

THE GUIDELINES OF DEVELOPING PROFESSIONAL LEARNING COMMUNITY OF THE STUDENT TEACHERS IN THE FACULTY OF EDUCATION, PIBULSONGKRAMRAJABHAT UNIVERSITY

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Research Article

The objectives of this research were to 1) study the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University, and 2) study the level of complying with the guidelines. The informants were 50 student teachers who were purposively sampled in the Faculty of Education, PibulsongkramRajabhat University. The instruments used in this research were the in-depth interview for the guidelines of developing teacher professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University and the questionnaire inquiring the level of complying with the guidelines. The data were analyzed by using qualitative Conventional content analysis and quantitative analysis, mean, and standard deviation.

The results are as follows:

1. The result of studying the guidelines of developing teacher professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University was found that there were five guidelines. The guidelines were comprised of 1) being open and confident to learn together, 2) having the same goals and objectives, 3) disclosing information to one another, 4) sharing knowledge and experiences, and 5) discussing the conclusion and selecting the proper solutions. The mean of the appropriateness of the guidelines was at high level. ($M=4.21$).

2. The result of studying the level of complying with the guidelines of developing teacher professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University was found that it was at medium level ($M=3.31$). When each item was considered, it was found that the level of the students having the same objectives to develop learners' learning was high ($M=3.66$) and it was followed by that of the students open and confident to learn together ($M=3.41$).

Keywords: Teacher Professional Learning Community, Guidelines of Teacher Professional Developing Learning Community.

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แนวทางการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม

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บทความวิจัย

รับต้นฉบับ: 14 กุมภาพันธ์ 2562 วันแก้ไข: 21 มกราคม 2563 วันตอบรับ: 28 มกราคม 2563

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาแนวทางการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม 2) ศึกษากระบวนการปฏิบัติตามแนวทางการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม กลุ่มผู้ให้ข้อมูล คือ นักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม จำนวน 50 คนได้จากการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์แนวทางในการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม และแบบสอบถามระดับการปฏิบัติตามแนวทางในการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม วิเคราะห์ข้อมูลโดยใช้การวิเคราะห์เชิงคุณภาพ โดยการวิเคราะห์เนื้อหา และวิเคราะห์ข้อมูลเชิงปริมาณโดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย พบว่า

1. ผลการศึกษาแนวทางในการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม ประกอบด้วย 5 แนวทาง คือ 1) เปิดใจและเชื่อมั่นในการเรียนรู้ร่วมกัน 2) มีเป้าหมายหรือวัตถุประสงค์ร่วมกัน 3) เปิดเผยข้อมูลต่อกัน 4) แบ่งปันแลกเปลี่ยนความรู้หรือประสบการณ์ 5) อภิปรายสรุป และเลือกวิธีการแก้ปัญหาที่เหมาะสม ซึ่งได้ค่าเฉลี่ยความเหมาะสมของ แนวทางการพัฒนาให้เกิดชุมชนการเรียนรู้ทางวิชาชีพครู ของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม อยู่ในระดับมาก ($M=4.21$)

2. ระดับการปฏิบัติตามแนวทางในการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงครามในภาพรวมอยู่ในระดับปานกลาง ($M=3.31$) เมื่อพิจารณาเป็นรายข้อ พบว่านักศึกษามีจุดประสงค์ร่วมกันในการพัฒนาการเรียนรู้ของผู้เรียน อยู่ในระดับมาก ($M=3.66$) รองลงมาคือ นักศึกษาเปิดใจเชื่อมั่นในการเรียนรู้ร่วมกัน ($M=3.41$)

คำสำคัญ: ชุมชนการเรียนรู้ทางวิชาชีพครู แนวทางการพัฒนาชุมชนการเรียนรู้ทางวิชาชีพครู

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Background

“Professional Learning Community” is the idea of transforming education and its process simultaneously. It focuses on “process of learning rather than knowledge”, and “teachers are not knowledge givers,” instead they are learning designers. Teachers, children, and youth are learning simultaneously, that is, the teachers’ roles, duties and the behaviors have to be adjusted according to the actual conditions of students’ learning and behaving. There should be some guidelines and suggestions so that learners can see good behavioral examples. The teachers have to be learners simultaneously with their students and facilitate learning for students based on the real conditions of the students. Therefore, teachers have to rearrange schools and educational region to be professional learning community: PLC) in order to provide students the opportunities of achieving successful learning. According to DuFour, DuFour, et al., (2006), it was said that the vital aspect of education management in the countries that were successful was the professional development focused on co-learning based on learning community which was mainly on the results of action in the professional development in particular school rather than text development. In addition, this is in line with the concepts of creation schools as professional learning community focusing on learning for professional development by emphasizing learners’ learning as a part of academic administration. Teachers have to stop being “a teacher”, but to change themselves to be “a coach” or “a facilitator” instead. They have to stop focusing on teaching but on learning instead. It has to be both of students’ learning and teachers’ learning. This is why more adjustment is needed. It is difficult. To build professional learning community can be helpful to create teacher’s gathering to share and learn from their experiences of being teachers (Vicharn Panich, 2012, p.20-21).

Faculty of Education, PibulsongkramRajabhat University is an organization producing educators. In the past, it used to be a school training teachers and it evolved to be the Faculty of Education at present. Currently, there are eight curriculums of Bachelor’s degree which take five years to complete. In the fifth year of the curriculum, students have to practice having professional experiences at school and this takes 12 credits divided into 6 credits for each semester. Upon the process of learning of the students in the Faculty of Education, they have to pass the course of professional experience which it is considered to be the heart of producing teachers. This course is vital because it is when student teachers can consider themselves by implementing all theories that they had learned into real practice. Professional experience at school is an important regulation of studying in the Faculty of Education so that students can discover themselves, gain useful experiences, and be aware of the significance of being teachers (Chanita Rakphonlamuang, 2013). In addition, Thanyaporn Kongkhan (2017) studied the problems and needs in practicum teaching experience of students in social study, Education Faculty, PibulsongkramRajabhat University in 2016. The results revealed the problems on the aspect of the students themselves was at the highest level and the problems

on the supervision aspect was at the lowest level. When each item was considered, it was found that the problems on students having aggressive behavior were at the highest level, followed by paying low attention in class and having mentally-disorder condition, respectively. On the aspect of student's requirement towards professional experience practicum, it was found that the students wanted more time to provide learning and teaching class activities rather than doing extracurricular activities which were not related to academic work and this made classes fell behind schedule. Furthermore, the students required some funds to create learning media and teaching and learning innovation along with training on producing standardized effective media and lesson plans. As a result of studying the problems and the students' requirements, the researcher was interested in studying the guidelines of professional learning community development of the student teachers in the Faculty of Education, Pibulsongkram Rajabhat University. Richarc DuFour, et al., (2006) said that professional learning community is the process that teachers and educators work together in the circle of questioning together and doing workshop research so that learners achieve the results of learning whose vital elements were collaborative culture focusing on learning of every learner, searching for good practices involving to learning and teaching, setting guidelines of practice, working hard to keep developing, and focusing on results. This is also in line with Sergio Giovanni's, (Sergio Giovanni, 1994), which mentioned creating professional learning community as a community for relationships which can decrease solitary work of the teachers who improve learning of students or academic works at school.

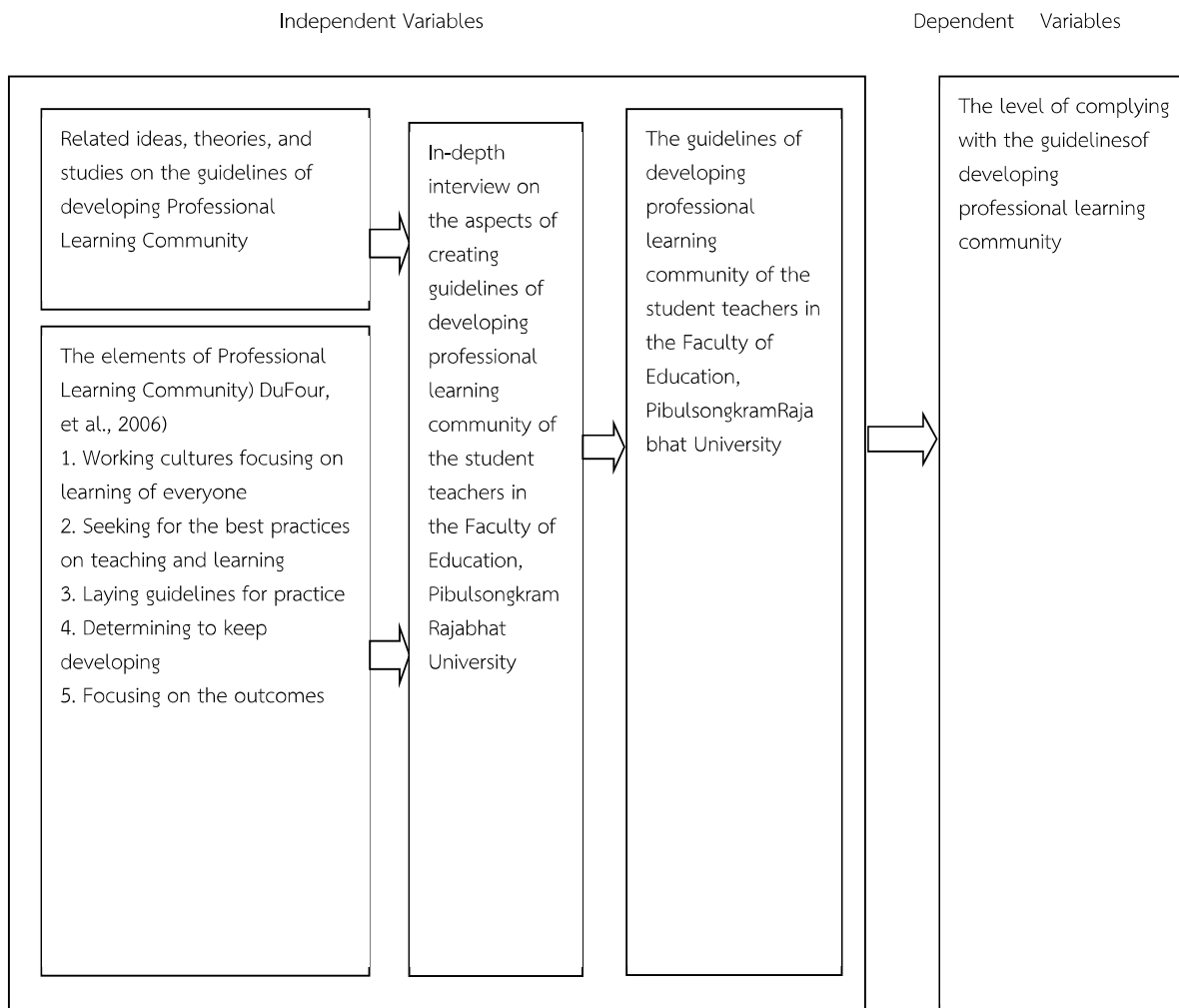
From the ideas mentioned above, the researcher studied the guidelines and the compliance with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, Pibulsongkram Rajabhat University in order to be the guidelines to develop teacher profession and students to remain qualitative.

Objectives of the study

The objectives of studying the guidelines of developing professional learning community of the student teachers in the Faculty of Education, Pibulsongkram Rajabhat University were as follows:

1. To study the guidelines of developing teacher professional learning community of the student teachers in the Faculty of Education, Pibulsongkram Rajabhat University,
2. To study the levels of complying with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, Pibulsongkram Rajabhat University.

Research Framework



1. Population and samples used in this research

1.1 Population: 257 student teachers from five majors including to Social Studies, Mathematics, Thai, Science, and English in Faculty of Education, PibulsongkramRajabhat University.

1.2 Samples: the student teachers from five majors including to Social Studies, Mathematics, Thai, Science, and English in Faculty of Education, PibulsongkramRajabhat University were purposively sampled. The student teachers attending the Professional Learning Community Club were selected, that is, ten student teachers from each major, in total 50 student teachers, were the research samples.

2.The limitation of the research

2.1The variables

The independent variables were guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University.

The dependent variables were the level of complying with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University

2.2 The duration of studying was in the first semester and the second semester in the academic year 2017.

3. Research Instrument

To collect information for this research, there were two research instruments as follows.

3.1 The in-depth interview on the aspects of creating guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University

3.2 The questionnaire inquiring the level of complying with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University

4. Finding the Quality of Research Instrument

4.1 The in-depth interview on the aspects of creating guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University

1) By studying documents on ideas, theories, and studies on the guidelines of developing professional learning community and the elements of professional learning community (DuFour, et al., 2006) which were divided into five elements; 1) working cultures focusing on learning of everyone, 2) seeking for the best practices on teaching and learning, 3) laying guidelines for practice, 4) determining to keep developing, and 5) focusing on the outcomes

2) By synthesizing the ideas that were obtained and designing the structural interview based on the concept of creating professional learning community

3) Having three experts examine the relation and the consistency of the ideas of creating professional learning community on content, words, and questions in order to investigate content validity, words used in the questionnaire that was created, and then the IOC were calculated and the questions whose IOC were from 0.60 to 1.00 were selected as the questions whose contents were valid and were in accordant with all of the research objectives.

4) Taking the improved questionnaire according the suggestions of the experts to interview the 50 student teachers and the aspects of the interview were as follows.

- 4.1) Being open and confident to learn together,
- 4.2) Having the same goals and objectives,
- 4.3) Disclosing information to one another,
- 4.4) Sharing knowledge and experiences, and
- 4.5) Discussing for conclusion and selecting proper solutions

The researcher synthesized the information obtained from interviewing student teachers to conclude the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University.

5) Proposing the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University to the three experts to evaluate their appropriateness. The mean of the appropriateness of the guidelines was at high level ($M=4.21$).

4.2 The questionnaire inquiring the level of complying with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University

1) Using the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University to create a questionnaire to study the level of abiding by the guidelines of the student teachers.

2) Proposing the three experts to examine its wordings and content and its coverage of the objectives of the created questionnaire, and then the IOC were calculated and the questions whose IOC were from 0.60 to 1.00 were selected as the questions whose contents were valid and were in accordant with all of the research objectives.

3) Preparing the questionnaire for data collection

The Data Collection

The researcher collected the information by herself as follows;

5.1 The researcher submitted the letter asking for assistance from the educational region and the institution on collecting information from those who were the informants.

5.2 The researcher made an exact arrangement on day, time, and venue to give the questionnaire and to do the interview and gather the information by herself.

5.3 The researcher met the samples according to the day, time, and venue arranged. After introducing herself and another interviewer, the informants were interviewed and they could express their opinions independently. The atmosphere during the interview was done amicably.

6. Data Analysis

The data obtained from the interview were analyzed qualitatively and those gained from the questionnaire were analyzed quantitatively by using mean and standard deviation.

The results were as follows.

1.The results of studying the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University

After the documents on ideas, theories, and studies on the guidelines of developing professional learning community and the five elements of professional learning community

(DuFour, et al., 2006) which consisted of 1) working cultures focusing on learning of everyone, 2) seeking for the best practices on teaching and learning, 3) laying guidelines for practice, 4) determining to keep developing, and 5) focusing on the outcomes, were studied and synthesized, and the structural interview based on the concept of creating professional learning community in order to collect the data from the student teachers in the Faculty of Education, PibulsongkramRajabhat University was designed, the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University could be summarized and shown in the following figure.

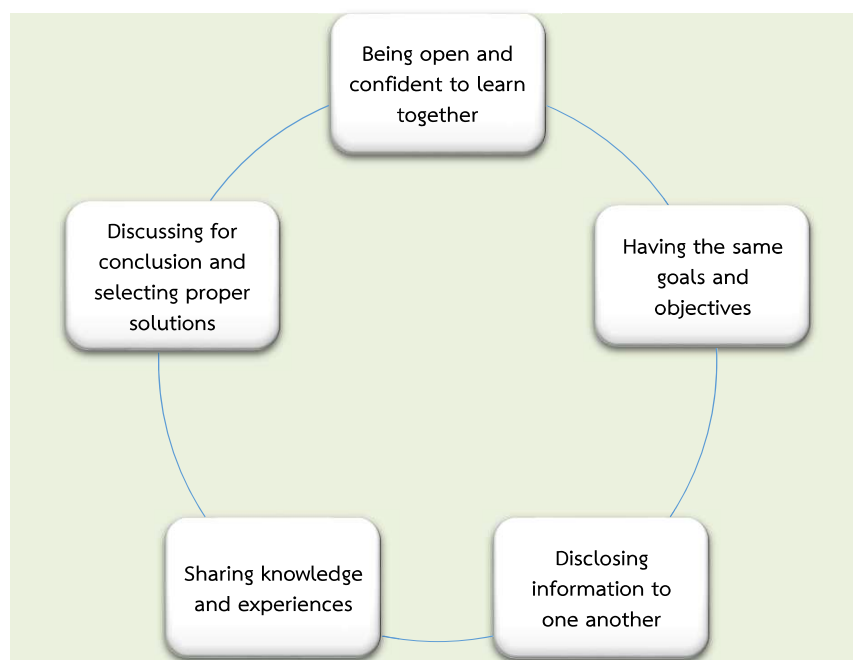


Figure 1 The guidelines of developing professional learning community of the student teachers in the Faculty of Education

From Figure 1, the research results can be discussed as follows.

1) Being open and confident to learn together is when all members are open to learn together and accept that teachers' instructions and practices influence learners' learning and confidence on the process of creating professional learning community can develop and solve of the problems of learners.

2) Having the same goals and objectives is the desire to develop self-learning which leads to the success of working in a group.

3) Disclosing information to one another is when members group themselves to create professional learning community, they have to share the issues found among their learners, they have to show their opinions openly and directly, and they are willingly and sincerely to suggest solutions so that they can work and be together well. They have to learn about what

other people need, expect, like or dislike, what their abilities, interests, capacities, strength, weakness, emotion, feeling, and habits are.

4) Sharing knowledge and experiences can bring about new knowledge, innovation, and further development for those have been shared. This can result in the accomplishment of doing any activity. Sharing of learning also leads to understanding, and create inspiration and good experiences.

5) Discussing for conclusion and selecting proper solutions can be done after sharing of learning together. All members have to discuss, conclude, and select right solutions and development so as to obtain the most appropriate guidelines.

1. The results of studying the levels of compliance with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University were shown in Table 1.

Table 1 The levels of compliance with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University

No.		Lists of Items	Compliance Level		Meaning
			M	S	
1. Being open and confident to learn together					
1.1	Being open and confident to learn together		3.41	0.79	medium
1.2	Accepting that teachers' instructions and practices influence leaners' learning		3.14	0.38	medium
Total			3.28	0.59	medium
2. Having the same goals and objectives					
2.1	Having the same goals on developing learners' learning		3.66	0.38	high
3. Disclosing information to one another					
3.1	Presenting the issues found on learners' learning		3.29	0.76	medium
3.2	Showing their opinions openly and directly		3.23	0.53	medium
Total			3.39	0.56	medium
4. Sharing knowledge and experiences					
4.1	Sharing knowledge and experience		3.40	0.49	medium
4.2	Listening to others' opinions and expressing ideas to others positively		3.33	0.49	medium
Total			3.37	0.49	medium
5. Discussing for conclusion and selecting proper solutions					
5.1	Based on experiences, brainstorming for possible solutions.		3.32	0.79	medium
5.2	Helping to select the issues		3.16	0.38	Medium
5.3	Concluding and selecting proper solutions		3.14	0.38	Medium
Total			3.21	0.52	medium
Total average			3.31	0.54	medium

From Table 1, in total, the levels of compliance with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University were medium ($M=3.31$). When each item was considered, it was found that the level of the students having the same objectives to develop learners' learning was high ($M=3.66$) and it was followed by that of the students open and confident to learn together ($M=3.41$).

Discussion

1. The results of studying the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University were found that they consisted of five guidelines, that is, 1) being open and confident to learn together, 2) having the same goals and objectives, 3) disclosing information to one another, 4) sharing knowledge and experiences, and 5) discussing the conclusion and selecting the proper solutions. This is because creating guidelines of professional learning community development by using contemplative education is an educational process that help understanding inner mind, self-awareness, and truth access that changes the view towards this world and others. This ultimately leads to discover reasons for problems and their solutions. Thus, being open and confident to one another among members of professional learning community is essential to generate good learning with one another. Moreover, applying mentoring of the teacher mentors who have experiences of learning management based on contemplative education is another part to promote, support, suggest, help, and develop student teachers to discover their capacities to solve learners' problems and arrange their own teaching and learning schedules. This is in line with the concepts of professional development of Bredeson (2003) which can be summarized that "The team of learning is efficient especially when the team take time to work and learn together regularly. The objectives of learning, the plans for solving problems, sharing of what they have learned have been conducted together. This is on the job training which they can learn together and keep developing." This is in accordance with DuFour et al. (2006), it was identified that professional learning community is team cooperation to learn and work together in order to reach the goals maturely and responsibly. The feature of professional maturity development of professional learning community would rather focus on authentic on-site development than off-site development.

2. The results of studying the compliance with the guidelines of developing professional learning community of the student teachers in the Faculty of Education, PibulsongkramRajabhat University were found that, in general, it was at medium level ($M=3.31$). When each item was considered, it was found that the level of the students having the same objectives to develop learners' learning was high ($M=3.66$) and it was followed by that of the students open and confident to learn together ($M=3.41$). This is because the objectives have been set together for co-learning of learners, so all members had the same

goals and they were confident that the process of professional learning community could develop and solve the problems of learners or students. That was resulted from the same visualization, the same direction and routes of what is going to happen. It was like a compass to mobilize professional learning community. This can also be a co-construction of ideal professional vision. There are openness, confidence, and trust in one another with the same visualization according to Woralak Chookamnerd (2014, p.38). It can be concluded that the characteristics of learning community which are having the same vision, learning and professional development, caring community, cooperative team, co-leadership and support, learners' learning, community-supporting structure can influence professional learning community. According to Uthit Bamroongcheep, (2015) it was suggested that to develop professional learning community, the school administrators should realize its importance and be mentors giving suggestions for their teachers and they have to be open and confident and trust in one another.

Suggestions

General Suggestions

1. To construct professional learning community, leaders or administrators have to be able to persuade members to cooperate willingly and support them to do activities. They have to be a good coordinator who understand every party, and be capable of administrating conflicts among individuals to reconcile organization interest and result in good atmosphere of doing activities.

2. It is suggested that works should be shared based on duties and responsibilities so that each target can be accomplished according the desire of each group. Its action has to be more tangible and a decision has to be made together after obtaining the information. Moreover, the supporting factors facilitating to implement professional learning community such as time, venue, information technology, and others needed should be allocated according to school contexts.

Suggestions for Further Research

1. Studying the guidelines of professional learning community development by using contemplative education and mentoring should be done among various individuals who involve such a university supervisor, a school supervisor, etc.

2. A study of professional learning community development in groups at different levels that affect learning management such as a national professional learning community between teachers and parents and a professional learning community between schools and communities or organizations should be done in order to learn and develop learners together.

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