

PROFESSIONAL LEARNING COMMUNITY EXPLORATION ON SHARED VALUES AND VISION DIMENSION IN ELEMENTARY SCHOOL

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Abstract: The dimension of shared values and vision has an important role in building and creating a professional learning community (PLC) in schools. Shared values and vision are needed to ensure that teachers can work together in a collaborative and meaningful way. The purpose of this research is to explore PLC on the dimensions of shared values and vision in special program-based elementary schools. The research approach used qualitative with the case study method. The data sources in this study were 20 teachers in 4 special program elementary schools in Boyolali, Central Java. Data collection used semi-structured interviews based on 4 sub dimensions of shared values and vision dimensions. The data in this study were analyzed using thematic analysis techniques. The results of the study showed that the teacher community in schools was able to build activities for teachers, students, and parents of students which were activities in the dimensions of shared values and vision. This illustrates the existence of PLCs in elementary schools with special programs on the characteristics or dimensions of shared values and vision. The construction of PLC activities from the dimensions of shared values and vision in special program elementary schools can be seen from the findings of 7 themes, namely (1) the atmosphere of togetherness (2) the form of togetherness (3) the atmosphere of the relationship between teachers and parents of students (4) forms of collaboration (5) learning atmosphere (6) learning activities (7) values and norms in learning.

Keywords - exploration, professional learning community, shared values and vision, teacher, thematic analysis, elementary school.

1. Introduction

The existence of a professional learning community (PLC) in schools can be explored using the dimensions of supportive and shared leadership, shared values and vision, collaboration, supportive school conditions and practices studied together. All of the characteristics that emerge indicate that PLC is carried out collectively in a school community (Hord, 1997; Muijs, 2003; Roy & Hord, 2006; Sigurdardóttir, 2010; Hughes & Kritsonis, 2006; Zhao, 2013). A professional learning community is a group of people in a profession who exchange common values or beliefs and actively agree to learn together with one another (Bolam et al., 2005: 145). The idea of a professional learning community includes the ongoing creation of new knowledge in organizations and the purpose of putting it into practice using collaborative inquiry and reflection (Hord, 1999: 2; Stoll & Louis, 2007: 3-4).

Each individual teacher in an elementary school environment has the potential to build PLCs in their schools according to their respective expertise. Diverse school management at the elementary school level allows the primary school teacher community to have different experiences in activities at PLC on the dimensions of shared values and vision. The learning community of teachers in schools can help novice teachers to improve their lesson plans due to pre-lesson discussions and experience sharing. By sharing experiences and having discussions in the learning community, teachers can determine assistance in the Zone Proximal Development (ZPD). Dialogue about learning instructions is very important in developing horizontal skills (Chichibu, 2016: 161; Marsh, Bertrand, & Huguet, 2015: 28-32). The diversity of elementary school management in the field is public elementary schools, religion-based elementary schools, and religion-based elementary schools with special program characteristics.

The existence of special program-based elementary schools is mushrooming and is the main choice for the community to send their children to school as seen from the large number of students who have various achievements both locally and nationally. This is because special program elementary schools offer facilities, infrastructure, and learning activities that vary with programmed student activities, both formal activities and non-formal activities. Besides that, the activities of teachers in the special program teacher community varied greatly with the support of leadership in schools. This needs to be explored how the experience of teachers in the learning community in elementary schools is based on special programs in their participation to create forms of activities based on shared values and vision dimensions in the school.

Professional learning community can be found in schools with various terms including 'learning community', 'practice community', 'critical peer group', professional development community, 'learning team,' 'teacher team,' 'teacher community,' community. professionals," and "teacher study groups, learning communities through lesson study (McLaughlin & Talbert, 2006; Saito and Atencio, 2014; Dogan & Adams, 2018; Beddoes, Prusak, & Barney, 2018). One of the PLC dimensions that can be explored to describe the existence of PLCs in school organizations is shared values and vision. Shared values and vision provide insight into the existence of cooperation in PLCs, while a shared vision and mission is the hallmark of an organization. Shared values are necessary to ensure that colleagues can work together in a collaborative and meaningful way. Togetherness between teachers in the professional community at school is one aspect or dimension of PLC. Shared values and visions encourage members and other staff in the community to share visions of school improvement efforts that have an unbiased focus on student learning and are consistently referred to for the work of community members or teachers in schools (Huffman, 2003).

Collaboration is the basis for forming a learning community, so it is necessary to form shared values and visions. Shared values provide insight into the existence of cooperation in schools that is needed to ensure cooperation in a constructive manner. School is not only a place for student learning but also teachers and the school community. This is what is called a learning community (Saito and Atencio, 2014). Librarians, teachers, and principals who are united by a shared vision and mission are able to help students avoid plagiarism (Williamson, Archibald, & McGregor, 2010).

Shared values and vision are needed to ensure that teachers can work together with other teachers in a collaborative and meaningful way. Sharing a vision is not only agreeing on constructive ideas or ideas but also how to describe the mentality of teachers in schools about what is important for individuals and organizations (Hord, 1997: 12; Thompson, Gregg, & Niska, 2004: 7-8). PLC depends on the teacher's ability to form a healthy and trusting working relationship between teachers (Kise, 2012: 39). A PLC provides a time and place for co-workers to learn relevant topics needed to facilitate improvement. This process allows teachers to make better decisions about teaching based on the knowledge gained through the community (Murphy & Lick, 2005: 55). In the shared values and vision dimension, the teacher does not only take care of and is responsible for his class and the subjects he teaches, but as a whole for the school so that there is a common goal that refers to the school's vision and mission, not personal goals. Communities of shared practice in PLCs deepen mutual commitments between members in their communities, so that when they take responsibility for the learning agenda it will drive their practice better (Wenger, 2010).

The school's ability to provide opportunities for teachers is an asset in building a learning community. The learning community in schools is influenced by internal leadership and teacher leadership in schools (Wenger, 2000). Therefore, it is important to conduct this research so that it is able to describe schools that are able to build well on the PLC dimension, namely shared values and vision. Shared values and vision dimensions can be described as conditions of collaboration between teachers supported by school leadership. School leadership is needed by teachers to provide support for organizing and managing time, providing space, and coordinating human resources, namely teachers to meet, discuss, and offer feedback related to curriculum development and learning practices (Chen et al., 2016). The description of this study can be used as a basis for in-depth research on PLC in elementary schools.

2. Methods

2.1. Research Design

This study uses a qualitative approach with a descriptive method that aims to explore the existence of PLCs in special program elementary schools. The subject taking technique uses purposive sampling, which is a sampling technique for data sources with certain considerations, qualitative samples tend to be purposive rather than random (Miles, Huberman, and Saldana, 2018).

2.2. Participants

This research was conducted on informants, namely 20 teachers in 4 religious-based elementary schools with special program characteristics located in Boyolali Regency, Central Java. Purposive sampling deliberately takes a sample of a group of people who can provide the best information to researchers about the research problem under study (Creswell & Poth, 2018). According to Ary, Jacobs, Sorensen, & Saravieh (2010), purposive sampling is selecting informants according to the research objectives.

2.3. Procedure

The stages or procedures in this research are 1) interviewing all informants. The interview technique is to build knowledge in the interaction between the interviewer and the interviewee. Interview questions are often sub-questions in research studies, phrased in a way that can be

understood by interviewees (Cresswell & Poth, 2018), 2) collecting research data, 3) conducting data analysis with thematic analysis and making conclusions.

3. Data Analysis

For data analysis using thematic analysis, which is one way that can be used to analyze qualitative data obtained from semi-structured interviews through the stages of understanding the data, compiling codes, and looking for themes (Heriyanto, 2018). The interviews in this study used semi-structured interviews which were conducted with selected informants using the PLC interview guidelines on the dimensions of shared values and vision. The researcher's question refers to the dimensions of shared values and vision. These dimensions are broken down into 4 sub dimensions. The following is a description of the sub dimensions that became the reference for researchers in conducting interviews.

Table 1.1. Description of shared values and vision dimensions

Professional Learning Community	Dimension	Sub dimension
Learning Community	shared values and vision	Togetherness of the whole school community
		The teacher's relationship with the student's parents
		Focus on student learning
		Implementation of values and norms in learning

4. Results

From the results of the interviews conducted, the researchers conducted an analysis using thematic analysis techniques. From this analysis, the results obtained from PLC on the dimensions of shared values and vision in special program-based elementary schools according to Table 1.2.

Table 1.2. Thematic Analysis Result

Shared values and vision dimension		
Sub Dimension	Coding	Theme
Describes the togetherness of the entire school community	No study pressures	Togetherness atmosphere
	There are no study restrictions	
	Mutual respect in school and the environment	Forms of Togetherness
	The school atmosphere is comfortable and fun	
	Familiarity and cohesiveness of teachers	
	School is the teacher's second home	
	Between teachers is a family	
	Smiles, greetings, and greetings to colleagues and leaders	
	Share new knowledge and experiences.	
	Study with other teachers	
Visiting an older teacher		
Give opinions between teachers		

	Group work teacher Complementary work	
Describe the relationship and togetherness of teachers with parents / guardians of students	Harmonious Atmosphere Understanding each other Accept suggestions and criticism Establish communication Parents are partners Mutual Coordination	The atmosphere of the relationship between teacher and parents
	Online communication Student home visits Parenting Workshop 2 times a year Parent gathering forum POMG (association of parents and teachers) WA Group (homeroom teacher, principal, teacher, and parents) Association organization for each class Association members become resource persons Parent and teacher contact book	Collaboration Facility
Explain the focus of student learning.	Religion-based learning and achievement. Learning atmosphere so that children are not depressed. Self-development in the field of religion Integration of manners in learning Designing students who are pious, intelligent, creative, independent. Story learning integration Experience integration Character based learning	Vision in learning
	Contextual learning on the material Group learning Program 3 magic words The story of the companions of the prophets Constructivist learning Humanism in Learning Constructivism in learning Field trip activities Field observation learning Market day practice at school Exhibition of student project results Application of multi-variety games in learning	Learning Activities

encourage values and norms in learning	Exemplary example Story exemplary in learning Straighten the intention to learn (really) There is no coercion of students in learning Application of greetings to teachers in their own style Politeness, politeness, greeting each other Incorporate religious values Correlation between value and material Student group cooperation Study Discipline Singing Indonesia Raya	Norms in learning
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5. Discussions

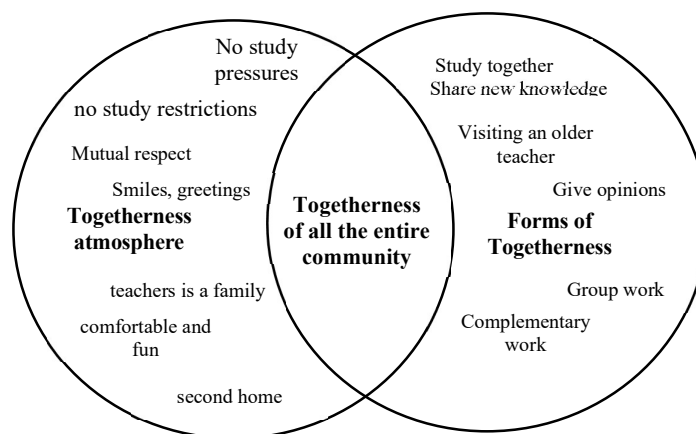
The atmosphere of togetherness of the entire teacher community in the school illustrates the existence of one of the PLC dimensions. Collaboration is the basis for forming a learning community, so it is necessary to form shared values and visions between teachers in schools. The policy of the school leadership by forming a learning community for all teachers is a real support for the development of teacher professionalism. Building shared values and visions within PLC requires a high degree of collaboration among teachers within the community (Huges & Kristonis, 2006). The dimensions of shared values and vision are a person's mental picture, in this case the teacher in the school environment, about what is important for the teacher and his organization, namely the school. Shared values are needed to ensure that colleagues can work together and collaborate by sharing experiences between teachers. The significance of the values and vision of the school as an organization is linked to the individual role of each individual teacher in the school. The dimensions of values and vision must reach the level of being able to encourage individual teachers to not only be involved in the process of developing shared values and visions but also to use values and visions in making decisions, especially to create an environment and a constructive learning process. in elementary school. This is because schools are not only places for student learning but also teachers and the school community (Hord, 1997; Saito, 2014).

From the data that has been analyzed using thematic analysis, there are 7 themes that describe PLC in the dimensions of shared values and vision, namely (1) the atmosphere of togetherness (2) the form of togetherness (3) the atmosphere of the relationship between teachers and parents of students (4) means of collaboration (5) vision in learning (6) learning activities (7) norms in learning.

PLC through the dimensions of shared values and vision can describe how the whole learning community is together in a special program school. The condition of this dimension can be described from the first theme, namely the atmosphere of togetherness. This theme describes the activities of teachers as members of the learning community in schools in maintaining relationships and the atmosphere of the school environment. The atmosphere of togetherness of the entire community in special program elementary schools provides conditions that support teachers to collaborate, namely with an atmosphere of freedom to learn that does not limit things that are new to teachers. In this first theme, it was revealed that schools

are the second home for teachers and teachers have a view that schools are shared property. Then there is an atmosphere of mutual respect between generations in sharing knowledge and organizing joint learning activities. Discipline and persistence of teacher learning in the community are the basis of a collaborative culture and personal beliefs about commitment as educators (Kools & Stoll, 2016: 26). On the second theme, namely the form of togetherness of the teacher community in elementary schools, special programs can be expressed in several ways, including: establishing a friendly atmosphere by shaking hands with each other when they come and go home, forming activities that facilitate sharing of knowledge/knowledge and experience, and learning together to design innovative learning. In this case, the role of the principal is needed who must lead to create an atmosphere of mutual trust between teachers and restructure the school as a PLC to provide support for learning (Lee, Zhang, & Yin, 2011). The success of programs or projects in schools is due to creative and equal dialogue and interaction between senior managers and teaching staff in designing innovative curricula for students (Inman, 2011). Hashmi, (2011) the majority of private teachers stated that they knew the shared values and vision of the school. This theme also forms an atmosphere of mutual respect with the activities of young teachers visiting old teachers and the existence of group work between teachers at school. Construction activities on theme 1 and theme 2 can be seen in Figure 1.1.

Figure 1.1 Theme 1 and 2



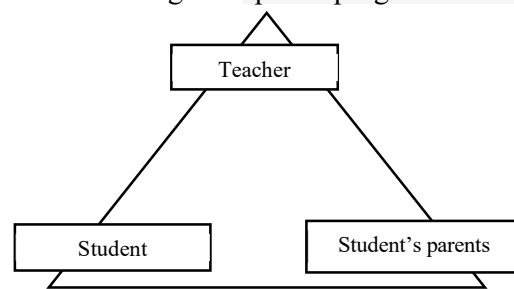
The dimensions of shared values and vision in schools can also be revealed through how the teacher's relationship and togetherness with parents of students. In the third theme, namely the atmosphere of relationship, this theme reveals the relationship and togetherness of parents and teachers in primary schools with special programs in support of realizing the school's vision. In this theme, it is revealed that the atmosphere of the relationship that exists is a harmonious relationship between the teacher and parents. The school accepts suggestions and criticisms from parents, especially in learning and extracurricular activities. There is a collaborative process to develop a sense of shared values among staff at the school.

Then, efforts to establish togetherness with collaboration between teachers in the community. In the fourth theme regarding collaboration facilities, it was revealed that schools

carry out home visit activities. The school is holding a home visit program which targets all teachers to be able to visit students. Home visit activities facilitate teacher meetings with students who need encouragement and solutions, especially in learning difficulties. The home visit approach provides an opportunity for teachers to explore problems faced by students and seek humane solutions. Another means of collaboration between teachers and students is that schools carry out parenting programs. The school holds parenting activities twice a year which are carried out at the beginning of the odd semester and the beginning of the even semester. Parenting activities provide opportunities for parents of students to gain knowledge and experience in educating their children. In addition, special program schools also form friendly forums and WhatsApp groups containing parents and teachers. Schools with a positive climate with the support of the principal have quality leadership in building teacher resources through various learning opportunities and professional development (Belay et al., 2021). School leaders have a strong influence on teachers and working conditions in their schools, through the presence of teachers can contribute to student learning, so school leaders are needed who can facilitate the characteristics of PLC in schools (Stoll, 1999; Stoll et al., 2006; Leithwood et al. ., 2009, Vanblaere & Devos, 2016).

These various programs illustrate how special program schools can build facilities in maintaining collaboration between teachers and parents of students. Besides that, the school brought in speakers from parents' forums in seminar activities and was attended by all parents of students. This strengthens the relationship between parents and teachers as a professional learning community. The PLC dimension can be described from the formation of an academic triangle and the school association organization holding POMG (parent and teacher association) for each grade and school level. The school arranges online communication to establish coordination through WhatsApp groups consisting of homeroom teachers, school principals, subject teachers, and parents of students. Schools also support by publishing contact books for student, teacher, and parent records. From home visit activities and parent and teacher forum meetings both through parenting and association will form an academic triangle as shown in Figure 1.2.

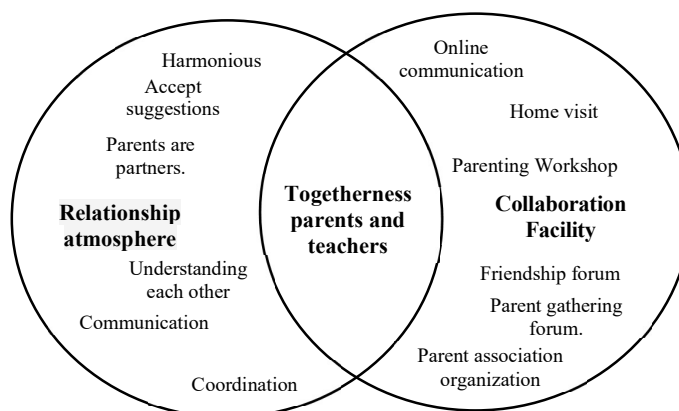
Figure 1.2. Academic Triangle in special program based elementary school.



From the academic triangle that is formed in special program elementary schools, it will maintain togetherness and communication between teachers and parents of students. This illustrates that PLC consists of regularly scheduled meetings for teachers and other staff to

review student achievement data and make necessary adjustments to instruction (Schmoker, 2006; Caskey & Carpenter, 2012). The most important element in school improvement is the collective capacity of teachers to work together, the commitment and persistence of educators in it (DuFour, 2007). The construction of themes 3 and 4 on the dimensions of shared values and vision can be seen in Figure 1.3.

Figure 1.3. Theme 3 and 4



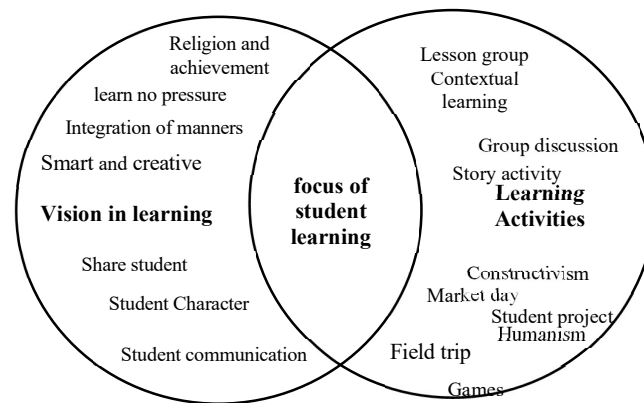
Another description of the existence of PLCs in special program elementary schools can be seen in the sixth theme which explores through the sub dimensions of student learning focus. On the fourth theme, namely the vision and mission of learning which reveals the condition of PLC in this dimension is how schools develop vision in classroom learning. From this aspect it is revealed that learning in the classroom has become a vision of worship for teachers, so that teachers will always be motivated in teaching. The teacher prepares a comfortable class so that students are not pressured in learning. In this case the teacher puts forward the nuances of humanism in learning by providing equal learning opportunities to all students.

Learning activities that integrate student manners by instilling student behavior (behavior), namely please, apologize, and thank you. Besides that, the teacher provides reinforcement on the affective aspects of learning to develop student character including discipline, responsibility, tolerance. The teacher prepares interesting learning for students, so that students are able to construct knowledge to strengthen their cognitive aspects. Teacher learning communities contribute to teacher development, school collective capacities, and improvements in teaching practice (Admiraal, Lockhorst, & Pol, 2012). The teacher community can be understood as a way to bring teachers together to share their knowledge and practical experiences, so that teachers' ideas can be passed on to other teachers. Vanblaere and & Devos (2016) conducted a multilevel analysis which showed that self-efficacy and years of teaching experience were significantly associated with perceived changes in competence and in teaching practice in the classroom. Thus, the teacher community can be seen as offering a teacher learning environment.

In this theme, it was also revealed that students are encouraged to be able to integrate intelligence, creativity, and independence. The teacher also designs learning by integrating story-based learning and student experience/interaction in life in front of the class and

character-based learning. This activity trains students' psychomotor skills in their communication. Another activity designed by the teacher in learning is the use of YouTube and as a learning tool. This is able to encourage student motivation in learning and encourage teachers in the use of ICT in learning so as to facilitate students' visual and auditory learning styles. The construction of themes 5 and 6 on the dimensions of shared values and vision can be seen in Figure 1.4.

Figure 1.4. Theme 5 and 6

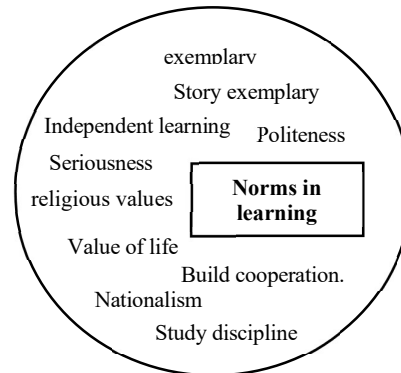


Another illustration of the existence of PLCs in special program elementary schools can be seen in the 7th theme which explores through the sub dimensions of values and norms in learning. In an effort to encourage values and norms in learning, it was revealed that religious values become integrated in learning through exemplary and life values to students in learning. The teacher emphasizes that there is no coercion in learning to students (free learning) so that students feel comfortable when participating in lessons. Then the teacher's efforts to integrate cultural and religious values in teacher learning instill disciplinary values, religious messages, a culture of mutual respect. Student activities in singing the national anthem are part of the teacher strengthening the spirit of nationalism. Another effort that can be described through the theme of shared values and vision is that the teacher encourages values and norms in learning etiquette for eating and drinking, there is toilet training as part of student assignments, learning in the field or outside the classroom and learning by inserting games. For the spirit of nationalism, it can be seen how to give students the opportunity to sing the national anthem. The teacher also teaches a sense of social fellowship, giving applause as an effort to motivate and encourage students. Construction of the 7th theme on the dimensions of shared values and vision can be seen in Figure 1.5.

Another illustration of the existence of PLCs in special program elementary schools can be seen in the 7th theme which explores through the sub dimensions of values and norms in learning. In an effort to encourage values and norms in learning, it was revealed that religious values become integrated in learning through exemplary and life values to students in learning. The teacher emphasizes that there is no coercion in learning to students (free learning) so that students feel comfortable when participating in lessons. Then the teacher's efforts to integrate cultural and religious values in teacher learning instill disciplinary values, religious messages, a culture of mutual respect. Student activities in singing the national anthem are part of the teacher strengthening the spirit of nationalism. Another effort that can be described through the

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Figure 1.5. Theme 7 on the dimensions of shared values and vision



6. Conclusion

From the PLC exploration carried out in special program elementary schools, it can be illustrated that the teacher community in special program elementary schools was able to build PLCs with a variety of activities described in the themes found. In this dimension there are 7 themes, namely (1) the atmosphere of togetherness (2) the form of togetherness (3) the atmosphere of the relationship between teachers and parents of students (4) the form of collaboration (5) the atmosphere of learning (6) learning activities (7) values and norms in learning thus indicating the existence of PLCs in special program elementary schools and teachers in the community being able to build PLCs on the dimensions of shared values and vision. The results of this study should not be generalized to PLCs in general, but rather be interpreted in relation to the dimension being investigated, namely the shared values and vision dimension. Future PLC research on PLCs in elementary schools with special programs must thoroughly explore the dimensions of PLCs so that they can reveal how schools build PLCs according to the characteristics and dimensions of PLCs. Despite the limitations of this study, researchers believe that this research will provide a constructive contribution on how teachers determine the activities of teachers, students, and parents of students in building PLCs in elementary schools.

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