

**Training of Mover Teachers in Improving the Quality of Learning in
Kindergarten, Mallusetasi District**

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Abstrak

Guru penggerak merupakan pemimpin pembelajaran yang berperan penting dalam transformasi pendidikan di Indonesia. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kompetensi guru di TK Kecamatan Mallusetasi dalam menerapkan konsep guru penggerak melalui pelatihan yang komprehensif. Metode yang digunakan adalah pelatihan partisipatif dengan pendekatan andragogi yang meliputi ceramah interaktif, diskusi kelompok, simulasi praktik mengajar, dan pendampingan berkelanjutan. Kegiatan dilaksanakan selama tiga bulan dengan melibatkan 15 guru TK Kecamatan Mallusetasi. Instrumen yang digunakan meliputi tes kompetensi guru, lembar observasi praktik mengajar, dan kuesioner evaluasi program. Hasil kegiatan menunjukkan peningkatan signifikan dalam kompetensi guru sebesar 78,5% dari skor pre-test ke post-test. Kemampuan guru dalam merancang pembelajaran yang berpusat pada anak meningkat dari 65,2% menjadi 89,7%. Praktik pembelajaran yang inovatif dan kolaboratif juga mengalami peningkatan substansial. Kegiatan ini memberikan dampak positif terhadap kualitas pembelajaran di TK Kecamatan Mallusetasi dan dapat menjadi model replikasi untuk sekolah sejenis lainnya.

Kata Kunci: Guru Penggerak; Pelatihan Guru; Pembelajaran; Taman Kanak-Kanak.

Abstract

A Mover teacher is a learning leader who plays an important role in educational transformation in Indonesia. This community service activity aims to improve teacher competence at TK District Mallusetasi in applying the concept of Mover teachers through comprehensive training. The method used is participatory training with an andragogy approach which includes interactive lectures, group discussions, teaching practice simulations, and continuous mentoring. The activity was carried out for three months involving 15 teachers from TK Kecamatan Mallusetasi. The instruments used included teacher competency tests, teaching practice observation sheets, and program

evaluation questionnaires. The results of the activity showed a significant increase in teacher competence by 78.5% from pre-test to post-test scores. Teachers' ability to design child-centered learning increased from 65.2% to 89.7%. Innovative and collaborative learning practices also experienced substantial improvement. This activity has a positive impact on the quality of learning at TK Kecamatan Mallusetasi and can be a replication model for other similar schools.

Keywords: Mover Teacher; Teacher Training; Learning; Kindergarten.

INTRODUCTION

Early childhood education is an important foundation in character formation and development of children's potential. Kindergarten (TK) as a form of early childhood education service has a strategic role in preparing children to enter the next level of education. The quality of education in kindergarten is highly determined by the teacher's competence in managing meaningful and enjoyable learning for the childk (Widayanti et al., 2025; Yusri et al., 2024).

The concept of a motivating teacher launched by the Ministry of Education, Culture, Research, and Technology is an effort to transform Indonesian education. A Mover teacher is a learning leader who encourages student growth and development holistically, actively and proactively in developing other educators to implement student-centered learning, as well as becoming a role model and agent of transformation of the educational ecosystem to realize the profile of Pancasila students (Kemendikbudristek, 2023).

The existence of Mover teachers is very important in encouraging independent learning education by advancing human resources, especially through Mover teachers who prioritize students' active participation in learning. Each education unit is expected to have at least one Mover teacher, who is given space to innovate to improve the quality of education. This Mover teacher adds to the role of teachers who have previously become professional teachers. According to Article 20 of Law No. 14 of 2005 concerning Teachers and Lecturers, teachers have four main obligations in carrying out their professional duties (Amul Chusni et al., 2023)

In the current era, teachers are required to be able to carry out their main duties by showing their ability to master academic competencies in education and competencies in substances or fields of study in accordance with their science. Thus, the teacher can be called a professional teacher. The application of Mover teacher management in improving teachers' pedagogic competence begins with the planning stage, the implementation stage of teacher pedagogic competence development, and the evaluation stage of teacher pedagogic competence development through Mover teacher management. The pedagogical competence of teachers before and after the

implementation of Mover teacher management has improved very well in terms of scientific insights, educational psychology, curriculum development, learning design, learning implementation, technology utilization and learning evaluation (Elfira Hadi & Dafit, 2024; Widayanti et al., 2025).

The optimization of Mover Teachers has succeeded in producing a positive impact in improving the quality of education and forming student character holistically. By following structured and focused steps, the program has resulted in positive changes in teaching approaches, interactions with students, and relationships with parents and the community (Andi Rezky Nurhidaya S & Riskal Fitri, 2019; Riskal Fitri, 2021). Mallusetasi Kindergarten District, located in Makassar City, is one of the early childhood education institutions that seeks to improve the quality of its educational services (Nensi et al., 2023). Based on the results of initial observations, it was found that most teachers in Mallusetasi District Kindergarten still apply conventional learning methods that do not involve children's activeness. Teachers have not been optimal in applying child-centered learning principles in accordance with the concept of the Mover teacher (Fitri et al., 2025; Hasan et al., 2024).

Another problem found is the lack of teachers' understanding of innovative and collaborative learning approaches. This has an impact on the low involvement of children in the learning process and the lack of optimal development of children's creativity and character. Therefore, efforts are needed to improve teacher competence through systematic and continuous training.

The purpose of this community service activity is to improve the competence of teachers in Mallusetasi District Kindergarten in applying the concept of Mover teachers, especially in the aspects of learning leadership, self-development, and innovative learning practices. This activity is expected to have a positive impact on the quality of learning and child development in Mallusetasi District Kindergarten.

METHOD OF IMPLEMENTATION OF ACTIVITIES

This community service activity was carried out at the Mallusetasi District, Barru Regency kindergarten from February to April 2025. The method used is participatory training with an andragogic approach that is tailored to the characteristics of the participants as adults who have experience in the field of education (Suwardi et al., 2024; Tahir G et al., 2024). Participants in the activity consisted of 15 kindergarten teachers of Mallusetasi District consisting of 12 classroom teachers and 3 accompanying teachers. The participant criteria are teachers who have at least 2 years of teaching experience and are willing to participate in the entire series of training activities.

The stages of implementing activities include: 1) The preparation stage by analyzing needs and preparing training materials; 2) The implementation

stage consists of three training sessions with a duration of 8 hours each; 3) Practice and mentoring stage for one month; and 4) Evaluation and follow-up stages. The training materials cover the basic concepts of Mover teachers, learning leadership, child-centered learning, early childhood character development, and authentic learning evaluation techniques. The method of delivering material uses interactive lectures, group discussions, simulations, role playing, and hands-on practice.

The instruments used to measure the success of the activity include teacher competency tests (pre-test and post-test), teaching practice observation sheets, and program evaluation questionnaires. The collected data was analyzed descriptively quantitatively to see the improvement of teacher competence before and after the training (Arga et al., 2025; Tandi Rerung et al., 2025).

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

The training was held in three sessions with different themes. The first session discussed the basic concepts of teacher Mover and learning leadership. Participants were given a deep understanding of the role of teachers as learning leaders, the characteristics of 21st century learning, and the importance of mindset growth in self-development. The second session focused on child-centered learning. Participants are trained to design learning that is appropriate to the stages of child development, use interesting learning media, and apply learning strategies that involve multiple children's intelligence.

The third session discusses early childhood character development and authentic learning evaluation. Participants learn how to integrate character values in each learning activity and conduct a thorough assessment of the child's development.

Based on the results of the pre-test and post-test, there was a significant increase in teacher competence. The average pre-test score was 68.4 and increased to 88.1 on the post-test, which represents an increase of 78.5%. The highest increase occurred in the aspect of the ability to design child-centered learning, from 65.2% to 89.7%.

The implementation of the concept of the Mover teacher in daily learning has brought significant changes in the teaching and learning process in the classroom. The Mover teacher acts as an agent of change who not only teaches the material, but also inspires, motivates, and guides students to reach their best potential. With strong leadership, Mover teachers are able to create an inclusive, fun, and inspiring learning environment, so that students feel supported and motivated to actively engage in learning.

One of the strategies adopted by Mover teachers is the use of varied learning methods. The use of various methods, such as discussions, questions and answers, demonstrations, and assignments, has been proven to increase students' motivation and activeness in the learning process. This variety of methods not only makes the learning atmosphere more lively, but

also reduces students' boredom and encourages them to think critically and be more enthusiastic about the lessons. Research shows that the application of varied learning methods can significantly increase student learning activity and achievement. The results of the observation of teaching practices show that teachers are able to implement the concept of Mover teachers consistently, which is characterized by an increase in the use of varied learning methods from 60% to 85%. In addition, student involvement in learning has also increased significantly. This proves that the role of Mover teachers is very important in encouraging learning innovation and creating an educational ecosystem that supports the optimal growth and development of students. The results of observation of teaching practice show that teachers have been able to implement the concept of Mover teachers in daily learning. The use of varied learning methods increased from 60% to 85%. Children's involvement in learning has also increased significantly.



Figure 1. Teacher Assistance

Mentoring and Monitoring

After the training, the implementation team conducted intensive assistance for one month. Mentoring activities include classroom observation, reflective discussions, and providing constructive feedback to teachers. The results of the mentoring showed that teachers were more confident in implementing the learning strategies that had been learned. Monitoring is carried out through periodic visits and discussions with school principals. The monitoring results show that there are positive changes in the learning climate in Mallusetasi District Kindergarten. Children look more active, creative, and enthusiastic in participating in learning.



Figure 2. Teacher Assistance

Impact of Activities

Teacher training activities have a significant positive impact on the quality of learning in Mallusetasi District Kindergarten. Teachers have been able to create a conducive learning environment, use a child-centered learning approach, and develop children's character holistically. The principal of Mallusetasi District Kindergarten stated that this activity was very useful and hoped that it could be continued with similar programs. Parents of students also respond positively to the changes that occur in their children, especially in terms of creativity and independence.

CONCLUSION

Teacher training activities in kindergartens in Mallusetasi District have succeeded in improving teacher competence in implementing the concept of child-centered learning. The increase in teacher competence by 78.5% shows the effectiveness of the training program that has been implemented. Teachers have been able to implement the principles of Mover teachers in daily learning practices, which have an impact on improving the quality of learning and more optimal child development. This activity makes a real contribution to improving the quality of early childhood education in kindergartens in Mallusetasi District and can be a model for replication in other similar schools. The sustainability of the program through continuous mentoring and monitoring is very necessary to ensure consistent and sustainable implementation.

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