



Guru Penggerak: A Literature Review from the Perspective of Anthony Giddens' Structuration Theory

Received: March 05, 2025

Revised: April 15, 2025

Accepted: April 29, 2025

Published: April 30, 2025

Ahmad Jum'a Khatib Nur Ali*, Yasir Riady, Muhammad Ajmal, Lina Gurung

Abstract:

The *Guru Penggerak* is a leadership program designed to train teachers in leadership so that they can become learning leaders. Therefore, the *Guru Penggerak* program needs to be examined conceptually to enrich the program's insight dimensions. This study is conceptual research, which explores the conceptual relationship between *Guru Penggerak* (Mobilizing Teachers) and the practice of organizational culture in schools. This research aims to explore the conceptual connection between *Guru Penggerak* and leadership within organizational culture from the perspective of social change. This research employs library research with a descriptive method to elaborate on the concepts discussed in the study. Anthony Giddens' Structuration Theory is the analytical tool to conceptually understand *Guru Penggerak* as a social agency. The research highlights *Guru Penggerak* as a social agent capable of influencing and shaping school culture. The findings suggest that the leadership practices embodied in the *Guru Penggerak* program can contribute meaningfully to the development and transformation of organizational culture within educational institutions. Thus, a deeper conceptual understanding of this relationship can enrich the program's framework and support its implementation in fostering sustainable change in schools.

Keywords: Cultures, Organization, Structuration, Teachers

1. INTRODUCTION

A teacher is a figure who serves as a role model, respected and emulated in developing human resources through the educational process (Dirsu et al., 2022). Although information technology has advanced rapidly and can serve as a medium to access vast amounts of information and knowledge, the role of teachers who interact directly with students cannot be replaced by technology (Harper, 2018). This is because teachers are not only responsible for delivering knowledge but also for guiding students (Nurjannah et al., 2023). It is this guiding function that plays a more vital role and becomes an integral part of a teacher's identity in shaping students' character by serving as an example. This role is

also mandated by the National Education System Law No. 20 of 2003.

The strategic role of teachers in developing human resources naturally impacts the demands placed on the teaching profession (Okeke & Mtyuda, 2017). A teacher must be able to adapt to the times and continuously develop themselves in order to effectively educate their students. Therefore, teachers need to have a deep understanding of curriculum concepts and the learning process (Qn et al., 2024). This includes the *Merdeka Belajar* (Independent Learning) curriculum, which has been a government policy in recent years. Fitra explains that the *Merdeka* curriculum is an educational approach that grants autonomy to schools, teachers, and students in planning, managing, and evaluating learning (Fitra, 2023). The *Merdeka* curriculum promotes learning that is tailored to the needs, interests, and potential of students (Hunaepi & Suharta, 2024).

The government recognizes the crucial role of teachers in implementing the *Merdeka Curriculum*, which led to the creation of the *Guru Penggerak* (Transformational Teachers) program (Pratama et al., 2024). This program aims to strengthen teachers' capacity as leaders in learning and to encourage students to participate actively and proactively in the learning process (Qn et al.,

Publisher Note:

CV Media Inti Teknologi stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright

©2025 by the author(s).

Licensee CV Media Inti Teknologi, Bengkulu, Indonesia. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CCBY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

2024). The goals of the *Guru Penggerak* program directly highlight the need for leadership skills and effective management of organizational culture. *Guru Penggerak* serves as a leader in building the educational organizational culture while also acting as a role model. Teachers play the role of change agents, particularly in driving learning innovation and adapting to students' needs (Qn et al., 2024).

From the lens of Anthony Giddens' structuration theory, *Guru Penggerak* is seen as an agent who thoughtfully engages with and transforms existing structures within educational institutions through intentional actions and leadership. By utilizing their reflective knowledge, *Guru Penggerak* questions established norms and initiates new practices that reconstruct the culture and governance of schools. Conceptually, "structure" refers to rules (norms and organization) and resources. A structure gains strength when its resources are strong, these resources include authoritative control over people and allocative control over economic capital. In the context of organizational culture, resources are both shaped by and help shape recurring social practices. Social practices, or human activities involving the repeated use of rules and resources, gradually become habitual. Over time, these repeated social practices evolve into culture, a process known as structuration. Giddens explains that "structure" can be abstractly conceptualized as comprising two aspects of rules: normative elements and codes of signification.

The role of *Guru Penggerak* as an agent of change is an intriguing subject. To the best of the researcher's knowledge, there has been limited research that conceptually discusses *Guru Penggerak* as agent of change. Most existing studies tend to focus more on its practical roles. Some of the related studies include qualitative descriptive research on the performance analysis of *Guru Penggerak* in improving the quality of education in Muhammadiyah schools in Makassar City. The study, conducted in two junior high schools in Makassar, shows that *Guru Penggerak* are capable of creating inclusive, creative learning environments and achieving positive outcomes

(Nasruni et al., 2024). Another study explores the role of *Guru Penggerak* in enhancing the quality of teacher performance at State Elementary School 1 Mulyoharjo. This research, using a qualitative descriptive approach, indicates that *Guru Penggerak* contribute to changes in teachers' mindsets and help build their self-confidence (Fatimatuzzahroh & Zumrotun, 2023). Although these studies provide important practical insights into the positive contributions of *Guru Penggerak*, they have not been examined through the theoretical lens of structuration. Integrating Giddens' theory offers an opportunity to understand how *Guru Penggerak*, as knowledgeable agents, consciously negotiate and reconstruct institutional structures over time. Acknowledging these limitations, this study addresses the gap in understanding the concept of *Guru Penggerak* as agents of change. It aims to explore the relationship between *Guru Penggerak* and leadership in organizational culture from the perspective of social change.

2. MATERIAL AND METHOD

This study aims to examine the relationship between the role of *Guru Penggerak* and leadership within organizational culture from the perspective of social change. Recognizing the conceptual nature of this research, library research is employed. The research conduct literature reviews on journals and books related to the research topics. According to Ali, a literature review is a research method conducted by collecting, reading, and analyzing various sources or references relevant to the topic being studied (Ali, 2018). The data obtained is then organized and described in order to formulate a working hypothesis.

The analytical foundation of this research is based on Anthony Giddens' Structuration Theory. In Giddens' concept, structure refers to the rules and resources that are both the medium and the outcome of the repetition of social practices (Nirzalin, 2021). The *Guru Penggerak* program and the organizational culture implemented in schools are considered socio-cultural structures (see figure 1.)

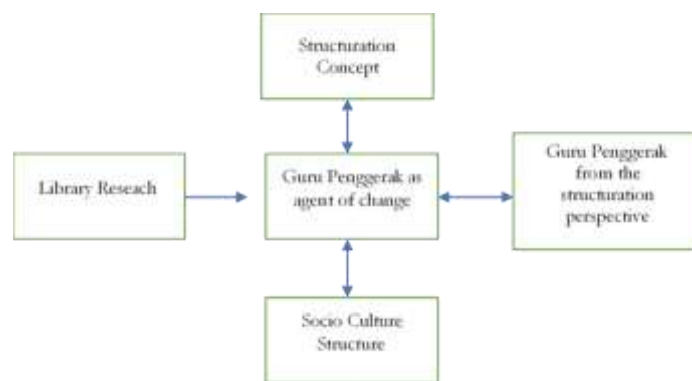


Figure 1. research conceptual framework

This study positions *Guru Penggerak* as agents, individuals who choose to participate in the demands of the *Guru Penggerak* program. This is because agency develops between personal motivation and structural demands (Nirzalin, 2021). The results obtained are then presented descriptively.

3. RESULT AND DISCUSSION

3.1 *Guru Penggerak* from the Perspective of Organizational Culture

The *Guru Penggerak* program is a strategic initiative by the Indonesian Ministry of Education, Culture, Research, and Technology aimed at shaping teachers' profiles as learning leaders. In practice, *Guru Penggerak* not only carry out pedagogical tasks but also serve as agents of change within educational institutions. They actively influence policy direction, the practice of organizational culture, and leadership patterns in schools (Faiz & Faridah, 2022).

To gain a deeper understanding of the position of *Guru Penggerak*, Anthony Giddens' Structuration Theory offers a relevant and incisive analytical framework. According to Giddens, structure is not a rigid or deterministic entity. Instead, structure consists of rules and resources that are simultaneously the medium and the outcome of the regular reproduction of social practices (Achmad, 2020). Thus, schools as institutions are not only collections of systems and policies, but dynamic arenas in which agents (*Guru Penggerak*), in this context, interact and contribute to the shaping and reproduction of organizational culture. As agents, *Guru Penggerak* are not passive recipients of established school policies or norms. Instead, they actively seek to navigate and influence these structures through transformative actions, such as creating an inclusive, collaborative, and student-centred learning environment (Siregar et al., 2023).

The leadership demonstrated by *Guru Penggerak* is participatory and change-oriented. In this process, they function not only as classroom managers but also as facilitators of organizational culture transformation. Through initiatives such as peer coaching, strengthening teacher learning communities, and participating in school decision-making, *Guru Penggerak* show that leadership is not the sole domain of the principal but also of individuals capable of driving systemic change from within (Sholeh et al., 2023).

The relationship between *Guru Penggerak* and the organizational culture of schools can be seen as a dialectical process, in which transformative leadership practices contribute to the reproduction of new values within the organization. For example, a firm organizational culture gradually shifts toward a more adaptive and mutual one. This change occurs due to the continuous interaction between agency and the underlying structure (Nirzalin, 2021). In other words, *Guru Penggerak* act as catalysts in shaping a new, more progressive and humanistic structure.

However, the agency of *Guru Penggerak* does not always describe easily. They often encounter resistance from deeply rooted structures, including outdated norms, rigid bureaucracy, and unsupportive leadership (Suparman et al., 2024). This is where the dynamics of structuration come into play: change does not occur linearly, but through negotiation, compromise, and the reinterpretation of organizational values. Therefore, the success of *Guru Penggerak* significantly depends on their ability to read structural situations and build strategic agreements within the school community.

This program also emphasizes the importance of leadership literacy among teachers. The ability to understand organizational dynamics and strategically position themselves as agents of change. Giddens refers to this as the "duality of

structure”, where agents use structure to transform the structure itself (Nirzalin, 2021). In the school context, *Guru Penggerak* employ national policy programs both as a source of legitimacy and as a resource to advocate for cultural transformation at the institutional level.

Thus, *Guru Penggerak* represent a concrete manifestation of the mutual relationship between structure and agency within educational institutions. They are not merely program implementers but conscious actors involved in reconstructing school organizational culture. Through reflective and change-oriented leadership, *Guru Penggerak* demonstrate that school transformation does not only come from the top (top-down), but also appears from within (bottom-up). This entire process reinforces the idea that strengthening school organizational culture requires actors who are capable of balancing both structural and agential dimensions. In this regard, *Guru Penggerak* serve as a actual representation of the structuration approach in advancing Indonesian education toward a more adaptive, collaborative, and transformative direction.

3.2 *Guru Penggerak* in The Perspective of Anthony Giddens' Structuration Theory

Guru Penggerak program is one of the transformational policies in education aimed at creating a learning ecosystem that prioritizes students. This program is designed to train selected teachers to become learning leaders capable of driving the school community toward positive changes. They are expected not only to master innovative learning strategies but also to possess leadership skills, collaboration, reflection, and a commitment to sustainable growth and change (Nurjannah et al., 2023). In a sociological context, this phenomenon can be understood through the perspective of structuration offered by Anthony Giddens, which highlights the dynamic interplay between social structures and individual agency in shaping social practices

According to Giddens, structure is neither rigid nor deterministic but consists of rules and resources within social practices and is activated by social agents in their actions (Achmad, 2020). This structure does not exist outside of the agent but is simultaneously formed and reproduced through repeated social actions. In the context of the *Guru Penggerak* program, structure manifests in the form of policies, training modules, evaluation systems, and core values embedded within the

program. This program provides a normative and instrumental framework for teachers in performing their new roles as agents of transformation in schools. However, structure is not absolute.

The dynamics of ‘structure’ or culture within an organization are what lead us to the second aspect of Giddens' structuration concept, namely codes of signification. This aspect involves what Giddens refers to as agent and agency. In this concept, Giddens explains that an agent is an actor or individual who performs agency, which is an action imbued with power as part of a continuous process a stream that contains the ability for introspection and self-awareness in navigating everyday life.

In the context of an organization (schools), agents can come from any structural position within the organizational system. Agents are the actors within the organization who operate within that system. This is essential because driving socio-cultural change within an organization requires the involvement of social practices. Therefore, organizational actors (agents) are those who possess both capability and intention in carrying out actions. Agency refers to the act of doing something consciously and intentionally, based on knowledge of the outcomes of one's actions and the use of that knowledge to achieve certain results. According to Giddens, actions or behaviors consist of three components: unconscious motives, practical consciousness, and discursive consciousness.

The notion of agent and agency aligns with Bender's concept of leadership, which states that leadership also stems from the dimension of character or leadership traits needed to anticipate future changes. This type of leadership serves as a stimulus for discursive awareness to give rise to different social practices. As leaders, agents become dissatisfied with the existing social practices they engage in and thus utilize their reflective knowledgeability to transform and renew those practices.

Giddens emphasizes that agents possess reflective capacities and autonomy in their actions. Teachers participating in the *Guru Penggerak* program are not merely passive organizers of policies but are subjects aware of the social practices they engage in. They choose to attend training, interpret their learning experiences, and then apply them in the highly diverse school contexts. In this process, they can negotiate, adapt, or even challenge certain values or practices proposed by the structure if they do not align with their local socio-cultural contexts

(Nirzalin, 2021). This is where the process of structuration occurs. *Guru Penggerak* act as agents who not only reproduce existing structures but also have the potential to transform them. For example, a *guru penggerak* implementing differentiated learning practices might face resistance from colleagues accustomed to conventional teaching patterns. However, through the collaborative and reflective approaches learned from the program, they can establish transformative communication, encourage fellow teachers to participate in a learning community, and gradually shift the school's organizational culture toward a more open and participative direction (Faiz & Faridah, 2022).

The transformation brought by *Guru Penggerak* does not only occur at the pedagogical level but also impacts broader structural dimensions, such as school governance, relationships between principals and teachers, and the involvement of parents and communities. This change demonstrates how social agents can utilize structures to initiate change while also forming new structures that are more relevant to contemporary needs. The process also illustrates that changes in the education system cannot solely rely on a top-down approach but require the active involvement of grassroots actors (Siregar et al., 2023). Within this framework, *guru penggerak* represent a concrete example of reflective agents capable of articulating strategic actions within the existing structural framework. They become the driving force of change amidst the complexity of an often bureaucratic and innovation-resistant education system. Their role as agents of change also shows how individuals can activate the transformative potential of structures through continuous and contextual practices. This aligns with Giddens' view that structure and agents are bound in a dialectical relationship that continually creates and shapes social reality (Achmad, 2020).

Thus, the analysis of the *Guru Penggerak* program through the lens of structuration theory provides a deeper understanding of the dynamics of change in the field of education. This program is not merely a technocratic intervention, but an arena where teachers, as social agents, engage with structures, negotiate meaning, and contribute to the formation of a more adaptive and transformative school organizational culture (Faiz & Faridah, 2022). The implications of this perspective emphasize the importance of educational policies that not only provide structure but also create space for teachers' agency and initiatives to enhance.

From the perspective of Anthony Giddens' structuration theory, *Guru Penggerak* can be understood as an agent who reflexively navigates and transforms the structures within educational institutions through conscious actions and leadership. By drawing on their *knowledgeability*, *Guru Penggerak* challenges existing norms and fosters new practices that reshape school culture and governance. However, this conceptual research has several limitations. First, the reliance on a single theoretical framework, structuration theory, may overlook insights from other relevant perspectives such as distributed leadership or critical pedagogy. Second, the limited availability of empirical studies specifically examining *Guru Penggerak* within the structuration framework constrains the depth of analysis. Lastly, the conceptual nature of this research, lacking empirical validation, raises questions about the applicability of the findings across diverse educational contexts. Future research should incorporate multi-theoretical approaches and empirical methods, such as case studies or ethnographic research, to explore how *Guru Penggerak* enacts change in varied school environments and how structural constraints and agency dynamically interact in practice.

4. CONCLUSION

The *Guru Penggerak* program is a transformative government initiative aimed at strengthening the role of teachers as learning leaders and agents of change within the school environment. Through the lens of Anthony Giddens' structuration theory, the role of *Guru Penggerak* can be understood as a dynamic relationship between structure and agency. These teachers are not just subjects of institutional policies and norms (structure), but active participants who shape, negotiate, and even transform those structures through reflective, collaborative, and change-oriented leadership practices.

The presence of *Guru Penggerak* bridges the structural dimensions, such as curriculum policies, school organizational culture, and evaluation systems with the agential dimensions that reflect individual teachers' awareness, reflexivity, and initiative. They utilize the legitimacy of the national program as a resource to advocate for cultural, pedagogical, and managerial transformation within schools.

Equipped with strong leadership literacy, *Guru Penggerak* demonstrate that educational transformation can be effectively driven not only

by top-down policies, but also through bottom-up initiatives rooted in the school community. They do not simply reproduce existing practices, but introduce innovations in organizational culture, including collaboration, differentiated instruction, and collegial leadership. Thus, *Guru Penggerak* embody the core of structuration theory, integrating the power of structure and agency to bring about social change in education. They are key actors in cultivating a school organizational culture that is more adaptive, humanistic, and transformative. In conclusion, the program is not merely a technical policy, but a strategic arena where educational reform in Indonesia begins from within classrooms and teaching communities. Therefore, future research on how *Guru Penggerak* implicate on the character and teaching experiences is suggested.

5. ACKNOWLEDGEMENT

Our deepest gratitude to all parties who have supported and contributed to the completion of this article.

AUTHOR INFORMATION

Corresponding Authors

Yasir Riady, Universitas Terbuka, Indonesia

 <https://orcid.org/0000-0003-1032-9785>

Email: yasir@ecampus.ut.ac.id

Authors

Ahmad Jum'a Khatib Nur Ali, Universitas Gunadarma, Indonesia

 <https://orcid.org/0000-0001-5965-340X>

Email: aj_khatib@staff.gunadarma.ac.id

Muhammad Ajmal, Allama Iqbal Open University, Pakistan

 <https://orcid.org/0000-0003-1251-9363>

Email: drajmal@aiou.edu.pk

Lina Gurung, Kathmandu University, Nepal

 <https://orcid.org/0000-0003-4268-2575>

Email: lina@kusoed.edu.np

REFERENCE

- Achmad, Z. A. (2020). Anatomi teori strukturasi dan ideologi jalan ketiga Anthony Giddens. *Jurnal Translitera*, 9(2), 45–62. <https://doi.org/10.35457/translitera.v9i2.989>
- Ali, A. J. K. N. (2018). *Metodologi penelitian sastra*. Jakarta: Universitas Gunadarma. [Google Scholar](https://scholar.google.com/citations?user=...)
- Dirsa, A., Anggreni BP, S., Diananseri, C., & Setiawan, I. (2022). Teacher Role as Professional Educator in School Environment. *International Journal of Science Education and Cultural Studies*, 1(1), 32–41. <https://doi.org/10.58291/ijsecs.v1i1.25>
- Faiz, A., & Faridah, F. (2022). Program Guru Penggerak Sebagai Sumber Belajar. *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran*, 14(1), 82–88. <https://doi.org/10.35457/konstruk.v14i1.1876>
- Fatimatuzzahroh, F. S., & Zumrotun, E. (2023). Peran Guru Penggerak Dalam Meningkatkan Kualitas Kinerja Guru Di SDN 1 Mulyoharjo. *Indo-MathEdu Intellectuals Journal*, 4(3), 2122–2129. <https://doi.org/https://doi.org/10.54373/imeij.v4i3>
- Fitra, D. (2023). Kurikulum Merdeka dalam Pendidikan Modern. *Jurnal Inovasi Edukasi*, 6(2), 149–156. <https://doi.org/10.35141/jie.v6i2.953>
- Harper, B. (2018). Technology and Teacher–Student Interactions: A Review of Empirical Research. *Journal of Research on Technology in Education*, 50(3), 214–225. <https://doi.org/10.1080/15391523.2018.1450690>
- Hunaepi, H., & Suharta, I. G. P. (2024). Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum. *Path of Science*, 10(6), 5026–5039. <https://doi.org/10.22178/pos.105-31>
- Nasruni, Pratama, S., & Mamal. (2024). Analisis Kinerja Guru Penggerak dalam Peningkatan Mutu Pendidikan di Sekolah Muhammadiyah Kota Makassar. *Didaktika: Jurnal Kependidikan*, 13(2), 1879–1888. <https://doi.org/https://doi.org/10.58230/27454312.574>
- Nirzalin. (2021). Mendamaikan Aktor dan Struktur dalam Analisis Sosial Perspektif Teori Strukturasi Antony Giddens. *Jurnal Sosiologi Universitas Syiah Kuala*, 3(3), 15–25. [Google Scholar](https://scholar.google.com/citations?user=...)
- Nurjannah, Hutamy, E. T., Nirmala, N., Nirmalasari, P., & Lestari, A. (2023). Guru Penggerak Sebagai Bentuk Peningkatan Kualitas Pendidikan. *Jurnal Ilmiah Kependidikan*, 10(1), 1–14. [Google Scholar](https://scholar.google.com/citations?user=...)
- Okeke, C. I., & Mtyuda, P. N. (2017). Teacher Job Dissatisfaction: Implications for Teacher Sustainability and Social Transformation. *Journal of Teacher Education for Sustainability*, 19(1), 54–68. <https://doi.org/10.1515/jtes-2017-0004>
- Pratama, A. H., Vianty, M., & Inderawati, R. (2024). The Role of Guru Penggerak in Program Merdeka Belajar at Junior High School. *JPI (Jurnal Pendidikan Indonesia)*, 13(1), 105–116. <https://doi.org/10.23887/jpiundiksha.v13i1.69336>
- Qn, A., Aulia, M., Yani, S. I., Nugraheni, D. A., Anjani, H. F., Ramadhan, A. M., & Hilyana, F. S. (2024). Peran Guru Penggerak dalam Kurikulum Merdeka di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 6(3), 2545–2554. <https://doi.org/10.31004/edukatif.v6i3.6309>
- Sholeh, B., Syarifudin, E., & Suherman, S. (2023). Guru Penggerak in Merdeka Belajar. *Jurnal Ilmiah*

Profesi Pendidikan, 8(1b), 982–986.

<https://doi.org/10.29303/jipp.v8i1b.1272>

Siregar, W. M., Prawijaya, S., Setiawan, F., & Putri, S. R. (2023). Peran Guru Penggerak sebagai Agen Perubahan Pendidikan. *Jurnal Guru Kita*, 8(1), 1–8.

<https://doi.org/https://doi.org/10.24114/jgk.v8i1.51136>

Suparman, S., Santoso, R. A., & Desembrianita, E. (2024). Dynamics of Employee Performance: The Influence of Compensation and Organizational Culture Through Motivation as a Mediator at PT Mana Jaya Makmur Mojokerto. *Manazhim Jurnal Manajemen Dan Ilmu Pendidikan*, 6(1), 344–366.

<https://doi.org/https://doi.org/10.36088/manazhim.v6i1.4518>

