
Factors Affecting English Teachers' Participation in *Guru Penggerak* Program at Jambi City

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Abstract

This study explores the factors affecting English teachers' participation in *Guru Penggerak* program at Jambi City. Using Kyriacou and Kobori's motivation framework, it identifies intrinsic, extrinsic, and altruistic factors that affect teachers' decisions in participating the *Guru Penggerak* Program. Qualitative approach was used, with semi-structured interviews conducted with five junior high school English teachers. The findings of this study reveal there are 6 Intrinsic factors; Aspire to enhance personal and professional growth, develop connections and friendships, the program is manageable to follow, curiosity, desire to take on a leadership role and inspire students, develop effective teaching strategies and gain a deeper student's understanding. There are 6 Extrinsic factors; Instruction from the principal, encouragement from principals, family support, availability of career levels, opportunities, and benefits, recognition of the *guru penggerak* certificate. There are 3 Altruistic factors; the desire to positively impact students, improve English learning engagement, and share knowledge with others.

Keywords

Guru Penggerak, English Teacher, Intrinsic, Extrinsic and Altruistic

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Introduction

Teachers play an important role in developing qualified human resources, the Indonesian government has long recognized this vital role, as reflected in the Law of Teachers and Lecturers No. 14/2005, which underscores the need for continuous improvement in teacher competency to enhance the nation's educational outcomes. That Law states that teachers and lecturers need to improve their quality to develop the quality of Indonesian education and produce graduates who are capable of facing challenges locally, nationally, and globally. The government has organized various teachers' training courses to improve the professionalism and teaching quality of teachers.

In 2019, the Ministry of Education, Culture, Research, and Technology launched the Merdeka Belajar program, a transformation program in education aimed at creating qualified human resources (Anwar and Asdar, 2022). Several episodes have been launched as part of this program, central to this initiative is the Sekolah Penggerak Program designed to accelerate educational transformation through comprehensive support and capacity-building for schools. In the context of English as a Foreign Language (EFL) instruction, understanding how teachers adapt and implement this curriculum is crucial for its success (Safitri, Ananda & Masbirorotni, 2023). Another launch from Ministry of Education including Episode 5, which focuses on the development of teaching and learning as well as the independent development of teachers' professional competency. The *Guru Penggerak* program involves principals and school supervisors as partners of activator teacher candidates to drive educational transformation in their own schools. *Guru Penggerak* aims to identify teachers with the potential to become future education leaders in Indonesia. Through this program, the Ministry of Education, Culture, Research, and Technology hopes to produce qualified human resources by encouraging *Guru Penggerak* as future education leaders (Fitriana, Rahman, & Sofyan, 2023).

During the education process, prospective *Guru Penggerak* will be supported by professional Instructors, Facilitators and Mentors. In line with the objectives of the Mobilizing Teacher Program, students must be trained as Pancasila Student Profiles. There are six aspects of the Pancasila Student Profile that students and teachers must have to achieve the goal of Independent Learning (Jannati, Ramadhan & Rohimawan, 2023). This is also the background to the existence of the Teacher Mobilization program because its establishment aims to fulfil these six aspects. The six elements of the Pancasila Student Profile formulated by the Ministry of Education and Culture are devout, noble character,

creative, cooperative, global diversity, critical reasoning and independence (Cahyono, Hamda & Prahastiwi., 2022).

The participation of English teachers in the Guru Penggerak Program in Jambi City is shaped by a combination of contextual and personal factors that influence their engagement and effectiveness in professional development. Contextual factors include the availability and accessibility of learning opportunities such as workshops and seminars, as well as support from school administrators and colleagues, which can significantly encourage participation (Yean, 2024). However, barriers such as limited resources, time constraints, and ineffective program management may hinder involvement (Zein, 2016). On a personal level, teachers' preferences for specific learning methods and topics, along with their attitudes towards teaching and self-perception as educators, also play a vital role in shaping their willingness to engage (Yean, 2024; Abad, 2013). Moreover, the design of the program itself, including the incorporation of hybrid models and engaging content, contributes to teachers' satisfaction and motivation (Revola et al., 2023). When these factors are well-addressed, professional development initiatives can lead to improved teaching practices and better student engagement (Tuminah & Kurniawan, 2023). Nevertheless, the broader educational context—such as curriculum reforms and the role of educational administrators also affects the implementation and outcomes of such programs (Zein, 2016; Tuminah & Kurniawan, 2023), highlighting the need for a comprehensive and supportive approach in fostering meaningful teacher development.

Despite the program's ambitious objectives, participation rates among English teachers in Jambi City remain a subject of interest. Motivation, a key factor influencing teachers' decisions to participate in such professional development initiatives, is multifaceted (Prabjandee, 2020). Drawing from Kyriacou and Kabori's (1998) framework, this study categorizes motivational factors into intrinsic, extrinsic, and altruistic dimensions. Intrinsic motivation relates to personal growth, professional satisfaction, and curiosity (Fisher, L., 2023). Extrinsic motivation is driven by external factors such as career advancement, principal support, and program certification. Altruistic motivation, on the other hand, reflects a teacher's desire to make a meaningful impact on students and contribute to society.

Interestingly, a number of researchers studied deeply about the *Guru Penggerak*. Purwanto (2022) has conducted the research about intrinsic and extrinsic factors of motivation for teachers participating in the *Guru Penggerak* Program. The other related

research was studied by Wulandari, Sa'diyah, Ummah, Dewi, Hariyanto, & Deta (2024) about several key factors significantly influence the motivation of teachers participating in the *Guru Penggerak* Program. Referring to what has been done by the previous researchers, those researchers only explored intrinsic and extrinsic reason, meanwhile there is a limited studies focusing on altruistic factors. The methods used in their study is in-depth interviews and none of them employed semi-structured interviews in the research. The previous research locations commonly conducted in Java Island, meanwhile there is limited studies conducted in Jambi.

Therefore, the researchers intended to answer the research questions “What are the factors affecting English teachers’ participation in *Guru Penggerak* Program at Jambi City?”. Furthermore, considering the gap provided above the researchers believe that this research brings different findings.

Methods

This study employed a descriptive qualitative method to explore the factors influencing English teachers' participation in the *Guru Penggerak* Program at Jambi City. The research focused on five English teachers with the initials L, E, M, B, and N from different public junior high schools using purposive sampling to ensure the participants met specific criteria, such as being active in the program during the 2020–2024 period. Data collection methods included semi-structured interviews, which provided flexibility and depth in understanding the teachers' motivations. The interviews were conducted in Bahasa Indonesia to ensure clarity and comfort for the participants. Data were analyzed using Miles and Huberman’s interactive model, which involved data reduction, data display, and conclusion drawing (Mezmir, E. A. 2020). The trustworthiness of the data was ensured through member checking, where participants reviewed the findings to validate their accuracy. This approach provided a comprehensive understanding of the intrinsic, extrinsic, and altruistic factors influencing teachers' participation

Findings

Table 1 Profile of the Respondent

Teacher's Initial	Age	Teaching Place	Year of Joining <i>Guru Penggerak</i> Program
Teacher L	46	SMP N 5 Jambi City	2024
Teacher M	48	SMP N 9 Jambi City	2020
Teacher N	50	SMP N 10 Jambi City	2020
Teacher E	43	SMP N 14 Jambi City	2020
Teacher B	40	SMP N 25 Jambi City	2020

Table 2 Intrinsic, Extrinsic and Altruistic factors affecting English teachers's participation in *Guru Penggerak* program at Jambi City

Intrinsic	<ul style="list-style-type: none"> - Aspire to enhance personal growth and strengthen professional skills - Develop connections and friendships - The program accessible and manageable to follow - Possess a strong sense of curiosity - Desire to take on a leadership role and inspire students - Aim to develop effective teaching strategies and gain a deeper student's understanding
Extrinsic	<ul style="list-style-type: none"> - Instruction given by the principal - Motivation and encouragement from the principal - Support from fellow teachers - There is support from family - Availability of career levels, opportunities, and benefits - Recognition of the <i>Guru Penggerak</i> certificate
Altruistic	<ul style="list-style-type: none"> - Desire to bring positive change to students - Interest in understanding how to engage students in learning English - Aspiration to apply acquired knowledge to students and colleagues

Discussion

Intrinsic Factors

1. Aspire to enhance personal growth and strengthen professional skills

Based on the interview results, it was shown that the five English teachers Teacher L, E, M, B and Teacher N has the same one intrinsic factor it is they have spire to enhance personal growth and strengthen professional skills. Teachers who participate in *Guru Penggerak* program are motivated by a desire to develop themselves and enhance their

professional competence. This aligns strongly with Kyriacou and Kobori's idea of teachers being drawn to the intrinsic rewards of improving their expertise and mastering the craft of teaching. For many, the teaching profession is not static it offers ongoing opportunities to evolve, learn, and apply new strategies.

This desire for self-improvement underscores how teaching is experienced not only as a job but as a continuous journey of personal and intellectual development. The result of this similar with the research conducted by Sibagariang, Sihotang, & Murniati (2021), that *Guru Penggerak* teachers are motivated to continuously innovate and engage in professional learning communities, which supports their competence development and aligns with the goals of the *Merdeka Belajar* initiative.

2. Develop connections and friendships

Based on the results of interview, one of the teachers' reasons participating in this *Guru Penggerak* program is develop connections and friendships. This is stated by Teacher L and Teacher N is committed to self-development and expanding her knowledge to enhance her professional growth. By engaging in collaborative efforts, the teacher aims to share ideas, exchange experiences, and learn from others, creating a supportive network that benefits not only her personal development but also the broader teaching community. Monthly meetings allow participants to share experiences and foster relationships. This collaborative environment supports both personal and professional growth. Ardiansyah, Sagita, & Juanda (2021) similarly found that the program helps teachers strengthen bonds, promote mutual respect, and create a supportive educational community.

3. The program accessible and manageable to follow

The *Guru Penggerak* program is easy to follow due to its structured design, combining monthly face-to-face meetings (synchronous) and online learning via LMS (asynchronous) this is stated by Teacher L and Teacher E. This flexible format makes the program manageable and well-organized. Rahmawati, et.al (2023) also found that the program's accessible structure motivates teachers to join and supports their professional development. As stated by Teacher E, she expressed that the *Guru Penggerak* program is easy to follow. She highlighted that the program's design, which incorporates both synchronous, form of direct meetings once a month and asynchronous, namely via LMS (Learning Management System) and asynchronous methods, plays a significant role in facilitating the learning process. This blended program's design allows participants to

balance their time effectively and accommodating their professional responsibilities while joining in this program.

4. Possess a strong sense of curiosity

Then, the next intrinsic factor that affecting English teachers' participation in the *Guru Penggerak* program is having a sense of curiosity. According to Kyriacou and Koberi, intrinsic motivation frequently entails a natural enthusiasm for instructing and engaging with the material. In this research, teachers are motivated to engage in professional development, investigate novel concepts, and gain a deeper understanding of their students mostly because they are curious. This shows a dedication to lifelong learning, which is a quality of people who are driven by internal motivation and want to get more involved with both students and teaching.

In this research, Teacher L possesses a strong sense of curiosity and a genuine desire to understand more deeply. She was particularly intrigued by the dynamics of the *Guru Penggerak* program, questioning what truly happens within the program and why *Guru Penggerak* educators are consistently chosen to play pivotal roles in educational initiatives. This curiosity became the driving force behind her decision to join this program. This aligns with Santoso, Nugroho, & Purwanto (2023), who found that curiosity drives teachers to seek new knowledge and improve their practice.

5. Desire to take on a leadership role and inspire students

Teachers also join the *Guru Penggerak* program to develop leadership skills and inspire students. Teacher B aspires to create the role of a learning leader in the field of education. She is dedicated to guiding and inspiring her students throughout the teaching and learning process that takes place in her classroom. That is the factors from Teacher B that desire her to participate in this program. According to Kyriacou and Koberi, intrinsic reasons include the enjoyment of teaching itself and the use of subject knowledge and expertise. This aligns closely with the more recent finding that teachers are motivated by a desire to take on a leadership role and inspire students. Taking initiative in the classroom, leading by example, and shaping students' learning experiences are natural extensions of a teacher's passion for their subject and their commitment to the teaching process.

6. Aim to develop effective teaching strategies and gain a deeper student's understanding

The last intrinsic factor found in this research is that the teachers aim to develop effective teaching strategies and gain a deeper student's understanding. This stated by Teacher M shows that she has many things to do when she wants to become a *guru penggerak*. Before joining this program, she didn't think about becoming a principal, to become a supervisor. Teacher M aspired to be an exceptional educator who not only teaches effectively but also deeply understands the students and recognizes the student's individual needs. Kyriacou and Kobori (1998) emphasized that intrinsic reasons for becoming a teacher involve the enjoyment of teaching activities and the opportunity to apply one's subject knowledge and expertise.

Similarly, the desire to develop effective teaching strategies and gain a deeper understanding of students reflects a teacher's internal drive to improve their practice and connect more meaningfully with learners. Teachers join the *Guru Penggerak* program to improve teaching strategies and better understand their students. They seek to address diverse learning needs and create inclusive, engaging classrooms. This aligns with Lestari (2023), who found that teachers are motivated by the desire to enhance student learning through more effective, personalized approaches.

Extrinsic Factors

1. Instruction Given by the Principal

In this research, the first extrinsic factors that affecting English teachers' in participating *Guru Penggerak* program is there is an instruction from the principal as stated by Teacher L and Teacher B in an interview.

“From the school principals, he asked to take part in this *guru penggerak* program”

“To be honest, when I followed this program, the principal directed me "Mrs. Berry, you and several teachers join this program, yes, this is good”

From the statement above, it shows that Teacher L and Teacher B was instructed by the principal of her school to join the *guru penggerak* program. Their participation in the program was initiated as a response to the principal's orders, reflecting the trust and responsibility placed upon her to engage in this opportunity. This aligns with Satriawan

(2021), who found that principals play a key role in motivating teachers, helping them overcome challenges and align with the goals of the *Merdeka Belajar* educational reforms.

2. Motivation and Encouragement from The Principal

One of the most prominent extrinsic factors that affecting Teacher E and Teacher M in participating the *guru penggerak* program is encouragement from the principal. Supportive leadership fosters a positive school climate and gives teachers a sense of direction, purpose, and appreciation. When teachers feel acknowledged by their superiors and are guided effectively, they are more likely to stay motivated and committed to their professional development. This kind of institutional backing reflects an extrinsic form of motivation teachers may not be driven solely by internal passion but by the acknowledgment and empowerment they receive from school leaders.

Throughout the program, this support from principal played a role in strengthening Teacher E to participating in this program. Teacher M got support from the principal at that time, Mr. Nurhadi, while participating in the *Guru Penggerak* program. The principal provided not only encouragement but also advice and direction that make Teacher M can navigate her learning experience through this program. Motivation and support enhance intrinsic motivation, enabling individuals to pursue goals with greater enthusiasm and creativity, particularly when they feel supported in their autonomy and competence (Haruana, & Sackey, 2023). The result of this similar with the research conducted by Purwanto & Evicasari (2021) that support from School Leaders, effective support and encouragement from school principals and administrators were identified as key motivators for teachers participating in the *Guru Penggerak* Program.

3. Support from Fellow Teachers

The next Extrinsic factor that affecting English teachers' participation in the *Guru Penggerak* program is there is support from fellow teachers. This factors comes from Teacher L, B, and Teacher N. They received great support and encouragement from her fellow teachers in participating in this program. Their colleagues provided encouragement and collaboration, the school itself played an important role by offering the space and opportunity to explore and implement new ideas within the school setting.

This combination of peer and institutional support not only empowered them to fully engage in the program but also allowed her to contribute meaningfully to the development and improvement of the school environment. This also found in Kyriacou

and Kobori (1998) research which shows that there is 2 people had encouragement from other people to become a teacher. The result of this similar with the research conducted by Pratama, et.al (2023) indicates that teachers are motivated to participate in the *Guru Penggerak* Program due to the support and encouragement they receive from their fellow teachers, fostering a collaborative environment for professional growth.

4. Support from Family

There are also those who get support from their families in following this *Guru Penggerak* program, it is come from Teacher L, Teacher E and Teacher B. Teacher L's family is very supportive of her in following this *guru penggerak* program. The family is aware of the long hours she spends working in front of her laptop, engaging in online sessions and completing program-related tasks. Teacher B received support from her family, especially support from her husband in following this *guru penggerak* program. Despite being personal, these types of support affect instructors' feelings of safety and belonging and are not limited to the actual teaching activity. Teachers are able to do well in their positions when they receive social and emotional support.

5. Availability of Career Levels, Opportunities and Benefits

Availability of career levels, opportunities, and benefits by Teacher B be one of the factors that affecting her participating in *guru penggerak* program. She got convenience in her career, passing as an assessor for the pre-service PPG interview, then as a mentor teacher in PPG and now what I am doing is as an examiner in UKMPPG (Student Competency Test). The program offers clear pathways for career advancement, allowing teachers to enhance their professional status while gaining valuable skills and experience.

The program offers clear pathways for career advancement, allowing teachers to enhance their professional status while gaining valuable skills and experience. This is similar to one of the findings in Kyriacou and Kobori's (1998) research on the importance of reasons influencing their decision to become a teacher of English is Being a teacher can lead on to other jobs in the future and It can help me to get a job teaching in another country. The result of this similar with the research conducted by Safrizal (2022) that the *Guru Penggerak* program equips teachers with leadership skills and professional competencies, enabling them to advance into roles like instructional coaches, mentors, and change agents within their schools.

6. Recognition of the *Guru Penggerak* Certificate

Last Extrinsic factors found in this research is come from Teacher E is the recognition of the *Guru Penggerak* certificate. The *Guru Penggerak* certificate is an official recognition awarded to educators who successfully complete the *Guru Penggerak* program. The *Guru Penggerak* certificate is a key credential that supports teachers' career development, recognizing their participation in the program. It enhances their professional growth, teaching skills, and career opportunities, including promotions and leadership roles. The certificate reflects both theoretical knowledge and practical experience, validating their commitment to lifelong learning and their impact on educational practices. This finding aligns with the research conducted by Wulandari (2023) that the motivation for teachers to participate in the *Guru Penggerak* Program is partly driven by the value of obtaining the *Guru Penggerak* certificate, which enhances their professional credentials and career opportunities.

Altruistic Factors

1. Desire Bring Positive Change to Students

In this research stated by Teacher M, it shows that she is driven by a strong desire to create positive change, both within herself and in her interactions with her students. Teacher M aims to inspire her students by helping them realize their full potential in learning, encouraging them to explore their strengths, overcome challenges, and become active, engaged learners. By participating in this *Guru Penggerak* program, she acquire the skills and insights necessary to foster holistic development, positive values, and improve learning outcomes. For example, if a student struggles academic, the teacher will find out the weaknesses and the student will be guided and supported by the teacher. Kyriacou and Kobori (1998) defined altruistic reasons as the desire to help children succeed and to contribute positively to society. In their research on 1998 it was shown that 78 respondents stated that it was very important for them to want to help children succeed.

2. Interest in Understanding How to Engage Students in Learning English

Having interest in understanding how to engage students in learning English is also the Altruistic factors in this research. The result of the interviewed with Teacher M, showed that her desire as an English teacher is to know how to get students interested and wants to make changes for students especially in learning English. How to make students' interest in learning English by incorporating games, group work, or perhaps by changing

the classroom atmosphere so that students feel comfortable while learning. The result of this similar with the research conducted by Minarti, Dewi, & Setianingsih (2023) found that one of the motivations for teachers to participate in the *Guru Penggerak* Program is their desire to learn effective strategies for getting students interested in learning English, improving engagement and fostering a passion for the language.

3. Aspiration to Apply Acquired Knowledge to Students and Colleagues

The last Altruistic factors that found in this research is comes from Teacher B that she wants to apply the knowledge gained to students and colleagues. There is a lot of information related to the learning process that is studied, such as information related to workshops that are used to improve the quality and professionalism of teachers, how to share effective learning strategies with study groups and as a motivator who spreads knowledge to friends who haven't finished or haven't participated in the *guru penggerak* program. Teachers' professional growth significantly impacts their ability to influence educational practices. The result of this similar with the research conducted by Hidayati (2023) found that teachers are motivated to participate in the *Guru Penggerak* Program because they want to apply the knowledge and skill they gain to benefit both their students and colleagues, fostering a collaborative and growth-oriented educational environment.

Conclusion and Recommendations

This study reveals the factors affecting English teachers' participation in *Guru Penggerak* program. The factors found in this study are Intrinsic, Extrinsic and Altruistic factors. There are 6 Intrinsic factors, 6 Extrinsic factors and 3 Altruistic factors that affecting English teachers' participation in *Guru Penggerak* Program at Jambi City. In Intrinsic, the dominant factors is aspire to enhance personal growth and strengthen professional skills. In Extrinsic, the dominant factors is there is support from family. Meanwhile, the Altruistic factor showed few results, only 3 factors and it come from 2 different English teachers. The significant gap is found on altruistic factors that the teachers' desire brings positive change to students, the desire to engage students in learning English and teacher's aspiration to apply acquired knowledge to both students and colleagues. In addition, no gender bias was found in this study because the five English teachers interviewed were all female.

As a follow-up to these findings, a suggested for future research could conduct the research in other public and private school and not only English teacher but also another

teacher who teach other subject and to choose both gender respondents as a complement to the research results.

Disclosure statement

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