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Empowering Schools: Transitioning from Teacher Leadership to Innovative Principals with Agent Teachers

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ABSTRACT

This study explores the transition of teacher leadership into innovative school principals through the Agent Teacher Program as mandated by the Ministerial Regulation No. 40 of 2021. The research aims to examine how teacher leadership can be developed and transformed into innovative educational leadership within schools and communities. Employing a qualitative approach using the Systematic Literature Review (SLR) method, the study synthesizes findings from various academic sources related to teacher leadership, agent teacher development, and innovative principalship. The results indicate that the Agent Teacher Program effectively nurtures leadership skills, independence, and innovation among teachers, enabling them to become future principals and educational change agents. This transformation contributes to improving school quality and realizing the goals of Merdeka Belajar by empowering teachers as key drivers of educational reform in Indonesia.

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1. INTRODUCTION

Education in Indonesia will not be separated from the policies issued by the government to regulate it. In this case, the one who regulates the policy is the Ministry of Education and Culture. Indonesian education continues to make improvements marked by changing curricula. Curriculum is an important part of education. Curriculum and education are two different things but they cannot be separated from each other. Since Indonesia's independence for 78 years, the curriculum used until now has been in force 11 times, namely the 1947 curriculum, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, 2006 curriculum, 2013 curriculum, curriculum emergency and finally the 2022 independent curriculum. Curriculum changes that occur are an inevitable part of changes in political, economic, socio-cultural and scientific and technological systems in the life of society, nation and state. If looking at Indonesia's historical conditions, the current curriculum seems to follow the existing ruling regime, but in essence the curriculum itself has a dynamic nature that will change according to the demands and needs of the curriculum actors who will implement it. Curriculum reform or changes should be expected to be consistent with the quality of Indonesian education. Due to these curriculum changes, those who feel the most about the implementation of the existing curriculum are teachers, because teachers are the implementers of the applicable curriculum.

To improve teacher quality, the government also provides programs for teachers to support teacher competency to adapt to changes in the existing curriculum. One of the programs for teachers is the teacher mobilization program. The teacher mobilization program is one of the most important parts of the independent learning policy. Agent teachers are designated as agents of change to reform the education system from the smallest unit, namely the school. The Ministry of Education and Culture, in carrying out educational transformation to realize the vision of students who have the Pancasila student profile, is currently trying to innovate programs and policies, which are contained in the Independent Learning Policy. Two of the Independent Learning Policies that are directly related to teachers and education personnel (GTK) are the Independent Learning Policy volumes 5 and 7: Agent Teachers and Agent Schools. The Agent Teacher Education Program (PGP) is a Sustainable Professional Development program through training and collective teacher activities. The Minister of Education and Culture at the launch of Merdeka Belajar episode 5 regarding agent teachers explained that "motivating teachers is a program for identifying and training potential educational leaders in the future. Motivating teachers are agents who in the future will become future principals, school supervisors and training program trainers. "The mobilizing teacher program basically completely changes the educational reform approach which has been running centrally, aka centralized, to become more decentralized. by transferring autonomy and the zone of change to the smallest component of the education system, namely teachers. Through the teacher mobilization program, teachers are placed as agents of change who play an important role in transforming school culture to become superior and innovative (Nadiem, 2020). This program aims to provide learning leadership and pedagogy skills to teachers so that they are able to mobilize learning communities, both inside and outside the school and have the potential to become educational leaders who can create a sense of comfort, security and happiness for students when they are in their respective school environments. In this case, teacher leadership can have the influence to lead outside the classroom by becoming a school principal or structural community leader (Webber & Nickel, 2022). Likewise, Gningue

et al. (2022) said that teachers who are involved in professional development will have a positive impact on other fellow teachers (Gningue et al., 2022). This is in accordance with the presence of agent teachers who provide positive action in their learning programs, namely in the form of practicing sharing good habits. The presence of agent teachers provides transformation in the educational climate in Indonesia. According to, transformation means changing the paradigm/mental model and not just changing behavior. Based on this perspective, it can be seen that transformation is bigger, wider and deeper than the term organizational change because it does not only involve material aspects, but also spiritual aspects (Scharmer, 2018).

Based on from the explanation above, it can be seen that agent teachers are a new hope for Indonesian education. Empowering teacher leadership so that they can become leaders, especially in schools as the vanguard of formal education in Indonesia.

This article trying to find and want to answer questions about agent teachers who can be a solution as prospective school leaders agent the process of change in schools, especially in starting to launch a vision of change, practicing changes in the learning process, to becoming a learning leader or becoming a school principal in developing the school.

Positive school climate and teacher leadership have been shown to have a beneficial effect on student achievement (Webber & Nickel, 2022). Challenges to teacher leadership include ongoing workloads, changing collegial relationships, aligning grassroots initiatives with school priorities, and pressure to meet parental expectations, while teachers recognize the fragility of positive school cultures and celebrate their professional autonomy (Gningue et al., 2022). Apart from that, the role of teachers as educational supervisors in improving the quality of their colleagues is integrated into collegial supervision Mukhtar et al. (2020) which will become part of the teacher's leadership when interacting. The agent teacher program is believed to be able to provide a stimulus for teachers to develop even better, referring to the values of Pancasila, entering the 21st century learning concept. Indonesian education needs to reconstruct the educational paradigm so that it can continue to exist in this era of globalized education. The agent teacher program is one of the solutions implemented by the Minister of Education and Culture to prepare for this. The agent teacher program can develop skills for the pedagogy needed, agent teachers are also directed at managerial skills to become leaders, be they principals, supervisors or leaders in the class itself.

Principal transformational leadership is significantly and positively related to his leadership. Meanwhile, primary transformational leadership and good leadership are positively related to teacher self-efficiency, but only teacher leadership is positively related to student learning. This study adds nuanced and international evidence and provides a practical framework for improving schools by engaging teacher leaders through key transformative leadership. Teacher leadership has efficiency towards the teacher and student academics can see been Table 1 (Li and Liu, 2022).

Table 1. Teacher Leadership theory.

Figure	Sound theory
Action Theory (York-Barr and Duke, 2004)	Teachers play roles in various aspects of individual, team and whole system focus with the goal of improving teaching and learning for students.

Figure			Sound theory
Teacher Leadership Model (Danielson, 2006)			The teacher leadership components in this model influence school culture through creating new relationships with fellow teachers, the school, and the community to prepare teachers.
Conceptual Framework of Teachers as Leaders (Crowther, 2008);			Focuses on the role of teacher leaders based on six elements through study and understanding of the concept of teacher leadership
Teacher Leader Model (Teacher Leadership Consortium, 2011)	Standards Exploratory		Focuses on the knowledge, skills and competencies teachers need for school teacher leadership roles
Teacher Leadership Teaching (Fairman and Mackenzie, 2014)	Sphere for		Components in this model emphasize teachers to demonstrate leadership to develop professional learning and improve student learning.

Source: (Hamzah et al., 2016)

The concept of "teacher leader" has become widely discussed throughout the world, both in the academic and practical realms. For practitioners, this concept is interesting because it plays an important role in various aspects of work life, such as teacher evaluation and their professional development. Apart from that, this concept is also used in the context of larger issues, such as school reform and efforts to reduce budget cuts for the education sector (Schott et al., 2020).

School management in it regulates the principal so that a good principal will improve the quality of the school itself as expressed by VirgoSchool management is an important element in improving the quality of education. Improving the quality of education is the main goal in developing national education (Kartika et al., 2023). Therefore, to create innovative school principals, it is necessary to recruit appropriate principals. Recruitment this prospective school principal not only has a great leadership spirit but must have character, in this case the Pancasila character, there are several dimensions, including: 1) Faith, devotion to God Almighty and noble character; 2) Independent; 3) Working together; 4) Global diversity; 5) Critical reasoning; 6) Creative (Tampubolon & Rorong, 2024).

The selection of school principals is based on rank and experience as a teacher in accordance with the implementation of regulation No. 40. Minister of Education and Culture Regulation Number 6 of 2018 concerning the Assignment of Teachers as School Principals is no longer in accordance with the dynamics of development of national education management, so it needs to be replaced. The regulation currently in effect is the Republic of Indonesia Ministry of Education and Culture Regulation No. 40 of 2021 concerning the assignment of teachers as school principals. One of the conditions is that the teacher has a agent teacher certificate (Kemdikbudristek, 2021). Innovative school principals are formed in accordance with government regulations so that they can prepare leaders to develop policies and strategies that are more effective in improving the quality of primary leadership and education in elementary schools (Kartika et al., 2023). Permendikbudristek Number 40 of 2021 concerning the appointment of teachers as school principals has introduced new requirements that are different from before. One of these changes is the requirement for a agent teacher certificate. Apart from that, this regulation also encourages a new spirit of educational transformation, innovation, regeneration and consistency. This challenges creation in terms of adaptation, socialization, and reorientation, as with any regulation.

Since 2021, there have been changes in the requirements to become a primary candidate. This change occurred after the signing of Permendikbudristek Number 40 of 2021 which regulates the assignment of teachers as school principals. This regulation was stipulated by the Minister of Education, Culture and Technology on December 17 2021. When looked at more deeply, the changes that occurred focused more on adding and strengthening substances, without losing what existed before. Prior to the issuance of Permendikbudristek Number 40, there were regulations governing the processes, procedures and mechanisms for selecting school principals. An example is Permendiknas No. 28 of 2010 concerning the assignment of teachers as principals of schools/Madrasahs, and PERMENDIKBUD RI No. 6 of 2018 concerning billing teachers to become school principals. Even though these three regulations have similarities, there are differences in terms of strengthening principles and adding criteria that are appropriate to the challenges and demands of the times and existing conditions (Fauziah et al., 2021).

A agent teacher in independent learning is someone who is able to direct students in developing themselves as a whole, who has critical thinking and creative creativity. In independent learning, the agent teacher must be able to carry out a student-centered learning process, so that the Pancasila student profile education can be realized well as expected (Sibagariang et al., 2021). Teacher Mobilization is a training, identification or nurturing program for future Indonesian educational leaders. Mover Teachers focus on developing learning leadership and teacher independence in their professional development. Mobilizing Teachers also mobilize the school ecosystem to improve the quality of student learning and make reflection and evaluation the basis for determining policies or programs in schools. In the future, the policy direction of the Teacher Mobilization Program is planned to be an educational program for prospective school principals and school supervisors. Temporary (Tampubolon & Rorong, 2024).

In results Sibagariang et al. (2021) research stated that the results of holding the agent teacher program were as follows:

- 1) Teachers have the ability to be independent and independent in developing their competence as teachers while also being able to mobilize other fellow teachers to be able to innovate in improving the quality of output from education.
- 2) In independent learning, teachers must be able to side with students. Teachers must be able to move their students to develop themselves according to their talents and abilities, to achieve educational goals in accordance with the school's vision.
- 3) Teachers must have the ability to innovate in developing the quality of their schools.
- 4) Teachers must have good personality competence. A teacher is expected to have emotional maturity, both morally and spiritually, in behaving and acting in daily life, in accordance with the code of ethics that applies in society.
- 5) Teachers must be able to manage learning centered on students by creating good communication with parents

The agent teacher has a double duty as a leader who applies independence in learning, not only preparing a learning program plan (RPP) and explaining its contents, but a agent teacher must have the will and capacity to lead, innovate and make improvements.

2. METHODS

This research uses a qualitative method which is adapted to data collection techniques through library research or literature review studies (SLR). The researcher chose the

qualitative method because it has several advantages that can be used in this research. First, a qualitative approach is easier to deal with reality. Second, this approach directly reveals the relationship between the researcher and the research object. Third, the qualitative approach is able to explore data in more depth because it can be analyzed descriptively using references from other literature found. This paper is an SLR paper. The following are the characteristics of SLR paper as follows:

- 1) An SLR paper is a written work that contains a summary of information originating from a group of papers selected using keywords, topics, Top of Form, Bottom of Form and other criteria.
- 2) Systematic selection is carried out by following certain protocols.
- 3) The author selects the predetermined topic, then he searches and collects papers from a reputable paper database.
- 4) Each paper is then reviewed or combined into a synthesis, by collecting important information such as theory, data, research objects, location, analysis methods, and so on.
- 5) Then, the results are presented in a paper that explains the various metadata collected, in written, graphical or tabular form.
- 6) SLR papers can be published in various well-known journals, including Scopus.

3. RESULTS AND DISCUSSION

3.1. Teacher Leadership

Teacher leadership in Mexico has a different concept depending on the context used, it also depends on the climate and culture of the school ("Exploring Teacher Leadership Across Cultures: Introduction to Teacher Leadership," 2021). Teacher leadership is not only as a school principal but also on student learning outcomes, with teacher leadership it can improve student achievement (Shen et al., 2020). On the other hand, other research states that teachers' self-awareness regarding the concept of teacher leadership means that only teachers who have served as leaders and masters are considered to have leadership (Hamzah et al., 2016). Teachers not only play their role in the classroom but at school and outside school. All five models explicitly show one thing in common, namely that the role of teachers is evolving.

3.2. Innovative Principal

So far, the country has actually made full efforts to increase innovation. educational innovation in order to improve human resources in the teaching staff through various methods such as education, workshops, training and several other improvements in order to improve the quality of education in our country. However, along with the development of more complex times like today, the challenges as a teacher will be more pronounced and increasingly difficult. For this reason, an important breakthrough is needed in order to create innovations according to each region. In the past, the education system in order to improve was structured from the top to lower. The program is provided purely by the government to improve the quality of teaching staff. Follow-up plans or as a result a teacher carries out his duties as an educator in accordance with the knowledge provided by the country. The problem in the field is that not all school institutions are in accordance with the knowledge provided by our country.

Meanwhile, the agent teacher is the opposite, namely a program launched by the government, but the substance and essence of the material from the agent teacher is pure innovation from the perpetrators of the agent teacher. Although there are certain points in its implementation. In the process, a agent teacher is also prepared from various aspects

including training, workshops, assignments, and presentations in the context of transmitting scientific treasures both offline and online on various social media. The assignment of agent teachers is also very heavy, namely carrying out the mandate to implement innovations in their school institutions, written assignments and even online assignments which are available at the factory at any time on social media. YouTube, in particular, is a means of publishing a agent teacher in presenting his innovation so that it can be utilized by all interested groups throughout the world.

Based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 40 of 2021 concerning the Appointment of Teachers as School Principals in Chapter II article 2. Teachers assigned as school principals must have a Agent Teacher certificate. The regulation states that recruitment of prospective school principals must be through the Teacher Activator program. The issuance of this regulation means that there will no longer be any training for prospective school principals organized by the Institute for Development and Empowerment of School Principals (LPPKS) starting in 2022 in line with the change in the LPPKS nomenclature to Central Java Provincial Teacher Mobilization Center (BBGP). Thus, the Teacher Mobilization Program is the only hope for creating prospective school principals. It is hoped that through the teacher mobilization program which is believed to be able to improve the quality of education in Indonesia, it will also be able to produce prospective school principals who are innovative and able to mobilize all resources in schools to create quality education in Indonesia (Satriawan, Santika, & Naim, 2021).

3.3. Agent Teacher

The Ministry of Education and Culture, Research and Technology announced its programs that provide concessions to teachers in Indonesia and a major breakthrough, namely teacher mobilization (Satriawan, Santika, & Naim, 2021). Mobilizing teachers are considered to be one of the starting points in overcoming all problems in the world of education. The development of increasingly complex times creates greater challenges for the world of education. The agent teacher program develops skills for the required pedagogy, agent teachers are also directed at managerial skills to be able to become leaders, be they principals, supervisors or leaders in the class itself (Faiz & Faridah, 2022). As in Satriawan, Santika, and Naim (2021), agent teachers are one of the prerequisites for school supervisors or principals who have superior competence so that in the future a generation of drivers will be born who can become leaders in the process of change for the better so that the quality of education improves. Satriawan, Santika, Naim, et al., (2021). In the results of his research, Sibagariang stated that the results of holding the agent teacher program were as follows: (Sibagariang et al., 2021)

- 1) Teachers have the ability to be independent and independent in developing their competence as teachers while also being able to mobilize other fellow teachers to be able to innovate in improving the quality of output from education.
- 2) In independent learning, teachers must be able to side with students. Teachers must be able to move their students to develop themselves according to their talents and abilities, to achieve educational goals in accordance with the school's vision.
- 3) Teachers must have the ability to innovate in developing the quality of their schools.
- 4) Teachers must have good personality competence. A teacher is expected to have emotional maturity, both morally and spiritually, in behaving and acting in daily life, in

accordance with the code of ethics that applies in society.

- 5) Teachers must be able to manage learning centered on students by creating good communication with parents.

Teachers agent the teaching and learning process must be able to balance the times in the current modern era, both in terms of character education, which is the basis for students to be wise in facing the challenges of an increasingly developing era and have critical behavior when responding to all available information. Agent teachers can improve and form ties between teachers and schools with a very broad community, as well as being agents of change in schools.

The agent teacher program launched by the Ministry of Education and Culture aims to increase teacher competency in order to create student-centered learning leaders. It is hoped that agent teachers can become agents of educational change in their area by means of (Wijaya et al., 2020):

- 1) Mobilize a learning community for fellow teachers at school and in the region
- 2) Become a practical teacher for other fellow teachers regarding the development of learning in schools
- 3) Encourage increased student leadership in schools
- 4) Opening positive discussion space and collaboration space between teachers and stakeholders inside and outside the school to improve the quality of learning
- 5) Become a learning leader who encourages the wellbeing of the educational ecosystem in schools.

In practice, a agent teacher in the training and education process must experience several stages of preparation and processing. The time he traveled was 9 months. As a agent teacher, you have an important role and task as the front wheel of Garuda in the world of education. The tasks he carries out range from the lowest levels of teaching and learning activities to the scope of leadership in school institutions. A teacher must be able to have various competencies both pedagogically, personally, and several other competencies that are needed by students (Satriawan et al., 2021).

4. CONCLUSION

Teacher leadership is not only in the classroom in order to improve student achievement but can be channeled by becoming a leader in school, both as a principal and as a community leader in order to improve Indonesian education. The existence of a agent teacher program is something new that is expected to produce innovative school principals in the world of education. In accordance with government regulation no. 40 where the principal must come from a agent teacher with proof of having a agent teacher certificate. Suggestions for further research are for research methods using quantitative data so that the data obtained is in accordance with existing field facts and adjusted to the conditions of the research location taken.

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