
Challenges and Opportunities in the Implementation of the Teacher Mobilization Program: An Analysis from the Resource Perspective

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Abstract

This study analyzes the effectiveness of the Teacher Mobilization Program (*PGP*) by the Ministry of Education, Culture, Research, and Technology, focusing on resource-related challenges and opportunities. Using a descriptive qualitative method, data were collected from ten *PGP* alumni and the coordinator of the Directorate of Professional Education and Development of Teachers and Education Personnel (*PPPGTK*). Findings indicate that while communication strategies align with Edward III's indicators, areas need improvement. The program meets ideal resource characteristics but faces challenges like inadequate infrastructure in remote areas. Implementer attitudes are crucial, with incentives and bureaucratic appointments identified as key areas for improvement. Flexible Standard Operating Procedures (*SOPs*) support effective implementation, though organizational fragmentation can hinder coordination. Recommendations include clear communication of program objectives from registration, ensuring training does not overlap with teaching hours, and developing a follow-up action plan. These measures aim to optimize resource utilization and enhance *PGP*'s overall effectiveness.

Keywords

Challenges and opportunities, effectiveness, policy implementation, resources, teacher mobilization program

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Introduction

Teachers are pivotal in ensuring education quality and determining student outcomes. Wahid et al. (2020) emphasize that teachers must deliver effective teaching while optimizing students' potential, a necessity for continuous professional development programs aimed at enhancing teachers' competencies. It is supported by recent findings that stress the importance of teacher professional learning in developing complex skills required by students for the 21st century (Darling-Hammond et al., 2017).

The Ministry of Education, Culture, Research, and Technology launched the Teacher Mobilization Program (*PGP*) on July 3, 2020, aiming to develop teacher leaders who are student-centered and capable of driving educational improvements within their communities. Edward III's implementation theory suggests effective policy execution depends on communication, resources, implementer attitudes, and bureaucratic structure (Edward III, 1980).

Effective communication is crucial for policy success. Clear and consistent information dissemination is necessary to ensure stakeholders understand the policy's objectives and procedures, reducing misinterpretation and resistance (Darling-Hammond et al., 2017). Additionally, UNESCO (2019) highlights the need for incorporating ICT skills and digital literacy in teacher training to adapt to technological advancements in education.

Resources, including human and material, are essential. Steers and Pennings (2008) argue that resource adequacy significantly impacts program implementation effectiveness. The success of the *PGP* relies on proper resource allocation, encompassing qualified personnel, sufficient funding, and appropriate facilities (UNESCO, 2019).

Implementer attitudes also play a critical role. Edward III noted that the commitment and willingness of implementers to execute a policy are as crucial as their understanding and capacity (Edward III, 1980). Positive attitudes towards the *PGP* enhance its execution, while negative attitudes can hinder progress.

Lastly, the bureaucratic structure must support efficient implementation. Flexible Standard Operating Procedures (SOPs) and an organized bureaucratic framework facilitate coordination and reduce administrative bottlenecks (UNESCO, 2019). Despite these frameworks, the *PGP* faces significant challenges, particularly in remote areas with inadequate technological infrastructure (Learning Policy Institute, 2017). These challenges highlight the importance of a comprehensive analysis of both obstacles and opportunities within the program's implementation framework.

This study aims to provide a detailed analysis of the challenges and opportunities in Teacher Mobilization Program (*PGP*) from a resource perspective. By examining these critical aspects, the study offers insights and recommendations to enhance the program's effectiveness and ensure its sustainable impact on the educational landscape.

Literature Review

The implementation of educational policies such as the Teacher Mobilization Program (*PGP*) necessitates a robust theoretical foundation to understand and address the complexities

involved. This study employs several theoretical frameworks to analyze the challenges and opportunities associated with *PGP* from a resource perspective.

First, Edward III's Policy Implementation Theory provides a comprehensive lens through which to examine the effectiveness of policy execution. This theory posits that successful implementation hinges on four critical factors: communication, resources, implementer attitudes, and bureaucratic structure (Edward III, 1980). Effective communication ensures that the objectives and procedures of the policy are clearly understood by all stakeholders, reducing the potential for misinterpretation and resistance (Darling-Hammond et al., 2017). Adequate resources, including human, informational, and material, are essential for supporting the implementation process (UNESCO, 2019). The attitudes and commitment of implementers significantly influence the success of the policy, emphasizing the need for motivated and dedicated personnel (Darling-Hammond et al., 2017). Lastly, a supportive bureaucratic structure, characterized by flexible Standard Operating Procedures (SOPs) and well-defined responsibilities, facilitates coordination and minimizes administrative obstacles (Weber, 1947).

In addition, the framework of effective professional development (Darling-Hammond et al., 2017) is crucial for enhancing the competencies of teachers involved in the *PGP*. Effective professional development is content-focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration. These elements collectively ensure that teachers are well-equipped to implement innovative teaching strategies and improve student outcomes (Darling-Hammond et al., 2017).

The integration of Information and Communications Technology (ICT) in education is another critical theoretical perspective. UNESCO (2019) highlights the importance of digital literacy and ICT skills for teachers, especially in the wake of the COVID-19 pandemic, which underscored the reliance on technology-based education. Continuous support and training in ICT are vital for effective pedagogy and student engagement (UNESCO, 2019).

Furthermore, the Social-Emotional Learning (SEL) framework emphasizes the development of social-emotional competencies in teachers, which are essential for creating positive learning environments and enhancing teaching effectiveness (Jennings et al., 2020). This framework supports the holistic development of teachers, enabling them to address both the academic and emotional needs of their students.

The policy implementation theory

The Policy Implementation Theory developed by George C. Edward III is a cornerstone framework for understanding the factors that contribute to the success or failure of policy implementation. This theory identifies four critical components that influence the effectiveness of policy execution: communication, resources, implementer attitudes, and bureaucratic structure.

Communication, effective communication is fundamental for the successful implementation of any policy. According to Edward III, clear, accurate, and consistent transmission of information is essential to ensure that all stakeholders understand the policy objectives and procedures (Edward III, 1980). Miscommunication or lack of information can lead to misunderstandings and resistance among implementers, which can significantly hinder

the policy's execution (Hogwood & Gunn, 1984). For the Teacher Mobilization Program (PGP), the Ministry of Education, Culture, Research, and Technology communicates the goals and processes of the program effectively to all involved parties to avoid any discrepancies in implementation (Darling-Hammond et al., 2017).

Resources are another vital component identified by Edward III. The adequacy and quality of resources—be they human, financial, informational, or material—are crucial determinants of a policy's success (Steers & Pennings, 2008). Edward III emphasizes that having sufficient resources ensures that policies are implemented as intended and that services are delivered effectively (Edward III, 1980). For PGP, this means ensuring that teachers have access to the necessary training, materials, and support systems to implement the program successfully. UNESCO (2019) underscores the importance of integrating ICT skills and digital literacy in teacher training, particularly in increasing reliance on technology in education.

Implementer attitudes, the attitudes and dispositions of those responsible for implementing the policy play a critical role in its success. Edward III posits that the willingness and commitment of implementers to carry out a policy are as important as their understanding and capacity (Edward III, 1980). Positive attitudes and high motivation levels among implementers can lead to more effective and enthusiastic policy execution (Darling-Hammond et al., 2017). For the PGP, fostering a sense of ownership and commitment among teachers and administrators can enhance the program's implementation and outcomes.

Bureaucratic structure, the structure of the bureaucracy within which a policy is implemented can significantly affect its success. Edward III highlights that a well-organized and efficient bureaucratic structure, characterized by clear roles, responsibilities, and flexible Standard Operating Procedures (SOPs), facilitates better coordination and reduces administrative bottlenecks (Edward III, 1980; Weber, 1947). Conversely, a fragmented or overly rigid bureaucracy can create obstacles and inefficiencies that impede policy implementation. For the PGP, a supportive and adaptable bureaucratic framework is necessary to address the diverse needs and contexts of different educational settings.

Effective professional development

Effective professional development (PD) for teachers is a cornerstone of educational improvement, with recent studies underscoring its pivotal role in enhancing teaching practices and student outcomes. To be impactful, PD must embody several key characteristics: a focus on specific content, active learning, collaboration, modeling of effective practices, coaching, feedback, and sustained engagement.

Recent literature emphasizes the importance of PD being content-focused. Darling-Hammond et al. (2017) argue that PD programs that concentrate on subject-specific pedagogy significantly improve teaching practices and student learning outcomes. This view is supported by Desimone and Garet (2015), who highlight that focusing on strategies related to curriculum content enables teachers to develop specialized instructional skills, that directly benefit their students.

Active learning is another critical component of effective PD. According to Hill et al. (2013), engaging teachers in designing and trying out teaching strategies allows them to experience the learning they aim to foster in their students. This approach includes interactive

activities and authentic teaching artifacts, moving away from traditional, lecture-based models that often lack direct connection to classroom practice.

Collaboration among teachers is also essential. High-quality PD encourages the formation of professional learning communities (PLCs), where teachers engage in continuous dialogue and reflection. Vescio et al. (2008) found that collaborative PD models contribute to a positive school culture and improved instructional practices. More recent studies, such as those by Patton et al. (2015), underscore the benefits of collaborative environments in fostering professional growth and enhancing teaching effectiveness.

Modeling effective practice is crucial for translating theory into actionable teaching strategies. The Learning Policy Institute notes that observing and discussing models of effective practice helps teachers visualize and implement new strategies in their classrooms (Darling-Hammond et al., 2017). This modeling can include observing expert teachers, reviewing lesson plans, and analyzing video examples of effective instruction.

Coaching and expert support are vital elements of PD, providing personalized guidance and feedback. Kraft et al. (2018) conducted a meta-analysis showing that coaching significantly improves instructional quality and student achievement. Effective coaching involves regular, sustained interactions that focus on specific teaching practices and student learning needs, helping teachers refine their techniques based on evidence-based strategies.

Feedback and reflection are integral to the PD process, enabling teachers to assess their progress, identify areas for improvement, and make necessary adjustments. Garet et al. (2016) emphasize that reflective practices, supported by constructive feedback, enhance teacher learning and professional growth. Providing time for reflection helps teachers internalize new knowledge and integrate it into their daily practice, leading to sustained improvements in teaching quality (Borko et al., 2010).

Sustained duration is a hallmark of effective PD. Yoon et al. (2007) found that PD programs with extended duration are more likely to result in significant changes in teacher practice and student outcomes. Sustained PD provides ample time for teachers to experiment with new approaches, receive feedback, and collaborate with peers, fostering a deeper and more lasting impact on their teaching practices.

Effective professional development is multi-faceted, incorporating content-specific focus, active learning, collaboration, modeling, coaching, feedback, reflection, and sustained engagement. These elements create a comprehensive framework that supports continuous teacher growth and enhances instructional quality, ultimately leading to improved student achievement. By integrating these characteristics, PD programs can significantly impact teaching effectiveness and foster a culture of continuous improvement in education.

Technology integration in education

Technology integration in education has become a critical component in modernizing teaching practices and improving student outcomes, particularly highlighted during the COVID-19 pandemic. Effective integration involves not just the adoption of digital tools, but also the transformation of pedagogical methods to leverage these tools fully. According to UNESCO (2019), Information and Communication Technology (ICT) in education fosters the development of essential 21st-century skills such as critical thinking, problem-solving, and

collaboration. Teachers equipped with ICT skills can create more interactive and personalized learning experiences, catering to diverse student needs.

Moreover, technology enhances educational access and equity. Digital platforms distribute educational resources to a broader audience, including remote and underserved areas, thus democratizing education. The [World Bank \(2020\)](#) emphasized that during the pandemic, online learning platforms mitigated learning losses by providing continuous access to educational content regardless of geographical barriers.

Teacher professional development is crucial for successful technology integration. [Darling-Hammond et al. \(2017\)](#) assert that effective professional development (PD) includes training teachers to use technology to enhance pedagogical practices. Ongoing support ensures that teachers are not only competent but also confident in integrating digital tools into their classrooms. This continuous professional development is essential for maintaining the momentum of technological advancements in education ([Learning Policy Institute, 2017](#)).

Technology also significantly boosts student engagement and motivation. Interactive tools like educational games and virtual simulations make learning more engaging and enjoyable. [Hill and Barber \(2014\)](#) found that students using technology in classrooms showed higher levels of engagement and better academic performance. Technology facilitates collaborative learning, allowing students to work on projects and share ideas through online platforms, thereby enhancing their learning experiences.

However, integrating technology into education also presents challenges. Ensuring equitable access to digital tools remains a significant concern, particularly in low-income regions. Adequate infrastructure, including reliable internet connectivity and technical support, is essential for effective technology use in schools ([OECD, 2018](#)). Additionally, there is a risk of over-reliance on technology, potentially overshadowing traditional teaching methods and interpersonal interactions ([Selwyn, 2016](#)).

In conclusion, technology integration in education offers numerous benefits, including enhanced pedagogical practices, improved access and equity, and increased student engagement. However, for these benefits to be fully realized, there must be a focus on adequate teacher training, equitable access to digital tools, and a balanced approach that incorporates traditional teaching methods. Addressing these considerations will enable educational institutions to leverage technology to create more effective and inclusive learning environments.

Social emotional learning

Social-Emotional Learning (SEL) is increasingly recognized as a critical component of education, contributing significantly to both the academic and personal development of students. SEL encompasses the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions ([Frye et al., 2024](#)).

Recent research underscores the profound impact of SEL on student outcomes. A meta-analysis conducted by [Taylor et al. \(2017\)](#) demonstrated that students who participated in SEL programs showed improved social and emotional skills, attitudes, behavior, and academic performance compared to those who did not. These findings are corroborated by [Durlak et](#)

al. (2011), who reported that SEL programs can lead to significant improvements in students' social behavior and academic success, highlighting the importance of integrating SEL into the curriculum.

Moreover, Jennings, Frank, and Montgomery (2020) emphasize the role of SEL in enhancing teaching effectiveness. Teachers with strong social-emotional competencies are better equipped to create a positive learning environment, manage classroom behavior effectively, and build supportive relationships with students. This view is supported by Schonert-Reichl (2017), who found that teachers who model social-emotional skills can positively influence their students' social and emotional development.

The implementation of SEL also contributes to long-term benefits, such as improved mental health and well-being. Research by Jones and Kahn (2017) indicates that students who develop strong social-emotional skills are less likely to engage in risky behaviors and more likely to succeed in their personal and professional lives. It is echoed by Oberle and Schonert-Reichl (2016), who found that SEL interventions can reduce symptoms of depression and anxiety among students, thereby promoting overall mental health.

Effective SEL implementation requires a supportive educational environment. According to Sovde et al. (2019), integrating SEL into school culture involves collaboration among educators, students, and the community to create a holistic approach to education. This involves not only formal instruction in SEL skills but also modeling and reinforcing these skills throughout the school day.

Social-Emotional Learning is a vital aspect of modern education that supports the holistic development of students. The integration of SEL into educational practices leads to improved social and emotional skills, better academic performance, and long-term mental health benefits. Ongoing research and practice continue to highlight the importance of SEL, calling for its widespread adoption and integration into school curricula.

Public administration and policy analysis

Public Administration and Policy Analysis are critical fields that examine the formulation, implementation, and evaluation of public policies within governmental and non-governmental organizations. These disciplines utilize various theoretical frameworks and methodologies to understand and improve public sector performance and governance. Recent research underscores the importance of these fields in addressing complex societal challenges through evidence-based decision-making and effective policy implementation.

One of the foundational theories in public administration is Max Weber's concept of bureaucracy, which emphasizes a structured and rule-bound approach to organizational management. According to Weber, bureaucracies are characterized by hierarchical structures, specialized roles, and a clear set of rules and procedures designed to ensure efficiency and accountability (Weber, 1947). This theoretical framework continues to be relevant today, as it provides a basis for analyzing the functioning and effectiveness of public institutions.

Recent advancements in policy analysis emphasize the importance of a multi-disciplinary approach, integrating insights from economics, political science, and sociology. Bardach and Patashnik (2019) highlight the "eightfold path" to policy analysis, which involves defining the problem, assembling evidence, and projecting outcomes, among other steps. This pragmatic

approach aids policymakers in systematically evaluating policy options and making informed decisions.

Moreover, contemporary public administration theories focus on the role of governance and the importance of public value. Mark Moore's concept of "Creating Public Value" argues that public managers should focus on producing outcomes that are valuable to society, going beyond mere compliance with rules and procedures (Moore, 1995). This perspective is increasingly relevant in an era where public sector organizations are expected to be more responsive to the needs of citizens and stakeholders.

The New Public Management (NPM) paradigm has also significantly influenced public administration. NPM advocates for the adoption of private-sector management practices in the public sector to enhance efficiency, effectiveness, and service delivery. Hood (1991) identifies key elements of NPM, such as performance measurement, decentralization, and customer orientation. However, recent critiques have pointed out the limitations of NPM, particularly its potential to undermine public service ethos and equity (Pollitt & Bouckaert, 2017).

In terms of policy implementation, the theoretical work of Pressman and Wildavsky (1973) remains influential. Their study on the complexity of policy implementation in the real world highlights the "implementation gap" – the discrepancy between policy intentions and outcomes. This has led to a greater emphasis on understanding the contextual factors that affect implementation, such as institutional capacity, stakeholder involvement, and intergovernmental relations (Matland, 1995).

Recent research also emphasizes the importance of adaptive and collaborative governance in addressing complex policy challenges. Ansell and Gash (2008) advocate for collaborative governance, where multiple stakeholders, including government agencies, private-sector actors, and civil society organizations, work together to solve public problems. This approach recognizes the interdependence of various actors and the need for collective action in policy implementation.

Overall, Public Administration and Policy Analysis are dynamic fields that incorporate a range of theoretical perspectives and methodologies. By combining traditional theories with contemporary insights, these disciplines provide valuable tools for understanding and improving public sector performance and governance. The ongoing evolution of these fields reflects the changing nature of public administration and the continuous quest for effective and equitable policy solutions.

Methodology

The methodology section of a research study serves as the backbone, detailing the procedures and techniques employed to gather and analyze data. In recent years, methodological rigor and the integration of advanced analytical techniques have been emphasized to ensure the validity and reliability of research findings. According to Creswell and Creswell (2018), a robust methodology should clearly outline the research design, sampling methods, data collection procedures, and analytical techniques, thereby providing a transparent roadmap for replication and verification.

In designing a research study, it is crucial to select an appropriate research design that aligns with the research questions and objectives. For instance, Creswell and Poth (2017)

highlight the importance of choosing between qualitative, quantitative, or mixed methods approaches based on the nature of the inquiry. Qualitative research, which involves in-depth interviews, focus groups, and content analysis, is ideal for exploring complex phenomena and understanding participants' perspectives (Merriam & Tisdell, 2016). On the other hand, quantitative research, which employs surveys, experiments, and statistical analysis, is suited for testing hypotheses and examining relationships between variables (Bryman, 2016).

Sampling methods are another critical component of the methodology. Patton (2015) emphasizes the importance of purposeful sampling in qualitative research to select information-rich cases that provide deep insights into the phenomenon under study. In contrast, probability sampling techniques, such as random sampling, are often used in quantitative research to ensure the generalizability of the findings (Fowler, 2014). Recent advancements in sampling methods, including the use of big data and machine learning algorithms, have further enhanced the precision and efficiency of sample selection (Goal & Salganik, 2010).

Data collection procedures must be meticulously planned and executed to ensure the accuracy and reliability of the data. In qualitative research, data is typically collected through interviews, observations, and document analysis, with a focus on capturing rich, detailed information (Yin, 2018). Quantitative data collection, on the other hand, often involves structured surveys and standardized instruments designed to measure specific variables (De Vaus, 2014). The use of technology, such as online surveys and digital recording devices, has streamlined data collection processes and improved data quality (Evans & Mathur, 2018).

Analytical techniques are employed to interpret the data and draw meaningful conclusions. Qualitative data analysis involves coding and thematic analysis to identify patterns and themes within the data (Braun & Clarke, 2019). Recent developments in qualitative analysis software, such as NVivo and MAXQDA, have facilitated more efficient and systematic data analysis (Paulus et al., 2016). Quantitative data analysis typically involves statistical techniques, ranging from descriptive statistics to inferential analysis, to test hypotheses and examine relationships between variables (Field, 2018). The integration of advanced statistical methods, such as structural equation modeling and multilevel modeling, has further enhanced the robustness of quantitative analyses (Kline, 2015).

The methodology section is a critical component of research that outlines the design, sampling, data collection, and analysis procedures. Ensuring methodological rigor and incorporating advanced techniques are essential for producing valid and reliable research findings. By following established methodological guidelines and leveraging recent advancements in research techniques, researchers can enhance the credibility and impact of their studies.

Results

The findings indicate that the Teacher Mobilization Program (*PGP*) has successfully achieved its objectives in several key areas. This section comprehensively elaborates on these findings, focusing on communication, resources, attitudes of implementers, bureaucratic structure, and the overall impact on teachers and the learning environment.

Communication

The program's communication strategies played a crucial role in its implementation. The study found that the *PGP* was generally well-received by teachers, who appreciated the program's goals and initiatives. However, there were notable gaps in information dissemination. Interviews with teachers and local educational administrators revealed that while the central government provided information about the program, it was often not sufficiently detailed or timely. This lack of thorough communication led to confusion and misinterpretations at the local level.

The Plt. *Kepala Dinas Pendidikan Kabupaten Cirebon* highlighted that the central government's communication efforts were sporadic and lacked clarity, which posed significant challenges for local implementation. Teachers and administrators had to rely on incomplete information, making it difficult to fully understand the program's requirements and objectives. This issue was further compounded by the varying interpretations of the guidelines provided, leading to inconsistencies in the program's execution across different regions.

Despite these challenges, the study noted that when communication was clear and consistent, it significantly enhanced the program's effectiveness. Teachers who received comprehensive and timely information were better prepared to implement the program's strategies and achieve its objectives. This finding underscores the importance of robust communication channels and strategies to ensure the successful dissemination of information from the central government to local educational stakeholders.

Resources

The *PGP*'s effectiveness was also influenced by the availability and utilization of resources. The study found that the program made good use of available resources, including human resources such as qualified instructors and facilitators, and material resources such as learning materials and online platforms for training. These resources were crucial in supporting the program's implementation, enabling teachers to access the necessary tools and support to improve their teaching practices.

However, the study also identified logistical challenges, particularly in remote and rural areas where internet connectivity was unreliable. This limited the accessibility of online training and resources, posing a significant barrier for teachers in these regions. Additionally, there were issues related to the adequacy of physical infrastructure, such as classrooms and learning facilities, which impacted the delivery of the program's initiatives.

To address these challenges, the study recommends that the government invest in improving the infrastructure and technological support in underserved areas. Enhancing internet connectivity and providing adequate physical facilities will ensure that all teachers, regardless of their location, can benefit from the program's resources and support.

Attitudes of implementers

The attitudes and commitment of the program's implementers were critical to its success. The study found that most teachers who participated in the *PGP* were highly motivated and

committed to applying the new skills and knowledge they acquired. This positive attitude was a key factor in the program's effectiveness, as motivated teachers were more likely to embrace and implement the program's strategies in their classrooms.

However, the study also noted that maintaining this enthusiasm over the long term could be challenging. While initial responses were positive, sustaining teacher motivation and commitment required ongoing support and incentives. Teachers expressed a need for continuous professional development opportunities, as well as recognition and rewards for their efforts and achievements. Providing such support would help maintain high motivation levels and ensure the program's long-term success.

Bureaucratic structure

The bureaucratic structure of the PGP played a significant role in its implementation. The study found that the program benefited from a well-organized bureaucratic framework, which included clear roles and responsibilities, as well as flexible Standard Operating Procedures (SOPs). This structure facilitated better coordination among various stakeholders and reduced administrative bottlenecks, contributing to the program's overall effectiveness.

However, there were criticisms regarding the adequacy of infrastructure, especially in rural areas where technological support was limited. The study highlighted the need for a more responsive and adaptive bureaucratic structure that can address the unique challenges faced by different regions. By tailoring the implementation strategies to the specific needs of each area, the program can achieve more consistent and effective outcomes.

Impact on teachers and learning environment

The PGP had a positive impact on teachers' professional development and the overall learning environment. Teachers reported that the program encouraged them to innovate and adopt new teaching methods, fostering a more dynamic and engaging classroom environment. Surveys conducted with teachers showed a high level of satisfaction with the program, with many noting improvements in their teaching practices and student engagement.

Teachers appreciated the program's focus on developing leadership skills and promoting student-centered learning. The PGP's emphasis on professional growth and continuous improvement resonated with teachers, who felt more empowered and confident in their roles. This, in turn, had a positive effect on students, who benefited from more effective and engaging teaching practices.

In conclusion, the Teacher Mobilization Program (PGP) has been effective in achieving its goals of enhancing teacher competencies and promoting leadership in education. However, to sustain these achievements, ongoing support, better communication, and improved infrastructure are essential. The study recommends that the Ministry of Education, Culture, Research, and Technology continues to refine the program based on these findings, ensuring that it remains responsive to the needs of teachers and students alike. By addressing the identified challenges and building on the program's successes, the PGP can continue to make a significant impact on the educational landscape in Indonesia.

Discussion

The Teacher Mobilization Program (*PGP*) represents a significant effort by the Ministry of Education, Culture, Research, and Technology to enhance the teachers' competencies and foster leadership within the educational sector in Indonesia. This discussion delves into the key findings of the study, examining them through the lens of contemporary educational theories and recent research to provide a comprehensive analysis of the program's impact and the challenges it faces.

The findings indicate that the *PGP* has generally succeeded in its objectives, particularly in improving teacher competencies and fostering a more dynamic learning environment. The positive reception of the program by teachers underscores its relevance and effectiveness. However, the study also highlights several areas for improvement, particularly in communication, resource allocation, and sustaining teacher motivation.

Communication emerged as a critical area that needs enhancement. The study found that while the central government made efforts to disseminate information about the *PGP*, these efforts were often insufficiently detailed and not timely, leading to confusion among local administrators and teachers. This finding is supported by the literature, which emphasizes the importance of clear and consistent communication in the successful implementation of educational policies. For instance, Darling-Hammond et al. (2017) stress that effective communication is essential for aligning stakeholders' understanding and expectations, thereby reducing resistance and facilitating smoother implementation. The communication gaps identified in this study suggest a need for more structured and systematic information dissemination strategies to ensure that all stakeholders are adequately informed and prepared.

Resource allocation is another critical factor influencing the effectiveness of the *PGP*. The study found that while the program made good use of available resources, there were significant logistical challenges, particularly in remote and rural areas. The importance of adequate resources in educational initiatives is well-documented in the literature. According to Fullan (2016), resources such as qualified personnel, learning materials, and technological infrastructure are crucial for the successful implementation of educational programs. The study's findings highlight the need for targeted investments in infrastructure and technology, particularly in underserved areas, to ensure equitable access to the program's benefits. It is consistent with the work of UNESCO (2019), which emphasizes the role of ICT in education and the need for robust infrastructure to support digital learning initiatives.

The attitudes and commitment of implementers were pivotal to the program's success. Teachers who participated in the *PGP* were generally motivated and committed to applying the new skills and knowledge they acquired. This aligns with the findings of Hattie (2012), who argues that teacher motivation and engagement are critical determinants of student outcomes. However, maintaining this enthusiasm requires ongoing support and incentives. The study suggests continuous professional development opportunities and recognition of teachers' efforts are essential for sustaining motivation. It is supported by Ingersoll et al. (2018), who found that professional development and career advancement opportunities are key factors in retaining motivated and effective teachers.

The bureaucratic structure of the *PGP*, characterized by clear roles and responsibilities and flexible Standard Operating Procedures (SOPs), was found to facilitate better coordination and reduce administrative bottlenecks. However, the study also identified criticisms regarding the adequacy of infrastructure, especially in rural areas. This finding resonates with the broader literature on educational administration, which highlights the importance of a supportive and adaptive bureaucratic framework for the successful implementation of educational policies (Bryk et al., 2015). The study's findings suggest that while the *PGP*'s bureaucratic structure is generally effective, there is a need for greater flexibility and responsiveness to address the unique challenges faced by different regions.

The overall impact of the *PGP* on teachers and the learning environment was positive. Teachers reported that the program encouraged them to innovate and adopt new teaching methods, leading to a more dynamic and engaging classroom environment. This finding is consistent with the literature on teacher professional development, which emphasizes the importance of ongoing training and support in fostering innovative teaching practices (Desimone & Garet, 2015). The study's results suggest that the *PGP* has been effective in promoting a culture of continuous improvement and professional growth among teachers, which is crucial for enhancing student outcomes.

Conclusion

The Teacher Mobilization Program (*PGP*) has made significant strides in improving teacher competencies and fostering leadership within the educational sector. However, to sustain and build on these achievements, ongoing support, better communication, and targeted investments in infrastructure are essential. The study's findings provide valuable insights into the strengths and challenges of the *PGP*, offering a basis for refining the program to ensure its continued success. By addressing the identified challenges and leveraging the program's strengths, the Ministry of Education, Culture, Research, and Technology can enhance the effectiveness of the *PGP* and contribute to the broader goal of improving educational outcomes in Indonesia.

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