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EMPOWERING EDUCATORS,THROUGH PROFESSIONAL LEARNING COMMUNITIES: ASSESSING THE TRANSFORMATIVE IMPACT ON TEACHER COMPETENCE IN UPTD SMAN 2 POLEWALI

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DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any other university and, to the best of the candidate's knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

If the above-mentioned materials are found in this thesis, I agree that the university can take legal action to cancel the conferment of my degree.

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ABSTRACT

Erni Triyanti. 2025. Empowering Educators Through Professional Learning Communities: Assessing The Transformative Impact On Teacher Competence In Uptd Sman 2 Polewali. Supervised by Ammang Latifa and Salasiah Ammade

This study explores the impact of Professional Learning Communities (PLCs) on teacher competence at UPTD SMAN 2 Polewali. While PLCs are widely recognized as an effective approach for professional development, research in the Indonesian context remains limited, particularly in understanding how consistently PLCs support teacher growth across different school environments. This study addresses that gap by examining how participation in PLCs enhances teachers' pedagogical understanding, teaching skills, and reflective practices. Using a mixed-method approach, the research combines survey data and interviews to gain deeper insights into teachers' experiences.

The findings reveal that PLC involvement strengthens collaboration among teachers, encourages innovation in instructional strategies, and increases confidence in classroom management. Teachers reported that participating in PLCs helped them engage in meaningful discussions, improve lesson planning, and adapt better to teaching challenges. The results highlight the importance of institutional support and adequate resources to ensure the long-term effectiveness of PLCs. This study provides valuable insights for schools and policymakers on how to optimize PLC implementation for sustainable teacher development.

Keywords: *Professional Learning Communities; Teacher Competence; Collaborative Learning; Teacher Development*

ABSTRAK

Erni Triyanti. 2025. Pemberdayaan Pendidik Melalui Komunitas Belajar Profesional: Mengkaji Dampak Transformatif Terhadap Kompetensi Guru Di Uptd Sman 2 Polewali. Dibimbing Oleh Ammang Latifa and Salasiah Ammade

Penelitian ini mengeksplorasi dampak Komunitas Belajar Profesional (KBP) terhadap kompetensi guru di UPTD SMAN 2 Polewali. Meskipun Komunitas Belajar professional ini diakui secara luas sebagai pendekatan yang efektif untuk pengembangan profesional, penelitian dalam konteks Indonesia masih terbatas, terutama dalam memahami bagaimana Komunitas belajar profesional secara konsisten mendukung pertumbuhan guru di berbagai lingkungan sekolah yang berbeda. Penelitian ini membahas kesenjangan tersebut dengan meneliti bagaimana partisipasi dalam KBP meningkatkan pemahaman pedagogis, keterampilan mengajar, dan praktik reflektif guru. Dengan menggunakan pendekatan metode campuran, penelitian ini menggabungkan data survei dan wawancara untuk mendapatkan wawasan yang lebih dalam tentang pengalaman guru.

Temuan menunjukkan bahwa keterlibatan dalam KBP memperkuat kolaborasi di antara para guru, mendorong inovasi dalam strategi instruksional, dan meningkatkan kepercayaan diri dalam manajemen kelas. Para guru melaporkan bahwa berpartisipasi dalam KBP membantu mereka terlibat dalam diskusi yang bermakna, meningkatkan perencanaan pembelajaran, dan beradaptasi lebih baik dalam menghadapi tantangan mengajar. Hasil penelitian ini menyoroti pentingnya dukungan kelembagaan dan sumber daya yang memadai untuk memastikan efektivitas KBP dalam jangka panjang. Studi ini memberikan wawasan yang berharga bagi sekolah dan pembuat kebijakan tentang bagaimana mengoptimalkan implementasi KBP untuk pengembangan guru yang berkelanjutan.

Kata kunci: *Komunitas Pembelajaran Profesional; Kompetensi Guru; Pembelajaran Kolaboratif; Pengembangan Guru*