



Implications of the Teacher Leadership Index for Learning Development in the Sekolah Guru Indonesia Program in Gorontalo

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Abstract

Teacher competency development has become increasingly important amid the rapid evolution of curriculum policies in Indonesia. Nevertheless, studies specifically examining intensive programs designed to strengthen teacher leadership remain limited. This study investigates the implications of the Teacher Leadership Index and the Customer Satisfaction Index (CSI) for the development of learning practices within the Sekolah Guru Indonesia Program in Gorontalo. The study employed an explanatory quantitative approach using a cross-sectional design. Data were collected through questionnaires and document analysis and subsequently examined using descriptive statistics and a one-sample t-test with the assistance of Microsoft Excel and IBM SPSS Statistics version 27. The findings revealed a very high level of participant satisfaction. The mentoring component obtained a score of 87%, while the teaching component reached 86%, with the overall CSI achieving 99%. In addition, the Teacher Leadership Index was categorized as very good. The results of the one-sample t-test further indicated that the observed scores were significantly higher than the predetermined benchmark values. These findings suggest that the Sekolah Guru Indonesia Program contributes positively to strengthening teacher leadership and enhancing participant satisfaction, which may subsequently support the improvement of learning practices. Overall, the study highlights the importance of integrating leadership development and participant satisfaction into teacher professional development initiatives. It also contributes to the evaluation of educational programs by positioning teacher leadership as a key factor in promoting improvements in the quality of teaching and learning.

Keywords: Teacher Leadership; Learning development; Sekolah Guru Indonesia Program.

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INTRODUCTION

High-quality education is strongly dependent on the capacity of teachers to design and implement learning experiences that respond to students' needs. Teachers are not merely instructors or curriculum implementers; they are also lifelong learners, innovators, and educational leaders who can initiate and facilitate change within school environments. Previous studies have highlighted the critical role of teachers in supporting successful learning outcomes (Andini et al., 2024; Basyori, 2025; Julismawati & Eliana, 2024). This central role has become increasingly significant in the context of rapidly changing educational policies, technological developments, and increasingly diverse student needs. These changes require teachers to continuously strengthen their professional and pedagogical competencies. Accordingly, efforts to improve educational quality should place teachers at the center of professional empowerment and capacity-building initiatives.

One important strategy for strengthening teacher quality is continuous professional development (CPD). Various teacher professional development programs have been implemented to accelerate the development of competencies aligned with emerging educational needs. Previous studies on teacher professionalism have emphasized its importance in strengthening teachers' preparedness to design and implement effective learning (Cholifah Tur Rosidah et al., 2021; Sofwatul et al., 2025). From this perspective, professional development should extend beyond training models primarily focused on knowledge transfer. Instead, it should provide teachers with opportunities to critically reflect on their experiences, develop innovative practices, and translate newly acquired knowledge into authentic classroom contexts. One important dimension of teacher professional development is teacher leadership (A'yun & Muttaqin, 2024). Teacher leadership is not necessarily associated with formal positions or administrative authority within schools. Rather, it encompasses teachers' capacity to influence instructional practices, initiate change, foster collaboration, and contribute to the development of professional learning communities (Hutauruk & Naibaho, 2025; Sareng & Murniarti, 2026). Teachers with strong leadership capacity are therefore expected not only to improve their own instructional practices but also to act as catalysts for positive change within schools and broader educational communities.

Despite its importance, the implementation of teacher professional development programs continues to face several challenges. Existing programs tend to emphasize the development of individual competencies and have not fully integrated teacher leadership with opportunities for practical application in learning contexts. Moreover, program evaluation commonly focuses on participants' knowledge acquisition or satisfaction levels as separate outcomes. Such approaches provide limited insight into the ways in which competency development, teacher leadership, participant satisfaction, and the application of acquired knowledge interact to support improvements in instructional practice. Previous studies have also tended to examine teacher development from separate perspectives rather than as an integrated process (Artawan et al., 2022; Umam, 2018). Consequently, empirical evidence concerning professional development

programs that explicitly integrate teacher leadership with tangible outcomes in classroom learning remains limited.

This study examines the teacher professional development program implemented by Sekolah Guru Indonesia (SGI). SGI is a teacher professional development initiative designed to strengthen teachers' capacities through mentoring, instructional development, leadership development, collaboration, and the implementation of innovative learning practices. In Gorontalo, the program provides teachers with opportunities not only to strengthen their pedagogical knowledge but also to develop their identity and capacity as teacher leaders and to design instructional improvements that can be implemented within their respective school contexts. A comprehensive evaluation of such professional development programs is essential for understanding their outcomes and broader implications. In this study, program outcomes are examined using three indicators: pedagogical knowledge, the Teacher Leadership Index (TLI), and the Customer Satisfaction Index (CSI). The integration of these indicators is expected to provide a more comprehensive understanding of participants' experiences, the capacities developed through the program, and their implications for instructional practice.

Based on this rationale, further empirical investigation is needed to examine how leadership-oriented professional development programs contribute to the strengthening of teachers' pedagogical capacity and the development of instructional practices. Therefore, this study aims to analyze pedagogical knowledge, teacher leadership, and participant satisfaction among teachers participating in the Sekolah Guru Indonesia program in Gorontalo, as well as to examine their implications for instructional development. The findings are expected to contribute to the advancement of teacher professional development evaluation by positioning teacher leadership and participant experience as important dimensions in efforts to strengthen the quality of teaching and learning.

METHOD

A. Research Design

This study employed a quantitative approach with an explanatory research design to examine the outcomes of teacher professional development within the Sekolah Guru Indonesia (SGI) program in Gorontalo. The research design was intended to provide empirical evidence regarding participants' pedagogical knowledge, teacher leadership, and satisfaction following their participation in the program. Data were collected using a cross-sectional approach, in which information was obtained during the program implementation and evaluation period.

B. Research Participants

The study was conducted within the Sekolah Guru Indonesia program in Gorontalo. The participants comprised 28 teachers who participated in the program and completed the entire professional development process. Participants were selected based on their

active involvement in the program and the availability of the evaluation data required for the analysis. The distribution of the research participants is presented in Figure 1.

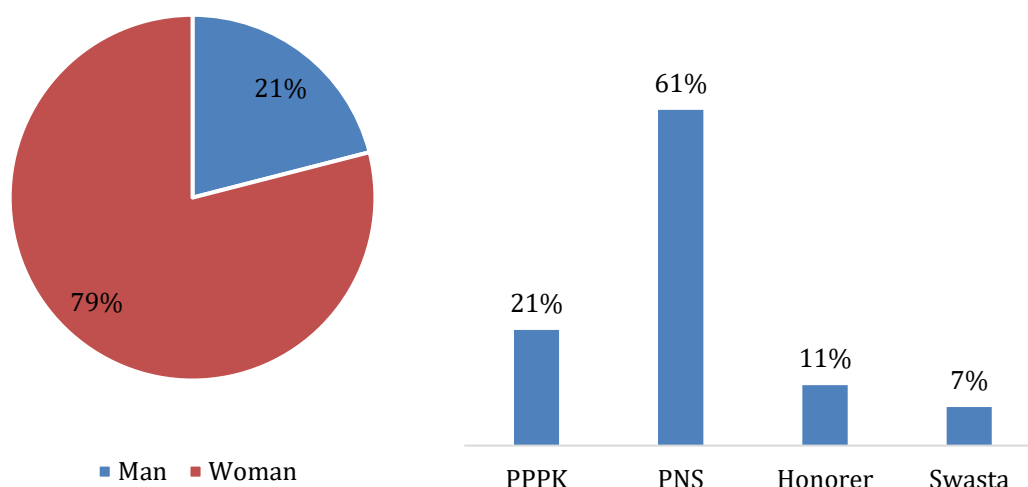


Figure 1. Distribution of Research Participants

C. Research Instruments

Data were collected using several program evaluation instruments, including a pedagogical knowledge assessment, the Teacher Leadership Index (TLI), and the Customer Satisfaction Index (CSI). Pedagogical knowledge was assessed through tests administered to participants to measure their competency achievement before and after program implementation. The Teacher Leadership Index was used to assess participants' leadership capacity in performing their roles as teacher leaders. Meanwhile, the CSI was employed to measure participants' satisfaction with the mentoring and instructional components of the program. All instruments underwent a validation process prior to their administration.

D. Data Collection Procedures

Data were collected through tests, questionnaires, and program documentation. Pretest and posttest scores were used to assess changes in participants' pedagogical knowledge. Questionnaires were administered to measure participant satisfaction using the CSI indicators and to assess teacher leadership capacity. Program documentation served as supporting evidence for identifying program outputs, including instructional products developed by the participants.

E. Data Analysis

The data were analyzed using descriptive and inferential statistics with Microsoft Excel and IBM SPSS Statistics version 27. Descriptive analysis was conducted to characterize the achievement of each indicator, including participant satisfaction, Teacher Leadership

Index scores, and pedagogical knowledge outcomes. The CSI analysis was used to determine participants' level of satisfaction with the program by comparing the scores obtained for each indicator against the predetermined benchmark of 80%.

A one-sample *t*-test was conducted to determine whether participants' pedagogical knowledge achievement differed significantly from the reference value established in the study. The analysis yielded a *t*-value of 27.083 with 27 degrees of freedom ($df = 27$) and a significance value of $p = 0.001$. The hypothesis test was conducted at a 5% significance level ($\alpha = 0.05$). Since $p < 0.05$, the result indicates a statistically significant difference between the participants' mean achievement and the reference value.

RESULTS AND DISCUSSION

The findings based on data collected during the implementation of the Sekolah Guru Indonesia (SGI) program in Gorontalo indicate positive outcomes in several dimensions of teacher professional development, including pedagogical competence, teacher leadership, participant satisfaction, and instructional practice.

1. Strengthening Pedagogical Competence as a Foundation for Teacher Leadership

The analysis of the Customer Satisfaction Index (CSI) revealed that the mentoring component achieved a satisfaction score of 87%, while the instructional component reached 86%. Both scores exceeded the predetermined benchmark of 80%. These findings indicate that participants' satisfaction with both components met and surpassed the performance standard established for the program evaluation. The two teacher-related evaluation components were aligned with the dimensions of teacher leadership, encompassing knowledge, skills, and attitudes.



Figure 2. CSI Scores for the Mentoring and Instructional Components

The CSI findings were further supported by the results of the pretest and posttest assessments of participants' pedagogical knowledge. As presented in Figure 2, participants demonstrated an improvement in pedagogical knowledge following their participation in the Sekolah Guru Indonesia program. This increase suggests that the professional development activities contributed to strengthening teachers' pedagogical capacity, particularly their knowledge related to instructional planning and

implementation.



Figure 3. Improvement in Participants' Pedagogical Knowledge

The positive trend in pedagogical knowledge was further supported by the inferential statistical analysis. The one-sample *t*-test yielded a *t*-value of 27.083 with 27 degrees of freedom ($df = 27$) and a significance level of $p = 0.001$. This result indicates that participants' achievement differed significantly from the reference value established in the study. More specifically, the findings suggest that participants' pedagogical knowledge exceeded the benchmark used for comparison. Substantively, this result indicates that the program provided more than a learning experience for participants; it also contributed to strengthening the pedagogical capacity required to understand, design, and develop instructional processes in a more systematic and purposeful manner.

Table 1. Significance Test of the Teacher Leadership Index

Posttest	t	df	Sig. (2-tailed)
	27,083	27	.001

Within the context of teacher professional development, strengthening pedagogical knowledge is particularly important because teacher leadership is closely connected to teachers' capacity to influence instructional practice. Teachers with stronger pedagogical foundations are more likely to possess the knowledge required to make informed instructional decisions, develop innovative approaches, and share effective practices with colleagues. Therefore, the improvement in pedagogical capacity can be regarded as one of the foundations that enables teachers to assume leadership roles, particularly forms of teacher leadership directed toward continuous improvement in teaching and learning.

2. Teacher Leadership as an Outcome of an Integrated Professional Development Process

The findings indicate that the Teacher Leadership Index (TLI) was classified as *very good*. This result suggests that the professional development activities implemented through the Sekolah Guru Indonesia program provided teachers with opportunities to expand their professional roles beyond classroom instruction and assume greater leadership responsibilities in teaching and learning. Teacher leadership can be demonstrated through teachers' ability to take initiative, improve instructional practices, foster collaboration, and develop solutions to educational challenges within their school contexts (Selvia et al., 2024). Therefore, the high TLI score suggests that the professional

development process experienced by participants may have extended beyond knowledge acquisition and begun to strengthen teachers' professional agency, particularly their capacity to initiate, influence, and sustain improvements in educational practice.

These findings are particularly significant because many teacher professional development programs continue to emphasize the enhancement of individual competencies. In contrast, the present findings suggest that professional development can extend beyond competency acquisition toward positioning teachers as active agents of educational change. In other words, effective professional development should address not only what teachers learn but also how they apply acquired knowledge to influence instructional practices and contribute to their professional communities. Conceptually, these findings suggest that teacher leadership can serve as a bridge between individual competency development and the transformation of instructional practices. When teachers possess strong pedagogical capacity and are provided with opportunities to take an active role, the knowledge acquired through professional development is more likely to be translated into meaningful action. This interpretation is consistent with studies indicating that improvements in teachers' pedagogical competence can have implications for instructional practices (Ahmad Bagus Syifaur Romli & Didit Darmawan, 2025; Tulus Budi Santoso, 2024). Pedagogical knowledge can also strengthen teacher leadership in learning by enabling teachers to recognize and enact their strategic roles as instructional leaders (Septiana & Hidayati, 2022). Taken together, these findings reinforce the view that teacher leadership can emerge as an outcome of an integrated professional development process.

The strengthening of teachers' pedagogical capacity was also accompanied by a very high level of participant satisfaction, as reflected in the CSI score of 99%. Participants reported substantial benefits from the program across several dimensions, including enhanced knowledge and skills, strengthened character and identity as teacher leaders, and expanded professional networks with teachers from other schools. The exceptionally high satisfaction level indicates strong participant acceptance of the program and positive perceptions of its relevance and benefits. Within the context of teacher professional development, however, satisfaction may have broader implications. Learning experiences perceived as relevant and beneficial may encourage greater participant engagement and support the continued application of knowledge and skills acquired through the program. Nevertheless, high participant satisfaction does not necessarily demonstrate sustained changes in teacher competence or long-term improvements in instructional practice. Therefore, the findings highlight the importance of distinguishing among participant satisfaction, capacity development, and changes in professional practice or learning outcomes when evaluating the effectiveness of teacher professional development programs.

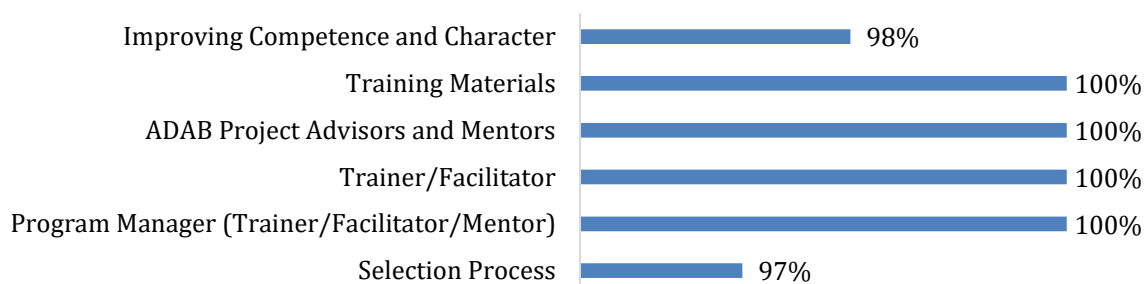


Figure 4. CSI Program Sekolah Guru Indonesia

This distinction is important for strengthening program evaluation frameworks. Participant satisfaction may serve as an indicator of successful program implementation; however, more comprehensive impact assessment is needed to determine whether positive participant experiences are translated into sustained changes in professional behavior and improvements in the quality of teaching and learning (Tunggal et al., 2025). These findings indicate that the Sekolah Guru Indonesia program has a strategic role in strengthening teachers' professional competencies and enabling them to respond effectively to changing educational demands while developing innovative instructional practices. Such competencies are essential for empowering teachers to design learning experiences that are responsive to students' needs and to foster more meaningful and effective learning processes.

3. From Training to Tangible Outputs: 28 Instructional Developments as Evidence of Learning Transfer

One of the findings that reinforces the quantitative results is the development of 28 instructional products by program participants. These products were developed based on the *Adab Project* learning strategy, which integrates character values into the instructional process. Participants were not only required to develop instructional plans but also to implement the *Adab Project* within their respective learning contexts. The development of 28 instructional products is particularly significant because it demonstrates that the professional development process extended beyond the acquisition of content or positive perceptions of the program. Participants were encouraged to translate their learning experiences into more practical and contextually applicable instructional designs. From a teacher professional development perspective, the ability to transform acquired knowledge into practice represents an important indicator of meaningful learning and program effectiveness. This process demonstrates that professional development can facilitate learning transfer by creating opportunities for teachers to apply newly acquired knowledge, skills, and values directly within instructional contexts.

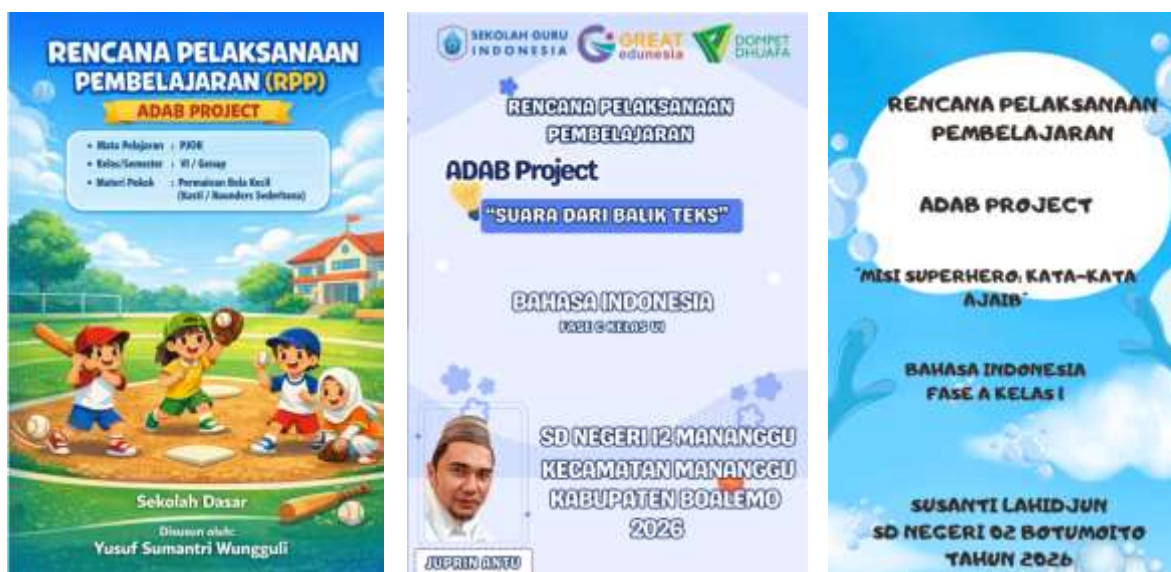


Figure 5. Teachers' Instructional Plan Products

These findings suggest a potential sequential relationship among capacity development, the strengthening of teacher leadership, and instructional innovation. Teachers who receive strengthened pedagogical knowledge and opportunities to develop their leadership capacity are better positioned to respond to the learning needs arising within their respective contexts. In this regard, the *Adab Project* can be viewed not merely as an instructional approach but also as a strategic mechanism through which teachers can design meaningful learning experiences and encourage students to engage actively in the learning process.

Accordingly, the added value of the Sekolah Guru Indonesia program lies not solely in the provision of professional training but also in its efforts to facilitate the transition from *learning acquisition* to *learning application*. Program effectiveness is therefore reflected not only in what participants understand or acquire during the program but also in what they are able to develop, implement, and translate into instructional practice following their participation.

4. Linking Teacher Leadership, Participant Satisfaction, and Instructional Development

When the three main findings pedagogical competence, teacher leadership, and participant satisfaction are considered as an integrated set of outcomes, a meaningful pattern emerges. The professional development program appears to have provided not only opportunities to strengthen pedagogical knowledge but also learning experiences perceived by participants as relevant and beneficial, while simultaneously fostering teacher leadership capacity. Conceptually, this relationship can be represented as the following pathway:

Professional Development Experience → Strengthening of Pedagogical Knowledge → Development of Teacher Leadership → Instructional Innovation

Participant satisfaction can be positioned as an indicator of the quality of the professional development experience and the level of program acceptance. Within this framework, satisfaction should not be regarded as an end in itself but rather as one of the conditions that may support participant engagement and sustained involvement in professional development activities. These findings suggest that the evaluation of teacher professional development programs should not rely on a single dimension of success. A program that is considered successful solely on the basis of high participant satisfaction may not necessarily result in changes in professional practice. Conversely, improvements in teacher competence without relevant and meaningful learning experiences may limit the sustained application of training outcomes. Therefore, integrating indicators of competence, teacher leadership, participant satisfaction, and instructional products can provide a more comprehensive framework for evaluating professional development programs. From a practical perspective, the findings suggest that teacher professional development programs should move beyond one-way, training-oriented approaches. Leadership-oriented programs should provide teachers with opportunities to engage in reflection, collaboration, innovation, and the application of newly acquired knowledge and skills within authentic educational contexts.

Overall, the findings demonstrate that participants in the Sekolah Guru Indonesia program achieved pedagogical competence that was significantly higher than the established reference value, demonstrated a very high level of teacher leadership, and reported very high levels of satisfaction with the program. These findings were further supported by participants' ability to produce 28 instructional development products based on the *Adab Project*. Taken together, the results indicate that professional development programs integrating competency strengthening, teacher leadership, meaningful learning experiences, and opportunities to produce instructional outputs may create favorable conditions for transforming teachers' professional practices. Nevertheless, the cross-sectional design of this study does not permit causal conclusions regarding the effectiveness of the program in improving teachers' competencies or leadership capacity. Future research should therefore employ longitudinal or experimental designs to examine the sustainability of changes in teacher competence and leadership practices and to investigate their potential effects on students' learning processes and outcomes.

CONCLUSION

Based on the findings, the implementation of the Sekolah Guru Indonesia (SGI) program in Gorontalo demonstrated positive outcomes in supporting teacher professional development. The program also achieved a very good level of teacher leadership, indicating its potential to strengthen teachers' capacity to assume broader professional roles. Overall, the findings suggest that SGI plays a strategic role in strengthening

pedagogical competence and teacher leadership while encouraging teachers to develop instructional practices that are adaptive, innovative, relevant, and responsive to students' needs. The study further emphasizes that teacher professional development programs should extend beyond knowledge acquisition by providing opportunities to strengthen leadership capacity, foster professional collaboration, and apply acquired competencies within authentic instructional contexts. Nevertheless, because this study employed a cross-sectional design and evaluated participants' achievement against a reference value, the findings cannot be interpreted as establishing direct causal relationships. Future research should employ longitudinal designs, pretest–posttest control-group designs, or mixed-methods approaches to examine the sustainability of changes in teacher competence and leadership and to further investigate their implications for the quality of teaching and learning.

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