Transformational Leadership of the Principal in the Implementation of the Professional Learning Community (PLC)

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ARTICLE INFO	ABSTRACT
	Purpose - This research aims to determine and describe the transformational leadership of school principals in implementing a Professional Learning Community (PLC). **Methodology—**This qualitative research was conducted at SDN Kyai Mojo and SDN Vidya Qasana. The subjects are school principals and teachers. Data collection techniques include observation, interviews, and document studies. The data were analyzed using Miles and Hubberman's theory: data collection, data condensation, data presentation, and conclusion. **Findings -** The results in this study: (1) Planning PLC, namely formulating vision and goals, carrying out needs analysis, organizing strategic resources, preparing the learning community schedule, building effective communication with stakeholders, (2) Implementation of PLC, among others, determining the material, determining resource persons in the learning community or involving external resource persons, continuous reflection and evaluation, collaboration and professional development of teachers in sharing knowledge and good practices, and routine activities every week. (3) Obstacles include limited time, budget, and teacher commitment. The solutions implemented by the principal include optimizing internal resources, managing learning community schedule adjustments, and implementing a collaborative approach that supports each other. **Contribution—**The research results can provide practical insight for school principals and stakeholders in developing a collaborative culture that supports teacher professional development and can be considered for other schools to enrich their understanding of the principal's transformational leadership role in designing, implementing, and overcoming obstacles in the PLC.

INTRODUCTION

Education is a fundamental element in the development of society and the country. The quality of education is determined not only by physical infrastructure but also by the leadership role of the school principal in managing and directing educational organizations. In the era of Society 5.0, demands for quality education are increasingly high, encouraging schools to prepare adaptive management strategies. Era Society 5.0 is a concept of society that balances advances in digital technology and human needs for a more harmonious and sustainable life. In this era, technologies such as artificial intelligence (AI), the Internet of Things (IoT), big data, and robotics are used in industry to improve the overall quality of human life, including education. So, in the current era, education management must be able to adapt to rapid changes in technology and societal needs. Some of the main demands for adaptive management in education include: Flexibility in the curriculum; research by Voogt & Roblin (2019) shows that an adaptive curriculum based on 21st-century skills is more effective in preparing students to face an ever-changing world. The curriculum must be designed to respond to technological developments and job market needs, including integrating project-based learning (PBL) and transdisciplinary approaches. Visionary leadership in digital transformation, a study conducted by Fullan (2020), emphasizes that leadership in education in the Society 5.0 era must be visionary, innovative, and able to manage change. Successful educational leaders adopt a collaborative, data-driven approach to decision-making and foster a culture of innovation in schools. Multi-sector collaboration in Education Research by Darling-Hammond et al. (2021) revealed that partnerships between schools, industry, and government are very important in preparing graduates who are work-ready and competitive. Education must be ecosystem-based and involve various stakeholders, including the business world and the community. Therefore, adaptive management in education in the Society 5.0 era must be data-based, flexible, and oriented toward collaboration and technological innovation. Educational leaders need to have strategies responsive to change and support more inclusive and future-oriented learning. According to research conducted by Silvana Maris and Ko ariah (2016), School principals as educational leaders are responsible for creating a collaborative work culture that supports improving the quality of education in schools.

One of the biggest challenges in Indonesian education is the low quality of some schools' education. According to the Education for All (EFA) global Monitoring Report (2011) by UNESCO, Indonesia's education development index is ranked 69th out of 127 countries. This shows the need for a school vision and m session oriented towards current developments without forgetting the basics of national education, which are based on Pancasila and the 1945 Constitution (UU No. 20 of 2003).

Teachers play a strategic role in creating quality learning. However, data shows that many teachers in Indonesia still need to increase their professionalism. According to the Ministry of Education and Culture (2021), 40% of teachers must improve their pedagogical competence. This competency includes an understanding of designing learning, namely the ability to develop teaching modules that suit student needs. Learning Strategies and Methods utilizing innovative learning models such as Project-Based Learning (PBL), Blended Learning, and Differentiated Instruction. Assessment and evaluation, namely the ability to design and implement formative and summative assessments effectively. Apart from that, only 35% of teachers have adequate collaborative skills in working as a professional team (Rahmatullah, 2021). This collaboration includes Sharing Good practices, where teachers share effective teaching strategies with colleagues. Use of Lesson Study, namely collaboration in designing, implementing, and reflecting on joint learning. Teacher Learning Community (PLC) builds regular discussions to improve the quality of learning based on reflection and feedback. Factors that hinder teacher collaboration include a lack of time for professional discussions, an individualistic work culture, and a lack of support from school leaders. Therefore, in the current era of the independent curriculum, which prioritizes student-based learning and teacher flexibility, school principals who can empower teachers through innovative strategies, such as implementing a Professional Learning Community (PLC) are needed.

A Professional Learning Community (PLC) is a collaborative platform for the continuous professional development of teachers. (Hord, 2009) states that a school principal's visionary and supportive leadership is the key to success in the Professional Learning Community (PLC). Effective school principals can create a work

climate that supports shared learning and encourages innovation. (Rahmatullah, 2021) emphasizes the importance of school principals' transformational leadership in building a Professional Learning Community (PLC) that is adaptive to change, especially in the context of the Independent Curriculum.

Successful implementation of a Professional Learning Community (PLC) requires principals with strong managerial and emotional abilities. The leadership of an emotionally intelligent principal can encourage harmonious relationships between teachers, which is the foundation for effective collaboration in PLC. In this context, the principal not only plays a role as a manager but also as a facilitator and catalyst for change in the school. However, there are challenges in implementing the Professional Learning Community (PLC), which is still significant. Data (Kemendikbud, 2021) shows that only 45% of teachers are active in regular professional development. In addition, the use of technology in learning is still limited, with only 55% of teachers able to use technology interactively (Center for Educational Assessment, 2021). In the digital era, technology is an important aspect of supporting learning relevant to the needs of the 21st century.

The data above provides an overview of teacher professionalism in Indonesia, so it is an important background for studying the implementation of PLC as a strategy to increase teacher competence and collaboration, especially in facing the challenges of implementing the Independent Curriculum in elementary schools. As is the case in Yogyakarta City, Yogyakarta Special Region Province, Basic Education Data from the Ministry of Education, Culture, Research, and Technology states that of the 15 elementary schools in Jetis District, there are nine public elementary schools and six private elementary schools (Directorate General of Early Childhood Education & Ministry of Education, Culture, 2024). The results of the researcher's interview with the Head of the Yogyakarta City Education Office Curriculum Working Team stated that two schools in Jetis District, namely Kyai Mojo State Elementary School and Vidya Qasana State Elementary School, succeeded in showing significant progress under the leadership of transformational school principals. The Department of Education recommends these two schools as examples for other schools because innovative leadership has encouraged improvements in the quality of learning and collaboration between teachers through implementing the Professional Learning Community (PLC) as an effective implementation of the Independent Curriculum. This transformational leadership is considered successful in building an adaptive school culture and oriented towards improving student learning outcomes. Transformational leadership is very important in the world of education because it can create schools that are innovative, adaptive, and oriented towards learning quality. By applying the principles of transformational leadership, school principals in Indonesia can develop an educational environment that is more collaborative, technology-based, and capable of producing graduates ready to face the challenges of the 21st century.

Based on this background, this research examines the role of school principals' transformational leadership in implementing the Professional Learning Community (PLC) at Kyai Mojo State Elementary School and Vidya Qasana State Elementary School. This research can contribute to developing educational leadership strategies that support the transformation of the Independent Curriculum and become a model for increasing teacher professionalism and the quality of education in Indonesia.

METHODOLOGY

Research Design

This research uses a qualitative approach to obtain in-depth information about the Transformational Leadership of School Principals in Implementing a Professional Learning Community (PLC). Qualitative research was used to investigate and gain a deeper understanding of teachers' interpretations of the role and practices of the principal's transformational leadership in supporting, directing, and facilitating the implementation of the Professional Learning Community (PLC) in the school environment. Through this approach, researchers seek to capture the perspectives, experiences, and meanings constructed by teachers in their daily interactions, both individually and collectively, in the context of continuous professional development. This research uses a case study method. Case studies are part of a qualitative approach that aims to investigate cases in more detail by collecting various sources of information (Raco, 2010). This research was

conducted at SD Negeri Vidy Qasana and SD Negeri Kyai Mojo, Jetis District, Yogyakarta City, Special Region of Yogyakarta, and was carried out from March to December 2024.

Data Collection

The data collection technique used in this research is the main way to obtain accurate and in-depth data. The data sources in this research were the principal, representatives of upper-class teachers, and representatives of lower-class teachers at SD Negeri Kyai Mojo and SD Negeri Vidya Qasana. Interview data and documentary survey data were described and analyzed to develop recommendations for transformational leadership to support the implementation of education in schools. The interview was conducted in an unstructured manner. Researchers did not utilize structured and detailed interview guides to collect information.

On the other hand, researchers only have an outline of the topics discussed during the interview (Sugiyono, 2015). The observations in this research are an honest type of observation. Researchers conduct direct observation to obtain and collect data and explain openly to respondents that researchers are conducting research (Sugiyono, 2015). Observations in this research were carried out to collect data regarding the principal's leadership and implementation of the Professional Learning Community (PLC), which is known as the Learning Community. This research also conducted a document study, which was used to analyze curriculum documents and documents related to program implementation in the Professional Learning Community (PLC) at school.

Data analysis

The data analysis technique used is the Miles and Huberman interactive model qualitative data analysis technique (Miles, 2018). The data condensation stage in this research is related to the school principal's leadership in planning, implementation, obstacles, and solutions in implementing Learning Communities in schools. Researchers condense data by focusing on real data so that the data is more meaningful and focused. This process includes simplifying and filtering data that does not support the research objectives. Data display is the second stage in data anal sis which involves preparing information in an organized and concise manner to facilitate the process of concluding. This research presents information on planning, implementation, obstacles, and solutions in implementing Learning Communities in schools as a concise and easy-to-access table. The researcher compiles the results of interviews that have gone through a condensation process and then groups them according to relevant categories. This presentation makes it easier to observe data and supports more systematic analysis at the next stage. Concluding is the final stage in data analysis. In this case, the researcher concludes and verifies the findings based on data that has gone through the data condensation and presentation process. This process is carried out by understanding the information that has been prepared previously according to the problem formulation. Verification is done by reviewing field notes to ensure the data's accuracy and consistency to improve the research's quality. This is then summarized in a description of the research data.

Data Validity

To ensure the validity of the data in this research, the researcher applied two forms of triangulation, namely source triangulation and technique triangulation. Source triangulation was carried out by examining the results of interviews with various individuals directly involved in the research context. The informants used as data sources include school principals, representatives of upper-class teachers, and representatives of lower-class teachers from SD Negeri Kyai Mojo and SD Negeri Vidya Qasana. The information collected from several sources is then described, classified according to relevant themes, and analyzed thoroughly to obtain valid and reliable conclusions. In this stage, the researcher examines the interview results by paying attention to every aspect related to the research focus, making it possible to obtain findings from various points of view expressed by the informants. This effort is also intended to minimize subjective bias and increase the accuracy of interpretation of the data obtained.

Furthermore, researchers also use technical triangulation to test and strengthen findings by comparing data obtained through various methods, such as direct observation, in-depth interviews, and document review. Researchers can identify recurring and mutually reinforcing thematic patterns by examining the suitability and consistency between data from the three methods. Through this approach, data validity does not only depend on one type of technique or source but is obtained through a cross-verification process between complementary methods. The simultaneous application of triangulation of sources and techniques is expected to increase the reliability and credibility of research data so that the resulting findings truly reflect reality and can answer the problem formulation accurately.

FINDINGS

This section presents the research results on Principal Leadership in Implementation at the Professional Learning Community (PLC) at SD Negeri Kyai Mojo and SD Negeri Vidya Qasana, Yogyakarta city.

Principal Transformational Leadership in Planning Professional Learning Community (PLC)

The principal of SD Negeri Kyai Mojo carries out his main duties and functions as a school leader, has commitment, dedication, and a high work ethic, and is firm and disciplined in taking attitudes and actions, especially in the professional development of teachers and teaching staff at the school. This is as conveyed by Mrs. FM, who stated:

In a learning community, we need a team, so as the principal, I will always coordinate with the team, so the decision/planning after that is up to the team's decision (FMKM 4/9/2024).

Implementing the role of the school principal as a manager in implementing a Professional Learning Community (PLC), or a learning community at school, can be implemented by determining the activity as a school program.

Based on the interview results, the principal, as a leader in the school, plays a crucial role in implementing transformational leadership, which is characterized by the application of ideal influence characteristics (ideal influence). This aligns with transformational leadership theory, which emphasizes the importance of a leader being a role model, building trust, and inspiring members of their organization. In this context, the principal not only shows commitment to the school's vision and mission but also instills positive values that encourage teachers to care for each other and work together to achieve common goals, namely by implementing a Professional Learning Community (PLC) at SD Negeri Kyai Mojo

As part of the ideal influence, the principal displays integrity and consistency and the ability to inspire respect and admiration from teachers. As a result, teachers are more motivated to go beyond their interests and focus on the collective interests of the entire school community. This positive change reflects the essence of transformational leadership, where the principal functions as an administrative manager and a change agent who can create a harmonious, collaborative, and productive work environment.

In this way, the principal successfully integrated aspects of ideal influence into his transformational leadership, significantly improving teachers' performance and work morale while fostering a more inclusive and innovative school culture. This shows the importance of the role of the school principal as a central figure who can direct positive change as a whole in the educational community, as stated by Mrs. FM, who stated that

As the principal, I conduct a self-evaluation of the school first. So we carry out a self-evaluation about the problems that exist in our school and how to overcome them. That is when we look for solutions, and after that, we socialize them. "Before the formation of the group, I conducted outreach to the teachers first. After that, we formed a learning community te m as a forum for collaboration for the benefit of the school (FMKM 4/9/2024).

Based on observations made by researchers, the principal leads school self-evaluation activities in order to follow up on problems that occur at school experienced by teachers and students. Furthermore, based on the results of the school's self-evaluation, the principal prepares a follow-up plan involving stakeholders in the school. The plan includes increasing teacher competency through training programs and technical guidance, improving learning strategies to overcome obstacles experienced by students, as well as strengthening

collaboration between teachers through learning community activities (kombel). The school principal also ensures that the evaluation results become the basis for decision-making for continuous improvement, such as adjusting the curriculum, providing learning support facilities, and providing intensive assistance to teachers who need it.

The school principal acts as an agent of change by conducting outreach to teachers to convey the vision and strategic plan before forming a learning community (kombel) as a forum for collaboration. This approach not only empowers teachers but also encourages the active participation of all parties to achieve common goals and meet educational policy needs. This shows the school's commitment to creating a school environment that is innovative, collaborative, and oriented towards improving the quality of education. As stated by the principal of SD Negeri Kyai Mojo who stated, that

One of the principals' roles is as a motivator. I collaborate with the teachers because the collective has been agreed upon, so we agenda and budget it for the school activity and budget work plan (RKAS). We plan the kombel once every two weeks in the budget, but in practice, we carry it out every week on Fridays. So I continue to collaborate with teachers to coordinate with each other so that this collective can continue to run (FMKM 4/9/2024).

Based on observations made by researchers, SD Negeri Kyai Mojo carries out kombi at school every Friday. The principal is an example of sharing good practices and experiences in the professional development of teachers. In the group activities that the school has scheduled, the principal and the teachers whom the school principal has determined are the resource persons in each group activity. So, in every collective activity, every teacher takes a role in collaborating to develop their professional competence.

Through the results of interviews and observations, the principal shows dimensions of idealized influence in transformational leadership through his role as a motivator who inspires and provides an example to teachers. School principals create a sense of mutual trust and commitment by collaborating and ensuring the continuity of the learning community. The school principal initiated the collective due to a mutual agreement and demonstrated dedication through budgeting and implementation flexibility. This approach reflects leadership with integrity, prioritizing collective interests and maintaining the sustainability of programs that support the professional development of all teachers. By maintaining good communication and coordination, the principal shows integrity, commitment, and concern for the teacher's professional development and achieving common goals. This is in line with Bass's theory (1990), which states that transformational leaders in this dimension create trust, value cooperation, and become role models for their followers.

Based on observations and interviews with the SD Negeri Vidya Qasana principal, DR emphasized that the principal's leadership plays an important role in building a culture of professionalism and exemplary behavior in schools. As a school principal, DR emphasizes mastering four teacher competencies: pedagogical, professional, social, and personality. He also gave an example of applying these competencies in leadership duties.

In terms of personality, the principal tries to be a role model through good attitudes, behavior, and appearance in front of teachers and students. Regarding professional competence, DR emphasized that teachers must be able to separate personal problems from teaching duties, remain focused on learning, and carry out duties per the curriculum and school vision, including educating students' character.

Social competence is also receiving attention, with school principals encouraging collaboration among teachers, such as sharing knowledge and helping each other to create a harmonious work environment. This approach aims to improve the quality of learning, create a positive educational environment, and strengthen shared commitment to educating students by the values of professionalism and the school's vision. This was also conveyed by Mr. YP, a senior cl ss teacher, who said that

In my opinion, the SD Negeri Vidya Qasana principal is quite professional in exemplifying good things in terms of learning and so on. Regarding learning specifically, I can say that my principal is very supportive. This was seen from him, who is a school principal who is willing and able to participate in quotation marks, teaching, and helping us teachers (YPVQ 3/9/2024).

Based on the results of the observations, the principal is a role model and the main driver in every activity at school. When facing problems in classroom learning, the principal immediately takes over to resolve the problem if there is no teacher. The school principal is an example of immediately following up if problems are found within the school, both in learning and technical matters.

His proactive role in monitoring the development of teaching and learning activities ensures that every problem can be resolved quickly and precisely. The school principal also regularly motivates teachers and students to continue to excel, making the school an inspiring place full of enthusiasm for learning.

Based on the results of interviews and observations, it can be concluded that the SD Negeri Vidya Qasana principle implements effective transformational leadership through example, support for learning, and efforts to develop teacher competency. The school principal not only shows discipline and dedication in carrying out his duties but is also actively involved in the learning process, such as teaching in class to support students' preparation for exams and acting as a resource in activities with teachers. This reflects the principal's commitment to creating a harmonious, innovative, and inspiring educational environment for the entire school community.

Weekly reflection activities held every Friday through the learning community reflect the principal's commitment to encouraging a culture of sharing and evaluation among teachers. Open discussions about learning challenges enable teachers to provide solutions to each other, increase social competence, and strengthen collaboration. In addition, school principals actively direct and encourage teachers to participate in training, seminars, or technical guidance, whether required by the education office or optional. These efforts ensure that teachers remain current with curriculum and educational technology developments.

The interviews and observations revealed that the principal demonstrated transformational leadership by being an inspirational role model for school teachers. School principals motivate teachers to continue to develop professionally and collaborate in building a productive school community by prioritizing integrity, consistency, and the ability to build harmonious relationships.

Principal Transformational Leadership in the Implementation Professional Learning Community (PLC)

The principal's transformational leadership role includes dimensions of Inspirational motivation, which is an element demonstrated by leaders who show high expectations through inspirational ways in schools. The principal and teachers carry out activities to increase professionalism by implementing learning communities. The learning community formed at SD Negeri Ky i Mojo is a forum for collaboration for teachers and education staff at the school. This is proven based on the results of an interview with Mrs. FM th, the school principal, who stated that

Yes, of course, as a leader at school, I am trying to make teachers brave enough to share good practices through this collective activity. This group has become a forum for me to provide sharing space for teachers and teachers (FMKM 4/9/2024).

Mr. HT also confirmed this as a top-class teacher who stated:

Very motivating. He encouraged us, teachers, for each collective activity, the teachers were asked to guide their friends, especially the young teachers, to introduce senior teachers to what applications can be used in innovative learning (HTKM 4/9/2024).

Based on the results of observations and documentation obtained by researchers, the school principal was also a resource person in the group activities. So, not only are teachers involved in collaboration, but school principals also take a role in sharing good practices and developing their professional competencies. The school principal carries out a transformational leadership role as someone who inspires and provides enthusiasm for achievement and whose behavior is exemplary. Inspirational motivation is seen through efforts to provide high expectations and inspire teachers to contribute to professional development. The school principal is a motivator who creates a space for collaboration through learning communities as a forum for sharing good practices. Based on Mrs. FM's statement, she actively motivates teachers to be brave enough to share even though some are doubtful. Apart from that, the school principal encourages and actively participates in activities by being a resource person. This action reflects the principal's ability to inspire, direct,

and empower teachers through clear communication of their vision and active support for developing their potential. This is by the view of Bass and Riggio (2006), who emphasize that leaders with inspirational motivation set high expectations and inspire followers to exceed their expectations.

The statement from Mr. HT, a senior teacher, strengthens the evidence that the principal encourages young and senior teachers to participate in Kombel actively. School principals create an inclusive environment and support cross-generational collaboration by involving all parties. This encouragement not only enriches the insights of young teachers but also provides senior teachers with the opportunity to share experiences and innovative learning strategies. For example, sharing practices in grade 1 with props and videos. The principal pointed out Inspirational Motivation by building self-confidence in teachers, fostering a spirit of sharing, and facilitating openness to mutual learning. According to Avolio and Yammarino (2013), transformational leaders who can motivate through an inspirational approach can create a positive organizational culture and encourage collective development.

Apart from that, in carrying out his role as a transformational leader, the school principal becomes a leader who creates stimulus (intellectual stimulation). This is by increasing intelligence, rationality, and overall problem-solving. As stated by Mrs. FM as the school principal, that

We named the learning community that we formed Ngudi Kawuruh. His name is Ngudi. That is Javanese, right? So it means seeking knowledge. So from that t am we share knowledge (FMKM 4/9/2024).

Based on observations and document studies conducted by researchers, SD Negeri Kyai Mojo is enthusiastic about forming a learning community to develop educator competencies. The principal carries out his role as a manager in forming the management of a learning community by organizing it. The SD Negeri Kyai Mojo learning community is named "Ngudi Kawruh ."The "Ngudi Kawruh" learning community at SD Negeri Kyai Mojo implements the concept of intellectual stimulation by providing opportunities for teachers to broaden their horizons. The school principal initiates collaborative learning by involving various sources, both internal (teachers) and external (lecturers and supervisors) so that this collaboration can increase intelligence through knowledge-based discussions.

According to Senge (1990), collaborative problem-solving is formulated in learning organizations, focusing on identifying and resolving specific problems schools face. The material covered in the discussion revolved around innovative learning strategies and handling students with learning difficulties. Increasing teacher professional competence. Building collaborations with universities such as Sanata Dharma University and Ahmad Dahlan University is one form of internal innovation. Professional Learning Community at this school. Involving external sources improves the quality of training materials and expands teachers' professional networks.

As a transformational leader, the principal also provides intellectual stimulation (intellectual stimulation) by encouraging increased intelligence, rational thinking abilities, and comprehensive problem-solving skills. As stated by Mrs. FM as the school principal, that

We at the school have a vision to realize that vision. We have programs, including inclusion programs and literacy programs. We make these programs happen, so to achieve that program, we have to work together; I cannot do it alone. So, the principal has to be with the teacher, and the teams are the same. Ladies and gentlemen, teachers. We will make this program a success. So we are together. If I go alone, do it alone, I do not do it. So, we must work together to realize the school's vision with its programs. This school is one of our programs, and it is a place where we solve problems in schools (DRVQ 3/9/2024).

This opinion is supported by a statement from Mr. YP, who stated that

The combination we carry out every Friday at school helps teachers solve learning problems. There, we opened up to each other, encouraged by the principal, who always discussed ways to overcome these problems. Sometimes, he intervenes to solve problems in the classroom." (YPVQ 3/9/2024)

From the interview results, it can be concluded that the SD Negeri Kyai Mojo principal carries out his role as a transformational leader by providing intellectual stimulation through increasing intelligence, rationality, and overall problem-solving abilities. The school principal directs and encourages collaboration between

himself, the teachers, and the school team to achieve the school's vision through various programs, such as inclusion, literacy, and Kombel (Learning Community).

In implementing the Professional Learning Community (PLC) at Vidya Qasana Public Elementary School, the principal's leadership plays an important role in creating a harmonious and productive environment through integrity, consistency, and the ability to inspire teacher respect. By demonstrating ideal influence, the principal motivates teachers to prioritize the collective interests of the school community above personal interests. This reflects the principles of transformational leadership, where the principal is an administrative manager and an agent of change. As Mrs. Dr. stated, the school principal said that.

Every Friday, we always gather together to reflect on evaluating one week's learning; the teachers convey the results of their teaching evaluation, whether there are learning difficulties or not, then share if they face learning problems during the implementation of the learning process. So, the teacher's social competence is formed in combination. Then, there are pedagogical, professional, social, and personality competencies. So the point is that teachers must always be up to date. So teachers must continue to learn, keep up with the times, follow the curriculum which is always developing, and always develop their abilities (DRVQ 3/9/2024).

As stated by Mr. YP who stated that

Very inspiring; he is a model principal who wants his teachers at this school always to progress, meaning that when, for example, the context is that there is no invitation from the department, like it or not, the teachers here are required to always learn in complex matters within the school (YPVQ 3/9/2024).

The same thing was also conveyed by Mr. BA as a lower-class teacher, stating that

The principal always encourages and guides us teachers. It motivates us to continue to develop ourselves; in this group, we have explained that the purpose of the group is to build self-development by collaborating with our colleagues, namely other teachers (BAKM 3/9/2024).

The observations show that the principal not only acts as an administrative leader but also as an agent of change who actively motivates and facilitates the professional development of teachers. The weekly reflection activity held every Friday, as observed by the researcher, is a clear example of how the principal encourages a culture of sharing and evaluation among teachers. Through open discussions about learning challenges, teachers can provide each other with solutions to their problems, strengthen their social competencies, and build productive collaborations. In addition, school principals consistently direct teachers to participate in various training, seminars, or technical guidance, organized by the school and the education office, to keep teacher competence relevant to current developments.

Research by Spillane et al. (2004) emphasized that distributed leadership is an effective strategy for dealing with obstacles. At Vidya Qasana Elementary School, the principal engaged senior teachers to be resource persons in the PLC when external resource persons were not available. This reflects the empowerment of internal resources to support program continuity, which is in line with the view that collective leadership can increase the efficiency and effectiveness of program implementation.

Obstacles and Solutions in the Implementation Professional Learning Community (PLC)

As leaders, school principals often face various obstacles in implementing learning communities (Professional Learning Communities) in schools, ranging from time constraints and lack of teacher commitment to lack of resource support, which can hinder the creation of an effective collaborative culture. From these findings, the main obstacle in implementing learning communities (Professional Learning Communities) at school is more related to time constraints due to busy official agendas. However, the school principal was able to show wisdom in dealing with these obstacles through flexible management strategies, constructive dialogue with teachers, and the use of supporting resources, so that the implementation of the learning community could continue to run effectively and sustainably.

As a leader in the school, the principal mobilizes all elements of the school, including teachers, staff, and support staff, to work collaboratively in creating a conducive learning environment. By building effective communication and providing clear direction, the principal ensures that each team member understands their

roles and responsibilities in supporting the successful implementation of the learning community. This was confirmed by FM's mother, who stated that

> *If it was supposed to be Friday, it was not possible, so I changed it to another day. We discussed it together, with the teachers and me, to be able to determine a replacement day so that this combination can still be implemented* (FMKM 4/9/2024).

From the interview results, the school principal plays an active role in mobilizing all elements of the school to support the successful implementation of the learning community. Through a discussion approach and flexibility in rescheduling activities, the principal ensures that the learning community continues to be implemented without neglecting other tasks that are the teacher's responsibility. As is the case at SD Negeri Vidya Qasana, another obstacle was expressed by the class VI teacher, who stated that

> *One of the obstacles for me personally might just be an obstacle in terms of time* (YPVQ 3/9/2024).

However, school principals and teachers show commitment to overcoming these obstacles by utilizing available assets, scheduling activities regularly every Friday, and shifting activities if there are other priority agendas, such as ANBK preparation meetings. This approach reflects collaborative efforts to maintain the continuity of learning communities as an important requirement for teacher professional development.

As a leader in a school, the principal, in overcoming any existing obstacles, needs to be a driving force to mobilize all elements of the school, namely teachers, staff, and other supporting staff, to work together in creating a conducive learning environment. One form of solution to overcoming the problems that exist at SD Negeri Vidya Qasana, as explained by Mrs. DR, is:

> *Because we need to share to solve the learning problems experienced by each teacher in their respective classes, we still have to carry out collective activities. "Because the team is a means for our evaluation to reflect on what is good and what is still lacking, if it is due to schedule conflicts with official invitations or other program meetings, we still set a priority scale* (DRVQ 3/9/2024).

This was confirmed by Mr YP, who stated that

> *We are flexible, but if possible, the urgency is to combine first; we will prioritize combining first. For example, these meetings can be held at any time, sis. So, for example, every day, if a coordination meeting is needed, we will also hold it* (YPVQ 3/9/2024).

The interview results show that the principal and teachers are committed to overcoming obstacles in implementing the group by utilizing available assets, scheduling activities regularly every Friday, and shifting activities if there are other priority agendas.

DISCUSSION

Principal Transformational Leadership in Planning Professional Learning Community (PLC)

Bass and Avolio (1994) explain transformational leadership, which emphasizes the creation of an inspirational vision and encourages active participation from all members of the organization. In this context, the principal of SD Negeri K ai Mojo encourages the active participation of teachers and staff to determine priorities and targets to be achieved, the importance of collaboration and empowerment in achieving common goals, and the action taken by the school principal is to formulate the goals of the learning community together with the teachers.

In its planning, learning community activities at Kyai Mojo State Elementary School are designed systematically and oriented towards sustainable development. The principal begins by formulating an inspiring vision while encouraging active involvement from teachers and staff in setting shared priorities and goals for the learning community. Next, a needs analysis identifies relevant development focuses, such as improving learning methods, using technology, and strengthening assessment competencies. To build a collaborative climate, school principals establish quality relationships with teachers, foster a spirit of innovation, and create a culture of sustainable learning in line with transformational leadership principles thatemphasizing collaboration's importance. Resource management is also carried out strategically through

the "Ngudi Kawruh" team, including budget allocation through the School Activity and Budget Plan (RKAS) to support the effectiveness of the learning community. The activity schedule is designed to be flexible so that it can adapt to the needs of teachers and remain consistent without disturbing their main duties. In addition, effective and inclusive communication with all stakeholders is key in encouraging active participation and creating synergy to support the success of this program.

According to Dufour (2008), Professional Learning Community (PLC) is "a group of professionals who consistently come together to discuss their learning practices, focusing on improving student learning outcomes through collaboration and reflection on learning practices." Vidya Qasana Public Elementary School applies a planning approach to the Professional Learning Community (PLC), which is integrated and oriented toward strengthening the professionalism of educators. The principal plays a central role model in ethics, professionalism, and social relations while meeting goals. The Professional Learning Community (PLC) is aligned with the school's vision. In preparing the work program, the school principal actively involves teachers so that the activities designed not only improve professional competence but are also relevant to the needs of students. School resources are also utilized optimally to support teacher development and improve the quality of learning. In addition, the principal emphasized the importance of open communication with all relevant parties to create a collaborative work environment and support the successful implementation of a Professional Learning Community (PLC).

The emphasis on collaboration and empowerment carried out by school principals is in line with the concept of transformational leadership, which emphasizes the importance of emotional and professional involvement in the organization. As Hallinger (2003) stated, transformational leadership in the educational context includes building strong relationships with teachers, encouraging innovation, and creating a school culture that supports continuous learning. The principals at SD Negeri Kyai Mojo and SD Negeri Vidya Qasana apply this approach by building open and inclusive communication, allowing teachers to convey ideas and feedback in developing the Learning Community program. This reflects intellectual stimulation, where the principal facilitates the exploration of new ideas that can strengthen program implementation.

Furthermore, Marks and Printy (2003) stated that transformational leadership combined with instructional leadership practices can positively impact learning effectiveness. In the context of SD Negeri Kyai Mojo and SD Negeri Vidya Qasana, the principal not only acts as an inspiring leader but also provides strategic direction for the implementation of learning community programs, ensuring that these activities are relevant to student needs and supports the achievement of learning outcomes. Ideal Influence (Idealized Influence), where the principal becomes a role model for the school community in realizing the agreed vision. This approach is also relevant to the study by Robinson, Lloyd, and Rowe (2008), which emphasizes the importance of school leaders' influence on student learning through empowering educators and strategic program management.

The principal's steps in organizing the resources needed to support the implementation of the learning community program reflect transformational leadership integrated with strong managerial abilities. By forming the learning community team "Ngudi Kawuruh," the principal created a collaborative structure that allows teachers and staff to participate in their professional development actively. This is in line with the views of Leithwood and Jantzi (1999), who emphasize that transformational leadership is effective when the leader can manage resources strategically to achieve the organization's vision, including creating a solid teamwork system.

Using school budgets, such as BOSNAS and BOSDA, to support Kombel activities also shows the application of Intellectual Stimulation and Ideal Influence. School principals manage finances efficiently and ensure that the allocation of funds provides direct benefits for increasing teacher professional capacity and the quality of learning. According to Balyer (2012), effective transformational leadership in education is often seen in the leader's ability to empower members through wise resource management, ultimately improving overall organizational performance.

In addition, the initiative to invite expert speakers and provide supporting facilities shows the principal's commitment to developing teacher competency, which is part of Inspirational Motivation. This view is supported by Robinson et al. (20 8), which states that school leaders who succeed in improving student

learning outcomes are usually directly involved in creating quality teacher training opportunities, including optimizing available budgets. The simultaneous influence of transformational leadership and academic supervision on organizational performance is greater than the partial influence of each variable (Kesuma et al., 2021).

Both schools demonstrated the importance of transformational leadership in developing PLCs. The principal plays a key role as a change agent, facilitator, and strategic manager to ensure program sustainability. This approach contributes to improving the quality of learning and professional competence of teachers through collaboration, resource management, and effective communication.

Principal Transformational Leadership in the Implementation of Professional Learning Community (PLC)

The transformational leadership of the SD Negeri Kyai Mojo principal combines dimensions of Inspirational Motivation and Intellectual Stimulation to encourage positive change in the school's organizational culture. School principals have succeeded in providing direction, motivation, and inspiration to teachers through cross-generational collaborative learning communities, such as the "Ngudi Kawruh" community. This approach aligns with Ba s & Riggio (2006), who state that transformational leaders inspire followers through a clear vision. The study (Fullan, 2011) also emphasizes the importance of focusing on individual development and collaboration within organizations. Young teachers share technology skills with senior teachers in these learning communities, creating an inclusive and adaptive learning environment.

Besides motivating, the principal plays an active role model in the collective learning process. This reflects an example-based approach that increases trust and credibility among teachers. The principal also facilitates discussions based on problem-solving and innovation, involving external sources such as university lecturers to enrich teachers' insight. This strategy supports transforming the school's organizational culture to become more innovative and open to change. Leithwood (2000) explains that transformational leaders encourage collaboration, innovation, and continuous professional development through concrete actions that create a mutually supportive learning environment without discrimination.

Professional Learning Community (PLC) At SD Negeri Vidya Qasana it is carried out routinely and in a structured manner to ensure program sustainability. Implementation Professional Learning Community (PLC) at SD Negeri Vidya Qasana is carried out routinely and in a structured manner to ensure the program's sustainability and its impact on improving the quality of learning. This activity is scheduled every Friday consistently but remains flexible to adapt to other important agendas, such as the Computer-Based National Assessment (ANBK) preparation meeting, thus reflecting the ability to adapt to the dynamics of school needs. In its implementation, collaboration between teachers is the main aspect, where educators share experiences and solutions to learning challenges faced in the classroom. This is reinforced by the commitment of the school principal, who actively encourages creating a culture of mutual learning among teachers. In addition, in the face of budget constraints, school principals empower internal resource persons, especially senior teachers, to share good practices. This approach aligns with asset-based principles, utilizing the school's internal potential as the main resource for teacher professional development.

This implementation reflects the dimensions of individualized consideration in transformational leadership, where the principal pays attention to individual teacher needs while focusing on shared goals. Flexibility in dealing with official schedules also shows the principal's understanding of organizational dynamics.

Research by DuFour et al. (2006) confirms that implementing a Professional Learning Community (PLC) requires leaders who can create a collaborative culture and provide space for teachers to develop. The collaborative approach of the principal at Vidya Qasana Elementary School reflects this leadership practice, where the focus is not only on technical implementation but also on improving the quality of relationships and team commitment. Interactions between teachers, facilitated by the principal or learning community leaders, allow teachers to provide feedback to each other, discuss teaching problems, and develop collaboration-based solutions (Vygotsky, L. S., 1978).

Obstacles and Solutions in the Implementation Professional Learning Community (PLC)

Implementation Professional Learning Community (PLC) at SD Negeri Kyai Mojo faces limited time and commitment challenges. The school principal is a transformational leader in overcoming these obstacles through an inspirational, adaptive, and participatory approach.

The Professional Learning Community (PLC) At SD Negeri Vidya Qasana is carried out routinely and in a structured manner to ensure program sustainability. Implementation Professional Learning Community (PLC) at SD Negeri Vidya Qasana is carried out routinely and in a structured manner to ensure the program's sustainability and its impact on improving the quality of learning. This activity is scheduled every Friday consistently but remains flexible to adapt to other important agendas, such as the Computer-Based National Assessment (ANBK) preparation meeting, thus reflecting the ability to adapt to the dynamics of school needs. In its implementation, collaboration between teachers is the main aspect, where educators share experiences and solutions to learning challenges faced in the classroom. This is reinforced by the commitment of the school principal, who actively encourages creating a culture of mutual learning among teachers (Anjani & Safitri, 2023; Chastanti et al., 2022; Maulana et al., 2022; Safitri, 2024a; Safitri et al., 2022). In addition, in the face of budget constraints, school principals empower internal resource persons, especially senior teachers, to share good practices. This approach aligns with asset-based principles, utilizing the school's internal potential as the main resource for teacher professional development.

Barriers to implementing a Professional Learning Community (PLC), such as time and resource limitations, can be overcome with effective communication, innovation, and high commitment from leaders (Handayani et al., 2023; Nasution et al., 2023; Safitri et al., 2023). These findings are in line with local and international research that emphasizes the important role of transformational leaders in creating a learning culture that supports professional development.

Obstacles faced by SD Vidya Qasana in implementing a Professional Learning Community (PLC) reflect managerial challenges that require a transformational leadership role. Implementing learning communities (Kimbel) in schools cannot be separated from various obstacles that need to be overcome strategically and based on the principles of transformational leadership. One of the main challenges is time constraints. Busy schedules often cause collective activities to conflict with official duties or other priority agendas. In this case, according to Leithwood (2006), the principal needs to show inspirational motivation by continuing to motivate the team to remain committed to the long-term goals of the learning community. Transformational leaders are important in helping teachers understand the urgency and long-term benefits of collaborative activities. Another obstacle was budget limitations, especially when bringing in external sources. To overcome this, school principals must implement intellectual stimulation by encouraging teachers to think creatively and utilize internal assets (Istiqlal et al., 2024; Safitri, 2024b; Safitri et al., 2024; Safitri & Ansyari, 2024). For example, teachers with special skills, such as using digital learning media, are empowered to become resource persons in sharing good practices, as Bass (1990) suggested. This approach creates independence and sustainability in the management of educational organizations. Apart from that, the small number of teachers involved in collective activities is also an obstacle, especially when some teachers have to attend official agendas. Here, the principal needs to apply individual zed consideration by understanding the needs and conditions of each teacher and providing alternative solutions, such as dividing tasks or adjusting schedules. This approach encourages inclusivity and strengthens collective commitment to building a sustainable learning culture.

In implementing transformational leadership at SD Negeri Vidya Qasana, the principal implements various strategic solutions that support the sustainability and effectiveness of the program Professional Learning Community (PLC). One of them is implementing schedule flexibility and determining priority scales. As stated by the school principal, the principal pointed out inspirational motivation by setting a time for implementing the PLC, which can be adjusted if there is a conflict with other agendas. This approach reflects visionary leadership that maintains the direction of the program vision while adjusting implementation strategies in the field (Bass & Riggio, 2006). In the face of budget constraints, the school principal pushed intellectual stimulation by optimizing internal resources, such as using senior teachers as resource persons. This asset-based strategy strengthens internal capacity and supports program sustainability, aligning with

Leithwood and Jantzi's (2000) views on the importance of efficient resource management by transformational leaders.

The principal also pointed out idealized influence by being a role model in maintaining the consistent implementation of PLC as a forum for reflecting and developing teacher professionalism. This commitment is strengthened through individualized consideration, where the principal listens to teacher input regarding time constraints and finds an agreed solution. This approach creates a deep sense of concern for individual and team success, as Leithwood and Jantzi (2006) emphasized, that concern for individuals plays a crucial role in strengthening the relationship between leaders and followers. Furthermore, in creating a collaborative culture, school principals pay attention to the needs and challenges of each teacher personally. Collaboration and collective commitment shape the approach to individualized consideration, which, according to Hallinger (2003), can form an inclusive work environment where every member feels involved in decision-making and program implementation. This transformation strengthens the sense of shared ownership of the PLC's goals and is an important foundation for building a continuous learning culture, as Hord (1997) emphasized.

CONCLUSION

Based on the results of research conducted regarding the Transformational Leadership of School Principals in the Implementation of Professional Learning Community (PLC) at SD Negeri Kyai Mojo and SD Negeri Vidya Qasanathen, it can be concluded:

Principal Transformational Leadership in Planning Professional Learning Community (PLC)

The SD Negeri Kyai Mojo principals and SD Negeri Vidya Qasana apply transformational leadership in planning the Professional Learning Community (PLC). Planning involves a clear vision, need analysis, strategic resource management, and a collaborative approach. Activity schedules are arranged flexibly; stakeholders are involved in constructive dialogue, and internal and external sources are utilized optimally to support teacher professional development.

Principal Transformational Leadership in the Implementation of Professional Learning Community (PLC)

Implementing a Professional Learning Community (PLC) is carried out routinely and structured to create an inclusive and collaborative learning culture. At SD Negeri Kyai Mojo, the "Ngudi Kawruh" pr gram emphasizes cross-generational collaboration and solution-based discussions. Meanwhile, at SD Negeri Vidya Qasana, Professi nal Learning Community (PLC) is focused on sharing best practices, reflection, and evaluation of learning through regular meetings. The principal acts as an active facilitator, providing motivation, direction, and example for teachers to collectively improve the quality of learning and professionalism.

Obstacles and Solutions in the Implementation Professional Learning Community (PLC)

Obstacles such as limited time, budget, and teacher participation are overcome through adaptive, inspiring, and creative leadership. The principal adjusts the activity schedule, empowers senior teachers as alternative resource persons, and utilizes practical students to support program sustainability. This approach reflects intellectual stimulation, inspirational motivation, and individualized consideration, which is effective in overcoming challenges, strengthening commitment, and encouraging a culture of collaboration and innovation in the school environment.

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