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# IMPLEMENTATION OF THE TEACHER PROFESIONAL LEARNING COMMUNITY PROGRAM AT PARIAMAN CITY PUBLIC HIGH SCHOOL

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***ABSTRACT***

*Suboptimal implementation of teacher professional development programs motivates this study, which examines how the Professional Learning Community (PLC) Program for teachers is implemented at State Senior High Schools in Pariaman City, including its obstacles and optimization efforts. This descriptive quantitative study involved a population of 154 teachers, from which 118 respondents were selected through Proportionate Stratified Random Sampling based on the Cochran formula. Data were collected from all respondents using a five-point Likert-scale questionnaire tested for validity and reliability, and analyzed using the mean formula. The results show that the PLC Program at State Senior High Schools in Pariaman City falls into the good category, with teacher collaboration scoring 4.45, teacher competency development 4.38, and joint reflection/evaluation 4.27. Thus, the program has generally run well, although joint reflection and evaluation remain the relatively weakest aspect. School principals and program managers are therefore advised to continue providing guidance and supervision, particularly regarding equitable teacher participation, strengthening teachers' understanding of the program's concepts and objectives, and developing a structured evaluation and follow-up mechanism.*

## ABSTRAK

*Permasalahan pelaksanaan program pengembangan profesional guru yang belum optimal menjadi dorongan utama penelitian ini, yang mengkaji implementasi Program Komunitas Belajar Profesional (KBP) Guru di SMA Negeri Kota Pariaman, termasuk kendala dan upaya optimalisasinya. Penelitian deskriptif kuantitatif ini melibatkan populasi 154 guru, dengan sampel 118 responden yang dipilih melalui teknik Proportionate Stratified Random Sampling berdasarkan rumus Cochran. Data dikumpulkan dari seluruh responden menggunakan angket skala Likert lima pilihan yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan rumus rata-rata. Hasil penelitian menunjukkan bahwa implementasi Program KBP Guru di SMA Negeri Kota Pariaman berada pada kategori baik, dengan kolaborasi guru sebesar 4,45, pengembangan kompetensi guru 4,38, dan refleksi/evaluasi bersama 4,27. Dengan demikian, Program KBP Guru secara umum telah berjalan baik, meskipun refleksi dan evaluasi bersama tetap menjadi aspek yang relatif paling lemah. Oleh karena itu, agar tetap berkategori baik, kepala sekolah dan pengelola program disarankan terus memberikan pembinaan dan pengawasan, khususnya terkait pemerataan partisipasi guru, penguatan pemahaman guru terhadap konsep dan tujuan program, serta pengembangan mekanisme evaluasi dan tindak lanjut yang terstruktur.*

***Kata kunci**: Komunitas Belajar Profesional, kolaborasi guru, pengembangan profesional guru*

## INTRODUCTION

Education Education is one of the sectors that plays a strategic role in the development of high-quality human resources. Through the educational process, individuals are expected to be able to develop their full potential so that they can actively participate in the life of society, the nation, and the state. Therefore, improving the quality of education has become one of the top priorities in national development. Quality education not only produces academically intelligent graduates but also equips them with the character, skills, and attitudes required by the demands of the times. In this context, teachers, as educators, hold a very important position because they play a direct role in the learning process at school (Law of the Republic of Indonesia No. 20, 2003). Teachers do not merely serve as conveyors of academic content, but also as facilitators, motivators, mentors, and evaluators in the learning process. As such, teachers are required to possess adequate competencies to carry out their duties and responsibilities professionally. These competencies include pedagogical, professional, social, and personal competencies, all of which must be continuously developed. Teachers with high levels of competence will be able to create a learning environment that is conducive, enjoyable, and meaningful for students (Law of the Republic of Indonesia No. 14, 2005; Government Regulation No. 74, 2008).

Learning communities serve as a means for reflection, planning, action, and evaluation of student-centered learning (Ministry of Education, Culture, Research, and Technology, 2023; Mantra et al., 2025). This is in line with the provisions of Law No. 14 of 2005 on Teachers and Lecturers, which emphasizes the importance of professional development for teachers (Law of the Republic of Indonesia No. 14, 2005). Furthermore, Government Regulation No. 74 of 2008 on Teachers also affirms the status of teachers as professionals responsible for improving the quality of education (Government Regulation No. 74, 2008).

Through Professional Learning Community activities, teachers are expected to improve their ability to design, implement, and evaluate the learning process more effectively. In addition, Professional Learning Community activities can also help teachers identify various issues that arise during the learning process and find appropriate solutions through group discussion and reflection. Thus, Professional Learning Communities can serve as an effective strategy for enhancing teacher professionalism (Khusna & Priyanti, 2023; Nguyen et al., 2024; Rodi et al., 2022).

This policy is reinforced by Circular Letter No. 4263/B/HK.04.01/2023 from the Director General of Teacher and Education Personnel (GTK) on the Optimization of Learning Communities, which requires every educational institution to have a student-centered learning community based on the inquiry cycle (Ministry of Education, Culture, Research, and Technology, 2023). This requirement is in line with the provisions of Law No. 14 of 2005 on Teachers and Lecturers regarding the professional development of teachers (Law of the Republic of Indonesia No. 14, 2005).

The urgency of this policy is also linked to the implementation of the Merdeka Curriculum, in which teachers' pedagogical ability largely determines the success of curriculum implementation (Silahati & Wardoyo, 2024). Because every educational institution is required to have a learning community, it is important to know whether the program actually runs as intended at the school level. A program that exists administratively does not necessarily deliver collaboration, competency development, and reflection among teachers (Ministry of Education, Culture, Research, and Technology, 2023; Yenita & Andriani, 2025).

Various studies highlight the important role of Professional Learning Communities for teachers. Rodi et al. (2022) show that communities of practice can enhance teachers'

competencies through the sharing of experiences and collaboration. Mulyani and Supendi (2024) explain that Professional Learning Communities foster a culture of collaboration through discussions and reflections on teaching practices. Khusna and Priyanti (2023) found that learning communities have a positive and significant impact on teachers' pedagogical skills. Rastiana et al. (2025) affirm that Professional Learning Communities create a collaborative learning environment that encourages continuous improvement in teaching practices, while Yenita and Andriani (2025) emphasize the importance of support from school principals in facilitating learning community activities to ensure their objectives are optimally achieved. In the Indonesian context, Soraya and Supadi (2022) found that the programs of a professional learning community, the Subject Teacher Conference (MGMP), were effective for the professional development of Social Science teachers. Internationally, Nguyen et al. (2024), in a review of 70 empirical studies, reported evidence on the potential impacts of teachers' participation in PLCs on collaborative professional learning, and identified strong leadership support among the conditions for developing and sustaining them.

Several experts have identified the following indicators of a professional learning community for teachers: Rastiana et al. (2025) explain that a Professional Learning Community (PLC) is carried out through teacher collaboration, knowledge sharing, reflection on teaching practices, and the continuous development of professional competencies. Through these activities, teachers can improve the quality of their teaching and their professionalism.

Nurdin et al. (2025) explain that a Professional Learning Community for teachers is characterized by a shared vision and values, teamwork, a collaborative environment, and the improvement of teachers' pedagogical competencies. These aspects play a crucial role in fostering a culture of shared learning and supporting teachers' ongoing professional development.

Yenita & Andriani (2025) explain that Professional Teacher Learning Communities encompass several key aspects, namely teacher collaboration, self-reflection and self-evaluation, discussions on solving learning problems, supportive leadership, and members' commitment to participating in community activities. These five aspects play a role in creating a culture of collaborative learning that supports teachers' ongoing professional development.

Mantra et al. (2025) state that the implementation of the Teacher Professional Learning Community program through lesson study activities encompasses four main aspects: collective reflection, collaborative planning, collaborative teaching, and ongoing evaluation. These four aspects play a crucial role in supporting teachers' professional development and improving the quality of learning in schools. Furthermore, Nurhadi & Purnama (2025) state that the Teacher Professional Learning Community plays a role in: (1) teachers' professional development, (2) enhancing collaboration, and (3) fostering continuous reflection on learning.

However, preliminary observations and interviews with 1–2 teachers from each public high school in Pariaman City (February 27–April 2, 2026) identified several phenomena indicating that the implementation of the Teachers' Professional Learning Community has not yet been optimal, as summarized in Table 1.

**Tabel 1.** Preliminary Study Findings on the Implementation of the Teacher Professional Learning Community Program at State Senior High Schools in Pariaman City

| NO | Aspect | Preliminary Finding | Implication |
|---|---|---|---|
| 1 | Teacher participation | Participation in learning community activities has not been uniform | Collaboration has not been comprehensive |
| 2 | Understanding of the PLC concept | Teachers' understanding remains limited | Activities tend to be viewed merely as ordinary meeting forums |
| 3 | Reflection and evaluation | Outcomes of discussions and reflections have not been followed up through structured evaluation | Solutions have not been optimally applied in classroom instruction |

*Source: Preliminary observations and interviews with teachers at State Senior High Schools in Pariaman City, February 27–April 2, 2026.*

These conditions indicate a gap between the ideal implementation of the Professional Learning Community, which should involve collaboration, competency development, and joint reflection and evaluation (Rastiana et al., 2025; Yenita & Andriani, 2025), and the actual conditions on the ground. Based on this description, this study aims to examine the implementation of the Teacher Professional Learning Community Program at State Senior High Schools in Pariaman City.

## METHOD

This study employed a quantitative approach using descriptive methods. The study population consisted of all public high school teachers in Pariaman City, totaling 154 individuals, with a sample of 118 teachers determined using Cochran's formula and the Proportionate Stratified Random Sampling technique. The research instrument was a Likert-scale questionnaire with five response options, namely very good, good, fair, poor, and very poor. The variable studied was the implementation of the Teacher Professional Learning Community (PLC) Program, which included aspects of teacher collaboration, teacher competency development, and shared reflection/evaluation.

Before being used in the study, the instrument was first tested on 20 respondents to determine its validity and reliability. The validity test results showed that all items were valid because the calculated r value was greater than the r table value (0.444) at the 5% significance level, while the reliability test results showed that the instrument had a high level of reliability, with a Cronbach's alpha of 0.934, making it suitable for use as a data collection tool. The data were analyzed using descriptive statistical techniques by calculating the mean score to determine the category of implementation of the Teacher PLC Program at public high schools in Pariaman City.

## RESULT AND DISCUSSION

### *Result*

The results show that the implementation of the Teacher Professional Learning Community Program at State Senior High Schools in Pariaman City achieved an overall average score of 4.37, placing it in the "good" category. This indicates that the program has generally been implemented well in supporting collaboration, competency development, and shared reflection/evaluation among teachers. The scores for each indicator are presented in Table 2.

**Tabel 2. Summary of Data on the Implementation of the Teacher Professional Learning Community Program.**

| No | Indicator | State Senior High Schools in Pariaman City | | | category |
|---|---|---|---|---|---|
| | | Highest Score | Lowest Score | Average Score | |
| 1 | Teacher Collaboration | 4,69 | 4,28 | 4,45 | Good |
| 2 | Teacher Competency Development | 4,50 | 4,06 | 4,38 | Good |
| 3 | Reflection/Evaluation. | 4,53 | 3,86 | 4,27 | Good |
| Average | | | | 4,37 | Good |

Teacher collaboration received an average score of 4.45 and fell into the "good" category. This was the highest average among the three indicators. Teacher competency development received an average score of 4.38 and also fell into the "good" category. Shared reflection/evaluation received an average score of 4.27 and fell into the "good" category as well, but it was the lowest of the three, with a gap of 0.18 points from the teacher collaboration indicator. This indicator also showed the widest gap between its highest and lowest scores (0.67, from 3.86 to 4.53), compared with 0.41 for teacher collaboration and 0.44 for teacher competency development.

***Discussion***

The results indicate that the implementation of the Teacher Professional Learning Community Program at State Senior High Schools in Pariaman City falls into the "good" category, with an average score of 4.37. These findings suggest that the program has served as a platform for collaboration, competency development, and reflection among teachers in improving the quality of learning. This rating is likely due to teachers utilizing learning community activities to share experiences, support one another, and collaboratively develop teaching practices. These findings align with those of Sekar and Kamarubiani (2020), who advocate for teacher professional development through collaborative activities within schools. The results also support the research by Khusna and Priyanti (2023), which showed that learning communities have a positive and significant impact on teachers' pedagogical abilities. In the Indonesian context, this result is also consistent with Soraya and Supadi (2022), who found that the programs of the Subject Teacher Conference (MGMP), a professional learning community, were effective for teachers' development.

For the teacher collaboration indicator, the average score of 4.45 indicates that teachers have been actively building cooperation, sharing experiences, and interacting positively with their peers in learning community activities. The score on this indicator is likely the highest because collaboration is a core activity of learning communities, making it easier for teachers to perceive its benefits. Effective collaboration can help teachers support one another in addressing learning challenges and strengthen professional relationships among them. This finding aligns with Mulyani and Supendi (2024), who explain that Professional Learning Communities foster a culture of collaboration through discussions and reflections on teaching practices, and with Rastiana et al. (2025), who affirm that such communities create a

collaborative learning environment. It is also consistent with the review by Nguyen et al. (2024), which reports evidence on the potential impacts of teachers' participation in PLCs on collaborative professional learning. However, preliminary interviews indicated that teacher participation is not yet fully equitable, and an average score can conceal differences between individual teachers. Schools therefore need to ensure that all teachers are actively involved so that collaboration becomes more comprehensive.However, preliminary interviews indicated that teacher participation is not yet fully equitable, and an average score can conceal differences between individual teachers. Schools therefore need to ensure that all teachers are actively involved so that collaboration becomes more comprehensive.

For the teacher competency development indicator, the average score of 4.38 indicates that teachers have utilized learning community activities to develop their teaching knowledge and skills. This is likely because teachers experience direct benefits from discussions and experience-sharing in improving their teaching practices. These findings align with Rodi et al. (2022), who state that communities of practice can enhance teachers' competencies through sharing experiences, discussions, and collaboration. They are also in line with Pan and Cheng (2023), who examined the impact of teacher learning communities on teachers' self-efficacy and professional learning, and with Pan (2023), who found that the influence of teacher learning communities on learner-centered teaching operated through teacher self-efficacy and collaborative professional learning. However, preliminary interviews also found that teachers' understanding of the concept of the Professional Learning Community remains limited. It is therefore necessary to strengthen teachers' understanding of the program's concepts and objectives so that these activities are no longer viewed merely as ordinary meeting forums.

The shared reflection/evaluation indicator, with an average score of 4.27, had the lowest score among the indicators. Although reflection activities have been conducted, there are still aspects of follow-up that need improvement. This is likely due to the lack of a structured evaluation mechanism for the outcomes of teachers' discussions and reflections, which is consistent with the preliminary finding that these outcomes have not been followed up through structured evaluation. Structured reflection and evaluation are crucial for ensuring that the resulting solutions are effectively implemented in classroom instruction. This finding aligns with Mantra et al. (2025), who identify collective reflection and ongoing evaluation as core aspects of the implementation of the Teacher Professional Learning Community Program. The implication is the need for special attention from school principals to develop clear evaluation and follow-up mechanisms, as emphasized by Yenita and Andriani (2025), who note that leadership support is essential for the learning community's goals to be optimally achieved. This is supported by Antinluoma et al. (2021), who found that principals played the main role in the progression of schools as PLCs, and by Nguyen et al. (2024), who identify strong leadership support among the conditions for developing and sustaining PLCs.

The pattern of scores across the three indicators also shows a consistent ordering: teacher collaboration, competency development, and shared reflection/evaluation. This pattern may suggest that activities of a direct, interactive nature, such as discussion and experience-sharing, are more readily embraced by teachers than activities requiring structured, administrative follow-up, such as ongoing evaluation.

Overall, the research findings indicate that the implementation of the Teacher Professional Learning Community Program at State Senior High Schools in Pariaman City has been rated as "good." The findings indicate that the program supports the development of a collaborative culture, teacher competencies, and a school climate that encourages continuous

learning. Therefore, the schools need to maintain the aspects that are already performing well and continue to strengthen those that still require optimization, particularly ensuring equitable teacher participation, reinforcing understanding of the program's objectives, and developing more structured evaluation and follow-up mechanisms.

## CONCLUSION

Based Based on the research findings, it can be concluded that the implementation of the Teacher Professional Learning Community (PLC) Program at State Senior High Schools in Pariaman City falls into the "good" category, with an average score of 4.37. The Teacher PLC Program, which covers teacher collaboration, teacher competency development, and shared reflection/evaluation, has been implemented well. Teacher collaboration received an average score of 4.45 in the "good" category, teacher competency development received 4.38 in the "good" category, and shared reflection/evaluation received 4.27, also in the "good" category.

These results show that teachers have been able to build collaboration and develop their competencies through PLC activities. However, shared reflection/evaluation was the aspect with the lowest score and still needs improvement. Therefore, school principals and program administrators are expected to maintain the established collaboration, increase equitable teacher participation, strengthen understanding of the program's concepts and objectives, and establish clear evaluation and follow-up mechanisms. School principals are also expected to support the implementation of the PLC through continuous coaching and supervision within the school. Future research could examine the implementation of Teacher PLCs with a broader scope and approach.

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