Empowerment of Guru Penggerak Leadership in Implementation of the P5 Merdeka Curriculum Programme Elementary Schools in Takalar Regency

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Abstract

This research aims to identify the empowerment of Guru Penggerak leadership in implementing the P5 program, analyze the challenges faced by school principals in empowering Guru Penggerak leadership, and examine the support received by school principals in the process of empowering Guru Penggerak leadership. This research used a qualitative approach. The research location was at the Technical Implementation Unit of Elementary School 101 Inpres Pattallassang, the Technical Implementation Unit of Elementary School 107 Inpres Visit, the Technical Implementation Unit of Elementary School Inpres 163 Bontopanno, and the Technical Implementation Unit of Elementary School 186 Inpres Bontoa. The research respondents consisted of four principals and four driving teachers who were still in the same school. Data collection techniques included interviews, observations, and documentation. The validity of the data used was in terms of credibility, transferability, dependability, and confirmability. The data analysis used a thematic analysis model. The results of this study show that: (1) Driving teachers obtain various forms of empowerment, such as learning assignments to be mentors and presenters in learning activities, as well as formal leadership roles (curriculum committees, P5 coordinators, learning community leaders) and informal (substitute for school principals in certain meetings and activities). (2) School principals face obstacles in empowering driving teachers, which include internal constraints, such as low work commitment and limited knowledge, as well as external obstacles, such as high workloads and lack of supporting facilities. (3) Support for empowering driving teachers comes from internal factors, such as a growth mindset, leadership experience, managerial skills, and mastery of information and communication technology (ICT), as well as external factors, such as student enthusiasm, parental and community support, and central and regional government policies. This research provides strategic recommendations to increase the empowerment of driving teachers as learning leaders in the era of the Independent Curriculum.

Keywords: Empowerment of Teacher Leaders; P5 Independent Curriculum; Elementary School

Introduction

Education is not only a process of knowledge transfer, but also a foundation that strengthens leadership and individual character that needs to be empowered. According to (Kamaruzaman et al., 2020) the role of teachers in delivering lessons, sharing their knowledge and expertise can influence school improvement, leading to school sustainability. Teachers play an irreplaceable central role in the

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education ecosystem. Because teachers are not just teachers, but also mentors, sources of inspiration, and companions at every stage of student development. Law of the Republic of Indonesia Number 14 of 2005 Article 2 Paragraph 1 confirms that teachers are professional educators who are responsible for various aspects of learning, ranging from teaching to assessing students from primary to secondary levels. Therefore, teachers are required to have good leadership skills as facilitators. According to (Muijs, D., & Harris, 2003), teacher leadership seeks to improve teaching quality, school effectiveness, and student learning. Strong teacher leadership has the potential to positively change the education system, create a dynamic learning atmosphere and help students reach their full potential. Therefore, to maximise the important role of teacher leadership in strengthening the character of primary school students, it is necessary to empower teachers, which is an interesting topic for further study.

The concept of teacher leadership has taken centre stage in discussions about contemporary educational paradigm shifts. According to (Wasley, L. C. et al., 1991) teacher leadership is not only about giving direction, but also motivating colleagues to change and move in a better direction. In this context, (Katzenmayer, M., & Moller, 2001) emphasise that a teacher leader is not only responsible for the classroom, but also for building a dynamic learning community. Thus, teacher leaders are not individuals who work in isolation, but collaborators who are able to influence others to improve educational practices (Boles, K., & Troen, 1994). Concluded that teacher leadership is a representation of the idea of collective leadership, where teachers work together to develop their expertise. As such, this concept provides the foundation for a significant transformation in modern educational approaches.

Teacher leadership plays an important role in ensuring the success of the teaching and learning process in schools, especially the implementation of character education programmes such as the Pancasila Student Profile Project (P5) in the Merdeka Curriculum. P5 is a guideline for the characteristics and skills that students should have. Indonesia in terms of learning and social interaction (Irawati et al., 2022). In P5 activities including differentiated learning, the leadership role of teachers is vital as they act as facilitators who enable students to develop their skills and interests through project discussions with their peers (Susi, S. et al., 2023). Research also shows that Merdeka Curriculum seeks to shape P5 characters (Andriani et al., 2022). Teachers are expected to be able to provide meaningful learning experiences for students as part of curriculum delivery (Ananda, S., & Matbuh, 2023). Therefore, teacher leadership is needed in designing ideas and forming a professional team to implement the P5 project, with the aim of strengthening student character and creating a Pancasila learner profile with teacher commitment to character building and the creation of P5-compliant students.

The results confirmed the importance of the teacher's leadership role in strengthening learners' character through project activities. (Nur'aini, 2023) highlighted that project activities become investigative adventures that interest students, guided by teachers to explore and discover knowledge. Through interaction with the surrounding environment, students become more sensitive, caring, and skilled in solving contextual problems. Meanwhile, Merdeka Curriculum encourages creativity and innovation from teachers and students in implementing it (Suharta et al., 2023). In the context of the P5 programme, school preparation includes the formation of work teams, selection of relevant themes, and training to enhance teacher creativity (Lathif, M. A., & Suprapto, 2023). Overall, teacher leadership is key in designing lessons that strengthen student character and create the desired profile of Pancasila learners.

The government continues to be committed to improving the quality of teachers in all aspects, especially in terms of leadership and character education, recognising the huge impact it has on the achievement of learning process goals. The current focus is on the development of the Guru Penggerak programme, implemented by the Ministry of Education and Culture. This programme is specifically designed to develop teacher leadership, with the concept of guiding teachers to become leaders of learning centres. The Ministry has launched the Guru Penggerak programme as a strategic step in galvanising teacher leadership to become leaders in the learning process. This is a significant step in strengthening the education system in Indonesia.

Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No 26 of 2022 explains that the profile of a "mobilising teacher" as referred to in paragraph (1) is that the mobilising teacher has the following skills: a. Planning, implementing, evaluating and reflecting on data-based learning that meets the current and future needs of students. b. Developing the vision, mission and programme of the education unit by involving parents, peers and the community. c. Developing skills independently and continuously based on the results of reflection on learning practices. and d. Facilitating and developing learning ecosystems through spontaneous practices. Facilitating and developing learning ecosystems through the practice of spontaneity of emotion, spontaneity of movement and thought with peers and the community. Of course, this indicates that the government has high hopes for its role in advancing graduate teacher mobilisers as the spearhead of Indonesia's educational transformation. The government will strengthen lead teacher leadership in driving change and improving education quality in local government and community-run education units by requiring lead teachers appointed as principals to have good lead teacher qualifications. This emphasises their importance. It recognises the strategic role and capabilities of lead teachers in supporting the improvement of the national education system.

From the Ministry of Education and Culture's official website, (2022) the role of mobilising teachers is expected to be a catalyst for educational change by mobilising learning communities of fellow teachers in schools and local communities. They are expected to act as active teachers for other teaching colleagues to develop learning in schools and encourage better leadership among students. In addition, mobilising teachers are encouraged to promote Pancasila character development, create forums for positive discussion and cooperation between teachers and stakeholders within and outside the school to improve the quality of learning, and demonstrate leadership in the learning process which is expected to be role-playing. This suggests that the empowerment of mobilising teachers plays an important role in driving positive change in education through various collaborative activities and initiatives.

The lead teacher plays an important role in the implementation of the Pancasila Student Profile Improvement Project (P5) programme. Lead teachers are effective in teaching Pancasila values to students. Through our unique curriculum, the mobilising teacher is expected to be able to teach well to achieve the goal. Research conducted by (Qulsum, 2022) the lead teacher was shown to play an important role in building student character resilience, especially in terms of being a learning leader that promotes the health of the school's educational ecosystem. This confirms that the leadership role of the lead teacher is crucial in building student character, developing a positive learning environment, and improving the health of the educational ecosystem in schools.

Research conducted by (Susi, S. et al., 2023) Here are six important roles of mobilising teachers in increasing the visibility of Pancasila students. Firstly, the mobilising teacher should be able to foster the development of students' critical thinking skills by providing interesting, problem-solving orientated materials. Second, we need to increase students' independence by motivating and encouraging students to improve their own skills. Third, mobilising teachers are expected to develop creative and innovative learning models to enhance students' creativity. Fourth, it is necessary to encourage student cooperation and teamwork, thus fostering a spirit of gotong royong among students. Fifth, as part of the effort to build global diversity, mobilising teachers are expected to increase the love for cultural, religious and racial diversity in Indonesia. Finally, mobilising teachers are also expected to be role models in terms of instilling noble moral, spiritual and ethical values to their students. This confirms that according to the Pancasila Student Profile, the role of the mobilising teacher is very important in shaping and strengthening students' personalities.

The research (Susi, S. et al., 2023) discusses how the role of the guru penggerak in strengthening the student profile of Pancasila, while the research to be carried out further analyses how the empowerment of the guru penggerak represented as a guru penggerak in strengthening the character of students in the project program strengthening the student profile of Pancasila (P5) in the independent curriculum in carrying out its role as a learning leader in the education unit and the extent to which its role

gets support from the principal as a team or facilitator of the P5 program in implementing the program going forward, what are the obstacles of the principal in empowering the guru penggerak in his school, and their readiness to become educational leaders in the future. In addition, I chose the topic of P5 in empowering teacher activists because P5 is the latest programme that is closely related to the teacher activist programme. The P5 (Strengthening the Profile of Pancasila Students) programme and the guru penggerak programme support each other in creating an education that focuses on student character development. P5 instils Pancasila values in students' daily lives, such as tolerance, gotong royong and social justice, while the mobilising teacher acts as a leader who integrates these values in learning and creates a supportive school environment. With their leadership skills, mobilising teachers can direct change in the school, ensure effective implementation of P5, and mould students with characters that fit the profile of Pancasila learners.

Data that I obtained from one of the guru penggerak in Takalar District by the name of Ratna as of 21 March 2024, said that there are 47 current guru penggerak in Takalar District from two batches of 5 people in batch 2 and 42 people in batch 6. In batch 2, kindergarten: 1 person, junior high school: 2 people, SMA: 2 people and batch 6, kindergarten: 3 people, elementary school: 11 people, junior high school: 13 people, SMA 8 people, SMK: 6 people, special school: 1 person. Data from the Balai Besar guru penggerak sulawesi selatan as of 19 March 2024, announced that there are 36 candidates for the guru penggerak of Takalar Regency in batch 10. and there are additional recognised driving teachers who come from PP batch 2, namely: SD: 1 person and SMK: 1 person. Currently, the selection of teacher activists is still ongoing, which is likely to increase the number of teacher activists in Takalar District.

Based on this data, there are 4 teachers at the kindergarten level, 12 teachers at the elementary school level, 15 teachers at the junior high school level, 10 teachers at the high school level, 7 teachers at the vocational high school level, and 1 teacher at the special school level who have graduated as Master Teachers from batches 2 and 6. In addition to the data that has been described, there is a problem that researchers found, namely, initially the guru penggerak has a communication problem that is not smooth with the principal this is because the principal does not fully understand the role of the guru penggerak, secondly the guru penggerak does not get a good response to school residents such as teachers, thirdly not all guru penggerak at the primary school level in Takalar Regency receive support in carrying out leadership roles, fourthly the lack of self-confidence of driving teachers at the primary school level in Takalar Regency in carrying out leadership roles, fifthly the lack of motivation and appreciation for guru penggerak, and sixthly the limitations of infrastructure and technology at the primary school level in Takalar Regency. The planned analysis is very relevant and important in understanding the role and challenges faced by graduates of the mobilising teacher programme in carrying out additional tasks related to leadership in their respective education units. Therefore, the focus of this research is on the leadership empowerment of teacher leaders in the implementation of the P5 programme at the primary school level, which will provide an in-depth understanding of the opportunities and support that teacher leaders get in improving the quality of learning, especially through the project of strengthening the profile of Pancasila students. In addition, it analyses the constraints faced by school principals in empowering guru penggerak leaders in the implementation of the P5 programme. As well as, evaluating their readiness to become leaders in their respective schools will provide a comprehensive picture of their contribution and potential in leading change and innovation in education.

This thesis will focus on:

1) How is guru penggerak leadership empowerment driving the implementation of the P5 programme of the independent curriculum at the primary school level in Takalar District?

2) What are the obstacles faced by school principals in empowering guru penggerak leadership in the implementation of the P5 programme of the independent curriculum at the primary school level in Takalar District?

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3) c. What support do principals get in empowering guru penggerak leadership in implementing the P5 programme of the independent curriculum at the primary school level in Takalar district?

Methodology

Research Design

This research uses a qualitative descriptive approach. The qualitative descriptive approach is used to investigate social phenomena and human problems by producing descriptive data in the form of written or spoken words from participants and observed behaviour (Bogdan dan Taylor, 2010) Thus, this study aims to provide a comprehensive description of the empowerment of the driving teacher leadership in strengthening the Pancasila student profile strengthening project program at the elementary school level in Takalar Regency. In general, according to (Moleong, 2017) the purpose of qualitative research is twofold, namely: describe and reveal (to describe and explore) and describe and explain (to describe and explain).

This study aims to describe and explain the leadership empowerment of teacher leaders in the Character Education (P5) programme at the primary school level in Takalar District. Using a qualitative approach, this study aims to explore in-depth information related to the empowerment that the mobilising teachers get after returning to their schools. The stages used in this research include the pre- field stage for preparation, the fieldwork stage for data collection, and the field analysis stage to analyse the findings from the data that has been collected. Thus, this research aims to provide a comprehensive understanding of the empowerment and leadership practices of mobilising teachers in the context of the P5 programme in Takalar District. The stages used by researchers in this descriptive qualitative research include the pre-field stage, the fieldwork stage and the field analysis stage (Puspitasari et al., 2020).

Participant

This research was conducted in Takalar Regency, South Sulawesi, namely Upt SD Negeri 101 Inpres Pattallassang which is located in pattallassang sub-district, Upt SD Negeri 107 Inpres Kunjung which is located in sanrobone sub-district, Upt SD Negeri Inpres 163 Bontopanno is located in sanrobone sub-district, and Upt SDN 186 Inpres Bontoa located in South Galesong sub-district are schools that have the same motivating teachers and principals until now, there are 4 guru penggerak, and 4 principals who are used as permanent resource persons in this study who meet the criteria to be studied.

In this study, the sampling method used purposive sampling, which is a sampling of data sources with certain considerations. This particular consideration, for example, the person is considered to know best about what we expect or maybe he is the ruler, will make it easier for researchers to explore the object social situation under study (Sugiyono, 2020) Therefore, according to (Lincoln, 1985). The special characteristics of purposive samples, namely 1) Emergent sampling design temporary 2) Serial selection of sample units rolling like a snowball (snowball) 3) Continuous getting the maximum, not adjustment or 'focusing' of the sample adjusted to the needs 4) Selection to the point of redundancy selected until saturation. Therefore, the sample in this study were 4 guru penggerak spread from 4 public primary schools in Takalar Regency and 4 principals from each guru penggerak school of origin taken with purposive sampling technique. This research was conducted from 01 July 2024 to 30 September 2024. The determination of time in this study is based on certain objectives.

Data Collection

The data source in this study is the subject from which data can be obtained. This data source relates to the party that has been determined by the researcher to provide information related to the empowerment of the guru penggerak leadership in the P5 programme at the primary school level in

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Takalar Regency. Determining the data source in this study, the researcher must adjust to the topic that the researcher raises, namely the empowerment of the guru penggerak leadership in implementing the P5 programme. Based on that, in this study researchers used two data sources, namely: primary data and secondary data, primary data was taken directly through interviews with respondents, namely principals and guru penggerak while secondary data is data taken based on literature that can help research such as journals, books and other sources.

Instrument

In obtaining comprehensive data and paying attention to the relevance of the data to the focus and objectives of the study, in collecting data this study used three methods from Miles and Huberman, namely through interviews, observation and documentation (Efrina, L., & Warisno, 2021) In addition, the main instrument in this study is the researcher himself.

Data Analysis

The analysis used in this research is qualitative data analysis, which is a process that involves processing and organising data obtained by researchers from various sources. This process includes organising, synthesising, and finding patterns from the data, as well as determining what is important to convey to others (Moleong, 2019). The qualitative data analysis technique involves analysing the data that has been collected, and the results are used to compile a research report on the analysis of leadership empowerment of guru penggerak in implementing the P5 programme in Takalar District.

Qualitative data analysis is carried out interactively and continuously, starting from the initial stage to the final stage of the research. This process aims to sharpen the focus of the research and check the validity of the data. Qualitative data analysis is carried out in stages in accordance with the predetermined method. In addition, qualitative data analysis will be carried out with thematic analysis which will help in the process according to (Holloway, I., & Todres, 2003) saying that thematic analysis is the basis or foundation for the purpose of analysing in qualitative research. By following these steps, the researcher can ensure that the analysed data has been thoroughly understood and the results can be interpreted appropriately in accordance with the research objectives.

Findings

The results of this study are findings obtained from the analysis of qualitative data collected through observation, interviews, and document studies. This research focuses on the empowerment of the guru penggerak leadership in implementing the P5 program of the Merdeka Curriculum at the primary school level in Takalar Regency, the research results found that the driving teacher received several forms of empowerment in the implementation of P5 in his school, so the author categorised them into several themes besides that in the empowerment obtained by the guru penggerak there are obstacles and conditions that support the principal in empowering the guru penggerak obtained. The obstacles and conditions that support them in implementing P5 at the primary school level can be explained according to the following graph;
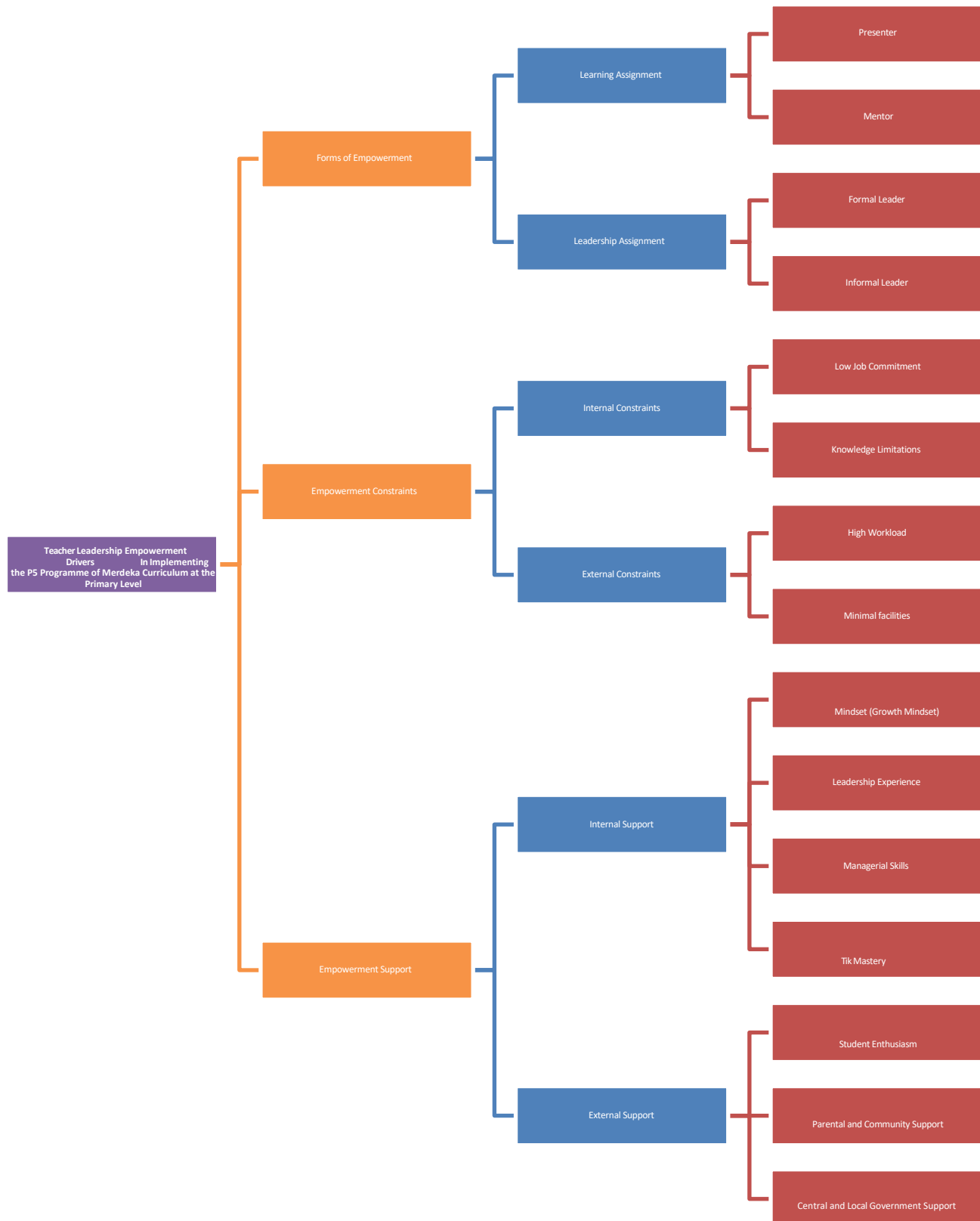
Figure 1. Leadership Empowerment of Activating guru penggerak in Implementing the P5 Programme of Merdeka Curriculum at the Primary School Level in Takalar District

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The data results are presented with categorisation between themes and sub-themes with some explanations as follows;

Leadership Empowerment of Guru Penggerak in Implementing the P5 Programme of Merdeka Curriculum at the Primary School Level in Takalar District

Based on the research process conducted by the author, either through observation or interviews regarding the empowerment of the guru penggerak leadership in implementing the P5 program of the Merdeka Curriculum at the primary school level in Takalar Regency, the research results found that the guru penggerak received several empowerments in the implementation of P5 in his school, so the author categorised them into several themes.

Given Learning Assignments to be Mentors and Presenters in the Implementation of P5 in Several Learning Activities. The guru penggerak leadership empowerment obtained is by becoming a mentor, speaker and resource person for school activities, especially in the implementation of P5, this is in accordance with the results of the interview by GP01 who stated that;

> *"Guru penggerak must be empowered in the implementation of P5 because they are the spearhead of change in schools. By empowering them, programme implementation can run more effectively and have a wider impact. An example of the empowerment I get after becoming a mobilising teacher is that I am often given the opportunity to be a presenter in P5 and other activities" W1/GP01/24-07-2024.*

The above statement is supported by the results of an interview by GP02 who stated that;

> *"Guru Penggerak should be empowered as they already have a deeper understanding of the objectives and methods of P5 101. With this empowerment, they can help implement P5 more effectively in schools and ensure that the objectives of P5 are achieved. I myself am often used as a presenter in schools, especially on the P5 programme because my own class was the first to do P5 and thank God it was successful, which made other teachers trust me as a presenter as well as the principal".W5/GP02/29-07-2024.*

Given a Leadership Assignment

The potential that can be maximised and empowered by guru penggerak is by being given the opportunity or space to maximise the leadership that guru penggerak have by becoming formal leaders and informal leaders.

Being a Formal Leader

Another opportunity that guru penggerak get to implement their leadership skills is by being given the opportunity to become formal leaders, in this case the guru penggerak are assigned to become learning committees and P5 coordinators as well as other formal leaders, this is in accordance with the results of the interview by KS01 who stated that;

> *"Yes, in our school, many of the teachers are appointed as principal candidates or even principals. So, their role in the school is very important. They are like vice-principals, although officially the position of vice- principal does not exist in the primary school, only in the junior high school where I am also appointed as the P5 coordinator. These guru penggerak know very well what to do because they have been equipped with training and workshops designed to make them leaders in the classroom".W2/KS01/27-07-2024.*

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This statement is in accordance with the results of an interview by KS02 who stated that;

> *"Yes, of course. In this school, our guru penggerak plays a very important role in the implementation of P5 as she is the coordinator. They are directly involved in the planning and implementation of P5 programmes such as being a learning committee. We always organise evaluations after each activity and these guru penggerak are often at the forefront of delivering the evaluation results and future improvement plans. In addition, they are often used as mentors for other teachers, especially in understanding the modules and methodology used in P5".W4/KS02/29-07-2024.*

Becoming an Informal Leader

In addition to being given the role of formal leader, the guru penggerak is also assigned the role of informal leader. In this case, the guru penggerak is assigned to be the leader of the meeting and as the head of the kombel (learning community) in several activities in the school. This is in accordance with the results of interviews by the guru penggerak who stated that;

> *"We give them responsibility for often leading discussions in teacher meetings to discuss programme evaluation and improvement. We also encourage them to organise training sessions for other teachers so that they can share their knowledge and experience. We also make sure they are involved in decision-making regarding the implementation of P5 in the school" W4/KS02/29-07-2024.*

In addition, some guru penggerak are assigned to be the head of several groups in the school, which is one of the roles of informal leaders. This is in accordance with the results of the interview by KS03 who stated that;

> *"In P5, I encourage guru penggerak to maximise the potential in their classrooms first. After that, they share good practices in the learning community at school. They also become the head of the community as well as in various school activities, including in P5".W8/KS03/27-08-2024.*

What Are the Obstacles Faced by School Principals in Empowering Guru Penggerak in the Implementation of the Merdeka Curriculum P5 Programme at the Primary School Level in Takalar Regency?

Researchers conducted interviews with several principals who had a guru penggerak in their school, and the results of the study said that principals get obstacles when empowering guru penggerak. The obstacles arise due to differences in teacher backgrounds, school environments, and acceptance of changes that can be an obstacle to empowerment, this is in accordance with the results of the interview by KS01 who stated that;

> *"These obstacles arise due to several factors, such as generational differences among teachers. More senior teachers often find it difficult to adapt to new technology, so special assistance is needed". W2/KS01/27-07-2024.*

This statement is in line with the results of the interview with KS02 who stated that;

> *"These constraints arise due to differences in background and experience between the guru penggerak and other teachers. The guru penggerak are usually already familiar with new technologies and learning methods, while other teachers, especially the more senior ones, still need time to adapt. In addition, limited facilities are also an inhibiting factor because not all the learning media we need are available". W4/KS02/29-07-2024.*

Internal Constraints

There are internal obstacles in this study, namely the lack of commitment of the driving teacher, and the limited knowledge of the driving teacher. This is mentioned as an internal obstacle because the empowerment process carried out by the principal is constrained due to limitations that come from within the driving teacher himself, the following is an explanation of each internal obstacle;

Low Work Commitment

One of the obstacles felt by the principal is the low work commitment of the guru penggerak, this is in accordance with the results of the interview by KS04 who stated that;

> *"The obstacles I face are the commitment of the guru penggerak themselves. Sometimes they do not fully understand the flow of P5 implementation, even though they have been trained. ".W6/KS04/02-08-2024.*

This is supported by KS03 who stated that the low work commitment of the driving teachers is an obstacle in the implementation of the P5 programme because this basic thing is seen from the consistency of the driving teachers;

> *"The main obstacle is the consistency of teachers who are not fully prepared for this change. There are still some driving teachers who sometimes forget that they are driving teachers who should be promoters".W8/KS03/27-08-2024.*

Limitations knowledge

The second obstacle felt by the principal is the limited knowledge of the guru penggerak, this is in accordance with the results of the interview by KS04 who stated that;

> *"The obstacle arises because of the lack of understanding of the guru penggerak, the guru penggerak has participated in P5 activities but still often has difficulty in implementing this because usually the guru penggerak does not understand what has been obtained in the activity". W6/KS04/02-08-2024.*

This is supported by KS03 who stated that the limited knowledge of the guru penggerak is an obstacle in the implementation of the P5 programme because this basic thing is seen from the understanding of the guru penggerak;

> *"For myself, I feel that the guru penggerak still do not fully understand, especially in the P5 programme, but the guru penggerak try to do their best in implementing the programme".W8/KS03/27- 08-2024.*

External Constraints

The external constraints in this study are the many conflicts of activities, and the limited facilities and infrastructure. This is mentioned as an external obstacle because the empowerment process carried out by the principal is constrained due to limitations that come from outside the guru penggerak himself such as obstacles created from environmental conditions, the following is an explanation of each external obstacle;

High Workload

Time is one of the constraints felt by school principals in empowering guru penggerak in the implementation of the P5 programme at the primary school level in Takalar District, this is because time

with many conflicts of activities creates a high workload for guru penggerak, this is in accordance with the results of interviews by school principals who stated that;

> *"Time can also be an obstacle, because there are often other activities that collide with the P5 implementation schedule".W6/KS04/02-08-2024.*

Lack of Facilities

Minimal facilities, including limited school facilities and infrastructure, are also one of the obstacles for school principals to empower the leadership of guru penggerak, this is in accordance with the results of interviews by school principals, namely:

> *"In addition, limited facilities are also an inhibiting factor because not all learning media that we need are available". W4/KS02/29-07-2024.*

This was supported by an interview with another school principal who stated that;

> *"Guru Penggerak often want to carry out P5 activities either in a large scale at school or in their classrooms but are constrained by the facilities and infrastructure available at school".W2/KS01/27-07-2024.*

What Support Do School Principals Get In Empowering Guru Penggerak Leadership In Implementing The P5 Programme Of Merdeka Curriculum At The Primary School Level In Takalar Regency.

Researchers conducted interviews with several principals who had a guru penggerak in their school, and the results of the study said that the principal received some support when empowering the guru penggerak that support arose because of the conditions that were created, this is in accordance with the results of the interview by KS01 who stated that;

> *"We try to utilise all available resources, including training and workshops attended by the guru penggerak. In addition, we also always conduct deliberations with all teachers to ensure that every decision is made collectively and everyone feels involved". W2/KS01/27-07-2024.*

Internal Support

In addition to obstacles, there is internal support in this study, namely a good and developing mindset by the guru penggerak (Growth Mindset), leadership experience, managerial skills, and mastery of ICT. is mentioned as internal support because when the principal wants to empower the guru penggerak leadership, the principal sees the potential of the g u r u p e n g g e r a k so that it can support when the principal empowers, this internal support is seen by the principal who comes from within the guru penggerak, the following is an explanation of each internal support;

Mindset (Growth Mindset)

The good and developing mindset of the guru penggerak is one of the supports felt by the principal in implementing the P5 programme at the primary school level in Takalar Regency, this is in accordance with the results of the interview by KS01 who stated that;

> *"Our guru penggerak has an open mind because she is very aware of her responsibilities as a lead teacher*

> *including P5 activities. ".W2/KS01/27-07-2024.*

This was supported by an interview with another school principal who stated that;

"I think the guru penggerak in our school is good because he really understands his responsibilities. He also has a good mindset because he often helps other teachers and invites his friends to share good practices, including in P5, so far the guru penggerak that I have seen can influence his friends".W4/KS02/29-07-2024.

Leadership Experience

The leadership experience of the driving teacher is one of the supports felt by the principal in implementing the P5 programme at the primary school level in Takalar Regency, this is in accordance with the results of the interview by KS01 who stated that;

"In P5 it is the same. I myself empower the mobilising teachers in the school because I see them personally from their leadership experience, I see them based on the activities they have participated in during their time as a teacher and when they are selected as a mobilising teacher. ".W2/KS01/27-07-2024.

This was supported by an interview with another school principal who stated that;

"For me, the way I empower the activator teacher is by looking at his potential, from which I can see his experiences such as when he leads activities at school, as well as in the context of P5 activities".W4/KS02/29-07- 2024.

Managerial Ability

The good managerial ability of the guru penggerak is one of the supports felt by the principal in implementing the P5 programme at the primary school level in Takalar Regency, this is in accordance with the results of the interview by KS01 who stated that;

"There are several abilities that I see possessed by the guru penggerak, including the ability to lead. I often notice that the guru penggerak has the capacity to lead and his communication is good, so I made him the P5 coordinator. "W2/KS01/27-07-2024.

This was supported by an interview with another school principal who stated that;

"My guru penggerak is the P5 coordinator because she can lead her friends".W4/KS02/29-07-2024.

This was supported by an interview with another school principal who stated that;

"I see that the guru penggerak has been able to lead other fellow teachers because usually the teachers recommend the guru penggerak when there is an activity.W8/KS03/27-08-2024.

ICT Mastery

Good mastery of technology by the guru penggerak is one of the supports felt by the principal in implementing the P5 programme at the primary school level in Takalar Regency, this is in accordance with the results of the interview by KS01 who stated that;

"P5 is very related to technology because it adapts to the current era, the guru penggerak has a very good understanding of technology. "W2/KS01/27-07- 2024.

This was supported by an interview with another school principal who stated that;

> *"The guru penggerak often helps teachers at school regarding the making of learning media, modules and other things, including technology, coincidentally many teachers here are quite old so they don't understand technology." W4/KS02/29-07-2024.*

External Support

In addition to internal support in this study, there is also external support, namely the enthusiasm of students, the cooperation of parents and the community, and the encouragement of activities by the education office and the ministry. This is mentioned as external support because when the principal wants to empower the leadership of the guru penggerak, the principal sees that in order for the potential of the guru penggerak to be maximally empowered, it is necessary to have external support when the principal empowers, this external support is seen by the principal who comes from outside the guru penggerak which includes the connection, empowerment will be maximised when external supports from the school environment can provide support, the following is an explanation of each external support;

Student Enthusiasm

The enthusiasm of students is one of the supports felt by school principals in implementing the P5 programme at the primary school level in Takalar Regency, this is in accordance with the results of the interview by KS01 who stated that;

> *"Support from fellow teachers who understand P5 and the principal is very important, and what I see the most is the enthusiasm of students during P5 activities and when the driving teacher is with them both when teaching students prefer to go to school because of P5 activities. ".W2/KS01/27-07- 2024.*

This was supported by an interview with another school principal who stated that;

> *"The support from the school, especially the principal and fellow teachers, the support from the students is also there because I see that during the activities of the driving teacher, whether it is P5 or learning activities in the class itself, students are more enthusiastic about learning and that is very important. ".W4/KS02/29-07- 2024.*

Parental and Community Support

Parents and the community are one of the supports in the process of school principals empowering guru penggerak, especially in the implementation of P5 which really needs support from parents and the community around the school, this is in accordance with the results of interviews by school principals who stated that;

> *"A favourable condition is the support from all components, such as parents, and the community who are*

> *more enthusiastic about including their children in P5 activities. ".W8/KS03/27-08-2024.*

Central and Local Government Support

The Ministry and the Education Office support the principal's process of empowering guru penggerak, this is in accordance with the results of the interview by the principal who stated that;

> *"We also get support from training programmes provided by the government, although there are still shortcomings in terms of infrastructure support and learning facilities".W2/KS01/27- 07-2024.*

The support of the Ministry and the Education Office was also felt by other informants in their interviews, this is in accordance with the results of the interview by KS02 who stated that;

> *"In addition, the training programmes and workshops provided by the government are also very helpful".W4/KS02/29-07-2024.*

Based on the results of the interviews above, it can be concluded that internal support which includes mindset, experience, managerial ability, and mastery of technology as well as external support which includes student enthusiasm, support from parents and the surrounding community, and support from the central and local governments are supporting factors and support for principals to empower teacher leadership in implementing the P5 programme at the primary school level in Takalar District. In this case, the principal feels that all the supports obtained by the principal are very supportive of the principal empowering the leadership of the guru penggerak in the implementation of the P5 programme at the primary school level in Takalar District.

Discussion

Leadership Empowerment of Guru Penggerak in Implementing the P5 Programme of Merdeka Curriculum at the Primary School Level in Takalar District

Teacher empowerment involves interactions in which educators become ready to engage, share, and ultimately impact their lives (Ridwan et al., 2021). This empowerment shows tangible changes in professional expertise, increased autonomy, and involvement in the decision-making process (Bogler, R., & Nir, 2012).Perspective emphasises that empowerment includes participation in decision-making about school goals and their implementation in the educational context (Bolin, 1989). Meanwhile, (Kimwarey et al., 2014) assert that empowered individuals have skills and knowledge that enable them to act or develop positively. Thus, teacher empowerment is key in improving professional capabilities, autonomy, participation, and positive development for educators, which in turn will have an impact on the quality of learning and learner success. Through empowerment, teachers can develop self-competence and identify their potential and limitations. (Zakzuk & Lopez, 2022)highlighted that teacher empowerment is influenced by individual qualities, background, personality, expectations, and school programmes. (Srihastuti, E., & Wulandari, 2021) also assert that empowered educators are those who have faith in themselves, their abilities, understand the education system, are committed to their work, and value others. Thus, teacher empowerment and the creation of a supportive environment in schools are considered the right solution by (Bogler, R., & Nir, 2012)to improve educational effectiveness, which emphasises the importance of strengthening the role of teachers and creating an environment that allows them to thrive and contribute maximally to learners' learning.

Assigned as Mentor and Presenter in the Implementation of P5 and Several Learning Activities

Guru penggerak are given the opportunity to be speakers or resource persons in various development events, particularly in the P5 programme, both outside the school and as mentors in their own schools. These opportunities allow the guru penggerak to apply their skills and have the responsibility to continue learning and managing their peers. This finding supports the theory of (Clayton, D., & Hills, 2013) which states that mentors are responsible for shaping the knowledge and skills of their peers, as well as the research of (Barker et al., 2010) which states that mentors play many roles in the learning process. The involvement of mentor teachers in the P5 programme also contributes to the development of their confidence, supported by principals and the education office to maximise their potential. This finding is in line with (Crow, dan Crow, 2012) view that emphasises the importance of support in development programmes. In addition, this involvement also expanded teachers' competencies in leadership, communication, collaboration and lifelong learning, supporting the research of (Garet et al., 2001) which showed that collaboration and practice-based professional development is more effective in

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improving leadership skills. Mentoring also strengthens interpersonal relationships that can improve student academic performance (Safitri et al., 2024), and helps teachers adapt to new roles and expectations (Sa'adah, 2022).

Given Leadership Assignment

Guru penggerak are given leadership roles by school principals and the education office to strengthen their position in the education system. This recognition includes appreciation for their contributions, increased authority, involvement in professional development and clear leadership roles, all of which contribute to teachers' well-being and motivation. With good status, teachers can influence positive change in the education community, collaborate effectively with colleagues and improve the overall quality of education. In practice, guru penggerak are given two types of leadership roles, formal leaders and informal leaders, which enable them to take responsibility for leading and managing various educational initiatives in school and outside of school.

Being a Formal Leader

As formal leaders, they are given official authority, such as being a learning committee member, P5 coordinator, or holding other positions that have administrative legality, such as decrees. This role gives teachers the power to influence education policy and practice, direct change, manage resources and ensure effective policy implementation. Guru penggerak with this formal status also serve as a link between education policy and day-to-day practice and play a role in coordinating teaching teams to improve student learning outcomes (Robinson, 2011).

Becoming an Informal Leader

As informal leaders, guru penggerak are given the opportunity to lead without administrative legality, such as being community leaders, substitute meeting leaders for principals, or facilitators in a mentoring programme in another school. Even without official authority, these informal leaders have great influence in facilitating change and innovation in the classroom, building collaborative networks, and motivating their peers through example and informal mentorship (Fullan, 2007; Katzenmeyer, M., & Moller, 2009). Teachers in this role serve as effective change agents, disseminate best practices, and influence education policy based on their experiences (Hargreaves, 2018).

Constraints Faced By School Principals In Empowering Guru Penggerak In Implementing The Merdeka Curriculum P5 Programme At The Primary School Level In Takalar Regency.

Internal Constraints

In the process of empowering the leadership of the guru penggerak carried out by the principal, there are internal obstacles felt by the principal, namely the lack of commitment of the guru penggerak, and the limited knowledge of the guru penggerak, this obstacle comes from within the guru penggerak.

Low Job Commitment

Low work commitment among teacher advocates is a major obstacle to the implementation of the P5 programme, as it can reduce work effectiveness and the achievement of educational goals. According to (Rangkuti, 2016), commitment is closely related to productivity and performance, while (Aliakbari, M., & Amoli, 2016) state that a lack of empowerment of teachers can reduce their commitment, which impacts on the quality of learning and student achievement. (Rasworo & Ramadan, 2024) also asserts that high commitment is required to instil Pancasila values in students, which is the goal of the P5 programme. Teachers with low commitment tend to focus on urgent but less important tasks, neglecting greater responsibilities for long-term development. (Dewi, S., Rahmat, A., & Heri, 2023) showed that a lack of empowering leadership also impacts teachers' low professional commitment. Therefore, empowering

leadership is needed so that teachers can focus and contribute optimally in shaping students' character according to the values of Pancasila, as well as improving the overall quality of education.

Knowledge Limitations

The limited knowledge of the guru penggerak is one of the internal obstacles faced by school principals in empowering the guru penggerak in implementing the P5 programme. This has an impact on the understanding and effectiveness of the implementation of the Merdeka Curriculum in elementary schools. Knowledge, according to (Octaviana, D. R., & Ramadhani, 2021), is the result of the process of understanding information obtained through experience, observation, or learning, which is very important in individual development and community progress (Cahyono et al., 2019). Knowledge allows individuals to overcome challenges and make better decisions in the future (Susilawati et al., 2022). Teachers' knowledge plays an important role in the educational process, not only in delivering material, but also in creating an effective, interesting, and fun learning atmosphere for students (Astuti et al., 2023). In-depth knowledge is essential for lead teachers, who are expected to have competencies as student-centred learning leaders, master teaching, classroom management and effective learning strategies (Directorate of Primary Education Teachers, 2021). With sufficient knowledge, guru penggerak can motivate students to learn independently, set an example in the application of good educational values, and develop strategies that suit students' needs (Mulyawati, 2021). Evolving knowledge also supports teachers' professionalism to create a learning environment that is innovative and adaptive to change (Ditjen GTK, 2021). Therefore, improving the knowledge of teacher advocates is essential to enable them to play their key role in transforming and improving the quality of education in Indonesia and to implement the P5 programme more effectively and innovatively.

External Constraints

In addition to internal constraints, there are also external constraints perceived by principals in empowering the leadership of guru penggerak, such as the many conflicts of activities and the lack of collaboration with colleagues. These obstacles come from external factors, both from the school environment and outside the school, which hinder the optimisation of the guru penggerak roles. The clash of activities can reduce teachers' time and focus on fulfilling their leadership roles, while the lack of collaboration among peers exacerbates the process of professional development and teachers' involvement in collective decision-making. These external factors provide additional challenges that need to be addressed to improve the effectiveness of guru penggerak in the education system.

High Workload

The number of conflicting activities is a major obstacle for principals in empowering guru penggerak, as this adds to the high workload. With so many activities to deal with, guru penggerak struggle to manage their time effectively, which can affect their ability to perform their duties optimally. According to PP No. 12/2019, activities can include a variety of activities that aim to fulfil a need or achieve a certain result, but when the clash of activities is too much, this can have an impact on mentor teachers' time management. Research shows that poor time management is a barrier to teacher empowerment. For example, (Atmaja et al., 2021) stated that good time management improves efficiency in daily life and helps individuals or organisations achieve more success. (Jahja, 2018) also asserts that proper time management is necessary to sharpen priorities and improve the efficiency of project management. Therefore, it is important for teacher movers to have good time management skills so that they can optimise their time, reduce stress, and maximise innovation and career development without compromising teaching quality or adaptability to change.

Lack of Facilities

In maximising the empowerment of guru penggerak, the existence of adequate facilities and infrastructure is very important, because principals often face obstacles in the form of limited existing

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facilities. This constraint has an impact on the lack of maximum distribution of ideas and innovations that the guru penggerak wants to do, both in the implementation of the Pancasila Student Profile Strengthening Programme (P5) and in teaching in his class. Facilities and infrastructure are two interrelated and essential components in supporting educational activities. Facilities refer to tools or facilities used to achieve goals, while infrastructure is the physical structure that supports them. According to (Pelealu et al., 2022), facilities and infrastructure are very important in the education process, because without adequate facilities, the teaching and learning process cannot run effectively and efficiently. Good management of facilities and infrastructure is key so that facilities can be used optimally to achieve educational goals (Sutisna, N. W., & Effane, 2022). The limitations of these facilities and infrastructure hinder the smooth running of learning and can reduce the effectiveness of student learning outcomes, so good management of facilities and infrastructure is needed to realise quality facilities and support the achievement of educational goals optimally.

The Support Obtained By School Principals In Empowering The Leadership Of Guru Penggerak In The Implementation Of The Merdeka Curriculum P5 Programme At The Primary School Level In Takalar Regency.

The final finding shows that there is significant support for principals in empowering guru penggerak, which comes from both internal and external support. Internal support received by principals includes mindset, leadership experience, managerial ability and mastery of technology, while external support comes from the enthusiasm of students, ministries, education offices, parents and communities around the school. This is in line with the opinion of (Rahmawati et al., 2023) who stated that principals play an important role in creating a collaborative culture in schools and that support from principals is essential to encourage teachers to participate in professional development programmes such as guru penggerak Education. In addition, (Faiz, A., & Faridah, 2022) also explained that internal support includes the provision of training and resources for teachers, which helps them maximise the skills required in implementing better teaching methods. Internal support such as effective communication and involvement of all parties in decision-making can increase the success of the programme, as described by (Sa'adah, 2022).

Internal Support

Internal support is support that comes from within the guru penggerak, such as the trust given by the principal to the potential that exists within the guru penggerak. This trust makes the principal give full responsibility to the guru penggerak in various activities at school, especially in the implementation of the Pancasila Student Profile Strengthening Programme (P5). In this empowerment context, the internal support received by the principal in empowering the guru penggerak leadership includes recognition of the guru penggerak ability and commitment, which enables them to perform their leadership roles more effectively and contribute to creating positive changes in the school environment.

Growth Mindset

A growth and open mindset is one of the important supports received by school principals in empowering the leadership of the guru penggerak, because this positive mindset makes it easier for principals to encourage guru penggerak to develop their potential. In line with (Suriyanti, 2020) research, a growth mindset creates an ability that continues to develop, while (Molden & Dweck, 2006) explains that a growth mindset is the belief that the basic qualities of each individual can be cultivated with certain efforts. This research shows that principals empower teacher leaders because they have an awareness of responsibility, both for student learning, school progress, and other matters, and they have great motivation. (Widia et al., 2024) stated that teachers who are aware of their responsibilities tend to be more professional and committed to improving the quality of learning. High motivation plays an important role in improving the quality of teaching, as motivated teachers are more committed to delivering material and are more creative in adapting learning methods and media to student needs (Nirmalawaty et al., 2022).

Great motivation also contributes to the achievement of educational goals, including the development of students' characters and skills (Noor et al., 2016). Thus, a growth mindset, fuelled by a sense of responsibility and high motivation, is key in supporting the empowerment of teacher mobilisers and improving the overall quality of education.

Leadership Experience

Experience is one of the important supports that principals receive in empowering guru penggerak in the implementation of the Merdeka Curriculum P5 Programme at the primary school level in Takalar District. Past experiences shape the insights a person has, which can influence their attitudes and decisions. This experience serves as an important source of information in decision making and is often influenced by factors such as cognitive dissonance and self-perception (Noor et al., 2021). (Maharani et al., 2023) explain that experience and motivation play an important role in success, especially in facing challenges that arise in the learning process. Work experience also plays a major role in improving the quality of performance, with training as the first step to gaining experience that shapes skills and increases work effectiveness (Andini, 2023). The findings of this study are in line with the theory, showing that principals empower teachers by seeing the potential based on their experience in various activities. The many and varied experiences give the principal confidence that the driving teachers can support the empowerment carried out. Research by (Hasibuan, 2023) and (Ridianto, 2023) confirms that relevant work experience can increase work productivity and effectiveness, and improve placement in a job. In addition, leadership experience teaches good decision-making skills, which can strengthen organisational commitment and create a positive impact in the school environment (Siringoringo et al., 2023). Thus, experience is an important factor in empowering lead teachers, which not only helps improve the quality of education but also strengthens overall school management.

Managerial Ability

Managerial ability refers to a set of skills required to manage, organise, and lead a team or organisation in achieving predetermined goals (Badawi et al., 2020). Managerial ability, or managerial skills, is the expertise in moving others to work well (Englasari, 2019), which includes planning, organising, making decisions, and controlling resources, both human, time, and material. In addition, this skill also involves interpersonal and technical abilities to carry out managerial tasks effectively (Badawi et al., 2020). Based on the research findings, managerial ability is an important supporting factor for school principals. When principals feel the need to delegate school duties due to the many activities that must be undertaken, the guru penggerak is often chosen as a substitute for the principal because the principal sees the guru penggerak trustworthy managerial abilities, including discipline, competence, and influence. Managerial skills are proven to have a significant effect on performance in the education sector, including student learning achievement (Lestari & Wahyudin, 2020), as well as the ability of teachers to manage interactions with fellow educators and school staff more harmoniously, supporting effective teamwork (Ilahi, N. W., & Imaniyati, 2016). Thus, teachers' managerial skills not only assist principals in task delegation, but also improve collaboration, teamwork effectiveness, and the achievement of common goals at school.

ICT Mastery

Technology plays an important role in influencing every human activity, action and behaviour, including in education. The presence of technology has changed the pattern of relationships and interactions between people, and is now inseparable from everyday life (Ngafifi, 2014). Technological developments become education disruption for education providers who are unable to utilise various technological devices in learning (Herlina, 2019). In addition, advances in information technology have an impact on the variety of learning materials used in schools (Herlina, 2019). Research by (Agustian, N., & Salsabila, 2021) states that technology facilitates the formation of collaborative interactions and builds meaning in a context that is easier to understand. Educational technology also plays a role in improving

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the quality of education, such as providing learning facilities through planning, developing, utilising, managing, and evaluating learning resources (Eka et al., 2022). However, although technology has become an important part of students' lives, not all teachers understand how to use it effectively. This has led the principal to pay special attention to the guru penggerak, particularly in the P5 Programme, who are adept at using technology in learning. These teachers are not only role models for other teachers who do not understand the use of technology, but also play a role in adjusting to the demands of today's learners. Mastery of technology does affect teacher performance in the learning process, and teachers who are skilled in technology can more easily adapt varied digital learning methods and media, increasing interaction with students (Shofia, N. A., & Ahsani, 2021). Thus, technology has a significant influence on human life, including in education, where technology has created disruption that encourages education providers to utilise technological tools to improve the quality of learning. Therefore, it is important for school principals to empower teachers who are already proficient in technology, so that they can become examples for their peers and adapt to the demands of the times to improve the quality of interaction and learning in schools.

External Support

External support is crucial in helping teachers and principals achieve optimal results, especially in implementing educational programmes such as P5. This support, which can come from outside the school such as the community, education organisations or government, provides significant additional assistance in terms of resources, training and collaboration. With external support, teachers' performance can be strengthened and the quality of education can improve as teachers gain access to new knowledge, experience and wider networks. In addition, external support also plays a role in reducing workload and stress in teachers by providing solutions to the challenges they face. This is in accordance with (Maimunah, 2020) explanation, which defines social support as physical and psychological comfort provided by people around individuals, which can strengthen their mental health. This external support is crucial in empowering the guru penggerak in the implementation of the P5 programme, where principals receive assistance from various parties to ensure that the lead teachers can implement the programme effectively and efficiently, as well as overcome various obstacles that may arise in the learning process.

Student Enthusiasm

Students are individuals who take part in learning activities at school with the aim of developing their potential and obtaining knowledge that is useful for their future, including various aspects such as the learning process, self-development, and educational achievement. According to research by (Mardiana et al., 2022), students come to school to obtain education and learn various materials aimed at the development of their knowledge and skills, with motivation and inspiration as the main driving factors. Students' motivation, both intrinsic and extrinsic, plays an important role in their enthusiasm for school. Intrinsic motivation, according to (Sisteriana, n.d.), refers to the drive from within students to learn for personal satisfaction, which relates to their perseverance and academic achievement. In addition, external influences, such as teacher or parental support, also greatly affect students' motivation (Rahman, 2022). (Suprihatin, 2015) research states that teachers who are creative and able to create a pleasant learning environment can increase student motivation. This is in line with the findings showing that students' enthusiasm is one of the important supports in the empowerment of guru penggerak, where interesting learning can increase students' interest in coming to school and continuing to learn. The guru penggerak plays a role in maximising students' potential, both in academic and non-academic activities, through students' active participation in P5 activities. As explained by the Directorate of Basic Education (2021), guru penggerak encourage a student-centred approach, encouraging them to become more independent, creative and empowered in learning, which increases student motivation and engagement in the learning process. In conclusion, student motivation is influenced by both internal and external factors, and teachers who are able to create an engaging and student-focused learning environment can maximise their potential, which also provides support for school principals in empowering guru penggerak, especially in the implementation of P5.

Central and Local Government Support

Support from the Ministry of Education and the Education Office is essential in improving the quality of education in Indonesia. Based on Presidential Regulation No 14/2015, the Ministry of Education has the task of developing policies, programmes and supervising all levels of education. In addition, education offices at the local level play a role in implementing the ministry's programmes in the field, providing infrastructure and providing assistance to schools in need, such as BOS funds and other educational facilities. One of the ministry's priority programmes is to improve access to and quality of teaching staff, including teacher training and competency development (MoEC, 2016). This is supported by (Murphy, 2007) research, which suggests that to improve leadership development, institutions need to adopt policies that support teacher development and provide autonomy to leaders in schools. Based on the above, it can be concluded that the support from the education office and the ministry is very helpful in empowering guru penggerak because it can improve the competence of guru penggerak and develop their leadership. Programs such as training provided to guru penggerak are fully supported in providing knowledge so that they can maximise the implementation of the P5 program.

Parental and Community Support

The support of parents and the surrounding community is crucial in shaping effective and sustainable education. Parents play a role in providing motivation, supervision, and guidance in children's academic and moral development, which can increase students' confidence and motivation, thus having a positive impact on the role of teachers in the teaching and learning process, including in teacher empowerment (Usman et al., 2021). The greater the social support from parents, the higher the students' learning motivation, which also has a positive impact on the effectiveness of teachers' work in learning (Kurniawan, 2016). This support makes it easier for teachers to continue to conduct innovative programs and provides a greater level of trust from parents and the community to maximise teacher teaching and leadership. Parents' active participation in school, such as attending meetings and following their children's activities, can boost students' enthusiasm for learning and strengthen the link between home and school. On the other hand, support from the surrounding community helps create an environment conducive to learning, by contributing through programmes that support the school's activities, such as working together to improve facilities or participating in social events. This collaboration adds value to student development and creates a sense of shared responsibility for educational success. Research (Koesdarwati et al., 2024) also states that high parental support for students' interest in learning directly affects the role of teachers in creating innovative and effective learning.

Conclusion

The guru penggerak receive leadership empowerment in implementing the P5 programme of Merdeka Curriculum at the primary school level in Takalar District. The empowerment received by the guru penggerak includes learning assignments as mentors and presenters in various learning and development activities, as well as leadership roles both formal, such as curriculum committees, P5 coordinators, and co-chairs, and informal, such as substituting for the principal in meetings and other activities. Second, principals face constraints in empowering guru penggerak in the implementation of the P5 programme. Internal constraints include low work commitment and limited knowledge originating from within the guru penggerak, while external constraints such as high workload and minimal facilities originate from outside the guru penggerak. Third, principals received significant support in empowering guru penggerak in the implementation of the P5 programme. This support consists of internal support that comes from within the motivating teachers, namely growth mindset, leadership experience, managerial skills, and mastery of ICT, as well as external support that comes from the environment around the guru penggerak, such as student enthusiasm, parental and community support, and support from central and local governments.

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Acknowledgment

1. The researcher would like to thank the principal, guru penggerak, staff, and students. Upt SD Negeri 101 Inpres Pattallassang. Upt SD Negeri 107 Inpres Kunjung. Upt SD Negeri Inpres 163 Bontopanno, and Upt SDN 186 Inpres Bontoa for providing information to facilitate research.

2. The researcher would like to express his deepest gratitude to the Education Fund Management Institution (LPDP and   BPPT) under   the   Ministry   of   Finance   of   the Republic   of   Indonesia as well as the Indonesian Education Scholarship (BPI) for sponsoring my master's study, as well as for their their support for this paper and publication.

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