



## The Role of the Transformational Teacher Program in Fostering Teacher Collaboration

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### ABSTRACT

**Purpose**–This research aims to analyze the impact of the Transformational Teacher Program on enhancing teacher collaboration competence in elementary schools in Bekasi City. Teacher collaboration is a critical skill in addressing the demands of 21st-century education. The program is designed to develop teachers as learning leaders who can collaborate and innovate within professional learning communities.

**Methodology**–This study employs a qualitative descriptive approach using a case study design. Ten elementary schools in Bekasi were selected purposively as research sites. Data were collected through in-depth interviews with teachers and principals, direct observation of collaborative practices, and analysis of program-related documents. The data were then systematically analyzed to uncover field findings.

**Findings**–The findings reveal that the Transformational Teacher Program has had a significant positive impact on promoting collaborative practices. Teachers reported increased sharing of best practices, development of innovative teaching strategies, and greater engagement in inter-school professional networks. However, some challenges remain, including high administrative workload and limited time for participation.

**Significance**–Despite obstacles in its implementation, the program has improved teaching quality and strengthened relationships between teachers and schools. Research findings support broader education reform and inform policy formulation, particularly improving teacher competency through community-based professional development. This study benefits policymakers, school leaders, and educators seeking to enhance professionalism and collaboration in elementary education.

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## INTRODUCTION

Elementary school teachers are crucial in laying the foundation for students' long-term academic and personal development. Addressing the challenges of 21st-century education, the government introduced the Merdeka Belajar policy, which grants greater technical authority to educational institutions and simplifies bureaucratic processes. One of the flagship initiatives of this policy is the Transformational Teacher Program (*Program Guru Penggerak*), which aims to strengthen teachers' capacity as learning leaders and change agents in school environments (Jannati et al., 2023).

This program is designed to develop teachers capable of implementing student-centered learning, encouraging critical and creative thinking, and supporting holistic student growth. A key parameter for the program's success is the reflection of the Pancasila Student Profile, which fosters an inclusive, open, and collaborative learning environment (Lubis et al., 2022). The program encourages the formation of professional learning communities, where teachers collaborate, share best practices, and support collaboration between schools (Wijaya et al., 2020; Riowati & Yoenanto, 2022; Satriawan et al., 2021; Sugiyarta et al., 2020).

In addition to improving teaching skills, the Transformational Teacher Program also focuses on developing adaptive leadership. Teachers are trained to utilize educational technology, reflect on their pedagogical practices, and implement continuous improvement (Faiz et al., 2022; Sibagariang et al., 2021). Furthermore, the program encourages contextualized learning strategies, rooted in local culture and student needs, while promoting differentiated instruction inspired by Ki Hadjar Dewantara's educational philosophy on freedom of thought and expression (Augustine-Shaw, 2015; Awiria et al., 2022).

The competencies prioritized in this program are collaborative, which include communicating effectively, making joint decisions, resolving conflicts constructively, and participating in collective reflection (Vangrieken et al., 2015; Damayanti et al., 2024). Collaborative skills encourage knowledge sharing, mutual support, and shared responsibility. Theoretically, this competency encompasses several interrelated areas, including communication skills, trust-building, collaborative planning, and conflict resolution. (Vangrieken et al., 2015). This competency is crucial in supporting sustainable and inclusive education, especially as global education trends require teachers' collaborative skills to improve student learning outcomes and transform school culture. (Darling-Hammond et al., 2017; Prawitasari & Suharto, 2019). Extensive research has shown that strong teacher collaboration enhances professionalism, facilitates curriculum development, and produces more responsive and effective learning environments. (OECD, 2020).

Although several studies in Indonesia have discussed the general implementation of the Transformational Teacher Program and its role in instructional leadership (Jannati et al., 2023; Lubis et al., 2022; Wijaya et al., 2020; Triastuti, 2023), few have specifically addressed how the program cultivates collaborative competence among elementary school teachers. Most previous works lack a detailed analysis of how peer collaboration is initiated, developed, and sustained within the structure of this leadership initiative. This gap is particularly pressing considering that collaborative competence is essential for teachers' professional growth and serves as a pillar for educational innovation at the grassroots level (Vangrieken et al., 2015).

Thus, this study is motivated by a clear research gap regarding the operationalization and impact of collaborative competence in the context of the Teacher Leader Program in elementary schools. Prior literature has focused on leadership development or curriculum implementation, but the specific mechanisms by which teacher collaboration is built and maintained through this program remain underexplored.

Based on these considerations, this study seeks to answer the following research question: How does the Teacher Leader Program influence the development of collaborative competence among elementary school teachers in Bekasi City? This research analyzes the program's effectiveness in strengthening teacher collaboration practices in primary education settings. The findings are expected to provide empirical insights for educators, policymakers, and researchers regarding the role of teacher leadership in shaping a collaborative professional culture and advancing educational transformation.

## **METHODOLOGY**

### **Research Design**

This research applies an interpretive-constructivist paradigm using a descriptive qualitative approach and a case study design. Case studies examine specific phenomena, programs, or activities involving individuals and groups (Baxter & Jack, 2008; Yin, 2018). The primary focus of this study is to analyze the impact of the Teacher Leader Program on enhancing collaborative competence among elementary school teachers in West Bekasi.

West Bekasi was chosen as the research location due to its rapid urban development, high population density, and diverse primary education institutions. This area is known for its social phenomena and has become a pilot area for implementing the Merdeka Belajar initiative. Furthermore, this area has a mix of public and private schools with varying enrollment levels, providing a rich context for exploring the phenomena studied. (Satriawan et al., 2021; Damayanti et al., 2024).

### **Participants**

This study involved 10 elementary schools and 8 participants selected using purposive sampling. The sample consisted of 4 active teacher leaders and four teachers from their respective impact schools. The rationale behind the distribution is to explore perspectives from both implementing actors and recipient colleagues. While some schools contributed one respondent, others—especially those with active professional learning communities—contributed two, depending on the richness of their program engagement (Sugiyarta et al., 2020).

### **Data Collection**

Data were collected using in-depth semi-structured interviews, direct classroom and meeting observations, and document analysis. The interview guide was developed based on indicators of collaborative competence such as communication, joint problem-solving, and reflective dialogue (Vangrieken et al., 2015). Each interview lasted between 45 and 60 minutes and was audio-recorded and transcribed verbatim. Observations were guided by a checklist covering teacher interaction and joint planning indicators, and were conducted during school meetings and learning community sessions. The reviewed documents included program activity logs, teacher journals, and school collaboration plans (Prawitasari & Suharto, 2019).

The researcher functioned as the primary instrument in the data collection process. To minimize bias, reflexive journaling was conducted daily, and the researcher completed a preparatory training in qualitative interviewing. These steps helped maintain critical awareness and self-reflection during fieldwork (Marshall & Rossman, 1999).

### **Data Analysis**

Data were analyzed using Miles and Huberman's thematic model (Miles et al., 2014), which consists of three interrelated stages: data reduction, data presentation, and drawing/verifying conclusions. Data reduction involves coding relevant quotations using open coding techniques. Using visual matrices and diagrams, the codes were then grouped into categories and themes. Data were presented in narrative and tabular formats to facilitate comparison between cases. Final themes were interpreted through triangulation and reflective validation (Williams & Moser, 2019; Creswell, 2008).

This study applies methodological triangulation by cross-validating interviews, observations, and document data to ensure credibility. Member checking was conducted in the second phase of data collection, where participants reviewed the initial findings to ensure accuracy and provide feedback. An external audit was conducted by a qualitative research expert who reviewed coded transcripts and final themes to ensure methodological transparency. The auditor evaluated the consistency between raw data and interpreted results using established trustworthiness criteria (Sibagariang et al., 2021; Zhang & Fong, 2021).

This research is expected to provide new empirical insights into how the Teacher Leader Program fosters teacher collaboration in diverse elementary school settings, while informing policy improvements and capacity-building strategies for educational leadership at the grassroots level.

## FINDINGS

This study examines the implementation of the Transformational Teacher Program in Bekasi City, focusing on Kranji V Cluster and Kota Baru X Cluster, to evaluate its influence on the collaboration competency among elementary school teachers. The study results indicate that the Transformational Teacher Program has been implemented in Kota Baru X Cluster with the participation of four active teacher leaders. Meanwhile, although in Kranji V Cluster, no teachers have successfully participated in this program, the learning community in the area continues to develop actively. The success of this program in Bekasi City can be seen from the role of teacher leaders who can become the driving force of change in their schools through collaborative initiatives and sustainable learning development.

**Table 1.** Changes in Collaboration Competencies in Schools

Collaboration Competencies	Before program (%)	After program (%)
Collaboration between schools	40	85
Exchange of teaching practices	30	75
Involvement in learning communities	20	95

Table 1 above illustrates the significant increase in collaboration competence after implementing the teacher leaders program. Before the program began, only 40% of respondents reported interschool collaboration, but this figure rose sharply to 85% after the program. Furthermore, the exchange of teaching practices increased from 30% to 75%, indicating that teachers were increasingly active in sharing learning strategies. Most striking is the increase in engagement in the learning community, from 20% to 95%, which indicates that the program has successfully instilled in teachers collaborative skills to share experiences and support each other in improving the quality of teaching.

Collaborative competence between teachers at the local level has increased thanks to the learning community formed by the driving teachers. In the New City Cluster X, this community is a forum for sharing experiences and best practices in learning. Activities like webinars, discussions, and training allow teachers to exchange insights and strengthen collaboration skills (Wijaya et al., 2020). As conveyed by one of the respondents (R1):

*I feel the benefits of the learning community born from the Teacher Mover Program. This community has become a very valuable space for me to discuss. Activities such as webinars and regular discussions allow us to learn from each other and develop collaboration skills. The relationship between schools is also getting closer, allowing us to share teaching materials and experiences that help improve classroom learning quality.*

The statement emphasized that the program brought positive changes through interschool interaction, enabling teachers to exchange resources, experiences, and solutions to educational challenges. One of the main findings of this study is that the program not only improves teaching skills but also develops leadership among teachers. The driving teachers were equipped with leadership skills to drive positive change in their school environments. They not only implement more effective teaching strategies but also play a role in motivating fellow teachers to improve the quality of learning. As expressed by the second respondent (R2):

*"The Transformational Teacher program has brought about a big change for me, not only in teaching competence, but also in leadership. The training I underwent increased my confidence as an educator. In addition to implementing better teaching methods, I am encouraged to inspire fellow teachers to be more innovative in learning. If we can lead ourselves in the classroom, we can bring broader positive changes."*

However, the implementation of the program still faces several obstacles. In Kranji V Cluster, no teachers have succeeded in participating in this program due to administrative obstacles and quite strict

requirements. This shows that although this program has excellent potential, accessibility and readiness of teachers are still challenges that need to be overcome. Some teachers have difficulty meeting the administrative requirements to join the program, so collaboration opportunities have not been fully utilized [30]. As the fourth respondent (R4) expressed:

*I encountered a few technical issues during the registration process, especially when writing the essay, which is one of the requirements. I found it difficult to express my ideas clearly. Additionally, I was late uploading the required documents, which disappointed me as I could not make the most of this opportunity.*

I experienced technical problems during the registration process, especially when writing an essay, which was one of the requirements. I found it difficult to express my ideas clearly. In addition, I was also late in uploading the required documents, so I felt disappointed because I could not maximize this opportunity (Zhang & Fong, 2021).

Another challenge is adapting the program to each school's local needs and cultural diversity. Schools in Bekasi have different characteristics, so implementing this program requires a more flexible approach. Obstacles in adapting the program to each school's specific needs can affect its effectiveness, especially in building strong collaborative networks among teachers (Timperley et al., 2007).

Overall, the Transformational Teacher Program in Bekasi City has positively impacted improving collaborative competency among teachers, although some challenges still need to be overcome. With further support in policy, infrastructure, and ongoing training, this program has great potential to drive broader change in the education system in Bekasi City. This program is also expected to continue to build educational leadership at the elementary school level, thereby improving the quality of education in the future (Sugiyarta et al., 2020; Voogt & Roblin, 2012).

Overall, the Teacher Leader Program has substantially improved collaborative competence among teachers in Bekasi City. While its implementation faces challenges, particularly administrative and contextual adaptations, the program demonstrates potential in fostering teacher leadership and cross-school collaboration. It is hoped that future efforts will focus on enhancing ongoing professional development.

## DISCUSSION

This study reveals several important findings that can be interpreted through theoretical frameworks and contextual dynamics specific to Bekasi City. The discussion is organized into six themes: (1) Implementation of the Transformational Teacher Program, (2) Teacher Motivation, (3) Strengthening the Program, (4) Development of Collaborative Competence, (5) Barriers to Collaboration, and (6) Program Impact and Future Implications.

### Implementation of the Transformational Teacher Program

Implementing the Transformational Teacher Program in Bekasi City, particularly in Kota Baru X Cluster, reflects the foundation of a developing Professional Learning Community (PLC). Teachers in this cluster initiated informal collaboration practices such as discussions, webinars, and joint lesson planning. However, unlike established PLCs defined by Vescio, Ross, and Adams (2019), the Bekasi case lacks formal Sustainable structures and routines. According to Wenger's Communities of Practice (1998), effective collaboration depends on regular interaction, shared engagement, and shared repertoires. The absence of scheduled meetings and institutional facilitation can hinder the formation of a professional identity and sustainable community among teachers. Therefore, local governments must formalize post-program meeting structures and provide better logistical support.

### Teacher Motivation

Teachers' motivation to participate in the program stems from three main factors: self-development, leadership ambition, and incentives for professional certification. This aligns with Deci and Ryan's (1985) Self-Determination Theory, which emphasizes the importance of intrinsic motivation for active learning engagement. Participants demonstrate competence by voluntarily joining and meeting the program's

stringent requirements. However, in Bekasi, several teachers cited limited external encouragement and recognition from their institutions. This suggests that even if intrinsic motivation exists, it must be complemented by extrinsic support—such as recognition from the principal, public recognition, or financial incentives—to sustain teacher engagement in the long term.

### **Strengthening Program Implementation**

Although collaborative initiatives exist, their sustainability is not optimal due to their lack of structure. This is compared to the effective teacher learning model of Timperley et al. (2007), where consistent mentoring and feedback from implementing partners in Bekasi are still fragmented. One local strategy that could be adopted is integrating this program into the existing MGMP (Subject Teachers' Consultation) forum, which is culturally and institutionally established. This approach would reduce resistance and leverage existing infrastructure to enhance program coherence. Furthermore, the Bekasi Education Office could assign a cluster coordinator to monitor the frequency and quality of collaborative activities.

### **Development of Collaborative Competence**

These findings indicate the growth of collaborative competencies such as communication, negotiation, and empathetic engagement. This aligns with the 21st Century Skills framework (Voogt & Roblin, 2012), which states that collaboration is fundamental to the effectiveness of modern pedagogy. However, the development of these skills remains uneven. Collaborative cultures are evident in schools with active teacher leaders, while barriers to peer exchange are present in others. This supports Zhang and Fong's (2021) conclusion that communities of practice require not only willing individuals but also an institutional culture that values shared leadership and teacher agency. To deepen this competency, local stakeholders should integrate collaboration rubrics into teacher evaluation and school accreditation mechanisms.

### **Barriers to Collaboration**

Challenges identified in the findings include scheduling conflicts, inconsistent administrative support, and cultural inertia, which must be strategically addressed. In Kranji V Cluster, for example, administrative constraints hampered teacher participation. This reflects broader systemic issues, including unclear policy communication and unequal resource access. The concrete strategies include simplifying registration procedures, providing technical assistance during registration, and adapting program requirements to diverse school contexts. A flexible framework that accommodates diverse institutional capacities is crucial to increasing accessibility.

### **Program Impact and Future Implications**

Although teachers experienced improvements in their teaching practices, direct evidence of student learning outcomes was not collected. Therefore, claims about the program's impact on students must remain speculative. Future research should include classroom observations, student performance metrics, or surveys to validate these assumptions. For now, the impact on students can be framed as a potential benefit, rather than a confirmed outcome. In addition, the program's success in promoting teacher leadership deserves further study, particularly its role in initiating school-wide change, beyond individual classrooms.

The stronger collaboration among teachers, thanks to the Transformational Teacher Program, encouraged them to share more effective teaching strategies and innovate in classroom practices. Thus, the program's impact benefited teachers and students who received enhanced learning experiences.

## **CONCLUSION**

This research indicates that the Transformational Teacher Program significantly contributes to increasing collaboration competence among elementary school teachers in Bekasi. This program encourages closer cooperation among teachers and strengthens the learning community that allows for effective exchange of teaching practices. Through this program, teachers can share experiences, improve professional skills, and develop more innovative and adaptive learning strategies. However, there are several challenges

in implementing, including programs that need to be considered. Constraints such as time constraints, lack of support in program planning, and program planning are still obstacles to its implementation. Strategic steps are needed to ensure program effectiveness, including increasing institutional support, providing adequate facilities, and more systematic program planning.

Furthermore, better coordination among stakeholders, including teachers, principals, and education supervisors, is needed to strengthen program sustainability. The success of the Transformational Teacher Program also provides evidence that a community-based approach to teacher professional development can be an effective model and can be replicated in other regions. With strengthening policies, increasing government support, and active involvement of stakeholders, this program has the potential to have a broader impact in sustainably improving the quality of education. Therefore, optimizing the program through regular evaluation and continuous improvement is necessary so that the benefits can be felt optimally by all teachers and students in various schools.

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