A Teachers Perception of Government

by Ngabiyanto -

A Teacher's Perception of Government Policy about the Mover Teacher

Ngabiyanto
Universitas Negeri Semarang
ngabiyanto@mail.unnes.ac.id

Isnarto
Universitas Negeri Semarang
isnarto.math@mail.unnes.ac.id

Didi Pramono
Universitas Negeri Semarang
didipramono@mail.unnes.ac.id

Iwan Hardi Saputro
Universitas Negeri Semarang
iwanhardisaputro@mail.unnes.ac.id

Asep Purwo Yudi Utomo
Universitas Negeri Semarang
aseppyu@mail.unnes.ac.id

Abstract---The Freedom of Learning curriculum policy from the Ministry of Education and Culture that was followed by the launch of the Mover Teacher Program. This pogram was aimed to create student-centered learning leader. The mover teacher certainly has more competence than the general teacher. The mover teacher must be able to be a catalyst for educational change in the region. This is an ideal concept for future teachers. The success of this program is determined by many aspects, one of them is the teacher aspect. Teacher perceptions of the mover teacher model are the first key to the success of the program. There must be an equality perception between the government as the program designer and the teacher as the program implementer. The method of this research is descriptive qualitative, with the data collection technique through online Focus Group Discussion (FGD), observation, questionnaire, and document review related to the mover teacher on the internet. The informants of this research from 253 teachers in Central Java, with key informants were outstanding teachers from many schools. The research results showed that teachers' perception of government policy about mover teachers were in line with the concept of the mover teacher that was prepared by the government. Teachers must have leadership characteristic to become learning leaders, have the spirit of Pancasila, prioritize students, be innovative, creative, intelligent, think critically, master information technology, and four pedagogical competencies.

Keywords: mover teacher, government policy, and perception

I. INTRODUCTION

The Indonesian Government's policy through the Ministry of Education and Culture under the Minister of Nadiem Makarim discusses a new curriculum, namely the Freedom of Learning Curriculum. The Freedom of Learning Curriculum requires superior Human Resources (HR) to achieve its success. Human Resources who are able to create innovations and who are able to move the resources to participate in these innovations. Therefore, this government policy was followed by the launch of the Mover Teacher Education program. The Mover Teacher Education is a leadership education program

for teachers throughout Indonesia to become student-centered learning leaders. This program includes online training, workshops, conferences, and mentoring for 9 months for prospective Mover Teachers. Teachers carry out their teaching duties as teachers while participating in this program.

Poekert, Alexandrou, & Shannon explained about how to cultivate a leadership spirit for teachers in America, England, Scotland, Wales, and the Republic of Ireland. Teacher leadership development is repeated and recursive experience, not linear, centered on building character and building competencies as teachers, researchers, and leaders. Teacher leadership development focuses on the context of the classroom, school, and community. [1]

The training and educational needs that are used to equip teachers to handle students are vary widely. Coubergs, Struyven, Vanthournout, Engels [2] stated that different instructions for students vary so that a teacher must have the readiness to solve problems in the learning process. Strengthening the ability to use computers and its development are also being intensively carried out. Instefjord and Munthe [3] stated about how teachers who are improved their competency in using computers which is useful for teachers in digital classrooms. In addition, the development of a learning model that has a character approach is also needed, it is as presented in the article Isnarto, Utami, and Utomo [4] which explained that in the learning process there must be character values taught.

In addition, the understanding of the mover teacher from the government through the ministry of education and culture, there is also a basic understanding owned by teachers regarding to the mover teachers. This understanding can be an initial power in implementing government programs because basically teachers know what is good things in themselves. However, the basic understanding is not enough. There needs to be a complete perception that must be owned by teachers for the implementation of mover teachers in schools.

The outputs from the Mover Teacher Education program are able to: (1) develop themselves and other teachers by reflecting, sharing

and collaborating independently; (2) has the moral maturity, emotional, and spiritual maturity to behave in accordance with the code of ethics; (3) plan, implement, reflect and evaluate student-centered learning by involving parents; (4) collaborating with parents and communities to develop schools and foster student leadership; and (5) develop and lead efforts to realize a school vision that is pro-student and relevant to the needs of the community around the school [5]. Based on this description, it is found that the mover teacher is an ideal teacher who has perfect criteria. Perfection is measured from several good criteria that are expected to exist in teachers who can later become as examples or provide innovation.

The goal of the Mover Teacher Education program is to improve Indonesian education by creating student-centered learning and driving a better education ecosystem. The role of Mover Teachers in the future is to become a catalyst for educational change in the region by: (1) mobilizing learning communities for fellow teachers in schools and in the regions; (2) Becoming a companion for other fellow teachers regarding to the development of learning in schools; (3) Encouraging the increase of student leadership in schools; (4) Opening spaces for positive discussions and spaces for collaboration between teachers and stakeholders inside and outside the school to improve the quality of learning; and (5) Becoming a learning leader who encourages the well-being of the education ecosystem in schools [5].

This program is an ideal concept for creating superior human resources for educators in Indonesia. Teachers who have taught for a long time have a need to develop continuously. Evans, Stevenson, Lasen, Ferreira, Jo-Anne and Davis [6] stated that teachers should have continuing education. In Indonesia, the continuing education is undergraduate education and the teacher professional education program (PPG). These other developments are what teachers need to keep updating their knowledge and skills.

Researchers have conducted a preliminary survey of the things that were done by the teacher related to the mover teacher. There are 5 main points, namely (1) there were several teachers who had the desire to develop themselves, (2) there were several teachers who had different ways in teaching, (3) there were some teachers who had more enthusiasm than other teachers, (4) there were some teachers who made changes even though they were not asked, (5) there were some teachers who actively carried out activities outside of learning activities with the aim of developing themselves. It showed that there is a potential that can be developed in implementing mover teachers in schools. There are already good potentials so that mover teachers become the main thing in supporting the development and implementation of the freedom of learning curriculum.

Based on the research that has been conducted, there were several factors that determine the success of the mover teacher program. Some of these factors came from teachers, schools, education offices, stakeholders, and other components. Teachers can be a support for the success of this mover teacher that can be seen from various points of view. Finefter-Rosenbluh [7] provided a perspective that teachers also have advantages and disadvantages in ethics, it means that teacher ethics also has a role in teacher development, learning, and other learning processes.

Teachers at the praxis level do need certainty about the goal of government policies, so that teachers' perspectives are more solid about mover teachers. Do not let the policy of the mover teachers is only a plan, which the goal is very easy to be changed. In accordance to a research conducted by Ngabiyanto [8] regarding to the government policies related to honorary teachers. The results showed that the government seemed not to have a strong commitment in solving the problem of honorarium teachers, so that to this day the status and welfare of honorary teachers are still unresolved. In addition, education policy should be able to refer to the policies taken by the Finnish Government, where every education policy must be based on research. Chung [9] stated that the Finnish policy requires teachers to have completed their master's degree.

Based on these reasons, the researcher positions this study as a basis for knowing teachers' perceptions of government policies related to the mover teachers. This study has the aim that this policy is not just a concept but it can be used as a means of supporting the implementation of the freedom of learning curriculum.

II.   METHODS

The approach of this study is descriptive qualitative, with the data collection techniques through online Focus Group Discussion (FGD) through Zoom Meeting, observation, questionnaires via Google Form, and search for documents related to the mover teacher. The informants of this study included the Head of the Central Java Provincial Education Office, the Head of the Semarang City Education Office, school principals, school supervisors, Central Java PGRI administrators, and teachers. Informants were 253 teachers from 132 schools in Central Java. The key informants in this study were 20 outstanding teachers from several schools, who were also participants in the online FGD via Zoom Meeting which discussed the formulation of the Mover Teacher model.

The Research informant data can be seen in Table 1 below.

Table 1. Research Informants

Informant Education Level	Total
Elementary School	93
Junior High School	92
Senior High School	68
Total of Informants	253

The research informants were categorized into two, namely general teacher informants and outstanding teachers. General teachers filled out questionnaire 1 (Google Form) which lists common questions about activating teachers. The outstanding teachers filled out questionnaire 2 (Google Form) which contains a list of common questions, plus the best practices that the teacher has ever done and what policies the government should take to produce mover teachers. General teacher informants were selected based on the data from partner schools of the Institute for Educational and Professional Development (LP3), and outstanding teacher informants were selected based on teacher participation in the Teacher Competition which was regularly held annually by LP3 and other competitions namely the winner of the National Teacher Olympiad and the category of other outstanding teachers.

This research data collection was impacted by the Covid-19 Pandemic so that direct interviews were not conducted with informants. The study was conducted virtually through Zoom Meeting and a Google Form questionnaire. The study was conducted from 4 May to 30 July 2020. This long study period was used to gather a lot of information from a Google Form questionnaire.

The data analysis was carried out inductively, starting from the field or empirical facts by conducting direct research in the community. The data analysis in qualitative research was carried out simultaneously with the data collection process. The analysis used refers to the formula of Miles and Huberman [10], which includes the following steps: 1) data collection; 2) data reduction; 3) data presentation; and 4) verification and conclusion. The data source triangulation technique.

The validity of the data was tested through the data triangulation techniques based on sources. Researchers compared the data that the informants conveyed in the FGD about the formulation of the Mover Teacher model with the data obtained from a Google Form questionnaire, observations, and a study of government policy documentation related to mover teachers. Researchers also compared the information provided by general teachers and mover teachers. The similarity in perceptions about the mover teacher between general teachers and high

achieving teachers was then processed into research findings.

III. RESULTS AND DISCUSSION

The results of this study have three main findings, namely (1) teacher perceptions of the mover teacher model, (2) the characteristics of teachers who can become mover teachers, (3) competencies that must be owned as a mover teacher. These three findings provided an overview as the basis for the development of government policies regarding to the mover teachers.

3.1 Teachers' perceptions of the mover teacher model

Teachers' perceptions of government policies regarding mover teachers vary widely. There were six points that we found, (1) the mover teacher's perception of the definition and understanding of the mover teacher, (2) the presence of mover teachers in schools today, (3) the need of mover teachers, (4) the position of the mover teacher, (5) whether all teachers can be as mover teachers, (6) the ideal number of mover teachers.

First, based on the results of a questionnaire to 253 respondents, it was found that several variations in the answers related to the definition of a mover teacher were found. Most of the respondents said that the mover teacher is a teacher who is able to bring change in the learning process. In an effort to bring about changes in the learning process, the mover teacher must be able to innovate as well as become a pioneer for other teachers and students. The mover teacher is a teacher who is able to provide creative ideas so that students are able to develop their talents and interest in learning. In addition, mover teachers are defined as teachers who are always updated and able to master science and technology. Mover teachers are teachers who are professional, have a mentality, have a vision and mission, and are committed to the progress of education.

The teacher's perception of the mover teacher is ideal so that this becomes a very tough challenge. This heavy burden should not make the teacher stressed or incomplete in carrying out their duties. Ryan, Embse, Pendergast, Saeki, Segool, Schwing [11] provided an illustration that the teaching profession is also vulnerable to stress that makes them leave or are not serious in their work. Therefore, it is necessary to reduce the burden of performance by implementing the right strategy, one of them by collaborating.

The research results by Harris and Bruin [12] in four countries, Australia, America, Canada, and Singapore explained that teacher creativity can be cultivated through collaboration, communication, and good organization among teachers across

disciplines studies. An education-based Creativity Index through which administrators and teachers can gauge, assess and implement creative skills, capacities, pedagogic practices and assessment of creativity within secondary schools is posited.

Second, based on 253 respondents, 235 said that there were teachers who had criteria as mover teachers, the rest of 18 people stated that these criteria were not visible. It means that in one school there are always people who have the criteria to be a mover teacher even though they are not as perfect as expected. The conclusion that there is a teacher who deserves to be a mover teacher is based on the respondent's personal perspective about someone is worthy of being a mover teacher.

Third, in this section all respondents stated that a mover teacher is needed for various reasons. There are several main reasons that become the basis for the importance of mover teachers in schools, including: (1) to make every school has agents of change, teachers are not in a comfort zone without progress, (2) the learning process requires a learning that is in accordance with the times, (3) in order to become a motor for improving innovation in Education, (4) a figure who is able to become a stimulator, role model, and critical evaluator is needed, (5) able to form an independent school for learning, (6) able to build student character, (7) has a goal of school progress and student achievement, (8) able to create healthy solid generation competent, highly dedicated in order to advance the dignity and pride of the nation and state in the future, (9) able to generate ideas.

Becky Taylor, et al. [13] explained that there are obstacles for teachers in schools so that they do not make many learning innovations, including a lack of role models and resources, a lack of support for the academic atmosphere in schools, there is not enough time, and an attitude of unwillingness to take risks. The research results further strengthen the reasons for the need of mover teachers as role models and resources that will motivate other teachers to innovate. Burri, Chen, Baker [14] stated the importance of building teacher identity. The findings revealed that the development of identity comes from a developed self-concept, not only cognitively, but also other supporting aspects.

Fourth, Based on 253 respondents, 120 respondents stated that each mover teacher must be a leader, while 133 respondents said they did not have to be a leader. The differences in the opinion or perception of the mover teacher are school leaders or they do not have a balanced tendency. Both have logical reasons to be imlemented or approved.

The reasons why the mover teacher is in the position of a leader are: (1) because of the full power of the leader who is able to make change better, (2) good leadership can guide, foster, direct to the goals to be achieved, (3) can provide good examples, (4)

because it can influence others, (5) because it affects school policy.

The reasons why a mover teacher does not have to be a leader are: (1) anyone can be a mover, (2) even though he is not a leader, the teacher can give opinions and suggestions, (3) a leader has already the mandate to establish a relation with other agencies/ offices in addition to taking care of the internal part of the school, (4) because the mover teacher must understand the character of the child, not be the leader that the child is afraid of, (5) Because everyone is able to be creative and innovate for in creating an independent school, (6) even when someone becomes a teacher, he we can participate, collaborate, and cooperate freely with other teachers, (7) because for the mover / change agent it can be started from a classroom and every teacher has such an opportunity, (8) Because there are many people who are not leaders but can be stimulators of their friends, provide the knowledge they get so that their friends are more enthusiastic and more creative, (9) because young teachers are more empowered and have more enthusiasm for work.

This can be a reflection that anyone can move and make changes. Chaaban and Du [15] gave a perspective that novice teachers have components that make them do everything to develop, one of them is the satisfaction in working and creating. This means that young teachers can motivate other teachers because they have high enthusiasm for developing education.

Fifth, it was found that 89% of teachers stated that all teachers should be as mover teachers. It has fundamental reasons stated by the teacher. The first reason is that all teachers can adapt to the dynamics of the world of education and can make a difference to Indonesian education. This is related to the acceleration of improving Indonesian human resources so that the education quality is better and more advanced. Thus, there must be a teacher who plays a more role, namely being a coordinator and motivator so that the learning in the classroom becomes more meaningful, if all teachers can position themselves as mover teachers. In addition, the position of the teacher is the key of the learning so that it is expected to be able to inspire the class and the students which are supported. In other words, all teachers must become mover teachers for themselves and for the students interests. These teachers can enhance learning, provide direct examples for students to be better, be enthusiastic, creative, and independent.

Sixth, researchers also analyzed how ideal the mover teachers are in schools. In this study, there are five ideal patterns for the number of mover teachers in schools. The first pattern, one mover teacher in one school, with the main reason that the person is the main coordinator who later mobilizes the other teachers. The second pattern, two mover

teachers or a group of mover teachers in one school. This is based on the reason that the mover teacher is not an individual but a team who are moving together. The third pattern, one mover teacher in each subject, this is based on the reason that in secondary schools which consist of many teachers and classes need more specific groups. The fourth pattern is the percentage pattern, with the reason that school needs are different, it can be resolved by the ideal percentage of mover teachers. The fifth pattern, the comparison pattern, with the reason that one mover teacher can inspire many people maximally.

3.2 Characteristics of teachers who can become mover teachers

According to teacher perceptions, the characteristics of teachers who can become mover teachers have several perspectives that are in line with government policies. There are three findings that can be described in the results of this study, namely (1) the characteristics of the mover teacher, (2) who will deserve to be a mover teacher, (3) what should be done if someone becomes a mover teacher.

First, the mover teacher according to the respondents has the following characteristics; (1) innovative; (2) creative; (3) humanist; (4) communicative; (5) active; (6) visionary (6) flexible; (7) dynamic; (8) solutive; and (9) mastering IT. Other characteristics of mover teachers according to respondents are teachers who have a leadership spirit, can create a learning atmosphere, can master the material, have abilities in the field of literacy, open minded, independent and can adapt to the times.

The forms of innovative, creative, and dynamic can vary, one of them is when experienced with unusual classroom conditions. Tan and Atencio [16] provided an overview of learning that takes place outside the classroom or room. It gives us the understanding that what is done outside the classroom also has obstacles and variations. In addition, literacy skills are also very important for teachers or prospective teachers, namely students. In Haryadi's research, Arifudin, Utomo, Yuliyanti [17] and Utomo, Lestari, Isnarto [18] provided an overview of the condition of the literacy abilities of students who later become teachers. Based on this research, it is explained that the conditions are not yet ideal and must be provided a treatment.

Second, we found several conclusions about who deserves as a movrt teacher according to 253 respondents. Some of these conclusions include: (1) Teachers who have enthusiasm for the progress of students and their workplaces, (2) Teachers who have the potential and professionals, so that they are able to carry out the mandate to inspire other teachers optimally, (3) Teachers who have a high and active work ethic, (4) Teachers who have a vision for the future and who are ready to accept the change, (5) Teachers who have high loyalty, (6)

teachers who are willing and able to master IT. Aslan & Zhu [19] explained that teachers must be competent in integrating ICT into a learning to support the teaching and learning process, therefore teacher professionalism training is needed in order to integrate IT into learning process optimally. This is in line with the research of Player-Koro, Rensfeldt, Selwyn [20] who stated that technology is part of educational development. It means that teachers must strengthen their IT skills to develop themselves.

Third, every teacher has varying aspirations or enthusiasm when they are asked to become a mover teacher. Teachers have many aspirations that want to be realized if they become mover teachers, including: (1) sharing knowledge and experiences with peers, (2) Improving the quality of learning in class, creating innovative learning models and media, developing learning models by conducting simulations. Apply it and hold lesson studies for the progress of the quality of learning in the future, (3) Manage work management as a teacher properly, (4) Provide good service to students according to the characteristics of themselves and the surrounding, (5) Invite other colleagues to become a mover teacher, (6) motivate and inspire other teachers to innovate, (7) participate in all competitions, (8) continue to develop competencies through various kinds of workshop activities, (9) Become a pioneer and role model in performance, provide motivation, direction, and mentoring other teachers in designing, implementing, evaluating, and learning innovation, (10) Forming creative, innovative and independent schools towards independent learning, (11) Advancing students' abilities according to studnets' interests, (12) Designing curriculum that is more applicable and operational, so that the general goal can be achieved but does not cause a big burden in implementation because so far many teachers implement a formality approach, (13) Improve literacy culture for students, (14) Increase students' critical thinking skills, etc.

Based on some of the teacher's hopes about mover teachers, it provides a very broad definition of what should be done when becoming a mover teacher. All of these things are positive things when a teacher becomes a mover teacher, but it could be different from the media's perspective. Ulmer [21] provided an overview of the image of teachers that is being made worse by the media in Amarika. Therefore, teachers should not overload themselves on self-image but should be professional. This is in accordance with Moore's research [22] which provided an overview of Cruel's optimism so that teachers do not become complacent on the labeling in them, so that when a teacher becomes a mover teacher, he must prove his innovation. One of them is by integrating character education in learning (Ruhadi et al.) [23]

3.3 Competence that must be owned as a mover teacher

The results of the study on the competencies that teachers must have to become mover teachers include (1) how to develop mover teachers in schools, (2) the competencies of mover teachers in schools, (3) who has the rights and obligations to develop mover teachers, and (4) the legality of the mover teacher.

First, based on the respondent's data, 10 strategies were found to develop or create mover teachers in schools, including: (1) Socialization, selection, training, technical guidance of education and training, debriefing, monitoring and evaluation of the implementation of the mover teacher's duties, (2) providing opportunities to develop and share knowledge, (3) Provide motivation to work, (4) Facility allowances and welfare allowances, (5) Teacher competitions to share teacher ideas and creativity, (6) Training (tiered/ leveled) Educational innovation, (7) provide facilities for movement and opportunities to innovate in teaching and learning activities both inside and outside of the school, (8) Schools or leaders can observe teacher behavior at school, after getting the teacher, the teacher can become a role model for other teachers, (9) Efficient guidance, the ratio of 1 teacher is not more than 150 students, teaching hours of a teacher is not more than 18 hours/ week. Guaranteed welfare, (10) regeneration.

The strategy used is a variety of alternatives that can be used with different subjects and conditions. One of the strategies implemented is how the teacher strengthens the learning which is part of learning innovation. A research by Gore, Lloyd, Smith, Bowe, Ellis, Lubans [24]; Nolan and Molla [25] described the role of professional learning in building teacher self-confidence which is a provision to bring out the best teachers.

Second, based on information from respondents, the competencies that a mover teacher must have include: (1) Professional, pedagogical, personal and social competence, (2) Competence in the fields of knowledge, religion, and mastery of information and communication technology. In addition of the general competencies that must be owned, there are also other supporting competencies. These competencies include: (1) willingness, enthusiasm and high work ethic, (2) Creative, innovative, active critically, responsive, (3) Positive attitude and high enthusiasm and leadership spirit, (4) Patience, love for children, and a strong desire or determination to move forward, (5) broad-minded, never give up, (6) energetic, smart, tolerant, and sociable, (7) Educating in an unusual way.

From these findings, it means that a mover teacher develops main competencies and other supporting competencies. A teacher must do competency development, this was also expressed by Coldwell [26] who conducted a research on teacher comparisons in professional development for teacher career advancement. As teachers in Kenya did, they developed literacy learning through a teacher continuous professional development program. This program was subsequently adopted nationally in Kenya (Jukes et al.). [27]

Brownlee [28] said that innovative teachers must be able to master epistemic cognition. Teachers' epistemic cognition is related to how they understand and engage in teaching. This epistemic cognition is described in The 3R-EC Framework, which includes Reflection, Reflexivity and Resolved Action for Epistemic Cognition.

Third, there are quite a lot of parties who have the authority/ duty to develop or create mover teachers according to the teachers. Each of them has various roles, including (1) Government / Ministry of Education and Culture, (2) Principal of school, (3) School supervisor, (4) Any or all Indonesian teachers, (5) Development team or related educational institutions, (6) Education Office, (7) Institute of Teacher's Education, (8) Curriculum Development Team, (9) stakeholders.

Fourth, based on information from 70.6 respondents, the existence of a mover teacher in a school requires a legality. The reasons are: (1) to increase enthusiasm and activeness, (2) as a form of strengthening, (3) so that there is responsibility, (4) as a form of appreciation, (5) as a form of recognition, (6) to be more maximal in carrying out their duties, (6) as supporting data, (7) so that someone has the freedom to innovate. However, there were also respondents of 29.4% who said that the existence of a mover teacher in a school does not require legality. The reasons are: (1) only as a predicate, (2) it is better to give allowances only, (3) the criteria for mover teachers emerge naturally, (4) the mover teacher is a willingness individually from the heart of the teacher, (5) What is needed is political will, to support every school, has a lot of mover teachers, (6) actually the mover teacher implicitly already has the requirements.

This legality will also have implications for the welfare of teachers. It is very important indicators to be recognized. Reminding since the era of independence to the reform era, improving the status and welfare of teachers to reform was still an ongoing problem, one of the public problem respectively is the problem of honorary teachers. Historical factors should be considered in managing teacher education and the teaching profession. Therefore, teachers must be regarded as historical objects that can enrich Indonesian historiography (Ngabiyanto). [29]

IV. CONCLUSION

Teachers' perceptions of the mover teacher model need to be well constructed. Teachers come

from different educational backgrounds, as well as social, cultural, and economic life. Teachers also have different levels of access to information, because education disparities in western, central, and eastern Indonesia that is vary widely. On the one hand, one of the keys to the success of a program is the shared perception between the government as the program designer and the teacher as program implementer. Therefore, there must be a massive and comprehensive socialization model of the mover teacher for teachers throughout Indonesia.

The teacher perceives the mover teacher as the perfect teacher because he has so many criteria, although all of them expected are not necessarily can be done. It is also hoped that the presence of mover teachers will be in schools with varying numbers as needed. This is because the need for mover teachers is very important at this time. In addition to support the new curriculum, mover teachers are ideal teachers that are expected to exist for educational development. The position of the mover teacher can also be from anywhere, it can be a leader or an ordinary teacher who has the ability to become a mover teacher.

Teachers' perceptions are also related to the characteristics of mover teachers who generally have innovative, creative, humanist, communicative, active, visionary, flexible, dynamic, solutive, and mastering IT characteristics. This is a big hope as well as an extraordinary responsibility. In addition, the mover teacher is also a teacher who has a leadership spirit, can create a learning atmosphere, can master material, has the ability in the field of literacy, open minded, independent and can adapt to current development. This shows the appropriateness of becoming a mover teacher. With this appropriateness, people who will become mover teachers have a lot of motivation, one of them is to share knowledge and make innovations.

The final part is how to develop mover teachers in schools, developing the competencies that mover teachers have in schools. This can be done in a variety of ways and includes all components of education. Thus, mover teachers are not just a formality program but also a culture because they also have rights and obligations as well as legality in carrying out development and innovation.

REFERENCES

[1] Poekert, Philip. Alexandrou, Alex and Shannon, Darbianne. (2016). How Teachers Become Leaders: An Internationally Validated Theoretical Model Of Teacher Leadership Development. *Journal Research in Post-Compulsory Education*. Vol. 21, No. 4, 307-329. ISSN: 1359-6748.

[2] Coubergs, Catherine. Struyven, Katrien. Vanthournout, Gert and Engels, Nadine. (2017).

Measuring teachers' perceptions about differentiated instruction: The DI-Quest instrument and model. *Journal: Studies in Educational Evaluation.* Vol. 5, 41-54.

[3] Instefjord J. Elen and Munthe, Elaine. (2017). Educating Digitally Competent Teachers: a Study of Integration of Professional Digital Competence In Teacher Education. *Journal Teaching and Teacher Education*.

[4] Isnarto, Nur Rahayu Utami, Asep Purwo Yudi Utomo. (2018). Identification of Learning Model Including Conservation Value in College As A Strength Of Students' Character. *International Conference on Science and Education and Technology 2018.*

[5]sekolah.penggerak.kemdikbud.go.id/gurupenggerak/

[6] Evans, Neus. Stevenson, B. Robert. Lasen, Michelle. Ferreira, Jo-Anne and Davis, Julie. (2017). Approaches to Embedding Sustainability in Teacher Education: A synthesis of the literature. *Journal Teaching and Teacher Education.*

[7] Finefter-Rosenbluh, Ilana. (2016). Behind the Scenes of Reflective Practice in Professional Development: a Glance Into the Ethical Predicaments of Secondary School Teachers. *Journal Teaching and Teacher Education*.

[8] Ngabiyanto, Daniel D. Kameo, Bambang Ismanto, Pamerdi Giri Wiloso. (2019). The Indonesian Teachers' Dilemas from Colonial to Reformation Era: Non-Permanent Teachers' Welfare and Status Issue. *Journal.* Paramita: Historical Studies Journal, 29(1), 2019: 102-118.

[9] Chung, Jennifer. (2016). The (Mis)use of the Finnish Teacher Education Model: 'Policy-based Evidence-Making'?. *Journal Educational Research SI Int.*

[10] Miles dan Huberman. (1992). Analisis Data Kualitatif. Jakarta: Universitas Indonesia Press.

[11] Ryan, V. Shannon. Embse, Nathaniel P. von der, Pendergast L. Laura. Saeki, Elina. Segool, Natasha and Schwing, Shelby/ (2017). Leaving the Teaching Profession: the Role of Teacher Stress and Educational Accountability Policies on Turnover Intent. *Journal Teaching and Teacher Education.*

[12] Harris, Anne and de Bruin, Leon R. (2017). Secondary School Creativity, Teacher Practice and STEAM Education: an International Study. *Journal Springer Science+Business Media.*

[13] Taylor, Becky. Francis, Becky. Archer, Louise. Hodgen, Jeremy. Pepper, David. Tereshchenko, Antonina and Travers, Mary-Claire. (2016). Factors Deterring Schools From Mixed Attainment Teaching Practice. *Journal Pedagogy, Culture & Society.* ISSN: 1468-1366.

[14] Burri, Michael. Chen, Honglin and Baker, Amanda. (2016). Joint Development of Teacher Cognition and Identity Through Learning to Teach L2 Pronunciation. *The Modern Language Journal.* Vol. 101. No. 1.

[15] Chaaban, Youmen and Du, Xiangyun. (2017). Novice Teachers' Job Satisfaction and Coping Strategies: Overcoming Contextual Challenges at Qatari Government Schools. *Journal Teaching and Teacher Education.*

[16] Tan, Yuen Sze Michelle; Atencio, Matthew. (2016). Unpacking a Place-Based Approach e "What Lies Beyond?" Insights Drawn From Teachers' Perceptions of Outdoor Education. *Journal Teaching and Teacher Education.*

[17] Haryadi, Riza Arifudin, Asep Purwo Yudi Utomo, Uki Hares Yulianti. (2018). Identification of Students' Interest of Literacy At Collage As A Form Of Cultural Conservation. *International Conference on Science and Education and Technology 2018.*

[18] Utomo, Asep Purwo Yudi; Arum Yuliya Lestari, Isnarto. (2020). Conservation and Literacy Values In Reading Lectures if Indonesian Language with Problem Based Learning Model. ICLLT 2019

[19] Aslan, Aydın and Zhu, Chang. (2016). Influencing Factors and Integration of ICT into Teaching Practices of Pre-service and Starting Teachers. *International Journal of Research in Education and Science.* Volume 2, Issue 2. ISSN: 2148-9955.

[20] Player-Koro, Catarina. Rensfeldt, Annika Bergviken and Selwyn, Neil. (2017). Selling Tech to Teachers: Education Trade Shows as Policy Events. *Journal of Education Policy.* ISSN: 0268-0939.

[21] Ulmer, Jasmine B. (2014). Re-Framing Teacher Evaluation Discourse in the Media: an Analysis and Narrative-Based Proposal. *Journal Discourse: Studies in the Cultural Politics of Education.* ISSN: 0159-6306.

[22] Moore, Alex. (2016). 'Cruel optimism': Teacher Attachment to Professionalism in an Era of Performativity. *Journal of Education Policy*, Vol. 31. No. 5.

[23] Ruhadi, Didi Pramono, Asep Purwo Yudi Utomo, Isnarto. (2020). The Conservation Values Integration Model In Scientific Approach Of Civic In College. *International Conference on Science and Education and Technology 2019.*

[24] Gore, Jennifer. Lloyd, Adam. Smith, Maxwell. Bowe, Julie. Ellis, Hywel and Lubans, David. (2017). Effects of Professional Development on the Quality of Teaching: Results From a Randomised Controlled Trial of Quality Teaching Rounds. *Journal Teaching and Teacher Education.*

[25] Nolan, Andrea and Molla, Tebeje. (2017). Teacher Confidence and Professional Capital. *Journal Teaching and Teacher Education.*

[26] Coldwell, Mike. (2017). Exploring the Influence of Professional Development on Teacher Careers: a Path Model Approach. *Journal Teaching and Teacher Education.*

[27] Jukes, C.H. Matthew. Turner, L. Elizabeth. M, Margaret. Dubeck. E. Katherine. Halliday, Inyega N. Hellen. Wolf, Sharon. Zuilkowski Stephanie Simmons and Brooker J. Simon.. (2016). Improving Literacy Instruction in Kenya Through Teacher Professional Development and Text Messages Support: A Cluster Randomized Trial. *Journal of Research on Educational Effectiveness.* ISSN: 1934-5747

[28] Brownlee, Jo Lunn. Ferguson E. Leila and Ryan, Mary. (2017). Changing Teachers' Epistemic Cognition: A New Conceptual Framework for Epistemic Reflexivity. *Journal Educational Psychologist.* ISSN: 0046-1520.

[29] Ngabiyanto, Daniel D. Kameo, Bambang Ismanto, Pamerdi Giri Wiloso. (2019). The Dynamics of Public Policy for Non-Permanent Teachers in Semarang, Indonesia. *Journal. Politik Indonesia: Indonesian Political Science Review* 4 (2), July 2019, pp. 233-254.

A Teachers Perception of Government

A Teachers Perception of Government

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8