

## The Development of Professional Learning Community Using the Model for Basic Educational Schools

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### Abstract

The purpose of this research was to the development of professional learning community using the model for basic educational schools consisting of 4 stages; stage 1 study the components and indicators of the use of professional learning community, stage 2 study the current conditions, desirable conditions, and necessary needs, stage 3 development of professional learning community using the model for basic educational schools, stage 4 model using the professional learning community. Research Instruments used were sound recording, assessment form, questionnaire, interview form, and test. Statistical tools used were percentage, mean and standard deviation. It was found that components and indicators had 6 components with 27 indicators. The results of the suitability assessment were at a highest level. The current conditions were at a moderate level. The desirable conditions were at a highest level. The order of necessary needs can be arranged as follows; teamwork, vision and shared values, shared leadership, support factors, learning and professional development, and caring community. The results of the development of professional learning community using the model for basic educational schools comprised the following: part 1 principles, concepts, and objectives, part 2 procedures, part 3 guidelines for use, part 4 assessment, part 5 success conditions. The results of suitability and feasibility assessment were at a high level. The results of model using were found that the scores for the knowledge assessment after development were higher than the scores for the knowledge before development were statistically significant at .05 level. The results of the assessment of activities according to the before development model were at a high level after the development were at a highest level and the satisfaction level assessment were at a highest level.

**Keywords:** The Development of Model, Professional Learning Community, Basic Education

### 1. Introduction

Currently, teachers and educational personnel need to be knowledgeable and competent to be a person who can drive the educational reform process. Particularly, continuous and serious learning reform, Office of the National Education Commission (2011). The development of the quality of education by creating a community of teacher professional learning. It is a platform for teachers to be practitioners. There is an exchange of learning practices, the results of practice are exchanged in learning with the goal for students to learn. Three is a complex intellectual development to prepare to go out to live in the 21<sup>st</sup> century society, Phanit, W. (2012). Teacher professional development is, therefore, an improvement in teaching by teachers themselves. It is also a way for teachers to drive change in teaching by teachers without waiting for outside experts, particularly the main purpose of teaching students, Lewis, C. (2002), Perry, L., & Hurd, J. (2004), Isoda, M. (2006). It is a group of people who exchange or discuss critical questions, performance in daily life as well as reflecting on the performance and working together with a focus on learning and promote teacher professional advancement,

Mitchell, C. & Sackney, L. (2011), Toole, J. C. & Louis, K. S. (2002). The professional learning community is therefore practical guidelines to improve the quality of students, teachers, and schools arising from operational guidelines related to school culture change. Originally, most teachers are active learners to develop and upgrade themselves, fellow teachers, learners, and schools together which will lead to endless sustainable improvement development, etc., Kitrungraung, P. & Sirisamphan, O. (2017). And the development still faces the problem for teachers in using the professional learning community process, that is the development results are delayed. It is found that three things consisted of 1) Teachers have a lot of workloads 2) The professional learning community (PLC) system ambiguity 3) A workplace where there should be leaders who create a PLC culture in the organization, Hairon, S. & Dimmock, C. (2012). Therefore, researchers who play a role in improving the quality of basic education spot the importance and the need of previous issues, researchers, study and synthesize the conceptual framework in using professional learning community for basic educational schools, Chookemnerd, W. & Sangthong, E. (2014), Teachers and Basic Education Personnel Development Bureau (2017), Bureau of Teachers Development and Vocational Personnel (2018), and Kenoyer, F. E. (2012) 6 components consisted of 1) vision and shared values 2) teamwork 3) shared leadership, 4) learning and professional development 5) caring community and 6) support factors and synthesizes the conceptual framework for model development, Khammanee, T. (2003), Runcharoen, T. (2011), Keeves, P. J. (1997) & Bush, T. (2011) five components consisted of 1) principles, concepts and objectives 2) procedures 3) guidelines for use 4) assessment 5) success conditions. It is for the conceptual framework for model development in using professional learning community for basic educational schools. The purpose of this research is to develop of professional learning community using the model for basic educational schools for the quality of teachers which will affect the development of the quality of basic education to achieve further results.

## **2. Research Methodology**

Stage 1 studied the components and indicators of professional learning community for basic educational schools, the group of informants comprised of 9 experts by the purposive sampling, data were collected via documents, textbooks, and related research, the results were arranged in focus group discussion, and assessed components and indicators with an assessment form.

Stage 2 studied the current conditions, desirable conditions, and necessary needs of professional learning community for basic educational schools, the populations were basic educational schools under the primary education service area offices in the northeast of Thailand amount 5,810 persons, a sample group was selected from school administrators, head of academic teachers by comparing the total population with Krejcie & Morgan table, a sample group of 360 people was obtained. The number of samples was then calculated in proportion to the population obtained by stratified random sampling to get the total number according to the specified proportion, data were collected via questionnaires were asked to a sample group of 360 copies, and the questionnaires were returned of 360 copies at 100%.

Stage 3 developed the professional learning community using the model for basic educational schools, data were collected via the interview of administrators and head of academic teachers with outstanding practices in the use of professional learning community by interview form, draft model, and verified the suitability and feasibility assessment with the assessment form by using connoisseurship, the group of informants comprised of 9 experts by the purposive sampling.

Stage 4 studied the results of the model using the professional learning community for basic educational schools, the target group was 14 administrators and teachers by the purposive sampling, data were collected via workshops and integrated with practice based on the professional learning community using the model for basic educational schools by using the test, supervised form and satisfaction assessment form by using 12 weeks.

Data were analyzed using (statistical tools) percentage, mean, standard deviation, and qualitative data were presented through descriptive analysis.

## **3. Findings**

1) Components and indicators comprised 6 components with 27 indicators, vision and shared values had 4 indicators, teamwork had 4 indicators, shared leadership had 4 indicators, learning and professional development had 5 indicators, caring community had 5 indicators and support factors had 5 indicators. The results of the suitability assessment were at a high level as shown in table 1.

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**Table 1** Mean, standard deviation, and the level of suitability of the components of the use of the professional learning community for basic educational schools.

Components	$\bar{X}$	S.D.	Level of Agreement
1. Vision and shared values	4.61	0.50	Very High
2. Teamwork	4.64	0.47	Very High
3. Shared leadership	4.50	0.51	Very High
4. Learning and professional development	4.62	0.46	Very High
5. Caring community	4.71	0.45	Very High
6. Support factors	4.73	0.45	Very High
Total	4.64	0.47	Very High

2) The current conditions were at a moderate level. The desirable conditions were at a highest level. The order of necessary needs can be arranged as follows; teamwork, vision and shared values, shared leadership, support factors, learning and professional development, and caring community as shown in table 2.

**Table 2** Mean, standard deviation, current conditions, desirable conditions, necessary needs in the use of professional learning community for basic educational schools in the overall of each aspect.

The Use of Professional Learning Community	Current conditions			Desirable Conditions			PNI	order
	$\bar{X}$	S.D.	Level Implementation	$\bar{X}$	S.D.	Level Implementation		
1. Vision and shared values	2.97	0.83	Moderate	4.70	0.41	Very High	0.582	2
2. Teamwork	2.90	0.92	Moderate	4.65	0.44	Very High	0.603	1
3. Shared leadership	3.09	0.88	Moderate	4.58	0.48	Very High	0.482	3
4. Learning and professional development	4.05	0.74	High	4.66	0.45	Very High	0.151	5
5. Caring community	4.29	0.56	High	4.72	0.42	Very High	0.100	6
6. Support factors	3.63	0.66	High	4.69	0.43	Very High	0.292	4
Total	3.49	0.76	Moderate	4.67	0.44	Very High		

3) The results of the development of professional learning community using the model for basic educational schools comprised the following: part 1 principles, concepts, and objectives, part 2 procedures, part 3 guidelines for use, part 4 assessment, part 5 success conditions. The results of suitability and feasibility assessment were at a high level as shown in table 3.

**Table 3** Mean, standard deviation regarding the suitability and feasibility of professional learning community using the model for basic educational schools in the overall of each aspect.

Assessments	Suitability			Feasibility		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Part 1 principles, concepts and objectives	4.44	0.50	High	4.56	0.50	Very High
Part 2 procedures	4.32	0.30	High	4.26	0.33	High
Part 3 guidelines for use	4.17	0.20	High	4.31	0.43	High
Part 4 assessment	4.22	0.42	High	4.33	0.36	High

Part 5 success conditions	4.11	0.31	High	4.22	0.42	High
Total	4.27	0.31	High	4.32	0.39	High

4) The results of model using were found that the scores of the knowledge assessment after development were higher than the scores of the knowledge assessment before development was statistically significant at .05 level. The results of the assessment of activities according to the model before development were at a high level after the development was at a highest level, and the satisfaction level assessment was at a highest level as shown in table 4.

**Table 4** Mean, standard deviation, and the level of activities according to professional learning community using the model for basic educational schools before and after development in the overall of each aspect.

Professional Learning Community Using the Model	Before Development			After Development		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1. Teamwork	4.33	0.47	High	4.72	0.45	Very High
2. Vision and shared values	4.32	0.54	High	4.69	0.54	Very High
3. Shared leadership	4.36	0.47	High	4.76	0.42	Very High
4. Support factors	4.38	0.55	High	4.67	0.54	Very High
5. Learning and professional development	4.47	0.52	High	4.70	0.47	Very High
6. Caring community	4.48	0.50	High	4.71	0.45	Very High
Total	4.39	0.51	High	4.71	0.48	Very High

#### 4. Discussions

The components and indicators comprised 6 components with 27 indicators. The results of the suitability assessment were at a highest level. The current conditions were at a moderate level. The desirable conditions were at a highest level. The order of necessary needs can be arranged as follows; teamwork, vision and shared values, shared leadership, support factors, learning and professional development, and caring community. The results of the development of professional learning community using the model for basic educational schools comprised the following: part 1 principles, concepts, and objectives, part 2 procedures, part 3 guidelines for use, part 4 assessment, part 5 success conditions. The results of suitability and feasibility assessment were at a high level. The results of the model using were found that the scores for the knowledge assessment after development were higher than the scores for the knowledge before development were statistically significant at .05 level. The results of the assessment of activities according to the before development model were at a high level after the development were at a highest level and the satisfaction level assessment were at a highest level. This was because the researchers studied relevant documents and related research and synthesized the components and indicators, and the results were verified and the suitability assessment by 9 experts with experience and expertise in the use of professional learning community by focus group discussion, the components and indicators were collected both in qualitative and quantitative data, and draft model via connoisseurship in the verification and assessment of the model, thereby the model implementation was high feasibility and satisfaction at a highest level. It created new educational innovations used for the development of teacher professions and the quality of education by partner teachers and it could be applied in real educational schools as [Thamromdee, S., et al. \(2010\)](#) suggested that professional learning community is a key learning reform strategy, in many areas have adopted the professional learning community to improve learning management in schools, particularly during the educational reforms of each country. The professional learning community is a factor and an important tool in the reform of learning management amid teachers, educators group, particularly educational reform into the 21<sup>st</sup> century learning, and [Fullan \(2005\)](#) stated that the professional learning community is a caring community, a power that crates mass empowerment, starting from the shared leadership of teachers, to drive improvement and development of educational schools consisting of having shared values, shared responsibility for student learning, investigation to reflect professional results, collaborative learning, support for the hierarchical structure and personnel relationships, [DuFour, R. \(2007\)](#); [Roussin, H., & Sommers. W. A. \(2009\)](#); [Martin, M. \(2011\)](#) and [Annenberg Institute for School Reform \(2013\)](#) in accordance with [Leuanoi, A. \(2018\)](#) a research entitled “The professional learning community management model of world-class standard school”. The research revealed that 1) the components of professional learning community management model

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of world-class standard school had 6 components consisting of leadership, learning and professional development, caring community, teamwork, vision and shared values and community development structure 2) The creation of professional learning community management model of world-class standard school comprised the following: part 1 introduction consisting of principles and objectives, part 2 contents, part 3 success conditions. The results were verified based on the expert's opinion were appropriate. The results of the suitability assessment of the model manual were appropriate at a highest level. The results of the model assessment found that it was correct and appropriate. The usefulness was at a highest level. The feasibility was at a high level and accordance with Calcasola, K. S. (2009) studied co-efficiency of teachers and professional learning community found that the relationship between co-efficiency of teachers and professional learning community affected students with better academic performance and teachers felt that they were effective in school, they felt that their school was a professional learning community as well, also in accordance with Voelkel, R. H. (2011) studied the relationship of co-efficiency of teachers and professional learning community of successful teachers and school administrators. The findings showed that the professional learning community was a positive correlation and co-efficiency. Transformational leadership was essential to build a secure and sustainable professional learning community. The findings also indicated that higher professional learning community level resulted depending on higher co-efficiency.

### 5.Recommendations

It was recommended that school administrators should take the professional learning community using the model for basic educational schools to develop teachers and educational quality. It should be assigned according to administrative structure in educational schools and promoted, supported regarding the foundation of professional learning community, supervision, and monitoring of the use of professional learning community for basic educational schools continuously. It is an important tool in helping educational schools that follow the model to succeed in improving the educational quality and the quality of teachers. Furthermore, it should be further researched to develop the model or explicit knowledge of the use of professional learning community for basic educational schools in accordance with the transformation in modernity in the way of developing a programme or strategy to be more quality and effective for the education system further

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