


## Revealing The Impact Of The Teacher Mobilization Program On The Competency Of Elementary School Teachers In Bekasi City

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Article Info	ABSTRACT
<b>Keywords:</b> Mobilizing Teachers, Teacher Competency, Bekasi City Elementary School	he aim of this research is to determine the impact of the Teacher Mobilization program on teacher competency in Bekasi City Elementary Schools. This research was carried out in several elementary schools in Bekasi City, with the subjects being 2 elementary school clusters in Bekasi City, namely the Kranji Cluster and the Kota Baru Cluster. This research used descriptive qualitative research conducted over two months. The data collection process is through observations, questionnaires, interviews with Mobilization Teachers, and documentation results in the form of photos. The results of the research show that there is a significant impact of the Teacher Mobilization program on Teacher competency in Bekasi City Elementary Schools, this is proven by increasing the knowledge and skills of Teachers who have become Mobilizing Teachers, such as using digital learning media, actively participating in teacher competency improvement activities, starting trusted to be a resource for various activities, as well as fulfilling one of the qualifications to become a School Principal. The implications of this research indicate that the Teacher Mobilization program can have a good impact on teacher competency, especially in Bekasi City Elementary Schools, therefore it is hoped that similar programs will reappear so that the quality of education in Indonesia can improve.
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### INTRODUCTION

Education is currently experiencing rapid development and facing various challenges and opportunities, along with technological advances, social changes and the needs of the world that continue to develop, especially at the elementary school level. The concept of Independent Learning is an education policy introduced by Nadiem Makarim as Minister of Education, Culture, Research and Technology (Mendikbudristek) of the Republic of Indonesia in 2020 (Muhammad Afriansyah Novianto and Munirul Abidin, 2023; Nuriyah, Ika and Rakhmawati, 2023; Armini, 2024). This policy aims to create an education system that is more flexible, inclusive and oriented to individual needs and potential. -each student. Merdeka Belajar does not only focus on academic aspects, but also on developing students' character, skills and creativity (Lembong, Lumapow and Rotty, 2023; Christiananda *et al.*, 2024; Rosa *et al.*, 2024).

As one of the metropolitan cities in Indonesia, Bekasi City faces various major challenges in the education sector, including a shortage of teaching staff which causes an imbalance between the number of students and teachers (Awiria *et al.*, 2024; Karyati, 2024). This problem has an impact on the smoothness of the learning process and the overall quality of education. Apart from that, the challenge of selecting a quality principal, who has strong leadership, vision and communication skills, is also a serious concern (Iskandar, 2017; Purwanto, 2021; Khana *et al.*, 2023). The Teacher Mobilization Program is expected to be able to overcome these challenges by strengthening the role of teachers in improving the quality of education at the local level. This program aims to support student development through critical thinking and creativity as well as assist teachers in overcoming various existing problems, with the hope of correcting the imbalance in the teaching workforce and improving school leadership to create more inclusive and sustainable education in Bekasi City (Sutanto, 2024).

The Teacher Mobilization Program aims to develop teacher characters with better leadership skills as facilitators in learning activities (Aditiya and Fatonah, 2023). Driving teachers have the ability to encourage change and introduce more interesting, creative and technology-based learning methods. This is very important so that students do not just receive information passively, but are actively involved in the learning process. Therefore, it is important to evaluate how this program affects the teaching competence of teachers at the elementary school level.

In this case, the government has developed a Teacher Mobilization program that is integrated with the independent learning curriculum which aims to reform the quality of education. These policies and programs are intended to reform education not only in terms of administrative approaches, but also to transform cultural values with concepts *culture of learning innovation* by utilizing various school environmental conditions in accordance with the developing culture (Faiz and Faridah, 2022). Freedom to learn menstimulus Teachers must be able to think visionarily in order to carry out the learning process effectively. The hope with the independent learning curriculum and Teacher Mobilization program is to foster students' interest so that they are willing to ask questions and try various innovations with confidence Samsinar (Wati and Mardiah, 2024).

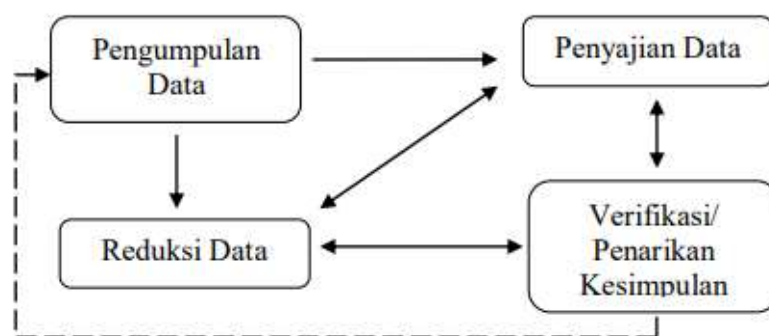
The presence of the Activator Teacher is actually present to answer the challenges faced by teachers, one of which is learning strategies and activities. In general, this teacher drive program is to stimulate teachers' potential to further develop, referring to Pancasila values so that they can implement Pancasila values to students in an integrative manner with various existing fields of study. Driving teachers are also learning leaders in independent learning who have the ability to mobilize the educational ecosystem to realize student-centered education. The aim of implementing Driving Teacher education is to create teachers who are able to lead learning to encourage the development of students' interests and talents in accordance with their respective learning needs. In an effort to encourage the development of students' interests and talents, there are learning strategies and activities. The hope is that through these strategies and activities, student learning outcomes in learning to write will increase (I.G.A. Pidrawan, I.W. Rasna and I.B. Putrayasa, 2022)

This research aims to analyze how the program influences teachers' pedagogical abilities, creativity and collaboration in the learning process. In addition, this research also wants to evaluate changes in teacher organizational behavior resulting from program implementation, as well as their impact on the quality of education and student engagement in the classroom. Thus, it is hoped that this research can provide recommendations for further development of the Mobilizing Teacher Program in the context of Basic Education

## METHODS

Researchers use qualitative research, namely research that aims to describe and analyze phenomena. Research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of people individually and in groups (Waruwu, 2024). The quality of qualitative research really depends on the quality of the researcher, including his experience conducting research which is something that is very valuable (Gardner, 2020). The researcher is the main instrument, data source sampling is carried out purposively and descriptively, and collection techniques are used which include triangulation, data collection techniques, then, the data is analyzed inductively or qualitatively.

The implementation stages of this research began with socialization which aims to introduce the aims and benefits of activities to the target community (Rahmah, 2023). Researchers collected data using participant observation to find out the participants' essential phenomena in their life experiences. This activity was carried out through observations and interviews to obtain an in-depth understanding of the reasons for a phenomenon or case that occurred (Muhammad Rizal Pahlevianur, 2023). Researchers conducted a study on school principals and teachers at SDN Kranji V to obtain data on the impact of the Teacher Mobilization Program on Elementary School Teacher Competency in Bekasi City. then the data will be compiled into a report. Data analysis in qualitative research consists of three streams of activities carried out simultaneously, namely: data reduction, data presentation, and drawing conclusions or verification



**Figure 1.** Miles Huberman's qualitative data analysis (Character & Homeschooling, 2016)

## RESULTS AND DISCUSSION

This research was carried out at SDN Bekasi City to determine the impact of the Teacher Mobilization program on the competency of Elementary School Teachers in Bekasi City. Apart from making observations using an observation sheet, the observer also interviewed the Driving Teacher. The results were then written down in the form of field notes. From the results of observations and interviews conducted by researchers during the process, it shows that there is an impact of the Teacher Mobilization program, including increasing teacher competence in terms of teaching after participating in the Teacher Mobilization program.

This research was carried out to determine the impact of the Teacher Mobilization program on Teacher competency. There were 2 (two) motivating teachers in the two clusters. Research shows that Teachers involved in these programs are able to better implement differentiated learning, which is critical to meeting the diverse needs of Students in the classroom. Furthermore, the Teacher Mobilization Program also functions as a platform for the development of a learning community among teachers. By forming a mutually supportive community, teachers can share best practices and effective learning strategies, which contributes to increasing their professionalism, as seen in Table 1.1

**Table 1.** Increasing the Competency of Driving Teachers

NO	NO	INSTRUCTIONAL MEDIA	SOURCE PERSON	HEADMASTER
1.	D. A	As driving teachers, educators at SDN Kota Baru IX apply an active learning approach by utilizing digital learning media, such as animated videos, in learning Indonesian in class 5. Apart from that, educators also use other digital platforms, such as Quizizz, to strengthen students' understanding of material that has been taught, so that the learning process becomes more interactive and effective	As a driving teacher, teachers actively participate in various activities to increase teacher competency, so that the skills and knowledge they possess are recognized and trusted to become resource persons in various professional development activities.	One of the requirements to become a school principal today is to have experience as a driving teacher. Thanks to his participation in the Teacher Mobilization program, he succeeded in fulfilling these requirements and got the opportunity to serve as a school principal
2.	A. S	As one of the driving teachers at SDN Kota Baru IX, the teacher applies an active learning approach by utilizing digital learning media, such as KAHOOT and EBOOK, in teaching science and science subjects to increase student involvement and understanding regarding the learning material that has been provided.	As part of the Teacher Mobilization program, teachers gain a variety of knowledge and knowledge that can be applied in teaching practice. This knowledge was then shared with fellow teachers through his role as a resource person in various	Not yet a Principal, but have met the requirements

NO	NO	INSTRUCTIONAL MEDIA	SOURCE PERSON	HEADMASTER
			professional development activities for driving teachers	

Based on interviews conducted at Bekasi City Elementary Schools, especially in the Kranji and Kota Baru clusters, it is known that the Teacher Mobilization program can improve Teacher competency, such as using digital learning media, actively participating in activities to increase Teacher competency, starting to be trusted as a resource for various activities, and fulfilling one of the qualifications to become a Principal.

The Teacher Mobilization Program has a significant impact on increasing the competency of elementary school teachers, especially in the aspects of pedagogy, leadership and learning innovation. Through intensive training and mentoring, teachers who take part in this program gain a deeper understanding of student-based learning approaches, teaching differentiation, as well as more effective evaluation strategies (Afiah *et al.*, 2024; Asyifah, Suryaningsih and Nurman, 2024). This has an impact on improving the quality of the learning process in the classroom, where teachers are able to create a learning environment that is more inclusive and in line with students' developmental needs. Apart from that, Activating Teachers are also encouraged to apply more creative and technology-based learning methods, so as to increase student engagement and learning motivation.

Apart from improving pedagogical competence, the Teacher Mobilization Program also contributes to building teacher leadership in the school environment. Teachers who have participated in this program are more confident in taking the initiative to make positive changes, both in classroom management and in developing a learning culture in schools. They also act as agents of change who inspire colleagues to continue learning and innovate in teaching. With the presence of a Driving Teacher, collaboration between educators becomes stronger, and there is an increase in the practice of sharing knowledge and experience in the teacher learning community. Thus, this program not only improves individual teacher competency, but also encourages educational transformation in elementary schools more broadly.

## CONCLUSION

The Teacher Mobilization Program in Bekasi City has had a significant impact on the competency of Elementary School Teachers. Through intensive training for six months, these teachers are trained to apply innovative and student-centered learning methods, which are expected to improve the quality of education. Even though interest in joining this program is still low, efforts to develop teachers' professional abilities continue to be encouraged by the local Education Department. With this program, it is hoped that teachers can contribute better in creating an effective learning environment and supporting educational transformation in the area

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