

Professional Learning Community (PLC) Practices Drive Attributes Changes among Primary School Teachers Through School Transformation 2025 Program (Ts25)

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i7/14292> DOI:10.6007/IJARBSS/v12-i7/14292

Published Date: 15 July 2022

Abstract

There is a need for changes in teacher attributes in improving teaching competencies and practices through continuous professional development through collaborative Professional Learning Community (PLC) activities with colleagues. In this regard, this article aims to examine the findings of the case study from the perspective of four Heads of the Panel of core subjects, namely the Head of the Malay Language, English, Mathematics, and Science in primary schools undergoing the Transformation 2025 Program (TS25) Cohort 6 starting in 2021. School documentation, observation, and interviews are the research methods used in this study. Findings show that PLC is an integrated collection of academic activities towards supporting and assisting teachers who are committed in improving the quality of teachers and schools, working collaboratively and continuously in making inquiries or action research to realize the students' well-being. Subsequently, the strengthening of PLC practices led to an increase in the professionalism of teachers. In the meantime, challenges in implementing PLC activities such as time constraints and lack of knowledge in new curriculum changes are also discussed. The real implication, understanding of the concept and philosophy of the PLC among the school leadership ranks is the driving force for teachers to cultivate or sustain PLCs in schools.

Keywords: Professional Learning Community (PLC), Teacher Attributes Change, School Transformation 2025 Program (TS25)

Introduction

The School Transformation 2025 Program (TS25) is part of the Ministry of Education's (MOE) efforts in empowering school leadership, maximising potential through improving the pedagogical quality of teacher teaching and students' well-being as well as strengthening the involvement of parents and communities in line with the aspirations contained in the Malaysian Education Development Plan (PPPM) 2013-2025.

Continuous Professionalism Development (CPD) is seen as the main strategy of the MOE to improve the pedagogical quality of teacher teaching and successfulness of the implementation of the National Education Policy which is directly related to the students' well-being. Teachers need to continuously throughout the service period to be prepared to equip and be equipped with the characteristics of 21st century professional educators to ensure that they remain relevant and effective in a dynamic education ecosystem, challenging and always demand holistic student outcome and meet global quality (Ministry of Education Malaysia, 2016).

CPD is a process to gain learning experience through formal and informal teacher involvement throughout the career so that knowledge, skills, expertise, and professional value practices can be continuously improved. CPD activities in this context are very broad and one of the activities is through the practice of Professional Learning Community (PLC). PLC is the main model cultured in schools to improve the pedagogy of teacher teaching and the quality of learning of student. PLC activities open up spaces and pathways for teachers to collaborate to improve competencies among colleagues with cost-effective implementation (Alysworth, 2012). Professional collaboration and expanded professional roles can improve teacher effectiveness as a group (Kaasila & Lauriala, 2010) and in turn be able to help colleagues to explore new curricula and teaching methods (Hindin et al., 2007). Thus, teachers tend to pursue with new practices when students begin to show improvement in learning (Guskey, 2002).

Problem Statement

Policy changes in education in Malaysia has made the teaching profession increasingly challenging in the 21st century. As the heart of all reforms and agents of change in the development of quality education in Malaysia (Ministry of Education Malaysia, 2013), demands of teachers in equipping themselves and preparing for new approaches of teaching in order to improve the quality of education are the main agenda. Teachers need to ensure maximum learning outcomes to students in school (Nuraini & Zanaton, 2016), teachers are more creative and innovative (Anuar et al., 2009; Radhiah & Abd Rasid, 2012; Radzi, 2016) to ensure the delivery becomes more effective, interesting, fun and can stimulate students' interest in learning (Rohani et al., 2010)

In line with that, the continuous strengthening of teacher professional development training allows teachers to be more competent in carrying out their duties and roles (Teacher Education Division, 2013). The introduction of PLC by the Teacher Education Division (BPG) in the Continuous Professionalism Development Plan starting in 2013 is an accountability and the best step to improve teacher teaching effectiveness and subsequently the school effectiveness (Mahmood, 2008; Ahmad, 2005; Ghazali, 2010; Supovitz & Turner, 2000). According to Fullan (2010), PLC is one of the processes of improvement to the quality of the school. PLC practices are able to establish relationships between colleagues including principals, headmasters, senior assistants, senior teachers, and panel teachers in an effort to expand and enhance teachers' best teaching practices as well as further strengthen their pedagogy and skills in line with appropriate competencies (Teacher Education Division, 2010).

Furthermore PLC creates collaborative learning values among teachers, students and leaders to improve both the quality of teaching and learning as well as the welfare of all school community (Dufour, 2010; Myers & Simpson, 1998; Aziah et al., 2015). In addition, PLC practices can form a good school community by establishing a good relationships with the environment either internally and externally to solve students' problems and create effective schools. Through PLC, it also enables teachers to learn new teaching knowledge and add value to old teaching patterns to produce more effective and quality teaching (Mazlina@SitiAishah, 2016).

The issue of teachers' teaching in schools found that teachers still tend to work alone (Stegall, 2011), rarely adopts a culture of sharing experiences and teaching materials with their colleagues (Roberts & Pruitt, 2009; Zuraidah, 2010). Teachers were also found to be less open in discussing and sharing with colleagues and school administrators to get feedback on their teaching in the classroom (Roberts & Pruitt, 2009). The implications of the lack of knowledge sharing and the lack of discussion on improving teaching skills and acting alone causes teachers to be unable to improve their skills and thus affect student learning performance (Zaleha & Ashikin, 2007).

In addition, there are schools that give less encouragement to teachers to create a collaborative culture (Teague & Anfara, 2012) while teachers need to work as a team continuously until they are able to form a learning team (Fullan, 2010). According to Muhammad Faizal (2013), professional idea sharing sessions cannot be actively implemented and are conducted separately so as finally results in failure in the achievement of learning objective set by teachers.

Based on the inspection report of The Quality Assurance and Inspection Division (QAID) on 12,045 teachers in 2013, found that the overall level of teaching and learning of teachers was at the level of Hope which is 51.81%, while the level of teaching and learning of teachers at the level of Good and Excellent was only at 21.0%. In order for effective teaching to take place, changes and improvements to teachers' teaching need to be made (Nuraini & Zanaton, 2016). Teachers need to change their attitude in terms of thinking, increase commitment and acquire new skills to become more competent teachers in teaching (Ahmad & Jinggan, 2015).

High-quality teachers are usually influenced by the existence of an environment that fosters improvement and support in the professional values of teaching (Harris, 2010). Therefore, there is a need for changes in teacher attributes in improving teaching competencies and practices through continuous professional development through collaborative PLC activities with other teacher colleagues.

Research Aim

This study aims to find out how the continuous practice of PLC can help teachers change attributes in improving teaching competency according to the local context through the TS25 program.

Research Objective

According to Sudarman & Mulawarman (2018), a successful teacher is a teacher who has a deep understanding of the areas of expertise to be taught and appreciates how this knowledge is made, organized, connected with other knowledge and applied explicitly. Advanced PLC practices are capable to create a more authentic and application-oriented learning environment (Warwas & Helm, 2018). The objective of this study is to identify teachers' perceptions of continuous PLC practices can change attributes in improving teaching competency.

Research Questions

This study was conducted to answer the following questions-

1. How do PLC practice affect attributes changes in improving teacher competency?
2. What are the challenges that constrain the development of teacher change through PLC activities?

Literature Review

Teacher change refers to the preparation of activities designed to improve the teacher's knowledge, skills, and understanding through ways that can lead to changes in thinking and behavior in the classroom. The changes in teachers beliefs and understandings results in a change in attributes in their teaching and learning practices. However, studies show there are difficulties in changing teachers due to their usual beliefs and practices (Fenstermacher & Berliner, 1983)

According to Tam (2014), teachers oppose change because they lack motivation, lack the knowledge and expertise to modify according to the existing curriculum, they also avoid taking risk that contradicts their existing practices, and avoids conflicts in the teacher community. Thus, Tam (2014) suggested that cooperation and support in professional improvement from colleagues and administrators are important factors influencing teacher change. One of the steps towards teacher change is through professional development programmes through PLC activities.

In addition, school administrators often organize programs in the form of teachers passively listening to information from experts invited to the school to give talks and hold workshops. There are now an alternative stream of professional development that focuses on teachers as students and schools as a learning community (Clarke & Hollingsworth, 2002). Therefore, the collection of PLC activities is a highly encouraged agenda in schools.

PLC has managed to change the beliefs and practices of teachers in schools (Angela, 2015). The findings showed that the characteristics of change in the attributes of teachers who practice PLC are evident through the existence of a collaborative culture of team work and being able to carry out learning activities effectively. These attribute changes helps teachers to overcome problems in teaching and encourages their motivation in performing teaching transformation.

Saad et al (2017) have conducted a local study among upper secondary school teachers using colleagues as a PLC strategy and their findings show that teachers are more motivated, able to share expertise and contribute to the self-development process.

Meanwhile, Aishah (2016) in her study stated that through the weekly knowledge sharing sessions, teachers who act as mentors will be able to help other teachers, especially novice teachers to acquire teaching knowledge. These teachers have the opportunity to receive exposure to relevant techniques, methods and approaches in accordance with the development of the global world of education. Cultivation of PLC among teachers for each subject panel is needed to produce quality teachers and always proactive to produce effective teaching.

Sujirah & Zuraidah (2013), found that the PLC model developed by Hord (1997), then added well by Hipp & Huffman (2010), is a very suitable model to implement in teaching and learning in schools. The results of the study found that the teachers in the schools involved had practised collective learning and carried out their responsibilities by ensuring that the students learned and carried out improvement programmes to produce effective teaching.

In addition, Faiz et al (2016), found that PLC practice is a continuous learning activity regardless of the status (hierarchy) among staff and produces a high level of involvement of school community especially teachers in the process of school improvement and is able to improve the level of professionalism of teachers.

Marziah & Zanaton (2015) study showed that PLC is an effort towards improving school achievement to form a learning culture among teachers in the school organizations. This process requires teachers to strive to develop their potential through the implementation of work and learning through a team on an ongoing basis They argue that the practice of sharing and learning teachers in this PLC is able to improve the teacher professionalism through the development of learning during the learning process in the classroom.

Kruse et al (1995) discuss five characteristics of PLC: (1) reflective dialogue, (2) focus on student well-being, (3) interaction between fellow teachers, (4) collaborative, (5) shared norms and values. Owen (2014) also discussed these features by including shared visions, strong collaboration, engagement in joint practical activities, leadership and engagement that support focused professional teaching and research results.

Overall, the researchers concluded that the continuous PLC practice in this study can support all activities that lead to school improvement, especially the quality aspect of teacher teaching in the classroom.

Research Methodology

The design of this study used a qualitative research method. This study used a qualitative design form because the researcher is close to the data obtained. According to Kamarul (2012) qualitative researchers are close to the studies studied so that they can easily dive into all the situations that can be easily described without a doubt due to being in the actual situation.

The study was conducted at a selected primary school in the Skudai Zone of Johor Bahru district and is also a TS25 Program school for cohort 6. Selection of samples based on the purposive sampling technique. The study participants were among the four Heads of the Core Subjects Panels, namely the Head of the Malay Language Panel (KPBM), the Head of the English Language Panel (KPBI), the Head of the Mathematics Panel (KPMT), and the Head of the Science Panel (KPSC). Each research respondents experienced teaching in their respective fields over five years. Researcher selects a truly accurate research respondents to give a picture from various angles to get a clear picture of the phenomenon to be studied (Barbour, 2008). Homogeneous selection of research respondents can increase focus, information and knowledge related to the topics discussed (Creswell et al., 2006; Merriam, 2009).

Three data collection techniques were used in this study, namely semi-structured interviews, observations and evidence from document analysis. Research instruments include semi-structured interview questions and is analyzed through interview transcription to identify themes that emerged from the interviews.

The interview method was conducted to the research participants on the main strategy through PLC activities carried out in each of the respective panels during the school session period of 2021/2022. The analysis of the interview data in this study is descriptive that is, the results of the conversation are evaluated in terms of the objective requirements of the study implemented. Interview findings are recorded to obtain data and themes. In addition, the observations carried out during the PLC activities of each panel are recorded and documented in the form of pictorial reports and written reports in according to the standard format of implementation of the PLC provided. Furthermore, data is also obtained through document analysis involving PLC related tasks as a meaningful learning driving force in the TS25 Program module which is sub-module 2.3: PLC Cultivation and module 4: PLC as 1 of 13 CPD activities. This is in line with the statements of LeBlanc (2010); Glesne (2011) who outline three stages of data analysis, namely the initial stage or verbatim rewriting of interview transcripts, the advanced process of data which includes the construction of codes and themes and ending the stage of data display in the form of tables, flowcharts or concept maps. In related matters, the researcher conducted an editing analysis which is to identify the units in the study, build categories, identify the relevance and validation of the units (Noraini Idris (2010).

Research Findings

A study by Voelkel and Chrispeels (2017) found that by supporting teachers in PLC practices can increase to their collective efficacy and have good implications in improving student achievement. Through PLC practice, teachers have the opportunity to choose the appropriate strategy and range of PLC collaborative tools. There is a significant link between PLC practices and teacher efficacy in primary school. These findings show that teachers who implement PLC practices have higher self-efficacy and self-confidence. Therefore, the practice of high professionalism among teachers has a positive impact on the quality of teachers in the classroom (Victor, 2018).

Main strategies through PLC activities that are the driving force for the change in teacher attributes

Based on the findings, there are three main strategies of PLC activities that exist, namely the orientation of sharing best practices among committee members, focusing on student

learning collectives and collaborative culture among the four core subject panels. The strategies implemented are the driving force for the change in the attributes of teachers in selected primary schools in the Skudai Zone of Johor Bahru district as well as being the TS25 Program school for cohort 6.

Best Practice Sharing Orientation of Panel Members

The results of interviews from the research participants showed that there are four collaborative tools through the best practice sharing of the panels members and subsequently being the driving force for the change in teacher attributes. The four collaborative tools implemented are learning tours, peer coaching, learning using the Daily Lesson Plan (DLP) and knowledge sharing sessions of experienced teachers or expert teachers in their respective panels.



Figure 1: Collaborative Tools Through Best Practice Sharing Orientation

I practice learning tour activities... to help the Malay Language Panel Teachers identify issues... when making observations to the classrooms... before discussing and sharing the findings in the Malay Language Panel Teachers meeting session... (KPBM)

According to KPBM, the learning tour activities were carried out to build the skills of the panel members to identify issues in the Malay language subjects and subsequently become a topic of discussion during panel members' meeting. During this learning tour, the panel members will move to the classrooms to observe the students' learning based on the focus that has been set. This activity can improve the skills of the Malay Language panel members in making focused observations and be able to see the level of development of the students who are the focus of the discussion during the learning tour. With this in mind, teachers gain quality learning experiences, create new insights and understandings, foster relationships and trust, thus having a positive impact on development of student learning (Hudson & Hellenberg, 2018)

As a result of the interview with KPBI, the peer mentoring activities were practiced among the panel members to enable the systematic mentoring process to be carried out by an expert English language teacher who acts as an instructional mentor to the novice English language

teacher and other teachers. Peer mentoring activities involve collaborative efforts between two or more teachers in planning, implementing, and evaluating the teaching and learning process. Through this collaboration, there is a sharing of expertise and value-added knowledge to other teachers before teaching, observation during teaching and after teaching. In addition, this guidance can provide a best practice experience for guided teachers and in turn can be shared with other teachers. Indirectly, this activity can enhance the professionalism of the teacher as a result of the sharing of experience between the instructional mentor and the guided teacher. This is supported by several past studies (Rice, 2012; Zhang et al., 2017; Ma et al., 2018), found that teachers acquire perceptions of professionalism from other teachers, peer mentoring also helps teachers transform their knowledge into practice and so leads to increased teacher professionalism.

To help novice teachers... and other English language teachers... I use the services of an expert English language teacher in school... to guide, share knowledge and skills in implementing meaningful English teaching and learning (T&L) in the classroom ...(KPBI)

Based on interviews with KPSC, it was found that panel members used knowledge sharing sessions as practice. Knowledge sharing session activities involve teacher collaboration by providing space and opportunities for regular meetings with teachers to implement effective learning sharing practice. The objective of the discussion is to share knowledge and experiences on pedagogical practice, skills, values and knowledge related to skills in teaching and learning. Fostering an open nature in accepting the suggestions and views of other teachers, being mutually supportive, and reducing teacher isolation are among the advantages of practicing this collaborative tool (Hamzah et al., 2018). In addition, the development and improvement of this knowledge can increase the dignity of the teaching profession.

Knowledge sharing session activities of the Science panel members are conducted on Tuesdays every week... Each panel member take turns.. will share the knowledge and experience of pedagogical practices, skills, values, interventions in T&L... or any sharing that focuses on student learning... (KPSC).

Meanwhile, the results of the interview with KPMT found that learning activities using DLP as a best practice sharing orientation for this subject. This activity involves three phases of teaching, namely before teaching, during teaching and after teaching. These three phases are to prepare a lesson plan, then apply it to teaching session by involving observation, and making a reflection on the teaching and learning that have been observed. This activity is able to improve the quality of teachers' teaching through the preparation of a lesson plan conducted jointly with the panel members by focusing on the development of students' learning during the teaching and learning process. This is done by making a focused observation on certain elements during the learning process. Next, the development of students' learning is discussed after the lesson that is, in the reflection phase. Indirectly, these three phases are the driving force for the change in attributes and platforms towards improving the professionalism of teachers in terms of pedagogical skills, focused research, making prudent criticisms and building professional relationships among the panel

members. The success of this will certainly increase the value of the teaching profession.

I have volunteered to carry out learning activities using DLP... the most complicated and time consuming activities... However in fact this activity has become easier... when all members have put it into practice ...Through this activity, each panel member collaboratively discusses the best T&L approach using DLP... This activity involves three phases of preparation...The first phase... DLP construction by selecting the field of learning and the topics focused through the discussion of the panel members... The second phase... of the implementation of T&L by a representative of the panel members using the DLP which has been developed... Other panel members make observation....Next...The third phase all panel members make reflection and refinement of DLP ... (KPMT).

Focuses on the Student Learning Collective

Three collaborative tools that became the practice of research participants through the strategy focused on the student learning collective namely activities using data analysis, the critic partner group activities and performance dialogue activities as well as being the driving force for the changes in teacher attributes.

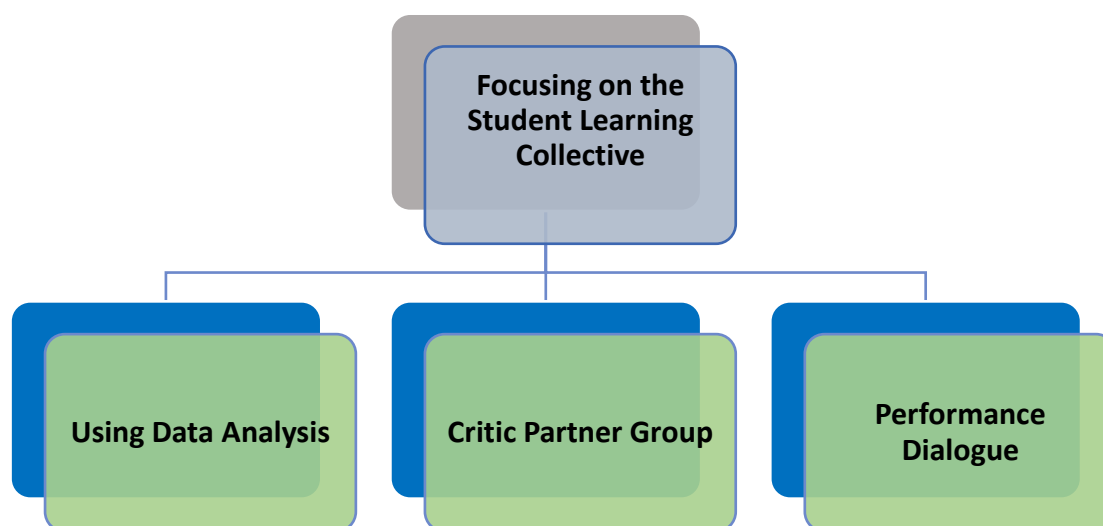


Figure 2: Collaborative Tools Through Strategies Focusing on Student Learning Collectives

The findings of the interviews from the research participants showed that the analysis activities of various data related to students were used as evidence that supports and helped to solve issues related to the level of development and students' well-being. This activity provides an opportunity for each panel to select and examine students in groups, discuss to determine and establish the appropriate statistical tools to be translated in a more meaningful and understandable form. Collaborative discussions among panel members using various data analysis sources can help with systematic intervention planning. This activity is not only the driving force for the change in the attributes of the panel members but also enhances the skills of the experts in the preservation and translation of data. Next, the analysis of the generated data can be shared with parents and the local community. This fact-based and systematic discussion is certified to increase the credibility of the teaching profession.

Every issue or topic of discussion in the panel...should be supported by the presentation of data analysis...to ensure the validity and reliability of the data especially when shared... with parents, community and stakeholders... (KPBI)

The interview findings also showed that the critic partner group activity were actively carry out among all four panels. This activity involves a group of teachers who are committed to discuss in the panel by providing support and encouragement in getting feedback on the students' work. The students' work is discussed critically using protocols taking into account various aspects to find solutions and alternatives to the panel members to improve students' learning in their respective subjects. This activity is the driving force for the change in the teacher's attributes besides being able to improve the professionalism of the teacher. The implications of cultivating this collaborative tools can improve teaching techniques and increase the level of mastery of students. (Vo & Nguyen, 2010).

The students' work for Science subjects is presented and discussed using the protocols outlined... Through this activity... exploration of the topics is carried out empirically... Members have the opportunity to improve teaching techniques... and more meaningful student reinforcement activities... (KPSC)

The interview conducted found that the performance dialogue activities of the subjects for each panel implemented are the main program in TS25 which aims to check performance using panel issues based on data on student mastery level data. The implementation of the Performance Dialogue of each panel requires regular planning in terms of complete data preparation and justification for presentation to members. Next, follow-up action is taken to address students' learning issues in the panel. As a result, this activity is able to change the attributes of teachers in each panel.

Usually twice a year the Performance Dialogue is carried out.. For that.. I will prepare a presentation slide containing complete data on the level of mastery of students from Year One to Year Six... A complete list of students names together with justifications are also presented... allowing each panel member to know their own students... Each panel member... will be prepared with a proposed intervention and catch up plan... (KPMT)

Panel Collaborative Culture

The Collaborative Culture provides high-impact social communication through positive, proactive attribute changes and forming positive appearance among teachers and students (Yusoff et al., 2018). In addition, collaborative culture is able to shape human development through the integration of knowledge in depth, forming positive appearances and adding value to the educational landscape.

In line with this, the three tools in cultivating or sustaining the collaborative culture of the panel namely vertical and horizontal group activities, induction and mentoring activities of new teachers and problem-solving group activities.

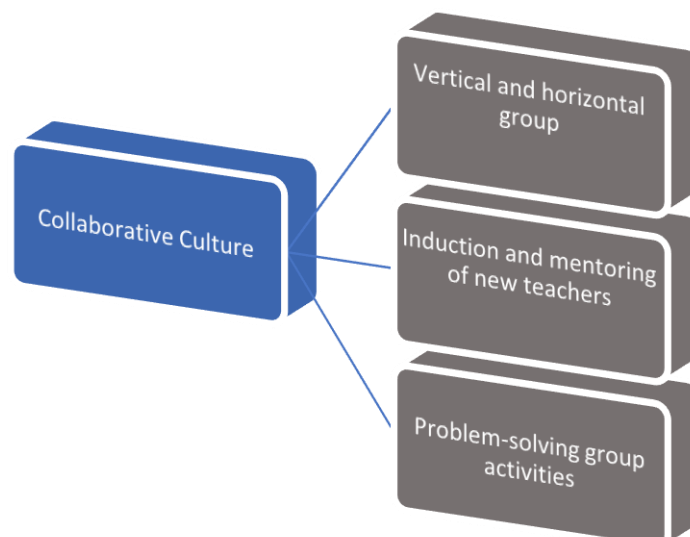


Figure 3: Collaborative Tools Through Collaborative Cultural Strategies

The findings prove that the introduction of vertical and horizontal group activities among subject panel allows members to collaborate continuously without boundaries. The horizontal group activity refers to a group of teachers who teach the same subject in the same stream but different classes. For example, a group of teachers teaching Mathematics subjects of grades 1A, 1B, 1C and 1D collaborated among themselves. This means that the group members consist of teachers who teach Mathematics and subsequently collaborate to discuss the level of development of students during the Mathematics T&L process. The vertical groups, on the other hand, refer to a group of teachers who teach the same subjects but different class streams. For example, groups of teachers who teach Mathematics subjects of year 1, year 2 and year 3. The formation of these two types of teams depends on the context of the distribution of the teacher teaching tasks that has been compiled by the school. The aim is to provide an opportunity for teachers to explore the content of a subject in detail, comprehensively and plan appropriate strategies according to the content of the lesson and to be able to collaborate beyond the boundaries of the classroom. Improvements in pupil achievement were also discussed. Through this discussion, the teacher can get to know the students on his own. Thus, this collaborative tool is the driving force for change among the panel members and can improve the individual professionalism of the teacher and the students through the development of learning and personality.

The findings also showed that the induction and mentoring activities of novice or new teachers became the focus of the panel to help them be competent in their respective options. Novice teachers need support from experienced teachers, especially the aspect of adapting to the work culture in a new place. In addition, the induction of experienced teachers through the mentoring of the novice teacher is structured as the driving force for the change in teacher attributes. Continuous mentoring of novice teacher is able to improve pedagogy, skills and values. Through this practice, teacher's self-esteem values such as self-confidence are able to develop well in the new workplace, gain social support from colleagues, and gain knowledge sharing as well as experience from fellow teachers (Kahraman & Kuzu, 2016).

Through the findings of this study as well, the activities of problem-solving groups were used as a collaborative tool for the discussion focused on each panel on student learning issues and other related matters. The issues that arise are identified through the analysis of data obtained through various sources. In this regard, the representatives of the members in the panel will bring the issue as the focus of the discussion and other panel members will discuss and express their views. The group also discussed various ways to solve students learning problems. The practice of this activity can be the driving force for the change in the attributes of members among the panel.

Facing Challenges in the Development of Teacher Change through PLC

Despite the determination of each panel to carry out various activities using collaborative tools through PLC strategies, there are still challenges that have to be faced.

As a result of the research interview, there were two main challenges identified from the interview conducted. Challenges from time constraints and urgent changes in the curriculum.

Most of the PLC activities demand the collaboration of all panel members and require follow-up... time constraints is our main challenge... (KPBM)

Although PLC activities have been included in the weekly calendar... but sometimes they cannot be carried out.. due to overlapping with other school programs...(KPSC)

Challenges in the time constraints for school programs, courses, meetings, and teacher workloads sometimes prevent them from implementing PLCs for their professional development. Coyle (1997) suggested that teachers should be given sufficient time to become active participants and decision makers related to educational leadership as well as improve their skills as a teacher. Therefore, more time should be allocated for the implementation of PLC and the burden of the clerical workload of teachers should be reduced.

In addition, the interview results also found that changes in the new curriculum required teachers to face the planning and reorganization of activities systematically in accordance with the requirements of their respective subjects panel. The lack of knowledge in completing activities according to the requirements of a program lowers the motivation of the teacher.

The need to meet the demands is in line with the changes in the new curriculum for English subjects... using the Common European Framework of Reference (CEFR) which has been introduced... challenges for novice teachers who still lack of knowledge... (KPBI)

Discussion

The results have shown that PLC practices can consistently help teachers improve their effectiveness as professional individuals and the main goal is for the benefit of students (Stoll et al., 2006). All the main strategies through the PLC activities implemented by the research participants bring benefits in value development to both teachers and students. The development of the teacher is embodied through the change in the attributes of each panel member. These changes thus enhance the value of the individual professionalism of the

teacher through the improvement of pedagogy, skills, values and personality. Meanwhile, the development of students' well-being is shown through improvements in learning understanding, skills application, culture of attitudes and personality of students.

Analysis of the three main strategies of PLC activities carried out among the four core subject panel, namely the orientation of the best practice sharing among committee members. Focusing on student learning collectives and collaborative cultures found that these strategies sought to create collaborative tools that were driving the changing attributes of members among the panel.

There are four collaborative tools that are the practiced by members in the four subject panels through the orientation of sharing best practices namely learning tours, peer coaching, learning using DLP and teacher sharing sessions culture. Each panel is free to choose a collaborative tool that is relevant to the members of their respective panel. This practice has an impact on the level of development of the students and thus the impetus for the change in the attributes of the panel members.

Meanwhile, there are three collaborative tools in the collective focus of student learning. The analysis of the findings shows that through three collaborative tools, namely through data analysis, critic partner group and performance dialogue analysis make data as the main focus for interpret student development levels. Apparently, this practice is a driving force to change teacher attributes because it requires teachers to think outside the box and be more critical.

Through a collaborative culture, there are three activities, namely the horizontal and vertical teams, induction and mentoring of novice teachers and problem-solving groups which show that PLC practices are implemented in each panel. Findings show that the TS25 program has changed the attributes of panel members to shift to the focus of students development by improving the quality of their teaching through PLC practice.

However, there are two main challenges that constrain the development of teacher change through PLC practices, namely time constraints and changes in the new curriculum.

Conclusion

The findings of the study prove that the practice of using key strategies through PLC activities is an added value to the T&L method and subsequently the driving force to change the teacher's attributes. The PLC group describes community members who are aspirational, collective, collaborative, always learning together professionally thus creating positive relationships among teachers. Teachers who practice PLC have shown persistence in working according to the right platform and shown the trend of consistency of implementation is becoming more effective.

The practice of PLC consistently opens up a wide space for teachers to systematically explore the diversity of T&L strategies using relevant collaborative tools. The collaborative culture that exists among the school community is the cornerstone of the successful implementation of PLC activities. In fact, the practice of PLC demands commitment of various party to realize the vision and mission towards school transformation. According to Eaker & Huffman (2003), capacity building of individuals and teachers is done together through school improvement

programs that lead to changes especially in terms of teaching and learning of teachers in the classroom. These changes can benefit students on an ongoing basis.

The proposed exploration in future studies on the positive impact of the collection of PLC activities in improving the professionalism of teachers is expanded and improved.

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