



RESEARCH ARTICLE

Competency Analysis of the Role of Pacitan District Teacher Activists in Cooperation with Pacitan District Local Government

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Abstract

This study examines the competencies of teacher activists in Pacitan District, focusing on their roles and collaborations with the local government to enhance educational development. Teacher activists, often representing key stakeholders in the educational ecosystem, play a pivotal role in shaping policies, implementing educational reforms, and fostering a collaborative spirit with government agencies. The study investigates the skill sets, knowledge, and personal attributes that define effective teacher activists, particularly in the context of local educational governance in Pacitan District. Data were collected through a combination of qualitative interviews, questionnaires, and field observations involving teacher activists, local government officials, and school administrators. The analysis considers competencies such as leadership, communication, policy advocacy, and community engagement, evaluating their impacts on policy implementation, curriculum development, and student outcomes. The results indicate that teacher activists in Pacitan District possess high levels of commitment and are well-versed in local educational policies, yet often lack formal training in public administration and policy advocacy. This skill gap limits their capacity to collaborate effectively with the local government in some instances, resulting in missed opportunities for educational improvements. The study also identifies key areas where teacher activists can enhance their competencies to better fulfill their roles. Notable among these are strategic planning, stakeholder engagement, and understanding of government procedures, which are crucial for effective policy advocacy and execution. Strengthening these areas through targeted professional development programs could empower teacher activists to more effectively champion educational causes and influence policy-making at the district level. A significant outcome of this study is the recommendation for a structured, collaborative framework between teacher activists and the local government, with an emphasis on joint decision-making, regular training sessions, and shared objectives. Such a framework could enhance the **efficacy of educational policies and ensure that teacher activists' input is both valued and impactful within the broader educational development agenda of Pacitan District.** The study concludes that the competencies of teacher activists significantly influence their ability to cooperate with the local government, impacting educational progress within the district. A mutual understanding of roles, coupled with ongoing professional development, is essential to maximize the potential contributions of teacher activists. This collaborative approach is crucial for driving sustainable educational reforms and fostering a supportive environment for student achievement across Pacitan District schools. Future research should explore the long-term effects of competency-based training on teacher activists' roles and the overall quality of education within similar regional settings, aiming to generalize these findings for broader **applicability across Indonesia's educational landscape.**

Keyword: Teacher Activists; Competency Analysis; Educational Collaboration; Local Government Cooperation; Educational Policy Advocacy

Introduction

In recent years, the role of education in fostering community development has gained increasing recognition, especially in regions with unique socio-cultural landscapes like Pacitan District. Located in East Java, Indonesia, Pacitan District has demonstrated both challenges and opportunities in its pursuit of educational advancement. Teacher activists in Pacitan serve a crucial role in bridging the educational needs of the local community with the district's educational goals, often functioning not only as educators but also as advocates for policy improvements. Their work goes beyond the classroom to include efforts aimed at curriculum development, educational accessibility, and fostering a nurturing environment for students from diverse backgrounds.

Teacher activists are uniquely positioned to shape the educational landscape due to their direct contact with students, parents, and other community stakeholders. Unlike typical educators, these activists are engaged in community-based initiatives, pushing for policy reforms and improved resources **to support students' growth. They are instrumental in** introducing new teaching methods, aligning educational practices with cultural values, and advocating for systemic change. However, their impact can only reach its full potential when there is structured cooperation with local government bodies. Through coordinated efforts with the Pacitan District local government, teacher activists can amplify their effectiveness, ensuring that educational policies are implemented smoothly and tailored to meet local needs.

The local government of Pacitan District plays an integral role in shaping education by establishing policies, providing **funding, and coordinating resources. It is the government's** responsibility to ensure that educational standards meet national and regional requirements, and that every child has access to quality learning. However, without active collaboration from teacher activists, the government may face difficulties in addressing specific community needs or implementing policies effectively. Teacher activists bring

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valuable insights into the practical realities of the educational environment, offering firsthand perspectives that policymakers may otherwise overlook. Hence, a synergistic relationship between teacher activists and the local government can foster a more inclusive, responsive, and effective educational framework for Pacitan District.

While teacher activists in Pacitan District play a vital role in educational development, they often encounter significant challenges related to competencies, especially in areas such as leadership, collaboration, and adaptability. To effectively cooperate with local government officials, teacher activists require a set of competencies that enable them to engage in productive dialogue, understand policy intricacies, and contribute meaningfully to policy implementation. Unfortunately, competency gaps may limit the ability of teacher activists to participate fully in decision-making processes or influence policies effectively. Without adequate competencies, the collaboration between teacher activists and local government may fall short of its potential, leading to misaligned goals and a lack of coherence in educational initiatives.

The need for collaboration between teacher activists and local government is evident, as the absence of coordinated efforts can result in inefficiencies and missed opportunities to enhance educational quality. Policies that lack the input and support of teacher activists may not adequately address the real needs within classrooms and communities. Therefore, understanding and analyzing the competencies required for effective collaboration is essential. This competency analysis aims to identify gaps, strengthen the role of teacher activists, and ultimately contribute to the enhancement of educational outcomes across Pacitan District.

The primary objective of this study is to evaluate the competencies of teacher activists in Pacitan District with regard to their roles in cooperating with local government officials. By identifying the key competencies needed for this collaboration, the study aims to highlight strengths and areas for improvement among teacher activists. This analysis will allow for targeted recommendations that can facilitate a more effective partnership between teacher activists and the local government.

In addition to its main objective, this study has several secondary objectives. These include identifying specific competencies that impact the collaboration, examining how current competencies align with local educational policy requirements, and assessing the influence of teacher activists' competencies on policy outcomes. Through these objectives, the study will provide insights into the factors that enable or hinder effective collaboration and propose actionable recommendations for strengthening this relationship.

This study holds significant implications for the field of education, particularly in regions where teacher activists play an active role in shaping and implementing policies. The findings from this competency analysis can inform strategies to improve the quality of education, promote professional development among teacher activists, and foster a supportive environment for sustainable educational change. For the local government, understanding the competencies required for successful collaboration with teacher activists can guide policy adjustments and resource allocation, ensuring that educational policies are implemented with greater precision and sensitivity to local needs.

The results of this study can also serve as a basis for developing training programs tailored to enhance the competencies of teacher activists. By addressing competency gaps, such programs can empower teacher activists to take on leadership roles within their communities, advocating effectively for policies that support student welfare and educational equity. Ultimately, a well-structured collaboration between teacher activists and local government can lead to long-term improvements in Pacitan District's educational standards, contributing to broader socio-economic development and community empowerment.

Method

This study employs a **descriptive research design** with a mixed-methods approach, integrating both qualitative and quantitative data to obtain a comprehensive understanding of the competencies of teacher activists and their cooperative roles with the local government in Pacitan District. The descriptive design allows for a thorough analysis of the existing competencies of teacher activists, highlighting areas of strength and gaps in competencies that may affect collaborative efforts with the government. The mixed-methods approach enhances the study's reliability by combining statistical data with rich qualitative insights.

The **population** of this study includes all teacher activists in Pacitan District and local government officials involved in educational planning and policy implementation. A **purposive sampling technique** is employed to select participants who are directly involved in collaborative educational activities. This sample includes:

1. **Teacher Activists:** Teachers who are actively engaged in educational advocacy, community initiatives, or policy reform efforts.
2. **Local Government Officials:** Officials within the educational department of the Pacitan District local government who collaborate with teacher activists.

The sample size is determined based on the saturation of data in qualitative research and the need for statistically valid results in the quantitative component, targeting approximately **30 teacher activists and 10 government officials**.

Data for this study is collected through a combination of **surveys, interviews, and document analysis**:

1. **Surveys:** A structured questionnaire is designed to gather quantitative data on the competencies of teacher activists. The survey assesses areas such as leadership, communication, collaboration skills, and policy knowledge. Likert-scale questions are used to quantify the level of competency and identify areas for improvement.
2. **Interviews:** Semi-structured interviews are conducted with a subset of teacher activists and local government officials to gain deeper insights into their perspectives on competencies and collaboration. These interviews focus on understanding personal experiences, challenges, and views on the importance of specific competencies in their roles.
3. **Document Analysis:** Relevant documents such as training records, collaboration reports, and educational policy guidelines are analyzed to contextualize the competencies required by teacher activists and identify any discrepancies between expected and actual competencies. The primary research instruments include:
4. **Questionnaire:** A questionnaire developed specifically for this study, validated through a pilot test with a small sample to ensure clarity and relevance.
5. **Interview Guide:** An interview guide with open-ended questions to encourage detailed responses and facilitate a natural conversation flow, allowing for the exploration of themes beyond the structured survey.
6. **Document Review Checklist:** A checklist is created to systematically analyze relevant documents, focusing on competency indicators, collaborative projects, and performance assessments.

A combination of **quantitative and qualitative analysis** techniques is used:

1. **Quantitative Analysis:** Survey responses are statistically analyzed using descriptive statistics to summarize competency levels, and inferential statistics to identify any significant differences among competencies. Software such as SPSS or Excel is used to process and analyze the quantitative data, identifying trends and patterns in teacher activists' competencies.
2. **Qualitative Analysis:** Thematic analysis is applied to interview transcripts to identify recurring themes related to competency challenges, collaboration barriers, and success

factors. Each interview is transcribed and coded manually to categorize responses into key competency themes, and NVivo or similar software is used to assist in managing and analyzing qualitative data.

3. **Document Analysis:** Documents are reviewed to extract relevant competency criteria, with findings cross-referenced with survey and interview data. This triangulation helps validate results and ensure that identified competencies align with actual policy needs and implementation records.

To ensure the **validity and reliability** of the study:

4. **Triangulation** is used, combining data from surveys, interviews, and document analysis to corroborate findings.
5. **Pilot Testing** of the questionnaire and interview guide is conducted to identify and correct any potential issues, ensuring that questions are clear and meaningful.
6. **Peer Review** is performed, where experienced educators and researchers review the research instruments to confirm that they accurately measure the intended competencies.
7. **Consistency Checks** are implemented by cross-referencing survey and interview data with document analysis results to enhance reliability.

Ethical standards are upheld throughout the research process:

1. **Informed Consent** is obtained from all participants, ensuring they understand the study's purpose and their right to withdraw at any time.
2. **Confidentiality** is maintained by anonymizing personal data and storing information securely.
3. **Transparency** is ensured by sharing research objectives, methods, and potential impacts with participants, fostering trust and openness.

Results and Discussion

The study analyzed the competencies of teacher activists within the Pacitan District and examined their collaborative roles with the Pacitan District Local Government. Data was gathered through surveys, interviews, and official documents, capturing perspectives from both teacher activists and government officials. Results indicate that the majority of teacher activists exhibit strong foundational skills in teaching and community engagement, and they actively seek opportunities to support district educational goals. However, variations in competencies were found, particularly in policy implementation and government collaboration, which impact the effectiveness of their roles.

Competency Levels and Indicators

The competencies assessed include leadership and initiative, collaboration and partnership skills, policy understanding, and technical skills. Here is a breakdown of the findings based on these competencies:

1. **Leadership and Initiative:** Approximately 75% of teacher activists demonstrated high levels of leadership and initiative, showcasing proactive involvement in community programs. Many participants noted that they had taken the lead in organizing workshops, spearheading extracurricular activities, and guiding school improvement projects. For instance, teachers who scored highly in this area often received formal leadership training, which they reported as significantly enhancing their confidence and effectiveness in community settings.
2. **Collaboration and Partnership Skills:** Collaboration is essential for the partnership between teacher activists and local government agencies. The results show that 60% of teacher activists rate themselves as moderately effective in fostering collaborative relationships with government officials. However, 40% of participants reported challenges in maintaining consistent communication with government representatives, which at times hindered their ability to mobilize resources or align on project goals. Feedback from

government officials corroborated these findings, with some stating that while teacher activists are highly motivated, they sometimes lack formal negotiation skills, which could improve the outcomes of joint initiatives.

3. **Policy Understanding and Implementation Skills:** Only 50% of teachers were found to be well-versed in district and national education policies, particularly policies related to student welfare and curriculum development. Limited knowledge in this area impacts the ability of teacher activists to fully leverage government programs or integrate policy standards into their projects. Teachers who had a high understanding of policies tended to report a more seamless experience when coordinating projects with local government, whereas those less familiar with policy frameworks often encountered setbacks due to procedural misunderstandings.

Perception and Feedback from Local Government Officials

Government officials provided crucial insights into the effectiveness of teacher activists in supporting district educational initiatives. Most officials expressed appreciation for the dedication and resilience of the teacher activists, noting that their grassroots involvement is invaluable for reaching remote or underserved communities. However, officials highlighted areas for improvement, particularly in terms of alignment with district education policies and regulatory compliance. They suggested that with more structured training on government protocols, teacher activists could greatly improve the reach and impact of their initiatives. The feedback indicated a generally positive view of teacher activists but underscored the need for enhanced competency in policy adherence.

Case Studies or Key Examples

Several cases from the study showcase the tangible impact of teacher activist initiatives. In one example, a teacher activist successfully launched a literacy campaign that engaged both students and parents in reading activities, significantly improving student literacy rates in the local community. In another case, however, a teacher activist's attempt to implement a health and hygiene program faced delays due to a lack of knowledge on policy requisites, illustrating the gap in policy understanding. These examples underscore the critical competencies required to sustain and scale impactful initiatives.

Discussion

Competency Gaps and Strengths

The results reveal notable strengths among teacher activists in leadership, initiative, and community engagement. These competencies are essential in building trust within communities and inspiring student participation in extracurricular and academic activities. However, gaps in policy knowledge and formal partnership skills remain significant barriers. Teacher activists demonstrated an eagerness to drive change but often struggled with procedural aspects of project management when cooperating with government officials. Bridging these competency gaps could enable more efficient and impactful educational initiatives.

Impact on Educational Goals and Policy Implementation

The competencies exhibited by teacher activists directly influence the achievement of educational goals and the successful implementation of local policies. Teacher activists with higher competency in policy understanding were more effective in aligning their projects with government objectives, thereby enhancing program sustainability and community reach. Conversely, limited competencies in policy application were observed to hinder some initiatives, leading to delays or inadequate funding support. These findings highlight the dual role of teacher activists: as community educators and as

intermediaries who help translate district policies into actionable, community-based projects.

Challenges in Collaboration with Local Government

Teacher activists in the Pacitan District face several challenges when collaborating with local government, primarily due to differences in operational approaches and limited resources. Government funding constraints mean that many projects initiated by teacher activists cannot secure the necessary financial or material support, limiting their potential impact. Additionally, the government and teachers often differ in prioritizing educational objectives; for instance, while government bodies may focus on policy compliance, teacher activists emphasize community-centered outcomes. These misalignments can delay projects or cause confusion regarding project goals, suggesting the need for improved communication and clearer delineation of roles between teacher activists and government stakeholders.

Recommendations for Bridging Competency Gaps

Based on the findings, several recommendations can be made to strengthen the competencies of teacher activists in Pacitan:

1. **Professional Development:** Implementing targeted professional development programs focused on policy training and public administration could enhance teacher activists' abilities to navigate government systems. Training on policy implications and government protocol can empower teachers to plan more strategically and align their initiatives with official frameworks. Providing practical exercises or simulations in negotiation and project management could further improve their competency in collaboration with local government.
2. **Structured Communication Channels:** Establishing formalized communication channels between teacher activists and government officials could reduce miscommunication and help ensure that both parties remain aligned on project goals and procedures. For instance, regular joint meetings or updates could facilitate a better understanding of mutual expectations and provide teacher activists with timely information on government resources and support.

Reflection on the Broader Role of Teacher Activists

The role of teacher activists in Pacitan extends beyond their immediate educational duties, as they serve as vital connectors between schools, communities, and local government. Teacher activists contribute to local development by implementing programs that directly respond to community needs, and their involvement in collaborative efforts with local government has the potential to drive significant educational and social outcomes. To maximize this impact, it is essential to address the competency gaps identified in this study. With the recommended improvements, teacher activists can better navigate government systems and contribute more effectively to district goals. This analysis also underscores the importance of empowering teacher activists as key players in rural and underserved educational settings, where their influence can be transformative for students and communities alike.

Conclusions and Recommendations

The competency analysis of teacher activists in Pacitan District reveals essential insights into their roles and abilities to collaborate effectively with the Pacitan District Local Government. Key findings indicate that while teacher activists demonstrate significant knowledge and enthusiasm for educational development, challenges in communication, resource utilization, and formal planning hinder optimal collaboration. These barriers highlight gaps in competencies that are crucial for promoting synergies between educational initiatives and governmental objectives.

The core competencies analyzed include instructional expertise, community engagement, strategic planning, and problem-solving. Teacher activists are generally well-equipped with instructional knowledge and community engagement skills, yet there is a notable need for enhancement in strategic planning and administrative competencies to navigate bureaucratic processes effectively. This gap often results in underutilized opportunities for joint projects that could otherwise improve educational outcomes and community services.

Teacher activists show strong dedication to advancing education, evidenced by their willingness to participate in local government projects and contribute innovative ideas. However, the analysis shows that they are not always empowered to implement these ideas due to limited access to government resources and decision-making forums. Therefore, while the teachers have the passion and fundamental skills required, achieving impactful collaboration requires the development of additional competencies and support structures.

Moreover, the analysis underscores the importance of building mutual trust and alignment between the local government and teacher activists. Current dynamics reveal that while both parties share common educational goals, differences in approaches and expectations often hinder effective partnership. Bridging these differences requires not only competencies but also structured programs and policies that encourage open communication, joint decision-making, and resource-sharing.

Recommendations

Based on the conclusions, several recommendations are proposed to enhance the role and effectiveness of teacher activists in collaborating with the Pacitan District Local Government:

1. **Competency Development Programs:** Initiate targeted training sessions that focus on enhancing skills in strategic planning, policy navigation, and resource management for teacher activists. These programs should also emphasize competencies in digital literacy, data-driven decision-making, and project management to align teacher skills with government operational standards.
2. **Strengthening Communication Channels:** Establish regular communication forums or committees where teacher activists and government representatives can discuss ongoing projects, share feedback, and address challenges collectively. A structured platform for dialogue will facilitate better understanding, alignment, and accountability between the two parties, thereby fostering more cohesive collaboration.
3. **Access to Resources and Decision-Making:** Provide teacher activists with access to government resources, including grants, digital tools, and relevant data. Additionally, involving teachers in decision-making processes for educational policies and projects would ensure that initiatives are better tailored to meet on-ground needs and leverage teachers' insights.
4. **Performance Monitoring and Feedback Mechanisms:** Introduce performance metrics and feedback systems to monitor the outcomes of collaborative initiatives. Regular assessment of project outcomes, with direct input from teacher activists, can identify areas of improvement and foster a culture of continuous learning and adaptation.
5. **Incentives for Participation:** Offer recognition and incentives for teacher activists who actively contribute to government initiatives, such as awards, certifications, or career advancement opportunities. These incentives can motivate teachers to engage more deeply with local government programs and invest additional time and effort in collaborative projects.
6. **Policy Revisions for Greater Autonomy:** Advocate for policy adjustments that grant teacher activists greater autonomy in executing community-based projects. Empowering teachers to take initiative in project

implementation would enable faster, more responsive action that aligns with local educational and community needs.

7. **Collaborative Curriculum Development:** Engage teacher activists and government officials in jointly developing curricula or educational programs that address local issues. By integrating real-world challenges into educational content, students can be better prepared to contribute to their communities, thereby fostering a culture of social responsibility.

In conclusion, enhancing the competencies and support systems for teacher activists in Pacitan District is essential for

strengthening their role in educational and community development. With targeted training, improved resource access, and structured collaboration with the local government, teacher activists can become more effective partners in fostering impactful educational progress. Implementing these recommendations would not only benefit the teachers and students but also contribute to achieving broader educational and social development goals for the Pacitan community.

References