

## Effects of Self-Efficacy and Work Motivation on Guru Penggerak Performance in Elementary Schools of Kupang City, East Nusa Tenggara

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### Abstract

This study aims to analyze the influence of self-efficacy and work motivation on the performance of *Guru Penggerak* (Driving Teachers) in elementary schools in Kupang City, East Nusa Tenggara. The background of this research is grounded in the essential role of *Guru Penggerak* in driving educational transformation, a role that demands high competence, strong work ethic, and a high level of self-confidence in carrying out professional responsibilities. This study employed an ex-post facto design involving N = 69 *Guru Penggerak* across various elementary schools in Kupang City as respondents. The sample was selected using a cluster sampling technique. Data were collected through questionnaires and analyzed using SPSS version 27.00 with simple and multiple linear regression techniques. The results indicate that self-efficacy significantly affects the performance of *Guru Penggerak*, with an R-squared value of 12.3%, indicating that self-efficacy contributes 12.3% to performance outcomes. Similarly, work motivation showed an R-squared value of 34.5%, indicating a greater contribution to performance. Furthermore, the simultaneous effect of self-efficacy and work motivation on teacher performance was statistically significant, as indicated by an  $F_{hit} = 18.257$  and a significance level of 0.001. Thus, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted. These findings suggest that higher levels of self-efficacy and work motivation lead to better performance among teachers in fulfilling their roles as agents of change in the school environment.

## INTRODUCTION

In the Working Indonesia Cabinet under the leadership of President Joko Widodo for the 2019–2024 period, the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, designed a new curriculum to replace the 2013 Curriculum, namely the Merdeka Curriculum, which began limited implementation in 2021. This curriculum reform not only aims to systematically improve educational quality but also demands a paradigm shift and the active involvement of educators in classroom implementation, serving as the foundational pillar for achieving adaptable and relevant national educational goals in response to contemporary challenges.

In the context of this educational reform, the role of teachers is highly dominant in determining the success of achieving quality education. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) developed various programs under the Merdeka Curriculum, one of which is the *Guru Penggerak* program. This program is integrated with the Merdeka Belajar Curriculum to reform educational quality and realize educational goals aligned with the Pancasila

Student Profile, which encompasses students who are faithful, pious, have noble character, are creative, collaborative, globally minded, critically thinking, and independent (Satriawan et al., 2021). Therefore, Guru Penggerak must possess the ability to implement student-centered learning approaches (Satria et al., 2024).

Nadiem Makarim, the Minister of Education and Culture of the Republic of Indonesia, asserted that Guru Penggerak are the spearhead of the Merdeka Belajar educational transformation (Napitupulu, 2024). They are described as learning leaders capable of implementing independent learning concepts (Dwiki et al., 2024), not only adhering to determined curricula but also striving to transform all learning activities to achieve or maintain the Pancasila Student Profile standards. In line with this perspective, experts such as Manizar (2015) emphasize that Guru Penggerak serve as coaches in teacher learning communities and facilitators in collaborative discussions aimed at developing student-centered learning (GTK, 2020).

Despite the significant importance and idealistic nature of this Guru Penggerak program in driving educational transformation, there are considerable challenges in its field implementation that can hinder their performance in realizing these objectives. A fundamental issue lies in the escalating challenges faced by teachers in the era of globalization, particularly with the implementation of the Merdeka Belajar policy, the imperative to become professional educators, and the necessity to keep pace with mandated curriculum changes across Indonesia—including in Kupang City, where concerted efforts are underway to effectively implement the Guru Penggerak program.

This phenomenon introduces inherent complexities, as Guru Penggerak often receive priority and high expectations in various professional contexts compared to regular teachers. Consequently, some teachers may experience a lack of self-confidence or find it difficult to maintain motivation, especially when workplace support is inadequate or job demands are overwhelming. This situation not only affects teachers' morale and enthusiasm but can also create performance disparities and indirectly threaten the overall quality of education, potentially leading regular teachers to feel less motivated due to a lack of recognition for their efforts.

These complex dynamics pose a significant threat to the overall quality of education. Regular teachers, for instance, might become less motivated to perform optimally due to a perceived lack of recognition and appreciation for their efforts, which, in turn, can directly impact the quality of classroom learning and, ultimately, student achievement. Furthermore, limited access to relevant information and inadequate guidance can become substantial barriers for teachers in successfully participating in and effectively supporting the implementation of the Merdeka Curriculum. This phenomenon underscores a critical gap between the high expectations placed upon Guru Penggerak as agents of change and the practical challenges they encounter in maintaining consistent, high-level performance within their roles.

Therefore, within the context of Guru Penggerak, self-efficacy and work motivation emerge as fundamental internal components that profoundly influence their performance. Through the comprehensive development of competencies attained during their specialized training, Guru Penggerak are uniquely positioned to achieve a robust sense of self-efficacy. This confidence stems not merely from their designated status or title, but more significantly from the practical competencies and enhanced capabilities they have acquired and refined through the rigorous Guru Penggerak program. Such a strong belief in one's own abilities acts as a powerful intrinsic motivational force, continually propelling them to fulfill their multifaceted roles and extensive responsibilities as professional educators.

According to Santrock (2007, p. 298), self-efficacy is defined as an individual's belief in their capacity to successfully master challenging situations and produce desired positive outcomes. This fundamental belief profoundly influences various aspects of an individual's engagement, including their task performance, the level of effort they expend, their persistence in the face of obstacles, and ultimately, their academic achievement. In the specific context of Guru Penggerak, a strong sense of

self-efficacy can thus serve as a critical motivational factor, empowering them to effectively navigate challenges and achieve their professional goals within the demanding educational landscape.

Beyond self-efficacy, work motivation plays an equally crucial role in shaping teacher performance. There is a clear and interdependent relationship between a teacher's sense of self-confidence and their intrinsic work motivation, both operating as powerful internal forces that reside within each *Guru Penggerak*. While external motivators, such as professional recognition or incentives, may certainly function as supporting factors in their daily execution of duties and responsibilities, it is the combination of robust self-efficacy and strong intrinsic motivation that collectively forms the fundamental internal drive. This powerful synergy underpins the overall performance of *Guru Penggerak*, particularly as they strive to implement effective and transformative learning activities.

Despite the theoretical importance of these constructs, recent empirical research comprehensively examining the intricate interplay between self-efficacy, work motivation, and *Guru Penggerak* performance, especially within the nuanced context of elementary schools in specific geographical areas like Kupang City, remains notably limited. The majority of existing studies, while valuable, tend to focus on broader aspects of the *Guru Penggerak* program in general or do not explicitly address these three critical variables simultaneously within this specific population. This limited empirical evidence creates a significant gap in understanding the precise mechanisms through which self-efficacy and work motivation either drive or hinder the optimal performance of *Guru Penggerak* in fulfilling their vital role as agents of educational change.

Therefore, based on the identified research gap and the preceding discussion, it is imperative to thoroughly investigate how both self-efficacy and work motivation collectively and individually influence the performance of *Guru Penggerak* in elementary schools, particularly within the unique educational environment of Kupang City, East Nusa Tenggara. This study aims to analyze the influence of self-efficacy and work motivation on the performance of *Guru Penggerak* in elementary schools in Kupang City, East Nusa Tenggara, with the hope of providing robust and relevant empirical evidence that can inform future program development, refine professional training initiatives, and ultimately contribute to the continuous improvement of educational quality in the region.

## METHODS

This research employed an *ex post facto* design with a quantitative approach, aiming to investigate the influence of self-efficacy on the performance of *Guru Penggerak* (Driving Teachers), the influence of work motivation on their performance, and the combined influence of both variables on their professional performance. The *ex post facto* approach was deemed appropriate for this study because the variables under investigation had already occurred and could not be manipulated directly (Syahrizal & Jailani, 2023). The primary objective of this design was to examine the relationships and effects among the variables in a real-world educational setting, particularly within the context of elementary schools implementing the *Guru Penggerak* program in Kupang City.

The population of this study consisted of 83 *Guru Penggerak* spread across several public elementary schools in Kupang City. To determine the sample, the researcher used a cluster sampling technique, which allowed for the selection of sample groups based on naturally formed clusters or groups of schools (Ayuningsih & Ciptahadi, 2020). The sample size was calculated using the Slovin formula, resulting in a final sample of 69 *Guru Penggerak* who participated in the study. This sampling technique was chosen to ensure the representation of various regions and school characteristics within the city, allowing for more reliable and generalizable findings.

The data collection process involved the use of a Likert-scale questionnaire, which was distributed directly to the selected participants. This instrument was designed to measure the levels of self-efficacy and work motivation, as well as the performance of the *Guru Penggerak*. The collected data were then analyzed using simple and multiple linear regression techniques with the help of SPSS version 27. These statistical methods enabled the researcher to determine the individual and

simultaneous effects of the independent variables (self-efficacy and work motivation) on the dependent variable (performance), and to assess the strength and significance of these relationships

## RESULTS AND DISCUSSION

### Results

#### *Descriptive Analysis*

The descriptive data for the Self-Efficacy (X1) variable among Guru Penggerak at primary schools in Kupang City, East Nusa Tenggara Province, revealed a mean score of 96.86 with a standard deviation (SD) of 6.330. The calculated variance was 40.067, indicating a relatively consistent spread of scores around the mean. This suggests that while there is some variability, the self-efficacy levels among the Guru Penggerak generally cluster tightly.

Further analysis of the self-efficacy data indicated that the majority of respondents fell within the high self-efficacy category. Specifically, a significant proportion, nearly 30.43% of all respondents, were found within the score interval of 97–100. This finding suggests that, overall, the Guru Penggerak in this study possessed a strong sense of confidence in their own abilities to navigate and succeed in their professional roles as agents of educational change.

Secondly, the descriptive data for the Work Motivation (X2) variable showed a mean of 96.16 with a standard deviation (SD) of 5.795, and a variance of 33.577. These statistics highlight a relatively high and consistent level of work motivation among the Guru Penggerak. The score range for this variable was from 81 to 104, reflecting the spread of responses received.

The frequency distribution for work motivation further supported these findings, indicating that the score interval of 97–100 had the highest number of respondents, comprising 22 teachers or 31.88% of the total sample. This concentration of values in the upper range suggests that a substantial majority of Guru Penggerak demonstrated strong motivation towards their professional duties. Conversely, the lowest frequency intervals (81–84 and 85–88) each accounted for only 4 responses (5.8%), implying that lower levels of work motivation were uncommon within the sample.

Finally, regarding the teacher performance variable (Y) among Guru Penggerak, the descriptive analysis yielded a mean score of 247.49 and a standard deviation (SD) of 15.861, with a variance of 251.577. The scores ranged from 218 to 282, indicating a notable dispersion in performance levels across the sample.

The frequency distribution of these performance scores showed that the highest concentration of values occurred in the 245–253 interval, with 19 responses, representing 27.54% of the total. This suggests that a considerable portion of the Guru Penggerak exhibited performance levels within this range. While there was variation, a general trend towards moderate to high performance was observed across the sample.

#### *Assumption Testing*

##### *Normality of Data Distribution*

Based on the Kolmogorov-Smirnov test, all three variables—self-efficacy, motivation, and performance—had significance values greater than 0.005. This indicates that the data for all three variables are normally distributed, thus fulfilling the assumption of normality. Therefore, regression analysis can be appropriately and validly applied.

##### *Linearity Test*

The significance value in the "Deviation from Linearity" column was greater than 0.005, indicating that the relationship between the self-efficacy variable and teacher performance among *Guru Penggerak* is linear. Accordingly, it can be concluded that self-efficacy has a linear influence on the performance of *Guru Penggerak*.

Secondly, the significance value in the "Deviation from Linearity" column for the relationship between work motivation and teacher performance among *Guru Penggerak* was also greater than 0.005. This indicates that the relationship is linear.

### Multicollinearity Test

The tolerance and VIF (Variance Inflation Factor) values for both independent variables showed that  $VIF < 10$ , with a tolerance value of 0.686 and a VIF value of 1.459. This indicates that there is no multicollinearity between the two independent variables, namely self-efficacy and work motivation.

### Hypothesis Testing

#### 1. The Effect of Self-Efficacy on Guru Penggerak Performance

**Table 1.** First Hypothesis Results

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Change Statistics Sig. F Change
1	0.369 <sup>a</sup>	0.136	12.3	14.853	0.136	10.548	1	67	0.002

a. Predictors: (Constant), self-efficacy

b. Dependent Variable: Performance of Leading Teacher

The results of the simple linear regression analysis indicate a significant positive effect of self-efficacy on Guru Penggerak performance. The model demonstrated statistical significance,  $F(1, 67) = 10.548$ ,  $p = 0.002$ . The coefficient of determination (R-squared) for this model was 0.123. This R-squared value suggests that self-efficacy accounts for 12.3% of the variance in Guru Penggerak performance. Ini menunjukkan bahwa efikasi diri merupakan prediktor yang relevan meskipun kontribusinya termasuk dalam kategori efek sedang, menunjukkan bahwa

#### 2. The Effect of Work Motivation on Guru Penggerak Performance

**Table 2.** Second Hypothesis Results

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Change Statistics Sig. F Change
1	0.595 <sup>a</sup>	0.354	34.5	12.839	0.354	36.779	1	67	0.000

a. Predictors: (Constant), Work motivation

b. Dependent Variable: Performance of Leading Teacher

Similarly, the simple linear regression analysis for work motivation revealed a significant positive effect on Guru Penggerak performance. The model yielded a statistically significant result,  $F(1, 67) = 37.197$ ,  $p = 0.000$ . The coefficient of determination (R-squared) for work motivation was 0.345. This R-squared value suggests that work motivation explains 34.5% of the variance in Guru Penggerak performance. Kontribusi ini termasuk dalam kategori efek besar, menunjukkan bahwa motivasi kerja adalah prediktor yang kuat dan memainkan peran substansial dalam menentukan kinerja Guru Penggerak. In the third hypothesis, multiple regression analysis was used to examine the effect of self efficacy ( $X_1$ ) and work motivation ( $X_2$ ) on the performance of *Guru Penggerak* ( $Y$ ).

**Tabel 3.** The Simultaneous Effect of Self-Efficacy and Work Motivation on Guru Penggerak Performance

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6093.289	2	3046.644	18.257	.000 <sup>b</sup>
Residual	11013.958	66	166.878		
Total	17107.246	68			

a. Dependent Variable: Performance of Leading Teacher

b. Predictors: (Constant), Work motivation, self-efficacy

The multiple linear regression analysis was conducted to examine the combined effect of self-efficacy and work motivation on Guru Penggerak performance. The overall model was statistically significant,  $F(2, 66) = 18.257$ ,  $p = 0.000$ . The combined coefficient of determination (Adjusted R-

squared) for this model was 0.356. This means that self-efficacy and work motivation, when considered together, account for 35.6% of the variance in Guru Penggerak performance. Kontribusi gabungan ini juga mewakili kategori efek besar, menyoroti bahwa kedua variabel ini secara kolektif memiliki pengaruh yang signifikan terhadap hasil profesional Guru Penggerak. This combined contribution also represents a large effect category, highlighting that these two variables collectively have a significant influence on the professional outcomes of guru penggerak.

**Tabel 4.** Results of multiple regression analysis

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	0.597 <sup>a</sup>	0.356	0.337	12.918	0.356	18.257	2	66	0.000

a. Predictors: (Constant), Work motivation, self-efficacy

b. Dependent Variable: Performance of Leading Teacher

The results of the multiple regression analysis showed that the coefficient of determination (R Square) was 0.356, or 35.60%, while the remaining 64.40% is attributed to other factors not examined in this study. This indicates that self-efficacy and work motivation simultaneously contribute 35.60% to the performance of *Guru Penggerak*. In other words, the combination of these two variables explains 35.60% of the variation in teacher performance.

**Table 5.** Self-efficacy regression coefficient results

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	85.945	28.406		3.026	0.004
1 Self-efficacy	0.128	0.299	0.051	0.428	0.670
Motivasi	1.551	0.327	0.567	4.751	0.000

a. Dependent Variable: Kinerja

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 85,945 + 0,128X_1 + 1,551X_2$$

The regression coefficient for self-efficacy is positive at 0.128, indicating that an increase in self-efficacy will lead to an increase in the performance of *Guru Penggerak* by 0.128 units. Similarly, the regression coefficient for work motivation is also positive at 1.551, indicating that an increase in work motivation will result in an increase in teacher performance by 1.551 units. Based on the above analysis, it can be concluded that improvements in self-efficacy and work motivation will lead to enhanced performance of *Guru Penggerak* at primary schools in Kupang City.

## Discussion

Based on the empirical results obtained from this study, it is unequivocally demonstrated that both self-efficacy and work motivation significantly influence the performance of Guru Penggerak (Driving Teachers) in elementary schools in Kupang City, East Nusa Tenggara. These findings provide robust quantitative evidence supporting the theoretical frameworks underpinning the importance of psychological factors in professional performance within an educational context, particularly within the dynamic landscape of educational transformation initiatives.

The first key finding reveals that self-efficacy exerts a significant positive impact on Guru Penggerak performance. This result aligns strongly with established psychological theories, notably Albert Bandura's social cognitive theory (Bandura, 2013), which posits that an individual's confidence in their ability to successfully execute tasks directly influences their goal-setting behaviors, their



approach to challenges, and their perseverance when faced with difficulties. Such belief systems are foundational to proactive engagement and sustained effort in demanding professional environments.

In the specific context of education, teachers imbued with high self-efficacy are demonstrably more confident in applying innovative teaching methods and are proactive in their professional development. They tend to exert a more positive influence on their school communities and exhibit greater adaptability when navigating changes in educational policy, such as the ongoing implementation of the Merdeka Curriculum. This finding consistently resonates with earlier research by Schunk (1995), who emphasized the critical role of self-belief in fostering effective teaching practices and enhancing overall teacher effectiveness. Thus, the present study corroborates that this internal belief system serves as a powerful driver for continuous competency improvement, leading to enhanced performance among educational change agents like Guru Penggerak.

Furthermore, the study robustly confirms that work motivation is another crucial factor significantly affecting the performance of Guru Penggerak. This outcome is highly consistent with the conclusions articulated by Robbins and Judge (2017), who assert that motivation represents a fundamental determinant of individual work behavior and performance within any organizational setting. The observed positive relationship in our study mirrors previous empirical work, such as that by Suciningrum et al. (2021), which similarly highlighted a strong correlation between motivation and teacher performance in educational contexts.

Delving deeper into the concept of work motivation, it is evident that its various facets contribute distinctly to performance. Teachers primarily driven by achievement motivation are inherently predisposed to strive for optimal performance, maintain a keen focus on achieving desired results, and consistently pursue innovative approaches in their pedagogical practices. Concurrently, teachers who possess a strong affiliation motivation tend to prioritize and actively cultivate harmonious relationships with colleagues, thereby contributing to the creation of more inclusive and supportive learning environments (Price, 2012). Both forms of motivation are indispensable for fostering the collaborative spirit and community engagement expected of Guru Penggerak.

A noteworthy insight emerging from the present study is the distinct difference in the magnitude of influence between self-efficacy and work motivation on Guru Penggerak performance. While both variables were found to be statistically significant predictors, work motivation (explaining 34.5% of the variance) demonstrated a substantially larger practical effect when compared to self-efficacy (explaining 12.3% of the variance). This finding, while perhaps not entirely unexpected given the multifaceted nature of human performance, suggests that in the specific operational context of Guru Penggerak in Kupang City, intrinsic drive and sustained enthusiasm (work motivation) may play a more dominant and immediate role in shaping their daily performance outcomes than an individual's belief in their capabilities alone. This could imply that while self-efficacy provides the foundational confidence to undertake challenging tasks, it is the ongoing and robust motivation that truly sustains effort, drives consistent high-level output, and ensures resilience, especially within a demanding and evolving role. Future research could explore mediating or moderating variables that might further elucidate the amplified impact of work motivation in such dynamic educational settings.

The profound combined influence of both self-efficacy and work motivation on Guru Penggerak performance further underscores their critical interconnectedness as integral internal forces driving professional excellence. This multifaceted relationship is intrinsically linked to the unique formal position and expansive responsibilities of Guru Penggerak, as meticulously defined by national education regulations and progressive programs, notably the Regulation of the Minister of Education, Culture, Research, and Technology No. 26 of 2022 (as cited in Rohman et al., 2023). Their distinct competencies in pedagogical planning, execution, assessment, collaborative engagement, continuous professional development, and cultivating a vibrant learning ecosystem (MoECRT, 2022) inherently demand high levels of both unwavering self-belief and sustained, resilient motivation.

In conclusion, the empirical findings of this study robustly reinforce the theoretical premise that exemplary teacher performance is profoundly dependent on both their belief in their own capabilities

and the extent of their motivation to carry out their tasks optimally (Schunk, 1995). Therefore, strengthening these two intertwined factors represents a key strategic approach to significantly enhance the overall effectiveness of Guru Penggerak as transformative learning leaders and pivotal agents of educational change within Indonesian schools. Implementing comprehensive programs aimed at fostering a supportive professional environment, providing continuous professional development opportunities that systematically build both competence and confidence, and establishing robust systems for recognition and reward for effort, could collectively boost these critical internal drivers, thereby maximizing the enduring impact of the Merdeka Curriculum reforms.

## CONCLUSION

Based on the comprehensive results and discussions presented, this study concludes that both self-efficacy and work motivation significantly influence the performance of Guru Penggerak (Driving Teachers) in elementary schools in Kupang City, East Nusa Tenggara. Specifically, the findings demonstrate three key points. First, self-efficacy independently exerts a positive and direct effect on performance, indicating that enhancements in self-confidence levels are crucial for improving the quality and effectiveness of Guru Penggerak's professional output. Second, work motivation also independently impacts performance positively; thus, an increase in teachers' intrinsic drive and enthusiasm directly contributes to better performance outcomes. Third, and critically, when self-efficacy and work motivation are considered simultaneously, their combined influence on the improvement of Guru Penggerak performance is even more substantial. This implies that fostering both strong self-belief and robust work motivation are indispensable strategies for optimizing the professional performance of driving teachers, particularly within the unique educational context of elementary schools in Kupang City, East Nusa Tenggara. These insights underscore the importance of targeted interventions to strengthen these internal psychological factors for sustainable educational development.

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