

## Evaluation of Program Pendidikan Guru Penggerak to Encourage Literacy Learning

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### **Abstract**

Data and research show that the literacy level in the city of Pasuruan is low. Data from the Ministry of Education and Culture shows that on average only 68.2% of the population of East Java province often read, be it reading newspapers, books, holy books or news on the internet, the city of Pasuruan as part of East Java province of course also has conditions that are not much different. Program Pendidikan Guru Penggerak (PPGP) is a leadership education program for teachers to become learning leaders. In this program a Calon Guru Penggerak (CGP) is required to develop a school program. In the midst of facts about the low level of literacy in Pasuruan City, 16 CGP from Pasuruan City developed a school program with the aim of increasing students' literacy skills. This study aims to find out what changes a CGP experiences during PPGP and the impact of these changes on the development of school programs that improve literacy skills. PPGP provides clear evidence of positive changes in CGP's self, be it changes in knowledge, changes in mindset or changes in behavior. This change is expected in PPGP because it makes CGP a student-centered learning leader. PPGP has also raised awareness of CGP's partiality towards students, this alignment has encouraged CGP to map students' needs before they develop program plans. PPGP also teaches the BAGJA flow which provides knowledge to CGP on how to plan programs systematically. In other words PPGP has had an impact on the CGP of Pasuruan City to develop a school program that will encourage literacy in Pasuruan City

**Keywords:** program evaluation, impact of change, literacy learning

### **1. Introduction**

Program Pendidikan Guru Penggerak (PPGP) or The Teacher Mobilization Education Program is a leadership education program for teachers to become learning leaders. This program was initiated by the Director General of GTK, Ministry of Education and Culture. This program consists of online training through LMS, workshops, conferences, and 6 months of mentoring for prospective Activist Teachers [1]. In the city of Pasuruan in PPGP batch 6 there were 40 Calon Guru Penggerak (CGP) or prospective driving teachers coming from various levels, starting from kindergarten, elementary, junior high, high school, vocational and high school. Forty CGP is a great hope for the future of education in the city of Pasuruan. Including for literacy learning in the city of Pasuruan. Because CGP should have the ability to move the community[4] . CGP also has ability to acts as a motivator for fellow teachers in the school environment and motivates students [5]. One part of PPGP is that CGP is required to develop programs in their respective schools. Forty percent or 16 of the 40 CGPs in Pasuruan develop programs related to literacy. Moreover, data and research show that the literacy level in the city of Pasuruan is low, as shown by the results of Arifuddin's research, 2017 which states that the literacy level in the city of Pasuruan is low [2]. Then data from the Ministry of Education and Culture shows that on average only 68.2% of the population of East Java province often read, be it reading newspapers, books, holy books or news on the internet, the city of Pasuruan as part of East Java province of course also has conditions that are not much different [3].

So that the programs initiated by CGP are the hope in driving literacy learning in the city of Pasuruan.. In Therefore the authors are interested in conducting research with the title "Evaluation of the Teacher Mobilization Education Program in Driving Literacy Learning in

Pasuruan City". Two things that form the formulation of the problem in this study are what changes occurred the most to CGP during PPGP and how PPGP had an impact on CGP to develop programs related to literacy. To answer the formulation of the problem, the authors use the program evaluation method. One of the qualitative approaches in program evaluation that can be used is the Most Significant Change (MSC) approach, which was first used by Dr. Rick Davies in 1994 [6]. This MSC technique can help improve program performance by focusing program performance on things to be achieved and keeping programs away from things that are not too important for program performance [7].

## 2. Methods

The research method in this article is to use the program evaluation method. MSC is a program evaluation method based on stories of change from stakeholders. Stakeholders will tell stories freely about the changes that have occurred in the specified domain to find out the impact of the program [8]. In PPGP there are three main actors, namely CGP, Practical Teachers and Facilitators, therefore these three stakeholders will later become data sources. From the CGP, 8 participants will be selected who will be asked to share what changes they experienced during the CGP. These eight CGP people are CGP Batch 6, Pasuruan City, which is developing school programs related to literacy. Then the stories of the 8 people will be selected which stories fulfill the two predetermined domains. The story will then be triangulated with stories from 4 representatives of practice teachers and 2 representatives of Batch 6 facilitators from Pasuruan City.

The data were obtained from the narratives/stories conveyed by the research subjects. The instrument used was a Guide to Questions for Writing Stories of Change which were sent personally to each research subject's whatsapp. This instrument was adapted from the research instrument used by Mukhotib [9]. The instrument is shown in Figure 1 as follows;

**Panduan Pertanyaan Penulisan Cerita Perubahan**

**Untuk Calon Guru Penggerak**

Nama :

Asal Institusi :

1. Apakah anda bersedia identitas anda disebutkan dalam artikel yang akan ditulis nanti ? jika tidak bersedia cerita anda akan ditulis sebagai cerita dari anonim.
2. Ceritakan dalam 2 atau 3 kalimat keterlibatan anda dalam Program Pendidikan Guru Penggerak (PPGP).
3. Ceritakan perubahan-perubahan yang terjadi pada diri anda (baik dan atau buruk) yang disebabkan karena PPGP. Silakan gambarkan perubahan tersebut dalam bentuk cerita [misalnya, pada awalnya (seperti apa sebelumnya), pada periode tengah (apa yang menyebabkan perubahan) dan akhirnya (seperti apa sekarang)]. Dari perubahan-perubahan yang disebutkan, perubahan manakah yang paling penting? dapat berupa perubahan positif dan negatif.
4. Ceritakan hubungan perubahan tersebut dengan pengembangan program sekolah yang anda rencanakan pada modul 3.3.

**Figure 1.** Guide to Questions for Writing Stories of Change

This instrument has been validated by two validators, namely Jarot Suseno, S.Pd, M.Pd and Susi Widiastuti, M.Pd, both of whom are school supervisors at the Vocational High School level at the East Java Provincial Education Office, apart from that both are facilitators involved in PPGP. The validator provides several suggestions for improvement, such as adding question no. 1, because in accordance with ethics for qualitative research, sources have the right to request that their identities be kept confidential [10].

### 3. Result and Discussion

#### 3.1 Changes experienced by CGP after participating in PPGP

Based on the stories about change presented by the eight CGPs, in general there are 3 types of changes experienced by the CGPs, namely changes in knowledge, changes in mindset and changes in behavior. Most of the eight CGPs felt these changes during the middle of the PPGP. This is because at the beginning of PPGP they were still adjusting so they couldn't follow the rhythm of PPGP.

##### 3.1.1 . Knowledge Change

CGP from SMP Negeri 4 Pasuruan, Yani Masyitoh, said that one of the most important knowledge gained through PPGP was the triangle of restitution. This restitution triangle is an effort to condition students, so students can realize and correct the mistakes they make, this restitution triangle is taught in PPGP in module 1.4. Apart from Yani, the other CGPs, namely anonymous 1, anonymous 2 and Rindang also agreed that this restitution triangle was new knowledge for them.

Anonym 1 also revealed that apart from gaining new knowledge, namely the restitution triangle, the other new knowledge he gained was regarding coaching techniques and the BAGJA flow. Coaching is defined as a solution-focused, result-oriented and systematic collaboration process, in which the coach facilitates the improvement of work performance, life experience, self-learning, and personal growth from the coachee [11]. While the BAGJA flow is an acronym for B (make questions), A (take lessons), G (dig up dreams), J (describe plans) and A (manage execution). BAGJA's flow is the flow taught by CGP to be able to develop programs systematically. Rindang Setyo CGP from SMP Negeri 2 Pasuruan City also shared a similar story, learning coaching techniques was one of the things that impressed him the most. Then Yani, also told that with BAGJA he could develop the program where he served. it has confirmed this to the four practice instructors and two facilitators that there was a change in knowledge experienced by CGP. One of these things can be seen from the significant differences in pre-test and post-test scores, which were carried out at the beginning and at the end of the three modules taught in PPGP.

##### 3.1.2. Mindset Change

CGP from Bayt Al Hikmah High School, Mar'atus Solihah wrote that PPGP had changed his mindset as a teacher, before joining PPGP Mar'atus believed that the teacher's job is to transfer knowledge to students, therefore the success of learning is determined from the cognitive value achieved by their students. However, after participating in PPGP, Mar'atus' mindset changed, now he believes that every student has their own talents and natural gifts, so a teacher must be like a pleasant home for his students. Rindang experienced the same change in mindset. She said that before joining PPGP she always taught in a monotonous way because she thought that it was the teacher who determined the learning process without paying attention to the needs of her students. However, after attending PPGP, Rindang realized that learning should be student-centered so Rindang began to change her teaching method to student-centered learning.

Then Rindang also said that the mindset of students who made mistakes had also changed. Previously, she had applied the punishment method to punish students who made mistakes, but because she attending PPGP gained new knowledge about the triangle of restitution, she began to abandon the punishment method in processing students who made mistakes. Rindang applies the triangle of restitution to deal with students who make mistakes.

This change in mindset is what is expected in PPGP, because it is in accordance with one of PPGP's goals, namely to make the driving teacher a student-centered learning leader. That way a teacher will become a truly student-centered teacher. That means, teachers become role models and are able to motivate students so as to strengthen the ability to empower teachers. Teachers will be fully serious in providing educational services to their

students. So that later, teachers can deal with various kinds of students, including unique and heterogeneous students [12].

### 3.1.3. Behavior Change

Yani said that PPGP had changed itself to become more independent and reflective. Because according to Yani, independence can help him to overcome all obstacles and obstacles in carrying out his duties as an educator. Yani also shared that being reflective helped him to be more open to suggestions and criticism from supervisors, principals or other teachers. Because these suggestions and criticisms are a means for introspection and self-improvement, Yani wrote in the instrument he sent via private WhatsApp.

The practice teacher who accompanied Rindang, Yuli Winarni, revealed that according to the principal of the school where Rindang served, there had been quite a drastic change in behavior in Rindang. Yuli continued, according to the school principal, Rindang was previously a teacher who did not really care about school activities outside of teaching and learning activities. However, after attending PPGP, Rindang became active in helping school activities and programs

## 3.2 PPGP's impact on programs developed by CGP

The eight CGP people who were the research subjects were part of the 16 CGPs who developed literacy-related school programs. Therefore, the writer wanted to know how far the impact of PPGP had on CGP in developing the program. Yani revealed that the program being developed, namely GELIS MEBAWA MIMPI (Gerakan Literasi Meningkatkan Minat Baca dan Jiwa Kepemimpinan / Literacy Movement to Increase Interest in Reading and Spirit of Leadership) was strongly influenced by a sense of alignment with students, because before developing the program Yani had mapped out students' needs for asset mapping. From the results of Yani's mapping of student needs, it is known that students' interest in reading at SMP Negeri 4 Pasuruan is low, this has an impact on learning activities.

Likewise with Mar'atus who developed a program called Garasi Asyik (Gebyar Literasi dan Apresiasi Karya / Festival Literacy and Work Appreciation). Mar'atus carries out this program because of his partiality towards students, Mar'atus wants his students to be able to develop their talents and interests and produce works according to their interests and talents. However, a student will not optimally develop his interests and talents without having adequate literacy skills. Because of that Mar'atus launched the program to familiarize students with literacy, this is in accordance with what was revealed by Subandiyah, 2013 that one way to improve literacy skills is with programs that familiarize students with literacy.

PUJA (Pustakawan Remaja / Youth Librarian) is a school program developed by Rindang with the aim of getting students used to being in the library, loving the library and cultivating literacy. Almost the same as Yani, Rindang started this program by mapping student needs and mapping assets. The assets referred to here are not only assets in the form of buildings or books in the library, but also assets in the form of colleagues, parents of students and the community around the school. Asset or resource mapping is also material from PPGP which is contained in module 3.2 [13].

In addition, anonymous 1 and anonymous 2, who also developed school programs related to literacy, said that collaboration was the key to the success of the programs they developed. The collaboration referred to by anonymous 1 is collaboration with parents and the surrounding community. While anonymous 2, said that collaboration can also be done with alumni. This collaboration can be in the form of joint monitoring of children's literacy activities at school and at home, or collaboration to provide books as material for student literacy, because as stated by Mills & Comber, 2015 that literacy also requires materials such as books, stationery and others [14].

#### 4. Conclusion

PPGP provides clear evidence in the form of positive changes to CGP Batch 6 Pasuruan City, whether it's a change in knowledge, a change in mindset or a change in behavior. This change is expected in PPGP because it makes CGP a student-centered learning leader. PPGP has also raised awareness of CGP's partiality towards students, this alignment has encouraged CGP to carry out mapping of students' needs before they develop program plans. PPGP also teaches the BAGJA flow which provides knowledge to CGP on how to plan programs systematically. In other words PPGP has had an impact on the CGP of Pasuruan City to develop a school program that will drive literacy in Pasuruan City.

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