

**IMPLEMENTASI PLC (PROFESSIONAL LEARNING COMMUNITY)
DI SEKOLAH SD GAGASCERIA BANDUNG**

TESIS

Diajukan untuk Memenuhi Sebagian dari Syarat
Memperoleh Gelar Magister Pendidikan
Program Studi Administrasi Pendidikan



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**PROGRAM STUDI ADMINISTRASI PENDIDIKAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2019**

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Program Studi Administrasi Pendidikan
Sekolah Pascasarjana Universitas Pendidikan Indonesia Bandung

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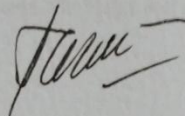
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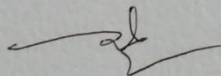
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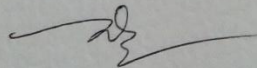
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ABSTRAK

GW Wulandari Sianipar, (2019). Tesis: “Implementasi PLC (*Professional Learning Community*)” di sekolah SD GagasCeria

Sebagai Sumber Daya Manusia yang menjadi sumber penyalur pendidikan, guru memegang peranan penting yang perlu diperhatikan. Kinerja guru yang baik dapat diupayakan dengan adanya program pembelajaran sebagai tenaga *professional* yang salah satunya dapat dilakukan dengan melaksanakan PLC (*Professional Learning Community*) Penelitian ini menggambarkan bagaimana proses pelaksanaan PLC (*Professional Learning Community*) di sekolah SD GagasCeria yang beralamat di Jalan Malabar No. 61 Kec. Lengkong, Kota Bandung. Penelitian ini ingin menjawab beberapa pokok permasalahan, yaitu: (1)

Mendapatkan informasi mengenai pemahaman kepala sekolah dan guru di SD GagasCeria terhadap *Professional Learning Community*; (2) bagaimana bentuk kegiatan *Professional Learning Community* di sekolah SD GagasCeria, (3) bagaimana gambaran dari dampak *Professional Learning Community*; dan (4) apa saja masalah-masalah yang dihadapi dalam dalam pengimplementasian PLC dan cara mengatasinya. Penelitian ini menggunakan metode deskriptif pendekatan kualitatif, pengumpulan data dilakukan dengan wawancara mendalam dan observasi serta kajian dokumentasi. Informan penelitian adalah Kepala sekolah, guru divisi pengembangan guru di sekolah SD GagasCeria. Berdasarkan hasil temuan pada penelitian, peneliti menemukan bahwa: (1) sekalipun tidak mengetahui arti secara harfiah dari *Professional Learning Community*, akan tetapi sekolah SD GagasCeria sudah melaksanakan kegiatan-kegiatan yang merupakan gambaran dari *Professional Learning Community*, (2) selanjutnya, untuk kegiatan yang berupa PLC yang diadakan di sekolah SD GagasCeria, yaitu berupa sharing antar guru, melibatkan narasumber yang diundang sesuai dengan keahlian yang diperlukan dan juga dalam bentuk *lesson study*. (3) Dampak yang dirasakan dari pelaksanaan *Professional Learning Community* adalah bahwa PLC dirasakan membantu guru dalam banyak hal, antara lain: dalam pengelolaan kelas, strategi pembelajaran, wawasan guru dan juga motivasi mengajar. Hal ini membantu kepala sekolah dalam tugas supervisi dan juga membantu divisi pengembangan guru dalam menjalankan tugasnya. (4) Kendala-kendala yang terjadi selama menjalankan proses *Professional Learning Community* adalah motivasi pribadi dari setiap guru, keterbatasan waktu dan dukungan dari kepala sekolah sebagai pimpinan, keluarga, juga rekan-rekan kerja. Selanjutnya rekomendasi dari peneliti adalah agar *professional learning* yang telah dijalankan dapat terus dikembangkan sehingga bisa menjadi sekolah model untuk dapat diadopsi oleh sekolah-sekolah lainnya dalam rangka meningkatkan kualitas guru yang akhirnya berdampak pada siswa dan peningkatan sekolah secara luas.

Kata kunci: *Professional Learning Community*, Kelompok Guru Belajar, Komunitas Pembelajaran

ABSTRACT

GW Wulandari Sianipar, (2019). Thesis: "Implementation of PLC (Professional Learning Community)" at SD GagasCeria school

As Human Resources who become a source of education suppliers, teachers play an important role that needs attention. Good teacher performance can be pursued by the learning program as a professional, one of which can be done by implementing a PLC (Professional Learning Community). This study illustrates how the process of implementing PLC (Professional Learning Community) in GagasCeria Elementary School, located at Jalan Malabar No. 61 Ke. Lengkong, City of Bandung. This research wants to answer several main issues, namely: (1) Obtaining information about the understanding of principals and teachers at GagasCeria Elementary School on Professional Learning Community; (2) what is the form of Professional Learning Community activities at GagasCeria Elementary School, (3) what is the picture of the impact of Professional Learning Community; and (4) what are the problems encountered in implementing PLC and how to overcome them. This research uses a descriptive qualitative approach, data collection is done by in-depth interviews and observations and study of documentation. The research informant was the principal, teacher teacher development division at GagasCeria Elementary School. Based on the findings of the study, the researchers found that: (1) even though they did not know the literal meaning of the Professional Learning Community, the GagasCeria Elementary School had carried out activities that represented the Professional Learning Community, (2) furthermore, for activities that were in the form of PLC held at GagasCeria Elementary School, namely in the form of sharing between teachers, involving invited speakers according to the expertise required and also in the form of lesson study. (3) The perceived impact of implementing Professional Learning Community is that the PLC is felt to help teachers in many ways, including: in classroom management, learning strategies, teacher insights and also motivation to teach. This helps the principal in supervising assignments and also helps the teacher development division in carrying out their duties. (4) The constraints that occur during the Professional Learning Community process are the personal motivation of each teacher, the limited time and support of the principal as the leader, family, and colleagues. Furthermore, the recommendation of the researcher is that professional learning that has been carried out can continue to be developed so that it can become a model school to be adopted by other schools in order to improve the quality of teachers which ultimately has an impact on students and improvements to schools at large viewpoint.

Keywords: Professional Learning Community, Teacher Learning Groups, Learning Communities

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