The Study Conceptual of Professional Learning Community and Teacher's Practice in School in Thailand

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Abstract
The research aims to study the concept of the teacher professional learning community and the practice of using the teacher professional learning community process. This research collects data from 360 teachers by using online questionnaires. Questionnaires consist of multiple choices about general information, the concept of teacher professional learning community, and rating scale questions about the practice of using the teacher professional learning community. According to the results, teachers have the proper perspective on the professional learning community process. The percentage of "yes" respondents is up from 85%. However, some issues show that teachers need to be more aware of the Professional learning community process and that implementing discussion results in teaching and learning needs to be followed up with only 54.7%. Secondly, the Teacher's Practice in the Professional Learning Community process was moderate. Only some issues are practised at a high level, namely, working together in friendship, trusting, and helping each other. Empowering and empowering each other in solving problems with students and creating encouragement to work together to solve the issues and welcome each other in success.

Keywords: Professional Learning Community, Teacher's Practice, Thailand

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Introduction

Education in Thailand states that all learners could be learned and develop themselves and must provide an education that develops learners naturally and to their full potential. All teachers must seek ways to enable all students to discover following the spirit of the Act. The innovation teachers must know the Professional Learning Community (PLC), where PLC stands for Professional Learning Community, which means Community of Practice (CoP). It is beneficial to society and the nation. "Teachers" are an essential mechanism to drive the quality of education. To be the frontline in developing the quality of the nation's population to have potential. Competitiveness in the international arena to keep pace with the changing world in the 21 century.

A professional learning community was a process. Create change by learning from the work of groups of people who come together to work together and support each other. Set learning goals for learners and monitor and reflect on personal and overall performance through the learning exchange process. Criticism, collaboration, a collaboration by focusing on promoting the learning process holistically with at least five actions as follows: 1) Have a common goal of managing learning/developing learners to their full potential 2) Exchange learning from the work site / actual situation of the class 3) All parties involved in learning and joining forces / supporting the creation of change according to the goals 4) Criticism reflects the results of student development and 5) HOPE was created for the team consisting of (1) honesty & humanity. (2) Option & Openness is the selection of the best for the learner and is ready to reveal/ (3) Patience & persistence is the development of patience and determination. (4) Efficacy & enthusiasm built confidence in the results of learning management methods that are appropriate for learners to learn and are eager to develop themselves (Rewadee Chaichawarat, 2015) thoroughly.

Key attributes that contribute to professional learning communities, any school with a PLC must be composed of members of the group mentioned above of individuals. Gathering of members The professional learning community must also include key features, with various key features that will contribute to PLCs. However, it could summarize the key features that make PLCs could be formed in five ways: 1) shared values and vision, 2) collective responsibility for students learning, 3) reflective professional inquiry, 4) collaboration and 5) supportive structural arrangements and collegial relationships (Hord, Roussin & Sommers, 2009).

Research objectives

1. To study the concept of the professional learning community of teachers
2. To study the practice of using the professional learning community process of teachers
3. To compare the conceptions and practices of teachers' professional learning community processes

Scope of research

Variable scope

General data variables included: Teaching experience, School size and academic level of the teacher.

Professional Learning Community Process consists of 1) the teacher's vision; 2) The practice of teachers in the process of professional learning communities; there are four stages: work planning, implementing solutions or encouraging students, Monitoring the implementation of problem-solving or promoting students and improving work plans.

Scope of demographics and samples

The population for this research is teachers who teach in schools, including elementary, middle and high schools throughout Thailand. In order to analyze the research data, consisting of comparative analysis of t-test mean and F-test, the researchers determined various values using F-test analysis, which defined effect size f as 0.25, the tolerance level of 0.05, the number of 8 groups, and the number of respondents was 360 samples.

The research methodology

Research tools

The questionnaire consists of 3 parts:

Part 1 General information includes: Grade Level Taught Teaching experience, teacher status, subject group, and school size.

Part 2: Teachers' Views on Professional Learning Communities There are three responses: yes, no, and unsure.

Part 3 Teacher Practice in the Professional Learning Community Process Five of the 15 items are estimated levels. Work Planning Implementing solutions or encouraging students Monitoring the implementation of problem-solving or promoting students and improving work plans.

Data Collection

This research collected data by submitting an online questionnaire courtesy letter to the school director and determining the number of respondents in each school to distribute to all subject groups, checking the completeness of the questionnaires received. Once 360 copies of complete responses have been received, the online questionnaire system will be turned off.

Data Analysis

This research is quantitative, so the data is analyzed with statistics, consisting of narrative statistics and inferential statistics, in order to answer the research objectives as follows: A study of teachers' professional learning communities. First, analyze data with descriptive statistics. Second, Analyze data with inferential statistics.

Results

This research presented the findings in three parts: 1) the results of the general data analysis of the respondents, 2) the results of the study of the teacher's professional learning community, and 3) the comparative effects of the teacher's professional learning community

process when teachers have different teaching experiences, subject groups and school sizes vary. Detail as follows:

Parts 1: The results of the general data analysis of the respondents

Most teachers have less than ten years of teaching experience, followed by 11-20 years of experience—in primary and high school, respectively. Most subjects are taught in mathematics, followed by science and technology learning and religious and cultural studies, respectively. Teacher's Academic Status It was found that most teachers have a particular education level, followed by skilled teachers. In terms of school size, most of them teach in extra-large schools, followed by medium-sized ones.

Part 2: Analysis of teachers' views and practices in the professional learning community

In this section, the researchers presented the results of the analysis of teachers' ideas to the professional learning community. The teacher considers the question and answers yes, no, or unsure. If a teacher chooses a "yes" answer, it reflects the teacher's mindset towards the teacher's professional learning community. The results of the analysis were presented as shown in Table 1.

Table 1: Teachers' Views on Professional Learning Communities

Teachers' views on professional learning communities	Percentage of response		
	Yes	No	Not sure
Development of learning management based on principles PLC teachers need to have a discussion together.	98.1	0.3	1.7
PLC group members must set goals for learning management in the same direction.	88.3	7.5	4.2
The main goal of PLC is teacher development.	60.8	29.7	9.4
PLC's main goal is to develop learners.	94.4	2.5	3.9
PLC members must assume leadership and follower roles in the exchange of learning.	88.3	8.1	3.6
After solving problems in class Teachers and PLC members must discuss the results.	95.8	1.4	2.8
PLC activities require observation of teaching by peers.	85.8	5.6	8.6
Reflection of teaching observations is necessary in the PLC process.	91.7	4.7	3.6
Once the results of the discussion have been applied in the course of the course, it is necessary to follow up on the results.	54.7	37.8	92.5
Performance must always be recorded.	92.8	3.9	3.3

Table 1 shows that teachers have the right mindset towards the professional learning community process. The percentage of "yes" responses is 85 per cent or higher. However, some issues show teachers must understand the professional learning community process. Applying the discussion results to the teaching and learning needs to be followed up. Teachers agree only a hundred 54.7.

Teachers' practice of PLC found that they are implementing solutions or encouraging students Monitoring the implementation of problem-solving or promoting students, and improving the work plan, which has a range of points. For example, 1.00 − 2.33 means

common practice, 2.34 – 3.66 means reasonable practice 3.67 – 5.00 means much practice. The results of the analysis are shown in Table 2.

Table 2: Teachers' Practices in Professional Learning Community Processes

Compliance with professional learning community processes	Mean	SD
You analyze student needs to plan your collaboration with PLC members.	3.47	1.009
You and PLC members jointly set group performance goals in both the shaky and long-term phases.	3.52	.990
You and members PLC jointly researches information from various sources for use in planning work.	3.51	1.042
You and PLC members work together in a friendly way. Have trust and help each other.	3.76	1.059
You solve student learning problems according to the plan set out with PLC members.	3.56	1.002
You collect student data during problem-solving operations, such as observing, discussing, etc.	3.60	1.024
The solution is reviewed and monitored for collaboration with PLC members.	3.53	.993
You and plc members empower each other to build confidence and encouragement to take action against students.	3.67	1.006
He observed the teaching of PLC group members as an accompaniment to the review of student problem solving.	3.51	1.012
You propose the results of the solution to plc group members for discussion and review together.	3.54	1.001
You and PLC members jointly analyze the strengths and weaknesses of the solution applied to students.	3.56	1.003
You improve your plan to work with PLC members based on student learning outcomes data after receiving a solution.	3.54	.987
You are constantly improving your approach or problem-solving model.	3.53	1.018
You and your members seek to review solutions and seek new approaches to solve problems.	3.56	1.038
You and your members encourage you to work together to solve problems and rejoice in your success.	3.71	1.052

Table 2 shows the teachers' practice of professional learning communities was observed. Most of them are moderate, with only some issues practised to a large extent, including friendly collaboration, trust and mutual support. Empowering and encouraging each other to take action to solve problems with students, and encouraging them to work together to solve problems and rejoice in each other in their success.

Part 3: Comparative results of teachers' professional learning community processes When teachers have teaching experience, the subject groups that teach the school size and academic level are different. Details are shown in Tables 3 and 4.

Table 3: Comparison of teachers' professional learning community mindsets
(When teachers have different teaching experiences, subject groups and school sizes vary.)

Teaching experience	SS	df	MS	F	Sig.
Between groups	75.001	36	2.083	.936	.578
Within a group	718.974	323	2.226		
total	793.975	359			
Grade Level Taught					
Between groups	.055	2	.027	.012	.988
Within a group	793.920	357	2.224		
total	793.975	359			
Strands					
Between groups	13.160	6	2.193	.992	.431
Within a group	780.815	353	2.212		
total	793.975	359			
Academic Level					
Between groups	7.117	2	3.559	1.615	.200
Within a group	786.858	357	2.204		
total	793.975	359			

Table 3 shows that when comparing teachers' views to professional learning communities, they were classified as teaching experience, School size and academic level. Not all variables were found.

Table 4: Comparison of teachers' use of professional learning community processes
(When teachers have different teaching experience, subject groups and school sizes vary.)

Comparative results of teachers' practice in using professional learning community processes Classified by variables

Teaching experience	SS	df	MS	F	Sig.
Between groups	35.489	36	.986	1.144	.269
Within a group	278.301	323	.862		
total	313.791	359			
Grade Level Taught					
Between groups	.053	2	.026	.030	.970
Within a group	313.738	357	.879		
total	313.791	359			
Strands					
Between groups	1.149	6	.191	.216	.972
Within a group	312.642	353	.886		
total	313.791	359			
Academic Level					
Between groups	.797	2	.398	.454	.635
Within a group	312.994	357	.877		
total	313.791	359			

Table 4 shows that when comparing teachers' practices in using professional learning community processes classified by Teaching experience, School size and academic level, Not all variables were found.

Conclusion and discussion the findings

This research summarized and discussed the findings in order by research objectives. Details are as follows:

Objective 1: To study the concept of professional learning communities of teachers. In conclusion, teachers have an essentially correct view of the professional learning community, determined by the teacher answering the questions correctly. There are only some issues where teachers need more accurate views, such as monitoring teaching performance after discussions on improving teaching and learning due to the practice of teaching and learning in educational institutions. Most of them have a teaching style based on the content set out in the textbook. As a result, the teaching method must be adjusted according to the content of each subject. Once the teaching development guidelines are discussed and implemented, there is no follow-up.

In addition, in the big picture, Teachers have a strong view of the professional learning community due to the Office of the Basic Education Commission by the Office of Teacher Development and Basic Education Personnel conducting training to drive the PLC (Professional Learning Community) process "Professional Learning Community" to educational institutions for in-service education with a total of 687 students. It can expand the results for relevant persons and design supervision, monitoring, and encourage school administrators and teachers to implement the PLC (Professional Learning Community) process, professional learning community, into practice in educational institutions. The most effective way to the school is concrete. Therefore, the Office of the Basic Education Commission asked the school district office to appoint a steering committee. PLC process "Professional Learning Community" to educational institutions at the level of school district offices and send six representatives of each school district to attend workshops to drive the PLC process "Professional Learning Community" to educational institutions. It can be extended to individuals involved in the agency and jointly plan the drive. PLC process, a professional learning community effectively implement in educational institutions and sustainably develop the quality of education.

Objective 2: To study the practice of using teachers' professional learning community process. Teachers were mainly moderate, reflecting that teachers may not have fully implemented the learning community process on all issues. Although this may be due to the integration of learning, any change or policy to drive the whole system was challenging. Therefore, schools need to create PLCs that align with the school's professional nature and have a strong community (Senge, 1990). Have consensus and faith in work. "Teachers for Students Together" Therefore, the atmosphere of coexistence is an atmosphere of "academic community" (Surapon Thamromdee, Thasanee Chanin, and Kongkrit Traiyawong, 2010) characterized by a community of generosity based on "professional power" and "moral power" (Sergiovanni, 1994).

In addition, there was a high level of teacher practice, including friendly collaboration, trust and mutual support. Empowering each other to solve problems with students and encouraging them to work together to solve problems and rejoice in each other in success, all of which are

part of building morale and empowering each other because PLC affects teachers. The teacher's teaching work increases the sense of commitment to the school's mission and goals by increasing the enthusiasm to fulfil the mission actively, resulting in the desire to learn together and take responsibility for the overall development of the students. In other words, knowledge and beliefs about teaching methods and learners are discovered through observation, attention, and understanding of the subject matter that must be managed to become more aware of the role and teaching behaviours that will help students learn best. In addition, the broader and faster acknowledgement of the information necessary for the profession has a positive effect on improving professional development at any time, resulting in an inspiration to develop and dedicate the profession to the students, which is both valuable and morale for the betterment of the work. More importantly, it can also reduce the leave rate compared to schools. The old model has also found progress in adapting how learning is managed following the learner's characteristics. Moreover, faster than in traditional schools, there is a bond to create new changes to appear (Office of the Basic Education Commission, Ministry of Education, 2017).

Objective 3: To compare the views and practices of teachers' professional learning community processes. When the teacher has teaching experience, the subject group teaches. Different school sizes and academic levels showed whether the teachers had teaching experience and the subject groups taught. The mindset and practice of using teachers' professional learning community process were the same due to the continued expansion and follow-up of studies.

In conclusion, PLC is based on the concept of the business sector about The ability of organizations to learn (Thompson, Gregg, & Niska, 2004) is the introduction of the organizational concept of learning is applied by explaining that comparing a school to an "organization" is probably inappropriate and correct. Indeed, schools are more "community" than an organization, which is "organization" versus "community." There is a difference in that community is internally tied together by values; the opposite of "organization" that involves relationships between members in a way that is based on a descending level. It has a control mechanism, and a tight structure filled with The rules and culture of the exercise of power are primary. While the "community" will use the influence of having shared values and objectives, it is a relationship between professional members who are academically friendly and based on interdependent principles. A collaborative approach to work that aims to improve learners' learning is a priority. In addition, "organization" also creates certain features, such as reducing the friendliness of each other. Therefore, if the school is viewed as such an organization, it will give the school a formal style that creates a feeling. The greater the interpersonal distance, there are many control mechanisms, and often a focus on the subject as a technical task. On the other hand, if the school is accepted as having a community-based status, then the atmosphere that follows is that the members are Bonding with each other with a common purpose that involves building intimate relationships and creating an atmosphere where everyone expresses concern for each other and helps to see and care for their mutual well-being (Sergiovanni, 1994). Shared care of learning and the community's shared responsibility is to improve learners' learning.

The importance of PLC based on findings by Hord (1997) confirms that the implementation of the PLC model leads to qualitative changes in both professional and student achievement by synthesizing research reports on schools with PLC establishments, using the question of what outcomes are different from those of conventional schools without professional communities and, if different, how can they benefit teachers and students?

Issue 1: Good for teachers to reduce isolation in teaching work. There is a consolidation, unity, a collaboration of teachers. Administrators and educators in schools As Sergiovanni (1994) has said, PLC is a place for "interaction", reducing the "isolation" of the mass of professional members of the school to work to improve student performance or school academic work, which Hord (1997) viewed in the same perspective. It signifies teachers' collective leadership or allows them to be "presidents" for change (Critic Panich, 2012). Having shared values and shared vision Collaborative learning and creative application of what we learn This form of incorporation is driven primarily by the needs and interests of plc members for learning and professional development toward student learning standards (Senge, 1990). Professional development as a "teacher for students" (Critique Panich, 2012) by seeing it as "our disciple" rather than as "my disciple". Change the quality of learning management that starts from "teacher learning" as the starting point. Learn to see improvements change. Develop their learning management for the learners as a priority.

Issue 2: Good for learners Found that PLC affects learners; that is, it can reduce the rate of dropping classes and the number of classes that need to be postponed or delay learning arrangements. The absenteeism rate is decreasing. The academic field in historical science and reading is significantly higher. Compared to the old school. Finally, there is a clear difference in academic achievement between groups of students with different backgrounds and an apparent decrease.

In short, PLC has evolved from a level strategy. Organizations that focus on adapting to The rapid change of society begin with the concept of the learning organization and adapt it to be in line with the school context and collaborative learning in a professional way that has an important function, namely the responsibility of learning of learners together, according to several studies of schools in the country. In the United States, plc operations have been found to have a positive effect on both the teaching profession and learners, focusing on learners' development.

Recommendations for the implementation

This research looked at teachers' perspectives and practices towards professional learning communities. Users of the findings may consider designing PLC processes based on a list of different issues in this study, which will benefit teachers in reducing their sense of isolation in their teaching work. First, increase a sense of commitment to the school's mission and goals. By increasing enthusiasm to actively fulfil the mission, feeling that they need to take responsibility for the overall development of the students and jointly take responsibility as a group for the success of the students, they feel the so-called "powerful learning", which results in a better performance of teaching in their classrooms. In other words, new knowledge and beliefs were discovered in the way they teach and the learner himself, who was not previously observed or interested. A better understanding of the subject matter to be taught and knowing the role and behaviour of teaching will help students achieve the best learning according to the expected criteria. Good results to improve their professional development at any time. Teachers are inspired to inspire and continue to learn for students, increase satisfaction, increase morale and reduce leave rates. Progress has been made in adapting teaching methods to reflect the characteristics of learners more prominently and faster than those found in traditional schools. There is an obligation to make new changes visible and sustainable. It wishes to bring about systematic change to the fundamentals of the aspect.

Recommendations for the subsequent research

PLC process models should be studied from abroad and led to the design and development of various PLC processes following the conditions of the educational institution. Teacher attributes Course attributes and learner characteristics to make appropriate choices for different contexts.

Acknowledgement

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