

# The Implementation of Teacher Leader Collaboration; Start-Up Project Leadership, Sekolah Guru Indonesia

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## Article Information

## Abstract

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This article explored a learning cycle based on the collaboration of teacher leadership with students in solving actual problems through innovative and productive business start-ups. The purpose of this study is to describe the implementation of the Teacher Leader Collaboration; Start-up Project Leadership carried out during the pandemic. The Indonesian Teacher's School (SGI) during the pandemic has carried out a teacher-leader collaboration program to encourage teachers to innovate and collaborate. This research uses a qualitative case study approach. This research is on the SGI 2nd session teacher leader collaboration program. SGI is a training institution for teacher capacity building through the 10-teacher leadership curriculum, so researchers want to know the extent of the impact of implementing teacher-leader collaboration. The impact of implementing the Collaborative Teacher Leaders (KGP), Start-up Project Leadership (SPL) is not only for students and teachers but also for schools and parents. The impact of SPL on students; improves student creativity; motivates students; builds student character and increases student skills. The impact of DSS on teachers; develop teaching skills and teacher collaboration and develop teacher emotional intelligence. The impact of SPL on schools is that it can create a superior school culture. Finally, the impact on parents is that parents feel happy and proud to be able to collaborate with the school.

### Kata kunci:

Kolaborasi Guru Pemimpin,  
Startup Projek Leadership,  
Inovasi Guru, SGI.

### Abstrak.

Penelitian ini mengeksplorasi siklus pembelajaran berbasis kolaborasi kepemimpinan guru dengan siswa dalam memecahkan masalah aktual melalui start-up proyek yang inovatif dan produktif. Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi dari Teacher Leader Collaboration; Start-up Project Leadership dilakukan selama masa pandemi. Sekolah Guru Indonesia (SGI) di masa pandemi telah melakukan program kolaborasi pemimpin guru untuk mendorong guru berinovasi dan berkolaborasi. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Penelitian ini adalah pada program kolaborasi pemimpin guru sesi 2 SGI. SGI merupakan lembaga pelatihan peningkatan kapasitas guru melalui kurikulum kepemimpinan 10 guru, sehingga peneliti ingin mengetahui sejauh mana dampak penerapan kolaborasi pemimpin guru. Dampak penerapan Kalaborasi Guru Pemimpin (KGP), Start-up Project Leadership (SPL) tidak hanya bagi siswa dan guru tetapi juga bagi sekolah dan orang tua. Dampak SPL pada siswa; meningkatkan kreativitas siswa; memotivasi siswa; membangun karakter siswa dan meningkatkan keterampilan siswa. Dampak SPL pada guru; mengembangkan keterampilan mengajar dan kerjasama guru serta mengembangkan kecerdasan emosional guru. Dampak SPL bagi sekolah dapat menciptakan budaya sekolah yang unggul. Terakhir, dampak bagi orang tua adalah orang tua merasa senang dan bangga bisa bekerjasama dengan pihak sekolah

## INTRODUCTION

One more year after the Covid-19 pandemic hit Indonesia, schools are still not moving to become the only public facilities that cannot be opened widely. In a survey conducted by Dompot Dhuafa through the Indonesian Teacher School (SGI) program in 80 regencies/cities and 20 provinces in mid-April 2021, this data illustrates the impact of delaying face-to-face learning in full, not only causing the risk of losing the learning experience but also worrying about it. It will give birth to a lost generation. Respondents 92.5% stated that they experienced various obstacles in carrying out learning during the pandemic until now. These constraints include: Availability of time and the use of conventional learning models which are less effective (29.5%); Obstacles in device facilities, weak signal network, and limited quota (27.3%); The condition of students who were too bored, lacked discipline, and lost concentration (22%); as well as from sharing research results from finding that students feel stressed because they only learn by doing the assignments given by the teacher without understanding the material (Muassomah & Abdullah, 2021; Mustafa, 2021). As well as the lack of support from parents who are busy working or have difficulty in providing learning assistance (13,8%), Munastiwi (2021) one of the obstacles to learning during the pandemic is the involvement of parents in accompanying children and limited time.

This survey involved 400 teacher respondents with the composition: 33.5% of teachers are civil servants (PNS) and only 28.5% of teachers have been certified. Of the total respondents, only 18.8% of teachers have conducted face-to-face learning with a shortened time duration or divided into different schedule divisions. Often these face-to-face meetings are not carried out in schools but are chosen in several strategic locations that allow them to serve as safe learning posts. It was found that several teachers admitted that they still had to visit students' homes and provide independent study assignments using books and student worksheets that had been provided at the beginning of the semester.

The OECD Survey data on education during the pandemic highlights the extent of school closures during the crisis half of the 33 European countries have completely closed primary and secondary schools for an average of 42 days. Thus, limiting access to digital learning and for certain groups are not even motivated to do independent learning. Then the OECD analysis also suggests that repeating school to make up for the existing gaps is not an alternative solution, but some countries have decided to improve future learning by providing student-focused actions. (Schleicher, 2021)

Taking a meaningful learning approach that focuses on students and provides additional hours and teacher collaboration can be applied in Indonesia instead of having to ask students to repeat classes for a year that was left behind. Various research results related to student-focused learning, project-based learning as alternative learning that is suitable to be applied during a pandemic (Ardhyantama et al., 2020; Hawari & Noor, 2020; Shofwani & Rochmah, 2021). The readiness of teachers, students and families is the main thing in learning during the pandemic and the use of interactive teaching materials is important in the learning process (Fauzi & Sastra Khusuma, 2020). Cooperation and togetherness in teacher collaboration is a determining factor not only in teacher professional development but also in school development (Kelchtermans, 2006).

Based on several research results, there are various conditions and problems are faced by elementary schools during the pandemic. Application of various learning methods that have

not been maximized coupled with distance learning (Muskania & Zulela MS, 2021; Kurniasari et al., 2020). The lack of communication between homeroom teachers and parents about the development of students, attitudes, and values that appear in students has not shown harmony in learning patterns from home and at school. Another problem found is that on average parents find it difficult to allocate time for their children. They rarely accompany their children to know the child's development. Even parents rarely discuss with teachers about children's development at school and at home (Oualeng et al., 2021).

Based on the problems of learning methods that are less attractive during the pandemic and the lack of cooperation between schools and parents steps or collaborative learning models are needed that can answer these problems. During the pandemic, the Indonesian Teacher School has run the Lead Teacher Collaboration program to pilot learning strategies with the Start-up Project Leadership (SPL), so the question in this research is the impact of SPL can be a collaborative learning model that can develop students' abilities and cooperation between schools and parents? The implementation of the SPL is expected to be able to spur students to think critically and innovate through self-planned learning and improve soft skills of leadership and independence. This study aims to explore the impact of the implementation of the Teacher Leader Collaboration Program (KGP) with the Start-up project leadership, both on the impact on students, teachers, and parents of students and schools

## **RESEARCH METHOD**

This study used qualitative research methods. The reason the author uses this method is that this research seeks to describe/provide an overview of the application of collaborative teacher leaders, and start-up project leadership of the Indonesian Teacher's School. This is because the research conducted is a study looking at social reality. Many researchers choose the case-study methodology (Bjørnset et al., 2021), with their frequent participation in the formative action as teachers and/or instructional designers (Valverde-Berrocso et al., 2020). This research uses a qualitative case study approach, which is qualitative research that seeks meaning, investigates processes, and gains a deep understanding and understanding of individuals, groups, and situations.

This research is on the collaborative program of teacher leaders in session 2 of the Indonesian Teacher's School. Case study allows a higher intense collaboration between academics and practitioners and generates learning (Erro-Garcés & Alfaro-Tanco, 2020). SGI is a training institution for teacher capacity building through the 10-teacher leadership curriculum, so researchers want to know the extent of the impact of implementing teacher-leader collaboration. To obtain information and data relevant to the research problem, the research informants are teachers who are involved in the collaboration of teacher leaders, both team leaders and teacher leaders who carry out start-up project leadership. To collect research data, researchers used observation, interviews, and documentation studies. In this case, the author observes the completeness of the report facilities carried out by the lead teacher in the application of SPL in their respective schools.

The interview technique used in this research is the in-depth interview (deep interview). This interview technique is used because it is considered capable of digging up all information from all parties involved in the learning process. The interviews were conducted using several main questions which were later developed during the interview. This documentation researcher

conducted primary data and secondary data. Primary documentation comes from field notes held by researchers during the interview process, and researchers record interviews by searching and studying documents that have to do with the problem under study. This is done to obtain complete and valid data. The data was collected in the form of archives and written data. Checking the validity of the data carried out by researchers by carrying out triangulation. Triangulation is the process of strengthening evidence from different individuals, types of data in descriptions, and themes in qualitative research. In source triangulation, researchers ask questions to various sources (informants) to obtain information about the application of SPL. The importance of researchers' capability to understand how to properly conduct a case study, how to determine cases and research boundaries, and how to appropriately analyze data (Nurahma & Hendriani, 2021).

## RESULT AND DISCUSSION

### Result

Various impacts of the implementation of the Collaborative Teacher Leaders (KGP), and Start-up Project Leadership (SPL) are not only on students and teachers but also have an impact on schools and parents of students. The impact of SPL on students; improves student creativity; motivates students; builds student character and increases student skills. The impact of DSS on teachers; develop teaching skills and teacher collaboration and develop teacher emotional intelligence. The impact of SPL on schools is that it can create a superior school culture. Finally, the impact on parents is that parents feel happy and proud to be able to collaborate with the school. The results of this study are illustrated in Figure 1.

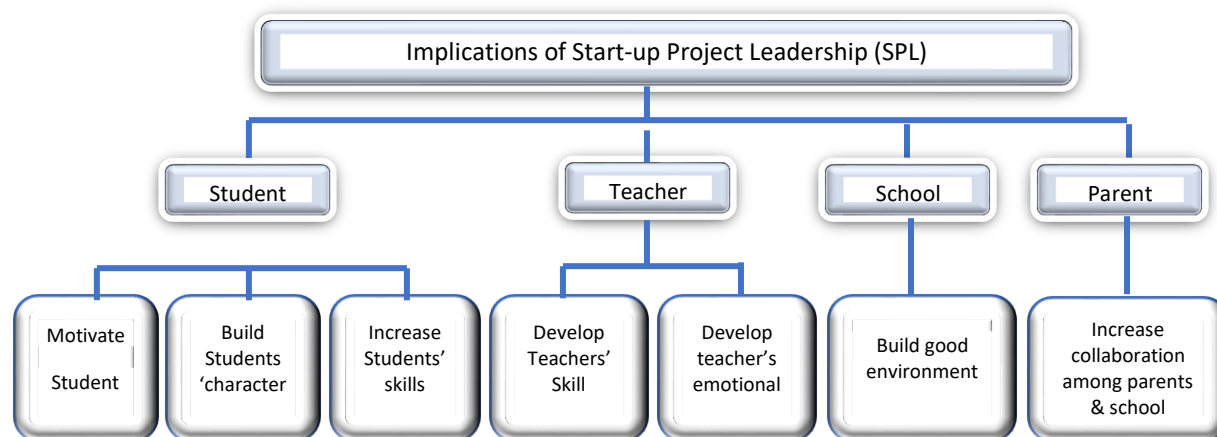


Figure. 1 Research Findings

### Discussion

#### The impact of Star-up Project Leadership on students

##### Motivating student

Integrated thematic learning in elementary schools by the demands of the 2013 curriculum is a learning approach that integrates several lesson contents in one lesson. One of the principles of learning taught in schools is the learning process from students being told to students finding out. SPL encourages independent learning of students to interact directly with authentic – contextual learning resources. This makes students motivated to learn. Motivation

can occur because of encouragement both from within and from outside a person, by creating certain situations so that the desired goals are achieved (Hapsari et al., 2021).

Students are highly motivated in independent study, increase the level of enthusiasm for student learning and think creatively (Nuhriadi). Students can read at least one book a day and parents are motivated to participate in reading (Nardis). Students are more enthusiastic about doing SPL because the activities they have done have never been done before so they are happy with new things (Sri Wahyuni).

The results of the interview of the KGP participants with several students obtained information that before the implementation of the SPL; students are less interested in participating in learning if the teacher only uses the lecture method, in addition to lectures, the method that the teacher always does is assignments. Some students admitted that they were bored with assignments that were only theoretical, in other words, students were asked to copy from the student's book. So that the actualization of students through project learning can provide new experiences that can motivate students.

Students are very excited because they have different experiences, they are given full responsibility and trust so that they can produce products, and it becomes a matter of pride for them. From this activity, I want to motivate students that they can do something they might not have thought they could do. do, namely, write a book. Indeed, the book doesn't have an ISBN yet, but as a training ground for students, this is quite helpful (Dyna Rukmini).

Learning motivation has its role in achieving learning success at school. Learning motivation needs to be improved and then maintained so that the learning process will run smoothly, and the achievement of learning objectives is in line with expectations. Students who are highly motivated in learning tend to be actively involved in the learning process. Likewise, students who are successful in learning will have high motivation to continue learning (Arief & Sudin, 2016).

### **Build Student's Character**

The shift from content-based learning to competency-based learning; In the implementation of the SPL stages, the teacher can not only hone students' cognitive skills (management of information), they can also build students' attitudes (social skills). Effective interactions between teachers and students require mutual respect between teachers and students, and a correct attitude towards teaching and learning and students can understand and master knowledge in a good atmosphere (Zhao, 2022). Leader teachers have a role in character education. Character education is a system of inculcating character values to students so that they apply them in life, both in families, schools, communities, and countries, and can make a positive contribution to their environment. Various ways can be implemented in instilling character in schools (Agustini, 2015).

“With SPL, students can build character values in terms of; Cooperation, help, initiative, and care for the environment, this can be seen from the achievement indicators that students take the initiative in carrying out SPL, and students can help each other in completing SPL tasks related to environmental care (Destiara).”

“SPL provides learning to develop the character of students through real activities. (Wafaul Hall)” “The implementation of SPL shows changes in students' personalities which are shown by positive behaviours (Nurul Ainun).”

The problem-solving method is through student team-based projects or Star Up Project Leadership which aims to help other students grow a caring attitude for mutual learning (Asep Rudini)

**Table 1.** Student Character Value

No.	Character Value	Achievement Indicators
1	Tolerance	Students respect and appreciate each member of the group
2	Responsible	Students are responsible for the progress of their group's pioneering business
3	Dicipline	Students are able to be disciplined towards the time and tasks of each in their group
4	Love the environment	Students are able to carry out activities according to the local wisdom of the area around the environment

Character values that are formed from the existence of SPL activities are found in the character observation assessment by the lead teacher. Observations were made by the lead teacher while students were carrying out the SPL process starting from the incubation, start-up, and mobilization stages. From the observations, it was found that the values of positive character education were formed.

“In this activity many things were obtained by the students who were involved, in addition to fostering honest, disciplined, independent, responsible, and religious characters, they also got a good creative spirit at this time developing ideas (Nurul Utami).”

Elementary school level has the role of character development for children, it is very necessary to educate children so that children get character education. This character education will build the character of elementary school students to become the forerunners of useful citizens for the nation. Therefore, indicators in education are needed by educators in carrying out learning activities for the development and character development of elementary school students (Sakti, 2018).

### **Developing student skills**

The essence of SPL is optimizing students to master social skills and learning skills, learning methods and skills to solve environmental problems in everyday life. It's support the idea that increasing social skills will trigger better communication between group members, resulting in an excellent exchange of knowledge which in turn can increase mastery of the material being studied. (Sudarsana, 2018). Teacher guidance are positively related to student collaboration (van Leeuwen & Janssen, 2019). “Learning becomes fun and students already have the skills (Kamadewi).”

“Parents feel a great change in their children's attitudes. Students become more creative and innovative in making meaningful activities. The attitude of leadership is highly developed in students. It can be seen from the ability of students to divide group assignments so that they do not rely on each other. (Arie Wijayantie).”

**Table 2.** Student Skills

No.	Skills	Achievement Indicators
1	Leadership	Students are able to carry out the division of tasks in groups Students carry out the assigned tasks with responsibility Students are able to maximize the potential of leading a business activity
2	Cooperation	Students are able to work together with group members in running a startup
3	Creative	Students are able to create pioneering business ideas that can be developed and according to the times
4	Innovative	Students create new start-up businesses that are in accordance with the times and environmental conditions

“This activity provides a meaningful learning experience in training leadership, creativity, and entrepreneurship (Arie Wijayanti).”

“Students get space for self-actualization through this program and in line with Maslow's theory of needs. Self-actualization is the highest need and complements individual needs. Students whose needs are met will give birth to confident attitudes (Asep Rudini).”

The problem-solving process carried out in SPL uses a 7-process skills approach. These finding is in line with Triningsih & Mawardi (2020) found that through project activities and problem-solving, students are trained to use their critical thinking skills, namely using the skills of interpreting, analysing, evaluating, and making conclusions as well as being able to explain arguments. To develop good social and cross-cultural skills, learners need to interact and work more efficiently with people in their groups or culturally diverse teams at the workplace, school, or in a virtual community (Gyasi et al., 2021).

### **The impact of Start-up Project Leadership on teachers**

#### **Develop teaching skills and teacher collaboration**

Government Regulation Number 74 of 2008 concerning Teachers explains that pedagogic competence is the ability of teachers in managing student learning which at least includes the following: understanding of educational insights or foundations, understanding of students, learning design, implementation of educational learning and dialogue, the use of learning technology, evaluation of learning outcomes, and the development of students to actualize their various potentials (RI, 2008).

The teacher's role in implementing SPL includes various things like the development of teacher pedagogic competence. In the beginning, the teacher identifies the conditions and needs of each student, along with their family background and community environment, designs an educational ecosystem that will involve the family and the community, makes plans along with an authentic-contextual learning assessment design. Furthermore, teachers and students can cooperate in preparing learning materials, equipment, and media, build synergies or collaborations with all components of the tri centre and the education ecosystem for the success

of SPL, and evaluate the performance and work results of each student validly objective and authentic.

“After implementing the SPL cycle in learning, I felt very happy and challenged to make innovations in learning during the pandemic, initially just sitting facing the gadget to give learning videos and reflecting on online learning activities which only a small number of students participated in due to inadequate facilities, but With this SPL, it makes my mind open, brings up creative ideas to turn on learning activities so as not to give up in limitations. (Wafaul Aulad).”

“This SPL also helps me find the features of my students who are weak in absorbing learning that is usually delivered in class, it turns out that in learning that implements meaningful direct activities related to daily life, they become easier to understand learning because learning activities take place in a fun and meaningful way for students (Aulia Dawn).”

“The success of this activity can also be followed by other teachers in providing meaningful, creative, and innovative learning. Students collaborate on activities to create extraordinary inspiration to emulate (Arie Wiajyanti).”

Based on the results of this study, it was found that the teacher's paradigm shift in the importance of collaboration between teachers became the main thing. This is in line with the findings Honigsfeld & Hordmeyer (2020), some teachers might have appreciated the autonomy that closing their classroom door provided them. Nowadays, most teachers don't want to go it alone. As a result, we can see a seismic shift toward a more collaborative mindset. Collaboration is one of the factors that support and influence teacher change (Asyikin et al., 2021). This finding supports Kahila et al., (2020), the characteristics of teacher leadership are the view of teacher leadership as intentional work toward pedagogical goals, and the view that teacher leadership is based on collaboration and distribution.

Collaboration requires teachers to be involved in the process and willing to try out new ideas by designing ideas together (Gray & Ward, 2019). The role of teacher leaders has a role to play in improving school quality. In schools, teacher leadership should not be side-lined because teacher leadership is an important agent of change in the effort to create an effective school. Researchers have found that teacher leadership can have an impact on student's academic achievement in school (Bakar et al., 2015).

### **Develop teacher emotional intelligence**

Teacher emotional intelligence is the ability of educators to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the community. The teacher's role in running the SPL is to maintain the motivation of students to study hard, work, and build cooperation in groups and with external parties involved in SPL. Studies indicated that teacher empathy leads to learner self-confidence in educational contexts (Zhang, 2022). Build synergies or collaborations with all components of the three centers and the education ecosystem for the success of SPL.



“Facilitate teachers in fostering and developing the character of students in the school environment. Provide learning for teachers about the importance of developing the character of students through real activities (Destiara)”

“From this activity, I want to motivate students that they can do something that they may not have thought they could do, namely writing a book. Indeed, the book does not yet have an ISBN, but as a training ground for students, it is quite helpful (Dina Rukmini).”

“From this SPL activity, it can increase teacher cooperation in the implementation of learning and provide learning for teachers about the importance of developing the character of students through real activities (Nurhabibah Pohan).”

This study also found that social support provides emotional support that can increase teacher commitment and strengthen relationships in the community. This shows that social support is a supporting factor in the change. It is meant collaboration can provide social support and assist in the management of negative emotions. (Asyikin et al., 2021).

### **The impact of SPL on schools**

School culture needs to be developed in a better direction towards perfection. A good school culture brings benefits to individuals and groups in the school and all education stakeholders

“This activity is one of the learning innovations that can be proud of in the school program. The many benefits of this activity can be continued and followed by other teachers. This activity became the school's flagship innovation program. (Arie Wijayanti).”

“As an alternative material for learning innovations that will be implemented by the teacher. Provide experience to other teachers to implement a fun and easy-to-understand learning process for students with the Project-Based Learning model (Lily Suliyatingrum).”

“For schools, the benefits that can be obtained from this “Writing Together” activity are promoting schools through books produced by students, getting additional income from selling books by students (Dina Rukimini).”

The developed school culture also supports personal relationships between students and all school members to run well, namely, personal relationships between students are well established, to create a conducive atmosphere (Eva, 2016).

### **The impact of SPL on parents**

The Covid-19 pandemic has resulted in limited interaction between teachers and students and the intensity of meetings between teachers and students is reduced so that the personal formation of students through learning activities in schools is less than optimal. The current Covid-19 pandemic causes learning to take place at home so that the intensity of student interaction with parents and siblings at home increases. Teacher need to collaborate with parent to keep education activity going (Munastiwi, 2021). SPL exists as an effort to fill collaborative activities between students and parents. Collaborative both teacher and parent are needed to build trust. Trust is an important dimension of parent educational involvement and parent-teacher relationships (Wal, 2020). The role of parents has a role in the success of SPL.

“Parents provide good support and help promote activities for parents and other students. The teacher provides support by establishing communication with various parties for the implementation of this project. Parents provide facilities, aid at the beginning and the rest is to make students independent (Asep Rudini).”

“Parents play an important role when implementing the Indonesian Teacher School (SGI) KGP. Parents are very helpful starting from giving permission to carry out activities, providing initial capital, teaching how to make products, to helping market students' products (Arie Wijyantie).”

“The activities carried out will certainly have an impact on individuals and the environment. Each student feels this activity is fun and adds new knowledge from the learning experience he is carrying out, is excited to do it because it is carried out together with family members at home so as to build cooperation and build awareness of utilizing existing natural resources (Lily Suliyatingrum).”

The activities carried out by teachers in the SPL process were clearly shown that they use connected media and activities, as well as good communication with the involvement of parents. This is needed as a form of teacher collaboration in a pandemic (Honigsfeld & Hordmeyer, 2020). From the results of the application of SPL, it can answer research questions that SPL can be a collaborative learning model that can develop students' abilities and cooperation between schools and parents.

### **CONCLUSION**

The application of the SPL learning model helps teachers in designing meaningful learning for students. Learning design that adapts PBL with tree cycle stages that not only focus on problem-solving but also on developing student skills and character as well as the product star-up produced. The results of the study can help teachers in developing emotional intelligence abilities as an effort to form positive students' characters and can help teachers in collaborating with fellow teachers and with parents of students. SPL can be a learning innovation for schools in building a positive school culture with the involvement of students, teachers, parents, and the community.

In general, the results of this study can provide an overview of the application of the SPL learning model to each stakeholder as meaningful learning during a pandemic. This study could be expanded in providing essential results by evaluating the effectiveness of SPL as strategies in developing some educational areas not only for primary school but also another school. However, in the application of SPL in this study, case studies are used, and the result of this study cannot be generalized.

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