observasi, dan studi dokumen, kemudian dianalisis menggunakan model analisis induktif enam langkah menurut Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa manajemen program dilakukan melalui tiga fungsi utama: perencanaan, pelaksanaan, dan evaluasi, yang sesuai dengan kebijakan Direktorat Jendral Guru dan Tenaga Kependidikan. Perencanaan mencakup pengembangan strategi dan pembentukan kelompok kerja; implementasi meliputi pembelajaran daring, bimbingan individu, dan lokakarya; dan evaluasi dilakukan melalui LMS di SIMPKB dan aplikasi SIMERDEKA. Faktor pendukung implementasi meliputi kolaborasi dengan BPMP dan kantor pendidikan setempat. BPMP singkatan dari Badan Pengembangan Manajemen Pendidikan yaitu badan yang mendukung pelaksanaan program pendidikan melalui pelatihan, bimbingan teknis, dan evaluasi. sementara hambatan yang dihadapi meliputi keterbatasan sumber daya manusia, ketidaksesuaian jadwal, dan tantangan geografis dalam bimbingan. Kesimpulan menunjukkan bahwa pengelolaan program telah dilaksanakan sesuai dengan fungsi manajemen. Temuan ini mengimplikasikan pentingnya memperkuat koordinasi dan alokasi sumber daya untuk mengoptimalkan pelaksanaan program dalam sistem pendidikan yang terdesentralisasi.

Kata kunci: kolaborasi kepemimpinan, manajemen, program kepemimpinan guru

INTRODUCTION

Education plays an important role in shaping the quality of human resources and accelerating national development (Gunawan et al., 2025; Maharani et al., 2025). In a global context, the commitment to quality education is reflected in the Sustainable Development Goals (SDGs). In particular, the fourth goal on inclusive and quality education. Indonesia has also reaffirmed this commitment through Article 31 of the 1945 Constitution, which states that every citizen has the right to education. However, efforts to achieve quality education face structural challenges, one of which is the disparity in teacher



competency in various regions, including in Jambi Province (KEMDIKBUD, 2023).

In facing the dynamics of 21st century education, teachers are required not only to teach but also to be adaptive, innovative and collaborative learning leader(Friesen & Brown, 2022). The strategic role of teachers requires continuous professional development, as emphasized by Gast I (Gast et al., 2022) that teacher well-being and professional development significantly impact student learning outcomes. Therefore, the Ministry of Education, Culture, Research, and Technology has designed *Guru Penggerak* Program as an educational policy innovation to improve the quality of education through instructional leadership (Budiman et al., 2025; Desianti & Rahayuningsih, 2022; Jayadi & Isro'iyah, 2025; Wachidah et al., 2024).

Guru Penggerak is a term used for a teacher who participates in a leadership training program that aims to improve educational and leadership practices in schools and communities in Indonesia. *Guru Penggerak* program launched in response to Indonesia's low ranking in international education assessments such as PISA, and their low performance in the National Assessment. *Guru Penggerak* are expected to be agents of change in their schools and communities, with competencies developed through six months of intensive training (Reinius et al., 2022). Several studies have shown that teachers who act as leaders show improvements in the dimensions of instructional, reflective, and collaborative leadership (N. Özdemir et al., 2023; Patrick, 2022).

Previous research has focused on discussing the impact of the *Guru Penggerak* program on individual teachers, with a focus on developing their instructional, reflective, and collaborative leadership skills (N. Özdemir et al., 2023; Patrick, 2022).While valuable, these studies generally neglect the institutional aspects of program management. This study fills this gap by focusing on the management of the teacher leadership program at the regional level, specifically at *Balai Guru Penggerak* (BGP) in Jambi Province. BGP stands for *Balai Guru Penggerak*. BGP is the Center for Teacher Leadership Education, is a technical implementation unit of the Directorate General of Teachers and Education Personnel responsible for coordinating and implementing the Teacher Leadership Program at the provincial level in Indonesia. The study contributes to the literature by examining how the program is managed, evaluated, and adapted to the local context to achieve national education goals.

However, previous research has been limited to the impact of programs on teachers as individuals, with little discussion of the institutional aspects of

program management. Effective management is key to the success of educational programs, as stated by Bush T (Bush, 2020) that educational management must focus on educational goals through the basic functions of management: planning, implementation, and evaluation. Furthermore, each region has unique characteristics, such as Jambi, which faces geographical challenges, limited infrastructure, and disparities in access to education.

Balai Pendidikan Guru Penggerak (BGP) Jambi Province has a strategic role as an implementing institution that coordinates and implements the national policy for the development of Leading Teachers at the regional level. This role positions the BGP not only as a technical implementer but also as a liaison between central policy and the reality of education in the regions. Based on 2023 data, of the total 23,726 teachers registered in Jambi Province, only around 2.49% have participated in teacher development programs, including *Guru Penggerak* program. This percentage indicates a significant gap between the program expansion target and actual achievements in the field. This condition indicates that many teachers are still not touched by continuous professional development programs, despite the increasingly urgent need for teacher capacity building. This finding emphasizes the importance of conducting an in-depth evaluation of program management at the BGP in Jambi Province level, particularly in examining how policies are planned, implemented, and evaluated. Furthermore, identifying supporting and inhibiting factors in program implementation is a crucial step in formulating more effective and contextual improvement strategies, so that teacher development programs can reach a wider target audience and have a more significant impact on improving the quality of education in the regions.

Based on this description, this study aims to provide an in-depth description of the management of the *Guru Penggerak* Education Program at the BGP in Jambi Province, Indonesia, and to identify supporting and inhibiting factors in its implementation. This research is expected to fill the literature gap regarding the management of teacher movement education programmed at the regional institutional level.

METHODS

This study uses a qualitative descriptive approach, aiming to provide an in-depth understanding of the management process of the *Guru Penggerak* Program at *Guru Penggerak* Education Center (BGP) in Jambi Province. This approach was chosen because it allows for a contextual and meaningful



exploration of social phenomena (Litchman, 2023). Data were collected using three main techniques: in-depth interviews, direct observation, and documentary study. In-depth interviews were conducted with key informants who played strategic roles in program planning, implementation, and evaluation. Semi-structured interviews allowed for the exploration of information regarding program management functions. Interviews were audio-recorded with the informants' consent, and transcriptions were further analyzed. Direct observation involved participating in and observing management processes at BGP, such as coordination among stakeholders, implementation of training activities, and interactions between program managers and participants. This technique provided insight into real-time dynamics and practices within the program. Furthermore, documentary study involved the collection and analysis of relevant documents, including activity reports, evaluation records, and implementation guidelines, to support the data obtained from the interviews and observations.

Informants were purposively selected based on their strategic role in the management of *Guru Penggerak* Program. Selection criteria included individuals involved in the planning, implementation, and evaluation of the program. The selected informants included the Head of BGP (Informant 1), the Head of General Affairs (Informant 2), the Program Implementation Coordinator (Informant 3), and the Program Sub-Coordinator (Informant 4). Data analysis followed Miles' six-step inductive model., Huberman, dan Saldana (2023), which includes: data collection, data condensation, data presentation, drawing initial conclusions, verification, and reporting results. This approach allows for iterative analysis, where themes and patterns emerge progressively from the data, helping to build a comprehensive understanding of the management process. Data validity is ensured through triangulation techniques (interviews, observation, and document analysis) and source triangulation (using multiple informants) (Sugiyono, 2022). In addition, member checking was conducted by sharing initial findings with informants to ensure the accuracy and consistency of the data collected.

FINDINGS AND DISCUSSION

FINDINGS

Planning Program

The planning stage of *Guru Penggerak* program at the BGP Jambi Province involves several strategic steps that are systematically and integrated.

This process begins with the formulation of a strategic plan that serves as the basic framework for program implementation, including the determination of priority target areas and the formation of working groups that will carry out technical and operational tasks. These working groups are formed based on program needs and are responsible for implementing each stage of activities in accordance with the guidelines and policies established by the Directorate General of Teachers and Education Personnel. As explained by the Head of the BGP Jambi Province (Informant 1), planning does not only focus on programmatic aspects, but also includes the determination and management of human resources, the readiness of supporting infrastructure, and adequate budget planning to ensure the program's sustainability and effectiveness. In practice, this planning process is aligned with national strategies and policies, while still allowing for local adaptations so that program implementation can adapt to specific characteristics, challenges, and needs at the regional level. Therefore, intensive coordination between the central government and local authorities is a crucial component in the planning phase, so that program objectives can be formulated clearly, realistically, and achievably in the local context of Jambi Province.

Implementation Program

Guru Penggerak program in Jambi Province is implemented through a series of systematic and sustainable stages, starting from socialization, participant selection, training, and mentoring. The socialization stage is the starting point for program implementation, which aims to introduce the concept, objectives, and benefits of the *Guru Penggerak* program to teachers in various educational units. According to the Program Sub-Coordinator (Informant 4), socialization activities are actively carried out to encourage teacher participation and encourage them to register through the *Sistem Informasi Manajemen Pengembangan Keprofesian Berkelanjutan* (SIMPKB). SIMPKB is a national digital platform used to manage and monitor the continuous professional development of educators in Indonesia, including the registration process, training, and certification. After the socialization stage, the program continues with a selection process aimed at identifying prospective *Guru Penggerak* participants who are assessed as having leadership potential and a commitment to learning development. Next, participants who pass the selection process participate in a series of training sessions held in a hybrid format, namely by combining online learning through the Learning Management System (LMS) and face-to-face activities. Online learning focuses on strengthening conceptual understanding, while offline activities, such as



individual mentoring and workshops, provide a more personal and reflective space for interaction. This hybrid approach provides teachers with flexibility in accessing learning materials while ensuring contextual and ongoing support tailored to each participant's individual needs.

Evaluation Program

Evaluation of *Guru Penggerak* program is conducted on an ongoing basis as an integral part of the entire program implementation cycle, with the aim of ensuring alignment between field implementation and established guidelines. As stated by the Program Implementation Coordinator (Informant 3), the evaluation process is not only conducted at the final stage, but also occurs throughout various stages of the program, including during individual mentoring and workshops. This continuous evaluation approach allows program managers to monitor participant progress more comprehensively and identify challenges that arise during the learning process. Evaluation is facilitated through the use of the SIMERDEKA application and the Learning Management System (LMS), which serves as a means of recording, monitoring, and assessing participant performance, from prospective Leading Teachers to national facilitators and instructors. SIMERDEKA is a system specifically used to monitor and evaluate the implementation of the *Guru Penggerak* program at the provincial level, including performance documentation, activity reporting, and participant achievements. Data obtained from these two platforms serves as the basis for joint reflection by program managers and facilitators. The main objective of this evaluation process is to provide constructive feedback to improve the effectiveness of program implementation, while ensuring that the entire series of activities remains on track to achieve the objectives of developing teacher leadership and professionalism as designed from the planning stage.

Supporting Factors for Program Implementation

The successful implementation of the *Guru Penggerak* program in Jambi Province is influenced by a number of interrelated and mutually reinforcing supporting factors. One prominent key factor, as conveyed by the Head of General Affairs (Informant 2), is strong support from the local government, particularly in administrative aspects. This administrative support plays a crucial role in streamlining inter-agency coordination, accelerating decision-making, and ensuring the availability of necessary logistical support during program implementation. Furthermore, the availability of qualified human resources, including facilitators, mentors, and program support teams, is crucial

in maintaining the quality of activity implementation and participant mentoring. The competence and commitment of the actors involved enable the learning and mentoring process to run effectively and responsively to participant needs. Another equally important factor is the establishment of effective collaboration between the BGP and the local education office. This collaboration not only facilitates program implementation in the field but also ensures that program targets are optimally reached and aligned with the needs and local educational context in Jambi Province. This inter-agency synergy ultimately contributes significantly to the program's success in achieving its goals of developing teacher leadership and professionalism.

Factors Inhibiting Program Implementation

Although *Guru Penggerak* program in Jambi Province has demonstrated various positive achievements, its implementation process is not without challenges that impact its effectiveness in the field. One major obstacle, as expressed by the Program Implementation Coordinator (Informant 3), is the limited number of qualified facilitators and instructors to support the entire program's activities. This limited human resources impacts the intensity of mentoring and the reach of program services, particularly as the number of participants increases. Furthermore, Jambi Province's diverse geography presents unique challenges, particularly in remote, hard-to-reach areas. In these areas, high transportation and accommodation costs for facilitators pose significant obstacles to the implementation of face-to-face activities and direct mentoring. Another challenge relates to the program's relatively rigid scheduling, centrally coordinated by teachers and education personnel, which in practice often clashes with routine school agendas and activities. This situation often creates additional burdens for participants and schools, thus impacting the optimization of program implementation. Therefore, various logistical, geographical, and scheduling challenges need to receive serious attention and more adaptive handling so that the implementation of *Guru Penggerak* program can run more effectively and sustainably, and produce a more optimal impact on the development of teacher leadership and professionalism.

DISCUSSION

Program Planning

The planning of *Guru Penggerak* program at the Jambi Provincial Leading Education Teacher Center is in line with the principles of strategic education



management, according to Bush (2020), Effective planning in education programs requires clear objectives, resource allocation, and ongoing coordination. In this study, the planning process is described as a collaborative effort between local and central government authorities, ensuring that program objectives are not only consistent with national policies but also adaptable to local or regional contexts. The involvement of various stakeholders in the planning stage, as noted by the Head of *Guru Penggerak* Education Center (Informant 1), is consistent with the literature on participatory planning, which emphasizes the importance of stakeholder involvement in developing education policies. (Friesen & Brown, 2022). By ensuring the participation of local education offices located in the area and defining clear responsibilities for various working groups, the planning phase of the program is robust and allows for more context-specific implementation.

Program Implementation

The implementation of *Guru Penggerak* program in Jambi reflects the principles of effective educational leadership. According Tayob (2020), successful implementation requires not only clear guidance but also flexibility in adapting to local challenges. The hybrid training format used in *Guru Penggerak* program, which combines online learning with in-person mentoring and workshops, aligns with the framework MERRDEKA. MERRDEKA is a term for the learning framework used in the *Guru Penggerak* Program, which involves stages such as concept exploration, collaborative space, guided reflection, and concrete action, aimed at teacher professional development for teacher professional development, which promotes blended learning methods (Wachidah et al., 2024). The combination of digital tools such as Learning Management Systems with face-to-face interactions allows for a personalized approach, catering to different learning needs. However, as noted by the Program Sub-Coordinator (Informant 4), the logistical challenges of coordinating such a hybrid system (combining online and offline learning) can be a significant barrier, as reported by Bush (2020), where the effectiveness of educational programs can be limited by administrative and logistical barriers.

The selection process in the *Guru Penggerak* program, as outlined in the findings, also reflects best practices in teacher leadership and development. The highly selective selection of candidates, which includes assessing teachers' readiness for leadership roles, aligns with leadership theory that emphasizes the importance of selecting individuals who demonstrate the potential to influence and lead educational change (N. Özdemir et al., 2023). However, these forces,

along with geographic barriers, particularly in remote areas, hamper the smooth implementation of the program. As highlighted by the Program Implementation Coordinator (Informant 3), the high costs associated with traveling to remote locations pose a significant challenge for implementing the *Guru Penggerak* program. This finding mirrors challenges faced by other education initiators in Indonesia, where physical distance and poor infrastructure in some areas create barriers to education programs (Desianti & Rahayuningsih, 2022).

Program Evaluation

Evaluation plays a crucial role in ensuring the ongoing success of educational programs, as it helps identify strengths and weaknesses in their implementation. *Guru Penggerak* program utilizes a system or tool called SIMERDEKA and the Learning Management System (LMS), which aligns with contemporary practices in educational assessment that emphasize real-time and ongoing evaluation (Barkai & Winkler, 2025). This digital approach to performance monitoring allows for faster feedback and ensures that adjustments can be made throughout the program. However, as noted by the Program Implementation Coordinator (Informant 3), the challenges of aligning these evaluations with the overall program timeline, particularly in terms of synchronizing schedules between mentors and participants, reflect broader program timing issues that have been discussed in the literature (Jayadi & Isro'iyah, 2025). This highlights the need for a more flexible evaluation system that accommodates the different local contexts in which these programs are implemented.

Supporting Factors

This study identified several supporting factors that contributed to the success of *Guru Penggerak* program, particularly the strong collaboration between the *Guru Penggerak* Education Center and the local education office. According to Leithwood, (2021). Effective collaboration among stakeholders is fundamental to the success of educational leadership programs. In the case of the *Guru Penggerak* program, local government support and involvement in the planning and implementation stages ensured smooth implementation and better resource allocation. The active involvement of local communities and school leaders also helped strengthen the program's impact, which aligns with research emphasizing the role of community and school leadership in promoting educational change (Friesen & Brown, 2022).

Inhibiting Factors

On the other hand, this study also highlighted several inhibiting factors, such as a shortage of qualified facilitators and coordination challenges across geographically dispersed areas. These issues are consistent with findings from previous research, which has noted that limited human resources and logistical constraints are common barriers to educational programs (Gast et al., 2022). As noted by the Program Implementation Coordinator (Informant 3), difficulties in reaching remote areas often lead to increased costs and time inefficiencies. This resonates with literature on the challenges of implementing large-scale education initiatives in areas with inadequate infrastructure (Desianti & Rahayuningsih, 2022). In addition, rigid scheduling imposed by teachers and educational staff can conflict with school activities, limiting program flexibility. These scheduling issues are a well-documented challenge in implementing educational programs, as rigid frameworks often fail to accommodate the unique needs of local schools (Wachidah et al., 2024).

CONCLUSION

This study examines the management of the *Guru Penggerak* program at the Jambi Province Center for *Guru Penggerak* Education (BGP), focusing on planning, implementation, evaluation, and supporting and inhibiting factors. The findings show that program planning was systematically coordinated between central and regional governments, ensuring alignment with national policy while accommodating local needs. Implementation was generally effective through a hybrid learning model combining LMS-based online learning with face-to-face mentoring, although logistical constraints in remote areas and high transportation costs hindered optimal delivery. Program evaluation via the SIMERDEKA application and LMS enabled continuous performance monitoring, yet scheduling conflicts between mentors and participants indicated a need for greater flexibility. While strong local government support, inter-institutional collaboration, and qualified human resources contributed to program success, shortages of facilitators and infrastructure limitations remained key challenges, highlighting the importance of contextual adaptation to enhance the effectiveness of national education programs in decentralized settings.

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