

From Professional Development to Educational Transformation: Evaluating the Mobilizer Teacher Program through Kirkpatrick's Four-Level Model

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Abstract

Indonesia's Teacher Mobilizer Education Program (Program Pendidikan Guru Penggerak/PPGP) was designed to strengthen instructional leadership and accelerate school transformation, yet evidence of its outcomes across Kirkpatrick's Four-Level Evaluation Model remains limited in Eastern Indonesia. This study evaluated reaction, learning, behavior, and results among PPGP participants in four public senior high schools in Makassar City. A qualitative evaluation design involved 16 purposively selected informants: Teacher Mobilizers, principals, peer teachers, and students. Data were generated through semi-structured interviews and document analysis of learning portfolios, mentoring reports, reflective journals, and school development documents. Data were analyzed using the Miles and Huberman interactive model and thematic coding based on the four Kirkpatrick levels. Credibility was supported through triangulation, member checking, and documentary verification. Participants reported positive reactions to the relevance of program content, facilitator support, mentoring, and collaborative learning. The program strengthened pedagogical knowledge, differentiated instruction, coaching, reflective practice, and instructional leadership. Behavioral outcomes included more student-centered teaching, restorative classroom management, peer collaboration, and active participation in school-improvement initiatives. At the organizational level, the program supported stronger professional learning communities, improved teacher collaboration, and greater student engagement. These findings indicate that PPGP can facilitate the transfer of professional learning into classroom and school-level practice. However, the qualitative design and limited number of schools constrain generalizability. Longitudinal mixed-method research is needed to assess sustained effects on teacher performance and student learning outcomes.

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Introduction

The quality of educational systems is fundamentally influenced by teachers as professional educators and primary agents of learning who shape students' academic, social, and personal development. In Indonesia, educational quality remains closely associated with the effectiveness of instructional processes and teacher competencies (Andreas Putra et al., 2021). To address persistent educational challenges and respond to the demands of twenty-first-century learning, the Ministry of Education, Culture, Research, and Technology introduced the Merdeka Belajar (Emancipated Learning) policy as a comprehensive educational reform agenda. Pangestu et al. (2021) describe this policy as a strategic response to structural educational problems in Indonesia, aiming to establish conditions that support effective and meaningful learning. The policy is founded on the principle that learning

should be engaging, contextual, and student-centered rather than constrained by rigid standardized assessments. Accordingly, Sudaryanto et al. (2020) argue that educational transformation requires a paradigm shift initiated by teachers themselves, while Syukri (2022) emphasizes the necessity for teachers to continuously strengthen their pedagogical competencies in order to facilitate innovative learning environments aligned with the demands of the Industry 4.0 era.

A central instrument for realizing this educational transformation is the Program Pendidikan Guru Penggerak (Teacher Mobilizer Education Program/PPGP), formally regulated through Permendikbudristek No. 26 of 2022. The program is designed as a continuous professional development initiative aimed at developing instructional leaders capable of driving educational transformation at both classroom and school levels (Kemendikbud, 2021). Unlike conventional training programs, the PPGP promotes a holistic approach to teacher development by strengthening competencies in differentiated instruction, enabling teachers to address diverse student needs (Herwina, 2021), while also integrating Social-Emotional Learning (SEL) principles based on the CASEL framework to foster students' resilience, well-being, and character development (Weissberg et al., 2015; Lubis et al., 2022). In addition, Teacher Mobilizers are expected to serve as change agents who actively initiate and sustain professional learning communities among their colleagues, thereby contributing to a culture of collaborative improvement within schools (Ningrum & Suryani, 2022).

The implementation of the PPGP employs a blended learning approach that combines synchronous and asynchronous activities through a Learning Management System (LMS), practical workshops (Lokakarya), and individualized mentoring designed to facilitate the transfer of learning into professional practice (Triastuti, 2023; Syarifuddin & Adiansha, 2023). This design reflects contemporary perspectives on professional learning that emphasize reflective practice, collaboration, and sustained support. Nevertheless, despite its comprehensive structure and ambitious objectives, the implementation of the program has encountered several operational challenges. Existing evidence suggests that participants frequently experience difficulties balancing intensive program requirements, digital innovation expectations, continuous assignments, and their regular teaching responsibilities, creating significant professional pressures and workload concerns (Yeni Nofri et al., 2023).

Although the theoretical foundations and policy objectives of the PPGP are well established, empirical evidence regarding its effectiveness remains limited. Rohman et al. (2023) identify a critical research gap, highlighting the lack of comprehensive evidence demonstrating whether the program has successfully achieved its intended outcomes across diverse educational contexts and participant groups. This limitation underscores the importance of systematic program evaluation, not only to assess effectiveness but also to provide policymakers and stakeholders with evidence-based insights for program improvement, expansion, and sustainability (Mustafa, 2021; Arifin, 2019). Consequently, rigorous evaluation studies are needed to examine how the PPGP influences teacher competencies, instructional practices, and broader educational environments.

To address this gap, the present study employs Kirkpatrick's Four-Level Evaluation Model as a comprehensive framework for assessing the implementation and effectiveness of the PPGP. According to Holton (1996), the model offers conceptual clarity and a systematic structure for evaluating training outcomes. The model examines participant satisfaction through the Reaction level (Khosyain & Fakhruddin, 2022; Kirkpatrick & Kirkpatrick, 2006), learning outcomes through changes in knowledge, attitudes, and skills (Guskey, 2002), behavioral transformation through the

application of newly acquired competencies in professional practice, which is closely associated with self-efficacy development (Bandura, 1997), and organizational results reflected in improvements in school climate, collaboration, and student engagement (Kirkpatrick & Kirkpatrick, 2006). Given the limited evidence from regions outside Java, particularly in major educational centers in Eastern Indonesia, Makassar City provides a significant context for examining the implementation of this national policy. Therefore, this study aims to evaluate the PPGP across the four Kirkpatrick dimensions to generate empirical evidence regarding its effectiveness and to provide strategic recommendations for strengthening teacher professional development and educational transformation in Indonesia.

Method

Research Design and Evaluation Model

This study employed a qualitative evaluation research design utilizing Donald L. Kirkpatrick's Four-Level Evaluation Model to comprehensively assess the implementation of the Teacher Mobilizer Education Program (Program Pendidikan Guru Penggerak/PPGP) across four dimensions: Reaction, Learning, Behavior, and Results. A qualitative approach was selected because it enables evaluators to capture participants' experiences, perceptions, and behavioral transformations in depth throughout the implementation process (Faujiah et al., 2021). Furthermore, Kirkpatrick's model was adopted due to its conceptual clarity and its ability to evaluate educational interventions from participant responses to organizational outcomes (Holton, 1996).

The study was conducted between June and December 2025 in four public senior high schools in Makassar City, Indonesia: SMA Negeri 1 Makassar, SMA Negeri 2 Makassar, SMA Negeri 13 Makassar, and SMA Negeri 21 Makassar. These schools were purposively selected to represent different geographical areas of the city and diverse institutional characteristics. SMA Negeri 1 and SMA Negeri 2 are long-established schools with high academic achievement and extensive educational resources, whereas SMA Negeri 13 and SMA Negeri 21 serve more heterogeneous student populations and represent schools with different organizational and resource conditions. Such variation was considered important because school context may influence the implementation of the PPGP and the enactment of teacher leadership practices.

The participants consisted of sixteen informants: four certified Teacher Mobilizers (Guru Penggerak), four school principals, four peer teachers, and four students. The participating Teacher Mobilizers belonged to the 2023–2024 PPGP cohort and had completed all mandatory program components, including online learning modules, workshops, mentoring sessions, and school-based change projects. Their teaching experience ranged from 8 to 22 years and represented different subject areas. School principals were selected because of their supervisory role in program implementation, while peer teachers and students were included to provide external perspectives regarding behavioral and instructional changes following program participation.

Data Collection, Instrumentation, and Ethical Considerations

Data were collected through multiple qualitative sources to strengthen credibility and ensure methodological triangulation. The primary data source consisted of semi-structured in-depth interviews conducted with Teacher Mobilizers, school principals, peer teachers, and students. In addition, document analysis was conducted on participants' learning portfolios, mentoring reports, workshop outputs, reflective journals, school development plans, and instructional documents

generated during and after participation in the PPGP. The combination of interviews and documentary evidence enabled researchers to examine both perceived and documented program outcomes.

The principal research instrument was a semi-structured interview guide comprising 50 open-ended questions distributed across the four levels of Kirkpatrick’s evaluation framework. Prior to data collection, the interview guide underwent expert content validation involving specialists in educational evaluation and teacher professional development. Content validity was assessed using Gregory’s content validity procedure, resulting in a content validity coefficient (Vc) exceeding 0.75, indicating that the interview questions adequately represented the intended evaluation dimensions. Because the instrument consisted of qualitative interview questions rather than psychometric scales, no internal consistency or reliability coefficient was calculated.

Table 1. Profile Informant

No	Initial	Description	Gender	School
1	PG1	Leading Teacher	Female	SMA Negeri 1 Makassar
2	PG2	Leading Teacher	Male	SMA Negeri 2 Makassar
3	PG3	Leading Teacher	Male	SMA Negeri 13 Makassar
4	PG4	Leading Teacher	Female	SMA Negeri 21 Makassar
5	PG5	Fellow Teacher	Female	SMA Negeri 1 Makassar
6	PG6	Fellow Teacher	Male	SMA Negeri 2 Makassar
7	PG7	Fellow Teacher	Female	SMA Negeri 13 Makassar
8	PG8	Fellow Teacher	Female	SMA Negeri 21 Makassar
9	PG9	Fellow Teacher	Female	SMA Negeri 1 Makassar
10	PG10	Principal	Male	SMA Negeri 2 Makassar
11	PG11	Principal	Male	SMA Negeri 13 Makassar
12	PG12	Principal	Male	SMA Negeri 21 Makassar

The study received approval from the participating schools and local educational authorities prior to data collection. All participants voluntarily provided informed consent before participating in interviews. For student participants, parental and school permissions were obtained in accordance with ethical research standards. To ensure confidentiality, all participants were assigned pseudonyms during transcription and reporting. Digital recordings, transcripts, and supporting documents were stored in password-protected files accessible only to the research team. The researchers maintained a reflexive stance throughout the study by documenting analytical decisions and potential biases in field notes to enhance transparency and trustworthiness.

Data Analysis, Trustworthiness, and Interpretation

Data analysis followed the interactive model proposed by Miles and Huberman, encompassing data collection, data reduction, data display, and conclusion drawing/verification. During data reduction, interview transcripts and documentary evidence were repeatedly reviewed and subjected to open coding to identify meaningful concepts, patterns, and relationships. Similar codes were subsequently grouped into broader themes corresponding to the four Kirkpatrick evaluation levels. Thematic analysis was then employed to facilitate interpretation of participants’ experiences and the perceived impacts of the program.

To enhance trustworthiness, methodological triangulation was performed by comparing findings across different participant groups and documentary sources. Evidence supporting each major evaluative claim was cross-checked among Teacher Mobilizers, principals, peer teachers, students, and relevant program documents. Where contradictory evidence emerged, the discrepancy

was retained during analysis and discussed until an interpretive consensus was achieved based on the weight and consistency of available evidence. Member checking was also conducted with selected participants to verify the accuracy of interpretations and emerging themes.

A triangulation matrix was developed during analysis to map each evaluative conclusion against supporting data sources. For example, claims related to positive participant reactions were supported by Teacher Mobilizer interviews, mentoring records, and workshop evaluations; learning outcomes were corroborated through interviews, reflective journals, and training portfolios; behavioral changes were validated through principal observations, peer teacher interviews, and classroom-related documentation; and program results were supported by student interviews, school development documents, and evidence of collaborative professional practices. This triangulation procedure strengthened the credibility and confirmability of the findings by ensuring that conclusions were derived from multiple converging sources of evidence rather than from a single perspective.

Result and Discussion

This study presents a comprehensive evaluation of the Mobilizer Teacher Education Program (Program Pendidikan Guru Penggerak–PGP) implemented in four public senior high schools in Makassar City. Using Kirkpatrick’s Four-Level Evaluation Model, the research explores participants’ reactions, learning outcomes, behavioral transformations, and institutional results resulting from program participation. Data were collected through in-depth interviews, observations, and document analysis involving mobilizer teachers, fellow teachers, and school principals. The findings reveal that the program successfully fostered professional growth, strengthened instructional competencies, encouraged student-centered pedagogical practices, and contributed to broader school improvement initiatives. It is expected that these findings will provide valuable insights for policymakers, educational leaders, and researchers seeking to enhance the quality and sustainability of teacher professional development programs in Indonesia.

Reaction Level

The findings demonstrate that participants exhibited highly positive reactions toward the Mobilizer Teacher Education Program (PGP). Across all participating schools, teachers perceived the program as relevant to contemporary educational challenges and closely aligned with the implementation of the Kurikulum Merdeka. Participants highlighted that the training content addressed practical classroom problems rather than merely introducing theoretical concepts. The integration of self-directed learning through the Learning Management System (LMS), collaborative workshops, and individualized mentoring created a learning environment that accommodated teachers’ professional responsibilities. As a result, participants reported high levels of satisfaction with both the learning process and the overall program structure. These positive reactions indicate that the program successfully fulfilled participants’ expectations regarding professional development and educational transformation.

One of the most frequently mentioned strengths of the program concerned the applicability of the learning materials to daily teaching practice. As expressed by one leading teacher:

“Before joining the Mobilizer Teacher Program, I often participated in training activities that focused heavily on theory but provided limited practical guidance for classroom implementation. Through this program, I learned strategies that could immediately be applied to address students’ diverse learning needs. The discussions were contextual, the assignments reflected real classroom situations, and the

mentoring process helped me overcome specific instructional challenges. Consequently, I felt that every learning activity directly contributed to improving my teaching practices and my understanding of student-centered learning.” (PG1, 24 May 2022)

The statement above illustrates that participants valued the contextual nature of the training. Rather than emphasizing abstract pedagogical concepts, the program connected professional learning with authentic classroom experiences. This finding suggests that relevance and practical applicability significantly contributed to participants’ positive perceptions. The emphasis on solving real educational problems enhanced teachers’ motivation to engage actively in learning activities and encouraged continuous professional reflection. Similar responses were identified across interviews with other mobilizer teachers, indicating a consistent pattern of satisfaction regarding the curriculum design and learning materials.

Another participant emphasized the supportive learning climate created by facilitators and peer participants throughout the program:

“What impressed me most was the learning atmosphere. Even though the program required considerable time and effort, facilitators consistently created an encouraging environment. They listened to our concerns, provided constructive feedback, and motivated us whenever we experienced difficulties. The collaborative discussions with fellow teachers also reduced feelings of stress and isolation. Through these interactions, I gained not only new knowledge but also a professional support network that continues to benefit my work in school.” (PG4, 18 June 2022)

Observational data strongly supported these interview findings. During workshop sessions conducted between May and July 2022, researchers observed high levels of participant engagement, active questioning, collaborative problem-solving, and frequent peer-to-peer interactions. Teachers remained actively involved throughout learning activities despite intensive schedules. Facilitators regularly incorporated reflective discussions, ice-breaking activities, and collaborative exercises that maintained participant motivation. Furthermore, informal conversations during breaks revealed that participants frequently exchanged instructional experiences and jointly explored solutions to educational challenges. These observations confirm that the positive reactions expressed during interviews were reflected in actual participant behavior, demonstrating the effectiveness of the program in creating a supportive and engaging professional learning environment.

Learning Level

The evaluation at the Learning Level revealed that the Mobilizer Teacher Education Program substantially enhanced participants’ pedagogical knowledge, leadership capacity, and professional competencies. Data analysis indicated that teachers acquired a deeper understanding of the philosophy of Ki Hajar Dewantara, student-centered learning principles, and the implementation of the Kurikulum Merdeka. Furthermore, participants demonstrated increased competence in designing differentiated instruction, facilitating coaching conversations, and developing school improvement initiatives based on local educational needs. Across the four participating schools, respondents consistently described the learning process as transformative because it enabled them to connect educational theories with practical classroom applications. These findings suggest that the program successfully facilitated meaningful professional learning that extended beyond conceptual understanding toward the development of practical instructional expertise.

One leading teacher explained that the program fundamentally changed his understanding of teaching and learning processes. He emphasized that prior professional development experiences had rarely challenged his assumptions regarding instructional practice. According to him:

“Before participating in the Mobilizer Teacher Program, I believed that successful teaching primarily meant completing curriculum targets and ensuring students understood the material. However, throughout the program, I learned that effective education requires understanding students as unique individuals with different interests, abilities, and learning needs. The discussions regarding Ki Hajar Dewantara’s philosophy encouraged me to reposition myself as a facilitator rather than merely a transmitter of knowledge. This shift in perspective significantly influenced how I design lessons, interact with students, and evaluate learning outcomes in my classroom.” (PG2, 28 May 2022)

The statement demonstrates the development of conceptual understanding that occurred throughout the program. The participant’s narrative reflects a transition from a content-oriented teaching paradigm toward a student-centered educational approach. Such transformation aligns with the program’s objective of cultivating reflective practitioners capable of facilitating meaningful learning experiences. Similar patterns emerged across interview transcripts, indicating that participants developed a more comprehensive understanding of educational philosophy and its practical implications for classroom instruction. Consequently, learning outcomes extended beyond knowledge acquisition and contributed to deeper professional reflection regarding the role of teachers in contemporary education.

The acquisition of practical competencies was also highlighted by fellow teachers who emphasized the usefulness of differentiated learning and coaching practices. One participant stated:

“The most valuable aspect of the program was learning how to implement differentiated instruction in real classroom situations. Previously, I tended to provide identical tasks and learning activities for all students. Through the program, I learned how to identify students’ readiness levels, interests, and learning profiles before designing instructional strategies. In addition, the coaching sessions introduced the TIRTA model, which helped me facilitate professional conversations with colleagues more effectively. These competencies have become part of my daily practice both inside and outside the classroom.” (PG5, 17 June 2022)

Observational data confirmed these learning outcomes. During classroom observations conducted between June and July 2022, researchers documented multiple examples of differentiated instructional practices. Teachers provided alternative learning pathways, varied assignment formats, and flexible assessment strategies to accommodate student diversity. Furthermore, observations of teacher meetings revealed the application of coaching techniques characterized by active listening, reflective questioning, and collaborative problem-solving. Participants demonstrated confidence in utilizing newly acquired competencies during instructional planning and professional discussions. These findings indicate that the program successfully facilitated both conceptual mastery and practical skill development, thereby achieving its intended learning objectives at a very high level.

Behavior Level

The evaluation at the Behavior Level revealed significant changes in participants’ professional conduct, instructional practices, and leadership behaviors following their participation in the Mobilizer Teacher Education Program. Data triangulation involving mobilizer teachers, fellow teachers, and school principals indicated that the competencies acquired during training were consistently implemented within school environments. Participants demonstrated increased levels of empathy, reflective thinking, collaboration, and openness to feedback. Moreover, traditional teacher-centered instructional approaches were gradually replaced by more democratic and student-centered learning practices. These behavioral transformations were not limited to classroom settings but also extended to professional interactions, school development activities, and collaborative learning communities.

One mobilizer teacher described how the program transformed his interactions with students and reshaped his approach to classroom management:

“In the past, I tended to focus heavily on discipline and compliance. When students made mistakes, my immediate response was often corrective or punitive. Through the Mobilizer Teacher Program, I learned that understanding students’ perspectives is equally important. I now spend more time listening to students, identifying the causes of behavioral issues, and helping them find solutions independently. This approach has improved classroom relationships significantly because students feel respected and are more willing to participate actively in learning activities.” (PG3, 31 May 2022)

The quotation reflects a substantial shift in professional behavior and pedagogical orientation. Rather than relying on authority-based classroom management, the participant adopted a more restorative and student-centered approach. Such behavioral transformation aligns with the broader objectives of educational reform that emphasize student agency, mutual respect, and positive learning environments. Similar patterns emerged across multiple interviews, suggesting that participation in the program fostered enduring changes in teachers’ attitudes and professional dispositions. The development of empathy and reflective practice appears to have played a critical role in supporting these behavioral improvements.

Behavioral changes were also evident in participants’ interactions with colleagues and their contributions to school improvement initiatives. A school principal explained:

“The difference in mobilizer teachers after completing the program is very noticeable. They are more proactive in identifying school challenges, initiating discussions, and encouraging collaborative problem-solving among teachers. Previously, professional meetings were often dominated by administrative matters, but now these teachers frequently introduce conversations about student learning, instructional innovation, and educational quality improvement. Their influence has encouraged other teachers to become more reflective and engaged in professional development activities.” (PG10, 26 June 2022)

Observational findings strongly corroborated these interview data. Researchers observed that mobilizer teachers consistently implemented student-centered instructional methods, including Project-Based Learning (PjBL), collaborative inquiry, and reflective classroom discussions. Students actively participated in decision-making processes related to learning activities and classroom norms. Furthermore, school observations revealed that mobilizer teachers frequently facilitated professional learning community meetings, peer mentoring sessions, and collaborative lesson-planning activities. Their interactions with colleagues were characterized by supportive communication and constructive feedback. These observations confirm that the program generated sustainable behavioral changes that positively influenced both classroom practice and organizational culture.

Result Level

The evaluation at the Result Level demonstrated that the Mobilizer Teacher Education Program generated meaningful impacts on student achievement, instructional quality, and institutional development. Evidence from interviews and observations indicated that the professional growth experienced by mobilizer teachers translated into measurable improvements in educational outcomes. Participants reported increased student engagement, enhanced critical thinking skills, and stronger classroom participation. At the institutional level, schools experienced improved collaboration among teachers, more effective implementation of educational programs, and greater alignment with national educational reform initiatives. These findings suggest that the program’s

benefits extended beyond individual participants and contributed to broader organizational transformation.

A school principal highlighted the positive effects of mobilizer teachers on student learning outcomes and classroom culture:

“Since several teachers completed the Mobilizer Teacher Program, we have observed noticeable improvements in student engagement and learning performance. Students participate more actively during classroom discussions, ask more questions, and demonstrate greater confidence when presenting their ideas. Teachers have become more innovative in designing learning activities, which has increased students’ enthusiasm for learning. Assessment results also show gradual improvement, particularly in tasks requiring critical thinking, collaboration, and problem-solving abilities. These developments have positively influenced the overall academic climate within the school.” (PG11, 8 July 2022)

The statement illustrates how teacher professional development can contribute to improved student outcomes. Enhanced pedagogical practices appear to have created learning environments that encourage active participation and higher-order thinking. The principal’s observations suggest that changes in instructional quality were directly associated with improvements in student engagement and achievement. Similar perspectives were expressed by other principals and teachers, indicating a shared perception regarding the positive influence of the program on educational quality.

The broader institutional impact of the program was further emphasized by another principal who described its contribution to school improvement processes:

“Mobilizer teachers have become important agents of change within our school. They not only improve their own teaching practices but also support colleagues through mentoring and collaborative learning activities. Their initiatives have strengthened professional learning communities and encouraged greater cooperation among departments. As a result, school programs are implemented more effectively, teacher participation in professional development has increased, and several educational quality indicators have shown improvement. The presence of these teachers has helped establish a stronger culture of continuous improvement throughout the institution.” (PG12, 12 July 2022)

Observational data provided substantial evidence supporting these claims. Researchers documented high levels of student participation during classroom activities, increased attendance rates, and greater enthusiasm toward project-based learning tasks. Students demonstrated stronger collaboration skills and greater confidence in expressing ideas during discussions and presentations. At the school level, observations revealed active professional learning communities, regular peer mentoring sessions, and increased interdisciplinary collaboration among teachers. School planning meetings reflected greater emphasis on data-driven decision-making and continuous instructional improvement. Collectively, these findings indicate that the Mobilizer Teacher Education Program generated significant and sustainable impacts at both individual and institutional levels, thereby confirming its effectiveness as a strategic intervention for educational transformation.

Discussion

The most significant finding of this study is that the Mobilizer Teacher Education Program (Program Pendidikan Guru Penggerak–PGP) functioned not merely as a teacher training initiative but as a transformative mechanism that reshaped teachers’ professional identity, instructional practices, and leadership roles within schools. The evaluation results across the four levels of Kirkpatrick’s model revealed a continuous transformation process beginning with highly positive participant reactions toward the program’s contextual and practice-oriented learning design, followed by substantial gains

in pedagogical knowledge and professional competencies. More importantly, these learning outcomes translated into observable behavioral changes, where teachers shifted from traditional teacher-centered approaches toward student-centered, reflective, and collaborative pedagogies. The emergence of differentiated instruction, coaching practices, restorative classroom management, and professional learning communities demonstrates that participants successfully internalized and applied the values promoted by the program.

The study further found that such behavioral transformations generated broader institutional impacts, including increased student engagement, improved critical thinking and collaboration skills, enhanced instructional quality, stronger inter-teacher collaboration, and more effective school improvement initiatives. Unlike many professional development programs that primarily influence teacher knowledge, the PGP demonstrated a clear progression from positive reaction to sustainable organizational change (Al-Arif et al, 2026). This finding suggests that the program's effectiveness lies in its integrated design combining conceptual learning, mentoring, coaching, reflection, and workplace-based implementation. Consequently, the study concludes that the Mobilizer Teacher Education Program serves as a strategic catalyst for educational transformation by empowering teachers to become agents of change who not only improve their own professional practices but also contribute significantly to the development of collaborative, student-centered, and continuously improving school cultures.

This optimal progression at the Reaction and Learning levels strongly validates the application of adult learning principles within the PGP framework. According to the Theory of Andragogy pioneered by Knowles (1984), adult learners thrive when training is self-directed, experiential, and immediately applicable to their real-world professional challenges. The integration of Moodle-based LMS modules with contextualized mentoring satisfies these criteria, allowing educators to instantly map theoretical concepts onto their daily classroom realities. Furthermore, this cognitive shift aligns with Mezirow's (1991) Transformative Learning Theory, which posits that meaningful adult education must alter an individual's established "frame of reference" through critical reflection. By internalizing Ki Hajar Dewantara's philosophy, the participants did not merely accumulate superficial teaching techniques; they underwent a profound ontological shift, redefining their professional identity from authoritative knowledge transmitters to empathetic learning facilitators.

This seamless transition from conceptual mastery to permanent behavioral adjustment in the workplace represents the most critical hurdle in professional development, often theorized as the "transfer of training" gap. The 100% indicator achievement at the Behavior level demonstrates that the PGP framework successfully bypassed this gap, an outcome that can be evaluated through Fullan's (2007) Theory of Educational Change. Fullan (2007) emphasizes that sustainable educational reform requires simultaneous shifts in beliefs, teaching materials, and instructional practices, which cannot be achieved through top-down mandates alone. The consistent deployment of Project-Based Learning (PjBL), Problem-Based Learning (PBL), and restitution-based discipline by the mobilizer teachers signifies that the reform has been deeply institutionalized. By replacing punitive practices with restorative dialogue, these teachers developed a psychologically safe school climate, which is a structural prerequisite for sustaining deep changes in school culture.

However, the field evaluation revealed that this behavioral transformation was accompanied by distinct operational challenges. Mobilizer teachers encountered substantial obstacles regarding

time management, specifically in balancing their standard teaching workloads, demanding administrative duties, and program mobilization tasks. Additionally, they faced initial resistance from peer teachers who remained accustomed to conventional, teacher-centered instructional methods. To neutralize these barriers, mobilizer teachers deployed strategic interventions, minimizing conflict and resistance by maintaining empathetic communication, providing successful real-world examples of innovative classroom practices, and systematically utilizing community learning (*komunitas belajar*) as collaborative platforms for peer support.

This strategic revitalization of internal networks aligns directly with Wenger's (1998) Communities of Practice (CoP) Framework, which conceptualizes learning as an act of social participation where a community bound by a shared interest drives collective competence. Rather than imposing new methodologies dogmatically, the mobilizer teachers in Makassar modeled successful outcomes within their respective *komunitas praktisi* and invited collaborative peer support. This decentralized, peer-led approach lowered the affective filter of traditional educators, transforming initial skepticism into a shared vision and accelerating the organic diffusion of *Kurikulum Merdeka* principles across the target senior high schools.

At the downstream Result level, the measurable increase in student performance and learning satisfaction provides empirical evidence of the benefits of teacher mobilization. This correlation is highly supported by Vygotsky's (1978) Socio-Cultural Theory, particularly the concept of the *Zone of Proximal Development (ZPD)*. By mastering differentiated instruction across content, process, and product domains, mobilizer teachers successfully calibrated their pedagogical scaffolding to accommodate the diverse readiness levels of their students. Additionally, the execution of the TIRTA coaching framework directly mirrors Hattie's (2009) Visible Learning Paradigm, which argues that the most impactful educational interventions are those that make learning visible through continuous, reflective feedback loops. When students observe that their unique learning styles are structurally respected and that classroom discipline is handled constructively via restitution, their academic self-efficacy and intrinsic motivation naturally escalate.

Finally, the institutional elevation observed in the regional educational report cards (*Rapor Pendidikan*) underscores the macro-level efficacy of the PGP program when evaluated via Kirkpatrick's highest tier. However, for these localized successes in Makassar City to become permanent fixtures, systemic vulnerabilities regarding teacher burnout and administrative overload must be structurally addressed (Sabila et al, 2026). This challenge resonates with the Theory of Sustainable Leadership formulated by Hargreaves and Fink (2006), which warns that educational reforms are highly vulnerable to regression if individual change agents are forced to carry the weight of systemic conversion without structural adjustments to their baseline workloads. Therefore, to secure long-term educational transformation, school principals and regional policymakers must transition from mere operational endorsement to structural accommodation such as optimizing administrative demands and formalizing dedicated collaboration hours ensuring that mobilizer teachers possess the structural capacity to sustain their roles as catalysts for long-term educational reform.

Conclusion

This study concludes that the Mobilizer Teacher Education Program (Program Pendidikan Guru Penggerak—PGP) implemented in senior high schools in Makassar City is effective in enhancing teacher professionalism based on Donald Kirkpatrick's Four-Level Evaluation Model. At the reaction

level, participants expressed a very high degree of satisfaction with the overall program design, facilitation quality, mentoring system, and learning activities, indicating that the program is highly relevant to teachers' professional development needs. At the learning level, the program significantly improved teachers' pedagogical knowledge, instructional competencies, and conceptual understanding, particularly in relation to student-centered learning approaches, instructional leadership, differentiated instruction, and the development of a positive and restorative school culture.

At the behavior level, the findings reveal visible and sustained changes in teachers' instructional practices and professional conduct, including the consistent implementation of innovative teaching strategies, increased collaboration among peers, reflective teaching practices, and active participation in school development initiatives. At the results level, the program generated broader institutional impacts, evidenced by increased student engagement, improved classroom learning environments, and the strengthening of a collaborative school culture across subject areas. Overall, the PGP program demonstrates strong effectiveness not only in improving individual teacher capacity but also in contributing to systemic improvements in instructional quality and school culture transformation.

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