The Implementation of Distributed Leadership in the Practice of Professional Learning Community: A Case Study at XYZ Senior High Schools In Java And Sumatra

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Abstrak

Salah satu tantangan yang dihadapi guru di abad 21 adalah keterampilan kolaborasi. Untuk memenuhi kebutuhan tersebut, diperlukan kepemimpinan terdistribusi (DL) untuk melakukan pengembangan profesional guru secara kolaborasi melalui komunitas pembelajaran profesional (PLC). Penelitian ini bertujuan untuk mengetahui tindakan kepala sekolah dalam mengatasi permasalahan kolaborasi guru, hambatan PLC, implementasi DL, dan penanganan permasalahan praktik PLC. Hasil penelitian menunjukkan bahwa pemimpin sekolah meningkatkan kolaborasi guru melalui PLC. Praktik PLC didasarkan pada kesamaan visi dan misi, membangun profesionalisme guru, memperkaya pengetahuan, dan saling melengkapi. Kendala PLC adalah kolaborasi spontan masih terbatas, menyebabkan perbedaan pemahaman antar guru, perbedaan konteks sekolah, dan kurangnya persatuan antar anggota. Implementasi DL dengan memberikan kesempatan kepada guru untuk berkolaborasi dan pimpinan sekolah memberikan dukungan dalam praktik PLC.

Kata kunci: Kepemimpinan Terdistribusi, Komunitas Pembelajaran Profesional

Abstract

One of the challenges faced by teachers in the 21st century is collaboration skills. To meet this need, distributed leadership (DL) is needed to carry out teacher professional development in collaboration through the professional learning community (PLC). This research aims to know the actions of school leaders to overcome the problems of teacher collaboration, PLC obstacles, DL implementation, and handle the problems of the PLC practice. The results show that school leaders improve teachers' collaboration through PLC. The practice of PLC is based on sharing a common vision and mission, building teacher professionalism, enriching knowledge, and complementing each other. The PLC's obstacles are that spontaneous collaboration is still limited, leading to different understandings between teachers, the differences in school contexts, and the lack of unity among members. The implementation of DL by providing opportunities for teachers to collaborate and the school leader provides support in PLC's practice.

Keyword : Distributed Leadership, Professional Learning Community

INTRODUCTION

One of the challenges faced by teachers in the 21st century is the ability to collaborate. Some skills in the 21st century are critical thinking and problems solving skills, communication, creativity, and collaboration (Astuti et al., 2019, p. 2). Teachers should learn to develop their knowledge and skills so that they can direct students to face the challenges of the 21st century. Collaboration ability will be increased by developing skills such as interpersonal and relationship building to communicate and collaborate effectively with others (Khanna, 2015, p. 39). Teachers' collaboration skill is needed to develop teacher skills in teaching. For that, teachers need the activity that develops and equips teachers in teaching and learning.

A professional development program that gives space for every teacher to collaborate is a professional learning community (PLC). An effective PLC starts with involving teachers and providing opportunities to plan and manage ongoing professional development that has a positive impact on student achievement. Davies (2005, p. 184) stated that PLC and networking communities are the new backbones of diverse environments and capacities because they value different ways of learning and create interactions and relationships to share them. Teachers can participate in planning and implementing changes that will gradually increase teacher confidence as a successful implementation (Trilaksono et al., 2019, p. 53). PLC encourages each member to develop new insights, skills, and competencies (DuFour et al in Mundschenk and Fuchs, 2016, p. 57).

PLC is professional development through reflective dialogue, focus on student learning, peer-teacher interaction, collaboration, and sharing of values and norms (Kruse, et al., in Roberts & Pruitt, 2003, p. 7). Reflective dialogue is a discussion that focuses on teaching behavior and learning outcomes to encourage teachers to discuss teaching practices and collaboration for teachers to experience self-development. Dialogue becomes an opportunity for teachers to talk with colleagues and leaders about learning and teaching (Davies, 2005). The focus on student learning is the ongoing dialogue between teachers and making decisions about curriculum, teaching, and learning with a focus on student learning outcomes. Interaction between teachers is the existence of professional relationships or relationships between teachers to share ideas, learn from each other, and help each other between teachers. PLC consists of collaborative teams whose members work interdependently to achieve a common goal for which members hold each other accountable (DuFour et al., 2013). Based on this, it can be concluded that PLC is a professional development carried out by a collaborative team that interacts, cooperates, takes responsibility, and shares values and norms to achieve common goals.

There is an impact from the PLC between several schools, namely learning culture or organizational learning, organizational culture, and knowledge sharing. PLC's model is expected to provide the potential for schools to improve community capabilities, namely the learning culture (Khoe, 2018, p. 118). Blankenship & Ruona (2007) describe several aspects that will exist in a professional learning community, namely the existence of organizational culture and knowledge sharing. The key to organizational culture is the existence of a shared mission, vision, and values that encourage collaboration. Organizational culture provides the basis for the organization's values that are firmly held in the organization (Khoe, 2018, p. 152).

XYZ Senior High School is a school that applies PLC as the way for collaboration between teachers in Java and Sumatra. The implementation of PLC at SMA XYZ is expected to be a way to answer the challenges faced by schools in achieving the vision and mission through the learning process in the classroom. PLC helps teachers to develop shared ideas, complement, and support others; so that improving the quality of learning. Besides that, the practice of PLC assists and directs teachers in facing current challenges.

In the practice of PLC, which consists of schools in Java and Sumatra, teachers from several schools who discuss with each other have different school contexts, so this becomes a challenge in collaborating between teachers. Was conveyed by one of the teachers through informal interviews that the problems experienced in the practice of PLC were different school contexts. Discussion between teachers from several schools only occurs during the scheduled PLC activity meeting, even though the success of professional development with this approach is highly dependent on the communication carried out by each member.

Based on this, the role of the school leader is very much needed by implementing the leadership approach that supports teachers' collaboration, namely distributed leadership (DL). Mainly, DL belongs to groups or networks of interacting individuals (Davies 2005, p. 163). Based on this, it can be concluded that distributed leadership is leadership that supports the interaction of leaders and followers in every activity carried out within the organization. Distributed leadership (DL) is leadership based on collaborative decision-

making, problem-solving, negotiation, and reflection which is decided jointly in groups (Wahyuni et al., 2020, p. 166). The study has shown that the responsibility for routine leadership involves many leaders, although the amount involved depends on the routine and subject area (Spillane, 2005, p. 145). DL provides the benefits of the capacity of more members to enable members to leverage individual strengths to develop an organizational member's appreciation of interdependence and the expansion of collaboration between schools (Harris, 2008, p. 177). Based on this, it can be concluded that DL is an approach of leadership that is carried out by providing opportunities for members of the organization to be involved in leadership so that there are collaboration and interaction between followers and leaders in achieving common goals for the good of the organization.

These research aims are known the action of school leaders to overcome the problem of collaboration skills between XYZ Senior High School teachers in Java and Sumatra, the obstacles in the practice of the professional learning community at XYZ Senior High Schools in Java and Sumatra, the implementation of distributed leadership in the practice of the professional learning community at XYZ Senior High Schools in Java and Sumatra, and the action of the school leaders handle the problem of PLC's practice at XYZ Senior High Schools.

RESEARCH METHODOLOGY

This research was conducted at XYZ Senior High Schools in Java and Sumatra. The sampling technique used is purposive sampling. Purposive sampling is a way of determining sampling by determining the characteristics of the subject to be studied with certain considerations (Sedarmayanti and Hidayat, 2011). The subjects in the study were PIC (person in charge) and members of each professional learning community group from XYZ High Schools in Java and Sumatra. The research approach used is qualitative research. The qualitative research used in this research is a case study. Case studies are suitable for use in research that answers questions starting with how who and why and investigates events that occur in contemporary contexts (Farquhar, 2012). The data analysis technique used in this research is to follow several stages. Three activities are carried out simultaneously in analyzing data, namely data condensation, data presentation, and drawing conclusions or verification (Miles, Huberman, and Saldana, 2014, p. 12).

FINDINGS AND DISCUSSION
The Practice of Professional Learning Community

Based on the research result, the practice of PLC can be seen through there are shared vision and mission, supportive leadership, team collaboration, continuous improvement, the practice of sharing knowledge, output-oriented results, and the unity of teachers. PLC members also support the common vision and mission that is based on the vision and mission already owned by the institution. The results of the interview show that in the practice of PLC it is expected that each member has the same vision and mission. This vision and mission consolidation is also carried out at the beginning of the school year so that each member can grasp the purpose of holding PLC. The results of the questionnaire also show that there is a shared vision and mission, schedule of activities, and agenda in the practice of PLC. The schedule for PLC at XYZ Senior High School in Java and Sumatra can be seen in the documentation study. Documentation study, namely in the educational calendar, shows that PLC is carried out every month.

Based on the interview, it can be seen in the practice of PLC there is a collaboration between teachers from some schools which has an impact on teacher professionals through discussion activities. The collaboration that occurs in the PLC of SMA XYZ in Java and Sumatra can be seen through the results of the questionnaire which shows that in the implementation of this PLC there is the formation of groups to be able to collaborate. The result of the questionnaire indicates that respondents agree that there is a group formed in the implementation of professional development programs to collaborate or work together between XYZ High School teachers in Java and Sumatra.

The practice of PLC can be seen from the practice of sharing knowledge between individuals when there is room for each member of the PLC group to share, give opinions, and share materials used in learning. The research result found that the basis for the unity of PLC members is to have a shared vision and mission. PLC is a very beautiful activity because of the collaboration between teachers from some schools in Java and Sumatra.

The Obstacles of the Professional Learning Community

Based on the interview, some of the obstacles faced in the practice of the PLC are network problems, teacher readiness, and time problems due to certain agendas owned by each unit so some members are allowed to not participate in the PLC. Besides that, the obstacle in implementing PLC is that there has been no follow-up in this case the evaluation carried out on the planning. Based on the results of interviews regarding the unity of PLC members, shows that the unity is not yet visible because it is only limited to interactions that occur when there is a professional learning community schedule. In the practice of a professional learning community, continuous improvement is needed. This can be done by evaluating and giving each other input on what has been done in the collaborative group. The obstacle experienced in carrying out this sustainable action is the limited time so that no follow-up has been carried out together.

The Implementation of the Distributed Leadership in the Practice of Professional Learning Community

Distributed leadership is a leadership approach that is carried out by providing opportunities for all team members to be involved in leadership through collaboration. Distributed leadership supports the implementation of XYZ SMA PLC in Java and Sumatra as a teacher professional development program in which teachers are allowed to collaborate. Leadership in implementing distributed leadership consists of the PDCE (Professional Development and Curriculum Enrichment), School Principal, Vice Principal, and Person in Charge (PIC) of the PLC. PDCE (Professional Development and Curriculum Enrichment) provides direction and mandate to the PIC to lead PLC group members. PIC is the Vice Principal of the Curriculum Section who leads PLC members from various units of XYZ Senior High School in Java and Sumatra. The role of the PIC is to coordinate group members, invite colleagues to prepare before the PLC, and provide instructions. The results of the questionnaire regarding the role of the PIC filled by PLC members indicated that the respondents agreed that there was a task assignment carried out by the person in charge of the PLC. The results of observations also show that the PIC plays a role in distributing the material that has been learned, providing examples that have been made. PIC also plays a role in reminding members of PLC meetings through Teams PLC XYZ Senior High School in Java and Sumatra and creating virtual meeting rooms.

In the implementation of distributed leadership, the collaboration between PLC members is needed which is carried out spontaneously. The synergy between individuals through spontaneous collaboration was also found that there were teachers who had the initiative to ask questions outside the predetermined PLC schedule. The synergy between individuals strengthens as part of developing close working relationships among members. Based on the results of interviews with the person in charge of the PLC, the working relationship that exists between PLC members is a cooperation between teachers from several units of XYZ High School in Java and Sumatra. The implementation of distributed leadership requires collaboration from every member of the school consisting of teachers. In this case, teacher participation is to get the opportunity to work together and be given authority to them in the implementation of PLC. Based on the results of the interviews, implementation of the distributed leadership can be seen that in the discussion forum, the teacher is allowed to ask questions and provide opinions. PLC members to express opinions, share experiences, exchange information, discuss, and collaborate.

Handling Problems in Professional Learning Community

Leadership consists of Head Office through PDCE (Professional Development Curriculum Enrichment), School Principal, Vice Principal, and PLC. PDCE provides direction and mandate to the person in charge of the PLC to lead the PLC members. The person in charge of the PLC is the Vice Principal of Academics who leads PLC members from some XYZ Senior High Schools in Java and Sumatra. The role of the PIC is to coordinate group members, invite colleagues to prepare before the PLC, and provide instructions. Assignment of tasks seen from the role of the person in charge of the PLC is determined by the PDCE Team and has the role to lead group members.

The leaders of the XYZ Senior High School in Java and Sumatra also provide support in the practice of PLC through the provision of a special schedule to discuss the achievement targets in PLC by the curriculum. This activity aims to equalize perceptions among teachers in one unit. The Vice Principal of the Academic Section as PIC PLC also opens space for teachers in their school units to raise questions or provide opinions.

CONCLUSION

Based on the results and discussion of the data obtained, this study concludes that school leaders improve teachers' collaboration through PLC. The practice of PLC at XYZ Senior High School in Java and Sumatra is carried out through shared vision and mission, sharing experiences, sharing stories, and providing input through discussion rooms and collaboration between schools. PLC's obstacles are spontaneous collaboration is still limited, leading to different understandings between teachers, the differences in school contexts, and the lack of unity among members. The implementation of DL in the practice of PLC at XYZ Senior High School in Java and Sumatra by provide opportunities for teachers to collaborate. School leaders have a big role in supporting the implementation of PLC at SMA XYZ in Java and Sumatra. The leader of each school unit provides support in the implementation of PLC.

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