



CICIH SUTARSIH & UDIN SYAEFUDIN SAUD

The Implementation of *Professional Learning Community* for Elementary Teachers

ABSTRACT: In the era of globalization, schools are expected not only to provide high quality of educational services for students, but also to provide high quality assurance of instructional services for all students. This role of schools can be conducted regularly through implementing the PLC (Professional Learning Community) practices at the school level. The purpose of this study is to describe the effectiveness of PLC activities for Elementary School Teachers by discovering Principal roles as a supervisor on developing teachers' professional competences, PLC activities, and its performance indicators. The study applied quantitative approach with survey method by using stratified random sampling technique on collecting data from Elementary School Principals and Teachers in Subang District, West Java, Indonesia. Data collected are analyzed by using multi-regression technique. The study concludes that the effective model of PLC activities for Elementary School Teachers are strongly supported by: (1) the school Principal leadership behavior oriented toward his/her function as the instructional leader, motivator, and facilitator on providing conducive learning environment for Students and Teachers; (2) determinant components of improving teachers' competences through PLC, such as commitment, responsibility, meaningfulness, collaboration and sharing, and quality school culture; and (3) Teachers' self-renewal capacity to understand Students' potential and capacities, and the need to improve instructional services regularly. The study recommends that the school Principal should develop school quality culture as the basis for effective PLC activities to facilitate Teachers' professional quality improvement and Students' learning quality improvement; and should collaborate with various sources available in outside of the school related to PLC activities.

KEY WORDS: Professional Learning Community; Principal Leadership Behavior; Teacher Professional Competences.

INTRODUCTION

The PLC (Professional Learning Community) can be defined as a professional learning community programs and a platform of learning among teachers and educational staff in a school, among schools, or among educational staff with various parties to improve the quality of learning. PLCs are various activities done by the school

community that lead to improving the quality of learning services in schools (Draper, 2014; Ruland, 2015; Bennett, 2017; and Schaap & Bruijn, 2018).

The development of research conducted by many educational administration experts have established a conclusion that to improve the quality of learning, it needs to be developed appropriately in accordance with the needs of

About the Authors: Dr. Cicih Sutarsih and Prof. Dr. Udin Syaefudin Saud are the Lecturers at the Department of Educational Administration FIP UPI (Faculty of Education, Indonesia University of Education), Jalan Dr. Setiabudhi No.229, Bandung 40153, West Java, Indonesia. For academic interests, the authors are able to be contacted via e-mails at: cicihsutarsih@upi.edu and usaud@upi.edu

Suggested Citation: Sutarsih, Cicih & Udin Syaefudin Saud. (2019). "The Implementation of Professional Learning Community for Elementary Teachers" in EDUCARE: International Journal for Educational Studies, Volume 11(2), February, pp.157-168. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI with ISSN 1979-7877 (print) and ISSN 2621-587X (online).

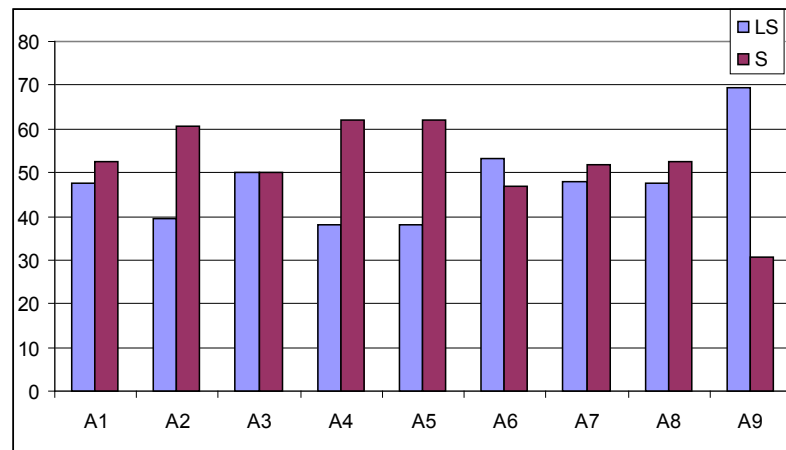
Article Timeline: Accepted (October 28, 2018); Revised (December 27, 2018); and Published (February 28, 2019).

the school environment. These research suggested that when experienced teachers have an opportunity for joint discovery and are linked to learning, it will result in a wider teaching-learning framework to other teachers; and it will impact on school quality improvement (*cf* Morrissey, 2000; Horton, 2009; Vescio, Ross & Adams, 2008; and Furqon *et al.*, 2018).

In addition, it is understood that schools are now expected not only to offer high quality of educational services, but also to ensure the quality of learning is well organized. In order to do so, the current practice and literature review has led to efforts to professionalize teachers continuously and integrate with their daily work activities called PLC or *Professional Learning Community*. Through this PLC program, teachers learn together to continuously improve their professionalism on improving educational services and learning quality (Stoll *et al.*, 2006; Louis, 2008; and Furqon *et al.*, 2018).

The problems that the schools face today, based on research conducted by Jim Horton (2009), and other scholars, showed that many schools in developing countries focus on capacity building on physical and financial organizations, and often neglect capacity building of teachers on conducting quality of learning processes (Acker & Gasperini, 2009; Horton, 2009; Henard & Roseveare, 2012; and Campbell, 2015). Furthermore, Bappenas RI (*Badan Perencanaan Pembangunan Nasional Republik Indonesia* or National Development Planning Agency of the Republic of Indonesia), in 2009, and other scholars, also identified that schools and teachers today in Indonesia are facing various problems in educational services in schools, as illustrated in the graph 1 (*cf* Bappenas RI, 2009; Sukasni & Efendy, 2017; and Wahyuningsih, 2017).

Parental discontent depicted in the graph 1 is a condition most likely, due to the lack



Graph 1:
 Parental Satisfaction Rates
 for Nine Service Attributes of Elementary Education

Notes: LS = Less Satisfied; S = Satisfied; A1 = Quality of Learning Process; A2 = Quality of Teaching; A3 = Results of the Learning Process that Impact on the Quality of Human Resources; A4 = School Comfort Conditions; A5 = Maintain Discipline and Safety in Schools; A6 = Parent Involvement; A7 = Quality of Physical Facilities; A8 = Readiness Over the School Year; and A9 = School Child Fee Availability.

of human resources capacity of the school to perform its functions. Parents' dissatisfaction in Primary School, especially related to service in A1 or *Quality of Learning Process*; A3 or *Result of Learning Process Impact on Quality of Human Resources*; A6 or *Parent Involvement*; A7 or *Quality of Physical Facility*; A8 or *Readiness Over the School Year*; and A9 or *School Fee Availability* (Bappenas RI, 2009).

Thus, it can be understood that if children do not experience a good learning process in the classroom or school; then, the capacity of teachers in the school can be categorized as "low capacity of services". The complexity of the educational service components of the school require the unity of all human resource components to provide facility and support to enable an effective learning experiences (*cf* Schlechty, 2005:3; Rafiei & Davari, 2015; and Usman, 2016).

The main problem is that how to facilitate teachers, who need to further explore the function of providing quality learning services in accordance with the characteristics of learners? Teacher's capacity improvement in PLC (*Professional Learning Community*) is related to the function of creating conditions,

in which the learning objectives are designed and achieved by facilitating the student to learn as well as to achieve a competence and personality development in accordance with the expectations of all parties. If the students' capacity does not develop, then, it is reasonably suspected that this is due to the power of teacher resources that is not functioning optimally (Gaspar, 2010; Draper, 2014; and Schaap & Bruijn, 2018).

Based on the background of thought and focus of the research mentioned above, the main problem of this research can be formulated as follows: "*How to design the implementation of PLC in the Public Elementary School's Teachers of Subang District, West Java, Indonesia on improving and strengthening their ability to solve problems encountered in the learning process?*".

The research questions developed for collecting data and information in schools are as follows: (1) How does the School Principal facilitates Teachers in implementing PLC activities at the Public Elementary School in Subang District?; (2) How do Teachers implement and develop various PLC activities at the Public Elementary School in Subang District?; and (3) What are the impact of PLC activities developed by Teachers at the Public Elementary School in Subang District?

The purpose of this study is to reveal the practice of implementing of PLC activities by Teachers at the Public Elementary School in Subang District, West Java, Indonesia on improving and strengthening the ability of Teachers in schools to solve the problems and the quality of learning process (*cf* Bolam *et al.*, 2005; Ratts *et al.*, 2015; and Furqon *et al.*, 2018).

Specifically, objectives of the research are to analyze the best practice of implementing PLC activities in the Elementary Schools, in terms of: (1) the School Principal's facilitating the implementation of PLC activities at the Public Elementary School in Subang District; (2) the process of implementing PLC activities by Teachers at the Public Elementary School in Subang District; and (3) the impact of PLC activities on improving learning services at the Public Elementary School in Subang District.

Theoretical Framework. Teachers, who work together in their workplace, produce

a significance effect on student learning outcomes that are larger than done individually (Mulford, 2003; Fullan, 2010; and Blazar & Kraft, 2017). Many research on PLC (Professional Learning Community)'s activities demonstrate a school environment, where teachers work collaboratively in groups designed deliberately to improve student achievement with the support provided by school administrators. In the school that PLC effectively done, the Principal creates a culture in which Teachers work actively in fostering Students' growth and development (Vescio, Ross & Adams, 2008; Darling-Hammond *et al.*, 2017; Furqon *et al.*, 2018; and Schaap & Bruijn, 2018).

In this context, L. Stoll & L.K. Seashore eds. (2007) and other scholars describe the PLC characteristics *in learning professionals; in the context of a cohesive group; focusing on knowledge development; and occurring in the interpersonal concern between Teachers, Students, and Principals* (Stoll *et al.*, 2006; Stoll & Seashore eds., 2007; Harris & Jones, 2010; and Furqon *et al.*, 2018).

The rationale has encouraged many Teachers to explore PLC as a strategy to improve Students' growth and learning. The PLC provides a learning environment in schools by supporting capacity building for teachers and leadership. By developing the collective ability to act together, PLC has proven to be very supportive on school improvement (Morrissey, 2000; Stoll *et al.*, 2006; Vescio, Ross & Adams, 2008; and Furqon *et al.*, 2018).

When Principals, Vice Principals, and Teachers work together to begin the process of building a *Professional Learning Community* within their school, they make a deep commitment to building capacity. By working together in PLC, Teachers develop new skills, explore and utilize instructional resources, and grow in commitment and motivation to improve Students' learning outcomes (Louis, 2008; Fullan, 2010; and Hargreaves & O'Connor, 2018).

PLC is also a new perspective in continuous Teacher professional development. Shirley Hord (2009), and other scholars, explained that PLCs (Professional Learning

Communities) build the following aspects of professional teachers: it is based on constructivism rather than on a “transmission-oriented model”; it is perceived as a long-term process as it acknowledges the fact that teachers learn over time; it is perceived as a process that takes place within a particular context; many identify this process as one that is intimately linked to school reform; a teacher is conceived of as a reflective practitioner, a person who is entitled to a knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge; and professional development is conceived of as a collaborative process (Hord, 2009:34; Gaspar, 2010; Keke, 2014; and Furqon *et al.*, 2018).

There is a strong reason for the further development of PLC attributes that student learning achievement is influenced by the development of a collaborative action process focus on improving student learning. A review of the PLC literature points, the seven key attributes of effective PLCs: *student learning; common goals; collaborative team; teacher capacity; leadership capacity; professional development; and learning continuously* (Bolam *et al.*, 2005; Stoll *et al.*, 2006; Feger *et al.*, 2008; Dickerson, 2011; and Hargreaves & O’Connor, 2018).

The essence of a PLC is that teachers and school staff continually seeks and shares experiences together and conducts or tries what it learns. The main purpose of these actions is to improve the effectiveness of teachers as a professional worker, whose impact is directed on improving the quality of learning (Stoll *et al.*, 2006; Vescio, Ross & Adams, 2008; Pirtle & Tobia, 2014; and Permana & Sudarsyah, 2016).

The essence of professionalism benefits in PLC is developed based on PLC objectives. Among the objectives of the PLC is not to lead to the improvement of the morale or technical ability of teachers, but to make differences in outcomes of learners. The meaning of the word “professional” indicates that the work has: specialization and technical skills based on knowledge; service ethics oriented to fulfilling the needs of clients (learners); strong group identity embodied in commitment as professional; and professional autonomy embodied in the supervision

of professional practice and professional standards (Aylsworth, 2012; Stamper, 2015; and Bennett, 2017).

The model of PLC activities is in the form of self-evaluation, reflective discovery, dialogue, joint learning, and problem solving together. Accordingly, S. Kruse, K.S. Louis & A. Bryk (1994), as cited also in L. Stoll & L.K. Seashore eds. (2007), revealed five crucial points for developing activities within the PLC, such as: (1) the importance of the time activity for extended reflection; (2) the main principle in PLC is to keep all focus views on the problem learning; (3) the important for initiation from the leadership, school or district, to create PLC that emerged effectively from the needs of teachers and principals; (4) awareness supports innovation in PLC implementation in order to survive; and (5) schools are the main unit of effective change (*cf* Kruse, Louis & Bryk, 1994; Stoll & Seashore eds., 2007; Bond, 2013; and Furqon *et al.*, 2018).

Characteristics of PLCs in schools can be identified from the characteristics of the above five points: *supportive leadership; shared values and vision; joint learning; supportive school conditions; and shared practice*. All the characteristics indicate that PLC is done collectively in a school community (Bolam *et al.*, 2005; Stoll *et al.*, 2006; Harris & Jones, 2010; Wilson, 2016; and Hargreaves & O’Connor, 2018).

The effectiveness of implementing PLC requires several PLC principles, such as: PLCs support continuous learning and improvement; Teachers and school staff involved in PLC appreciate their direct involvement on improving learners’ learning and improvement of their schools; and Practical development of teachers dan school staff are known as a core component to bring a quality of learning experience to classroom practices (Vescio, Ross & Adams, 2008; Bond, 2013; and Schaap & Bruijn, 2018).

Ideally, the implementation of PLC in schools should follow the stages of conceptualization, consideration, capability, attention, and capacity. Conceptualization is the process of knowing something from the work practices that have been done. The

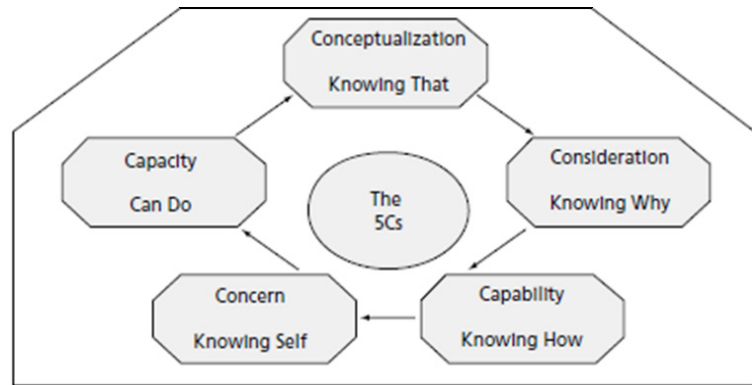
intended considerations know why the relevant knowledge and skills are important and valuable for the educational staff and for the school. On the other word, defined as “the process of knowing the reason why something is necessary” (Stoll *et al.*, 2006; Vescio, Ross & Adams, 2008; Barr, 2017; and Dehdary, 2017).

The capability in question is a change from conceptual knowledge to action. In brief, defined as “the process of knowing how to do something”. Concern defined as the need to discover and understand oneself in the flow of organizational change. Capacity is an opportunity to try changes in the classroom or at school (Mulford, 2003; Zeichner, 2008; and Blazar & Kraft, 2017). All the stages are described and as shown in the graph 2.

The process application can be supported by a prediction framework for changes in the school community. Furthermore, individual changes that will bring organizational change will be seen, if there are five factors fulfilled, namely: vision, skills, incentives, resources, and work plan (Reilly, 1998; Cormier & Olivier, 2009; and Metre, 2009).

If in the process of learning and work is not accompanied by the vision, there will be confusion. If the process of learning and working to realize this change is not accompanied by the skills required, it will bring out concerns. If there is no incentive in the process of learning and working for change, it will lead to rejection. If no resources are available for study and work, it will create frustration. Finally, if learning and work is not accompanied by a work plan, it will bring the way in place (Mulford, 2003; Vescio, Ross & Adams, 2008; and Pirtle & Tobia, 2014).

Therefore, if the absence of two or three factors, then the change is just wishful thinking. The five factors above can be understood as a prerequisite for organizational change as a consequence of learning and working in the organization (Bolam *et al.*, 2005; Stoll *et al.*, 2006; Campbell, 2015; and O’riordan, 2017).



Graph 2:
The Process of Knowing How to Do Something

METHODS

This research applied quantitative approach with survey method referring to historical data, followed by verification and validation test. Survey research is basically a study of a population through research on selected samples from the population, to know the interrelations, and distribution of psychological and sociological variables. In the survey research, researchers asked respondents to provide information both orally and in writing (Mathiyazhagan & Nandan, 2010; Cresswell, 2012; and Yilmaz, 2013).

In this study, information from respondents obtained randomly in writing from Public Elementary School’s Principals and Teachers in Subang District, West Java, Indonesia. Based on their nature, variables from survey research can be grouped into parts, namely: sociological facts, such as opinions, attitudes, or behaviors. Sociological facts are individual attributes because of their existence as members of a social group, for example: gender, income, education, age, and so on. While the group of opinion variables, attitudes and behavior in accordance with the proposed research model. Questions about the sociological facts of respondents were also asked to complete the profile of the study respondents (Cresswell, 2012; Rajasekar, Philominathan & Chinnathambi, 2013; and Yilmaz, 2013).

Methods to obtain information on survey research can be done in several ways: interviews, questionnaires, panels, and

telephones. Among these four methods, interviews are the most useful method, when conducting an exploratory study. While in the main study phase, the method of data collection done through the distribution of questionnaires. The questionnaire is a series of questions that are structured to obtain information from respondents (Mathiyazhagan & Nandan, 2010; Yilmaz, 2013; and Akinci & Saunders, 2015).

In general, the questionnaire is a set of data collection tools consisting of: information about data filling procedures and questions; rewards or prizes given to respondents; and communication aid tools, such as pictures, maps, advertisements, and envelopes to send back on surveys conducted by post (Kusek & Rist, 2004; Mathiyazhagan & Nandan, 2010; and Akinci & Saunders, 2015).

Characteristics of respondents included in this study are Principals and Teachers of Public Elementary School in Subang District, West Java, Indonesia. The process of disseminating data is preceded by both formal and informal communication (Wilson *et al.*, 2010; Cresswell, 2012; and Yilmaz, 2013).

FINDINGS AND DISCUSSION

The findings of the study indicate that: (1) the functional orientation of the Principal as an instructional leader, motivator, and facilitator is absolutely necessary in providing a learning environment in the school as well as supporting the improvement of leadership and teacher capacity by developing collective capacity; (2) the elements of professional development of Teachers through PLC, or *Professional Learning Community*, are commitment, responsibility, utilization, collaboration and sharing, and school culture and climate; and (3) impact of professional development of Teachers are raising self-reflection awareness and self-renewal capacity, understanding characteristics and developing potential learners, and improving the quality of learning services. The implementation of PLC is able to promote the development of sustainable professions that leads to improved quality of learning services (*cf* Cormier & Olivier, 2009; Aylsworth, 2012; Balyera, Karatas & Alcia, 2015; Bennett, 2017; and

Schaap & Bruijn, 2018).

The key to the success of a community of learning in school is the commitment, motivation, and passion to move forward in a strong family atmosphere and togetherness among Teachers fully supported by the Principal, solely to provide the best learning for all students in school. In a PLC, a central activity of the school is a shared vision and concern for learning-focused goals. Each learning community in the school has its own strength in each of its constituent elements. This research found that the elements that form the community of professional learning are commitment, responsibility, usefulness, collaboration, sharing spirit, and school culture and climate (*cf* Bolam *et al.*, 2005; Vescio, Ross & Adams, 2008; Crow & Matthews, 2010; Dehdary, 2017; and Furqon *et al.*, 2018).

Professional learner communities have interpretations in different contexts, but there is a broad consensus that the PLC shows a group of people sharing and critiquing their teaching practices in an atmosphere of reflection, collaborative, and inclusive. In addition, it also oriented and focused all aspects of learning with the goal of promoting the development of sustainable professions that enable the formation of a culture (Stoll *et al.*, 2006; DuFour, Eaker & Many, 2010; Gaspar, 2010; Benson, 2011; Ruland, 2015; and Permana & Sudarsyah, 2016).

However, this study found that each school displays the characteristics of a PLC that is correlated with the characteristics of the school. The strength of the emergence of each community characteristic is developed mainly based upon the school social environments. The form of a community of professional learning in the studied school is equally embodied in a classroom parallel with teacher activity group managed by a coordinator. The activities have a regular schedule, taking place in a formal and informal format, with themes focused on improving learning (*cf* Morrissey, 2000; Stoll *et al.*, 2006; Weathers, 2009; DuFour, Eaker & Many, 2010; Gaspar, 2010; and Bennett, 2017).

The research gained some specific details of how the school-based professional community of learning is building the

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 (cf Stoll *et al.*, 2006; Fry, Ketteridge & Marshall, 2009; Hord, 2009; Day & Sammons, 2014; and Furqon *et al.*, 2018).

Some of the impacts of the PLC obtained from the results of this study are the increase of self-renewal capacity in the form of increased knowledge and practice of learning among Teachers, improving Teachers' ability to understand the characteristics of learners, improving the process, collaboration to reflect, and improving the quality of service learning. Regarding the quality of student learning, all Teachers also identified several specific examples to change their practices as a result of involvement in the professional learning community activities (cf Bolam *et al.*, 2005; Shannon, 2010; Williams, 2010; Balyera, Karatas & Alcia, 2015; and Furqon *et al.*, 2018).

The Principal facilitated PLC programs to improve the overall success in order to improve the quality of school learning and the progress of Teachers and Students. This is done through regularly monitoring the continuity of the learning community. In this learning community, the Principal acts as a learning leader, a motivator, and a facilitator, as well as a teacher learning designer. The ability of the Principal is one of the main determinants of Teacher empowerment and the improvement of the quality of the process and learning products, because the Principal is responsible for the optimization of Teacher's capacities (cf Crow & Matthews, 2010; Williams, 2010; Day & Sammons, 2014; Permana & Sudarsyah, 2016; Dehdary, 2017; and Schaap & Bruijn, 2018).

CONCLUSION

The findings of this study confirm and reinforce previous theories and research on school-based teacher development through PLC (Professional Learning Community) activities. Furthermore, the study proposes the following suggestions for improving the

quality of implementing PLC at school level in the future.

Improving the professionalism of Teachers should become the interests and responsibilities of all schools, and schools need to become a community of professional learners to develop Teacher capacity, improve Teacher quality, and quality of Student learning. The school-based teacher development model requires integration and synergy of internal and external school resources to create an enabling environment for professional Teacher collaborative learning directed for improving the quality of learning.

The Principal should provide a depth understanding to all Teachers about the importance of the PLC as the development of the Teacher profession. The Principal should develop school structures and culture conditions that support the school as a PLC. Lastly, the Principal should collaborate with various parties, such as the Department of Education in the District and Higher Education Institutions to develop the school into a PLC.¹

References

- Acker, David & Lavinia Gasperini. (2009). *Education for Rural People: The Role of Education, Training, and Capacity Development in Poverty Reduction and Food Security*. Rome, Italy: FAO [Food and Agriculture Organization]. Available online also at: <http://www.fao.org/3/a-i0760e.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Akinci, C. & M.N.K. Saunders. (2015). "Using Questionnaire Surveys to Gather Data for within Organization HRD Research" in M.N.K. Saunders & P. Tosey [eds]. *Handbook of Research Methods on HRD*. Cheltenham: Edward Elgar, pp.217-230. Available online also at: https://www.academia.edu/23139410/Using_questionnaire_surveys_to_gather_data_for_within_organisation_HRD_research [accessed in Subang, West Java, Indonesia: October 17, 2018].
- Aylsworth, Anthony James. (2012). "Professional Learning Communities: An Analysis of Teacher Participation in a PLC and the Relationship with

¹**Statement:** We declare, to the best of our knowledge and belief, that this article is our own work, all sources have been properly acknowledged and contain no plagiarism. This work or any version of it has not previously submitted, reviewed as well as published by other scholarly journals. If this article has been received in *EDUCARE: International Journal for Educational Studies*, we will not withdraw from this journal.

- Student Academic Achievement” in *Graduate Theses and Dissertations*, No.12264. Available online also at: <https://lib.dr.iastate.edu/etd/12264> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Bappenas RI [Badan Perencanaan Pembangunan Nasional Republik Indonesia]. (2009). *Survey Kepuasan Orang Tua terhadap Pelayanan Pendidikan Dasar yang Disediakan oleh Sistem Desentralisasi Sekolah: Executive Summary*. Jakarta: Bappenas RI.
- Barr, Michael C. (2017). “Professional Learning Communities and Teacher Decision-Making” in *Dissertation of Georgia State University*. Available online also at: https://scholarworks.gsu.edu/eps_diss/172 [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Balyera, A., H. Karatas & B. Alcia. (2015). “School Principals’ Roles in Establishing Collaborative Professional Learning Communities at Schools” in *PROCEDIA: Social and Behavioral Sciences*, Volume 197, pp.1340-1347. Available online also at: <https://core.ac.uk/download/pdf/82491510.pdf> [accessed in Subang, West Java, Indonesia: October 28, 2018].
- Bennett, Courtney S. (2017). “Professional Learning Community Impact on Student Achievement”. *Unpublished Ph.D. Dissertation*. Canada: The Education Department, Carson-Newman University. Available online also at: https://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/Dissertations/Dissertations2017/Courtney_Bennett.pdf [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Benson, Karen. (2011). “Teacher Collaboration in Context: Professional Learning Communities in an Era of Standardization and Accountability”. *Unpublished Ph.D. Dissertation*. USA [United States of America]: Arizona State University. Available online also at: https://repository.asu.edu/attachments/56839/content/Benson_asu_0010E_10806.pdf [accessed in Subang, West Java, Indonesia: October 28, 2018].
- Blazar, D. & M.A. Kraft. (2017). “Teacher and Teaching Effects on Students’ Attitudes and Behaviors” in *Educational Evaluation and Policy Analysis*, Volume 39(1), March, pp.146-170. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5602565/> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Bolam, Ray *et al.* (2005). “Creating and Sustaining Effective Professional Learning Communities” in *Research Report*, No.637. Available online also at: <https://dera.ioe.ac.uk/5622/1/RR637.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Bond, Nathan. (2013). “Developing a Professional Learning Community among Preservice Teachers” in *Current Issues in Education*, Vol.16, No.2 [August], pp.1-16.
- Campbell, Helen. (2015). *Managing Organizational Change*. New York: Kogan Page Limited.
- Cormier, Ron & Dianne F. Olivier. (2009). “Professional Learning Committees: Characteristics, Principals, and Teachers”. *Paper presented at the Annual Meeting of the Louisiana Education Research Association Lafayette, in Louisiana, USA [United States of America]*, on March 5-6. Available online also at: http://ullresearch.pbworks.com/f/Cormier_ULL_PLC_Characteristics_Principals_Teachers.pdf [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Cresswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc., 4th edition.
- Crow, G. & L. Matthews. (2010). *The Principalship: New Roles in a Professional Learning Community*. Boston: Allyn & Bacon.
- Darling-Hammond, L. *et al.* (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute. Available online also at: https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Day, C. & P. Sammons. (2014). *Successful School Leadership*. USA [United States of America]: Education Development Trust. Available online also at: <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf> [accessed in Subang, West Java, Indonesia: October 28, 2018].
- Dehdary, Nazanin. (2017). “A Look into a Professional Learning Community” in *Journal of Language Teaching and Research*, Vol.8, No.4 [July], pp.645-654.
- Dickerson, Mark S. (2011). “Building a Collaborative School Culture Using Appreciative Inquiry” in *International Refereed Research Journal*, Vol.II, Issue 2 [April].
- Draper, Daniel Paul. (2014). “Guiding the Work of Professional Learning Communities: Perspectives for School Leaders” in *Dissertations and Theses Paper*, No.1823. Available online also at: <https://core.ac.uk/download/pdf/37775801.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- DuFour, R., R. Eaker & T. Many. (2010). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. USA [United States of America]: Solution Tree Press, second edition.
- Feger, Stephanie *et al.* (2008). “Professional Learning Communities: Key Themes from the Literature” in *The Education Alliance*, on Spring. Available online also at: <https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Fry, H., S. Ketteridge & S. Marshall. (2009). *A Handbook for Teaching And Learning in Higher Education: Enhancing Academic Practice*. New York and London: Routledge, 3rd edition. Available online also at: <https://www.sun.ac.za/english/learning-teaching/ctl/Documents/A%20Handbook> [accessed in Subang, West Java, Indonesia: October 28, 2018].
- Fullan, M. (2010). *Leadership & Sustainability: System Thinkers in Action*. Thousand Oaks, CA: Corwin Press.
- Furqon, Ahmad *et al.* (2018). “The Existence of Schools as Professional Learning Community (PLC)” in *Proceedings of the 1st International Conference on Education Innovation (ICEI)*. Available online also at: <https://www.atlantispress.com/proceedings/icei-17/25892876> [accessed in Subang, West Java,

- Indonesia: January 15, 2019].
- Gaspar, Sandra L. (2010). "Leadership and the Professional Learning Community" in *Educational Administration: Theses, Dissertations, and Student Research*, No.43. Available online also at: <http://digitalcommons.unl.edu/cehsedaddiss/43> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Hargreaves, Andy & Michael T. O'Connor. (2018). "Leading Collaborative Professionalism" in *Centre for Strategic Education Seminar Series Paper*, No.274 [April]. Available online also at: http://www.andyhargreaves.com/uploads/5/2/9/2/5292616/seminar_series_274-april2018.pdf [accessed in Subang, West Java, Indonesia: January 15, 2019].
- Harris, Alma & Michelle Jones. (2010). "Professional Learning Communities and System Improvement" in *Improving Schools*, Vol.13, No.2 [July], pp.172-181. Available online also at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.902.5735&rep=rep1&type=pdf> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Henard, Fabrice & Deborah Roseveare. (2012). "Fostering Quality Teaching in Higher Education: Policies and Practices" in *IMHE: Institutional Management in Higher Education*, on September. Available online also at: <https://www.oecd.org/education/imhe/QT%20policies%20and%20practices.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Hord, Shirley. (2009). "Professional Learning Communities" in *National Staff Development Council*, Vol.30, No.1. Available online also at: <http://artofeducating.com/library/proffff%20learning/collaborative%20learning/Hord%20-%20> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Horton, Jim. (2009). "The Role of District Administration in the Establishment of Professional Learning Communities". *Unpublished Doctoral Dissertation*. Columbia: Faculty of the Graduate School, University of Missouri. Available online also at: <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/6159/research.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Keke, Bulelwa. (2014). "Understanding Life Sciences Teachers' Engagement with Ongoing Learning through Continuous Professional Development Programmes". *Unpublished Ph.D. Thesis*. South Africa: University of Kwa Zulu-Natal. Available online also at: http://researchspace.ukzn.ac.za/xmlui/bitstream/handle/10413/10881/Keke_Bulelwa_2014.pdf [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Kruse, S., K.S. Louis & A. Bryk. (1994). "Building Professional Community in Schools" in *Issues in Restructuring Schools*, Issue Report No.6 [Spring], pp.3-6. Available online also at: <http://dieppstaff.pbworks.com/w/file/fetch/66176267/Professional%20Learning%20communities.pdf> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Kusek, J.Z. & R.C. Rist. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners*. Washington, DC: The International Bank for Reconstruction and Development/the World Bank. Available online also at: <https://www.oecd.org/dac/peer-reviews/World%20bank%202004%2010%20Steps%20to%20a%20Results%20Based%20ME%20System.pdf> [accessed in Subang, West Java, Indonesia: October 17, 2018].
- Louis, Karen Seashore. (2008). "Creating and Sustaining Professional Communities" in R. Coles & A. Blankenstein [eds]. *Sustaining Learning Communities*. Thousand Oaks: Sage. Available online also at: <https://lsaontario.org/files/LSAcreatingandsustainingFeb08.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Mathiyazhagan, T. & D. Nandan. (2010). "Survey Research Method" in *Media Mimansa*, Issue of July-September, pp.34-82. Available online also at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.5585&rep=rep1&type=pdf> [accessed in Subang, West Java, Indonesia: October 17, 2018].
- Metre, Chirag. (2009). "Deriving Value from Change Management" in *Master of Science in Organizational Dynamics Theses*, No.28. Available online also at: http://repository.upenn.edu/od_theses_msod/28 [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Morrissey, Melanie S. (2000). *Professional Learning Communities: An Ongoing Exploration*. Austin, Texas: Southwest Educational Development Laboratory. Available online also at: <http://www.sedl.org/pubs/change45/plc-ongoing.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Mulford, Bill. (2003). "School Leaders: Changing Roles and Impact on Teacher and School Effectiveness". *A Paper* commissioned by the Education and Training Policy Division, OECD, for the Activity Attracting, Developing and Retaining Effective Teachers. Available online also at: <http://www.oecd.org/education/school/2635399.pdf> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- O'riordan, Joanna. (2017). "The Practice of Human Resource Management". *Research Paper*, on July. Available online also at: https://www.ipa.ie/fileUpload/Documents/THE_PRACTICE_OF_HRM.pdf [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Permana, Johar & Asep Sudaryah. (2016). "Model Pengembangan Profesi Guru melalui Professional Learning Community di Sekolah Menengah" in *Jurnal Administrasi Pendidikan*, Vol.XXIII, No.1 [April], pp.81-90. Available online also at: <https://media.neliti.com/media/publications/75023-ID-model-pengembangan-profesiguru-melalui-p.pdf> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Pirtle, S.S. & E. Tobia. (2014). "Implementing Effective Professional Learning Communities" in *SEDL Insights*, Vol.2, No.3 [Winter]. Available online also at: <http://www.sedl.org/insights/2-3/implementing-effective-professional-learning-communities.pdf> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Rafiei, N. & F. Davari. (2015). "The Role of Human

- Resources Management on Enhancing the Teaching Skills of Faculty Members” in *MATERIA SOCIOMEDICA: Journal of the Academy of Medical Sciences of Bosnia and Herzegovina*, Volume 27(1), February, pp.35-38. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4384864/> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Rajasekar, S., P. Philominathan & V. Chinnathambi. (2013). “Research Methodology”. Available online at: <https://arxiv.org/pdf/physics/0601009.pdf> [accessed in Subang, West Java, Indonesia: October 17, 2018].
- Ratts, Rebecca F. et al. (2015). “The Influence of Professional Learning Communities on Student Achievement in Elementary Schools” in *Journal of Education & Social Policy*, Vol.2, No.4 [October], pp.51-61. Available online also at: http://www.jespnet.com/journals/Vol_2_No_4_October_2015/5.pdf [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Reilly, Anthony J. (1998). “Three Approaches to Organizational Learning” in *The Pfeiffer Library*, Volume 16, 2nd edition. Available online also at: <http://home.snu.edu/~jsmith/library/body/v16.pdf> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Ruland, Robert. (2015). “Understanding the Experience of Teachers in a Professional Learning Community: A Case Study of an Interdisciplinary Ninth Grade Team”. *Unpublished Ph.D. Thesis*. Boston, Massachusetts: College of Professional Studies, Northeastern University. Available online also at: <https://repository.library.northeastern.edu/files/neu:rx917z159/fulltext.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Schaap, Harmen & Elly de Bruijn. (2018). “Elements Affecting the Development of Professional Learning Communities in Schools” in *LER: Learning Environments Research*, Volume 21, Issue 1 [April], pp.109-134. Available online also at: <https://link.springer.com/article/10.1007/s10984-017-9244-y> [accessed in Subang, West Java, Indonesia: January 15, 2019].
- Schlechty, Phillip C. (2005). *Creating Great Schools: Six Critical Systems at the Heart of Educational Innovation*. San Francisco: Jossey-Bass, Inc.
- Shannon, G.S. (2010). “Nine Characteristics of High Performing Schools”. Available online at: <http://www.k12.wa.us/research/pubdocs/pdf/9characteristicsRsourcecelist.pdf> [accessed in Subang, West Java, Indonesia: October 28, 2018].
- Stamper, Jeffrey C. (2015). “A Study of Teacher and Principal Perceptions of Professional Learning Communities” in *Theses and Dissertations: Educational Leadership Studies*, No.11. Available online also at: https://uknowledge.uky.edu/edl_etds/11 [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Stoll, L. et al. (2006). “Professional Learning Communities: A Review of the Literature” in *Semantic Scholar*. Available online also at: <https://www.semanticscholar.org/paper/Professional-Learning-Communities> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Stoll, L. & L.K. Seashore [eds]. (2007). *Professional Learning Communities*. Maidenhead: Open University Press.
- Sukasni, Agnes & Hady Efendy. (2017). “The Problematic of Education System in Indonesia and Reform Agenda” in *International Journal of Education*, Vol.9, No.3, pp.183-199.
- Usman, Yunusa Dangara. (2016). “Educational Resources: An Integral Component for Effective School Administration in Nigeria” in *Research on Humanities and Social Sciences*, Vol.6, No.3, pp.27-37. Available online also at: <https://files.eric.ed.gov/fulltext/ED578024.pdf> [accessed in Subang, West Java, Indonesia: October 1, 2018].
- Vescio, V., D. Ross & A. Adams. (2008). “A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning” in *Journal of Teaching and Teacher Education*, Volume 24, pp.80-91.
- Wahyuningsih, Sri. (2017). “Empowering the Character Education for Indonesian People in Facing Asean Economic Community (AEC)”. *Paper for the 1st Education and Language International Conference Proceedings*, organized by Center for International Language Development of UNISSULA [University of Sultan Agung] in Indonesia, pp.832-841.
- Weathers, Shirley Robinette. (2009). “A Study to Identify the Components of Professional Learning Communities that Correlate with Teacher Efficacy, Satisfaction, and Morale” in *Electronic Theses & Dissertations*, No.313. Available online also at: <https://digitalcommons.georgiasouthern.edu/etd/313> [accessed in Subang, West Java, Indonesia: October 28, 2018].
- Williams, Marlie L. (2010). “Teacher Collaboration as Professional Development in a Large, Suburban High School” in *Public Access Theses and Dissertations from the College of Education and Human Sciences*, No.94. Available online also at: <http://digitalcommons.unl.edu/cehsdiss/94> [accessed in Subang, West Java, Indonesia: October 28, 2018].
- Wilson, Adrienne. (2016). “From Professional Practice to Practical Leader: Teacher Leadership in Professional Learning Communities” in *International Journal of Teacher Leadership*, Vol.7, No.2 [Fall]. Available online also at: <https://files.eric.ed.gov/fulltext/EJ1137497.pdf> [accessed in Subang, West Java, Indonesia: October 9, 2018].
- Wilson, Paul M. et al. (2010). “Disseminating Research Findings: What Should Researchers Do? A Systematic Scoping Review of Conceptual Frameworks” in *IS: Implementation Science*, Volume 5 [November]. Available online also at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2994786/> [accessed in Subang, West Java, Indonesia: October 17, 2018].
- Yilmaz, Kaya. (2013). “Comparison of Quantitative and Qualitative Research Traditions: Epistemological, Theoretical, and Methodological Differences” in *European Journal of Education*, Vol.48, No.2, pp.311-325. Available online also at: <https://pdfs>.

[semanticscholar.org/f45f/993702833849749b3ddd83e1673728d569eb.pdf](https://www.semanticscholar.org/f45f/993702833849749b3ddd83e1673728d569eb.pdf) [accessed in Subang, West Java, Indonesia: October 17, 2018].
Zeichner, Ken. (2008). "A Critical Analysis of Reflection as a Goal for Teacher Education" in

Educacao & Sociedade, Vol.29, No.103 [May/August]. Available online also at: http://www.scielo.br/scielo.php?pid=S0101-73302008000200012&script=sci_arttext&tling=en [accessed in Subang, West Java, Indonesia: October 9, 2018].



The Elementary School's Principals and Teachers in Subang, West Java, Indonesia
(Source: <https://pasundanekspres.co>, 27/12/2018)

The study applied quantitative approach with survey method by using stratified random sampling technique on collecting data from Elementary School Principals and Teachers in Subang District, West Java, Indonesia. Data collected are analyzed by using multi-regression technique. The study concludes that the effective model of PLC (Professional Learning Community) activities for Elementary School's Teachers are strongly supported by the school Principal leadership behavior oriented toward his/her function as the instructional leader, motivator, and facilitator on providing conducive learning environment for Students and Teachers; determinant components of improving Teachers' competences through PLC, such as commitment, responsibility, meaningfulness, collaboration and sharing, and quality school culture; and Teachers' self-renewal capacity to understand Students' potential and capacities, and the need to improve instructional services regularly.