



Evaluation of the Professional Learning Community Program for Teachers in Indonesia

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Abstract: The purpose of this study is to evaluate the Professional Learning Community program (PLC) ABC school teachers in Indonesia. The research method used is program evaluation with a Context, Input, Process, and Product (CIPP) model with a qualitative approach. The subjects of this research are the academic head, PIC, and teachers. The locations of the subjects of this study were from various school areas in Indonesia, namely Lubuk Linggau, Cikarang, Makassar, and Manado. The instruments used were interview sheets, document study sheets, questionnaire questions, and audio-visual material usage sheets. The data analysis technique used is descriptive statistics and coding. The results of this study indicate that the implementation of the ABC School PLC is still running well and has succeeded in fostering cooperation in accordance with the PLC document. On the other hand, PLC has not succeeded in increasing teacher professionalism and collaboration. The discovery of the difference between cooperation and collaboration is a new discovery in this research. Considering the results of the evaluation using the CIPP model, the PLC program needs to be continued by implementing several improvements that need to be made.

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Introduction

Schools always want to increase the competence and professionalism of teachers (Makovec, 2018). Teachers are at the forefront of the school. The quality of schools is influenced by the quality of their teachers (Owen, 2016). When teachers teach well, the quality of graduates becomes good. Experienced and competent teachers provide a better learning experience for students. A better learning experience will make better students' learning quality (Wennergren & Blossing, 2017). When the quality of graduates is better, the quality of education in the school increases. Thus, schools need to continue to improve the quality of their teachers.

Teacher competencies are always changing following educational trends (Prenger et al., 2019). The competence of teachers in the 19th century is certainly different from the competence of teachers in the 21st century. This happened because of changes and innovations at that time. For instance, is the use of technology in the classroom (Zhang et al., 2021). In this century, the use of technology is very important. If the teacher is not responsive to the use of technology, the teacher will experience obstacles in teaching, especially in the Covid-19 situation. Therefore, changes in teacher's competence continue to occur following educational trends.

The competence that must be mastered by the teacher is collaboration. Collaboration is one of the 21st century skills that many people need to master (Smith et al., 2020). Collaboration skills are not only about working together but also discussing, creating consensus, and sharing responsibilities. When collaboration occurs, teachers can develop various things from the curriculum to teaching methods. Teachers can develop individually.

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Yet, it will be maximal and effective when collaborating with other teachers. This competency is needed and needs to be mastered by teachers nowadays.

Teacher professionalism development and collaboration can be done in various ways. One of them is the *Professional Learning Community* (PLC). Based on research that has been done, PLC can increase the knowledge and expertise of teachers (Bachtiar, 2021). Not only that, PLC also increases the sense of ownership of every decision made to improve learning (Vijayadevar et al., 2019). Thus, PLC can also improve collaboration among teachers. One of the developments that can improve teacher professionalism and collaboration is PLC.

Not only collaboration, but also PLC can improve teacher professionalism. One aspect related to teacher professionalism is the making of instructions and assessments. Based on the research conducted, PLC can improve the teacher's ability to make instructions (Wan & Yan, 2020). The instructions given are clearer and students understand the teacher's explanations better. Not only teaching instructions, but the assessment design and instructions are also getting better (Slack, 2019). This makes students understand more about the assignment expectations from the teacher. It makes student learning outcomes increase. Both teachers and students are increasingly satisfied in the teaching and learning process. Based on previous researches, studies confirm that PLC can improve teacher professionalism.

In the midst of the benefits and results of PLCs presented, not all PLCs can run well. As a result, the PLC does not give the desired result. Found various kinds of phenomena in the PLC that did not work. Instead of teachers discussing professionalism in teaching, teachers are busy making student worksheets until the end of semester exam questions (Sunaengsih et al., 2019). Teachers only do administrative matters without discussing the teaching and learning process. Teachers did not want to participate in the discussion process and felt this did not provide the knowledge and skills needed. Thus, teachers also appear passive and choose to work independently (Riggins & Knowles, 2020). Not all PLCs can get the desired results because they don't work well.

ABC School is a school that has been established for more than ten years and already has several locations in Indonesia. Each location has a different year of existence with a diverse composition of teachers. To make schools connect and collaborate, the ABC School PLC was created. After that, there has been no evaluation of the PLC program. In addition, some teachers see that PLC has not had an impact on their professionalism. Based on this, this program evaluation research was carried out.

The purpose of this study is to evaluate how far the ABC School has run the PLC program well and the impact resulting from the program. This is needed to find the core problems of PLC practice. This core problem will be conveyed to policy makers, the academic principal of the ABC School and the principals along with suggestions and input. Thus, they are aware of the core problems faced. Do not stop until realizing the problem, interested parties can choose how to solve problems related to PLC. When the evaluation has been carried out and the problem has been resolved, it is hoped that teachers will realize and have good collaboration skills and become more professional in teaching students in the classroom (Barr & Askill-Williams, 2020).

Research Method

The research method used is the evaluation of the Context, Input, Process, and Product (CIPP) model program with a qualitative approach. Program evaluation research is an activity that collects information about the working process of a program which is then used to determine the right alternative in making decisions (Ambiyar & D., 2019). After reviewing the background, objectives, and benefits of the research for schools and policy



makers, the researcher decided to evaluate the program using the CIPP model. The emphasis of this evaluation model is on collecting and interpreting information, measuring program success based on information, and providing alternative decisions/solutions to improve performance. Things to be evaluated include context, input, process, and product. To find information to be evaluated, program evaluation research will carry out a series of activities responsibly (Stufflebeam & Zhang, 2017). In seeking information, this research will use a qualitative approach. A qualitative approach is a research that arises because of a phenomenon that can be learned from participants (Creswell, 2012). Researchers will examine the research questions by involving other people. Therefore, the source of questions to answers lies in the phenomenon along with the people involved in it (Yusuf, 2014).

The subjects of this study were selected based on purposive sampling. The participants who will be researched are 30 teachers, ten PLC PICs, and the academic principle of ABC Schools in Indonesia. The selection of this sampling is determined by how long the school has been established. This is done to represent all ABC School units in Indonesia. There are three categories in its division, namely school units with more than ten years, three to five years, and less than three years.

Table 1. Sample Selection of Research Subjects

Type of School Unit	Number of Schools	Number of Teachers	Number of PIC PLC
More than ten years	2	12	5
Three to five years	2	12	4
Less than three years	1	6	1

To collect data, there are four techniques used, namely interviews, questionnaires, document review, and use of audio-visual materials. Based on these techniques, instruments were developed to obtain valid and objective data. The instruments used are interview sheets, document study sheets, audio-visual material usage sheets, and questionnaire questions. Teachers will be given a questionnaire to see the PLC. The academic head and PIC PLC will be interviewed by the researcher. Finally, researchers will study documents and audio-visual recordings of PLC. These four instruments will be used to collect data.

To analyze the data, there are two data analysis techniques. The data used are qualitative and quantitative data (Luis & Moncayo, 2014). For quantitative data analysis techniques, the analysis technique is descriptive statistics. The answers of the teachers will be calculated and produce the average value and mode. The results of the questionnaire will be translated into criteria that describe how strong the impact of PLC is on the average. The mode value will describe how many people see the impact of the PLC. For qualitative data, the data will be reduced and analyzed using coding. There are three types of coding groups, namely open, axial, and selective coding (Sudira, 2009). These three codings are derived from the answers to interviews with the PIC and the academic head. Thus, based on the two types of data obtained, two types of data analysis techniques were used (Alwasilah, 2017).

After getting the results of data analysis, the researcher will determine the success of the PLC according to the characteristics and objectives of the ABC school document. For quantitative data, after getting the mean and mode results, the results will be interpreted. After interpretation, an evaluation of the PLC will be made. For qualitative data, after being coded from the answers of the PIC and the Head of Academic, the descriptions of PLC practices that have been focused will appear. The descriptions will be evaluated based on the characteristics and objectives of the PLC from the ABC school documents. Thus, the success of the PLC will be measured after the results of data analysis are obtained.



Results and Discussion

Evaluation the PLC Context for ABC Schools

The PLC context applied in ABC schools starts with the spirit of growing together. This was shown when the researcher conducted an interview with the Academic Head of the ABC School. The Academic Head wants ABC School units to be expected to grow into collaborative and professional teachers. Not only from interviews, document review from the PLC program and ABC School teacher profiles state that teachers are required to be professional and have collaborative abilities. To make this happen, PLC is a space to foster collaboration between teachers and professionalism.

Table 2 Evaluation Results of ABC School PLC Context

No	Criteria	for Statement by Academic Head	PLC Document	Description
1.	Motivation to grow together	+	+	
2.	PLC as teacher training	+	-	
3.	PLC focus on teachers	+	-	

Remarks: (+) there is a statement either orally or in writing.

(-) no statement.

Thus, the Academic Head has the motivation and enthusiasm that is in accordance with the PLC program. In line with research by Wan and Yan (2020), the role of the leader is crucial in the success of PLC in an institution. The leader has a crucial role because the driving motivation of the PLC is the leader himself. If the leader is unmotivated and uncooperative, the PLC will experience obstacles (Wan & Yan, 2020). In conclusion, the ABC School Principal has had the spirit of growing together that drives the ABC School PLC.

The next finding is about the PLC mindset associated with teacher training programs. According to research conducted by Sunaengsih and colleagues (2019), the perception of PLCs can deviate from the actual design. In this study, PLC is used as a team to do administrative work. This finding was also found by DuFour and Reeves (2016) where the perception of PLC shifted to *top-bottom*. This became inconsistent with the initial PLC design. At ABC schools, it was found that the Academic Principal thought that PLC was like programmed teacher training. This can be seen in the interview process. Not only that, eight out of ten PIC PLCs think the same thing that the ABC School PLC program is a teacher training program. Furthermore, most of the teachers who followed this PLC voiced the same thing according to the mode score of 4.0. Teachers have and believe in this perception which is seen from the average score is 3.8. This result was obtained because of the erroneous perception of the Academic Head regarding the PLC design. This perception is explained and practiced by PIC PLC in implementing it. This perception is never stated in the ABC School PLC program document. Thus, it is concluded that the PLC program at ABC School does not yet have a clear and complete perception in accordance with the PLC program document.

PLC is a community focused on student development. However, this focus may shift to the teacher. However, research by Andrews and colleagues (2019) shows that successful PLCs are PLCs that focus on student development. In line with the research above, Thessin (2021) shows that the role of the leader in explaining the focus of PLC is crucial. The leader plays a role in directing the PLC in general regarding the goals and focus of the PLC. The findings at the ABC School show something different from the research above. The Head of Academic thought that PLC focused on teacher development based on the results of the interviews. By holding PLC, the Head of Academic hopes that teachers will be more professional and have collaboration skills. This thinking is incomplete because students are also the focus of PLC (Vossen et al., 2020). This is not in accordance with the PLC

document. The ABC School PLC document also involves student growth as a PLC focus. Thus, the ABC School PLC program does not yet have a complete focus according to the PLC document.

Evaluation of planning and implementation of ABC School PLC The

Role of PIC PLC appointed by the academic head provides a positive role. This is shown through the results of the teachers' questionnaires. The average score assessing the role of the PIC PLC is 3.8. This shows that the teachers see that PIC has worked well. In addition, the mode score for this case is 4. This means that most teachers agree on the good role of PIC. According to the ABC School PLC document, there is no specific record of the role.

Table 3. The Results of the Evaluation of the Planning And Implementation of the ABC School PLC

No.	Criteria	Mean	Mode	Description
1.	PLC agenda	-	-	Five out of ten PICs stated that they lost sight of the PLC agenda
2.	Facilitator role	3.8	4	-
3	PLC implementation	3.8	4	-

On the other hand, the ABC school PLC document shows how the PLC should work. PIC has tried to make a PLC according to the description of the document. If you want to assess its success, researchers see this as a new thing because there is no structural role in PLC. Therefore, ABC School has a peculiarity in running PLC, namely adding the structural role of PIC in it. Judging from the documents and statements of teachers, PIC has been successful in supporting PLCs according to their capabilities.

In running the PLC, teachers should have a big picture of the agenda of the PLC. Unfortunately, this is not the case. PLC interviews show that five out of ten PICs miss the big picture. Not only that, based on audio-visual studies conducted by researchers, researchers saw the same thing. This is because there are some questions that the PIC cannot answer. This question can only be answered by the Principal of the ABC School. In contrast to the situation above, Andrews and colleagues (2019) see that teachers need to understand the PLC agenda. This is because the topic of PLC comes from the teachers and is facilitated by the leader. In line with previous research, Thessin (2021) sees that the PLC agenda originating from the teacher must be supported by the unit leader. When investigated, it was found that this was due to the impact of thinking about PLCs. Since PLC is associated with teacher training, the big picture of the PLC agenda is only understood by the Principal of the ABC School. This makes the PIC do not understand the big agenda of the PLC. Thus, the agenda of the ABC School PLC has not been understood by the PICs and does not create a sense of ownership according to the PLC document.

In implementation, the PLC is running well. This can be seen from the study of PLC documents and video recordings. One of the indicators is the active participation of the participants. In the video recording, the researcher saw the teachers asking each other questions and discussing in one meeting. Then, on the teacher's questionnaire, the average score for its implementation is 3.8. This means the teachers feel that the PLC is running well. For the mode score, the score is 4. This means that most of the teachers feel that the PLC is running well. The PICs rate the same thing. Eight out of ten PICs see the PLC running properly. This is in line with research conducted by Graham (2015). Graham saw that the PLC could run well, seen from the teacher's activities in the PLC. Thus, the result of implementation of the PLC is carried out well based on the analysis.

Product Evaluation of ABC School

PLC PLC ABC School has not been able to make teachers more familiar with their students in the classroom (Yumarnamto & Prijambodo, 2020). This finding is seen from the results of PIC interviews and teacher questionnaires. Based on the questionnaire given by the teacher, the average score obtained was 3.3.

Table 4 Evaluation Results of ABC School PLC Products

No	Criteria	Mean	Mode	Description
1	Knowing students	3.3	3	-
2	Assessment of students	3.7	3	-
3	Learning outcomes orientation	4	4	-
4	Individual contribution in the community	3.5	3	-
5	Culture of isolation	3.6	4	Conducted a questionnaire review and more videos in
6	PLC runtime	4	4	-

This means teachers doubt that PLCs help teachers get to know their students. In addition, the mode score is 3. This means that most teachers are hesitant to see the benefits of PLC for knowing students. The teachers see the agenda discussed in the PLC does not help teachers understand students. Judging from the interviews, nine out of ten PICs gave the same response. This can happen because the PLC agenda focuses on teachers not on student development. This makes teachers do not understand the urgency of the learning agenda. When compared with other studies, DuFour & Reeves (2016) found the same problem. When PLCs do not focus on student development, they turn into other programs (Vossen et al., 2020). Thus, the ABC school PLC has not resulted in a more in-depth student introduction according to the PLC document.

ABC School PLC has also not been able to improve student assessments. This can be seen in the questionnaire scores and interviews. On the average score, the result obtained is 3.7. This means that the agenda presented improves thinking skills in designing assessments. On the other hand, the mode score is 3. This means that most of the teachers are hesitant to put the PLC results into practice. This is supported by the PIC. The ten PICs explained that teachers are still hesitant to try what is being taught related to assessment. PIC sees no urgency to change the old scoring system. This is because the PLC topics discussed are not derived from the needs of teachers (Sindberg, 2016). This makes teachers hesitate to try the assessment methods discussed in PLC because the PLC agenda is not in line with the needs of teachers in the field. This is different from the research conducted by Leane (2014). The results of this study indicate an increase in students' abilities and students' self-confidence. The agenda that was brought came from the teachers' attention to mathematical abilities. The difference that emerges from this situation is that the PLC agenda includes assessment. It was concluded that the ABC School PLC had not been able to improve students' assessment due to the doubts about trying a new assessment.

PLC School ABC has succeeded in sharpening the orientation of teacher learning outcomes. Teachers increasingly understand the vision and mission of the ABC School where its characteristic is to develop students' abilities. The average score for teacher learning outcomes orientation is 4. Teachers are increasingly convinced that what they are doing is for students in general. The mode score is 4. This means that most teachers agree that what is taught in PLC is to develop students' abilities. This fits perfectly with the ABC School PLC document. In line with these results, research conducted by Bachtiar (2021) shows that PLC can indeed help teachers see what the purpose of PLC is in general terms. Through social



constructivism theory, teachers can learn and share the perception of why they learn (Bachtiar, 2021). This is also what happens in the PLC. Thus, ABC School PLC has sharpened the orientation of teacher learning outcomes to focus on students.

PLC ABC School has also provided time to do PLC. PLC is held face to face virtual. For the provision of time, the average score of the teacher's questionnaire is 4. This means that the teachers feel that they have been given enough time to do PLC. The mode score is 4 which means the teachers mostly agree that the time allotted is sufficient. ABC School has managed to provide sufficient time to implement the PLC program. This is also confirmed from the results of the PIC interview. There are eight out of ten PICs who agree that the time given is sufficient. This is also found in research conducted by Thessin (2021). This study found that for the PLC to run properly, it needs to be given sufficient time. Teacher collaboration can occur when teachers work together. Thus, ABC School PLC has provided sufficient time for collaboration between teachers.

PLC should make teachers willing to contribute to the benefit of the community (Mattos et al., 2016). However, this is not the case with ABC School PLC. The average score for individual contributions to the group is 3.5. This means that teachers are still hesitant to argue, discuss, and even argue. While this may not sound good, a good PLC needs to involve all individuals. This is not the case with the ABC School PLC. In addition, the mode score is 3. This means that most of the teachers are hesitant to actively contribute to the group. This finding was further strengthened through the results of the PIC interview. Ten PICs also feel the same way that teachers are required to understand the agenda being taught. This happens because the PLC agenda has been prepared by the Academic Head. Instead of a common perception, what emerges is how teachers must carry out the agenda that has been prepared. In contrast to the above situation, the research conducted by Herwina and her colleagues (2022), to produce maximum learning in change, there needs to be contributions from parties for monitoring learning. This common goal can encourage contributions to the interests of the community. Not only that, the research of Schaap and de Bruijn (2018) shows that there are reflective dialogues such as discussions or arguments to grow PLC if it is ultimately approved by the teachers. Thus, the ABC School PLC has not been able to make teachers contribute according to the PLC document.

PLC should create a culture of collaboration among teachers (Vijayadevar et al., 2019). However, this did not happen meanwhile a culture of isolation persisted. In the PIC interviews, nine out of ten PICs stated that cooperation for work had already been established among teachers. However, this cooperation has not yet reached a communal agreement and the emergence of collective responsibility. In line with the PICs, the teachers said the same thing. According to the results of the teacher's questionnaire, the average score for collaboration is 3.6 and the mode score is 4. The meaning of this number is that teachers have formed a sense of cooperation and most of the teachers admit it. However, after digging deeper looking at the comments on the questionnaire and looking at audio-visual material, namely the PLC video on February 25, 2022, it has not been found that there is a culture of collaboration that is characterized by communal agreements and responsibilities. It is concluded that ABC School PLC has fostered cooperation but has not yet formed a culture of collaboration and reduced a culture of isolation in schools. In line with this study, research conducted by Ostovar-Nameghi and Sheikahmadi (2016) found that cooperation alone is not enough to foster a culture of collaboration and reduce a culture of teacher isolation. The results of the same research are also Jargalsaikhan and his colleagues (2019). This is still a development due to the emergence of cooperation between schools. On the other hand, cooperation is not enough to foster autonomy and collaboration between teachers.



Collaboration does not only involve cooperation but also describes the unity of thought in the process of policy making, implementation, and evaluation. This is also seen in previous research. For ABC School PLCs, this has not yet arisen. In conclusion, ABC School PLC has shown cooperation between teachers and has not shown the emergence of a collaborative culture while reducing a culture of isolation.

Conclusion

The conclusion obtained from the results of this study is the implementation of the ABC School PLC went well and succeeded in fostering cooperation in accordance with the PLC document. On the other hand, this PLC has not fostered teacher professionalism and collaboration. In the context of PLC thinking, there are three points, namely the academic head has a spirit of growing together, PLC is associated with teacher training, and PLC focuses on developing teachers not students. In the planning and implementation section, there are three points, namely the PIC is very helpful for the PLC, the PIC has not got the big picture of the PLC agenda, and the PLC has been running smoothly. In the professional and collaboration section, there are six points, namely PLC has not increased student recognition, PLC has not improved learning outcomes, PLC has been held at the right time, PLC has directed learning outcomes orientation well, PLC has not been able to make teachers contribute, and PLC has fostered cooperation but has not yet created collaboration.

Recommendation

Based on the results of this study, there are three practical implications that can be done to make PLC better in ABC schools. First, there needs to be training in building collaboration. The Head of Academic and PIC can take part in training to build collaboration. Thus, the collaboration between teachers can occur when the academic head and PIC understand building collaboration. Second, there needs to be the socialization of the development plan to PICs and teachers. This needs to be done so that the PICs get information about the structure and objectives of the agenda. Here, the academic head can receive input so that the program runs better. Finally, there needs to be a regular evaluation for one year to see the progress. With evaluation, PLC progress can be monitored. These three things need to be done to make PLC even better.

There are also two recommendations given for further research. First, there needs to be a formative evaluation that needs to be carried out continuously. This needs to be done so that the quality of the PLC is getting better. Second, further research can be conducted to PLC groups or to groups of teachers. This is because each PLC group or group of teachers has specific problems that cannot be answered in this study.

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