

# (Guru Penggerak Existence in the Social Transformation of Indonesia's Education System: An Analysis Based on Structural Functional Theory)

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**Abstract:** *The Guru Penggerak program, initiated by Indonesia's Ministry of Education, Culture, Research, and Technology, aims to cultivate transformational leaders within educational institutions. This program seeks to address challenges within the Indonesian education system, such as unequal access and substandard teacher quality, by promoting innovative learning practices, collaboration, and leadership. Using Structural Functional theory, this paper examines the role of Guru Penggerak in fostering social stability and facilitating social change within Indonesia's diverse educational context. The study highlights how the program contributes to the adaptation of the education system to global demands, emphasizing its manifest, latent, and dysfunctional functions. Despite challenges in implementation, such as regional disparities and resistance among educators, the Guru Penggerak program demonstrates significant potential to enhance educational quality and promote inclusive societal transformation.*

**Keywords—** Guru Penggerak, Structural Functional theory, educational transformation

## 1. BACKGROUND OF THE EDUCATION SYSTEM AND TEACHER QUALITY IN INDONESIA

Education in Indonesia is a crucial social element that contributes to the maintenance of social stability and order. The education system is designed to preserve cultural values, enhance individual skills, and equip the younger generation to confront challenges. According to Structural Functional theory, education functions as an institution tasked with instilling collective values, such as Pancasila and Bhinneka Tunggal Ika, to uphold social integration within a diverse society.

Education serves as a fundamental pillar in the advancement of contemporary society. As a social institution, it plays a vital role in fostering stability, preserving cultural values, and equipping individuals to confront social and economic challenges. In the Indonesian context, education is also an essential vehicle for national integration, considering the country's ethnic, religious, and cultural diversity. Nevertheless, the Indonesian education system grapples with challenges such as subpar quality and unequal access, necessitating continuous reform initiatives. One strategic measure implemented by the government is the Guru Penggerak program.

Guru Penggerak Program was initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as part of a strategy to cultivate transformational leaders within educational institutions. Guru Penggerak is anticipated to serve as an agent of change, enhancing the quality of education through innovative learning practices, strengthened leadership, and collaboration with various educational communities. The responsibilities of the Guru Penggerak extend beyond classroom instruction; they also encompass motivating fellow educators, fostering a

positive school culture, and bridging the divide between governmental policies and their practical implementation. (Kemendikbud, 2020).

From the perspective of Structural Functional theory, education serves as a crucial social subsystem that plays a significant role in maintaining societal balance and integration. Emile Durkheim, for instance, underscored that education is essential for transmitting the norms and values necessary for social solidarity. In contrast, Talcott Parsons regarded education as a mechanism of socialization that aids individuals in adapting to the increasingly complex social roles present in modern society. Additionally, Robert K. Merton posited that changes within the education system can be examined through manifest functions (explicit objectives) and latent functions (indirect effects), including dysfunctions that may emerge when educational institutions fail to fulfill their designated roles.

Guru Penggerak, in this context, it serves as a mechanism addressing the challenges of social change within the dynamics of the Indonesian education system. A primary challenge is ensuring equitable access to quality education, particularly in remote and underserved regions. While this program seeks to enhance teacher professionalism and foster educational innovation, its execution has not been free from criticism. Some educators have expressed concerns regarding the increased workload and resistance from peers who felt excluded from the initiative (Cahyaningrum & Hamid, 2020). Furthermore, there are apprehensions regarding the disparity in program implementation between urban and rural schools. (Tilaar, 2004).

The examination of the Guru Penggerak existence can yield profound insights into the program's contribution to social change within the Indonesian education system. The

Structural Functional theory approach is pertinent for identifying the Guru Penggerak role in sustaining social stability while promoting the education system's adaptation to contemporary needs.

## **2. ANALYSIS OF STRUCTURAL FUNCTIONAL THEORY WITHIN THE EDUCATIONAL CONTEXT OF INDONESIA**

### **2.1 The Function of Education within Social Systems (Durkheim)**

Education is regarded as a vital instrument for fostering social solidarity by imparting essential norms and values. In Indonesia, education acts as a conduit for unifying a diverse society through a curriculum that underscores the significance of the nation's fundamental values. Insufficient teacher quality can impede this function due to the inadequate instillation of social values among students.

### **2.2 Equilibrium of Social Systems through Education (Parsons)**

Education is instrumental in enabling individuals to adapt to global changes and fulfill the demands of the labor market. Guru Penggerak program aims to enhance teacher competency, equipping them to respond effectively to evolving global developments. Proficient educators will assist students in navigating global challenges and fortifying Indonesia's education system.

### **2.3 Social Change and Latent Functions in Education (Merton)**

Education in Indonesia serves a manifest function of cultivating a competent generation; however, it also harbors a latent function that influences various social dimensions, including diminished student motivation stemming from subpar teacher quality. Dysfunction within educational institutions can lead to social issues such as educational inequality and a decline in public trust in the education system.

## **3. THE ROLE OF TEACHER LEADERS IN PROMOTING SOCIAL CHANGE WITHIN INDONESIA'S EDUCATION SYSTEM**

### **3.1 Transforming Educators into Catalysts for Change within the Education System**

Structural Functional Theory posits that each institution within society plays a mutually supportive role in maintaining social equilibrium. In the context of the education system, the Guru Penggerak program represents an initiative aimed at enhancing the functionality of education in Indonesia. Talcott Parsons elucidates that education facilitates individuals' adaptation to the requirements of social roles through socialization and the internalization of values. In this instance,

the Guru Penggerak is responsible for instilling new values, such as innovative learning, collaboration, and transformational leadership, which foster positive change within schools.

These modifications illustrate the social education system's efforts to adapt to external challenges, including technological advancements, globalization, and the demand for skilled human resources. As noted by Parsons, this adaptation serves a crucial role in the social system's function to ensure sustainability in the face of changes in the external environment.

### **3.2 Educator, Motivator, and Social Cohesion**

Emile Durkheim underscored the significance of education in fostering social solidarity through the transmission of norms and values. In the multicultural context of Indonesia, the Guru Penggerak contributes to the enhancement of social solidarity by promoting inclusive values and nationalism within schools. This is achieved through the development of a curriculum that prioritizes Pancasila values and project-based learning pertinent to community life.

The Guru Penggerak serves as a unifying force within the school environment by diminishing disparities in educational quality across regions. This initiative seeks to equip teachers in remote areas with the skills necessary to deliver learning experiences comparable to those found in urban settings. This endeavor fosters organic solidarity within society, where variations in social functions among individuals and institutions harmonize to create a more inclusive educational system.

### **3.3 Manifest, Latent, and Dysfunctional Functions of the Driving Instructor**

Robert K. Merton provides a more adaptable analytical framework through the concepts of manifest functions, latent functions, and dysfunctions.

- **Manifest function:** The Guru Penggerak Program aims to enhance teacher professionalism, foster educational innovation, and cultivate transformational leaders equipped to address the challenges of 21st-century education.
- **Latent function:** Beyond these explicit objectives, unforeseen effects arise, including the development of new solidarity among teachers participating in the training, heightened student motivation for learning through innovative educational methods, and transformations in the school's organizational culture to become more adaptable to innovation.
- **Dysfunction:** The program encounters resistance from certain educators who perceive the additional responsibilities as burdensome in their role as agents

of change. Furthermore, disparities in teacher capacity across different regions may lead to inequities in the program's implementation, thereby obstructing the attainment of the ultimate objective.

### 3.4 Integration and Resilience of Educational Systems

In Parsons' theory, a social system operates most effectively when each subsystem collaborates harmoniously. Education, as a critical subsystem, must facilitate the integration of social values and adapt to contemporary needs. The Guru Penggerak serves as a pivotal figure attempting to reconcile the disparity between national education policy and its local implementation. For instance, they promote technology-driven learning innovations in schools that previously lacked access to such methodologies.

However, to maintain equilibrium, the integration of traditional and contemporary values in education must also be taken into account. The Guru Penggerak must ensure that the changes implemented remain pertinent to the local needs of the community, such as the incorporation of local wisdom in the learning process. This approach mitigates the dysfunction that may arise from cultural alienation within the education system.

### 3.5 Social Change as an Evolutionary Process

The Structural Functional Perspective posits that social change in education is not perceived as a threat but rather as an evolutionary process aimed at enhancing the system's capacity. The Guru Penggerak, serving as an agent of change, facilitates the transition of the Indonesian education system toward a more inclusive and adaptive future while maintaining social stability. For instance, enhancing teacher competency through Guru Penggerak training enables the education system to address challenges such as digitalization and shifts in the global labor market. This initiative exemplifies the functional dynamics articulated by Merton, wherein the manifest function (enhancing teacher competency) and the latent function (boosting student competitiveness) collectively contribute to the sustainability of the social system as a whole.

## 4. CONCLUSION

Through the Structural Functional theory approach, the Guru Penggerak program can be viewed as a systematic endeavor to enhance the role of education as a social institution in Indonesia. This program not only contributes to the stability of the education system but also fosters the social change necessary to adapt to contemporary challenges. Despite encountering obstacles, this program possesses substantial potential to elevate the quality of education and facilitate meaningful social transformation in Indonesia.

Structural Functional Theory conceptualizes society as a system composed of interconnected institutions that work

together to uphold balance and stability. Within this framework, education serves a crucial function in fostering solidarity and equipping the next generation to confront social challenges. This theory posits that social change is a gradual process that evolves in response to shifting social dynamics. The Guru Penggerak Program in Indonesia exemplifies the application of this theory, as it enhances educational quality to meet contemporary challenges by improving teacher effectiveness. This initiative enables students and the community to better navigate social and technological transformations while preserving social stability.

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