

**Original Research Article**

# **DEVELOPMENT OF PROFESSIONAL HUMAN RESOURCES THROUGH EDUCATION PROGRAM MOBILE TEACHER IN SOUTH SULAWESI**

## **ABSTRACT**

This study aims to find an overview of the implementation of the teacher mobilization education program in South Sulawesi in terms of the principles of human resource development and continuous professional development of teachers. The type of research used is descriptive qualitative research with the Goal Free Evaluation Model (Scriven) method. This research was conducted in South Sulawesi Province to implement the 2020-2023 teacher education program, which the Ministry of Education and Culture organized through the assistance of the South Sulawesi Teacher Mobilization Center (BBGP). Collecting research data using a questionnaire (questionnaire), observation (observation), interviews, and document study. Data analysis includes reduction, display, and conclusion drawing/verification. The results of the study show that the journey of the Teacher Mobilization Education program in South Sulawesi from 2020 to 2023 has reached the 7th (seventh) batch. The target of implementing the PGP program teachers from batch 1 to batch 7 has reached 24 districts and cities in South Sulawesi, involving 2,400 participants. In the implementation of the teacher mobilization education program in South Sulawesi, it was revealed that the 12 principles of Human Resource Development and 16 principles of Continuing Professional Development of teachers received very high responses, namely at intervals of 80% -100% or were in a very appropriate category with the Teacher Mobilization Education program in South Sulawesi or it can be said that 12 principles of natural resource development and 16 principles of PKB teachers also exist in the implementation of the Teacher Mobilization Education program in South Sulawesi.

**Keywords:** *Teacher Mobilization Education, Human Resource Development, Teacher Continuous Professional Development*

## **INTRODUCTION**

Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system (SISDIKNAS) states that the effort that the Indonesian people can make to improve the quality of Indonesian people is through Education. Indonesian Education functions to develop capabilities and form noble character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Ministry of National Education, 2003)

The most important thing in achieving maximum educational goals is to start from the things that most support achieving the expected goals, namely the existence of qualified and competent human resources (HR). So that efforts are needed to develop and manage human resources to be higher quality. Susan (2019) explains that with good HR development and management, an employee or employees can easily face and complete the demands of tasks in the present and future.

Teachers are human educational resources who are professional educators with essential duties, functions, and roles in realizing the ideals of Indonesian independence, namely educating the nation's life. Experienced teachers will be able to actively participate in the national development process, especially in realizing the vision of Indonesian Education in 2025, namely creating intelligent and competitive Indonesians. Therefore, Buchari (2018) states that it is natural that the government and society (especially parents of students) expect a lot from teachers to achieve educational success in Indonesia.

From the description of the future class, Gary & William (Mirza, 2014) describe the Teacher's role as (1) providing stimulation to students by providing rich learning tasks well-designed to enhance intellectual, emotional, spiritual, and social; (2) interact with students to encourage courage, inspire, challenge, discuss, share, explain, affirm, reflect, assess and celebrate development, growth, and success; (3) shows the benefits derived from studying a subject; (4) acting as someone who helps, someone who mobilizes and gives affirmation, someone who gives life and inspires students by arousing curiosity, enthusiasm, passion from someone.

The challenges for teachers starting in 2020 are increasingly complex, but certainly not increasing their workload. The independent learning policy provides several facilities for teachers to carry out their professional duties. Teachers throughout Indonesia must carry out this drive to become driving Teachers. Based on the Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture number 3028/B/GT/2020 concerning guidelines for driving teacher education (Dirjen GTK, 2020) in point (a) it is explained that in order to improve the quality of learning that is oriented towards improving processes and results student learning, strategic steps are needed from the Government to create empowered and empowering teachers. Furthermore, in point (b), it is explained that it is necessary to organize a Teacher Mobilization Education Program to create empowered and empowered teachers, as referred to in letter a.

The Mobilization Teacher Education Program is one of the fifth-edition implementations of the independent learning policy of the Ministry of Education, Culture, Research, and Technology. Nadiem Makarim (2019), the Minister of Education, Culture, Research, and Technology, explained, "Moving teachers are teachers who prioritize students and learning for students so that in taking action without being told, they are ordered to do their best. There is at least one driving Teacher in each education unit. They will be given space to innovate to improve the quality of Education. This driving teacher adds to the role of the Teacher who was previously a professional teacher.

The concept of independent learning promoted by Nadiem Anwar Makarim is a response to the progress of various sectors in the era of the industrial revolution 4.0. In front of the participants commemorating the 2019 National Teacher's Day (HGN), he coined the concept of "Free Learning Education." Nadiem Anwar Makarim, as reported in the Tempo newspaper (Yamin & Syahrir, 2020), states that independent learning is freedom of thinking. The Teacher determines this freedom of thought. So the primary key to supporting this new education system is the Teacher.

The driving teacher education program is part of efforts to encourage the realization of quality teacher human resources as agents of educational transformation. Satriawan, Santika, & Naim (2021) stated that the driving teacher education program was one of the essential parts of the issuance of the independent learning policy by the Minister of Education and Culture. The Mobilization Teacher will become an agent of transformation or change who will reform the education system, which begins with changes in himself, students, schools, and colleagues.

Implementing the Teacher Mobilization Education program in South Sulawesi, from 2020-2022, the Ministry of Education and Culture has implemented seven batches of Teacher Mobilization Education. The technical guidelines for implementing the Teacher Mobilization Education program state that the PGP program is implemented for nine months. But this rule only applies to batches 1-4. For batch 5, only take Education and training for six months. Likewise, from the aspect of the person in charge of the teacher education program activities, which PPPPTK previously carried out as the manager and power user of the budget for batches 1-4. Then it was handed over to the Mobilizing Teacher Centers and the Mobilizing Teacher Centers (BBGP) in each province as administrators for batch 5.

The Teacher Mobilization Education Program (Dirjen GTK Kemdikbudristek, 2022) aims to improve teacher leadership and pedagogic competencies so that they can produce a profile of driving teachers, including 1) Designing, implementing, and evaluating learning according to the needs of students at present and in the future based data in determining or making decisions; 2) Building Collaboration or cooperation with colleagues, parents, and the community to develop the school's vision, mission, and programs; 3) Develop competencies continuously independently based on the results of reflection on the learning process in class; 4) Developing a learning ecosystem through activities of feeling, intention, body, thinking with the community and colleagues in a collegial and voluntary manner.

According to Hasibuan (2016), human resource development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees or employees following the needs of the job/position through the process of Education and training. Furthermore, Ranupandojo and Husnan (Siregar, 2018) stated that Education and training could not be separated from the world of work. Education and training will assist employees or employees in being able to improve their abilities in carrying out work as well as continue to foster an understanding of their position and what is the goal of the organization or educational institution.

Zainal and Elham (Putri & Imaniyati, 2017) explained that teacher professional development is an activity carried out by teachers to develop the practice of knowledge, knowledge, technology, and skills to improve quality, both for the teaching and learning process and the professionalism of other education staff. Saondi & Suherman (2015) stated that the development of the teaching profession is essential in overcoming changes and the magnitude of demands on the teaching profession, which places great emphasis on mastery of knowledge. Furthermore, Maggioli (Putri & Imaniyati, 2017)

states that professional development is a long career process for teachers where they must perfect teaching methods to provide the best service for students.

The professional Teacher referred to in RI Law number 20 of 2003 concerning the National Education System in Article 40 (2) states that (a) educators and education staff are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical, then (b) have a professional commitment to improving the quality of Education. Uno (2010) states that if a teacher wants to become a professional teacher, it is imperative to continue improving academic and practical knowledge through tiered Education or upgrading and in-service training activities with colleagues.

In implementing the teacher mobilization education program in South Sulawesi, as stated in the Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture number 3028/B/GT/2020 concerning guidelines for teacher mobilization education (Dirjen GTK, 2020), it is stated that this PGP is the fifth edition of the Merdeka Learning program. It was implemented to support the 2019-2024 National Medium-Term Development Plan (RPJMN) to improve the quality of Human Resources. One of the Government's visions focuses on developing human resources by improving the quality of Education and talent management.

Nawawi (2011) provides several definitions of Human Resources, including,

a) Human resources are people who work in an organization's environment (also called personnel, workforce, workers, or employees); b) Human resources are human potential as a driving force in realizing its existence; and c) Human resources are potentials that are assets and function as capital (non-material/non-financial in a business organization, which can be realized into real potential (real) physically and non-physically in realizing the existence of the organization. It can be concluded that human resource management is a science or art to maximize human utilization in realizing work effectively and efficiently to achieve maximum results in achieving the goals set by the institution/organization or a program.

This vision is directly related to the duties of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as the organizer of Government in the fields of Education, culture, research, and technology. So it is necessary to implement the Teacher Mobilization Education program by the principles of human resource development and continuous professional development of teachers. The Regional Unit Service Agency (BLUD, 2019) states that the management and development of Human Resources must be based on the principles of Human Resource Management (MSDM), which include: the principle of humanity, the principle of democracy, the principle of the right man is the right place, the principle of equal pay for equal work, unity of direction, unity of command, efficiency, effectiveness, work productivity, discipline, and authority and responsibility. Furthermore, Danim (2011) revealed specific principles of teacher professional development, including scientific, relevant, systematic, consistent, actual and contextual, flexible, democratic, objective, comprehensive, independent, professional, gradual, tiered, sustainable, accountable, effective, and efficient.

Facts found in the literature study of various supporting documents for the teacher mobilization education program revealed that no one has yet discussed the principles of human resource development and continuing professional development of teachers as part of the teacher mobilization education program. So based on the description of ideal conditions (Das Sollen), actual conditions (Das Sain), and various discrepancies that were revealed, the authors are interested in conducting research on the implementation of the teacher mobilization education program in South Sulawesi in terms of the principles of human resource development. And continuous professional development of teachers.

## **RESEARCH METHODS**

The type of research used is descriptive qualitative research with the Goal Free Evaluation Model (Scriven) method. Qualitative research is often referred to as naturalistic research because the research is carried out in natural conditions. Meanwhile, Goal free evaluation does not want to be tied to goals alone, but all program impact results must be reported.

The subjects of this study as well as informants consisted of 1) Persons in charge of Teacher Mobilization Education at the Center for Teacher Mobilization (BBGP) South Sulawesi; 2) the Leadership Transformation Working Group, which has the task of overseeing the implementation of the Teacher Mobilization Education program at the South Sulawesi Teacher Mobilization Center (BBGP); 3) Coordinator of Admin Learning Management System (LMS) for Teacher Mobilization Education at the Center for Teacher Mobilization (BBGP) South Sulawesi; 4) PGP Organizing Education Office; 5) The supporting team (Assessors, Instructors, Facilitators, and Practical Teachers) for the implementation of the Teacher Mobilization Education program at the Central Sulawesi Teacher Mobilization Center (BBGP); 6) Prospective Teacher Mobilizers who are

implementing the Teacher Mobilization Education program at the South Sulawesi Teacher Mobilization Center (BBGP); and 7) Mobilizing Teachers in South Sulawesi.

This research was conducted in South Sulawesi Province in the area of implementation of the 2020-2023 teacher mobilization program, which the Ministry of Education and Culture organized through the assistance of the South Sulawesi Teacher Mobilization Center (BBGP). The focus of this research is to find out and find an overview of the implementation of the teacher mobilization education program in South Sulawesi in terms of the principles of human resource development and continuous professional development of teachers.

The analysis process in this study uses a qualitative approach because the problems that are the object of discussion are not related to numbers but rather described clearly and in detail after obtaining data from an in-depth process of research focus with three main stages or procedures, namely, the description stage or the orientation, reduction, and selection stages. In this qualitative research, the research instrument is the researcher himself (human instrument). This is intended because, in qualitative research, it is necessary to have an instrument that is more flexible in order to be able to dig for more profound information.

Research data collection techniques using a questionnaire (questionnaire), observation (observation), interviews, and study of documents. Examination of data validity in a qualitative study includes a credibility test, transferability test, dependability test, and finally, the objectivity test (confirmability). Activities in data analysis include data reduction, data display, and conclusion drawing/verification.

## **RESULT AND DISCUSSION**

### **Implementation of Mobilization Teacher Education in South Sulawesi**

The driving teacher education program is the fifth edition of the Freedom to Learn policy launched by the Minister of Education and Research and Technology, Nadiem Anwar Makarim. The Freedom to Learn Program was first delivered by the Minister of Education and Culture when giving a speech at the peak event commemorating National Teacher's Day (HGN) in November 2019. According to Nadiem Anwar Makarim (Wijaya et al., 2020), independent learning grants freedom or independence to academic units (teachers, students, and schools) to develop various innovations and learn independently and fully of creativity.

Until this article was written, the journey of the PGP program in South Sulawesi from 2020 to 2023 reached the 7th (seventh) batch. This program is part of efforts to develop human resources and the teaching profession as the primary capital to become a driving teacher or agent of educational transformation. This is very much in line with the objectives of implementing the Teacher Mobilization Education program as stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 26 of 2022 (Kemdikbudristek, 2022b) concerning the Education of the Driving Teacher in Article 2 Paragraph (1) it is said that the Education of the driving Teacher aims to produce the profile of the Driving Teacher.

The profile of the driving Teacher referred to is clarified in Paragraph (2) that teachers who can: a) plan, implement, assess, and reflect on learning according to the current and future needs of students based on data; b) collaborate with parents, colleagues, and the community to develop the vision, mission, and programs of the education unit; c) develop competencies independently and continuously based on the results of reflection on learning outcomes; and d) fostering a learning ecosystem through voluntary exercise, voluntary exercise, sports and thought exercise with colleagues and the community. (Kemdikbudristek, 2022b)

In the course of the Teacher Mobilization Education program, the Directorate General of Teachers and Education Personnel, the Ministry of Education and Culture, has twice issued guidelines for the implementation of driving teacher education, namely, 1) Decree of the Director General of Teachers and Education Personnel (Dirjen GTK) of the Ministry of Education and Culture No. 3028/B/GT/2020 dated May 25, 2022, concerning Guidelines for teacher mobilization education; and 2) Copy of Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture No. 1302/B/ PD.00.02/2022 dated January 3, 2022, concerning Guidelines for Mobilizing Teacher Education.

There are several differences between the two guidelines for implementing the Teacher Mobilization Education program, both from the aspect of writing systematics and the content. In Chapter I, the difference is in subtitle A, in the old guidelines as an introductory part, while in the new guidelines as the background. Furthermore, in sub-title B, namely the PGP program's framework in the guideline program's design, the old PGP implementation is 9 (nine) months. In contrast, in the new guidelines, the implementation of Teacher Mobilization Education is 6 (six) months. The program objectives section also changed; in the old guidelines, 5 (five) program objectives were written, while in the new

guidelines, there were only 4 (four) program objectives. Likewise, in the program benefits section, the old guidelines comprised 6 (six) program benefits, while the new guidelines comprised 7 (seven).

In Chapter II on the implementation of teacher mobilization education, there is a change in the mechanism for implementing PGP, in the old guideline only contains the mechanism for implementing regular PGP. In contrast, the new guideline consists of regular Teacher Mobilizing Education, PGP Rekognisi (Special PGP for practical teachers who become facilitators from teacher elements who have not become a driving teacher or do not yet have a Principal Register Number/NRKS), and PGP Dasus (Special Areas), namely in areas classified as 3T (Frontier, Remote, and Disadvantaged) which have limited access to transportation and the internet.

Furthermore, in Chapters III and IV, there are no prominent differences; it is just that the form of systematic presentation differs. In the old guidelines, Chapter III contained assessment, certificates, and activity reporting, while the new guidelines only consisted of certificates and activity reporting. In Chapter IV, regarding quality assurance in subtitle C, the old guidelines are targets and data sources, while the new guidelines are the quality assurance team. Sub-title D is the old guidelines for the mechanism, while the new guidelines are for the stages of activities (preparation, implementation, reporting). In subtitle E, the old guidelines are instruments, while the new guidelines are program improvements.

The implementation of the driving teacher education program in South Sulawesi consisted of two periods based on the person in charge of implementing the activity. The first period took place in the Teacher Mobilization Education program batch 1 to batch 3, handled by the Center for Development and Empowerment of Educators and Physical Education and Guidance and Counseling Education Personnel (PPPPTK Penjas & BK). Then the second period took place in batches 4 to batch 7 and so on, handled by the South Sulawesi Teacher Training Center. The transition process is based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 14 of 2022 concerning the organization and work procedures of the Center for Mobilizing Teachers and the Hall of Mobilizing Teachers (Mendikbudristek, 2022).

In full, the progress of the achievements of the PGP program from batch 1 to batch 7 of districts and cities in South Sulawesi, both those who have graduated and those who are still in the educational process, is shown in table 1 below.

**Table 1. Number of CGP participants for each region from batches 1-7**

No.	District / City	Generation							Total
		1	2	3	4	5	6	7	
	Regency. Bantaeng					25		22	47
	Regency. Barru				14				14
	Regency. bones	55			31			116	202
	Regency. Bulukumba		50			75		60	185
	Regency. Enrekang					45		47	92
	Regency. Gowa		92			83		48	223
	Regency. Jeneponto		31				58		89
	Regency. Kep. Selayar			24			41		65
	Regency. Luwu					34		28	62
	Regency. East Luwu							24	24
	Regency. North Luwu					30			30
	Makassar city		129			103		90	322
	Regency. Maros					45		59	104
	Palo City						36		36
	Regency. Pangkep			70			65		135
	Paripar City					30		25	55
	Regency. Pinrang	37					66		103
	Regency. Sidrap			41			59		100
	Regency. Sinjai				29			36	65
	Regency. Soppeng		64			39		49	152
	Regency. Takalar		5				42		47
	Regency. Tana Toraja				40			33	73
	Regency. North Toraja					40		10	50
	Regency. Wajo	46			21			58	125
	<b>Total</b>	<b>138</b>	<b>371</b>	<b>135</b>	<b>135</b>	<b>549</b>	<b>367</b>	<b>705</b>	<b>2400</b>

Source: Decree of the Director General of GTK Batch 1-7

Based on table 1 above, the target implementation of the Teacher Mobilization Education program from batch 1 to batch 7 has reached 24 districts and cities in South Sulawesi, involving 2,400 participants. The data in the table includes batches 1 to batch 5, which have successfully graduated as many as 1,328 prospective driving teachers (CGP) participants to become driving teachers (GP). Meanwhile, the Mobilization Teacher Education program is ongoing for the sixth and seventh batches of 1,072 prospective teacher mobilizers.

Implementing the mobilization teacher education program must be distinct from the role of supporting actors who assist the prospective mobilizing teacher participants in the educational process. The PGP supporting actors will first participate in the recruitment selection process in the following stages debriefing and getting assignments. These supporting actors include, 1) the assessor is a team that selects prospective PGP participants, facilitators, and practical instructors in the PGP program; 2) instructors are teaching staff in the Teacher Mobilization Education program whose job is to provide material enrichment online at the elaboration stage of understanding; 3) the facilitator is a teaching staff who accompanies participants in online PGP module learning by guiding discussions, coaching, assignments, providing feedback, reflecting, and providing an assessment of the work of prospective driving teachers; 4) practical instructors are travel companions for prospective driving teachers whose job is to provide individual assistance at school and group assistance during workshops.

In summary, to see the distribution of practice facilitators and instructors on duty in the South Sulawesi region, from batch 1 to batch 7, can be seen in table 2 below.

**Table 2. Distribution of Facilitators and Teachers of South Sulawesi's Driving Teacher Education Practices**

Number	Actor	Generation							Total
		1	2	3	4	5	6	7	
	Facilitator	8	70	10	14	29	19	40	190
	Practical Teacher	28	144	25	36	115	74	139	561

Source: Letter Kep. GTK Director General regarding the appointment of facilitators and PP

Based on table 2 above, it can be seen very clearly the distribution of Teacher Education actors who act as facilitators and practical teachers in each generation. The number of facilitators on duty in South Sulawesi from batch 1 to batch 7 totaled 190 facilitators. The number of practical teachers serving in South Sulawesi from batch 1 to batch 7 totaled 561 practical teachers. This amount is spread across each regency and city area, which is the target of implementing the PGP program in the South Sulawesi region.

Based on the Minister of Education, Culture, Research, and Technology Regulation Number 26 of 2022 concerning Mobilizing Teacher Education (Kemendikbudristek, 2022) Article 8 paragraph (1) reads that learning of driving teacher education is carried out online and/or offline. Furthermore, in paragraph (2), learning, as referred to in Paragraph (1), is carried out through the provision of a) subject matter, b) individual assistance, and c) group assistance. In paragraph (3), the learning materials referred to in Paragraph (2) letter include a) the paradigm and vision of the driving Teacher, b) learning practices that favor learners, and c) learning leaders in the management of educational units. Article 9 states that the learning load for driving teacher education is at least 310 (three hundred and ten) hours of lessons and a maximum of 400 (four hundred) hours. In detail, the curriculum structure in the Teacher Mobilization Education program is shown in table 3 below.

**Table 3. Curriculum structure in the PGP program**

Number	Material	Time Allocation (JP)
A.	General	
	The policy of the Ministry of Education, Culture, Research, and Technology	2
	Mobilizing Teacher Education Program	2
B.	Main	
	Paradigm and vision of the Driving Teacher	84
	a. Reflection on Ki Hajar Dewantara's National Education Philosophy	
	b. The Values and Roles of the Driving Teacher	

Number	Material	Time (JP)	Allocation
	c. The vision of the Driving Teacher d. Positive Culture		
	Learning Practices in favor of learners a. Learning to meet the learning needs of students b. Social and Emotional Learning c. Coaching for Academic Supervision	64	
	Learning leaders in school development a. Value-based decision-making as a leader b. Leader in resource management c. Management of programs that have an impact on students	64	
	Accompaniment a. Individual Assistance b. Group Assistance (Workshop)	24 64	
C.	Support Initial Test and Final Test	6	
	<b>Total JP</b>	<b>310</b>	

Source: Guide to Mobilizing Teacher Education

Module package learning is fully conducted online with instructors and facilitators through virtual conferences (vicon) and the Learning Management System (LMS). Learning through LMS is carried out using the MERDEKA flow (Starting from self, Concept exploration, Collaborative space, Contextual demonstration, Understanding elaboration, Connection between material, and Real action). Based on a copy of the Attachment to the Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture No. 1302/B/PD.00.02/2022 dated January 3, 2022, concerning Guidelines for Mobilizing Teacher Education (Director General of GTK Kemdikbudristek, 2022) describes that for the first time, CGPs conduct self-reflection at the Starting from Self stage regarding experiences or practices that have been carried out regarding the material to be studied. At the Concept Exploration stage, CGP was involved in discussion activities through triggering questions, case presentations, and open-ended questions guided by the facilitator. Furthermore, the CGP will be with the virtual face-to-face Collaboration Room facilitator to further solidify the concepts learned and will continue with individual assignments at the Contextual Demonstration stage. In the CGP Understanding Elaboration stage, the instructor will interact virtually with the instructor to discuss expanding and confirming the knowledge that has been obtained. The next stage is Connection between Materials, where CGP is asked to connect material studied between modules and experiences experienced at school. After that, it continues to the Real Action stage, where CGP will directly practice the understanding obtained in each module unit in their respective schools.

As for the design of the driving teacher education program based on the exposure material for the socialization of the seventh PGP program (Kemdikbudristek, 2022), it is stated that the educational process uses the principles of andragogy (adult learning) and experiential-based learning. According to (Wikipedia, 2023), andragogy is a learning process that involves adults as students to gain a learning experience. The pattern of learning time in the Teacher Mobilization Education program is, a) 70% of the learning process is carried out by studying at the workplace or each task unit through the community, providing feedback from superiors, colleagues, and students; b) a further 20% study time with colleagues and other teachers in a community of practitioners outside of school; and c) the remaining 10% study together with facilitators in module learning and practical instructors during individual mentoring and group mentoring (workshops).

When the Real Action process is carried out in schools by each CGP, it will be accompanied by individual mentoring activities carried out by practical teachers. One part of the driving teacher education program is individual assistance. The actor who plays a role in this individual mentoring process is the Practical Facilitator/Teacher. Individual mentoring is done monthly, no later than a week before the workshop.

Implementation of individual assistance in the implementation of Teacher Mobilization Education six (6) times with a different theme each month. This assistance aims to help CGPs be able to apply the results of online learning with facilitators and instructors (Director General of GTK Kemdikbudristek, 2022) so that CGP can a) carry out self-development and other teachers by reflecting, sharing, and collaborating; b) have moral, emotional and spiritual maturity in order to be able to behave according

to the code of ethics; and c) able to plan, implement, reflect, and evaluate student-centered learning by involving parents.

The next stage after individual assistance is group assistance (workshop). In the Big Indonesian Dictionary (KBBI, 2022), workshops are also called work studios or meeting places for experts (experts) to discuss practical issues or those relevant to implementing a particular area of expertise. Workshops in the PGP program are also called group mentoring, where the CGP will gather in a certain location to discuss IP themes in groups guided by practical instructors.

This workshop is held once a month, ten times for PGP batch 1-4 and 8 times for PGP batch 5, and so on. Actors who play a role in the workshop are practical instructors as facilitators, prospective driving teachers as participants, the education office as a committee, and the PGP organizing work unit (PPPPTK or BBGP) as the person in charge of activities, committee, administration, and monitoring and evaluation. The objectives of implementing group mentoring or workshops include a) increasing skills for CGP to carry out their roles; b) connecting CGP with other CGPs at the district/city level; c) becoming a space for discussion and a vehicle for solving problems that are likely to be faced by each CGP; d) increasing the involvement of stakeholders at the school and district/city levels.

The standard of facilities used in the PGP program is based on the provisions contained in a copy of the Attachment to the Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture of the Ministry of Education and Culture No. 1302/B/ PD.00.02/2022 dated January 3, 2022, concerning Guidelines for Mobilizing Teacher Education (Director General of GTK Kemdikbudristek, 2022) which includes, a) internet-connected laptops or notebooks; b) LCD projectors; c) Sound System as needed; d) Flipcharts and flipcharts; and e) other learning facilities under the needs of the material to be presented. Furthermore, infrastructure standards include a) a room that can accommodate all participants during group assistance (workshops) with due regard to the implementation of strict and standard health protocols; b) adequate electricity supply and power are available; c) an internet network is available that can be used by participants.

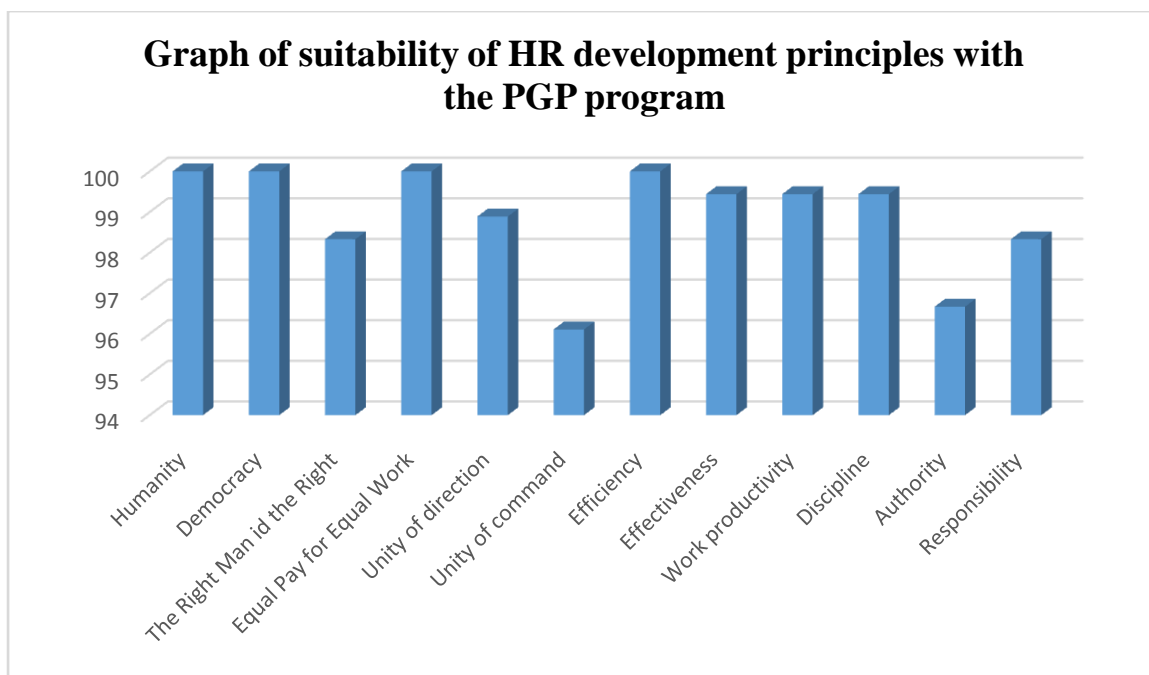
Funding for the Mobilizing Teacher Education program is based on the regulation of the Minister of Education, Culture, Research, and Technology Number 26 of 2022 concerning Mobilizing Teacher Education (Kemdikbudristek, 2022) article 15, which states that funding for implementing the Mobilizing Teacher education comes from a) the state revenue and expenditure budget; b) regional income and expenditure budget, and/or c) other sources that are legal and non-binding by the provisions of laws and regulations.

### **Principles of Human Resource Development in the Teacher Mobilization Education program**

One of the efforts of the Government of the Republic of Indonesia in realizing the vision to promote and develop human resources through Education is to carry out a driving teacher education program. This is as stated in the Attachment to the Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture No. 1302/B/PD.00.02/2022 dated January 3, 2022, concerning guidelines for driving teacher education (Dirjen GTK Kemdikbudristek, 2022) which states that the 2020-2024 National Medium-Term Development Plan (RPJMN) where one of the Government's visions is to focus on developing Human Resources (HR) through improving the quality of Education and talent management.

Therefore, implementing the Teacher Mobilization Education program should comply with the principles of human resource development so that it remains in line with the Government's vision as stated in the 2020-2024 RPJMN. The principles of HR development, as stated in the Regional Unit Service Agency (BLUD, 2019), state that HR management must be based on the principles of Human Resource Management (MSDM) which include a) humanitarian principles, b) democratic principles, c) the principle of the right man is the right place; d) the principle of Equal pay for equal work; e) the principle of unity of direction; f) the principle of unity of command; g) the principle of efficiency; h) the principle of effectiveness; j) the principle of work productivity; k) disciplinary principles; and l) the principle of authority and responsibility.

To determine whether implementing the Teacher Mobilization Education program is compatible with the principles of human resource development, the researchers gave a questionnaire to 180 respondents who were directly involved in the Teacher Mobilization Education program in South Sulawesi. The results of the responses of the respondents/informants regarding the suitability of the principles of developing Human Resources in the Teacher Mobilization Education program are shown in the following graph 1.



**Figure 1. Percentage of conformity of Human Resources development principles with PPGP**

Based on graphic image 1 above, the 12 principles of Human Resource development all get a very high response, which is at an interval of 80% -100% or very appropriate. It can be concluded that all the principles of developing Human Resources are also very compatible with the teacher mobilization education program in South Sulawesi, or it can be said that the 12 principles of developing Human Resources also exist in the implementation of the Mobilizing Teacher Education program in South Sulawesi. This, at the same time, provides reinforcement of what is written in the framework of the driving teacher education program in the Copy of the Appendix to the Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture of the Ministry of Education and Culture No. 1302/B/ PD.00.02/2022 dated January 3, 2022, concerning guidelines for driving teacher education (Dirjen GTK Kemdikbudristek, 2022) that the driving teacher education program is a series of independent learning policies from the Ministry of Education and Culture to improve the quality of educators to change mindsets the public and education stakeholders to jointly move to become an Education driving community to realize the central Government's vision contained in the 2020-2024 National Medium-Term Development Plan (RPJMN) which focuses on developing Human Resources through various activities to improve the quality of education and management talent.

### **Principles of Teacher Professional Development in the Teacher Mobilization Education program**

The driving teacher education program is a part of the continuing professional development program for the teaching profession. BBGP North Sumatra (2022) states that the Teacher Mobilization Education program is a continuous professional development program for teachers through training and mentoring activities that focus on forming learning leadership characters to move the learning community in schools leading to the realization of independent learning in students.

This is as conveyed by Plt. Director General of GTK Prof. Dr. Nunuk Suryani, M.Pd., at the closing of the Mobilization Teacher Education program batch 5 on January 31, 2023, stated that becoming a driving teacher is beginning to start implementing various good practices to encourage the pace of self-development independently and to help other fellow teachers to work together to advance the quality of Education in their respective task units as a learner-centered learning leader towards the Pancasila Student Profile. So that in the implementation of driving teacher education, it is necessary to pay attention to the principles of teacher professional development carried out in the process.

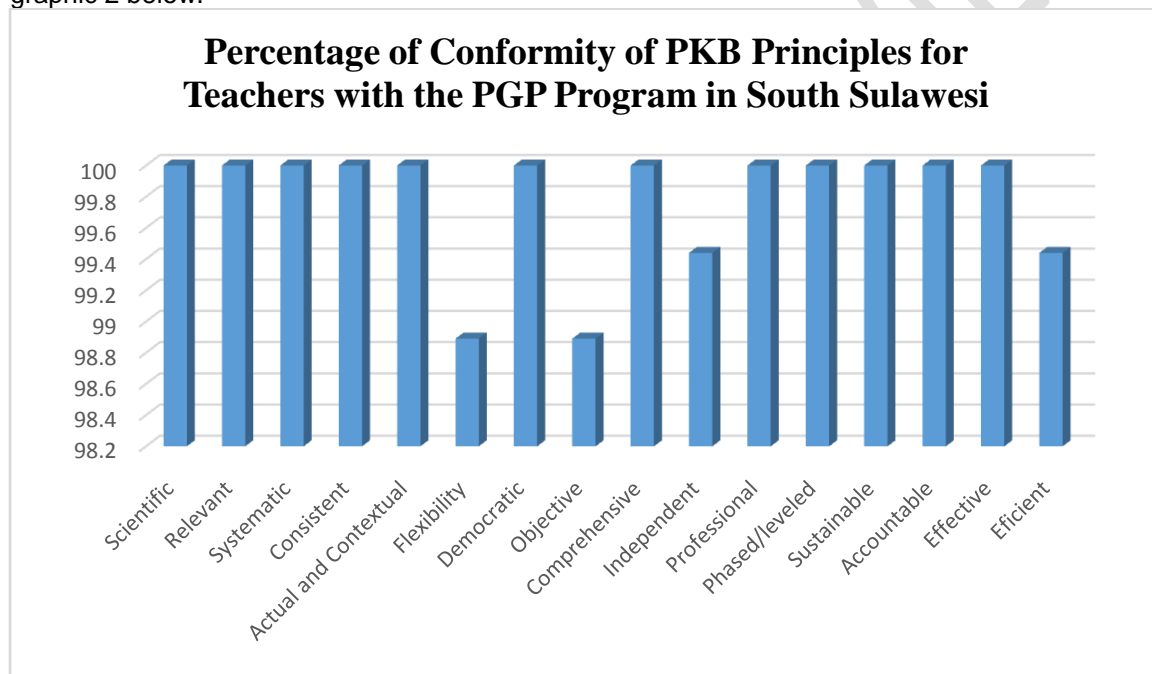
The Teacher Mobilization Education Program is an implementation of the Teacher Mobilization Education Program, so in its implementation, the Teacher Mobilization Education program must align with the principles of continuous professional development for teachers. Denim (2011) explained that several general and specific principles must be considered in carrying out continuous professional development for teachers. The general principles include democratic and fairness, a systematic unit;

there is a process of acculturation and empowerment, setting an example, and building the will and creativity of teachers. The specific principles of PKB for teachers include scientific, relevant, systematic, consistent, actual, flexible, democratic, objective, comprehensive, independent, professional, gradual, tiered, sustainable, accountable, effective, and efficient.

In various sources regarding the Teacher Mobilization Education program, there has been no discussion regarding the inclusion of the principles of PKB teachers into the Teacher Mobilization Education program implemented by the Ministry of Education and Culture. So the researcher feels the need to see to what extent the PKB principles for teachers have been felt in implementing the PGP program in South Sulawesi. Therefore, through a questionnaire containing statements that describe the definition of each PKB principle the Teacher is then given a response "Yes" if it is felt that the Teacher's PKB principles are appropriate and a response "No" if it is felt that the Teacher's PKB principles are not appropriate in the Teacher Mobilization Education program in South Sulawesi.

The researcher gave a questionnaire to 180 respondents/informants, namely those who were directly involved in the PGP program in South Sulawesi from batch 1 to batch 7. The informants in question were 3 Pj. PGP at BBGP South Sulawesi, 1 LMS admin, 5 PJ PGP in districts/cities implementing PGP, two assessors, two instructors, five facilitators, ten practice teachers, 102 prospective driving teachers, and 50 driving teachers.

Visually, the results of the questionnaire responded to by South Sulawesi PGP actors regarding the suitability of the PGP program with the PKB principles of teachers can be displayed as shown in graphic 2 below.



**Figure 2. Conformity of the principles of PKB teachers with PPG**

Based on graphic image one above, the 16 principles of Teacher professional development all received very high responses, namely at intervals of 80% -100% or very appropriate. It can be concluded that all the PKB principles for teachers are also very much in line with the teacher mobilization program (PGP) in South Sulawesi, or it can be said that the 16 PKB principles for teachers also exist in the implementation of the PGP program in South Sulawesi. This at the same time provides reinforcement of what is written in the framework of the teacher mobilization program (PGP) in the Copy of the Attachment to the Decree of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture of the Ministry of Education and Culture No. 1302/B/PD.00.02/2022 dated January 3, 2022 concerning guidelines for driving teacher education (Dirjen GTK Kemdikbudristek, 2022) that the driving teacher education program is a professional development activity through activities in the form of training and mentoring that focuses on forming learning leadership characters so as to be able to encourage active, holistic growth and development of students, as well as playing an active role in developing other fellow educators to be able to implement student-centered learning and strive to be role models and become agents of transformation of the education ecosystem to realize the Pancasila Student Profile, namely having

faith and piety to God Almighty as well as having noble character, being creative, mutual cooperation, global diversity, critical reasoning, and independent.

## CONCLUSION

Based on the findings and discussion of the research results above, it can be concluded that the journey of the PGP program in South Sulawesi from 2020 to 2023 has reached the seventh batch. The target of implementing the PGP program teachers from batch 1 to batch 7 has reached 24 districts and cities in South Sulawesi involving 2,400 participants. This program is part of efforts to develop human resources and the teaching profession as the main capital to become a driving teacher or agent of educational transformation. In the implementation of the teacher mobilization education program (PGP) in South Sulawesi, it was revealed that the 12 principles of Human Resource Development (HR) and 16 principles of Continuous Professional Development (PKB) of teachers received very high responses, namely at intervals of 80% -100% or at the category is very much in line with the Teacher Mobilization Education program in South Sulawesi, or it can be said that the 12 principles of Human Resource Development and 16 PKB principles for teachers also exist in the implementation of the Teacher Mobilization Education program in South Sulawesi.

## SUGGESTIONS AND RECOMMENDATIONS

Based on the results of the research and conclusions above, the researchers provide some suggestions and recommendations to, 1) Institutions of the Ministry of Education and Culture, especially Working Groups organizing teacher education program mobilization that the 12 principles of Human Resource Development (HR) and 16 principles of Continuous Professional Development for teachers are very compatible with the PGP program in South Sulawesi should then incorporate these principles into various policy documents that serve as guidelines for the implementation of the PGP program; 2) Center for Mobilizing Teachers of South Sulawesi as UPT Kemendikbudristek accompanying the driving teacher education program in South Sulawesi to facilitate various activities that empower mobilizing teachers so that they further support the professional and career development of mobilizing teachers; 3) Local governments to be able to empower driving teachers as part of human resources that strengthen and support local government programs in the field of Education; 4) the Office of Education to be able to empower mobilizing teachers to activate teacher working groups, Subject Teacher Consultations and various other learning communities that encourage and accelerate the further development of the Teacher's profession and career; 5) School principals to make driving teachers partners in the success of the school's vision, mission and programs so that they can present a better and more student-centered quality of Education; and 6) Teachers to make driving teachers as partners for learning together and sharing practices through learning communities inside and outside of school.

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