

## Collaborative Socialization: The Path to Sustainable Teacher Performance Transformation

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### ABSTRACT

Ministry of Education, Culture, Research and Technology launch Platform Independent Teach (PMM) Which aiming for connect Teacher with various source Study, teach, And work. Wrong One its features is Training Independent, Which allow Teacher And head educational unit access source training quality When just And Where just. More from three million Teacher has use it. Updates latest from PMM launched on 19 December 2023 with feature Management Performance Which allow Teacher And head unit education For fill in Target Performance Employee (SKP) with fast without need fill in plan performance in a way manual, as well as the process has customized with context performance For increase quality learning. Since Prof. Dr. Abdul Mu'ti, M.Ed . official inaugurated as Mendikdasmen Republic of Indonesia on 21 October 2024 by President Prabowo Subianto in Palace Country, Jakarta. PMM Which replaced become Room GTK is platform digital Which created by Ministry of Education, Culture, Research and Technology. Platform This designed For support development And improvement competence Teacher And Power Education (GTK), so that head school Also can more easy in supervise performance Teacher during process learning

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## **INTRODUCTION**

Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in primary and secondary education, as stated in the Teachers Law Article 1 Paragraph 1 (2005:3). To improve the quality of education in Indonesia, the government has issued the Education System Law, which consists of twenty-two chapters, seventy-seven articles, and their explanations. The Education System Law (2003:38) states that every innovation in the national education system aims to renew the vision, mission, and strategy of national education development. Teachers are at the forefront of achieving educational success.

The success of the learning process is measured by the students' ability to solve the problems given and the comfort felt by the students during learning. An effective way to make students feel interested in what is being learned. Students become more enthusiastic about learning when teachers can deliver material in a way that is easy to understand. An educator should always strive to improve their professional abilities, knowledge, attitudes, and skills continuously in accordance with the development of science and technology, and follow the changes in new paradigms in the world of education.

Facts in the field, based on the results of observations and supervision show that the ability and performance of teachers in schools still seem to lack enthusiasm and seem to teach half-heartedly. This can be seen from the results of the initial assessment which showed a sufficient category with a planning score of 3.45 and an implementation score of 3.46. Low teacher performance can be caused by the slowness of teachers in compiling teaching modules, many teachers have not completed the components of learning objectives and assessments, the learning steps are still not in-depth, the existing learning media has not been optimally utilized by teachers, and the learning methods are not yet diverse so that the teaching and learning process in the classroom is not effective and optimal.

If understood, the work of teachers is very challenging, because they are one of the factors that determine the success of their students' graduation. Therefore, teachers are expected to improve their skills and strive for their students to achieve satisfactory achievements. This study aims to improve the ability of teacher performance management by implementing collaborative socialization practices in schools.

## LITERATURE REVIEW

Maintaining to the process by which individuals share knowledge, skills, and experiences in a social environment that supports collaborative learning. According to Vygotsky (1978), learning occurs in a social context through interaction with others, making collaboration an important element in teacher professional development.

A study conducted by Fullan (2007) showed that collaboration between teachers and educators can improve teaching effectiveness and innovation in the learning process. In addition, Hargreaves & O'Connor (2018) emphasized that a collaborative culture in schools contributes to increasing teacher confidence and competence in managing classes and facing learning challenges.

Several studies have shown that collaborative socialization has a positive impact on teacher performance. According to Darling-Hammond et al.'s (2017) research, a professional community-based approach improves the quality of teaching and teacher engagement in the learning process. In addition, collaborative socialization allows teachers to receive constructive feedback from colleagues, which ultimately contributes to improving their pedagogical skills.

In addition, collaborative socialization also plays a role in increasing teacher motivation and job satisfaction. Research conducted by Goddard et al. (2015) shows that a collaborative work environment can reduce stress levels and improve teacher well-being, so that they are more productive and focused on teaching.

## METHODOLOGY

The data obtained in this study are about improving teachers' abilities in implementing learning. This study was conducted through initial data collection, designing a socialization program, implementing socialization, analysis, and follow-up. In the study, there are two initial data collection techniques, namely test techniques and non-test techniques. The method of collecting data through test techniques consists of 3 types of tests, namely written tests, oral tests, and practical tests. Meanwhile, data collection with non-test techniques can be done using various methods, including interviews, observations, questionnaires, sociometry, and measurement scales. This process includes initial data collection, compiling a socialization program, implementing socialization, analysis, and follow-up.

There are several factors studied as follows (1) Head of Education Unit, observing the improvement of teacher skills in preparing learning plans, implementing follow-up of student achievement assessment results before the research and in action research. Learning, focusing on the effectiveness of learning in the classroom managed by teachers using teaching strategies that are appropriate to the content being taught. (3) Teachers, paying attention to student learning motivation, observed learning outcomes, and national final exam scores, specifically for the subjects of Indonesian; English; and mathematics. (4) Researchers, observing the behavior of researchers when implementing collaborative socialization.

According to Elliot quoted from Wina Sanjaya's book, action research is an analysis of social situations with the aim of improving the quality of action through the process of diagnosis, planning, implementation, supervision, and

studying the impacts it causes. The analysis method used is qualitative data analysis. The application of the examination method is based on certain criteria. In this context, there are criteria used, namely the level of reliability (credibility). Thus, this study aims to improve the ability of teacher performance management through the application of collaborative socialization practices in the school environment.

## **RESEARCH RESULT**

Research on collaborative socialization in improving teacher performance shows significant results. Here are some key findings:

- a. **Improved Pedagogical Skills:** Teachers involved in collaborative socialization are better able to develop innovative and student-centered learning strategies.
- b. **Increased Motivation and Job Satisfaction:** Collaborative socialization creates a supportive work environment, improves emotional well-being, and reduces stress in teaching.
- c. **Sustainable Performance Improvement:** With continuous interaction between teachers, they can maintain and improve teaching effectiveness in the long term.
- d. **Support for Curriculum Implementation:** Collaborative socialization helps teachers understand and implement a curriculum that is more adaptive and in line with educational developments.

These findings suggest that collaborative socialization not only plays a role in improving individual teachers but also has a positive impact on the education system as a whole.

## **DISCUSSION**

Collaborative socialization in the context of education refers to an approach in which teachers work together to share knowledge, experiences, and teaching strategies. The ultimate goal is to improve the quality of learning and, in turn, the performance of teachers in educating students. This approach is essential in improving professionalism and the overall quality of education.

Some key elements in this collaborative socialization include: (a) Exchange of Experience and Knowledge. (b) Improvement of Collaborative Skills . (c) Utilization of Technology in Collaboration . (c) Mentoring and Coaching . (d) Joint Evaluation and Reflection . (e) Improving Leadership and Engagement . (f) Positive Influence on Morale and Motivation . Although it has many benefits, there are several challenges in implementing collaborative socialization, including: (a) limited time . (b) differences of opinion . (c) Lack of support from management .

## CONCLUSIONS AND RECOMMENDATIONS

Collaborative socialization plays a very important role in improving teacher performance. Through the process of sharing knowledge, experience, and teaching strategies, teachers can learn from each other and develop together, creating a more supportive environment for improving the quality of learning. Some important points that can be concluded from the implementation of collaborative socialization include: improving teacher competence, strengthening professional relationships, improving the quality of learning, supporting career development. increasing the effectiveness of collaborative socialization in improving teacher performance are as follows: encourage support from school management. set aside dedicated time for collaboration, training in collaborative skills, using technology to support collaboration, joint evaluation and reflection, implementing more structured mentoring: overcoming the challenges of differences of opinion and teaching styles.

## ADVANCED RESEARCH

Collaborative socialization is a concept that continues to grow in the world of education, where teachers work together to share knowledge, experiences, and support each other in the learning process. More in-depth research on collaborative socialization has shown that collaboration between teachers not only improves individual performance, but also improves the overall quality of education. In this study, various aspects of collaborative socialization, the factors that influence it, and its impact on teacher performance will be explored, including:

a. **Definition and Concept of Collaborative Socialization.**

Collaborative socialization in the context of education refers to the process of interaction that occurs between teachers to work together to solve educational problems, share experiences, and align learning practices with common goals. This socialization involves various forms of communication, both directly and through technology, and includes various types of collaboration such as mentoring, shared learning, professional discussions, and study groups.

b. **Theories Underlying Collaborative Socialization.**

Several theories underlie the importance of collaborative socialization in improving teacher performance, including:

- a) **Social Learning Theory - Albert Bandura:** This theory states that learning occurs not only through personal experience, but also through observation of others. In the context of collaborative socialization, teachers can learn from the experiences of their peers, modeling effective behaviors and teaching strategies.
- b) **Constructivism Theory (Vygotsky and Piaget):** This theory emphasizes the importance of social interaction in learning. In collaboration between teachers, they interact to build a shared understanding of various pedagogical concepts, which helps them solve problems collectively.
- c) **Community of Practice Theory - Etienne Wenger:** This theory suggests that individuals with similar interests and goals can learn from each other in a community of practice. In this case, teachers are part of a community that focuses on developing their teaching skills together.

c. **Factors Influencing Collaborative Socialization.**

Based on research, there are several factors that influence the success of collaborative socialization in improving teacher performance, including:

- a) **Leadership and Managerial Support:** Principals and educational administrators who provide strong support for collaborative initiatives can influence the success of these socializations. Leaders who support innovation and teacher professional development will foster a healthy collaborative culture.
- b) **Availability of Time:** Time is one of the biggest constraints on teacher collaboration. Flexible scheduling and policies that support collaboration are essential to creating opportunities for teachers to share and learn together.
- c) **Diversity in Teaching Styles and Thinking:** Diversity in teaching approaches can be a challenge, but it can also be a strength in collaboration. Teachers with different teaching styles can learn from each other and adapt, increasing the overall effectiveness of teaching methods.
- d) **Access to Technology and Resources:** Technology plays a vital role in supporting collaboration. The use of online platforms, content sharing applications, and discussion forums allow teachers to connect more easily and share knowledge without being limited by space and time.
- e) **Teacher Professional Readiness:** Collaboration also relies heavily on teachers' professional readiness to work in teams, accept feedback, and be willing to share their knowledge and best practices.

d. **The Impact of Collaborative Socialization on Teacher Performance.**

Based on a number of studies, collaborative socialization has a significant impact on teacher performance, both directly and indirectly, including:

- a) **Enhancement of Professional Competence:** Collaboration enables teachers to learn about new teaching techniques, share resources, and gain broader insights into existing teaching issues. This contributes to the enhancement of their professional competence.
- b) **Innovation in Teaching:** Collaboration leads to the exchange of ideas and practices that can spark innovation in teaching methods. Collaborating teachers are more open to change and experimentation with new, more effective methods.
- c) **Improving the Quality of Student Learning:** Teachers who engage in collaborative socialization tend to be better able to create more effective learning environments, which ultimately improve student learning outcomes. Through the exchange of best practices and shared reflection, teachers can create more engaging and tailored learning experiences for students.
- d) **Teacher Motivation and Job Satisfaction:** Collaboration provides important social support for teachers, which in turn can increase their motivation and job satisfaction. Teachers who feel supported by their colleagues tend to be more engaged in their work and more motivated to improve their performance.

e. **Empirical Research: Case Studies and Findings.**

Several empirical studies have been conducted to measure the impact of collaborative socialization on teacher performance. Several case studies show that:

- a) **Study in Primary Schools in Europe:** Research shows that groups of teachers who regularly collaborate have significant improvements in teaching competence and student learning outcomes. Collaboration focuses on solving everyday educational problems and sharing experiences in the classroom.
- b) **Study in Secondary Schools in Asia:** In some schools in Asia, collaboration between teachers has resulted in teaching that focuses more on developing students' critical thinking skills and creativity. Collaborating teachers are better able to respond to complex educational challenges and create solutions together.

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