Influence of the Professional Learning Community of Malay Language Teachers at the Transformation School in Selangor

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This study aims to determine the stages and the influence of the Professional Learning Community (hereafter KPP) of the Malay Language Teachers at the Transformation School in Selangor. In this study, a total of 174 teachers from 16 Transformasional schools in Selangor were involved as respondents. This study is a quantitative investigation using the review method. The data was collected through questionnaires answered by the respondents. The instrument used was the results obtained through the Fuzzy Delphi method based on the agreement of 12 experts. Quantitative data was analysed using SPSS software version 23.0 and SEM Amos version 23.0. The study result shows that the practice stage of the KPP of the Malay Language teacher at Transformation School is at a high level in each dimension based on the overall average score (Min = 4.04, SP = 0.560). The study findings also show that there are significant influences among the nine KPP dimensions. This study is expected to have a positive impact on the implementation of KPP at transformational schools, in order to improve effective teaching and quality of teachers as well as to improve student learning achievement and school excellence in line with the Ministry of Education (hereafter kPM) policy.

Key words: Professional Learning Communities, Fuzzy Delphi, Malay Language Teacher, Structural Equation Modelling.

Introduction

The teacher ensures maximum learning outcomes for students at school (Nuraini Abu Bakar and Zanaton Iksan, 2015). Teachers are more creative and innovative (Anuar, Siti Haishah and Nur Atiqah, 2009; Rozita Radhiah and Abd Rasid, 2012; Mohd Radzi, 2016) to ensure the delivery system becomes more effective, interesting, without being monotonous so as to stimulate student interest in learning (Rohani, Hazri and Nordin, 2010). Indeed, basic changes in education in Malaysia have made the work of teachers increasingly challenging in the 21st century. As the heart of all the reforms and changes in the development of education quality in Malaysia (KPM, 2013), teachers are always looking for new approaches to teaching in order to improve the quality of education. Various programs have been planned by the KPM to ensure that the teaching profession continues to grow and be established by enhancing the quality of the ongoing professional development plan (PPPB) from the year 2013 (BPG, 2013). The implementation of the PPPB was implemented to enable teachers to increase their competence in carrying out their duties and roles in schools. According to previous studies (Hussein Mahmood, 2008; Rusmini Ku Ahmad, 2005; Nor Hasnida Che Ghazali, 2010; Supovitz dan Turner, 2000), it shows that the development of the teacher professionalism is the best way to enhance teacher teaching effectiveness and to improve school effectiveness. In line with this, the concept of KPP is introduced to teachers in Malaysia in an effort to enhance the development of teacher professionalism (PPPB, 2014).

Enhancing teacher professional development training enables teachers to be more competent in carrying out their tasks and roles (BPG,2013) as this is the best way to increase the effectiveness of teacher teaching and subsequent school effectiveness (Hussein Mahmood, 2008; Rusmini Ku Ahmad, 2005; Nor Hasnida Che Ghazali, 2010; Supovitz dan Turner, 2000). Accordingly, the KPP has been at the forefront of the Teacher Education Division (BPG) in its Continuing Professionalism Development Plan since 2013. According to (Fullan, 2010), KPP is a school improvement process. This KPP culture involves working with colleagues including principals, principals, senior assistants, senior teachers, and committee teachers in an effort to expand and enhance teachers teaching best practices and enhance their knowledge and skills in accordance with appropriate competencies. (BPG, 2010). The KPP also promotes collaborative learning values among teachers, students and principals to improve the quality of teaching and learning and well-being of all schoolchildren (Dufour, 2010; Myers and Simpson, 1998; Aziah et al., 2015). In addition, the practice of the KPP can create a school community that builds good relationships with the environment both internally and externally to address student concerns and create effective schools.

Literature Review

This Section Discusses the Following Aspects
Professional Learning Community (KPP)

Based on the highlights of the study conducted locally and abroad, there are various definitions related to the KPP. Accordingly Fullan, (2010) and Hord, (2009) define KPPs as the importance of creating knowledge in the organisation, sharing knowledge, the character of the teachers and sharing professional practices to encourage continuous improvement for the individual and the whole school so it establishes a culture of best practice. Whereas (Elmore 2010; Gallimore, et al., 2009) state that the KPP is an organisation that delivers the best teaching and learning practices, designing together and creating a work culture to enhance teaching, and classroom and school climate that reflects teachers and principals that constantly evaluate the performance on shared values for the success of student and teacher learning. Barth (2010) further defines KPPs as a partnership of school professionals to engage and commit to the practice of teacher work culture and to share knowledge to facilitate collaboration with one another.

In addition, school leaders need to support and provide intervening conditions to enable school leaders and teachers to work together to make decisions in order to improve teacher and student learning practices positively (Eaker dan Gonzales, 2006). The KPP is made up of team members who work together to continually improve the needs of students through a more focused vision of the curriculum (Reichstetter, 2006). In fact, the KPP works collectively on school challenges and makes collective decisions about important learning (Dufour, 2004; Hord, 1997). Overall, the KPP promotes a collaborative culture among educators with shared responsibility and focus on learning something (Shellard, 2002; Foord& Haar, 2008). Furthermore, Dufour's study (Eaker (2006) in the teacher's KPP establishes a common mission, vision, values and goals of learning outcomes for all students and ensures that curriculum teaching is implemented well (Langston, 2006). In addition, schools that practice KPPs rely on teachers and work together to understand student problems and make decisions to ensure that their learning is improved. The focus of the KPP is to ensure that students learn, create diversity, and focus on results (Hughes dan Kritsonis, 2006).

The Dimensions of the Professional Learning Community
Creative, Collective and Application Learning (PKKA)

Practice the school community and implement creative and collective learning - information sharing and discussion and ongoing dialogue among the school community (Taylor et al., 2011). Teachers come up with solutions to the problem and trigger new ideas in teaching and learning sessions and apply them in the classroom (Lovett & Cameron, 2011; Barnes & William, 2013).

Leadership Sharing and Supporting Leadership (PKKM)

School leadership practiced through leadership share with principals and teachers and provided support to all schoolchildren in sharing leadership that shapes teamwork. This practice will create a sharing of power, authority and responsibility based on decision-making that has implications for commitment and accountability among schoolchildren.

Private Practice Sharing (PAPE)

This practice focuses on processes that encourage teachers to interact, provide feedback, share learning decisions and experiences (Zuraidah, 2010; Ying Zhao, 2013). This practice provides the opportunity for teachers to learn new skills and knowledge from colleagues. Teachers co-lead, make decisions, and find alternatives to solve problems.

Support from Relationships and Structure (SAPS)

This practice is divided into two aspects in terms of human relationships and the structure of a school organisation. This relationship refers to five characteristics, namely, caring, trusting, respectful, recognising and celebrating success, bravely taking risks and making changes in the joint venture that is embedded in the organisation (Zuraidah Abdullah, 2010).

Focus on Student Learning (FTPM)

The aim of all schools in Malaysia and in the world is to improve student achievement. In the best school system, all activities focus on student learning through the KPP process (DuFour, 2012). The KPP provides a framework for developing teachers' collaboration to focus on improving student teaching and learning (Rentfro, 2007). One way to meet this goal is that teachers must focus on students' academic needs (Cook & Faulkner, 2010). Principals and teachers must focus on student learning if they want to improve student achievement in their school (DuFour & Mattos, 2013).

Collaborative Culture (BOOK)

Creating a KPP in a collaborative culture is the most effective strategy for improving teaching and learning in schools (DuFour & Mattos, 2013). Although the culture of cooperation is important, segregation has become a tradition of the teaching profession. Traditionally, teachers have the autonomy to teach what they want, when they want, and how they want it behind the classroom door with little disruption from school leaders and little if any professional knowledge sharing among fellow teachers. Often individual teachers cannot change the culture of their workplace or greatly affect the quality of teaching in the school

because the traditional structure of the school fosters a culture of isolation (Darling-Hammond & McLaughlin, 1995).

Inquiry Culture and Best Practices in Teaching (BIAP)

Schmoker (2004) argues that the best way to enhance classroom teaching is to develop a collaborative teacher KPP and adapt their practices. If students are not doing well, teachers need to examine their practices and beliefs about students and how they learn (Ediger, 1997). Professional teachers are forced to change as they examine student data and work and then critically examine their teaching practices (Vandeweghe & Varney, 2006). Teachers see student performance as a reflection of their teaching.

Action through Observation (TMPE)

In order to help students reach their goals, risk-taking is considered necessary in schools (Ediger, 1997). Teachers must be willing to try new strategies if they want to achieve different results. Today, many schools are striving to become KPPs where teachers collaborate in teaching and learning and then take action to improve student learning and achievement (Thompson et al., 2004).

Decision-oriented (BKEP)

Teachers can create a high level of achievement for all students when working as part of a KPP by focusing on student decisions and continuous improvement (Morrissey, 2000). Teamwork requires teachers to meet formally and regularly, focusing on instruction and adapting instruction based on assessment results (Schmoker, 2006). The data used to make teaching decisions is an important aspect of the KPP.

Research Methodology

This descriptive study is to obtain Malay teachers' perceptions of the practice implemented at the school transformation. Subsequently, surveys were used to collect data in order to obtain feedback on KPP practices in schools. The sample comprised 174 participants, comprising teachers study the French language in 16 in the transformation school in Selangor. This study uses questionnaires built using the Fuzzy Delphi method. This survey contains 60 items. The data analysis of this study is using Statistical Package for Social Sciences (SPSS) version 23 and SEM Amos version 23 to see if there is any significant relationship between KPP dimensions. Descriptive statistical methods were used to measure the state of the PLC Malay language teachers in the school's transformation in Selangor. The five-point Likert scale used is as shown in Table 1:

Table 1: Interpretation of the Minimum Value of Professional Learning Community

Value	Phase	Value Data
1.00 to 2.33	Low	1
2.34 to 3.66	Medium	2
3.67 to 5.00	High	3

Source: Zuraidah (2010)

Based on Table 1, the min value can determine the level of KKP of Malay Language teachers of Transformation School in Selangor. The minimal values of 1.00 to 2.33 are low and given values are 1. Then minimal values of 2.34 to 3.66 are moderate and given values are 2. While the meaning values of 3.67 to 5.00 are high and given values are 3. The highest mean values represent the major dimension level and the second-highest score indicates the level of the second dimension and the lowest means the value of the dimension that is less practiced by Malay teachers. For inference analysis using SEM, Amos is to examine the influence of the dimensions of the professional learning community, the analysis was performed based on Chi-square, God of Fit Index (GFI), Cooperative Fix Index (CFI), Tuckler Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA).

Findings and Discussions

The findings of the study illustrated the nine (9) dimensions of the KPP. The details of the KPP level by dimension are as follows:

i) The level of Professional Learning Communities of Malay Teachers of Transformation School in Selangor

Teacher professional learning community of Malay language in Transformation School in Selangor is measured by using nine dimensions, namely: i) the sharing of leadership and leadership support, ii) creative learning, collective and application, iii) sharing personal practices, iv) support of aspects of the relationship and structure, v) focus on student learning, vi) collaborative culture, vii) inquiry culture and teaching best practices, viii) action through observation, and ix) decision-making. Analysis of the KKP on the practice of Malay language teachers of transformation school in Selangor in detail in accordance with the dimensions is shown in Table 2 below.

Table 2: Min Value, Standard deviation and Level of Practice of KPP Transformation Schools in Selangor

Dimensions of the Professional Learning Community	Min	SP	Level	Position
Leadership Sharing and Leadership Support	3.95	.590	3	5
Creative, Collective and Application Learning	3.92	.574	3	6
Sharing Personal Practice	3.99	.574	3	4
Support from Relationships and Structure Aspects	4.00	.542	3	3
Focus on Student Learning	3.87	.569	3	8
Focus on Student Learning	4.02	.523	3	2
Inquiry Culture and Teaching Best Practices	4.76	.523	3	1
Action Through Observation	3.95	.528	3	5
Action Through Observation	3.91	.497	3	7
Overall	**4.04**	**.560**	3	

N = 174, Min Score: 1.00 - 2.33 = Low, 2.34 - 3.66 = Moderate, 3.67 - 5.00 = High, SP = Least Reserves

Based on the findings of Table 2, it shows the mean value of the KKP practice of Malay language teacher of transformation school in Selangor, is at the high level of value min = 4:04 and a standard deviation value = .560. All nine dimensions practiced shows high levels of i) leadership sharing and leadership support (mean value = 3.95, SP = .590, ii) creative, collective and application learning (mean value = 3.92, SP = .574), iii) sharing of personal practice (mean value = 3.99; SP = .538), iv) support for relationships and structure (mean = 4.00, SP = .542), v) focus on student learning (mean = 3.87; SP =. 569), vi) collaborative culture (mean value = 4.02; SP = .523), vii) inquiry culture and teaching best practices (mean value = 4.76, SP = .675), viii) action through observation (mean value = 3.95, SP = .528) and decision-oriented (mean value = 3.91; SP = .497).

The findings of this study also illustrate the KPP's dimensions according to the highest levels of transformational schools are inquiry culture and teaching best practices (mean value = 4.76), collaborative culture (mean value = 4.02), support for communication and structure (mean value = 4.00), personal practice sharing (mean value = 3.99), leadership and leadership sharing support and action through observation of mean 3.95, creative, collective and application learning (mean value = 3.92), decision-oriented (mean value = 3.84) and finally focus on student learning (mean value = 3.87).

Based on the findings of this study, the first position with the highest mean value was the cultural dimension of the study and teaching best practice (mean value = 4.76). This dimension is a catalyst for professional learning community practices of Malay language teachers of transformation schools in Selangor. These findings are consistent with the findings (Schmoker, 2004; Vandeweghe & Varney, 2006; Broad & Evans, 2006; Ministry of Education Malaysia,

2014) found that the most effective way to improve teacher teaching is to adjust teaching practices, identify deficiencies, improve teaching for the benefit of the pupils, enhance reading competencies, and analyse the latest research on teacher teaching processes. Next, the second dimension with the second highest mean value is the collaborative cultural dimension (mean value = 4.02). This finding is in line with studies (Dufour & Mattos, 2013; Kohm and Nance, 2009; DuFour, 2004) stating that collaborative culture is the most effective strategy for improving teaching in schools because teachers who practice collaborative culture in schools have different attitudes to teachers that relies heavily on administrators and leaders to plan this collaborative practice in schools.

As for the third dimension highest practiced by Malay Language teachers of transformation school is support dimension from the aspect of communication and structure (mean = 4.00). This dimension is an important aspect of establishing community relations and the importance of establishing a good and appropriate school infrastructure for community members (DuFour, 2010; Zuraidah, 2016; Jennifer, 2014). Next, the fourth dimension that has the highest mean value is the personal practice sharing dimension (mean value = 3.99). The personal practice sharing dimension focuses on the aspect of teacher interaction, sharing new practices with fellow teachers and providing feedback to solve teaching problems (Hord, 1997; Zuraidah, 2010; Ying Zhao, 2015). This partnership also shows that teachers are more open to sharing best practices with peers and sharing ideas for improving classroom teaching (Hipp & Huffman, 2003; Norhayati Ab Wahab, 2009; Hord 2003; Golden, 2017).

Furthermore, the position of the fifth dimension of the highest value of the mean value is the dimension of leadership sharing and leadership support (mean value = 3.95) and action through observation (mean value = 3.95). This finding suggests that a teacher's leadership can play a role as a teacher not only to guide students but also to guide them and their colleagues towards their goals without being forced (Nor Asma Sheirnawani et al., 2015). While teachers also need to find appropriate strategies to tailor student learning by comparing their current teaching practices with research-based practices (Ediger, 1997; DuFour, 2010; Thompson et al., 2004).

The sixth dimension that has the highest mean value is the creative, collective and application learning dimensions (Min value = 3.92). These dimensions show that teachers are constantly discussing, sharing information, generating new ideas, and helping fellow teachers to learn new knowledge (Zuraidah, 2010; Norhayati, 2009; Taylor et al., 2011; Lovett & Cameron, 2011). The dimension with the second-lowest mean value is the decision-oriented dimension (Min value = 3.91). The findings show that the Malay English teacher of the transformation school shows less emphases on this dimension. High student achievement can be achieved if teachers are able to focus on student learning, adjusting instruction based on assessment results and the data is used to make teaching decisions (Morrisey, 2000; Schmoker, 2006; DuFour et al., 2010; Evans, 2012). While Evans's (2012) findings suggest that students' academic achievement is

achieved when teachers use data and student work as their guide in teaching implementation. Finally, the position of the lowest dimension of the mean value is the focus dimension for student learning (Min value = 3.87). The practice of this dimension is poorly practiced making pupil learning an important thing to do. The goal of each school is to ensure that student learning is improved. Principals and teachers need to focus on student learning in order to ensure student achievement is improved and teachers must focus on pupils' academic needs (Dufour & Mattos, 2013; Cook & Faulkner, 2010). The overview of the findings of this study show the Malay language teachers adopt nine-dimensional transformation school professional learning communities in improving their teaching in the classroom. Graph 1 shows the position of the mean value dimensions of KPP of Malay language teachers in School Transformation in Selangor.

Graph 1. Position of Min Value Dimensions of the Professional Learning Community of Malay Language Teachers of Transformation School in Selangor
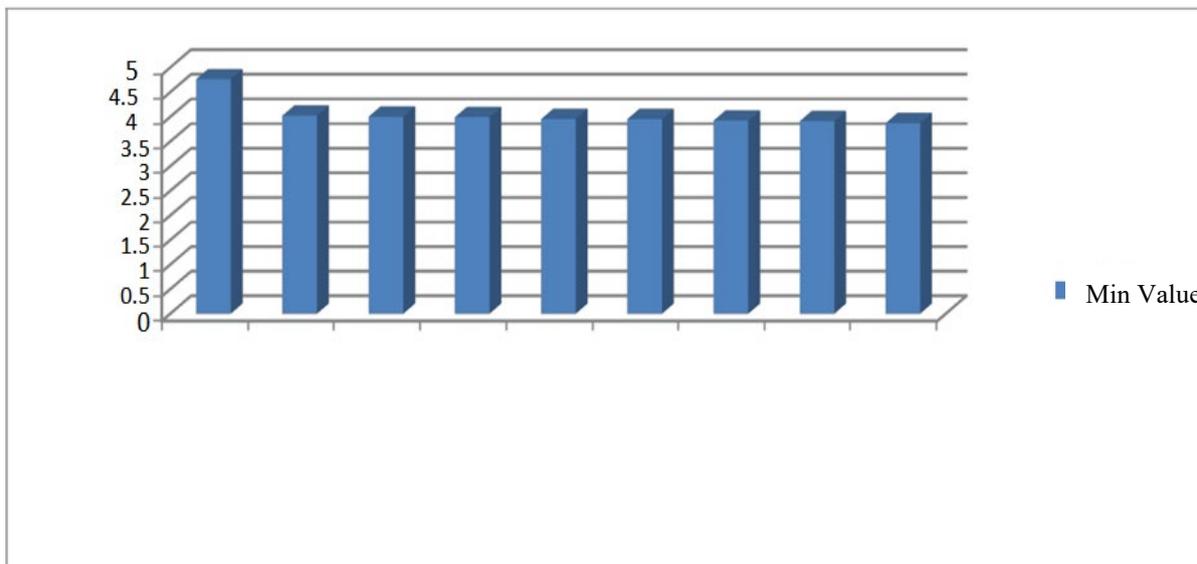

The Influence of the Dimensions of Teacher Professional Learning Communities of Malay Language of Transformation School in Selangor

There are nine dimensions of measurement models based on KPP dimensions of leadership and supportive leadership, creative learning, collective and application, sharing of personal practice, support for relationships and structure, student learning focus, collaborative culture, inquiry culture, and best practices. action through observation, and decision-making. The results of the measurement model for the whole dimension are shown in Figure 1. An analysis of each KPP dimension was performed to compare the values of chi-square, GFI, CFI, TLI, RMSEA and CMINDF for each proposed model of the original KPP dimension with its modified model. This process is to enable the development of an appropriate model used in

this study (Nik Mustafa, 2016, Nor Hayati, 2018). Figure 1 and Figure 2 below show the proposed measurement model and the model has been modified to produce a fit model for Malay Language teacher of transformation school.

Figure 1. Proposed Model of KPP Dimension Measurement of Malay Language Teachers of Transformation School
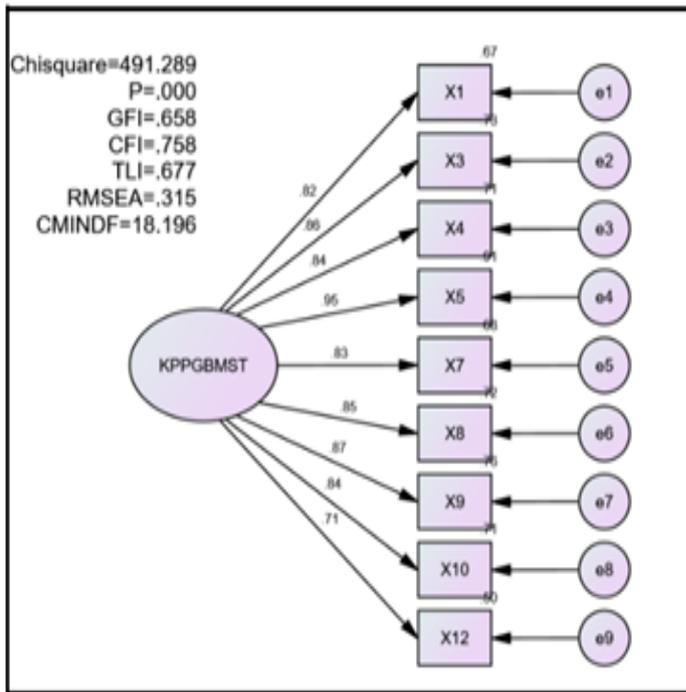
Figure 2. Modification Measurement of Malay Language Teachers of Transformation School
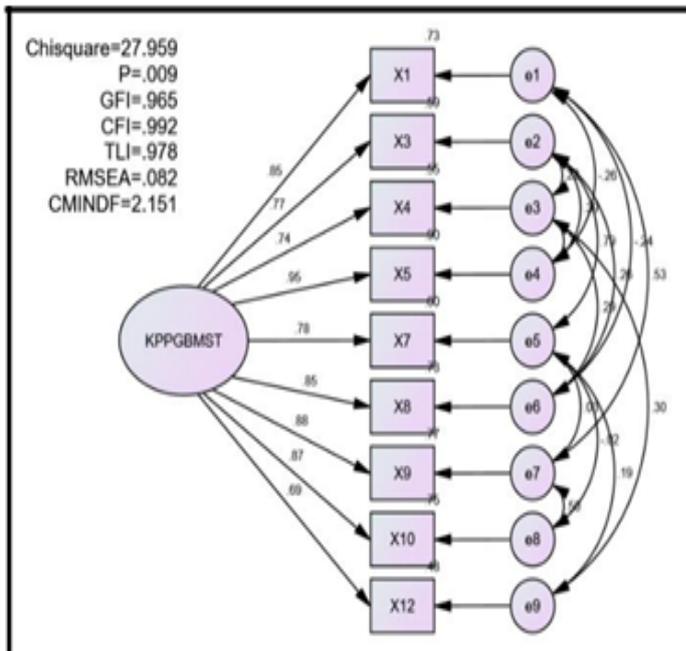
Note:

X1 = Leadership Sharing and Supporting Leadership

X3 = Creative, Collective and Application Learning

X4 = Private Practice Sharing

X5 = Relationships and Structure Support

X7 = Focus on Student Learning

X8 = Collaborative Culture

X9 = Inquiry Culture and Best Practice of Teaching

X10 = Action Through Observation

X12 = Decision-oriented

Based on Figure 2, the KPP dimension measurement model has been modified to obtain a better model based on the modified index value (MI). Table 3 represents the improvement of the modification index for the KPP dimensions.

Table 3: Index improvement of Dimension Modification of Professional Learning Communities of Malay Language Teachers of Transformation School in Selangor

Modified Index Value	Dimension	Action
e2↔e5 (110.545)	X3, X7	connected
e1↔e7 (74.880)	X1, X9	connected
e5↔e9 (12.502)	X7, X12	connected
e3↔e9 (5.876)	X4, X12	connected
e3↔e4 (27.878)	X4, X5	connected
e1↔e8 (6.510)	X1, X10	connected
e5↔e7 (4.823)	X7, X9	connected
e3↔e6 (6.361)	X4, X8	connected
e2↔e6 (7.851)	X3, X8	connected

Changes in dimensions are made individually based on the suggested modification index. Large MI values e2↔e5 (110,545), e1↔e7 (74,880), e5↔e9 (12,502), e3↔e9 (5.876), e3↔e4 (27.878), e1↔e8 (6.510), e5↔e7 (4.823), e3↔e6 (6.361), and e2↔e6 (7.851) indicate that when the variance error is corrected, the Chi-square Goodness of Fit value decreases. Therefore, some variant errors have been linked to obtaining a better model fit with the data of the study (as shown in table 3).

Based on Figure 2 above, once the modifications have been made and the model compatibility is reviewed, the results show that the KPP dimensional modification measurement model has better compatibility and all indexes meet the values of the compatibility index as shown in table 4 below.

Table 4: Overall Rating Measurement Model for Structural Equation Model for Teacher Professional Learning Communities of Malay Language Teachers for Transformation School.

Goodness-of –fit	Cut-off value	Modified Insights	Description
χ^2	≤525.026	27.959	Good
Probability	≥0.05	.009	Good
GFI	≥0.09	.965	Good
CFI	≥0.90	.992	Good
TLI	≥0.80	.978	Good
RMSEA	≤0.08	.082	Good
CMINDF	≤5.00	2.151	Good

Note: χ^2: Chi-square; GFI: Goodness of Fit Index; CFI: Comparative Fit Index; TLI: Tucker-Lewis Fit Index (TLI); RMSEA: Root Mean Square Error.

Referring to Table 4 above, the test results χ2 show a value of 27,959 with a probability of p = .009. This shows that the dimensions in the model are of significant influence with good relationships. GFI values = .965, CFI = .992, TLI = .978, RMSEA = .082, CMINDF = 2.151. With respect to the significant value of the load factor, it is found that no probability value is greater than 0.05. This indicates that the dimensions tested are acceptable (Bentler, 1993; Bollen, 1993; Nik Mustafa 2016).

Conclusion

This study shows the levels of nine dimensions of KPP of Malay language teachers of School Transformation in Selangor. Generally, the level of KPP of Malay language teachers of School Transformation is at a high level. The Implementing of KPP practices requires commitment from all parties for school excellence. Each of these KPP dimensions helps schools plan for better and effective school development especially in improving the effective teaching of teachers and improving student learning performance. The findings of this study are in line with the goals of the KPM as stated in the Malaysian Education Development Plan 2013-2025 which is to strengthen the teaching profession and to further enhance the professional development of teachers in schools. In addition, the findings also provide information to stakeholders that involve teacher professional development training and become a guide of the implementation of the KPP in schools so that the quality of teacher teaching can be further enhanced and improve student learning performance.

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