DIJEMSS: Dinasti International Journal of Education Management and Social Science
E-ISSN: 2686-6331
P-ISSN: 2686-6358
https://dinastipub.org/DIJEMSS dinasti.info@gmail.com +62 811 7404 455
DOI: https://doi.org/10.38035/dijemss.v6i4

The Influence of the Role of *Guru Penggerak* on the Pedagogical Competence of Senior High School Teachers in Blora Regency

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Abstract: Teachers' pedagogical competence is one of the essential aspects of improving the quality of education. To enhance teachers' pedagogical competence, several factors need to be examined, one of which is the role of *Guru Penggerak*. *Guru Penggerak* plays a crucial role in driving change in schools by acting as a coach for other teachers, fostering collaboration, and mobilizing practitioner communities. This study aims to analyze the influence of the role of *Guru Penggerak* on the pedagogical competence of senior high school teachers in Blora Regency. Data collection was conducted through questionnaires distributed to 175 teachers from 8 senior high schools in Blora Regency. Data analysis utilized regression analysis to measure the effect of the independent variable on the dependent variable. The results of the study indicate that the role of *Guru Penggerak* has a positive and significant influence on teachers' pedagogical competence, with the regression equation $\hat{Y} = 144.468 + 0.286X$, a correlation strength of 0.523, and an effect of 27.4%. Based on these findings, it can be concluded that the role of *Guru Penggerak* has a positive and significant impact on the pedagogical competence of senior high school teachers in Blora Regency, contributing 27.4%. A recommendation from this study is for *Guru Penggerak* to be actively engaged in their role in mobilizing practitioner communities and encouraging collaboration among teachers.

Keyword: *Guru Penggerak*, Pedagogical Competence

INTRODUCTION

Pedagogical competence is one of the essential competencies that a teacher must possess. (Undang-Undang (UU) Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005) that pedagogical competence is the ability to manage student learning. Furthermore (Peraturan Pemerintah (PP) Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan, 2021) specifies that pedagogical competence refers to a teacher's ability to manage student learning, which includes understanding students, designing and implementing learning processes, evaluating learning outcomes, and fostering student development to actualize their various potentials.

Field data indicates that teacher competence remains low. The 2019 Teacher Competency Test results show that the mapped scores were 54.8 for elementary school teachers, 58.6 for junior high school teachers, 62.3 for senior high school teachers, and 58.4 for vocational high school teachers (Riowati & Yoenanto, 2022). With these scores, the average teacher competency score was only 58.5 out of 100. The UKG (Teacher Competency Test) scores include both professional and pedagogical competencies. Meanwhile, official data released by the Indonesian Ministry of Education and Culture in 2022 through the Regional Education Balance report indicates that the national average UKG score in 2022 remained below the minimum standard of 55, with the national average reaching 54.05. Central Java Province ranked second with an average score of 63.58. Although this result is higher than the national average, further efforts are needed to enhance teacher competence. The following is a graph presenting the average UKG scores of teachers in Indonesia in 2022.

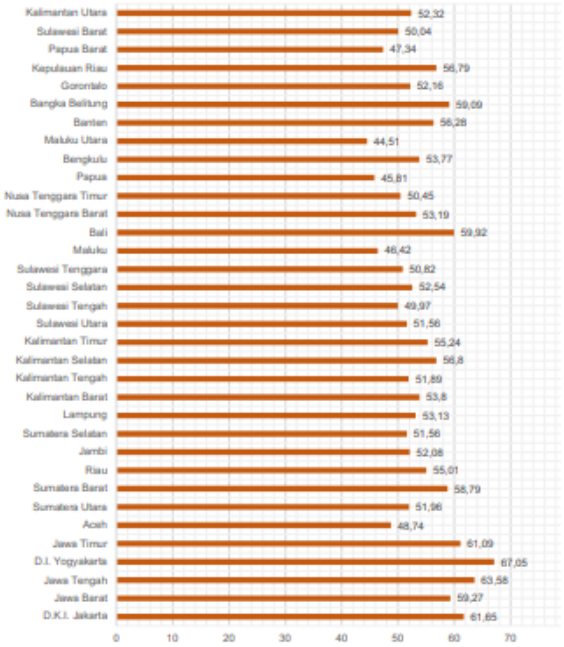

Figure 1. Average UKG Scores in 2022

The results of the 2023 in-service teacher competency test for senior high school teachers in Blora Regency are presented in the following table:

Table 1. Competency Test Scores of Senior High School Teachers in Blora Regency (2023)

No	Score Range	Number of Teachers (Pedagogical Competence)	Number of Teachers (Professional Competence)
1	< 40	1	1
2	40-49.9	7	1
3	50-59.9	7	9
4	60-69.9	9	12
5	70-79.9	6	5
6	80-89.9	-	2
Total		**30**	**30**

Source: Regional Education Office Branch IV

The achievement scores in pedagogical competence are as follows: (1) one teacher scored below 40; (2) seven teachers scored within the 40-49.9 range; (3) seven teachers achieved

scores between 50-59.9; (4) nine teachers obtained scores in the 60-69.9 range; and (5) six teachers scored between 70-79.9. The average score for pedagogical competence is 58.95, while the average score for professional competence is 63.28. These results indicate that pedagogical competence scores are lower than professional competence scores, suggesting that the pedagogical competence of senior high school teachers in Blora Regency remains relatively low.

Pedagogical competence is influenced by many factors. Several studies have shown that the role of *Guru Penggerak* significantly affects teachers' pedagogical competence.The first study found that *Guru Penggerak* act as facilitators and motivators, influencing other teachers to enhance their pedagogical skills, create a more engaging and contextual learning environment suited to students' needs, and establish learning communities that significantly impact teachers' pedagogical abilities. Through interaction and collaboration, teachers can acquire knowledge and best practices in teaching (Afiah et al., 2024). The second study by (Kusumaningtyas, 2024) revealed that *Guru Penggerak* provide significant moral and technical support, helping boost teachers' confidence and performance. They facilitate the implementation of innovative teaching practices, promote a culture of collaboration through Professional Learning Communities (PLC), and serve as effective learning leaders, motivating and guiding other teachers in instructional strategies that focus on students' needs.

The low level of teachers' pedagogical competence has prompted the government to complement the *Merdeka Belajar* initiative with the *Guru Penggerak* Education Program to enhance teachers' competencies (Yunita, 2024). The *Guru Penggerak* Education Program is based on *instructional leadership* competencies, which include communities of practice, social and emotional learning, differentiated instruction aligned with student development, and competencies that support both personal and school development (Riowati & Yoenanto, 2022). The *Guru Penggerak* Education Program in Blora Regency began with the fifth cohort in 2022. This program has produced *Guru Penggerak* in every senior high school in Blora Regency. *Guru Penggerak* is defined as an individual who enhances the quality of learning by focusing on students and empowering other teachers to implement similar teaching models (Azzahro & Widyaningrum, 2024). Teachers who have completed the *Guru Penggerak* program play a crucial role in improving teacher competencies. They are responsible for motivating, guiding, and sharing knowledge with their colleagues (Resijan et al., 2024). The role of *Guru Penggerak* encourages student-centered quality learning while enhancing their own skills and those of other teachers. They also empower their peers to optimize learning activities by understanding students' characteristics and supporting fellow teachers in improving teaching quality (Indra et al., 2023).

Table 2. Number of *Guru Penggerak* in Senior High Schools in Blora Regency

No	School Name	Number of *Guru Penggerak*
1	SMAN 1 Blora	13
2	SMAN 2 Blora	11
3	SMAN 1 Jepon	11
4	SMAN 1 Tunjungan	10
5	SMAN 1 Cepu	18
6	SMAN 2 Cepu	7
7	SMAN 1 Randublatung	13
8	SMAN 1 Ngawen	10
Total	**93**	

Source: Regional Branch of the Education Office, Region IV

Despite the presence of *Guru Penggerak* in senior high schools across Blora Regency, not all have effectively carried out their roles in schools. Interviews conducted with seven vice principals for curriculum affairs from senior high schools in Blora Regency on October 2–3, 2024, revealed that teachers who have completed the *Guru Penggerak* education program have yet to fully optimize their roles.

Table 3. Initial Observation of *Guru Penggerak* Roles in Senior High Schools in Blora Regency (2024)

No	School Name	Learning Leader (%)	Coach for Other Teachers (%)	Collaboration Encourager (%)	Practitioner Community Activator (%)	Student Leadership Developer (%)
1	SMAN 1 Blora	80%	80%	90%	90%	90%
2	SMAN 2 Blora	75%	60%	70%	90%	90%
3	SMAN 1 Jepon	70%	60%	65%	65%	80%
4	SMAN 1 Tunjungan	70%	70%	90%	80%	80%
5	SMAN 1 Cepu	90%	80%	90%	90%	90%
6	SMAN 2 Cepu	50%	50%	50%	50%	50%
7	SMAN 1 Ngawen	60%	70%	80%	80%	80%
Average	**70%**	**67%**	**76%**	**77%**	**80%**	

Source: Interviews with Vice Principals for Academic Affairs

The data reveals that only 70% of *Guru Penggerak* effectively fulfill their role as learning leaders. Meanwhile, 67% act as coaches for other teachers, 76% encourage collaboration, 77% activate practitioner communities, and 80% develop student leadership. Interviews also highlight that significant changes in teaching practices due to the role of *Guru Penggerak* are not yet evident. Many teachers continue to use teacher-centered instructional methods, failing to fully transition to student-centered learning. Furthermore, differentiated instruction has not been fully implemented, resulting in suboptimal learning quality.

METHOD

The research approach used is a correlational quantitative approach with a survey method. This study is an associative study with one independent variable, namely the role of *Guru Penggerak* (X), and one dependent variable, namely pedagogical competence (Y). The research aims to identify and explain the relationship between the independent and dependent variables, specifically the influence of the independent variable on the dependent variable. The study is conducted in Blora Regency from September 2024 to March 2025. The population in this study consists of all teachers, excluding *Guru Penggerak*, in senior high schools in Blora Regency, totaling 307 teachers from eight schools.

Table 4. Teacher Data and Population

No	School Name	Total Teachers	*Guru Penggerak*	Research Population
1	SMAN 1 Blora	66	13	53
2	SMAN 2 Blora	49	11	38
3	SMAN 1 Jepon	45	11	34

4	SMAN 1 Tunjungan	50	10	40
5	SMAN 1 Cepu	46	18	28
6	SMAN 2 Cepu	42	7	35
7	SMAN 1 Randublatung	54	13	41
8	SMAN 1 Ngawen	48	10	38
Total	**400**	**93**	**307**	

Source: Regional Education Office Branch IV (2024)

Based on the above calculations, the minimum sample size required for this study is 174.67 respondents, rounded to 175 respondents.The research instrument is used to measure the values of the studied variables. The instruments used for data collection in this study are questionnaires. This study employs two instruments: one for the pedagogical competence variable and one for the *Guru Penggerak* role variable. The data collection technique used is a questionnaire. The questionnaires are personally delivered by the researcher to the selected schools due to their relatively close proximity. The questionnaires are handed over to the vice principals in charge of the curriculum for distribution to the respondents. Whenever possible, the researcher will meet the respondents in person to establish a positive rapport. This approach is expected to encourage respondents to promptly complete the questionnaires and provide objective data voluntarily.

The data analysis technique in this study includes validity and reliability tests to ensure that the instruments used are both valid and consistent in measurement. The validity test aims to assess the extent to which a questionnaire accurately measures the variables being studied. The research instrument was tested on 30 teachers from four senior high schools in Blora Regency who were not included in the research sample, consisting of 10 teachers from SMAN 1 Jepon, 4 teachers from SMAN 1 Blora, 4 teachers from SMAN 2 Blora, and 12 teachers from SMAN 1 Tunjungan. Meanwhile, the reliability test was conducted to measure the consistency of respondents' answers to the questionnaire. An instrument is considered reliable if the measurement results remain consistent even when conducted multiple times using the same indicators and benchmarks. Therefore, validity and reliability tests are crucial steps in ensuring that the collected data is reliable and accurately represents actual conditions.

RESULTS AND DISCUSSION

Dimension Test of the Pedagogical Competence Variable (Y)

The pedagogical competence variable in this study is measured through three dimensions: a safe and comfortable learning environment for students, effective student-centered learning, and assessment, feedback, and reporting focused on students. The results of the dimension test for pedagogical competence are presented in the following table:

Table 5. Results of the Dimension Test for the Pedagogical Competence Variable

Communalities	Initial	Extraction
A safe and comfortable learning environment for students	1.000	0.548
Effective student-centered learning	1.000	0.767
Assessment, feedback, and student-centered reporting	1.000	0.609

Extraction Method: Principal Component Analysis

Table 5 shows that the highest value in the dimension test of pedagogical competence is found in the effective student-centered learning dimension (0.767), while the lowest value is in the dimension of a safe and comfortable learning environment for students (0.548). This indicates that the effective student-centered learning dimension is the strongest factor, whereas

the safe and comfortable learning environment dimension is the weakest. These findings suggest that effective student-centered learning plays the most dominant role in shaping a teacher's pedagogical competence. Conversely, the safe and comfortable learning environment dimension, with the lowest value of 0.548, indicates that this aspect has the weakest influence within the variable. Thus, it can be concluded that effective learning that places students at the center has the most substantial impact on pedagogical competence, while creating a safe and comfortable learning environment has the least influence.

Dimension Test of the Transformational Teacher Role Variable (X1)

The variable of the Transformational Teacher role is measured through five (5) dimensions: being a learning leader, acting as a coach for other teachers, encouraging collaboration, fostering student leadership, and mobilizing a community of practice. The results of the dimension test for the Transformational Teacher role can be seen in the following table:

Table 6. Dimension Test Results for the Transformational Teacher Role Variable

Communalities	Initial	Extraction
Being a learning leader	1.000	0.824
Acting as a coach for other teachers	1.000	0.784
Encouraging collaboration	1.000	0.831
Fostering student leadership	1.000	0.820
Mobilizing a community of practice	1.000	0.756

Extraction Method: Principal Component Analysis

Table 6 above shows that the highest dimension test result for the Transformational Teacher role variable is in the dimension of encouraging collaboration, with a score of 0.831, while the lowest is in the dimension of mobilizing a community of practice, with a score of 0.756. These findings indicate that encouraging collaboration is the strongest dimension, whereas mobilizing a community of practice is the weakest. Based on the dimension test results, it can be concluded that encouraging collaboration is the most dominant factor in the Transformational Teacher role. This suggests that transformational teachers play a more significant role in fostering cooperation among teachers, educational staff, and other stakeholders within the education ecosystem. Conversely, the mobilizing a community of practice dimension has the weakest influence compared to the others, indicating that the efforts of transformational teachers in establishing and activating learning communities or professional practice groups still need to be strengthened.

A higher score in the encouraging collaboration dimension suggests that transformational teachers are more effective in building synergy among various stakeholders within the educational environment. This could be due to an already established culture of cooperation in schools or supportive policies that promote collaboration. Meanwhile, a lower score in the mobilizing a community of practice dimension suggests greater challenges in forming learning communities, such as low teacher participation, inadequate facilitation, or a lack of awareness about the importance of professional learning communities in teacher development. Thus, while encouraging collaboration is the strongest dimension of the Transformational Teacher role, strengthening efforts in mobilizing a community of practice is necessary to ensure that all aspects of the Transformational Teacher role function optimally.

Normality Test

One of the requirements that must be met in regression analysis is that the data and regression model follow a normal distribution. To determine whether the dependent and independent variables in the regression model are normally distributed, a normality test is required. In this study, the non-parametric Kolmogorov-Smirnov (K-S) test was used. The

results of the test are presented in the following table:

Table 7. Normality Test Results Using One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test	Unstandardized Residual
N	175
Normal Parameters	**Mean**
	Std. Deviation
Most Extreme Differences	**Absolute**
	Positive
	Negative
Test Statistic	0.044
Asymp. Sig. (2-tailed)	0.200c,d
a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	
d. This is a lower bound of the true significance.	

Table 7 presents the results of the One-Sample Kolmogorov-Smirnov Test. The Asymp. Sig value for the unstandardized residuals is 0.200, which is greater than the significance level of 0.05. This indicates that the data for each variable follows a normal distribution.

Linearity Test

The linearity test is conducted to determine whether the existing regression equation is linear or nonlinear. The linearity test follows the criterion that if F_calculated < F_table or the significance value (Sig.) > α = 0.05, then the relationship between variables can be considered linear. The results of the linearity test between variables are presented as follows:

Table 8. Linearity Test Results of the Role of *Guru Penggerak* and Pedagogical Competence

ANOVA Table	Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Competence * Role of *Guru Penggerak*					
Between Groups (Combined)	27,182.669	66	411.859	3.594	.000
Linearity	10,825.791	1	10,825.791	94.466	.000
Deviation from Linearity	16,356.878	65	251.644	2.196	.146
Within Groups	12,376.839	108	114.600		
Total	39,559.509	174			

Table 8 presents the results of the linearity test, showing that the significance value for the deviation from linearity of the Role of *Guru Penggerak* on Pedagogical Competence is 0.146 ≥ 0.05. This indicates that the relationship between the two variables is linear, meaning that the Role of *Guru Penggerak* meets the requirements for regression analysis.

Homogeneity Test

The homogeneity test was conducted using SPSS 23.0 for Windows with a significance level of 5% (α = 0.05). The decision-making guidelines for the homogeneity test are as follows:
Significance value < 0.05 → The data is not homogeneous.
Significance value > 0.05 → The data is homogeneous.

After processing the data, the output results are displayed in the following table:

Table 9. Homogeneity Test

Test of Homogeneity of Variances	Levene Statistic	df1	df2	Sig.
Based on Mean	5.380	3	696	.140
Based on Median	5.122	3	696	.193
Based on Median and with adjusted df	5.122	3	558.337	.294
Based on Trimmed Mean	5.306	3	696	.151

The homogeneity test results in table 9 show that the probability value in the significance column is 0.140. Since the significance probability value is greater than 0.05, it can be concluded that the data comes from a population with the same variance, meaning that the two groups are homogeneous.

Correlation Test

The correlation test is used to determine the strength of the relationship between the independent and dependent variables. The presence or absence of a relationship is measured by its significance value. The criteria are as follows:

If the significance value < 0.05, there is a relationship between the independent and dependent variables.

Conversely, if the significance value > 0.05, there is no relationship between the independent and dependent variables.

The test results on the effect of the *Guru Penggerak* role on pedagogical competence are presented in the following table:

Table 10. Correlation Results of *Guru Penggerak* Role on Pedagogical Competence

Correlations	*Guru Penggerak* Role	Pedagogical Competence
***Guru Penggerak* Role**	**Pearson Correlation**	**1**
	Sig. (2-tailed)	
	N	**175**
Pedagogical Competence	**Pearson Correlation**	**.523 ****
	Sig. (2-tailed)	**.000**
	N	**175**

Note: Correlation is significant at the 0.01 level (2-tailed)

Table 10 above shows that the correlation between the *Guru Penggerak* role and pedagogical competence is 0.523, which falls under the moderate correlation category. The significance value of 0.000 is smaller than the 0.05 significance level ($0.000 \leq 0.05$), indicating a significant relationship between the two variables.

F-Test / ANOVA Test

To determine whether Hypothesis 1 is accepted or rejected, the results of the ANOVA test (F-test) are examined. The F-test is conducted to verify whether the independent variable significantly influences the dependent variable. The decision criteria for the F-test are as follows:

If Sig. < 0.05 and F_calculated > F_table, then the independent variable has a significant influence on the dependent variable.

Conversely, if Sig. > 0.05 and F_calculated < F_table, then there is no significant influence between the independent and dependent variables.

The results of the ANOVA test for the influence of the *Guru Penggerak* role on pedagogical competence are presented in the following table:

Table 11. ANOVA Results for the Influence of *Guru Penggerak* Role on Pedagogical Competence

ANOVAa	Sum of Squares	df	Mean Square	F	Sig.
Regression	**10825.791**	**1**	**10825.791**	**65.180**	**.000b**
Residual	**28733.717**	**173**	**166.091**		
Total	**39559.509**	**174**			
a. Dependent Variable: Pedagogical Competence					
b. Predictors: (Constant), *Guru Penggerak* Role					

The results in table 11 indicate that the significance value is 0.000, which is less than the significance level of 0.05 (0.000 ≤ 0.05). Additionally, the calculated F-value (F_calculated) is 65.180, which is greater than the F-table value of 3.07 at a 0.05 confidence level (65.180 ≥ 3.07). Based on these findings, Hypothesis 1 is accepted, meaning that the *Guru Penggerak* role has a significant influence on the pedagogical competence of high school teachers in Blora Regency.

Determination Test / R^2 Test

The R-square test is used to determine the extent to which the independent variable influences the dependent variable. The magnitude of this influence is measured using the determination coefficient (R^2) in the model summary table. The following table presents the influence of the *Guru Penggerak* role on pedagogical competence:

Table 12. Influence of *Guru Penggerak* Role on Pedagogical Competence

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**.523a**	**.274**	**.269**	**12.888**
a. Predictors: (Constant), *Guru Penggerak* Role				

From table 12, it is shown that the R-square value is 0.274, indicating that the *Guru Penggerak* role contributes 27.4% to pedagogical competence. The remaining 77.6% is influenced by other variables not included in this study.

Regression Test

A simple regression test is used to determine whether there is an influence between the independent variable (*Guru Penggerak* role, X1) and the dependent variable (pedagogical competence, Y).

Table 13. Regression Coefficient Results

Coefficients	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model	**B**	**Std. Error**	**Beta**	
1 (Constant)	**114.468**	**7.091**		**16.142**
***Guru Penggerak* Role**	**.286**	**.035**	**.523**	**8.073**
a. Dependent Variable: Pedagogical Competence				

From Table 13 the regression coefficient test results indicate:

Constant value (a) = 114.468, meaning that if the *Guru Penggerak* role remains constant, the pedagogical competence score is 114.468.
Regression coefficient (b) = 0.286, showing a positive regression coefficient, which means that if the *Guru Penggerak* role improves, pedagogical competence will also increase.
Thus, the regression equation is:
$\hat{Y} = 114{,}468 + 0{,}286X_1$.

This equation implies that the fluctuations in pedagogical competence are significantly influenced by the *Guru Penggerak* role. The better the *Guru Penggerak* role, the higher the pedagogical competence, and conversely, if the *Guru Penggerak* role weakens, pedagogical competence will decline.

The role of a *Guru Penggerak* refers to the expected attitude or behavior of a *Guru Penggerak*, which is a teacher who has obtained a *Guru Penggerak* certificate after successfully completing the *Guru Penggerak* Education Program. A simple regression analysis indicates that the role of a *Guru Penggerak* has a positive impact on the pedagogical competence of high school teachers in Blora Regency. The research findings demonstrate that the role of a *Guru Penggerak* positively influences the pedagogical competence of senior high school teachers in Blora Regency, aligning with several relevant theories in the literature review. One frequently referenced theory is found in Module 1.2 of the *Guru Penggerak* Education Program, which explains that the role of a *Guru Penggerak* includes acting as a learning leader serving as a model in teaching, assisting fellow teachers in their professional development, designing effective learning programs, training, and mentoring other teachers in implementing best teaching practices. Additionally, a *Guru Penggerak* acts as a coach for fellow teachers, helping them reflect on their own learning processes and providing guidance to improve teaching methods. This role is closely related to efforts to enhance the pedagogical competence of other teachers in schools.

The decision of the (Peraturan Direktur Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 2626/B/HK.04.01/2023 Tentang Model Kompetensi Guru, 2023) regarding the guidelines for the Pendidikan *Guru Penggerak* program states that a *Guru Penggerak* is a learning leader who encourages the holistic development of students, actively and proactively supports the professional growth of fellow educators in implementing student-centered learning, and serves as a role model and agent of transformation in the education ecosystem to realize the *Profil Pelajar Pancasila*. The findings of this study support the objectives of the government's policy implementation. A *Guru Penggerak* who effectively fulfills their role can significantly influence the improvement of other teachers' pedagogical competencies in schools. The research data description indicates that teachers' perceptions of the role of *Guru Penggerak* in senior high schools in Blora Regency fall into the "fairly good" category. This study focuses on five dimensions of the *Guru Penggerak* role: serving as a learning leader, acting as a coach for fellow teachers, encouraging collaboration, fostering student leadership, and mobilizing practitioner communities. Among these dimensions, mobilizing practitioner communities received the lowest score of 0.756. The findings suggest that respondents perceive *Guru Penggerak* as not yet fully effective in mobilizing practitioner communities. They believe that *Guru Penggerak* has not taken an active role in building, facilitating, and developing practitioner communities. This may be due to the limited availability of platforms or forums where members can meet, discuss, and share experiences, resulting in fewer opportunities for idea and experience exchange within the community. On the other hand, the dimension of encouraging collaboration received the highest score of 0.831. This indicates that *Guru Penggerak* has successfully fostered a positive collaborative culture by creating a safe and supportive environment for sharing ideas and experiences through positive interactions and mutual respect, ultimately strengthening a culture of collaboration among teachers in schools.

The research findings indicate that the correlation between the role of *Guru Penggerak*

and pedagogical competence in senior high schools in Blora Regency is 0.523, with a significance value of < the significance level (0.000 < 0.05). This data suggests that the correlation falls within the moderate category and has a positive influence. The regression coefficient test results show a calculated t-value (*t hitung*) of 8.073, which is greater than the critical t-value (*t tabel*) of 1.984, with a significance level of 0.000 < 0.05. The regression coefficient value is 0.286. Based on these findings, it can be concluded that the role of *Guru Penggerak* has a positive and significant impact on pedagogical competence senior high schools in Blora Regency. The influence of the *Guru Penggerak* role on teachers' pedagogical competence is represented by an R-square value of 0.274, meaning that *Guru Penggerak* contributes 27.4% to pedagogical competence, while the remaining 72.6% is influenced by other variables such as work environment, organizational culture, and policies.

The results of Hypothesis Test 1 produced the regression equation $\hat{Y} = 114.468 + 0.286X_1$. This equation indicates that the role of *Guru Penggerak* has a positive influence on the pedagogical competence of teachers in senior high schools in Blora Regency. This means that the higher the role of *Guru Penggerak*, the greater the improvement in other teachers' pedagogical competence in schools. Conversely, if the role of *Guru Penggerak* is lower, the pedagogical competence of other teachers will also decline. The research data shows that the role of *Guru Penggerak* in Blora Regency serving as a learning leader, a coach for fellow teachers, promoting collaboration, fostering student leadership, and mobilizing practitioner communities is already well implemented. *Guru Penggerak* demonstrates strong leadership in learning and serves as a good role model in teaching. Additionally, they effectively encourage collaboration, fostering positive interactions and mutual respect among teachers, which facilitates the exchange of ideas and teaching experiences.

The findings of this study align with previous research conducted by (Resijan et al., 2024) which stated that the role of *Guru Penggerak* has a partial influence on teacher competence, with a significance value of 0.004, which is lower than 0.05. This indicates that the *Guru Penggerak* variable has a significant partial effect on teacher competence in South Aceh Regency. Another study conducted at UPT SD Negeri 331 Tempe, Wajo Regency, by (Afiah et al., 2024) evaluated the role of *Guru Penggerak* in enhancing pedagogical competence using a qualitative descriptive approach. The study found that collaboration within learning communities led by *Guru Penggerak* can strengthen other teachers' pedagogical skills and improve teaching effectiveness. Another study conducted by (Nastuti et al., 2024) examined the implementation of *Guru Penggerak* management in improving teachers' pedagogical competence. The findings indicated a significant improvement in various aspects, including scientific knowledge, educational psychology, curriculum development, lesson planning, teaching implementation, technology utilization, and learning evaluation. Overall, these studies highlight that the role of *Guru Penggerak* significantly contributes to enhancing other teachers' pedagogical competence in schools. Through various approaches, such as collaboration within learning communities and the effective implementation of management strategies, *Guru Penggerak* plays a crucial role in fostering improvements in teachers' pedagogical skills.

CONCLUSION

Based on the study, it can be concluded that the role of *Guru Penggerak* has a positive and significant impact on the pedagogical competence of teachers in senior high schools in Blora Regency. The increase in the role of *Guru Penggerak* in schools is aligned with the improvement of teachers' pedagogical competence. This influence is indicated by a positive regression equation $\hat{Y} = 144.468 + 0.286X_1$, a moderate correlation strength of 0.523, and a significant contribution of 27.4%.

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