

ABSTRACT

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PROFESSIONAL LEARNING COMMUNITY (PLC) AS A STRATEGY FOR SCHOOL PRINCIPALS IN IMPLEMENTING THE CAMBRIDGE CURRICULUM AT SEKOLAH XYZ MAKASSAR

(xiv+140 pages: 7 figures; 13 tables; 25 appendices)

This study was motivated by the decline in student enrollment over the past five years and various obstacles encountered by teachers in implementing the Cambridge Curriculum at Sekolah XYZ in Makassar. The main issue of this study is how the principal utilizes the Professional Learning Community (PLC) as a strategy to support the implementation of the curriculum. The aims of this study is to analyze the role and strategies of the principal through the PLC in the implementation of the Cambridge Curriculum. This study employed a qualitative method with an exploratory case study approach, using in-depth interviews, field observations, and document analysis as data collection techniques. The results of the study indicate that PLC is implemented through a collaborative structure in the form of Grade Level Meetings, Team Meetings, and regular Professional Development (PD) forums, reinforced by a Distributed Leadership pattern. There is a psychologically safe learning environment, so teachers feel comfortable sharing ideas, experimenting, and reflecting on their teaching practices without fear of criticism or negative evaluation. The principal acts as a PLC facilitator with strategies of dissemination and peer-sharing, monitoring and evaluation through structured supervision and personal reflection forums, as well as appreciation and rewards to increase teacher motivation. Effective strategies in supporting the implementation of the Cambridge Curriculum have been proven by the achievement of Cambridge learner attributes in student learning outcomes. Thus, PLC has made a significant positive impact in supporting the successful implementation of the Cambridge Curriculum at Sekolah XYZ.

Keywords: Professional Learning Community, Professional Development, dissemination, distributed leadership, and Cambridge learner attributes.

References: 62 (1993-2024)

ABSTRAK

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PROFESSIONAL LEARNING COMMUNITY (PLC) SEBAGAI STRATEGI KEPALA SEKOLAH DALAM IMPLEMENTASI KURIKULUM CAMBRIDGE DI SEKOLAH XYZ MAKASSAR

(xiv+140 halaman: 7 gambar; 13 tabel; 25 lampiran)

Penelitian ini dilatarbelakangi oleh penurunan jumlah siswa lima tahun terakhir serta berbagai hambatan yang dialami guru-guru dalam mengimplementasikan Kurikulum Cambridge di Sekolah XYZ Makassar. Permasalahan utama penelitian ini adalah bagaimana Kepala Sekolah memanfaatkan *Profesional Learning Community* (PLC) sebagai strategi untuk mendukung implementasi kurikulum tersebut. Penelitian ini bertujuan menganalisa secara mendalam peran dan strategi Kepala Sekolah melalui PLC dalam penerapan Kurikulum Cambridge. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus eksploratoris dengan teknik pengumpulan data berupa wawancara mendalam, observasi lapangan dan dokumentasi. Hasil penelitian menunjukkan bahwa PLC dilaksanakan melalui struktur kolaboratif berupa *Grade Level Meeting*, *Team Meeting*, dan forum *Professional Development* (PD) rutin yang diperkuat dengan pola *Distributed Leadership*. Adanya lingkungan belajar yang aman secara psikologis (*Psychological Safety*), sehingga guru merasa nyaman berbagi ide, bereksperimen, dan merefleksikan praktik mengajar tanpa takut dikritik atau dinilai negatif. Kepala Sekolah berperan sebagai fasilitator PLC dengan strategi pengimbasan dan *peer-sharing*, *monitoring* dan evaluasi melalui supervisi terstruktur serta forum refleksi pribadi, ditambah pemberian apresiasi dan penghargaan untuk meningkatkan motivasi guru. Strategi efektif dalam mendukung implementasi Kurikulum Cambridge, terbukti dari tercapainya atribut pelajar Cambridge pada hasil belajar siswa. Dengan demikian, PLC telah memberikan dampak positif yang signifikan dalam menunjang keberhasilan implementasi Kurikulum Cambridge di Sekolah XYZ.

Kata kunci: *Professional Learning Community*, *Professional Development*, pengimbasan, *distributed leadership*, atribut pelajar Cambridge

Referensi: 62 (1993-2024)