



The Analysis of Teachers' Performance as a Proposal to the Development of Professionalism-Based Subject Teacher Community

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Abstract

This study analyzes teachers' performance as a proposal for developing a professionalism-based subject-teacher community. It was done at Universitas Kristen Indonesia from November 2022 to February 2023. The design of this study is based on qualitative methods using interview techniques. The selected study respondents were based on purposive sampling techniques. Through this technique, the respondent chosen to be interviewed is an excellent principal at a school in Terengganu. This study involves three data collection procedures based on adapting the research framework from the ADDIE Model. The three stages in question are a) the Analysis stage, b) the Design stage, and c) the Evaluation stage. The result of this study is that the professional learning community is a very effective school improvement practice and has a significant role in shaping teachers' personal and collective ability and application. The purpose is to face challenges to improve student achievement and school quality. Then, it is concluded that the development of the professional learning community through empowering the practice of the main functions that are the backbone of the professional learning community.

Keywords— Teachers' performances, professionalism, STC, quality

I. INTRODUCTION

Schools are the leading educational organization responsible for equipping the young generation to face the present and future world, which is seen as increasingly challenging, rapidly changing, and interdependent. Therefore, strengthening the school by improving aspects of the school, teachers, and students is essential [1]. One of the latest practices in the school improvement process is the Subject Teacher Community (STC) practice which is now very actively implemented in developed countries. This practice is a continuous effort to improve the school with the collaborative involvement of the school community to achieve long-term results [2]. Previous studies on STC in developed countries showed that this practice can develop a high-level learning culture. This culture can substantially impact the community by bringing changes in teaching and learning methods, school management, and leadership, especially involving teachers learning collectively and applying it and working together in a team. In addition, teachers can also work collaboratively to find solutions to help improve student learning and achievement, which can ultimately increase the effectiveness and improvement of the school [3].

Concerning STC practice, many models have been introduced and practiced by schools in developed countries. The models have various dimensions according to the findings of the researchers who studied them [4]. The STC models' primary objective is to highlight one of the school improvement process strategies that can be implemented continuously. The practices found in this STC influence the learning of

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teachers and students, which gives implications for improving teacher competence and the development of students. This effort can be produced through a conducive learning environment for all teachers and students. In addition, schools are also recommended to practice professional learning communities as one of the latest practices in the school improvement process as implemented in developed countries [5]. Although the practice of STC has been widely implemented in developed countries, it needs to be more implemented in Indonesia. It includes the principal basis of STC practice, which is the recommendation of collective teacher learning and its application which is seen to be still less practiced in many schools compared to just gathering to do formal management work [6] such as class management, student management and matters affairs related to clerical affairs.

Furthermore, only some studies are related to STC practice at the school level [7]. The school community needs some help understanding the concept of professional learning community practice and the factors that affect its effectiveness. Among them is that school members see the implementation of STC activities or practices only involving the classroom level and do not see it in a broader context beyond the classroom [8].

Therefore, this study was conducted to see the practice of STC among teachers, especially concerning the function of Collective Learning Practices and Application in Schools. It is because the characteristic features in this practice are significant to be used as a basis in the practice of continuous school improvement to obtain a long-term effect on student achievement and development [9].

STC is one of the school improvement practices which plays an essential role in shaping teachers' personal and collective ability to face challenges to improve student achievement [10]. STC development improves teachers' teaching practices and student learning activities, basic practices in school improvement activities [11]. To achieve that goal, the school needs to provide a conducive learning environment, including a collective learning environment and how to apply it among the school community to give space to the school community to develop their professionalism so that changes and improvements in the school as a whole can be implemented [12]. The practice of STC is often associated with the school's efforts to implement improvements involving consensus among members, such as the warmth shown in a family, neighbors, or any group that has a close relationship and tends to be a family with pure intentions. STC also, in a broader aspect, refers to the school environment that involves teachers working collaboratively in a team specially formed to improve student achievement.

STC is a school that combines professional involvement from administrators and teachers to increase knowledge and share learning practices continuously to improve student achievement. The concept of STC given is parallel to that presented by Fleming, who says that STC is a joint activity involving school administrators and teachers in gathering information, making decisions, and implementing those decisions, ultimately aiming to improve student achievement [13]. In other words, it shows the existence of collective learning and application elements among teachers and school members. The concept of collaboration encapsulated in STC with the ultimate goal of improving student achievement is also agreed. They explained that STC has shown the personal and interpersonal improvement of teachers and organizational capacity, especially involving commitment to professional development which ultimately leads to student achievement. Three main ideas of STC need to be used as a reflection for every administrator and teacher if they want to see the basic concept of STC succeed [14]. Among them are: a) Ensuring that students learn, i.e., focusing on student learning rather than teacher teaching; b) Collaborative culture, i.e., teachers are ready to work as a team with a common goal in education and c) Focusing on results, i.e., being responsible for improving results in particular student achievement. Teachers must be given sufficient training and exposure to prioritize student learning over teacher teaching in every aspect. A fair and equitable space and opportunity must be given to every student to learn because they have the same right to get knowledge following the slogan "Learning for All," as often chanted by every school. Schools that implement STC will be able to identify the differences in their students and immediately overcome the problems between students, especially those related to students with various intelligence levels. The purpose is so that students with various levels of intelligence can be given extra time or given separate guidance until they can master what they learn [15].

STC must be distinct from the collective learning and application culture among teachers and school members. The teachers should not work in isolation, only completing tasks related to their essential duties without working together to achieve student success and school quality [16]. The school, especially the Senior Leader Team (SLT), especially the principal, must encourage teachers to cooperate in planning or action, and every program and activity formed must be implemented as a team, not individually or separately. The environment exists for a school that practices STC, which is the formation of solid cooperation that includes a systematic process involving teachers working in a team to analyze and make improvements in the classroom. The implications of these efforts will increase student achievement, which

is the ultimate goal of school improvement practices or, in other words, to achieve the desire and importance for student success [17].

The conclusion can be that *STC* is a school improvement practice that needs to be implemented by teachers, teachers, and school people to achieve long-term results, especially concerning the development of students and the improvement of school quality. As listed in the *STC* Model, many aspects should be emphasized and put into practice by teachers and school members. One of the functions that can be used as a reference for success in implementing *STC* in schools is the practice of collective learning and application among teachers and school members. The school, especially the principal as *SLT*, the prominent leader, should provide the appropriate climate and atmosphere to encourage teachers to cooperate in each program and activity and to prioritize sharing as a team, not individually or separately.

This study aims to see the practice of *STC* characteristics found in the function of Collective Learning Practices and Application based on the *STC* Model produced at in Junior High School level in East Jakarta. Among the objectives outlined in this study are: a) Do the teachers in the study school practice the characteristics of Collective Learning Practices and Application as listed in the *STC* Model; b) Are there other characteristics practiced by the teachers in the study school other than those listed in the *STC* model.

II. RESEARCH METHODOLOGY

The design of this study is based on qualitative methods using interview techniques. Interviews are one of the data collection techniques involving the writer questioning the respondents to obtain the required answers. Interview techniques for qualitative studies can be divided into three types: a) Structured interviews, b) Semi-structured interviews, and c) Unstructured interviews. For this study, the interview technique conducted is a semi-structured type that gives freedom to the writer to ask questions without having to be bound by the fundamental questions provided in the interview protocol. The questions provided are only a guide to the writer so that the interview will be within the objectives of the study to be achieved. The interview protocol was prepared based on the characteristics found in the checklist. The protocol that was produced was first reviewed with educational experts referred from public higher education institutes (*IPTA*) who were selected based on their expertise in management, planning, and education policy as well as school leadership. This review ensures that the questions prepared to be asked to the respondents coincide with the *STC* and the function of collective learning practices and application so that later it can meet the outlined objectives. The selected study respondents were based on purposive sampling techniques. Through this technique, the respondent chosen to be interviewed is an excellent principal at a school in Terengganu. The selection of an excellent principle is based on the views which say that the number of interview respondents can be an odd number of one, three people, or five people, depending on the needs of the study and on the ability of the respondent to provide the necessary feedback. In this study, only one outstanding principal is sufficient and can provide the necessary information based on his experience and expertise. This selection is based on the importance and ability of the respondents, who are seen as being able to provide the information required by the writer based on their specialization, experience, expertise, achievements, and recognition received throughout their service in the field of education. It includes teaching, planning, administration, leadership, and school management. The selection of study respondents is based on the who say that the selection of interview participants depends on the respondent's ability to provide the information required in the study being conducted. The purpose is for respondents to share the necessary relevant information and to be able to provide the desired inputs in the study. Outstanding principals selected as interview respondents were based on the Indonesian Ministry of Education recommendations. The research instrument used is an interview protocol formed based on the checklist found in the *STC* Model. The writer will use the protocol as a guide during the interview session with the Outstanding Principal. During the interview, the writer will ask questions related to the main questions listed. However, at the same time, the writer will submit side questions aimed at getting further explanations and explanations from the respondents.

Although this instrument was released in English, the questionnaire was re-translated by refining the instrument through the "back translation" method concerning three language experts and one field expert. The purpose is to ensure that the instruments referred to are accurate as issued in their original language. This study involves three data collection procedures based on adapting the research framework from the *ADDIE* Model. The three stages in question are a) the Analysis stage, b) the Design stage, and c) the Evaluation stage. In the first procedure, the analysis stage, the existing issues, and gaps that need to be filled regarding *STC* have been identified, prompting this study to be carried out. In order to fulfill this level of analysis, a literature review was carried out on the findings of previous studies, including the instruments that have been used concerning *STC* studies. From this analysis, there is a need to carry out a study to see if the teachers practice the characteristics of Collective Learning Practices and Application as

listed in the STC Model and if there are other characteristics practiced by teachers in the study schools other than those listed.

III. RESULT AND DISCUSSION

As explained before, the learning practice function has been divided into two parts and detailed as follows: Collective Learning Practice. Table 3 below shows the collective learning practices implemented in schools due to interviews with outstanding principals in the study schools.

The research findings for the Function of Collective Learning Practices are divided into seven areas of practices such as: a) Teachers work together to improve knowledge to increase teaching and learning process skills; b) The ugliness among teachers reflects their commitment to school improvement efforts; c) Teachers work together to plan and solve problems to meet the needs of students; d) Collective learning is done through open discussion; e) Teachers collaboratively analyze various data sources to achieve effectiveness in teaching practice; f) Teachers collaboratively analyze student achievement to improve teaching and learning process skills; and g) Teachers are actively involved in essential courses especially related to teaching and learning process.

The findings show that seven collective learning practices are practiced questionnaire checklist. In addition to the six practices, one additional practice suggested by excellent principals should be present and implemented in collective learning practices in schools. The practice is that "Teachers are actively involved in important courses, especially related to teaching and learning process." This practice needs to be found in the checklist questionnaire. However, based on the recommendations obtained from interviews with excellent principals and confirmation of the review by the referred experts, this practice is accepted as a common practice that forms the function of collective learning and is practiced by teachers in the study school. The interviews conducted show that the principals agree that collective learning practices are implemented in schools. The teachers successfully build good relationships with each other and collectively work together to improve the teaching and learning process knowledge and skills. Discussions between teachers and analysis of various data sources, including involvement in teaching and learning process-related courses, can increase effectiveness in teaching practice. In the interview, the principal explained, "Teachers will share and present to others. Teacher cooperation in improving skills. So we can see the commitment of teachers..."

The collaboration and discussion carried out by teachers are usually in group form or during a self-improvement program known as the in-service training program. Through this program, teachers will discuss various matters related to teaching and learning process knowledge and skills as well as problem-solving to meet the needs of students as explained by the principle that "Time is allocated in in-service training program activities. Each has something to improve in their respective subjects. Discussions, sharing courses, or In-Service Training program made attended by teachers. So they will implement it in their teaching class..."

The principal also added how teachers work together collectively in solving problems that do not show excellence in student results. Indirectly showing the existence of an agreement between teachers "So there are times when we hold internal training courses, especially for critical subjects. The teacher will share it with others—teacher cooperation in improving skills. So we can see the teachers' commitment. their cooperation for schools and students..." Usually, for every course or filling to be held in the In-Service Training program, the teachers will first be asked what form the program or content is required. Each teacher needs different fillings according to their level and competence. The principal also explained this matter, "...if there is a course or something, we will send him to the course. In a meeting with the principals, for example, we will (state) in that meeting our school teachers like some of these teachers. Need a course for implementation in their P&P., So we have an internal training course for the critical."

In addition to collaboration and discussions to increase teaching and learning process knowledge and skills, teachers are also advised to analyze various data sources to achieve effectiveness in their teaching practices. Among the emphasis always given is analyzing student achievement data such as test and exam results. The principal explained, "... that is what I say when we work... data to be more focused, as principals we have to find evidence, we want to convince teachers, to convince management we have to have evidence. So he cannot say (object). We should have made up the data with the data we have. That means the data can be obtained from examination analysis, and so on" The principal also added, "...another teacher has to be proficient with the content, has to have content knowledge, which means he has to look for information from time to time and not just rely on textbooks. Discussions with fellow teachers, learning new ways or approaches of P&P..." Meanwhile, the principal also explained, "...look at the end-of-year exam when this student is in level 2 for example..., look at his TOV, one-on-one analysis, level 1 time, personal potential... that means the group of abilities we have. So teachers were given a justification, if we target 30 straight A's, these are the steps we have to take..."

From the findings above, collective learning practices are implemented in schools. According to the explanation of interviews with excellent principals, teachers are encouraged to build good relationships and work together collectively to improve knowledge and skills in the teaching and learning process. In addition to open discussion, analysis of various sources and involvement in teaching and learning process-related courses are also created to increase effectiveness in teachers' teaching practices.

Applied Learning Practices The interviews confirmed that applied learning practices are also implemented in the school, as explained by the principal. The applied learning practices implemented and the suggested results of interviews with outstanding principals at the study school and verification by experts.

The findings of the study for the Function of Applied Learning Practice are divided into seven areas of application learning practice; they are: a) The teachers work together to try various teaching and learning process strategies to apply in their assignments; b) Teachers engage in discussion that sparks a diversity of ideas to encourage further exploration; c) Staff Development Training is more focused on improving knowledge to increase teaching and learning process skills; d) Teachers collaborate with PIBG in applying new knowledge to solve problems; e) Teachers are committed to programs that can enrich learning; f) The teachers who attend the course hold internal training so that they can share teaching and learning process knowledge with colleagues; and g) Teachers who attend the course are encouraged to apply the skills acquired in their teaching and learning process.

It shows that five learning practices by application, as listed, are also implemented in schools. Apart from the five practices listed above, two additional practices in this function are also implemented, as suggested by the excellent principal. The two intended practices are "Teachers who attend the course hold internal training to share teaching and learning process knowledge with colleagues" and "Teachers who attend the course are encouraged to apply the skills acquired in their teaching and learning process." These two practices must be added to the checklist in the STC Model. However, based on the recommendations obtained in interviews with excellent principals and the verification of reviews by referred experts, these practices are accepted as standard practice that forms the function of learning by application. The interviews conducted showed that the principals agreed that teachers use various ways to try various strategies in the daily teaching and learning process. In addition, collaboration between teachers is also established, such as in staff development training to increase knowledge to increase teaching skills. The teachers are also committed to the programs implemented in the school to enrich student learning. Even for teachers who attend courses or new inputs from inside or outside the school, it is recommended to share with other teachers and even encouraged to apply the skills acquired in their teaching and learning process. The principal said collaboration and discussion were held among teachers, especially during the in-service or In-Service Training program. "We always hold in-service training, which is the first we do for all (teachers). The second follows his committee. Follows the teaching and learning process's skill requirements."

The principal also explained that the staff development training program was implemented with more focus on improving knowledge or increasing teaching and learning process skills. There are usually certain times when this program is run. The focus of discussion and sharing is according to need or subject. Teachers can apply the skills acquired during this session or program. There is learning together with teachers in solving related issues, "for the teachers that we have the In-Service Training program, on Sundays, our assembly is until 9.00 am, so we are for the committee teachers who want to do the In-Service Training program, they can take this time to time for an hour or an hour more. He starts at 7.40 am and can finish at 9.00 am. He called his group. For example, today, he wants to discuss something related to the Islamic Education committee, anything related to teachers who go to courses or the like, so that he can use all the exposure that time."

The principal following emphasizes the new inputs required by the teachers through the courses they attend, especially concerning the subjects that need to be emphasized: "We hold internal training courses, especially for critical subjects... teachers will share and present to others. Teacher cooperation in improving skills. so we can see the teachers' commitment and their cooperation..." Next, the principal also said the need for the teachers who attended the courses to share with other teachers. Usually, an internal or in-house training program will be done to explain to other teachers, "... it is like in-house training... we even take Saturdays straight. So the teachers also come (to school) on Saturdays. We want to involve all the teachers. We come on Saturday" The principal also added, "...each In-Service Training program activity is there to improve each subject..."

Based on the findings above, the application learning function is practiced in the study school, as explained in the interview with the excellent principal. Among those implemented in the study school are the efforts of teachers to try various strategies in the daily teaching and learning process, a collaboration between teachers in trying teaching and learning process strategies, teachers' involvement in staff development

training, and how the new inputs obtained by the teachers from the course attended can be shared with other teachers and practiced in their teaching classes.

Overall, the results of this study can be concluded that the teachers in the study school practice the characteristics found in the function of collective learning practices and application [18]. The intended characteristics are: Teachers work together to increase knowledge to increase teaching and learning process skills, The stickiness among teachers reflects their commitment to school improvement efforts, teachers work together to plan and solve problems to meet the needs of students, collective learning is carried out through open discussion, teachers collaboratively analyze various data sources to achieve effectiveness in teaching practice, teachers collaboratively analyze student achievement to improve teaching and learning process skills, teachers work together to try various teaching and learning process strategies to apply in their assignments, teachers engage in discussions that sparking a variety of ideas to encourage further exploration, Staff Development Training is more focused on increasing knowledge to increase teaching and learning process skills, teachers collaborate with PIBG in applying new knowledge to solve problems, and teachers are committed to programs that can enrich learning. However, three additional characteristics are practiced by teachers in the study school but must be listed in the characteristics [19]. The intended characteristics are: "Teachers are actively involved in important courses, especially related to the teaching and learning process," "Teachers who attend courses conduct internal training so that they can share teaching and learning process knowledge with colleagues," and "Teachers who attend the course are encouraged to apply the skills acquired in their teaching and learning process." It explains that STC's recommendations related to the cooperation of teachers in improving competence and work performance is an aspect emphasized by the principal. Teachers are encouraged to observe each other, give feedback and share ideas about effective teaching practices. In addition, all teachers, including excellent teachers, can become coaches to guide their friends in applying their learning to share it with other friends. The principal also emphasizes the collaborative practice between teachers in analyzing assignments and student achievement data in designing activities and continuous improvement.

Findings show that six collective learning practices are practiced as the STC checklist is introduced. The intended practice is: a) Teachers work together to improve their knowledge to increase teaching and learning process skills, a) The badness among teachers reflects their commitment to school improvement efforts. c) Teachers work together to plan and solve problems to meet the needs of students; d) Collective learning is carried out through open discussion. e) Teachers collaboratively analyze various data sources to achieve effectiveness in teaching practice, and d) Teachers collaboratively analyze student achievement to improve teaching and learning process skills. The study's findings obtained in this research school coincide with the study conducted by the initial researcher related to STC. Among them is the result who said collective learning practices can be achieved if teachers can collaborate. It is because the team formed will be able to make appropriate plans to improve student achievement. This statement is supported by emphasizing that teachers should not work in isolation [20]. They must sit together in a team to produce a collective learning culture that can boost student achievement and produce quality improvement for the school. Building a professional learning community at school requires a long time, effort, and collective energy from all parties [21]. This statement coincides with the findings, which said that in addition to achieving collective learning practices in schools, school administrators are also recommended to always be with the school community, presenting clear policies and procedures in every matter to help teachers [22]. The close cooperation between teachers and school administrators can be further strengthened or strengthened through collaboration among school members.

In addition to the six practices, one additional practice suggested by excellent principals should be present and implemented in collective learning practices in schools. The practice is that "Teachers are actively involved in important courses especially related to teaching and learning process." This practice needs to be found in the checklist questionnaire. However, based on the recommendations obtained from the interview with the excellent principal and the confirmation of the review by the referred experts, this practice is accepted as a common practice that forms the learning function collectively and is practiced by teachers in the study school. Next, for application learning practices, the findings show that five application learning practices are practiced as the STC checklist introduced. The intended practices are: a) Teachers work together to try various teaching and learning process strategies to apply in their assignments, b) Teachers engage in discussions that trigger a variety of ideas to encourage further exploration, c) Staff Development Training is more focused on increasing knowledge for increasing teaching and learning process skills, d) Teachers collaborate with PIBG in applying new knowledge to solve problems, and e) Teachers are committed to programs that can enrich learning.

The findings of the study obtained in this school are very consistent with previous studies that have been carried out. Among them is a study that suggests that teachers who involve themselves and work together share skills and exchange expertise and knowledge to achieve the exact focus will significantly impact the

success of students and improvement in school quality [23]. It is because teachers can equally apply their skills with other school members. The same thing happened when his study showed that professional learning community practices allow teachers to actively participate in discussions focusing on assessment, teaching practices, and student intervention planning [24]. Apart from the five practices listed above, two additional practices in this function are also implemented, as suggested by the excellent principal. The two intended practices are "Teachers who attend the course conduct internal training to share teaching and learning process knowledge with colleagues" and "Teachers who attend the course are encouraged to apply the skills acquired in their teaching and learning process."

These two practices must be added to the checklist in the STC Model. However, based on the recommendations obtained in interviews with excellent principals and the verification of reviews by referred experts, these practices are accepted as standard practice that forms the function of learning by application. The interviews conducted showed that the principals agreed that teachers use various ways to try various strategies in the daily teaching and learning process. In addition, collaboration between teachers is also established, such as in staff development training to increase knowledge to increase teaching skills. The teachers are also committed to the programs implemented in the school to enrich student learning. Teachers who attend sharing inside or outside the school are recommended to share with other teachers and even encouraged to apply the acquired skills in their teaching and learning process.

IV. CONCLUSION

The professional learning community is a very effective school improvement practice and has a significant role in shaping teachers' personal and collective ability and application. The purpose is to face challenges to improve student achievement and school quality. The development of the professional learning community through empowering the practice of the main functions that are the backbone of the professional learning community, such as collective learning practices and application, can be seen to improve teacher teaching practices and student learning activities, which are basic practices in school improvement activities. This study has identified six main characteristics in collective learning practices, and five main characteristics in applied learning practices implemented by school members, as found in the Professional Learning Community Model presented. However, three other characteristics should be given a role and practiced by school members to achieve the desire to improve student achievement and school quality. All the features found in the collective learning practice function and this application should be understood and practiced comprehensively to improve student achievement and school quality.

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