



## Dynamics of Female Teacher Mover in the Learning Community

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### ABSTRACT

The role of women in education is increasingly important, especially in the context of career development and leadership. This study aims to look at the dynamics of women in the Teacher Mover program in learning communities, including the challenges faced, the seniority dilemma, and their role in curriculum implementation. The research approach used is qualitative with a phenomenological design. The research subjects consisted of female teachers who have graduated and have a Teacher Mover certificate. Data collection techniques were conducted through interviews and documentation, followed by data analysis through data reduction, presentation, and verification. The results show that (1) women's struggles in the Teacher Mover program include a rigorous selection process and six months of training; (2) the dilemma faced relates to the perception of seniority in the school that often doubts their abilities; and (3) the presence of women as Teacher Mover proves significant in leading learning and contributing to seminars related to the independent curriculum. This research highlights the importance of environmental support for women's career development in education, as well as the need for policies that strengthen women's position in learning communities. The findings are expected to provide insights for the development of more inclusive education policies.

**Keywords:** Dynamics, Women, Teacher Mover, Learning Community

### INTRODUCTION

Women's participation in social life is increasingly recognized as an important factor in the development of society (Kassa, 2015). According to data from the World Economic Forum, women's participation in the global workforce has reached 47%, but there are still significant gaps in leadership and strategic roles. This shows that although women are increasingly active in various fields, challenges in terms of equality and recognition still exist (Freund & Hernandez-Maskivker, 2021).

In the context of education, women's career dynamics are often influenced by many factors, including social norms, family expectations and educational policies. Previous research shows that female teachers often face dilemmas in managing their dual roles as educators and family members. Research by (Kang et al., 2024) revealed that career women need to adapt to technological developments and job demands, but did not sufficiently highlight how this impacts their career development in the learning community. Everyone needs experience in the professional world, because career is not only about work, but also aspects of life such as: Life roles, roles as workers, family members, members of society, and life events such as entering social life, marriage, and changing jobs. If they pursue their careers well, then they will also achieve success in their careers (Kossek et al., 2021). Therefore, a person can be said to be successful in his career if he manages to achieve some important professions that he has been pursuing throughout his life.

In principle, everyone is free to choose a career according to their interests and talents. Travel and work experiences vary from person to person. Including in the teaching profession though (Waluyo et al., 2023). The choice to improve their competence and develop their career in the world of education is not limited to the classroom but can be done outside the classroom (Le et al., 2014). In line with that, the government has also made changes in the teacher competency development system, one of which is the existence of the Teacher Mover Program. Teacher Mover are teacher who can implement learning content that allows students to develop skills, critical thinking, and a higher level of creativity. Teacher facilitate learning as facilitators, be open-minded, help students reach their maximum potential, create harmonious and interactive teaching and learning relationships, and foster students' interest in learning, and active participation in subjects (Rankin & Brown, 2016).

Teacher Mobilizer is a learning community for all teacher in the school and develops student leadership programs to develop intelligent students (Rohliyati et al., 2021). To become a Teacher Mover, an instructor must complete each stage of the Teacher Mover Selection and Training within six months. During the training, prospective Teacher Mobilizers are guided by professional trainers, Teacher Mobilizer trainers, and experienced partners. The Teacher Mover Program is an educational management program designed to ensure teacher take leadership roles in all learning processes. These activities include online training (online), conferences, workshops, and monthly mentoring for prospective Teacher Mover. And of course, by participating in this program, every teacher continues to fulfill their main mission, which is to teach well. (Sijabat et al., 2022)

Teachers who develop their careers through active participation in the teacher community and other professions realize that the teacher community is at the core of effective professional learning for teacher. (Sigalingging, 2022). Through the teacher community, teacher have the same view of the school's vision and mission, then reflect together in learning practices and then provide feedback as a form of student learning outcomes. (Sigalingging, 2022). Furthermore, the element of coherence in PGP is an issue that was fought for at the beginning, that teacher participation in PGP is an incentive for teacher' careers in the future. This is realized through the issuance of Ministerial Regulation number 40 of 2021 concerning the assignment of teacher as school principals which requires a Teacher Mover certificate. So that education policies are sought to be in harmony with TPD policies, becoming a breakthrough in the findings of Martin et.al. (2017) which usually overlap due to different orientations. In addition, this policy answers what was found by Widodo & Riandi (2013) regarding incentives and also the autonomy of teacher as learners.

The urgency of this research lies in the need to deeply understand the dynamics faced by women in the Teacher Mover program, which is the government's latest initiative to improve the quality of education. With the changes in education policy focusing on an independent curriculum, this research becomes relevant to explore how women can contribute maximally in this context.

The novelty of this research lies in its specific focus on women's experiences in the Teacher Mover program, a topic that has not been studied much before. This research aims to provide new insights into the challenges and opportunities faced by women in education and how they can play a more active role in the learning community.

The purpose of this study is to identify the struggles, dilemmas and whereabouts of women as Teacher Mover in carrying out their roles in the learning community. This research is expected to provide practical benefits for education policy development, as well as theoretical contributions to the literature on women's careers in education. The implications of this study also include recommendations to create a more supportive environment for women to achieve their potential.

## **RESEARCH METHODS**

In this study, the type of research used is a qualitative approach with phenomenological design, which is research based on subjective or phenomenological experiences experienced in individuals. Phenomenology is a type of qualitative research that is applied to find out the phenomena that individuals consciously experience in their lives. The purpose of phenomenological research is to find out the individual's experience of a phenomenon that becomes an exposure or description in clearer words. Phenomenology in its implementation seeks to express, study and understand a phenomenon that is in accordance with its distinctive and unique context experienced by individuals to the order of the "belief" of the individual concerned. Therefore, in understanding and learning, it must be based on the point of view, paradigm and direct belief of the individual concerned as a subject who experiences the phenomenon directly (first hand experience). The subject of the research is data sourced from information related to the research problem being researched. The subject of this study is female teacher who have graduated and have a Teacher Mover certificate. The object of this research is the experience of female Teacher Mover in developing careers and how to implement them in the Independent Curriculum. Data collection techniques are interviews and documentation. Data collection techniques are interviews and documentation. The data analysis techniques are data collection, data reduction, data display and data verification.

### **Data Collection Techniques**

With the data collection method in the form of interviews, researchers are able to get more detailed information. Some things in the form of behavior, words from sources are more meaningful than other data so that they can help researchers in obtaining real facts in the field. The test of data credibility or confidence in qualitative research data was carried out by triangulation and member checks. Triangulation in credibility testing is interpreted as checking data from various sources in various ways, and at various times (Hasan, 2021).

### **Data Analysis Techniques**

The data that has been analyzed by the researcher so that it produces a conclusion that is then asked for an agreement (member check) with the data source. Conducting member checks, testing the credibility of data with member checks. Member check is the process of checking data obtained by researchers to data providers. The goal is to find out how far the data obtained is in accordance with what the data provider provides. If the data found is agreed upon by the data providers, the data is valid, so it will be

more credible or trusted. (Hasan, 2021). Member checks are carried out by discussing the results of the research on the data sources that have provided data, namely to the husbands of each research subject.

## **RESULTS AND DISCUSSION**

In 2024, Kang researched the dynamics of a teacher with the title "Relationship between science teacher' teaching motivations and career development aspirations" with the results that teacher motivation plays an important role in career satisfaction, teaching approaches, and teacher retention. The findings suggest that PST's motivation to work with children shows a significant role in developing their aspirations. In addition, previous learning experience and perceived teaching ability show a positive relationship with career aspirations. This study selected seven factors relevant to the framework of Social Cognitive Career Theory and investigated the relationship between these factors. The results showed a positive relationship between PST's motivation to work with children and career development aspirations, while those who stated that having more time for family were the main motivation in choosing the teaching profession showed a negative relationship.

However, research on the dynamics of Women Teacher in implementing the Independent Curriculum has never been conducted. Therefore, the researcher will explain the results of his research on how the dynamics of Female Teacher Mobilizers in the Learning Community are as follows:

### **1) The Struggle of Women Teacher Mover in the Teacher Mover Program**

Changes in the world of education have changed the mindset of teacher from old education to modern education (Abrams, 2016). Efforts by the Indonesian government and education experts to improve the existing education system through education policies. In today's education, namely education in the 4.0 era, technology is an important part of every education and the learning process becomes interactive without limitations of space and time. One of the government's efforts to improve the quality of education is to hold a Teacher Driving Program. So far, the Teacher Mover program has been opened up to the 11th batch which began in 2020. A Teacher Mover is a teacher who can apply his or her learning to help students develop skills, critical thinking, and a higher level of creativity. Teacher facilitate learning as facilitators. Teacher must have five motivational attitudes. This means being open, helping students reach their maximum potential, building harmonious and interactive teaching and learning relationships, and fostering students' interest in learning.

According to the research subjects with the initials AUS and SN, there were differences in their experience as Female Teacher and how the research subjects participated in the Teacher Driving Program (Tseng & Kuo, 2014). The experience felt by female Teacher Mover is that it starts from the selection process which they feel is quite difficult as conveyed by AUS:

"Starting from the information I got from Amazing Teacher Indonesia which is a learning community outside the national level education unit, and I am the daily administrator at the kombel. Then conveyed the idea of participating in PGP (Teacher Mover Education) at KS (School Principal) and was welcomed with enthusiasm. Next, collect files for administrative selection after passing the administrative selection from all participants who participate, then continue by writing an essay. The excavation of the essay is seen from the perspective of self-development both in the SP (Education Unit) environment and in the social environment outside the Education unit. After the announcement of passing the essay writing, I still have to take two more stages of selection, namely the micro teaching selection and the interview selection with national assessors. Next, the announcement of graduation and the right to take part in CGP Education (Prospective Teacher Mover) for approximately 6 months. After following the series of selection and CGP Education, it was declared that he passed to become a GP and received the legality of the certificate as a Teacher Mover."

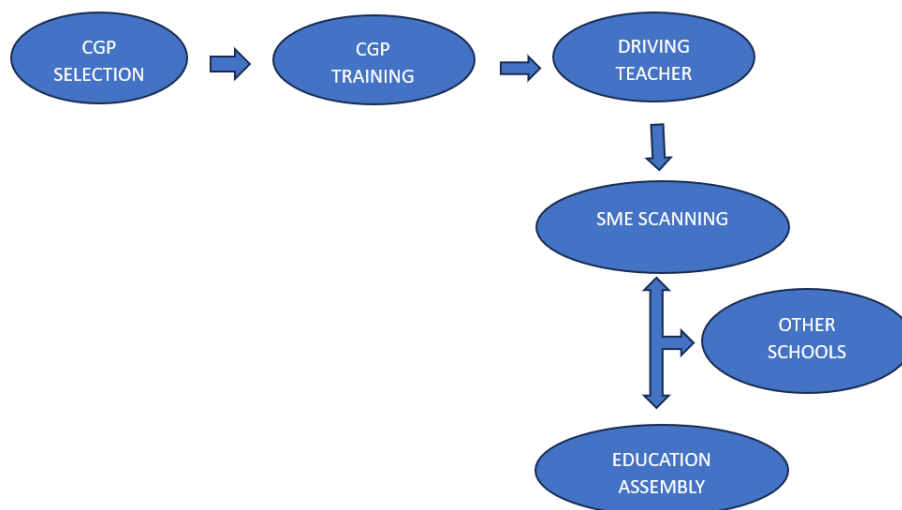
Teacher Mover, who are also learning leaders in the driving curriculum, require selection and completion of nine training programs so that a teacher can be declared graduated as a Teacher Mover. Considering the many stages that must be passed, the expected final estuary is such as:

1. The birth of independent teacher. The independent learning curriculum is designed so that teacher do not feel controlled by the curriculum. Thus, teacher have the flexibility to design their own learning according to the student's circumstances and available facilities so that they can improve the quality of education.
2. Become a driving force for fellow colleagues to continue to innovate in the world of education and do not forget to also collaborate with all elements of the school, including the community, to maximize the results to be achieved.
3. Making students the center of education. This means that Teacher Mover are able to facilitate the development of every ability possessed by students to become human beings who are able to think critically and competitively and achieve educational goals

Teacher Mover must have a mindset to develop a vision and maximize learning. Teacher must also be qualified, because in the future thanks to teacher, the next generation of the nation will be born with superior human resources. In fact, the teacher's task becomes difficult because it is his responsibility to find the potential that students have, which can be found if the teacher innovates in the learning process. Not only the delivery of material, but also the ability to innovate and lead change (Ningrum & Suryani, 2022). after passing the selection and being appointed as a Teacher Mover, the next task is to be able to complete the Independent Curriculum material obtained during the training to become a CGP for 6 months as experienced by SN:

"The activity that I did after becoming a GP was to gradually improve the knowledge I gained from the training with the main focus being to become a learning leader. The activities include online training, workshops, conferences and are accompanied for 9 months by GP practice supervisors. And implement student-centered learning. This is of course relevant to the context of the education policy of the Nadiem Makarim era with the theme of Freedom of Learning which is intended for teacher at the early childhood, primary, and secondary levels."

The experience of female Teacher Mover in implementing the Independent Curriculum is contained in the following scheme:



Based on the scheme above, the experience felt by female Teacher Mover for the first time is 1) how to follow the selection process, 2) after passing the selection to participate in CGP training, 3) getting a Teacher Mover certificate, 4) Impacting the Implementation of the Independent Curriculum in educational units and outside educational units. In addition, Women Teacher mover also experienced to develop their competencies through a learning community in which they shared good practices and real actions.

## 2) The dilemma of female Teacher Mover in facing seniority

After graduating to become a Teacher Mover, every Teacher Mover will have consequences such as facing challenges and obstacles in the Education unit and outside the Education unit. Factors inhibiting the improvement of teacher performance at SMA X include: the implementation of socialization and communication regarding policies between school personnel in connection with changes in policies and regulations that have been previously agreed upon, a culture of discipline that is still not implemented optimally and according to expectations by a small number of senior teacher with GTY status, differences in orientation in carrying out work responsibilities created between teacher who GTY and GTT status with different working periods, the emergence of stratification in terms of status and seniority, so that existing regulations are often ignored and considered trivial by a small number of teacher who are at the senior level and have GTY status.

The factors that hinder the improvement of teacher performance at SMA X are: a culture of work discipline that has not been applied optimally, a lack of motivation that is not in accordance with the expectations of the teacher, so that the commitment of the teacher who have been trying to follow the rules and maintain the commitment in working loses enthusiasm and enthusiasm, lack of initiative and tends to be passive towards the programs implemented by the school, so that teacher only receive instructions without trying to develop and innovate to the tasks charged, and the lack of professional service, interaction, and communication with external parties, in this context is the community that has an interest in the school As felt by AUS in dividing time there are obstacles at the beginning but with a strong commitment can be overcome:

“Time management, stress management to work demands at school, the attitude of senior teacher who tend to consider them less suitable to be prospective principals, and in the community of Teacher Mover are very important. To be able to carry out functions and roles properly, the main thing that I have to establish is communication with school residents, especially senior teacher, the next is to build an understanding of the commitment to keep moving regardless of the status of senior and junior teacher, As for the duties at school, continue to carry out teaching duties according to the schedule made by the curriculum and carry out the mandated leadership duties (becoming the Head of the Tahfidzul Qur’an Superior Class) with consequences allocation of more time at school, As for tasks other than SP I carry out on non-effective days of learning or if they have to be carried out on effective days, then I delegate tasks at school to colleagues with the permission of the leadership.”

In contrast to AUS, SN shared his experience of dealing with more complicated feelings:

“My age when I became a GP was quite young and made senior teacher think that I could not fail and implement the Independent curriculum at school, even many doubted that I could achieve the requirements as a Principal only with a Teacher Mover certificate, which made me quite stressed and wanted to resign.”

Other factors that affect a person's mental workload at work are the type of work, work situation, response time, and available completion time (Charles & Nixon, 2019). Other factors that affect mental workload are individual factors such as: level of motivation, expertise, fatigue, burnout, and allowable performance tolerance. The Teacher Mover Work Program is the average frequency of the average activity of each job in a certain period of time received by the Teacher Mover. The workload experienced by the Teacher Mover includes physical and mental workload. The many demands and responsibilities that must be carried by women Teacher Mover, plus environmental and environmental conditions and other triggering factors if Women Teacher Mover cannot adjust this will put pressure / tension on teacher which will affect the emotions, thought processes and the condition of a person whose condition is called stress (Anggraeny, 2024).

### 3) The Existence of Women Teacher in Carrying Out Their Role in the Learning Community

Existence comes from the Latin word *existere* which means origin, existence, birth, actual existence. *Existere* consists of *ex* which means outside, and *sistere* which means to appear. The existence of teacher is very closely related to their duties, functions, benefits, roles, discipline, and teacher protect their students (Zak-Doron & Perry-Hazan, 2024). The presence of teacher, both their roles and functions in schools, is an important part of efforts to achieve the quality of an effective learning process. Teacher who direct learning in the classroom must guide student development in the maximum direction. Teacher must be able to motivate students to acquire the knowledge taught and motivate them to continue to improve their learning. In line with these efforts, students' personal growth, both emotional and intellectual, should be an important part of teacher' concerns. In the end, teacher must pay attention to the differences in students' abilities that really provide room for success and students' ability to face intellectual and emotional development to the maximum. (Hilda Fazriati, 2023)

The development of a teacher's competence and career also requires support from his immediate environment, especially if the teacher is a married woman. Getting support from the family, and also the school, especially the leadership (Hargreaves & Fullan, 2015). As a female Teacher Mover who carries out duties or missions as an agent of the Implementation of the Independent Learning Curriculum and also as a learning leader, it is appropriate that access and ease of movement to be creative belong to and be the responsibility of female Teacher Mover in the same way experienced by AUS that:

“The school, especially the leadership, provides good support and is very supportive to always improvise and move forward. As for colleagues, so far the response has been good only if they are invited to move in learning reform, not all of them move simultaneously”

Teacher driving work program:

- a. Develop themselves and other teacher through reflection, sharing, and independent cooperation. The purpose of this program is to develop a program to improve teacher competence, especially to encourage other teacher to become independent teacher in their learning. Then, for teacher to get to know the concept of independent learning teacher development so that they can accelerate, start a career, and contribute to existing education.
- b. Having moral, emotional, and spiritual maturity to behave in accordance with the code of ethics. Emotional intelligence describes a set of abilities to recognize one's own emotions, manage and express emotions appropriately, motivate oneself, recognize others, and foster relationships with others.
- c. Improving teacher' a skill as leaders in student-centered learning this program is implemented to improve teacher' skills as leaders in student-centered learning, educators can improve their performance and become true teacher. This helps educators become role models who can motivate and empower students. Teacher also provides comprehensive advice to students. In this way,

teacher can deal with different types of unique and heterogeneous student characters.

- d. Teacher Mover becomes mentors for other teacher. Teacher Mover should share experiences related to their experiences in learning practices and are willing to learn from other teacher for reference on the progress of optimizing their learning.

Becoming a Teacher Mover is not the final goal for a teacher, especially women who also have the same rights to the development of their competencies and achievements, in line with what was experienced by AUS that after becoming a Teacher Mover increases the enthusiasm to carve out achievements so that they get their own satisfaction, including at certain events they also participate such as being selected to participate in the training of resource persons sharing good practices of BBGP West Java, then was selected as the writer of the BBGP West Java real action story. Became the Finalist of the outstanding teacher at HGN in 2023. And graduated from the Ministry of Education and Culture. It is an example of a series of achievements achieved after becoming a Teacher Mover.

## CONCLUSION

By paying attention to the results of the research and discussion above, it can be concluded, among others: 1) The struggle of Female Teacher Mover in participating in the Teacher Mover Program includes: the selection process to become a Teacher Mover and participating in training for 6 months then getting a certificate as a Teacher Mover, after that becoming a resource person who imparts the Independent Curriculum both in the Education unit and outside the education unit, Meanwhile, 2) The dilemma of female Teacher Mover in dealing with seniority in schools is to receive responses and assumptions that Teacher Mover, who incidentally are still relatively young, are considered unfit and able to become prospective school principals with a Teacher Mover certificate in accordance with the regulations of the Minister of Education which includes the requirement that the Principal comes from a Teacher Mover, 3) The existence of Female Teacher Mover in carrying out their roles in the Learning Community, among others, to resource persons in the seminar on the Implementation of the Independent Curriculum both at school and outside of school, besides that other achievements also increased as flying hours as a Teacher Mover with the support of the learning community.

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