



# Evaluation of physical education teachers in the leading teacher education program in Dharmasraya regency

Author Name(s): Chikitania Larasuria Maronji, Anton Komaini, Damrah Damrah, Zulbahri Zulbahri

Publication details, including author guidelines

URL: <https://jurnal.iicet.org/index.php/jppi/about/submissions#authorGuidelines>

Editor: Fiky Zarya

## Article History

Received: 21 Oct 2025

Revised: 28 Nov 2025

Accepted: 30 Dec 2025

## How to cite this article (APA)

Maronji, C.L, Komaini, A., Damrah, D. & Zulbahri, Z. (2025). Evaluation of physical education teachers in the leading teacher education program in Dharmasraya regency. *Jurnal Penelitian Pendidikan Indonesia*, 11(4), 189-199.  
<https://doi.org/10.29210/020256679>

The readers can link to article via <https://doi.org/10.29210/020256679>

## SCROLL DOWN TO READ THIS ARTICLE



Indonesian Institute for Counseling, Education and Therapy (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Indonesian Institute for Counseling, Education and Therapy. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Indonesian Institute for Counseling, Education and Therapy shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

JPPI (Jurnal Penelitian Pendidikan Indonesia) is published by Indonesian Institute for Counseling, Education and Therapy comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. JPPI (Jurnal Penelitian Pendidikan Indonesia) also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Maronji, C.L, Komaini, A., Damrah, D. & Zulbahri, Z. (2025).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

## JPPI (Jurnal Penelitian Pendidikan Indonesia)

ISSN: 2502-8103 (Print) | ISSN: 2477-8524 (Electronic)



# Evaluation of physical education teachers in the leading teacher education program in Dharmasraya regency

**Chikitania Larasuria Maronji, Anton Komaini<sup>1)</sup>, Damrah Damrah, Zulbahri Zulbahri**

Department of Sport Education, Universitas Negeri Padang, Indonesia

## Article Info

### Article history:

Received Oct 21<sup>th</sup>, 2025

Revised Nov 28<sup>th</sup>, 2025

Accepted Dec 30<sup>th</sup>, 2025

### Keyword:

Teacher leadership program,  
CIPP evaluation,  
PJOK teachers,  
Instructional leadership

## ABSTRACT

This study evaluates the implementation of the Teacher Leadership Program (Program Guru Penggerak/PGP) for Physical Education (PJOK) teachers in Dharmasraya Regency using the CIPP (Context, Input, Process, Product) model. A qualitative descriptive-evaluative approach was employed with eight informants, including teachers, principals, practice instructors, and education office representatives. Data were collected through interviews, observations, and documents, then analyzed using Miles and Huberman's interactive model with source and method triangulation. Findings indicate that the PGP is relevant to teacher needs and policy, supported by adequate modules and institutional resources, and fosters reflective and collaborative practices. However, technical constraints, time management challenges, and variation in teacher engagement were noted. The program enhances pedagogical competence, instructional leadership, and teacher roles as change agents, though impacts on student outcomes and long-term sustainability require further evaluation.



© 2025 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license  
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

## Corresponding Author:

Anton Komaini,  
Universitas Negeri Padang,  
Email: [antonkomaini@fik.unp.ac.id](mailto:antonkomaini@fik.unp.ac.id)

## Introduction

Education plays a strategic role in shaping character, intellect, and the overall quality of human resources. Research indicates that strong educational leadership enables teachers and schools to act as agents of change rather than merely routine implementers (Brown et al., 2022; Hwang & Lai, 2017; Kershner & Mcquillan, 2016; Mulford, 2003). In Indonesia, Law No. 20 of 2003 on the National Education System emphasizes that education functions to develop capabilities and establish a dignified national character (Depdiknas, 2003). Teachers, as frontline practitioners, are crucial in achieving these goals, yet evidence suggests that teacher professionalism is strongly influenced by collaborative school culture and leadership quality (Muhsin et al., 2020; Nelianti et al., 2021; Parlar et al., 2017).

Teachers are not merely transmitters of knowledge but also role models, mentors, and drivers of school-based transformation. This aligns with research emphasizing that teachers must undergo an identity shift to become "teacher-leaders" capable of initiating meaningful instructional and

organizational change (Gul et al., 2022; Reid et al., 2025). Despite this ideal, many teachers, particularly in specialized subjects like Physical Education (PJOK), face challenges in integrating leadership and reflective practices into their daily work.

Physical Education (PJOK) teachers occupy a strategic role in national education by fostering discipline, sportsmanship, cooperation, and responsibility among students. Literature highlights that effective physical education should address cognitive, affective, and social development, not just motor skills (Condello et al., 2021; Syaukani et al., 2023). However, field observations and previous studies indicate that PJOK instruction in many schools remains dominated by traditional, skill-focused approaches, revealing a persistent need for professional development and pedagogical innovation (Handoyo et al., 2020; N et al., 2021).

To address these challenges, the government launched the Teacher Leadership Program (Program Guru Penggerak/PGP), aimed at cultivating reflective, empowered teachers capable of leading instructional innovation. Through the PGP, teachers are expected to transform conventional teaching into student-centered, contextual, and values-based learning aligned with the Pancasila Student Profile. The program emphasizes reflective practice, collaborative engagement, and instructional leadership, yet its effectiveness in rural and resource-limited contexts remains under-explored (Gul et al., 2022; Reid et al., 2025).

Dharmasraya Regency, West Sumatra, represents a relevant setting for examining PGP implementation, as the region combines urban and rural areas with varying levels of educational access. Rural teachers often face structural and personal challenges in professional development programs, including limited infrastructure, technology access, and the dual burden of teaching and administrative tasks (Cadero-Smith, 2020; Şahin et al., 2024; Obrad, 2020; Ravi et al., 2021). These conditions may affect teacher engagement and the translation of program learning into classroom practice, highlighting the need for context-specific evaluation.

Preliminary observations suggest that while some PJOK teachers in Dharmasraya show improvements in reflective practice, collaboration, and student-centered instruction, others encounter difficulties in adapting program content or balancing it with teaching responsibilities. Such variability underscores the importance of evaluating not only program outcomes but also factors that support or hinder implementation, including institutional, social, and technical conditions (Guyadeen & Seasons, 2016; Yan et al., 2021).

A comprehensive evaluation using the CIPP (Context, Input, Process, Product) model is therefore essential to understand the program's effectiveness, identify strengths and weaknesses, and provide evidence for policy and program improvements. This study advances prior research by applying the CIPP model specifically to PJOK teachers, examining the impact on pedagogical competence, instructional leadership, and collaborative school culture, and offering empirical insights to guide efforts in strengthening teacher capacity and educational quality at the regional level (Albareda-Tiana et al., 2018).

## Method

This study employed a qualitative descriptive-evaluative approach to assess the implementation of the Teacher Leadership Program (Program Guru Penggerak/PGP) for Physical Education (PJOK) teachers in Dharmasraya Regency. The qualitative approach was chosen to capture in-depth insights into teachers' experiences, program processes, and outcomes in real-life contexts. The evaluation applied the CIPP (Context, Input, Process, Product) model developed by Stufflebeam, which provides a comprehensive framework to assess program relevance, resource readiness, implementation quality, and outcomes (Aziz, 2018; Darama et al., 2018). The focus was on how the PGP influences pedagogical, professional, and leadership competencies of PJOK teachers while identifying supporting and inhibiting factors in program implementation.

The research involved eight key informants: three PJOK teachers, three school principals, one practice instructor, and one representative from the Dharmasraya District Education Office, selected to represent multiple perspectives on program implementation. Primary data were collected through

semi-structured interviews and direct classroom observations, while secondary data were obtained from official documents, training modules, and participant reflection notes. Data were analyzed using the interactive Miles and Huberman model consisting of data reduction, display, and conclusion drawing (Mezmir, 2020), and triangulation of sources and methods was applied to ensure credibility, dependability, and confirmability of findings. This approach allowed the study to present a comprehensive, context-sensitive understanding of the PGP implementation in PJOK education.

## Results and Discussions

### General Description of the Research Location and Subjects

This study was conducted in Dharmasraya Regency, West Sumatra Province, one of the regions that has implemented the Teacher Leadership Program (Program Guru Penggerak/PGP) since 2022. The regency has diverse geographical characteristics, encompassing both urban and rural areas with varying levels of educational access. These conditions make Dharmasraya a relevant setting for examining the effectiveness of a teacher competency development program, particularly for Physical Education (PJOK) teachers. The local government, through the Dharmasraya District Education Office, demonstrates strong commitment to supporting national policies aimed at improving teacher quality through the implementation of the PGP. The program is designed to nurture reflective, innovative teachers who are capable of becoming instructional leaders in their schools. Within the Dharmasraya context, PJOK teachers hold a strategic role, as physical education contributes to shaping students' character by instilling values of sportsmanship, discipline, and responsibility.

The research subjects comprised eight informants representing key roles in the program's implementation, as presented in Table 1. These include three PJOK teachers (G1–G3) as program participants, three school principals (KS1–KS3) from their respective schools, one practice instructor (PP1) from the Teacher Leadership Training Center, and one representative from the District Education Office (D1).

**Table 1.** Research Subject Identity

Code	Position / Role	Educational Unit / Institution	Description
G1	Physical Education Teacher	Public Elementary School (Dharmasraya)	PGP Cohort X Participant
G2	Physical Education Teacher	Public Elementary School (Dharmasraya)	PGP Cohort X Participant
G3	Physical Education Teacher	Public Junior High School (Dharmasraya)	PGP Cohort XI Participant
KS1	Principal	Public Elementary School (Dharmasraya)	Principal of G1
KS2	Principal	Public Elementary School (Dharmasraya)	Principal of G2
KS3	Principal	Public Junior High School (Dharmasraya)	Principal of G3
PP1	Practicing Instructor	Teacher Training Center (Balai Guru Penggerak)	Mentor for PJOK Teacher Participants
D1	Head of Teacher Affairs Division	Dharmasraya Education Office	Representative of Local Education Policy

This composition of informants enabled the researcher to gain comprehensive insights from multiple levels of program stakeholders, ranging from individual teachers to government institutions. To provide an initial overview of the interview results, Table 2 presents a summary of the preliminary findings according to each informant category.

**Table 2.** Summary of Preliminary Findings Based on Informant Categories

Informant Category	Interview Focus	Main Key Findings	Supporting Evidence / Key Quotes
PJOK Teachers (G1–G3)	Impact of PGP on competence and motivation	Increased reflective ability and differentiated instruction	“Now I understand that PE learning can shape student character.” (G1)
Principals (KS1–KS3)	Changes in teacher behavior and school culture	Teachers are more active, innovative, and lead school activities	“Our PE teacher often leads Pancasila Student Profile projects.” (KS2)
Practicing Instructor (PP1)	Mentoring and module implementation	PJOK teachers adapt quickly and demonstrate reflective learning	“PJOK teachers are among the most progressive participants.” (PP1)
Education Office (D1)	Policy and institutional support	The office facilitates communication and technical support	“We ensure participants receive adequate learning support.” (D1)

The results indicate that all informants hold a positive view of the program’s implementation. PJOK teachers reported improvements in their reflective abilities and differentiated instruction practices; school principals observed more innovative and active teacher behavior; practice instructors noted the adaptability and progressiveness of PJOK participants; and the Education Office affirmed its strong institutional support. Overall, these early findings demonstrate that the PGP implementation in Dharmasraya has been effective and has produced tangible improvements in PJOK teacher competence.

### Program Evaluation Based on the CIPP Model

#### Context Evaluation

The context evaluation aimed to determine the extent to which the Teacher Leadership Program aligns with the professional needs of PJOK teachers in Dharmasraya Regency and its relevance to regional education policies. This component focuses on program relevance, policy support, school culture, and the role of practice instructors in strengthening program implementation. Interview findings indicate that the program offers genuine opportunities for PJOK teachers to develop leadership competence and reflective capacity. Support from school principals and the Education Office also plays an essential role in enabling teacher participation in learning activities and training.

**Table 3.** Summary of Interview Results for Context Evaluation

Evaluated Aspect	Core Statements from Informants	Informant Code	Meaning of Findings (Data Reduction)
Program relevance	“This program meets our needs to develop more meaningful PE learning.”	G1	The program is relevant to PJOK teachers’ professional needs.
Policy support	“We want all teachers to have equal learning opportunities.”	D1	PGP supports equitable teacher competence development.
School culture	“The PJOK teacher is more enthusiastic and shares learning experiences.”	KS1	The program fosters a collaborative school culture.
Role of practicing instructor	“PJOK teachers are among the most enthusiastic participants.”	PP1	The program builds reflective learning habits among teachers.

Based on the data presented in Table 3, the implementation of the PGP demonstrates strong relevance to the professional needs of PJOK teachers. PJOK teachers (G1) perceive the program as responsive to their needs in designing more meaningful, student-centered PJOK instruction. The District Education Office (D1) emphasizes that the policy promotes equitable learning opportunities, while school principals (KS1) note increased enthusiasm and collaboration within their institutions. Practice instructors (PP1) highlight participants’ high levels of motivation and reflective engagement.

Collectively, the findings show that the PGP is highly relevant, well-aligned with regional needs, and capable of fostering a collaborative school culture.

### Input Evaluation

Input evaluation measures the readiness of human resources, institutional support, and facilities available to sustain the PGP implementation for PJOK teachers in Dharmasraya. This component also considers learning module quality, principal support, participant motivation, and technical constraints encountered during training. Overall, the results show that program implementation is systematically designed with adequate policy support and mentoring. PJOK teachers perceive the training content as relevant to their needs in developing innovative, student-centered learning practices.

**Table 4.** Summary of Interview Results for Input Evaluation

Input Component	Key Findings	Informant Code	Meaning or Initial Interpretation
Module quality	"The materials are complete and relevant, including educational philosophy."	PP1	The modules effectively enhance teacher competence.
Principal support	"We provide time so teachers can focus on learning."	KS1	Strong institutional support.
Participant motivation	"It was difficult at first, but over time I got used to it and enjoyed learning."	G2	High learning motivation among participants.
Technical constraints	"Internet connectivity is sometimes a problem."	D1	Digital infrastructure needs improvement.

Based on the findings in Table 4, the learning modules are considered highly effective, as they incorporate educational philosophy that strengthens teachers' understanding of differentiated instruction. Principals (KS1) provide administrative support and allow dedicated learning time for teachers. Participants (G2) display strong motivation to learn, despite initial challenges of adjusting to additional tasks. Practice instructors (PP1) confirm high enthusiasm among PJOK teachers, while the Education Office (D1) acknowledges technical issues related to uneven internet connectivity. Overall, the input component suggests strong resource readiness and institutional support, though improvements in digital infrastructure remain necessary.

### Process Evaluation

The process evaluation describes how the PGP is implemented in practice, particularly in relation to mentoring, module application, and teacher collaboration. This component is essential for understanding the extent to which training activities are translated into classroom practices. In Dharmasraya, PJOK teachers show strong enthusiasm in participating in workshops and mentoring led by practice instructors. Through these activities, teachers develop reflective skills and design innovative learning tailored to student needs.

**Table 5.** Summary of Interview Results for Process Evaluation

Process Aspect	Field Findings Description	Informant Code	Preliminary Conclusion
Mentoring	"We conducted two to four mentoring sessions for each module."	PP1	Effective and continuous mentoring.
Module implementation	"We immediately applied the training results in the classroom."	G1	Contextualized learning implementation.
Teacher collaboration	"PJOK teachers now frequently share best practices."	KS2	Program encourages cross-subject collaboration.
Time constraints	"Reflective tasks sometimes accumulate."	G2	Better time management is needed.

The findings in Table 5 indicate that program implementation is effective and continuous. Practice instructors (PP1) conduct mentoring two to four times per module, assisting teachers in deepening their understanding. PJOK teachers (G1) directly apply program concepts in their classes through contextual instruction. School principals (KS2) observe increased teacher collaboration, evidenced by frequent sharing of best practices across subject areas. However, some participants (G2) experience time constraints due to substantial reflection task requirements. Overall, the program process is effective, collaborative, and has enhanced the culture of learning among PJOK teachers.

### Product Evaluation

Product evaluation assesses the outcomes of the PGP, including improvements in teachers' individual competencies and institutional impacts on schools and students. This component measures the extent to which PJOK teachers apply program learning in practice and their contribution to creating active, reflective learning environments. Interviews show significant changes in teachers' mindsets, attitudes, and instructional practices after completing the program. School principals observe enhanced instructional leadership and teacher participation in school activities, while the Education Office reports strengthened professional networks among teachers.

**Table 6.** Summary of Interview Results for Product Evaluation

Product Aspect	Achieved Outcomes	Informant Code	Actual Meaning or Impact
Teacher competence	"Now I can design differentiated instruction."	G2	Increased pedagogical competence.
Instructional leadership	"The PJOK teacher actively leads school activities."	KS1	Emergence of teacher instructional leaders.
Impact on students	"Students are now more enthusiastic and active."	KS3	Learning becomes more meaningful and enjoyable.
Systemic impact	"Teacher leaders now serve as MGMP resource persons."	D1	The program produces change agents.

The findings in Table 5 indicate that program implementation is effective and continuous. Practice instructors (PP1) conduct mentoring two to four times per module, assisting teachers in deepening their understanding. PJOK teachers (G1) directly apply program concepts in their classes through contextual instruction. School principals (KS2) observe increased teacher collaboration, evidenced by frequent sharing of best practices across subject areas. However, some participants (G2) experience time constraints due to substantial reflection task requirements. Overall, the program process is effective, collaborative, and has enhanced the culture of learning among PJOK teachers.

The evaluation findings indicate that the Teacher Leadership Program (PGP) effectively addresses the professional challenges faced by PJOK teachers in Dharmasraya, particularly in enhancing pedagogical skills and fostering collaborative school cultures. The program demonstrates alignment between teacher needs, regional policy support, and structured learning modules, which collectively reinforce its relevance and quality of implementation. High levels of teacher engagement, reflective practice, and adaptive mentoring contribute to a continuous cycle of professional growth, suggesting that the program successfully integrates theoretical learning with practical application (Ezzani, 2019; Kilag & Sasan, 2023).

Analysis of the contextual component shows that the PGP not only strengthens pedagogical capacity but also promotes reflective and collaborative school cultures. Alignment with regional policies ensures equitable access to professional development, supporting the findings of prior research on systemic and policy support in teacher development programs (Pharis et al., 2019; Thannimalai & Raman, 2018; R. Wang & Shih, 2022). Contributions from practice instructors enhance teachers' reflective practices, while principal support facilitates a conducive learning environment, consistent with studies emphasizing the role of ongoing coaching and mentoring in motivating teacher engagement (Ali et al., 2018; Geletu, 2023).

The input component reflects a generally strong support ecosystem in Dharmasraya, although implementation is not entirely uniform across schools. Learning modules are relevant and contextualized, supporting instructional leadership and authentic assessment practices (Ogut et al.,

2025; Yulando et al., 2019). Administrative and moral support from principals fosters a positive learning climate, consistent with research showing that leadership significantly influences teacher commitment in professional development (Ican et al., 2021; Tambajong et al., 2020). Participant motivation is high, demonstrating the importance of intrinsic drive for successful professional growth (Bukhari et al., 2021; Tang et al., 2020), and social-professional support mitigates technological limitations in training (Nurutdinova, 2021; C. Wang et al., 2023).

Process evaluation shows that PGP implementation fosters a collaborative and reflective learning ecosystem. PJOK teachers engage in sharing best practices, indicating a shift from isolated teaching to active participation in professional learning communities (Antinluoma et al., 2021; Khasawneh et al., 2023). Reflective practice is increasingly recognized as a foundation for instructional improvement, aligning with literature emphasizing its central role in effective teacher development (Stăncescu et al., 2019; Zakaria, 2020). Flexible mentoring helps teachers manage time constraints while maintaining engagement with program demands (Candeias et al., 2024; Ma et al., 2018).

The product component demonstrates meaningful outcomes at individual and institutional levels. PJOK teachers report enhanced competencies in designing differentiated instruction, managing authentic assessments, and creating engaging learning environments (Lewis & Lewis, 2020; Nugroho, 2024). Professional behavioral changes are visible in increased participation in leading school activities and MGMP forums, consistent with research on teacher leadership strengthening school culture (Jakavonytė-Staškuvienė & Barkauskienė, 2023; Wang'ombe, 2023). Teacher-led initiatives based on the Pancasila Student Profile reflect emerging transformative leadership, supporting studies showing that sustained professional development cultivates teachers as change agents (Hauge, 2019; Saleem et al., 2021).

Institutional impacts include improved teaching practices, enhanced cross-level collaboration, and strengthened professional networks, echoing findings that teacher networks contribute to instructional quality and school performance (Antinluoma et al., 2018; Prenger et al., 2021; F. Sahin & Yenel, 2021). Despite positive results, variations in infrastructure, technological access, and mentoring intensity suggest that program outcomes may differ across schools, highlighting the importance of adaptive strategies tailored to local contexts.

The discussion underscores that the PGP has been effective in developing reflective, innovative, and collaborative PJOK teachers while also fostering a network of educational change agents in Dharmasraya. The findings provide empirical evidence for policymakers and stakeholders to strengthen teacher leadership programs, emphasizing the need to balance resource provision, mentoring support, and contextual adaptations to maximize professional development impact.

## Conclusions

Based on the research findings, it can be concluded that the implementation of the Guru Penggerak Program (PGP) for PJOK teachers in Dharmasraya Regency has been effective and has produced significant impacts on the improvement of professional, pedagogical, and instructional leadership competencies. The program is highly relevant to the needs of teachers in the field and aligns with regional education policies that support the enhancement of educator capacity. Support from school principals, practice instructors, and the District Education Office serves as a key factor ensuring the continuity of the program. Although technical challenges such as limited internet access and time constraints still occur, these issues do not diminish participants' enthusiasm for engaging in the learning process. The program has proven successful in shaping PJOK teachers who are reflective, collaborative, and adaptive to change, while also cultivating change agents who actively contribute to improving the quality of learning in schools. Therefore, the PGP can be considered an effective teacher professional development model for strengthening the educational ecosystem at the regional level.

---

## References

- Albareda-Tiana, S., Vidal-Raméntol, S., Pujol-Valls, M., & Fernández-Morilla, M. (2018). Holistic Approaches to Develop Sustainability and Research Competencies in Pre-Service Teacher Training. *Sustainability*, 10(3698), 1–20. <https://doi.org/10.3390/su10103698>
- Ali, Z. B. M., Wahi, W., & Yamat, H. (2018). A Review of Teacher Coaching and Mentoring Approach A Review of Teacher Coaching and Mentoring Approach. *International Journal of Academic Research in Business and Social Sciences*, 8(8), 504–525. <https://doi.org/10.6007/IJARBS/v8-i8/4609>
- Antinluoma, M., Ilomäki, L., Lahti-nuutila, P., & Toom, A. (2018). Schools as Professional Learning Communities. *Journal of Education and Learning*, 7(5), 76–91. <https://doi.org/10.5539/jel.v7n5p76>
- Antinluoma, M., Ilomäki, L., & Toom, A. (2021). Practices of Professional Learning Communities. *Frontiers in Education*, 6(April), 1–14. <https://doi.org/10.3389/educ.2021.617613>
- Aziz, S. (2018). Implementation of CIPP Model for Quality Evaluation at School Level : A Case Study. *Journal of Education and Educational Development*, 5(1), 189–206.
- Brown, C., White, R., & Kelly, A. (2022). Teachers as educational change agents : what do we currently know ? findings from a systematic review [version 1 ; peer review : 2 approved]. *Emerald Open Research*, 3(26), 1–19. <https://doi.org/10.1108/EOR-03-2023-0012/1610504/eor-03-2023-0012.pdf>
- Bukhari, S. G. A. S., Jamali, S. G., Larik, A. R., & Chang, M. S. (2021). Fostering intrinsic motivation among teachers : Importance of work environment and individual differences. *International Journal of School and Educational Psychology*, May. <https://doi.org/10.1080/21683603.2021.1925182>
- Cadero-Smith, L. A. (2020). Teacher Professional Development Challenges Faced by Rural Superintendents (I. Sahin & P. Vu (eds.)). *ISTES Organization Monument*.
- Candeias, A. A., Portelada, A., Félix, A., & Galindo, E. (2024). Well-being and sustainability : impact of teacher centred coaching model. *International Journal of Innovation Science*. <https://doi.org/10.1108/IJIS-07-2022-0130>
- Condello, G., Mazzoli, E., Masci, H., Fano, A. De, Ben-Soussan, T. D., Marchetti, R., & Pesce, C. (2021). Fostering Holistic Development with a Designed Multisport Intervention in Physical Education : A Class-Randomized. *International Journal of Environmental Research and Public Health*, 18(9871), 1–23.
- Darama, E., Karaduman, F., Kahraman, K., & Gündoğdu, K. (2018). Evaluation of 5th Grade English Curriculum According to Stufflebeam ' s Context , Input , Process , Product ( CIPP ) Model. *International Journal of Psycho-Educational Sciences*, 7(2), 73–86.
- Depdiknas. (2003). Undang-Undang No 20 tentang Sistem Pendidikan Nasional. In *Kelembagaan Ristekdikti*.
- Ezzani, M. D. (2019). Principal and teacher instructional leadership : a cultural shift. *International Journal of Educational Management*. <https://doi.org/10.1108/IJEM-02-2019-0071>
- Geletu, G. M. (2023). The effects of pedagogical mentoring and coaching on primary school teachers ' professional development practices and students ' learning engagements in classrooms in Oromia regional state : implications for professionalism. *International Journal of Primary, Elementary and Early Years Education*, 4279. <https://doi.org/10.1080/03004279.2023.2293209>
- Gul, T., Criswell, B., Demir, K., & Criswell, B. (2022). Impacts of teacher-driven professional development on teacher leadership identity. *International Journal of Leadership in Education*, 00(00), 1–28. <https://doi.org/10.1080/13603124.2022.2052754>
- Guyadeen, D., & Seasons, M. (2016). Evaluation Theory and Practice: Comparing Program Evaluation and Evaluation in Planning. *Journal of Planning Education and Research*, 1–13. <https://doi.org/10.1177/0739456X16675930>
- Handoyo, M. T., Priambodo, A., & Kumaat, N. A. (2020). The Relationship of Professional Competence of Physical Education Sport and Health Teachers to the Implementation of the 2013 Curriculum of Physical Education, Sport and Health in Elementary Schools in Tambaksari District. *Britain International Of Humanities and Social Sciences Journal*, 2(2), 529–536.
- Hasan, S. (2022). Principals and Teachers as a Change Agent. *Pakistan Journal of Applied Social Sciencess*, 13(2), 125–138.
- Hauge, K. (2019). Teachers ' collective professional development in school : A review study. *Cogent*

- Education, 1–21.
- Hwang, G. J., & Lai, C. L. (2017). Facilitating and bridging out-of-class and in-class learning: An interactive E-book-based flipped learning approach for math courses. *Educational Technology and Society*, 20(1), 184–197.
- Ican, Arafat, Y., & Destiniar. (2021). The Influence of Principal Leadership and Work Commitment on Professionalism of Primary School Teachers. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(2), 333–341.
- Jakavonytė-Staškuvienė, D., & Barkauskienė, A. (2023). Transformative teacher leadership experiences in schools in creating an innovative educational culture: The case of Lithuania. *Cogent Education*, 10(2196239), 1–21.
- Karousiou, C., Hajisoteriou, C., & Angelides, P. (2018). Theory and Practice Teachers' Professional Identity in Super-Diverse School Settings : Teachers as Agents of Intercultural Education. *Teachers and Teaching*, 0602. <https://doi.org/10.1080/13540602.2018.1544121>
- Kershner, B., & Mcquillan, P. (2016). Complex Adaptive Schools : Educational Leadership and School Change. *Feature Article*, 13(1), 4–29.
- Khasawneh, Y. J. A., Alsarayreh, R., Ajlouni, A. A. Al, Eyadat, H. M., Ayasrah, M. N., & Khasawneh, M. A. S. (2023). An examination of teacher collaboration in professional learning communities and collaborative teaching practices. *Journal of Education and E-Learning Research*, 10(3), 446–452. <https://doi.org/10.20448/jeelr.v10i3.4841>
- Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the Role of Instructional Leadership in Teacher Professional Development. *Advanced Qualitative Research*, 1(1), 63–73.
- Lewis, E., & Lewis, E. (2020). Best Practices for Improving the Quality of the Online Course Design and Learners Experience. *The Journal of Continuing Higher Education*. <https://doi.org/10.1080/07377363.2020.1776558>
- Ma, N., Xin, S., & Du, J. (2018). A Peer Coaching-based Professional Development Approach to Improving the Learning Participation and Learning Design Skills of In-Service Teachers. *Educational Technology & Society*, 21(2), 291–304.
- Mezmir, E. A. (2020). Qualitative Data Analysis : An Overview of Data Reduction , Data Display and Interpretation. *Research on Humanities and Social Sciences*, 10(21), 15–27. <https://doi.org/10.7176/RHSS/10-21-02>
- Muhsin, M. R., Indartono, S., & Astuti, S. I. (2020). The Role of School Culture in Teacher Professionalism Improvement. *International Conference on Progressive Education (ICOPE 2019)*, 422(Icoped 2019), 158–162.
- Mulford, B. (2003). School Leaders: Changing Roles and Impact on Teacher and School Effectiveness. In *Education and Training Policy Division (Issue April)*.
- N, E., Fardi, A., & Yendrizal. (2021). A Study of Professional Standard for Teacher Performance of Sports Physical Education and Healthteachers of State Junior Schools. *Proceedings of the 1st International Conference on Sport Sciences, Health and Tourism (ICSSHT 2019) A*, 35(Icssht 2019), 359–364.
- Nelianti, Fitriah, H., & Puspita, Y. (2021). The Influence of School Leadership and Work Culture on Teacher Professionalism. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021) The*, 565(INCoEPP), 1063–1069.
- Nguyen, H. C. (2018). An Investigation Of Professional Development Among Educational Policy-Makers, Institutional Leaders and Teachers. *Management in Education*, XX(X), 1–5. <https://doi.org/10.1177/0892020618781678>
- Nugroho, P. (2024). The Impact of Teacher Training and Experience on Performance : Strengthening Educational Quality Through Professional Development. *Journal of Islamic Studies and Education*, 3(1), 101–106.
- Nurutdinova, A. (2021). Digital Didactics in Professional Education : Limitations , Risks and Prognosis. *International Conference on Interactive Mobile Communication, Technologies and Learning*, 986–998.
- Obrad, C. (2020). Constraints and Consequences of Online Teaching. *Sustainability*, 12(6982), 1–23.
- Ogut, E., Yildirim, F. B., Senol, Y., & Senol, A. U. (2025). Comprehensive evaluation of the educational impact and effectiveness of specialized study modules in cross-sectional anatomy : a study on student engagement and learning outcomes. *BMC Medical Education*, 25(514), 1–14.
- Parlar, H., Cansoy, R., & Kılınç, A. Ç. (2017). Examining the Relationship between Teacher Leadership

- Culture and Teacher Professionalism : Quantitative Study. *Journal of Education and Training Studies*, 5(8), 13–25. <https://doi.org/10.11114/jets.v5i8.2499>
- Pérez-Ordás, R., Nuviola, A., Grao-Cruces, A., & Fernández-Martínez, A. (2021). Implementing Service-Learning Programs in Physical Education; Teacher Education as Teaching and Learning Models for All the Agents Involved: A Systematic Review. *International Journal of Environmental Research and Public Health*, 18(669), 1–27. <https://doi.org/doi:10.3390/ijerph18020669>
- Pharis, T. J., Wu, E., & Sullivan, S. (2019). Improving Teacher Quality: Professional Development Implications From Teacher Professional Growth and Effectiveness System Implementation in Rural Kentucky High. *Educational Research Quarterly*, 42(3), 29–48.
- Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2021). Teacher Professional Development around the World : The Gap between Evidence and Practice. *International Bank for Reconstruction and Development*, 107–136. <https://doi.org/10.1093/wbro/lkab006>
- Prenger, R., Poortman, C. L., & Handelzalts, A. (2021). Professional learning networks : From teacher learning to school improvement ? *Journal of Educational Change*, 22, 13–52.
- Ravi, P., Ismail, A., & Kumar, N. (2021). The Pandemic Shift to Remote Learning under Resource Constraints. *Proc. ACM Hum.-Comput. Interac*, 5(CSCW2), 1–28.
- Reid, J. W., Hardee, A. B., Criswell, B. A., Elrod, M., Steven, B., Jr, B., Rushton, G. T., Reid, J. W., Hardee, A. B., Criswell, B. A., & Elrod, M. (2025). Empowering teacher leaders : the role of research in changing teacher leaders ' sense of themselves as professionals. *International Journal of Leadership in Education*, 28(4), 758–801. <https://doi.org/10.1080/13603124.2022.2045629>
- Şahin, A., Soylu, D., & Jafari, M. (2024). Professional Development Needs of Teachers in Rural Schools. *Iranian Journal of Educational Sociology*, 7(1), 219–225.
- Sahin, F., & Yenel, K. (2021). Relationship Between Enabling School Structure, Teachers' Social Network Intentions and Professional Learning Community. *Research in Pedagogy*, 11(1), 17–29. <https://doi.org/10.5937/IstrPed2101017S>
- Saleem, A., Gul, R., & Dogar, A. A. (2021). Effectiveness Of Continuous Professional Development Program As Perceived By Primary Level Teachers. *Ilkogretim Online - Elementary Education Online*, 20(3), 53–72. <https://doi.org/10.17051/ilkonline.2021.03.06>
- Stăncescu, I., Drăghicescu, L. M., Petrescu, A.-M. A., & Gorghiu, G. (2019). Reflective Practice in The Context of Teachers' Continuous Professional Development. *Pro Edu. International Journal of Educational Sciences and Science*, 1(1), 5–14.
- Syaukani, A. A., Hasnimy, A., Hashim, M., & Subekti, N. (2023). CONCEPTUAL FRAMEWORK OF APPLIED HOLISTIC EDUCATION IN PHYSICAL EDUCATION AND SPORTS : A SYSTEMATIC REVIEW OF EMPIRICAL EVIDENCE. 7989, 794–802. <https://doi.org/10.17309/tmfv.2023.5.19>
- Tambajong, H. F. K., Rawis, J. A. M., & Lengkong, J. S. J. (2020). The Influence of Principal Leadership, Productive Teacher Training, Work Commitment and Motivation on Performance Management of Productive Vocational School Teachers in North Sulawesi Province Harold. *International Journal of Education , Information Technology and Others ( IJEIT )*, 3(3), 606–623. <https://doi.org/10.5281/zenodo.4327392>
- Tang, S. Y. F., Wong, A. K. Y., Li, D. D. Y., & Cheng, M. M. H. (2020). Millennial generation preservice teachers ' intrinsic motivation to become a teacher , professional learning and professional competence. *Teaching and Teacher Education*, 96.
- Thannimalai, R., & Raman, A. (2018). The Influence of Principals' Technology Leadership and Professional Development on Teachers' Technology Integration in Secondary Schools. *Malaysian Journal of Learning and Instruction*, 15(1), 201–226.
- Wang'ombe, T. (2023). The Role of Educational Leadership in Fostering a Positive School Culture and Enhancing Teacher Retention. *European Journal of Education*, 1(1), 31–43.
- Wang, C., Dev, R. D. O., Soh, K. G., Nasiruddin, N. J. M., Yuan, Y., & Ji, X. (2023). Blended learning in physical education : A systematic review. *Frontiers in Public Health*, 11(1073423), 1–13.
- Wang, R., & Shih, Y. (2022). Improving the quality of teacher education for sustainable development of Taiwan ' s education system : A systematic review on the research issues of teacher education after the implementation of -year national basic education. *Frontiers in Psychology*.
- Yan, Z., Li, Z., Panadero, E., Yang, M., Yang, L., & Lao, H. (2021). A systematic review on factors influencing teachers ' intentions and implementations regarding formative assessment. *Assessment in Education: Principles, Policy & Practice*, 28(3), 228–260.

<https://doi.org/10.1080/0969594X.2021.1884042>

Yulando, S., Sutopo, & Chi, T. F. (2019). Electronic Module Design and Development : An Interactive Learning. *American Journal of Educational Research*, 7(10), 694–698.  
<https://doi.org/10.12691/education-7-10-4>

Zakaria, Z. (2020). Teachers Who Reflect , Teach Better : Reflective Practice at The Heart of Teachers ' Professional Development Programs. *Ideology Journal*, 5(2), 215–227.