

SCHOOL BASED TEACHER DEVELOPMENT STUDY ABOUT A SCHOOL AS PROFESSIONAL LEARNING COMMUNITY

Ahmad Furqon^a

Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi No.229, Isola, Bandung, West Java, Indonesia
ahmadfurqon99@yahoo.com

Abstract

The teacher's understanding of CPD is still very low. The main objective of this research is to obtain a picture of school-based teacher development through PLC in the continuous professional development in schools.

The research method used is qualitative method. Pre-field includes literature review and field survey. Phase of field work, researcher entered the field in order to collect data. In the data analysis phase the researcher conducts a series of qualitative data analysis process up to the interpretation of the data. In addition, the process of data triangulation compared with library theory. While the evaluation and reporting stage conducted consultation and guidance and reporting of research results.

The research findings indicate that the elements of PLC forming are commitment, responsibility, usefulness, collaboration collegial, as well as school culture and climate. While the role of the principal in this PLC is as an instructional leader, motivator, and facilitator. The conclusion of the research shows that PLC is able to promote CPD which leads to improving the quality of learning service.

Keywords: learning community, learning service, professional development.

I. INTRODUCTION

Problems that lead to increased professionalism of teachers have not been achieved because teacher training that has been implemented is not able to change the way teachers think and do not make teachers as learners. Darling-Hammond (1993) states that teachers should be facilitated to be consciously involved in the process of mutual learning and collaboration in solving real problems they experience in schools through professional learning communities.

Teacher development should be school-based as it supports the formation of a teacher community as a learning community and fosters the development of a new desired learning culture (Wenger, 2000). While (DuFour, 1998) revealed that the most

promising strategy for continuous school quality improvement is by developing the ability of school personnel to function as a professional learning community.

There are at least 3 (three) rational needs of school-based teacher-based professional development: (1) because schools are more knowledgeable about the competence of teachers teaching in schools; (2) more effective and easy activities to control attendance and activities; (4) distance and time reached (Permana, J.Sudaryah, 2016).

Efforts to increase the professionalism of teachers are mostly done by the central government while the development of teachers developed in the region as well as schools are still disseminating the central policy, is only fulfilling administrative only, it can be

understood if the teacher professionalism improvement is still not achieved. Only a few schools have effective resources and systems and are able to provide independent teacher development. Teachers Working Group in the cluster is still partial and not yet integrated with the needs of teachers. The activities are often project-based activities whose main content has not been linked with the goal of improving teacher competence that remains to be improved. Moreover, this activity is only followed by the same teacher.

While the teacher performance appraisal policy is only done to fulfill the administrative requirements because if not done, then the teacher will experience constraints in disbursement of professional allowance and lack of innovation done in school in creating activities appropriate with requirement of teacher at school. The teacher's understanding of the nature of continuous professional development (CPD) as an effort to improve his professionalism as a teacher is still very low. Teachers are more interested in the number of credits offered as a reward than the substantial benefits offered by CPD in improving the quality.

Based on the background and focus of the problems above, the research seeks the solutions of the problems of the teacher by conducting a study on the development of professional learning community in elementary school as a continuous, contextual, and continuous school-based teacher development strategy in promoting CPD. Research questions to explore data and information are:

1. What are the constituents of professional learning community at school?
2. How can organizing professional learning community in primary school be implemented?
3. How is the impact of professional learning community on teacher professional development?

4. How does the impact of professional learning community on the quality of student learning?

5. What is the role of headmaster to the implementation of professional learning community?

The virtue of this research in addition to be an alternative in the development of teachers development on the school initiatives is also as a reference in the teacher professional development, especially in primary schools and can be used as input and strengthening in the management of school clusters as a center of teacher learning activities in support of teacher professional development.

In reviewing the professional learning community, at least seven important indicators in evaluating school development as a professional learning community are school vision, supporting physical condition, co-operative culture in school, leadership of teachers and principals, dissemination of expertise and sharing, topics addressed based on concerns Related to student learning, and decision-making based on accurate data. (Martine Leclerc, Andre C Moreau, Catherine Dumouchel, 2012).

II. METHODS

The research approach used in this research is qualitative approach. Bogdan and Taylor (Moleong, 2007: 4) state the qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words of people and observable behavior. This qualitative research is more specifically directed to the use of case study methods. As the opinion of Lincoln and Guba (S.Pujosuwarno,1992: 34) which states that qualitative approach can also be called a case study or qualitative, namely in-depth and detailed research on everything related to the subject of research.

This preliminary study stage was conducted to find data on the implementation of PLC characteristics to potential suspected schools. The researcher determines the school with the

following criteria: a) school with accreditation A; b) the top group for the rank of National exam in Bogor City; c) the number of teachers each study group consists of 2 - 5 people, because it allows collaborative activities in it; d) the headmaster is graduate from master's degree. e) including favorite school categories as evidenced by the achievement of the school as an institution and the interest of parents to educate in the school ; and f) the physical condition of school and school facilities are neat, clean, and well maintained.

So obtained three schools with the emergence of the highest PLC characteristics, they are Semplak 2 Primary School, Pertiwi Primary School, and Bosowa Bina Insani Primary School. Qualitative data were collected by the three schools. Instruments developed to describe PLC through direct observation, document study and in-depth interview process. In order for this research to be directed in accordance with the intended purpose, the researcher develops interviews, observation, and documentation study. The guidance of the research in its implementation can be further developed in accordance with the demands of the natural reality of the place of research to obtain precise, accurate, and complete data.

III. RESULTS AND DISCUSSION

A. Results

1. Elements forming of PLC

The learning community at school has its own characteristics that arise and has its own strength in each of its constituent elements. Here are some elements of the forming of community learning in schools that are found from this study.

Commitment, responsibility, and benefit

Commitment relates to a personal vision, has the power that comes from beliefs, values, confidence, consistency, optimism and committed totality. Attitudes born of strong belief, optimism and totality form a person with a high commitment attitude. This attitude means that the individual will have the motivation and desire to contribute

significantly to the organization. The commitment of teachers in Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School are reflected by the awareness and ability of the teachers in positioning themselves as part of the learning community that works together to improve the learning process in the classroom. The teacher is always encouraged to explore information and knowledge that is important for him to serve as a reference and reflection in developing his professionalism potential as an educator. Teachers recognize that the task of the teacher is not just teaching, but also at the same time as a learner. That is the awareness of the responsibility of the profession to be an educator.

Professional awareness as an educator who must carry out the profession totally and wholeheartedly must continue to be built within the teacher. With awareness of the responsibilities of the profession, each teacher is expected to continually encourage himself to provide the best for students. Teachers recognize that improving the ability and capacity as educator is a necessity. It is a real commitment from teachers to their organization in this school. This responsibility that keeps the teacher improving his professionalism, and the learning community eventually forms as a forum for improving the professionalism of teachers in schools. Teachers have an awareness of working together to improve the quality of learning and eager to explore knowledge and experience in developing the self-potential.

Teachers benefit from discussing and chatting with teachers in parallel both formally and informally. They stated that the activity provides benefits as a place for discussion and problem solving for teachers who have difficulty in learning activities. Because of these benefits, teachers have a desire to improve professionalism together. And this learning community eventually became a place for dissemination of information about education renewal, especially related to the improvement of learning outcomes, as a center for the practice of making props, as well as the

acquisition of various teaching skills as well as the development of classroom administration. The most important thing is to provide opportunities for teachers to share knowledge, insight, ability, and professional skills, besides of course established togetherness and togetherness among teachers in carrying out

Collegial collaboration

In the school's learning community each member is actively learning each other and constantly searching and sharing what is related to learning, and doing something in their learning, with the aim of enhancing the effectiveness of learning for the benefit of the students. Learning is focused on the quality of learning aimed at achieving the quality standards of learning and learning outcomes. Therefore, included in this activity is solving the problems faced by teachers in the classroom and efforts to develop a model or learning strategy.

This is seen in Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School, the opportunity for teachers to share knowledge, insight, ability and professional skills to peer friends and discuss to get something better. Teachers share and complement other shortcomings and discuss them collectively so they become collective decisions among teachers. Sharing the teaching experience within the community between teachers in the school aims to enable teachers who join a group to exchange ideas and teaching experiences, help each other, overcome difficulties encountered in managing teaching and learning activities. The community becomes a place where teachers gather together to discuss various matters relating to the teaching-learning process, reflect on the learning they are doing and think about how to improve their learning quality.

Collaborative learning is based on the value of cooperation and collegiality. Cooperation means community members are willing to help each other and support one another for the achievement of common goals (Lunenberg, 2010) while collegiality means strong

collaboration between teachers and between teachers and principals for the improvement of teaching and learning quality (Morrisey, 2000). The value of cooperation and strong collegiality make every teacher feel comfortable not only in terms of learning from other individuals, but also share experiences of success and failure in colleagues. Her teachers are accustomed to communicate and openly discussing various problems or difficulty teaching them to other teachers without fear, shame, or embarrassment without fear of misunderstanding.

School culture and school climate

School climate plays an important role in providing a healthy and positive school environment. A good school climate makes teachers work because of professional demands, needs to improve their capacity and work sincerely for the best service for learners. Interactions and climatic factors provide support that allows all members of the community to teach and learn optimally. The school climate at Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School, are enough to support and become the reason of the teachers in building a learning community in school. The openness, respect, mutual understanding of obligations, trust and concern among teachers and the atmosphere of kinship in the school enough to support teachers to perform activities at school. Each teacher feels valuable in person, dignity and ultimately helps create a sense of belonging to the school.

Referring to various research results, Marshall (2002: 2) gives some conclusions about the importance of school climate for various parties. School climate can affect many people in school. Positive school climate is associated with increased job satisfaction for school personnel. School climate can play an important role in providing a healthy and positive school environment. Interactions from different schools and classroom climate factors can provide support that allows all members of the school community to teach and learn optimally. A positive school climate is a rich

environment, for personal growth and academic success. A good school climate makes teachers work because of the demands of the profession, the need to increase its capacity and work sincerely for the best service for learners.

School climate is a condition or a reflection of the culture that is formed. When the school climate is not conducive, it can be ascertained that work comfort or other goals to be achieved by the school will be difficult to be realized. School culture is formed by taking into account the aspects that become positive values for the sustainability of achieving school goals. Culture that has been formed then must be maintained by the community of course through the people who are in the school. The processes that take place in schools greatly affect the existence of school culture. The more people in the school who hold the established culture, the culture will become stronger.

2. Organizing PLC

PLCs may have interpretations in different contexts, but there is broad international consensus that PLCs show a group of people sharing and critiquing their teaching practices in a reflective, collaborative, inclusive, learning-oriented, environment with the goal of promoting sustainable growth.

Form

There is no single / standard form / template. The shape is adapted to the context and community support but nevertheless there are similarities in focus on learning (Ailwood, Branch, & Queensland, 2010). The form of PLC in Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School are both manifested in teacher activity group. The naming is different, in Pertiwi Primary School is called the Class Teacher Association, while for Bosowa Bina Insani and Semplak 2 schools are called Teachers Working Group. This group consists of teachers in each class parallel consisting of 4-6 teachers. In each parallel there is one person agreed upon as the HGK coordinator.

Time and Coordination

Time is also important for every lesson (Stoll and Earl, 2003; Hopkins, 2001). This not only means scheduling and able to cover teachers who take external training but how schools plan and organize their schedules so that learning can take place in schools, whether in classrooms, teachers' rooms, staff meetings or elsewhere. (Bolam et al., 2005). In all three schools studied scheduled for this teacher development activity. Scheduling for teachers to carry out meetings in each parallel class. Activities are held at least once a week. In addition to the agreed scheduling, teachers also often conduct exchanging opinions, experiences, and skills about learning with other teachers through chats or talks. This is an informal form of learning community that has been established in schools. PLCs are featured in various forms of collaborative learning activities both formal and informal. Informally includes a variety of interactions among unorganized teachers aimed at teacher professional development. This interaction may occur anywhere, inside or outside school.

Another thing in organizing this learning community is the division of tasks in accordance with the field he is very mastered. This division is agreed upon by the ability of the subjects to be mastered by the teachers in the first parallel class. The division of tasks is done in this activity for more intense collaboration. Where, the completion of work does not rely on individuals but teamwork.

Theme

The themes commonly discussed in the learning community are about learning and the things that need to be done in improving the quality of learning, from planning to assessment. Another theme that is discussed in this community is about the characteristics of students, student differences, and how to handle students. By understanding the characteristics and differences of students then the teacher can provide a good service to each learner in accordance with its characteristics

In addition to lesson planning, learning delivery strategies and classroom organizing are also topics often discussed by teachers. In the classroom as well as the management of the class or organizing the lessons will make the class condition conducive. Such conditions will make the activities done in the class to be fun. So these themes lead to and focus on student learning, meaning all the themes in order to improve the quality of student learning

Resource person

Of the three schools where the research, Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School, all utilize resource persons from internal schools such as senior teachers, principals, vice principals, elements of the school committee. In addition to empowering internal resource person, the three schools also often bring in other sources from outside the school tailored to the needs of teachers or teachers' difficulties in the field. Outside school sources include school supervisors, education offices, practitioners or academics in the field of education in accordance with their areas of expertise.

Teacher participation

Judging from the percentage of teacher attendance in participating learning community activities in all three schools, almost all of them showed low absenteeism. The presence of teachers in this activity is also very good. Teachers hold discussions between teachers on a predefined schedule deal.

The presence of teachers in community learning activities is one of the important elements. If there is no teacher presence, this community learning activity is not an activity that can work as expected. Robbins (1996: 356) defines the Working Group as a group that interacts primarily to share information and make decisions in order to help each member perform in the field according to their respective responsibilities.

Teachers increasingly have professional competence if involved in the teacher working

group because all issues related to teaching and learning activities will be solved because of assistance from other parties who are competent. Participation in activities, then teachers get important input related to the task.

3. Impact of PLC on teacher professional development

Professional development is a special dimension of the empowerment of learning resources, especially teachers, and the tools with the ultimate goal is to improve the performance of learners. The teacher's job is not just to stop teaching, but to be himself at the same time as a learner. Here's the impact of the professional learning community at school:

Reflection and self renewal capacity

Through this learning community, teachers become more willing to learn from others, willing to accept peer advice and correct their own shortcomings. At Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School, shared teaching experience between teachers occurs in informal and formal communication in schools. The nuance of sharing knowledge in this school creates a professional atmosphere among teachers, so that teachers are comfortable in their profession. This community learning activity makes the media for the synergy of the teachers, because there is good communication, mutual support, complementary.

Teachers gain quality improvement in learning, both planning and process and evaluation. Improved lesson planning made by the teacher continuously in order to fulfill the good study service, which suits the needs and characteristics of learners. With frequent gathering and discussion, the more often teachers share their knowledge and experiences in the learning process that ultimately sharpen their ability to plan and implement a good learning process and accommodate all the needs of students and handle students who need more attention from teachers. The teacher's insight increases and enriches the knowledge of learning techniques and their constraints.

At least there are three elements of professional knowledge that always be a matter of self-reflection of teachers that is content knowledge, pedagogical knowledge, and knowledge of packaging of content in the learning of meaning (pedagogical content knowledge). (B. Rahman, 2014). Lewis (1995) argues that in schools with a genuine sense of community there is a growing sense of work success, which in turn leads to increased class motivation and job satisfaction, as well as greater collective responsibility for student learning. (Bolam et al., 2005). Bryk and colleagues (1999), however, caution that between the professional community and instructional improvement is not necessarily straightforward, since instructional improvement may be just one of many school goals (Cormier & Olivier, 2009).

B. Discussion

Improving understanding of the characteristics and development potential of learners

Both in Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School found the fact that the improvement of teachers' ability in understanding the characteristics of students is one of the impact felt by the teachers through this learning community activity. The teacher understands the students' problems and behaviors intact. With knowledge of various aspects of the development of these learners, teachers design and implement a learning program in accordance with the level of development of learners who face it. According to their increased knowledge about developmental psychology of learners also allows teachers to better understand what is needed, desirable, and which will be achieved by learners, and can provide services that are both classical and individual in a balanced way for those who experience difficulties.

Learning difficulties are common to learners. Teachers often find students who have difficulty in receiving lessons at school, facing obstacles in digesting and absorbing the learning information provided by the teacher.

This obviously will have less good impact on the progress of children's learning. Therefore, it is necessary to solve the problem by teachers at school. The implications of the increased knowledge and experience will result in providing optimal service to the learners.

Improving the quality of learning service

The series of activities undertaken by a teacher in carrying out teaching is crucial to the quality of learning. Therefore, teachers should really have the ability, skills and attitudes of a professional teacher, so as to support the improvement of the quality of learning to be achieved. This is felt by teachers at Bosowa Bina Insani Elementary School is a direct impact of community learning activities in schools. The improvements these teachers gained directly impacted the learning and other services performed by teachers. Finally, students will get this impact, which indirectly also get the impact of this learning community. The real implications of service and increased mastery of knowledge, attitudes, and skills and the formation of the character of learners.

In the learning process is often encountered a learner who does not achieve the mastery of a determined competence. The teacher will immediately take action to address the issue. One of the necessary measures is the provision of remedial learning programs or improvements. The remedial learning provided is based on the background that educators need to pay attention to individual differences in learners. Conversely, if there are learners who are easier and faster to reach the minimum competency that is set, then the school needs to give special treatment in the form of enrichment learning program.

Mastery of the material / curriculum is absolutely must be done by teachers in conducting quality learning. A teacher is required to master the material / curriculum before carrying out teaching in front of the class. Besides, the use of teaching methods is also a component in improving the quality of learning, meaning the use of teaching methods used by teachers in explain in front of the class

will certainly contribute to improving the quality of learning. By using the correct teaching methods and appropriate, it allows students more mudan in understanding the material that greeted teachers. What is done by teachers in Pertiwi Primary School is not just preparing children in the competency control also preparing children to be able to compete with other schools. This school has implemented Curriculum 2013 for all classes, while to compete use Curriculum 2006 as reference, therefore teachers in this school have extra duty to analyze the difference of both curriculum so that they can prepare their students so that they can compete with other schools that implement a different curriculum.

The impact of the students were excited in studying because the teacher in total provide services with full of passion and spirit as well. And the results of it include the child obtained some achievements in the field of academic and non academic.

Teachers have an effort to create active and fun learning. The skill is coupled with the teacher's maximum effort by applying the 8 basic skills of teaching. Skills for opening and closing lessons, questioning skills, strengthening skills, explaining skills, classroom management skills, variation skills, small group discussion skills and small group teaching skills.

Teaching is an effort by the teacher to create a conducive atmosphere in order to happen an effective learning process. Making learning process meaningful must be able to involve learners, whether emotional, mind and physical involvement. Emotional involvement makes the students feel the importance of the material being learned, so it really becomes a necessity. Involving the mind, students can be mobilized and motivated to engage the mind to learn concepts and principles in the studied science, and physical involvement is to hone skills and develop talent. To fulfill this the teacher is required to manage the teaching-learning process that gives stimulus to the students so that he is able to learn. Besides, teachers have personality and character and become model or role model for their students.

4. The role of principal in PLC

In a professional learning community, the principal has a duty to improve the overall success of the program in order to improve the quality of school learning and the advancement of teachers and students. Here's the role of principal in PLC at school:

Instructional leader

Both Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School, principals support teachers' learning practices. In order to support the school principal's knowledge of the learning practices through the following activities to improve the quality of education and learning, allocate funds to purchase books relating to improving the quality of learning. Even principals attend various quality improvement activities of individual learning practices as well as with teachers, such as workshops, seminars, and trainings. The activity is usually held once a month, or in a semester two times. The making of learning program and instructional innovation is done by the principal together with the teacher. The principal runs a leadership function oriented to learning problems, indicating that the principal is playing a role as a learning leader. Therefore, in carrying out this role in the professional learning community, the principal pays high attention to curriculum issues, teaching and learning, assessment of learning outcomes and teacher development.

The ultimate goal of instructional leadership is to provide excellent service to all students so that they are able to develop their basic quality and instrumental quality potential to face an unknown future and loaded with very turbulent challenges. (Sobri, 2013). Principal understanding of instructional practices can lead teachers to create a superior learning program and apply learning models according to student characteristics. Principals have a willingness to share knowledge with teachers can gain support and input for the development of learning programs. The principal also provides the authority and freedom of teachers

to do their work so that it can improve the effectiveness of learning because it is tailored to the needs and interests of student learning.

The principal undertakes several activities that include: demonstrating the ability to evaluate and reinforce appropriate and efficient learning strategies; Supervising staff, using strategies that focus on improving learning; In the process of assessing the educational program, the principal uses the information of the graduate students directly related to the learning problem; Demonstrating success in implementing personnel evaluation policies; And know the importance of student learning objectives in the implementation of learning programs. These practices are seen in activities at Bosowa Bina Insani and Pertiwi Primary School.

While in its role as a leader it is necessary to improve the leadership capacity of the principal, the result of the research on the development of school management capacity conducted by Satori, et al (2014) finds the development of school management capacity through leadership done with the 4CS strategy of developing casing / performance, communication, competencies, Contribution, sample / role model through 4CeeS networking ie teachers, principals, PKB coordinators and school supervisors who are complementary and fully formed as the identity or integrity of leadership that can create leadership capacity that implies the improvement of organizational capacity. 4CS is the essence of leadership that has a strong influence on the existence of school capacity management. 4CS School leadership for school management capacity building is done through a complex change management approach in terms of five school management capacities: vision, skills, resources, incentive, and action plan. School vision comprehended comprehensively and comprehensively by the citizens of the school provides a comfortable space for 4CS friendship so that its existence becomes more confirmed. Skills into 4CS's complete space to explore its capabilities in a more meaningful and quality manner. Resources becomes a valuable treasure of 4CS that retains and self-

renews capacity to be constantly renewable and youthful and longevity. The incentive for 4CS is part of the self-concept that has the confidence to keep the casing / performance, communication, competencies, contribution and sample / role model continuously. Action Plan for 4CS becomes a freshness tool that guarantees health and well-being. The leadership 4CS strategy is implemented comfortably through an authentic leadership style. (Satori, D., Komariah, 2015).

Motivator

The principal has the duty and responsibility to improve the success of school learning programs and the progress of teachers and students. This is done by the principal through the emphasis of a superior learning program, diagnosing continuous learning programs, discussing learning programs with teachers, and helping teachers solve classroom learning problems. The principal is always willing to help teachers identify learning objectives and share ideas and experiences about curriculum and other learning problems. Teachers are given authority in developing syllabi and learning planning. Schools allocate funds so that the activity runs as expected and gives morale to the teacher. To improve the effectiveness of learning in the classroom, the principal often invites resource persons from outside the school by providing presentations and teaching consultations.

The principal acts as a teacher's work partner in learning. Efforts to create employee morale are applied by providing other incentives when the teacher completes the work outside of the assigned task, and rewards outstanding teachers through the selection of outstanding teachers. Even teachers from Bosowa Bina Insani Primary School become the representatives of Bogor City achievement teachers to the West Java Provincial Level for the Year 2015 and 2016. This proves the teacher development in this school has an impact on teacher professionalism. As for creating effective communication, the principal provides opportunities for teachers to hold

meetings both formally and informally to discuss issues related to learning.

Providing incentives for teachers who complete their work outside of their duties, rewarding teachers who are committed to carrying out their obligations and achievement in leading classroom learning can improve job satisfaction and teacher morale. In addition, awards are also given to teachers at the three schools where research in fostering students to attend various competitions in academic and non academic fields. This is done by the principal to provide motivation to the teacher in order to provide the best service to the students.

Facilitator

Pertiwi is one of the core primary schools in East Bogor Subdistrict, Semplak 2 is a core school also in West Bogor while Bosowa Bina Insani is a school with achievement requirements in Tanah Sareal Subdistrict. These three schools are developing teacher competence by encouraging teachers to attend and participate in various training programs, such as seminars, workshops, upgrades, workshops and internal activities in their parallel teacher workgroups. This activity aims to update teachers' knowledge in learning. Assignment of teachers in competency development activities is done by giving the opportunity to all teachers in turns so that all teachers gain the same understanding. Principals involve senior teachers in teacher development activities. Teachers feel helped by this policy because the involvement of senior teachers makes teachers feel there are no psychological barriers in supervision activities. Teachers can communicate openly and share experiences and exchange ideas more freely in solving learning problems.

According to Davis and Thomas (1989) teachers can work together in improving their professionalism through work groups or teams of teachers who meet weekly or day to solve problems or plan and implement new learning and learning methods, and through a teacher activity center where a group of teachers share

problem solving and Skills or workshop of learning directed by an expert teacher or other professional. In the three schools, including Pertiwi Primary School, Bosowa Bina Insani Primary School, and Semplak 2 Primary School, there is a parallel class teacher working group as a medium for teacher professionalism. Teachers make good use of the existing working groups in each school.

In the context of building school as a learning community, the leader (headmaster) has three roles, namely as designer, teacher, and steward. Sadler (Dierkes, 2003: 423 in Rijal, 2009). Referring to the opinion expressed by Senge (1990), in the context of the leader's role as a teacher in the learning organization, the principal must carry out the following points; (1) to provide services for the welfare of members of the organization, (2) to have a natural feeling to serve the teachers, (3) to serve the purpose of the person they lead (teacher), (4) to serve the school vision in the form of the vision of the vision;) Creates opportunities for teachers to obtain information about the problems faced by the school; (6) involving teachers in finding solutions to problems facing schools; (7) create conditions that encourage improved learning, (8) create opportunities for teachers to learn the latest research and practice it in the classroom; And (9) create a climate of risk-taking and eliminate fear of failure.

The role of teacher requires the principal to help everyone in the school to gain a better knowledge of the reality. Senge (1990) states that the organization that will succeed and exist in the future is the organization that the people in it become learners. To make schools a learning organization, school leaders must accept responsibility for creating or creating conditions that encourage and enhance learning.

IV. CONCLUSION/RECOMENDATION

In the professional learning community at school, the center is a shared vision and concern for learning-focused goals. Each learning community in the school has its own characteristics and distinctive features that arise and has its own strength in each of its

constituent elements. However, these schools have some similarities. The elements that make up the PLC in this research are commitment, responsibility, usefulness, collegial collaboration, sharing spirit, and school culture and climate.

PLCs have interpretations in different contexts, but there is broad international consensus that the professional learning community shows a group of people sharing and critiquing their teaching practices in a reflective, collaborative, inclusive, oriented and focused all aspects of learning with the goal of promoting sustainable development of the profession Which allows the formation of a learning culture. In addition, in this study, each school features the characteristics of a professional learning community that is correlated with the characteristics and characteristics of the school. The strength of the emergence of each community characteristic. The form of a professional learning community in the three schools studied is equally embodied in a classroom parallel teacher activity group coordinated by a coordinator. The activities have a regular schedule, taking place in a formal and informal form, with themes focused on improving learning.

The research gained some specific details about how the school-based professional community of learning is building teacher skills and in maintaining innovative practices in learning. Research shows a very positive response to school culture in terms of openness to improvement and to explore new teaching practices, as well as reflective dialogue and discussion of the specific situations and challenges faced in the school's learning community. Some of the impacts of the professional learning community obtained from the results of this study are the increase in self-renewal capacity in the form of increased knowledge and learning practices among teachers, improving teachers' skills in understanding the characteristics of learners, improving the process of collaboration to reflect, and improving the quality of learning services . All teachers identified several

specific examples to change their practices as a result of involvement in PLCs.

To make the school a learning community where fellow teachers learn each other requires extra effort, thought, and time to start and then constantly sustain and even develop the activities that have been pioneered and implemented. In this part the role of the principal is crucial. The principal has a duty to improve the overall success of the program in order to improve the quality of school learning and the progress of teachers and students. In this PLC, the principal acts as the leader, especially the learning leader, the motivator, and the facilitator. The ability of the principal is one of the key determinants of teacher empowerment and the improvement of process quality and learning products because the principal is responsible for whether teachers and school staff can work optimally.

V. REFERENCES (Examples)

- Ailwood, J., Branch, N. B., & Queensland, E. (2001). *Developing Teacher Professional Learning Communities: The Case of Education Queensland Kirran Follers*.
- Aylsworth, A. J. (2012). *Professional learning communities: An analysis of teacher participation in a PLC and the relationship with student academic achievement*. ProQuest Dissertations and Theses, 122.
- Avalos, B. 2011. *Teacher Professional Development in Teaching and Teacher Education Over Ten Years*. *Teaching and Teacher Education*, 27(1), 10-20.
- Bollam, R., et al. (2005). *Creating and Sustaining Effective Professional Learning*. Research Report. University of Bristol, Bath, and London, Institute of Education: UK.
- Cormier, R., & Olivier, D. F. (2009). *Professional Learning Commites: Characteristics, Principals, and Teachers*.
- Cranston, J. (2009). *Holding the Reins of the Professional Learning Community: Eight Themes from Research on Principals' Perceptions of Professional Learning Communities*. *Canadian Journal of Educational Administration and Policy*, 90(2002), 1–22.
- Danim,S. (2013). *Profesionalisasi dan Etika Profesi Guru*. Bandung : Penerbit Alfabeta
- Darling-Hammond, L., Holtzman, D.J, et al. 2005. *Does teacher preparation matter? Evidence about teacher certification, teach for America, and teacher effectiveness*. *Education Policy Analysis Archives*, 13(42) 16-17,20.
- Darling-Hammond, L. & Richardson, N. 2009. *Research Review: Teacher Learning: What Matters? How teachers learn*, February 2009, 66 (5), 46-53
- DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing*

- student achievement. Alexandria, VA: Association for supervision and Curriculum Development
- DuFour, R. (2004). What is a professional learning community? *Educational Leadership* 61(8) 6-11.
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.
- DuFour, R., DuFour, R., & Eaker, R. (2006). *Professional learning communities at work plan book*. Bloomington, IN: Solution Tree.
- Eaker, R., & Elementary, E. V. (2007). *NAESP : The Elements of a Professional Learning Community The Elements of a Professional Learning Community NAESP : The Elements of a Professional Learning Community*, 3-5.
- Herawan, E. (2013). *Kinerja Kepala Sekolah sebagai Instructional Leader..*
- Hord, S. (1997, 2003). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory. Retrieved from, <http://www.sedl.org/pubs/change34/plc-cha34.pdf>
- Kelly, J., & Cherkowski, S. (2015). *Collaboration, Collegiality, and Collective Reflection: a Case Study of Professional Development for Teachers*. *Canadian Journal of Educational Administration and Policy*, 169.
- Lunenberg, F. C. 2010. *Creating A Professional Learning Community*. *National Forum of Educational Administration and Supervision Journal*, 27, (4), hal. 1-8.
- Martine Leclerc, Andre C Moreau, Catherine Dumouchel, and F. S. (2012). *Factors Tha Promote Progression in Schools functioning as PLC*. *International Journal of Education Policy and Leadership*, 7(7), 1-14.
- Onwuegbuzie, A. J. and Tiddlie, C. 2003. *A Framework for Analyzing Data in Mixed Methods Research dalam Tashakkori & Teddlie (Eds). Handbook of Mixed Methods in Social and Behavioral Research*, 351-384. London: Sage Publications, Inc. Psychology Press
- Permana, J.Sudarsyah, A. (2016). *Model Pengembangan Profesi guru melalui Professional Learning Community di Sekolah Menengah*. *Jurnal Administrasi Pendidikan*, XXIII(1), 81-90.
- Rahman, B. (2014). *Refleksi diri dan upaya peningkatan profesionalisme guru seklah dasar*, (1), 1-14.
- Rijal, S. (2009). *Leading the Learning Organization*. *Business Education & Accreditation*, 1(1), 131-140. Retrieved from <http://library.gcu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=47364912&site=eds-live&scope=site>
- Satori, D.Komariah, A. (2015). *Model of Management Capacity Building for Improving the Quality of School*, 9, 328-333.
- Satori, D & Komariah, A. (2014). *Metodologi Penelitian Kualitatif*. Bandung : Penerbit Alfabeta
- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. *Performance Instruction* (Vol. Rev. and u). <http://doi.org/10.1002/pfi.4170300510>
- Sobri, A. Y. (2013). *Pembinaan Profesionalisme Guru dalam Meningkatkan Kualitas Pembelajaran*.
- Stoll, Louise, Louis, S., & Karen. (2007). *Professional Learning Communities: Divergence, Depth And Dilemmas: Divergence, Depth and Dilemmas*, 207. Retrieved from <https://books.google.com/books?id=nek-XR2ONXwC&pgis=1>