The Role Of Principal On Teacher Professional Learning Communities

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Abstract. As the school has transformed significantly, these changes have also had an impact on the principal. Principals nowadays also have to build collaborations and networks with the community, become a support system for teachers and students and improve services to students. This study aims to determine the impact of transformational leadership on teacher professional learning community in elementary schools. Simple linear regression was used to measure the impact of the principal's transformational leadership variable and teachers professional learning community. This study were teachers of elementary schools in Surabaya with 93 respondents using a simple random sampling method. The results show that transformational leadership has an positive impact on teacher professional learning community.

Keywords: Principal, Teacher, Learning, Communities

1   Introduction

1.1   Research Background

Education reform is one of the government's main agendas to improve quality. The current changes in the educational system in Indonesia include the implementation of an emancipated curriculum that encourages the improvement of the quality of teachers and principals. Currently, schools in Indonesia are encouraged to join the ministry of education and culture's program called the mover school program. This program is aimed at directing principals to play an active role in developing teacher competencies in schools. Based on the results of the PISA index, Indonesian students are still at the bottom of the world rankings. The trend of Indonesia's PISA scores showed an increase from PISA 2000 to 2018, with a slight increase in reading and science, and a sharper increase in math. Despite the upward trend throughout the period, in PISA 2018, Indonesia's scores fell relatively in all areas. The sharpest decline was in reading as shown in the figure below.

Figure 1. Graph decline occurs in reading

This illustrates the low ability of schools to optimize the potential of students. This unsuccessfulness can be sourced from the principal as the manager of the educational institution and also from educators who are in charge of developing students' academic competence. Competent teachers are one of the contributors to student academic success. Teachers must be able to make innovations and changes in today's competitive era. public elementary school teachers are expected to participate in professional learning communities. PLCs have a significant impact on nurturing teacher wellbeing [5]. Based on social support theory, when participating in PLCs and exchanging information with colleagues, teachers will feel the satisfaction of being appreciated. Furthermore, by joining PLCs they can develop their personal development continuously and develop the school as a learning organization and become a better organization.

As the school has transformed significantly, these changes have also had an impact on the principal. They are required to lead the school in a different way than before. Principals are not only effective managers, but they have more responsibilities and roles such as directing and monitoring teachers and students in the learning process. Principals nowadays also have to build collaborations and networks with the community, become a support system for teachers and students and improve services to students.

1.2   Research Problem

Based on previous background, the research problem in this study: Do principal leadership has an impact on teacher professional learning communities?

2   **Methods**

2.1   **Principal Leadership**

Leadership style has many types in the context of education. leadership style in this study is focused on transformational leadership. In this article we use the concept of transformational leadership that focuses on 4 dimensions. It is adopted from some previous studies [7] This article identifies transformational leadership into 4 dimensions referring to [1].

a. Idealized influence

   Charismatic leaders have idealized goals that offer an idealized future and an outstanding ability to filter complex ideas into simple messages.

b. Inspirational motivation

   Transformational leadership is recognized for being energetic and enthusiastic. A transformational leader considers that inspiring and motivating their followers are the most important quality in a team.

c. Intellectual stimulation

   According to [9] the main mission of transformational leaders is to encourage their followers through sustained creativity that revolves around improving their mindset to find innovative solutions and ideas for existing problems.

d. Individualized consideration

   An important role of transformational leaders is to help their team to develop individual talents within the organization [8].

2.2   **Professional Learning Communities (PLc)**

Education reform and improvement of competencies require collaboration between teachers in the learning process. Interaction and the sharing of experiences in teaching in schools will provide advantages for teachers in schools [10]. This can be illustrated by the activities of consultation, information sharing and collective decision-making in professional learning communities [11]. (Leithwood & Louis 1998)   state that professional learning communities consist of a group of professionals who have common goals and objectives, who continuously gain new knowledge through interaction with each other, and are aiming to improve classroom teaching practices.

2.3   **Instrument**

The research instrument was divided into two sections. Part A contains questions to identify the demographic conditions of the respondents especially with regard to years of employment, age and gender. Part B consists of questions to identify Transformational Leadership and PLC. Transformational leadership using the theory [2] consists of 16 items and PLC developed from the theory (Leithwood & Louis 1998) consists of 19 items. This research instrument uses a Likert scale of 1-5.

2.4   Population and Sample

The population in this study was public elementary school teachers in Surabaya city. The sampling technique used cluster random sampling. The total sample was 93 teacher respondents. Demographic profile of the respondent as follows:

Table 1. Respondent demographic

Criteria	Total Respondents
Gender	
Male	18
Female	75
Age	
21-30 years old	4
31-40 years old	45
41-50 years old	15
51-60 years old	29
Years of employe	
>5 years	7
5-15 years	39
>15 years	47

2.5   Data Analysis Method

This research uses a quantitative approach. In analyzing the data, the author used simple regression method and used SPSS computer program version 19.0. Simple regression analysis was conducted to determine the effect of transformational leadership variable indicators on professional learning community variables. The t test is used to determine the magnitude of the influence of the independent variable on the dependent variable with a confidence level of 95% (a = 5% or 0.05). The coefficient of determination aims to determine how far the regression model's ability to explain variations in the dependent variable. The greater the coefficient of determination, the more precise a linear line in the regression equation model as an approach to research results.

2.6   Research Hypothesis

Ho: There is no positive and significant impact of the principal's transformational leadership on teacher professional learning communities.

Ha: There is a positive and significant impact of the principal's transformational leadership on teacher professional learning communities.

# 3   Findings and Discussion

3.1   Result

The results of data interpretation based on each variable are shown in the following table:

Table 2. Descriptive result

Variable	N	Mean	Standard Deviation	Category
Transformational leadership	93	68.66	7.34	High
Professional learning community	93	81.48	8.62	High

The transformational leadership variable and profesional learning community have an average score of high category.

Figure 2. Grap result 1
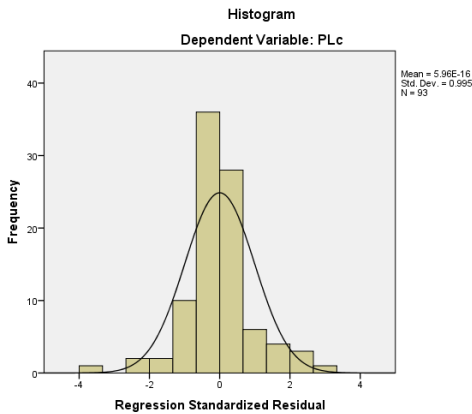
From the histogram graph display above, it can be concluded that the data is normally distributed and has a symmetrical shape, not skewed to the right or skewed to the left. Both graphs show that the regression model fulfills the assumption of normality.

Figure 3. Grap result 2
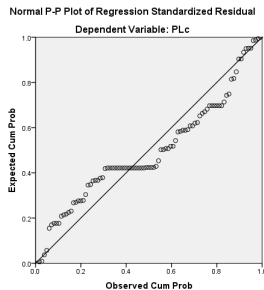
Based on the picture above, it can be explained that the P-P Plot image for the model above shows that the Normal Probability Plot because it has points (data) that spread from the diagonal line and support the diagonal line direction. then the data has a normal distribution.

Coefficients^a

Model	Unstandardized Coefficients		Standardize Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.936	4.787		3.120	.002
Transformational	.969	.069	.826	13.981	.000

a. Dependent Variable: PLc

Table 3. Hypotesis results

Hypothesis	R Square	Correlation coefficient (sig)	Level of significance	Decision
There is a positive and significant effect of transformational leadership on professional learning community	0,682	0,02	0,05	Accepted

Based on the results of simultaneous testing of leadership variables and teacher commitment to organizational change, the results obtained are sig 0.000 < p-value 0.05. It means Ha is accepted where transformational leadership and teacher commitment simultaneously have an impact on organizational change. R square of 0.516 or 51.6% which means that transformational leadership and teacher commitment simultaneously affect organizational change by 51.6%

3.2   Discussion

Descriptive data from this study shows that the majority of teachers in Surabaya scored high on both aspects of transformational leadership and professional learning communities. There are many factors involved in improving the quality of education, including the curriculum, teachers, facilities and the community. In several studies, it has been shown that the role, function and influence of learning communities can help teachers' professionalism and students' academic achievement and improve school quality. The learning community in the school environment is conducted as an important concept in the development of school quality.

The findings of this study suggested a significant effect of transformational leadership on all five components of PLCs (shared purpose, collaborative activity, collective focus on student learning, deprivatized practice, and reflective dialogue). This indicates that principals' transformational leadership practices in terms of setting directions, developing people, and redesigning the organization are important for the development of PLCs. The results prove that principals' TL correlates with the successful implementation of PLCs. Furthermore, principals play an important function in the successful implementation of a program, and TL is essential (Persson, Andersson, & Nilsson Lindström, 2005). Therefore, principals' TL is necessary for the implementation of PLCs in elementary schools. In addition, [6] stated that TL has an effect on PLC.

In order for professional learning communities to be effective and fulfill the objectives outlined by the school, leaders must ensure that they provide supportive and shared leadership structures that encourage effective collaboration and consequently teachers doing meaningful work at school. Teachers' practical action must have a direct impact on student achievement [3]. Through leadership and management, principals provide the conditions in which professional learning communities can develop or decline. Principals have a major impact on the nature of school culture, and the types of deep learning processes that are the basis for professional learning communities. Professional learning communities are best supported and nurtured in cultures that value these types of processes and create opportunities for them to occur. [10]

Professional learning communities are organized through a networking of teams. This community is based on a culture, which is built on people's values and is based on strong and continuous professional communication. [4] stresses that a learning community must search for new knowledge, and then apply and share it. PLCs focus on collaboration, which is at the core of teamwork and which brings all the members of a school community together around the common goal of achieving positive and optimal student learning outcomes by networking for learning both within the school and with organizations outside the school.

4   Conclusion

This study makes a valuable contribution to the literature on principals' leadership practices in the context of transformational leadership and teachers' professional learning communities in schools. Although there have been many studies on transformational leadership, research on the influence of transformational leadership in

relation to learning communities is still limited. The implications of this study support the importance of the principal's leadership style in leading the organization to be able to encourage more effective teacher professional learning communities, thus having a positive impact on high-quality teachers and students' academic achievement.

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