

# The Influence of Driving Teacher Education and Teacher Leadership on the Performance of Junior High School Teachers in Kudus District

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**Abstract:** The purpose of the study was to determine the effect of teacher education and teacher leadership on the performance of junior high school teachers in Kudus District partially or simultaneously. This research is a quantitative research with ex-post facto design. The research sample used a saturated sample where in sampling the entire population was sampled, namely the driving teacher class 5 to class 9 as many as 79 junior high school driving teachers in Kudus Regency. Questionnaires were used in data collection techniques. Data analysis techniques in the form of data quality testing (validity and reliability tests). For data analysis techniques using normalistas test, multicollinearity test, heteroscedasticity test. The hypothesis test uses multiple regression tests, t-test, F-test, and the coefficient of determination (R<sup>2</sup>) test. The results showed that (1) there is a positive and significant effect of driving teacher education (X1) on teacher performance (Y) obtained from the t-test with t count (3.604) > t table (1.995); (2) there is a positive and significant effect of teacher leadership (X2) on teacher performance (Y) with t count (17.168) > t table (1.995); (3) there is a positive and significant effect together driving teacher education (X1) and teacher leadership (X2) on teacher performance (Y) from the F-test shows a significance of 0.000 < probability 0.05, the value of F count (195.180) > F table (3.12). Education of driving teachers and teacher leadership competence together have an influence on the performance of driving teachers by 83.7% and 16.3% are influenced by other factors. The result of multiple regression analysis shows the regression equation  $\hat{Y} = 56.760 + 0.063 X1 + 0.290 X2$ . Based on the results of the study, it can be concluded that the education of teacher mobilisers and teacher leadership affect the performance of junior high school teacher mobilisers in Kudus District.

**Keywords:** Driving Teacher Education; Teacher Leadership; Teacher Performance.

## 1. Introduction

In the 21st century, education plays a very important role. Education makes people more skilled in learning and innovating, skilled in using technology and information, and using various skills to survive. Teachers not only teach lessons at school, but they must also be the pillar of shaping students' morals. In this 21st century era, teachers are required to keep up with the times by continuously upgrading themselves to improve their competence. Teachers should act more as facilitators and be able to utilize digital technology to create creative learning that encourages students to think critically and participate more actively. In addition, teachers should be an inspiration for their students to use thinking algorithms in human self-development. (Qulsum & Hermanto, 2022: 316).

The quality of teachers in Indonesia is a serious concern for the government. One of the problems of education in Indonesia is the low quality of teachers. The low quality of teachers in Indonesia, among others, is due to the lack of teacher training institutions, many of the teachers do not pursue their profession and many teachers still work without a degree, the lack of desire of teachers to improve their quality (Kurniawati, 2022). Meanwhile, the results of a survey of the education system in the world, namely a review of the results of the Program for International Study Assessment (PISA) in 2022 published on December 5, 2023, showed that Indonesia was ranked 68th out of 81 countries with a score of mathematics (379), science (398), and literacy (371). The PISA 2022 results showed an increase of 5 ranks compared to PISA in 2018, but Indonesia experienced a decrease in scores in literacy, math, and science of 12-13 points. This is a

very concerning and unfortunate situation, because the quality of Indonesia's human resources should be better with education, but this is not the case.

Currently, the Indonesian government is trying to improve the quality of education in Indonesia through the independent curriculum. The Ministry of Education and Culture's policy on Merdeka Belajar Program consists of several episodes, one of which is episode 5 regarding the Driving Teacher. The driving teacher program has a role as a wheel in changing education towards a better direction in the future. The purpose of this driving teacher program is to improve teachers' abilities and make teachers leaders of learner-centered learning by using more insight, knowledge, knowledge, and self-competence optimized by the driving teacher program (Tahajudin et al., 2023; Husni et al., 2023). It is hoped that the mobilizing teacher program can realize the availability of Indonesian teachers to be more empowered and empowering. Master Teacher Education is a professional development activity through training and mentoring that focuses on learning leadership in order to encourage the overall growth and development of learners. It enables them to actively and proactively participate in helping other teachers implement learner-centered learning and transform the educational environment into a Pancasila learner profile (Kemendikbud, 2020).

The mobilizing teacher program organized by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia focuses on developing the leadership aspects that teachers must have. This program aims to create a teacher figure as a leader. The real conditions in the field as a result of research Sugiyarta et al. (2020: 219) in the Semarang Karisidenan in identifying the ability of teachers as driving teachers shows that 15% of teachers become resource persons and organizers during training in their schools, 11% of inspirer teachers and 12% of leader teachers who often share practices either as resource persons or as training participants. Thus, this program provides teachers with information about leadership insights that a teacher must have as a leader in the teaching and learning process.

To date, 79 teachers from junior high schools in Kudus district, both public and private schools, have attended the teacher education program for more than 6 months and have graduated, consisting of batch 5, batch 7, batch 8 and batch 9. Compared to the total number of junior high school teachers in Kudus district, there are 1244 teachers. This means that only 6.35% of the total number of junior secondary school teachers have been trained.

Based on the data above, the author is interested in conducting research on the real conditions of the teacher mover in the field after attending the six-month Teacher Mover Education (PGP) and graduating as a teacher mover. The author will conduct research with the title: "The Influence of Driver Teacher Education and Leadership Competence on the Performance of Junior High School Driver Teachers in Kudus District". The author wants to know the effect of teacher mobilizer education and teacher leadership on the performance of junior high school mobilizer teachers in Kudus District from batch 5 to 9, totaling 79 people.

## 1.1 Conceptual framework

### 1.1.1 Driver teacher education

Pendidikan Guru Penggerak is a leadership education program that helps teachers to become learning leaders where for 6 months, prospective teacher activists are trained through online training, workshops, conferences, and mentoring (Kemendikbud, 2020). According to Faiz dan Faridah (2022: 85) teacher education is a program to develop pedagogical skills for prospective teacher activists who are directed at managerial improvement to become leaders, both as principals, supervisors and leaders in the classroom itself. It also focuses on emphasizing instructional leadership competencies, which include communities of practice, social and emotional learning, developmentally appropriate differentiated learning, and additional skills related to school and self-development (Satriawan et al., 2021). In order to realize the independent learning program, the government has recruited mobilizing teachers to mobilize teachers in carrying out their duties as educators in classroom learning.

The objectives of the Driver Teacher Education Program are to produce future educational leaders who are able to promote overall student growth; actively and proactively participate in developing teachers in their environment to implement student-centered learning; and become role models and inspirations to change the educational environment (Husni et al., 2023). Meanwhile, according to Daryanto & Suryanto (2022) the purpose of the mobilizing teacher program in this independent learning program is to improve the quality of learning in Indonesia, so that it is able to compete in the era of the industrial revolution 4.0 and globalization.

This mobilizing teacher is appointed as an agent of change who is tasked with reforming the education system from the school level as the smallest unit and has a significant future impact on educational institutions in producing the next generation of Indonesia's superior nation (Wijaya et al., 2020: 47). According to Hentihu et al (2022 : 411) the driving teacher is a leader in the learning process in helping students' growth and development as a whole, active, and proactive. The mobilizing teacher is also called the leader of the learning community, where members gather regularly to discuss their work, cooperate in finding solutions, reflect on the work they have done, and take responsibility for what students learn (Daryanto & Suryanto, 2022 : 269). Master teachers also encourage other teachers to implement student-focused educational approaches and become exemplary agents of change in the educational ecosystem to realize the ideal Pancasila learner profile (Kemendikbudristek, 2022). One type of training that can improve teacher competence is a

mobilizing teacher education program. In other words, this program can help teachers develop leadership careers on an ongoing basis (Safrizal et al., 2022: 2137)).

### 1.1.2 Teacher Leadership

According to Leithwood et al., (2004) leadership in relation to teachers is an ability that a teacher has naturally or through education, which can influence how the class is organized and other people in the group in certain situations where the teacher can achieve it voluntarily Hasbar et al., (2024: 55) stated that teacher leadership is an effort to mobilize people (students) in developing their psychomotor, cognitive, and affective potential. Therefore, teacher leadership is very important in developing students' abilities. This is because teachers are the main figures in the success of their students.

Teacher leadership according to Timperley (2018) encompasses the responsibility for influencing and directing teaching practices in schools. It involves teachers in making decisions about the curriculum, teaching strategies and school policies, and guiding colleagues to improve education. The ability of teachers to lead the learning and teaching process and work with colleagues to improve educational practices is called teacher leadership (Harris & Jones, 2019). Teacher leadership can also be defined as a teacher's ability to influence and support peers, initiate improvement, demonstrate expertise in subject areas and pedagogy, and use school knowledge and skills in student learning. Teachers as leaders in learning can take on roles such as mentorship, curriculum development, facilitation of professional development, data analysis, and collaboration with various parties to drive positive change in the school community (Lambert, 2002; Leithwood et al., 2004; Safrizal et al., 2022).

From the various definitions above, it can be concluded that a teacher's leadership is the competence of a teacher to lead students in the learning process in order to achieve the learning objectives that have been set to improve the school environment based on collaborative relationships and reflective practice.

Teachers as leaders take on a variety of roles to support school and learner success. Whether these roles are assigned formally or informally, they build the capacity of the school as a whole to improve. The role of teacher leadership according to Harrison & Killion (2007: 1) are as follows: (1) Resource provider; (2) Instructional specialist; (3) Curriculum specialist; (4) Classroom advocate; (5) Learning facilitator; (6) Mentor; (7) School improvement team; (8) Data accessor; (9) Catalyst for change; (10) Learner role model.

To influence, guide, direct, or manage students to achieve school goals, a teacher must have the ability and expertise as teacher leadership. The most important learning activity in this case is the soul of the teacher. Therefore, according to Kartini Kartono's theory in Indriyani & Widodo (2019) there are several indicators of teacher leadership, including: (1) Communication Skills; (2) Teaching Skills; (3) Human Relationship Skills; (4) Objectivity; (5) Firmness in Making Decisions; (6) Technical Mastery (7) Managerial Skills.

### 1.1.3 Teacher Performance

Performance is an expression of ability based on knowledge, attitude, skills, and desire to produce something (Lubis et al., 2022: 1324). Performance can be interpreted in various ways, including performance, implementation, achievement, and work performance. Meanwhile, according to Ashlan and Akmaluddin (2021: 6) performance is the result of work in quality and quantity that a person achieves in carrying out his duties in accordance with the responsibilities given to him.

According to Siemze Joen et al., (2022: 9) performance is defined as the results achieved in relation to job functions within a certain period of time. Performance is also defined as regularly assessing how effectively an organization, its parts, and its employees operate based on predetermined goals, standards, and criteria by individuals or groups of individuals to carry out certain activities, and perfect them in accordance with their responsibilities to achieve the expected results (Ismanto et al., 2021; Pribadi et al., 2023; Satriani et al., 2023; Sudarti et al., 2024; Mustofa et al., 2024).

According to the description above, teacher performance is basically the behavior shown by a teacher when carrying out his duties as an educator and teacher in front of the class according to certain standards, such as planning teaching programs, implementing learning activities, and evaluating learning outcomes. Teacher performance can be seen in daily work situations and conditions, especially in terms of activities carrying out tasks.

According to Hafidulloh et al. (2021:53) there are several factors that influence teacher performance including: (1) Personality and dedication; (2) Professional development; (3) Teaching skills; (4) Relations and communication; (5) Relations with the community; (6) Discipline; (7) Welfare; and (8) Work climate. Meanwhile, according to Mumtaz et al. (2023:55) in his research concluded that good teacher performance is influenced by high teacher motivation and low stress. In addition, there are factors of job satisfaction, teacher compensation, teacher competence, principal leadership, discipline, work environment, teacher productivity, rewards, and organizational culture that also affect the level of performance in an institution.

Furthermore Supardi (2014:73) states that teacher performance is the ability and success of educators in carrying out learning tasks which are described by the following indicators, namely making lesson plans, implementing learning, building interpersonal relationships, assessing learning outcomes, conducting enrichment, and conducting remedials.

### 1.1.4 Research objectives

Referring to the problem formulated, the objectives to be achieved in this study are as follows: (1) To determine the effect of teacher education on the performance of junior high school teachers in Kudus Regency, (2) To determine the effect of teacher leadership on the performance of junior high school teachers in Kudus Regency, (3) To determine the effect of teacher education and teacher leadership on the performance of junior high school teachers in Kudus Regency.

## 2. Methodology

### 2.1 Research design

This research uses a quantitative type because it tests hypotheses using statistical test tools that use numbers and process statistical data. This is done starting from the proposed research approach, process, hypothesis, going to the field, data analysis, and data conclusions until the writing considers elements of measurement, calculation, formula, and certainty of numerical data (Arikunto, 2015). This research design uses ex post facto where research is conducted after differences in the independent variable occur due to the natural development of events or events.

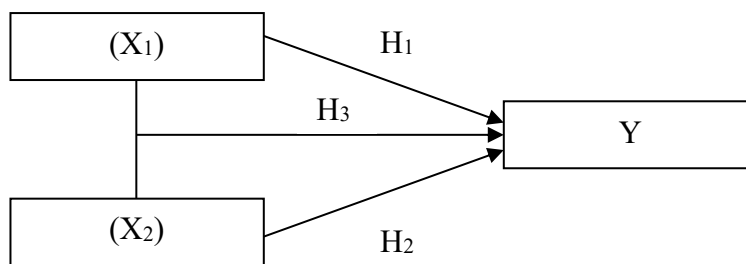


Figure 1. Research Design

### 2.2 Research sample

The research sample used a saturated sample where in sampling the entire population was sampled, namely the driving teacher class 5 to class 9 as many as 79 junior high school driving teachers in Kudus District.

### 2.3 Data Collection

For data collection techniques in this study were carried out using a questionnaire. The questionnaire method is a data collection technique that is carried out by giving a set of oral questions or written questions to respondents to answer. This method is used to obtain data on driving teacher education, leadership competence and performance carried out by driving teachers by asking questions that must be answered by driving teachers.

### 2.4 Data analysis

Data collection in this study was carried out through distributing questionnaires designed in the form of a Likert scale. In this scale, the statements submitted are equipped with five alternative answers and their weights for each alternative. For the Likert scale, the details are strongly agree = 5, agree = 4, doubt = 3, disagree = 2, and strongly disagree = 1. From the grid, it is then described in the statement items and then tested (by testing validity and reliability) before being used for research. The validity test is based on the results of the distribution of questionnaire instruments to 30 driving teachers outside the research sample as a test of questionnaire instruments. The reason for testing the instrument given to 30 driving teachers is based on the opinion of Sugiyono (2019) which states that in order to obtain a distribution of measurement values close to normal, the number of respondents for the questionnaire test with validity and reliability tests is at least 30 respondents.

## 3. Findings and Discussions

### 3.1 The effect of driver teacher education on teacher performance

Based on the results of hypothesis testing, it is proven that there is a significant influence between the education of motivating teachers and the performance of junior high school motivating teachers in Kudus District. Testing of the hypothesis is done with the t test. From the results of regression analysis using the SPSS 25 program, it is obtained that the significance value on the variable of teacher education is  $0.001 < 0.05$  probability. In accordance with these criteria,  $H_a$  is accepted or there is a significant influence between the education of motivating teachers and the performance of junior high school motivating teachers in Kudus District and the null hypothesis that there is no significant influence between the education of motivating teachers and the performance of junior high school motivating teachers in Kudus District is rejected.

Another criterion used in testing the partial significance between teacher education and teacher performance is to compare the value of t table with the value of t count. If t count  $>$  t table, the alternative hypothesis is accepted. If t count  $<$  t table then the null hypothesis is accepted. The value of the t table for research with  $n = 79$  is 1.995. Based on the results of the regression analysis, the t value is 3.604. Because the value of t count (3.604)  $>$  t table (1.995), it can be concluded that the accepted hypothesis is that there is a significant influence between the education of driving teachers on the performance of junior high school teachers in Kudus Regency. Meanwhile, the hypothesis stating that there is no significant influence between the education of mobilizing teachers and the performance of junior high school teachers in Kudus District is rejected.

The results of this study are in accordance with the results of research conducted by Alfatiah (2022) which shows that to become a better educator, teachers must upgrade themselves in order to improve their pedagogical skills so that the professionalism of a teacher can be realized.

The findings in this study are also in line with the results of research conducted by Sodik et al., (2022). which concluded that the driving teacher education program is a leadership training program designed to make teachers leaders in learning so that it can improve teacher performance in Jakabaring District, Palembang City.

Further relevant supporting research was conducted by Nur Anisa et al., (2024) which revealed that the driving teacher education (PGP) which had been carried out for more than six months months had a very large contribution in improving the knowledge, attitudes and skills of the driving teachers in carrying out their duties in the field after they attended the education. This means that the driving teachers are able to implement the knowledge and skills that have been obtained in the driving teacher education. This is because the teacher education program begins with a very good selection process with criteria set by the Ministry of Education and Culture.

### **3.2 The Effect of Teacher Leadership on Teacher Performance**

The results of research on junior high school teachers in Kudus Regency prove that there is a significant influence between teacher leadership competence and the performance of junior high school teachers in Kudus Regency. Hypothesis testing is done with the t test. From the results of regression analysis using the SPSS 25.0 program obtained data that the significance value of leadership competence is 0.000. In accordance with the criteria if the significance value is smaller than  $\alpha / 0.05$  ( $0.00 < 0.05$ ), then the alternative hypothesis which states there is a significant influence between teacher leadership and the performance of junior high school teachers in Kudus District is accepted and the null hypothesis which states there is no significant influence between teacher leadership competence and the performance of junior high school teachers in Kudus District is rejected.

For the second criterion used to test the partial significance between teacher leadership competence and teacher performance is to compare the t table value with the calculated t value. If t count  $>$  from t table, then the alternative hypothesis is accepted. If t count  $<$  t table then the accepted is the null hypothesis. The results of the regression analysis obtained a t value of 17.168. This value is greater than the t table value of 1.995 for respondents with a total of 79 people. This means that  $17.168 > 1.995$  there is a significant influence between teacher leadership competence on the performance of junior high school driving teachers in Kudus Regency.

This research is in accordance with the results of research conducted by Sabila & Jabar (2022) which concluded that teacher leadership has a significant effect on teacher performance. With teacher leadership competencies can improve teacher performance, such as better teaching skills and teacher professionalism through better coordination through collaboration, peer teaching, sharing good practices and joint discussions to overcome existing teaching problems.

The findings in this study are in line with research conducted by Damayanti et al., (2023) which states that the Guru Penggerak Program is designed to provide leadership training to teachers throughout Indonesia to become leaders in learning that has an impact on students. Further relevant supporting research was conducted by Tahajudin et al., (2023). The results showed that by participating in the Guru Penggerak program, teachers' abilities and managerial skills can be optimized to become student-centered and student-focused learning leaders. Without changes in the quality of teachers, there will be no change in student learning outcomes and to achieve quality education.

The magnitude of the influence of the leadership competence of the driving teacher of SMP Kudus Regency is in line with the results of research conducted by Sugiyarta et al (2020) in Semarang Prefecture who found that the driving teacher is able to mobilize the community, skilled, quite complete competence, as an inspirer in various learning activities. Its

relationship with learning leaders can be exemplified as a leader in learning community forums such as MGMP (subject teacher deliberation) and as a resource person for sharing good practices.

### 3.3 The Effect of Driver Teacher Education and Teacher Leadership on Teacher Performance

The results of hypothesis testing prove that there is a significant and simultaneous influence between teacher education and teacher leadership on the performance of junior high school teachers in Kudus District. Testing of the hypothesis is done with the F test. From the results of regression analysis using the SPSS 25.0 program, it was found that the significance value of teacher education and teacher leadership was 0.000. In accordance with the criteria, if the significance value is smaller than  $\alpha/0.05$  ( $0.000 < 0.05$ ), then the alternative hypothesis stating that there is a significant simultaneous influence between teacher mobilizer education and teacher leadership on the performance of junior high school teachers in Kudus Regency is accepted and the null hypothesis stating that there is no significant and simultaneous influence between teacher mobilizer education and teacher leadership on the performance of junior high school teachers in Kudus Regency is rejected.

Another criterion used to test the simultaneous significance of teacher education and teacher leadership on teacher performance is to compare the F table value with the calculated F value. If  $F_{count} > F_{table}$ , then the alternative hypothesis is accepted. If  $F_{count} < F_{table}$  then the accepted is the null hypothesis. Based on the regression analysis results, the calculated F value is 195.180. This value is greater than the F table value of 3.12 for respondents with a total of 79 people. This means  $195.180 > 3.12$ . This proves that the accepted hypothesis is that there is a significant and simultaneous influence between teacher education and teacher leadership on teacher performance.

Based on the R Square number of 83.7% 0.837 shows the percentage of the contribution of the independent variable (driving teacher education and teacher leadership) to the dependent variable (managerial competence) of 83.7% or the independent variables used in this study are able to explain 83.7% of the dependent variable. While the remaining 16.3% is influenced or explained by other variables not included in this study. The significant and simultaneous influence of mobilizing teacher education and teacher leadership on the performance of Kudus District mobilizing teachers is in line with the work that has been done by mobilizing teachers both individually by taking real action in their schools by becoming learning leaders, becoming mentors for other teachers, becoming leadership elements and even becoming mentors or trainers for other teachers outside their schools.

The results of this study are in line with the results of research conducted by Lusiana (2024) which concluded that the education of driving teachers and the performance of driving teachers have a significant influence on the quality of learning in state junior high schools in Ponorogo Regency so that this PGP program needs to be continued so that education in Indonesia is getting better.

Then in line with the results of research conducted by Husni et al (2023) which shows that the education of driving teachers and leadership competence has a significant and simultaneous effect on the managerial competence of junior high school driving teachers in West Lombok district in 2022, where the significant and simultaneous level is 0.971 which means that the influence together is very strong.

Teacher performance is a condition that shows the ability of a teacher to carry out his duties in a school and be accountable for the teacher's actions during learning activities. The existence of a teacher education program and teacher leadership competencies can improve teacher performance so that the goals of Indonesian education can be carried out properly.

## 4. Conclusions

Based on the data analysis conducted in the study along with its interpretation, it can be concluded as follows: (1) Teacher education is proven to have an influence on the performance of junior high school teachers in Kudus District; (2) Teacher leadership is proven to have an influence on the performance of junior high school teachers in Kudus District; (3) Teacher education and teacher leadership are simultaneously proven to have an influence on the performance of junior high school teachers in Kudus District. Furthermore, researchers hope that the results of this study can be developed again in the next study with a wider population and more in-depth analysis.

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### Conflict of Interest

The authors declare there is no conflict of interest

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