

EVALUATING THE IMPLEMENTATION OF MOVER TEACHER EDUCATION PROGRAM OF ENGLISH LANGUAGE TEACHERS IN WEST NUSA TENGGARA

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Article Info	Abstract
<p>Article History Received: August 2023 Revised: September 2023 Published: October 2023</p> <p>Keywords Evaluation; Mover Teacher Program; Education Policy;</p>	<p><i>The Mover Teacher Program (MTP), released in 2021, is widely regarded as a crucial measure towards achieving substantial transformations in the field of education in Indonesia. The present study aims to evaluate the effectiveness of the MTP in Sumbawa Besar City. Through this study, we sought evidence of lessons learnt from the field. To conduct the study, researchers employed a modified version of Kirkpatrick's evaluation model. Three out of four postulates derived from the model were used to probe the phenomenon under investigation, i.e. (1) teachers' reaction, (2) learning endeavor and (3) application of knowledge/skills gained. The fourth postulate regarding the assessment of students' achievement was not included in the study as the MTP program just commenced in the research site. The study employed a qualitative research approach with a multiple-case design. Participants of this study were eight alumni of MTP teachers coming from four different schools. Data were collected through interviews, observations and study of related documents. The data collected were analyzed thematically through data reduction, data presentation, conclusion drawing and verification. Results of the study show that participants of the study benefitted from participating in the MTP program although they underwent various route of transformational learning. Regardless of disorienting problem in the beginning of the program implementation, participants were able to maintain their new skills and knowledge to improve their own teaching performance and other teachers in the impacted schools. The participants experienced transformation of learning and behavioral change after participating in the long and exhausting MTP program.</i></p>
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INTRODUCTION

The Mover Teacher Program (MTP), launched in 2022, is widely regarded as a controversial policy used to initiate substantial transformations in the field of education in Indonesia. The objective of the MTP is to produce competent educators who can serve as innovators and learning leaders who contribute to the advancement of the education system as a whole (Ngabiyanto et al., 2022). Through comprehensive training and professional development opportunities, the MTP equips teachers with the pedagogical skills and leadership knowledge necessary to implement innovative teaching methods, integrate technology into classrooms, and encourage students' critical thinking. Upon the completion of their training, they are expected to create a dynamic learning environment that prepares students for future challenges. They are also expected to be able to use their newly acquired knowledge and skills to effectively adapt to the diverse learning styles and students' needs (Hasanah et al., 2022). This includes the ability to differentiate instruction, offer individualized support, and design inclusive classroom environments. Ultimately, teachers of MTP are encouraged to collaborate

with their colleagues, participate in professional development opportunities, and keep abreast of the latest educational research and practices.

Despite such good intentions, various negative responses to the MTP policy appeared in various media. There is a temporary assumption that the chaotic conditions that have already occurred in the field of education are likely to be difficult to change (Jannah & Junaidi, 2020). It is essential to note, however, that the negative responses may not accurately reflect the policy's overall impact. We therefore consider that it is essential to conduct a thorough evaluation of MTP implementation to determine its efficacy and resolve any concerns raised by stakeholders. Through this study, we want to bridge communication and collaboration with policymakers and education practitioners to address any obstacles that may hinder the successful implementation of the policy. By collaborating and sharing our findings and insights, we can identify potential challenges and develop effective solutions. This collaboration will ensure that the policy is implemented in a way that maximizes its impact and benefits for MTP alumni. These alumni may face situations that are very different from the theory they learned during their training. This challenge is very problematic because the MTP teachers have a mission not only as exemplary inspiring teachers but also as agents of change for his fellow teachers and students in the workplace.

Afrina et al. (2022) identify that the MTP can serve as a catalyst for educational reform in Indonesia. They believe the MTP has the potential to bring together key stakeholders, such as government officials, educators, and community leaders, to devise innovative strategies for enhancing the education system through collaboration. By facilitating dialogue and knowledge-sharing, MTP teachers are expected to expedite the implementation of effective educational policies and initiatives that address the challenges facing Indonesia's current education sector. Through the mover teacher program, each teacher in the school is encouraged to change the way he or she teaches by exchanging experiences, knowledge, skills, and best practices with his or her colleagues in the school and from other schools .

The issue of educational change like MTP has attracted Indonesian researchers to conduct various studies in the field of education policy (Marmoah et al., 2022; Sijabat et al., 2022; Istiyarini, 2022; Marliyani & Iskandar, 2022). However, little is known about the impact of the MTP policy on the professional practice of teachers, particularly with regard to the implementation of the independent curriculum policy, as few researchers conducted comprehensive studies on the implementation of MTP policy. Thus, the impact of the MTP policy on the professional practice of teachers is not much revealed, particularly with regard to the implementation of the independent curriculum policy. This gap in knowledge shows that more study needs to be done to find out how the MTP policy affects teachers' professional work and how well they can implement the independent curriculum policy. Such a study will provide teachers with feedback for improvement, training and support, creation of a better school culture, and help for students (Azmiyah & Astutik, 2021). It is therefore important to look into different parts of MTP, like how well it works to improve education, how long it will last, and what problems or unexpected effects it might cause. In the absence of research on the implementation of MTP policies, we consider it necessary to explore the experiences, perceptions, beliefs, and needs of teachers regarding their involvement in the implementation of MTP. Through this research, we seek to develop deeper insights into the problems and challenges that underlie MTP policy practices. Thus, it can uncover the factors that hinder or facilitate the process of implementing policies at the micro level. By combining thematic analysis and case studies, we explore how the MTP policies are implemented in Indonesia, and how these practices impact the careers and dynamics of teachers teaching in schools.

To clear up the ground, we quote Aliyyah's (2020) definition of educational program evaluation, which is referred to as a series of activities that aim to measure or review the level of success of an educational program. Through educational program evaluation activities, a

researcher can find out how successful the actions that have been planned by the program organizers are. Ho & Lee (2016), Hirsch et al. (2018) and Fairman et al. (2020) reported that teacher professional development initiatives have been found to be ineffective and have had little impact on teacher behavior in day-to-day workplace teaching because of the failure of the training providers to identify the needs of teachers in the classroom and their inability to align the content of the training with the demands of real post-training teaching and learning activities. Thus, the trainees perceive such a training program as merely functioning as a legal measure (Makovec, 2018). In addition, a number of relevant studies have also shown that teacher professional development exercises do not positively affect teacher performance in the classroom. Teachers often return to their old ways of teaching after the training program is over.

In contrast to the aforementioned reports, Ubit & Bartholomaeus (2018) reported that training in the teaching profession makes a very significant contribution to the development of teacher professionalism. To encourage the emergence of synergies in the development and improvement of teacher professionalism, Welp et al. (2018) suggest that teacher professional development activities use the medium of sharing and discussion as a place to understand each other and learn together. The basic assumption that forms the philosophical basis is that sharing and discussion are tools to build mutual understanding among the parties involved and joint professional development. Therefore, sharing and discussion not only serve as tools to improve the performance of an institution, but also to enrich communication, build consensus, and solve problems together (Taylor, 2017). By learning the principles of collective learning, teachers will be able to make new breakthroughs in the field of teaching and can design collective action to lead to a significant change or transformation. All of these descriptions are in line with the spirit of the mover teacher program.

In order to evaluate effective training programs, a number of education researchers have sought to find more relevant approaches that can help teachers transform what they learn from training into their professional practice. Guskey (2021), for example, argues that professional development models designed around the needs of teachers can maximize benefits for their learning professionals. When teachers receive training tailored to their needs, they will feel compelled to make a meaningful contribution to their private practice and the educational progress of their schools. According to Guskey, the key to the success of this kind of professional development lies in providing opportunities for teachers to use what they learn from professional development programs as a catalyst for change in their practice. Thus, when professional development programs accommodate the immediate needs of teachers, they will deliberately integrate what they learn from training with what they teach in the classroom.

A number of studies on professional development support the above proposition. For example, Domitrovich et al. (2009), Liljedahl (2014), and Thurlings & Brok (2017) report the integration of teacher and student-focused learning activities in professional development have been able to make a significant contribution to teacher change and their professional learning. These authors find that facilitation of teacher needs in professional development is an important factor supporting teacher change practice. Such professional development will not only change the teaching practice of teachers but also their misconceptions about professional development. In this connection, Hargreaves (2005) warns that teachers who participate in professional development may have different educational backgrounds and teaching experiences; changes in teacher practice may differ from individual to individual. Thus, he suggests that factors, such as age, learning experience, tenure, and career development need to be included when evaluating professional training programs.

PytlikZillig et al. (2018) stated that the acceptance of a policy is difficult to predict: it can run slowly or experience rejection. The public's response to policy may not be inconsistent by design nor can it always be guaranteed. Public acceptance of a policy, according to Hargreaves (2005), is highly dependent on the individual's ability to change their mindset and their belief

in the benefits of the change. From this description it can be concluded that individual beliefs and beliefs about a policy play a very important role in determining the success of changing their mindset. Therefore, changing one's values, habits, and beliefs towards a new course of action can be very complicated and challenging. Their experiences and mindsets will not only shape their epistemological beliefs about their own abilities but also their choice of learning strategies (Mardiha & Alibakhshi, 2020).

Overall, it can be reiterated that to create changes in the mindset of teachers and learners, the implementation of MTP policies must be directed at creating an independent learning community. The joint forum called community of practice is expected to provide opportunities for everyone to interact and share their experiences in supporting the implementation of the MTP. This community of practice will give teachers and students a place to talk to each other and learn from each other's achievements and problems. By encouraging a feeling of belonging and shared responsibility, MTP policies can do a better job of making a learning environment that will last and keep people interested. In principle, the outcome of MTP is the emergence of a lifelong learning tradition for school teachers. Through MTP, optimal learning can take place in a systematic and well-planned manner. This can help teachers keep getting better at their jobs because they can keep updating their strategies and techniques based on the comments and experiences shared on the MTP platform. As such, learners can have a more personalized and interesting learning experience because teachers can adapt their lessons to meet the needs of each student.

Whatever the name of the program used to train teachers in Indonesia, there is always a need to evaluate and assess the effectiveness of the program. Evaluation studies are needed to assess whether a program developed by the government has achieved its goals, whether the program is effective in meeting the needs of trainees, and whether there are changes and adjustments needed by teachers in the future. With reference to the description of the background above, the research aims to (1) reveal the reactions of the MTP participating teachers to the learning models and procedures they are learning; (2) identify the level of change in the knowledge and pedagogical skills of the mover teachers after the MTP training; (3) analyze the occurrence of behavioral changes in the mover teacher after the training and (4) identify the impact of learning from the mover teachers on the achievement of the students they teach.

To evaluate the impact of the MTP program on changes in teacher practice, we used Kirkpatrick & Kirkpatrick (2007) evaluation model that are adapted and used as guiding principles to explain the observed phenomenon, namely, (1) teacher reactions to the model towards the MTP program; (2) learning outcomes from the MTP program, and (3) application of knowledge/skills obtained from MTP to students. The fourth principle, i.e. the achievement of student learning outcomes, was not included in the study as the MTP program just started in the research site when this study embarked. It is important to note that assessing student learning outcomes often takes a significant amount of effort and data collection. Thus, it is justified that this element was not assessed during the initial stages of the MTP program at the research site. Further assessment and analysis will be required to determine the program's influence on student learning outcomes. The current study is focused only on the attempt to ascertain whether the MTP program has provided changes that truly meet the needs of trainee teachers and explore the extent to which the MTP program is effective in its implementation.

RESEARCH METHOD

This research was conducted in the city of Sumbawa Besar. The location selection was based on the consideration that this area had implemented the Moving Teacher Program (MTP). As a first step, we collected a list of the names of schools that had implemented the MTP in Sumbawa Besar City. After finding to the research location, we managed to verify the schools and participants from these schools. Initially, we planned to include five schools in the city that

had alumni of MTP. However, ultimately we were able to pick up only four schools due to the participants' rejection to take part in the study as they had other commitments. To comply with the research ethics protocol, all research requirements and a consent form from the research subjects were submitted to research participants before data collection activities began.

Research Design

In this study, we collected, analyzed, and compared data from a variety of participants using a descriptive qualitative research approach with a multiple-case research design. This research methodology enabled us to obtain a thorough understanding of each participant's experiences and perspectives. By employing a multiple-case study design, we were able to identify common themes and patterns across multiple cases, thereby increasing the overall credibility of our findings. Moreover, the multiple-case study design enabled us to capture a wide variety of perspectives and experiences, thereby enhancing the validity and applicability of our findings. In addition, by considering contextual factors, we were able to obtain a deeper understanding of how these factors influenced the implementation process and its outcomes. This research design was adopted to investigate the issues and difficulties participants encountered when implementing MTP in the workplace. The multiple-case research design allowed us to examine the contextual factors, such as school culture and leadership support, that influenced the MTP implementation process. This research design allowed us to obtain a deeper comprehension of the participants' perspectives and the particular challenges they encountered during the implementation process. Likewise, by analyzing the data obtained, we were able to identify recurring themes and patterns, which provided valuable insights for future interventions and enhancements to the MTP implementation. This nonnumeric data provides a deeper comprehension and explanation of the evaluation study at hand (Creswell, 2014).

Subject of the Study

Subject of the study was selected purposively. This selection technique is regarded appropriate for this research because the aim is to dig deeper into the information of unheard voices. By using this selection technique, we can ensure that the perspectives and experiences of marginalized or underrepresented individuals are given a chance to be heard. This method enables an increased understanding of the topic, as it incorporates diverse perspectives that were previously overlooked. For this purpose, eight participants (four female and four male teachers) who taught in four high schools in Sumbawa Besar and had completed MTP training for nine months were selected for interviews. These participants were specifically chosen for the research because they had good knowledge and understanding of the phenomenon being investigated (Creswell, 2014). The selection of an equal number of female and male teachers ensured a diverse perspective on the phenomenon under investigation. This allows for a comprehensive analysis of the research findings.

Instruments

Prior to conducting the study in the field, we developed open-ended questions designed for an interview. Upon the completion of the instrument, we then conducted a semi-structured, in-depth interview. The purpose of the semi-structured interview is to gain a comprehensive understanding of the interviewees. This method allows us to investigate a variety of aspects of the respondents' experiences and perspectives. In this way, the study resulted in rich and detailed data. Thus, the researcher can gain valuable insights into how individuals approach the policy of MTP and how they seek to explore problem-solving and decision-making strategies. With the participants' consent, the activity for in-depth interviews was conducted for about 50 minutes.

Participants received explanation sheets on research ethics and standard interview protocols before the interview. We made the participant confidentiality guarantee clear

throughout the research guide. All identities and their responses were kept confidential and would not be disclosed publicly without their permission. We engaged in open-ended conversations with participants to elicit their thoughts, feelings, and experiences related to the research topic. Through in-depth conversations, we could gain deeper insights into the underlying reasons behind the strategies used by children. This allows us to understand their motivations and perspectives regarding MTP. The conversations provide an opportunity for participants to reflect on their own adjustment processes and the growth of their self-awareness.

In addition, researchers also developed an instrument for observations in the field. Observations were further carried out to check the correctness of the information provided by participants related to the results of interviews and document studies. This observation activity aims to obtain an overview of the truth of the information conveyed by the subject in the interview. With this observation, researchers can identify, record or record issues related to MTP implementation. For this activity, the researcher asked permission from two participants who were selected to represent the downtown and suburban areas. During the observation process, the researcher made field notes that were relevant to the collected evidence. We also collected documents related to the evidence of the practice of MTP teachers in carrying out classroom learning. This document was in the form of lesson plans, teaching materials, textbooks and other appropriate documents.

Data Analysis

Data from each field research activity, namely interviews, observations and document studies, were compared to determine the trustworthiness of the information. For this reason, researchers triangulated the data before analyzing the data. Through this triangulation, researchers can check the trustworthiness of information from each source. Using the data analysis steps suggested by Miles et al. (2014), we grouped data from various sources into a number of categories. Then, the data were reduced before being analyzed. Data reduction activities were in the form of sorting, focusing and simplifying data complexity. This data reduction process occurs iteratively until the data becomes saturated and cannot be described anymore.

Once the process of reducing the data was done, we did data display. With this procedure, we can get a better idea of what is going on and study the data further. Data display is an important part of the research process because it leads us to see patterns and trends in the data. Data display helps us tell other researchers about the results and draw useful conclusions from the data analyzed. The data obtained from 3 sources, namely interviews, observation and documentation, were then analyzed using thematic analysis (Forbes, 2021). To carry out the analysis, we first examined all the data. The purpose is to see the link between one data and another. Further, the researchers coded the data. The coding for the interview data was done by observing the parts of the text in the form of keywords, phrases and/or sentences, which emerged from the data. Each of the same topics was labeled with an abbreviation or code, to ease classification. At this stage, data from relevant interview transcripts were collected for further categorization while irrelevant data was set aside to be sorted out. After going through repeated data checks, we put all the data that had been coded into categories. The method of categorizing data allows the researcher to get a brief overview of the main information that emerges from all the data, in which the next process the main information was sorted into the themes of the findings. The data relevant to the goal of this study were then organized into sub-themes until they were totally saturated. The use of secondary data checking in this analysis was intended to strengthen the level of data trustworthiness

RESEARCH FINDINGS AND DISCUSSION

Research Findings

As regards participants' reactions to MTP learning models and procedures, data from interviews with 3 participants show initially there was resistance among participants to MTP among participating teachers. These participants said that at first they did not like and did not enjoy the MTP training. Participant FT-4, for example, said, *“Among all my friends, I was the one who underestimated this program the most. I wasn't very proud at all participating in MTP. In the beginning of this program, I posted my status my negative comments on face-book (about MTP). I said this program is not true. I was once contacted by the head of the Education and Culture Office to delete my comments on Facebook.”* MT-7 shared the same feeling, *“At first I didn't mean to (join MTP), I just joined in with my friends because of the lack of information about the MTP program. I was just curious about this program.”* Likewise, FT-2 commented, *“Initially my reaction was to reject MTP but in its development I can see the positive side of this program.”* This quote suggests that some people had negative feelings about the MTP program at first but they eventually changed their minds after learning more about it.

The responses of the other 7 participants showed a convergent direction. They stated that MTP was relevant to their personal needs and/or their school needs. MT3 explained, *“Frankly, my reaction after I participated in MTP training activities for 9 months and 10 days I felt that a change was happening to me. After joining this program, as a teacher I must say I can provide better learning direction for my students.”* All participants felt that MTP was uniquely different from other in-service training programs. They considered that the knowledge provided in MTP was practical and potential to be applied for classroom use. The participants claimed that MTP efficiently addressed their students' particular needs and learning styles. Thus, they could customize their instruction accordingly. In this relation, FT8 explained, *“After following the mover teacher program, we can learn how to work together, how to move other friends who initially did not accept this activity and it took a long time after we saw that the teacher mover program was fun, can teach better, can manage emotions, how to teach children according to their development.”* This quote indicates that the MTP not only helps teachers improve their ability to collaborate, but also helps them get their colleagues to join in. By acquiring effective and fun learning activities, teachers could share their newly acquired teaching skills to their peers. This finding insinuated that participants of the study experienced a shift in viewpoint after taking part in the MTP. Initially, they exhibited a growing sense of distrust with the MTP program as a result of insufficient information and skepticism. Nevertheless, upon acquiring further knowledge about MTP and gaining firsthand experience of its advantages, their opinions underwent a change towards a more optimistic perspective. By being open to new ideas and not being afraid of change, these individuals can broaden their horizons of thoughts and find new chances to develop their teaching capacity.

Concerning the training time, the participants said that the training lasted more than 9 months and covered a lot of information. They considered that trainers made good use of the allotted time. They said that the trainers used different interactive ways to deliver the learning materials. These trainers kept them interested and helped them understand the subject better. The participants claimed that they liked having the chance to put what they learned into practice through hands-on tasks and real-life case studies. They were of the opinion that the instructional style and method of learning delivery all met their needs. The FT-4 teacher commented, *“We learn how to think about what we think, and we're taught to listen to other teachers, students, and even parents.”* MT-3 added, *“It's good to get ideas from other people so that we can teach in a more organized way”*. In short, MT-5 came to the conclusion, *“Anyway, this MTP training has indeed helped me learn and understand*

more about innovative teaching." All participants of the study considered that the MTP training was a good way to learn that was geared toward their needs. They liked that the focus was on thinking critically and that they could get feedback from different people, like other teachers, students, and even parents. They thought that the training had helped them understand and learn beyond their routine practices.

Another factor that made the participants react positively to the MTP training was the way the trainer motivated and prepared learning in a fun way. Participants stated that the trainer made the training meetings fun by putting in interactive and differentiated learning activities. FT-6 commented, *"Our teachers are always getting us ready to move forward together."* Most of the MTP participants admitted that upon their return to their workplace, their change of teaching styles had inspired their colleagues to get interested in MTP. In this relation, MT7 exemplified, *"My colleagues were attracted to know further the teacher mover program when they saw that our class became fun and interactive. Thus, when MTP opened its 6th batch in our region, I told my colleagues to join in"*. FT-2 added, *"The training was really helpful, no matter how hard it was in the beginning,"* All participants also contended that MTP made them become better equipped teachers and thus they felt more confidence in running the classes. They said that such a training program not only improved their ability to teach, but also facilitated them to deal with problems of classroom management. They felt confident with their improved pedagogical knowledge. Ultimately FT-6 said, *"After finishing the MTP program, we felt more fascinated to work with other teachers to try new approaches we got."* The results of the study show that the training program like MTP has made a big difference in how excited the participants were about their jobs in general. They considered that students were more excited and motivated to participate in the classroom because they were able to create a more engaging and stimulating learning activities. At this point, it can be restated that the MTP program was indeed a valuable investment for both teachers and students. It helped the teachers improve their teaching skills, manage their classes better, and have engaging learning activities.

Related to theme about change of practices, almost all of the informants admitted that they experienced a significant improvement in their knowledge, skills, and confidence after taking part in MTP training. MT-7 said, *"My knowledge of teaching and managing classes has increased substantially... also my communication skills... I have started to learn to think critically too"*. In the same vein, FT-8 said, *"Teachers of MTP (training) products work together with other colleagues to disseminate the program. ... and what is great is our increased ability in information and technology (IT)."* All participants concurred with this comment. They reflected that the acquisition of IT had helped them create a more collaborative and supportive learning environment in their workplace. This allowed them to successfully integrate technology into their teaching approaches and to make the lesson delivery become more engaging and interactive. All the comments from the participants implied that the MTP training had led them to increase their knowledge and skills that were in line with their needs to deal with the new curriculum. The participants considered that the MTP was different from other previous training programs in a sense it covered a lot of different pedagogical topics, such as how to teach, how to use technology, and how to be emotionally intelligent.

When participants were asked to give comments whether MTP was successful in facilitating the acquisition of knowledge and skills in managing classroom, in general participants claimed that they had learned a lot of new things from the MTP training. *"MTP is the best compared to previous trainings"* said FT6. In a similar vein, FT7 said, *"we learn to listen. We practice how to make time to listen to our students. Any question from them must be appreciated. It turned out that learning to listen is difficult to do."* Almost all participants agreed that on the average they understood the training materials given by the

trainer. Some participants maintained that they were able to circulate the new practices to their colleagues. However, two participants expressed their bewilderment regarding their colleagues' resistance to MTP. MT4 stated, *"In my place, I have not succeeded in persuading my colleagues to learn together using MTP materials. I have a hard time to invite senior fellows to learn together."*

With reference to the lessons learned from MTP, the participants explained that in addition to pedagogy, they also studied psychology. MT-5 explained, *"A teacher has to do everything. It is related not only to lessons but also to emotion management and many other things beyond lesson plans or learning activities. These are good things I learn from MTP."* A large number of participants said they agreed with MT-5's views. They reflected that MTP had changed their perspectives on collaborating with peers and working with other stakeholders to advance school programs. They also mentioned that MTP had helped them understand the importance of building relationships with students and creating a positive classroom environment. They felt more equipped to handle the emotional needs of their students and saw the value in incorporating social-emotional learning into their teaching practices. They realized that being an effective teacher goes beyond just delivering lessons and managing emotions. MTP helped them understand the importance of building relationships with colleagues and engaging with various stakeholders to create a positive and productive learning environment. This shift in perspective has greatly influenced their approach to teaching and their overall professional growth.

Regarding teachers' changes of behavior, the majority of the participants said that prior to taking part in MTP, they felt secure in their "comfort zone". Initially, they considered that MTP was not appealing. In this regard, FT-2 stated, *"I've been long in my comfort zone. I came to school just to teach. That's all. I went home after that. I gave grades. There was no development or training whatsoever for me. Before this, my perspective on my profession as a teacher was so plain."* However, after participating in MTP, the participants experienced a significant shift in their perspective. They realized the importance of continuous professional development and saw the value in stepping out of their comfort zones. As FT-6 mentioned, *"MTP opened my eyes to the possibilities of growth and improvement in my teaching profession. It made me realize that there is so much more to being a teacher than just delivering lessons."* A similar account was stated by MT-1: *"For me, the thing I learned from the MTP was a substantial change in each individual participant. There are social-emotional activities that make me aware of how to treat students as respectable human beings."* All these statements signified that there had been a substantial change in teacher behavior. This change in behavior was attributed to the MTP program, which provided teachers with new perspectives and strategies for their teaching profession. The program not only enhanced their teaching skills but also emphasized the importance of fostering positive relationships with students and treating them with respect. These changes ultimately led to a more fulfilling and impactful teaching experience for the participants.

In relation to the impact of teacher-driven learning on student achievement, all teachers stated that not all teacher-driven teachers succeeded in changing the way students learn, especially in the fields of numeracy and literacy. FT-8 said, *"From my observations, there are participants in this program who have an impact on changing learning patterns and some have no impact. Not always following a training program will produce good and good results. I want to confirm because if we continue to see from ourselves there is nothing wrong with us. There is a phenomenon, if the school bell rings, and teachers are still talking (with colleagues) in the office room, that means he is not a mover teacher. He doesn't change after attending training and returning to school. I must say that actually everyone has changed after taking this MTP in terms of learning, gaining IT knowledge, managing the class in a new way"* This statement

implies that there are three outcomes for learners at MTP, namely resistance remains, changes occur slowly and there is substantial rapid change. For those who succeed in making big changes, self-regulated learning happens to them. FT-4 said, *“In participating in this program, my friend had to use his own money several times. However, he is still eager to learn.....He keeps taking offline training and online classes. In my opinion, this is an example of a significant mental change for that person and it is extraordinary.”* In closing, MT-3 said, *“when we become a mover teacher, we don't want to go forward alone but move to persuade others”*.

Discussion

The results of the data analysis obtained from the interview in this study indicate that a process of teacher change happened substantially. The participants reflected the change of their experiences, points of view, thoughts and actions in a significant manner. These results show that the change process has an effect on teachers' epistemological beliefs. This change has led to improved teachers' teaching performance and students' learning engagement. Participants felt more confident and empowered upon the completion of taking part in MTP. The majority of the participants considered themselves to be successful in integrating what they learnt from MTP into classroom practice. They felt confident in their ability to integrate technology, pedagogy, and differentiation-based lesson contents. In order to adapt to the demands of using IT in implementing MTP, participants sought knowledge and skills through various learning sources. The study also found that professional development opportunities in MTP that focused on integrating technology into instruction were effective in improving teachers' knowledge and skills in using educational technology. Furthermore, the participants in this study reported feeling more confident and motivated to incorporate technology into their teaching practices after engaging in these professional development activities. The results of the present study support the research findings reported by Ubit & Bartholomaeus (2018), Liljedahl (2014), and Thurlings & Brok (2017)

According to the data acquired and summarized in the findings, teachers who participated in the MTP encountered difficulties in communicating and disseminating the MTP program to their colleagues. These problems were especially evident among senior teachers, who displayed resistance to it. This indicates that senior educators may require targeted strategies and support to facilitate the incorporation of MTP learning materials into school programs. According to the participants, the senior teachers' resistance to the innovation program introduced by their colleagues was fueled by their fear of the unknown. This lack of knowledge could be remedied through senior teacher-specific professional development opportunities that emphasize the benefits and practical applications of MTP learning materials. In addition, providing ongoing support and mentoring from experienced educators who have effectively incorporated MTP into their teaching practices could help senior teachers overcome any concerns or hesitations.

Problems, obstacles and challenges regarding the implementation of MTP learning model in schools appeared due to some reasons, such as (1) inadequate training and professional support from school management to non-MTP teachers, (2) a lack of funding and resources to support the integration of technology in classrooms, and (3) the resistance to change and the fear of technology among senior teachers. This eventually becomes serious hindrances faced by MTP alumni in disseminating an MTP-based learning model in schools. All of these findings indicate that the problems of MTP implementation came not only from the participants themselves but also from internal policies in schools. These problems show how important it is to have comprehensive professional development programs that meet the specific needs of non-MTP teachers who are expected to support MTP initiative. Schools should make sure that they have enough funding and resources to support the adoption of technology-based learning models generated by MTP. Thus, schools can create a supportive environment that encourages senior teachers to accept change and get over their fear of technology. By dealing with these problems, MTP alumni will be better able to put MTP-based learning models into schools that

work. The findings above support the postulates of the substantive theory of evaluation developed by Kirkpatrick & Kirkpatrick, 2007).

Ultimately, the concept of TMP is not static but rather an evolving construct that continually undergoes refinement and development. Consequently, the training and preparation of educators in relation to TMP should be viewed as an ongoing process that requires periodic updates and enhancements. To ensure that prospective teachers are adequately equipped with the necessary knowledge and skills related to TMP, it is imperative that they engage in formal learning experiences, such as lectures and coursework, which provide them with foundational insights into this concept (Ramdani et al., 2023; Aditiya & Fatonah, 2023). In addition to formal education, professional development opportunities, such as workshops and debriefing sessions, play a pivotal role in acquainting teachers with the intricacies of TMP.

These forums allow educators to gain practical insights and refine their pedagogical techniques in alignment with TMP principles. The continuous development of TMP is of paramount significance as it ensures that teachers remain well-prepared and capable of effectively implementing TMP strategies within their classrooms (Ramdani et al., 2023). Furthermore, the significance of ongoing training and professional development for educators extends beyond initial preparation. These initiatives offer teachers the chance to stay abreast of the latest research findings and best practices associated with TMP. This currency in knowledge equips teachers with the tools and insights needed to apply TMP in a meaningful and impactful manner. Consequently, the continual evolution and refinement of TMP, coupled with ongoing teacher training and professional development opportunities, form a symbiotic relationship that fosters the cultivation of skilled and informed educators capable of promoting excellence in teaching and learning.

CONCLUSION

The findings show that the success of implementing a learning model in schools relies on the support and resources provided by the school administration. Therefore, addressing the lack of fellow teachers' support and limited access to IT for classroom use should be a priority for schools looking to effectively implement TMP. Additionally, it is crucial for schools to establish a policy that promote and encourage the adoption of innovative teaching methods. TMP is not a finished product but a concept that continues to process. Therefore, the training of TMP must continue to be developed from time to time. In order for a prospective teacher to obtain adequate knowledge, he or she must be equipped with prior knowledge about TMP through formal learning (lectures) and/or with professional development training such as workshops debriefing. This finding reinforces the view that continuous professional development is crucial for teachers to effectively implement innovative teaching methods like MTP. It also highlights the importance of creating a supportive learning environment where teachers can collaborate and exchange ideas, allowing for ongoing growth and improvement in their teaching practices.

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