

The Impact of Transformational Leadership on Teacher Performance: A Study of Professional Learning Communities

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ABSTRACT

This study aims to explore the role of Professional Learning Communities (PLCs) as a mediator between transformational leadership and teacher performance. The research employs a quantitative approach, utilizing data collection instruments to survey 408 teachers chosen through random sampling techniques. The collected data is analyzed using the Structural Equation Modeling (SEM) test with Partial Least Squares (PLS). The findings indicate that transformational leadership significantly influences both PLCs and teacher performance. Additionally, PLCs demonstrates a positive impact on teacher performance and serves as a partial mediator in the relationship between transformational leadership and teacher performance. These results highlight the crucial role of PLCs in enhancing the effectiveness of transformational leadership in educational settings.

Keywords: Transformational LeadershipTeacher PerformancePLCsPrimary SchoolSEM-PLS

Introduction

To support Sustainable Development Goal number 4 in the education sector, which aims to achieve sustainable quality education, enhancing teacher competence is of paramount importance. SDGs 4 underscores the significance of quality education and sets a target to substantially increase the number of qualified teachers by 2030, including through International collaboration for teacher training in developing countries, particularly in the least developed countries and small island developing states, is a crucial endeavor in supporting the enhancement of education quality and achieving Sustainable Development Goal number 4. (Kopnina, 2020) . Quality teachers are those whose performance and well-being are effectively addressed (Lomas et al., n.d.). The cultivation of such educators necessitates the presence of a PLCs, as well as the self-efficacy and self-determination of the teachers.

Teachers in educational institutions are expected to engage in continuous learning and self-development, as their contributions significantly affect students' academic accomplishments and overall school efficacy (Özgenel & Mert, 2019). Despite being pivotal to students' academic success, many educators are reported to endure persistent work-related stress and are at risk of burnout (Bhai & Horoi, 2019). Teaching has been recognized as one of the most demanding professions in various countries (Saloviita & Pakarinen, 2021). The substandard quality of teachers is considered one of the contributing factors to the substandard quality of education in Indonesia. Evidence from the 2021 to 2023 Teacher Competency Test indicates that approximately 81% of teachers in Indonesia fell short of meeting the minimum score.

These findings underscore that the competence and quantity of teaching staff that do not meet required standards will invariably impact the quality of education. Whereas the organizational aspect entails an analysis of the leadership responsibilities of the school principal to assess its impact on teacher performance, the individual aspect necessitates the presence of a professional learning community to facilitate optimal performance. Previous research has demonstrated the leadership's influential role in fostering teacher performance (Andriani et al.,

2018a). Furthermore, previous studies have indicated that transformational leadership positively affects teacher self-efficacy (Menon & Lefteri, 2021), subsequently enhancing work attitude (Muliati et al., 2022) and work enthusiasm (Karabiyik & Korumaz, 2014).

Numerous studies have illustrated that this style of leadership effectively fosters an environment conducive to innovation and motivation, ultimately positively impacting the standard of teaching and learning. Transformational leadership is frequently associated with various factors such as intrinsic motivation, organizational commitment, and teacher professional development in academic literature (Andriani et al., 2018b). Previous research endeavors aimed at evaluating teacher performance have consistently been correlated with self-efficacy (Li & Liu, 2022), organizational commitment (Madjid & Samsudin, 2021), and interpersonal communication.

The current focus of this research involves examining the function of professional learning communities as intermediaries between transformational leadership and teacher performance. Previous study on teacher and PLCs has explored instructional leadership (Azis Wahab et al., 2022), the relationship between transformational leadership, professional learning communities, and teacher self-efficacy (Voelkel, 2022), as well as the mediating role of PLCs between transformational leadership and teacher job satisfaction (Huang & Chen, 2021). Present research predominantly centers on the impact of transformational leadership on performance through internal facets of teachers, such as motivation, self-efficacy, and competence. Notably, there is a lack of research specifically studying PLCs as mediators between transformational leadership and teacher performance.

The aim of this study is to specifically examine the role of professional learning communities (PLCs) as a mediator between transformational leadership and teacher performance in elementary schools within Indonesia, utilizing SEM PLS analysis. To address this objective, the research formulates the following problem: "Does the presence of professional learning communities (PLCs) serve as a mediating factor between transformational leadership and the performance of elementary school teachers?"

1. LITERATURE REVIEW

2.1 Transformational Leadership and Teacher Performance

Numerous studies demonstrate that transformational leadership fosters an environment conducive to innovation and motivation, thus significantly impacting the quality of teaching and learning. Academic literature frequently links transformational leadership with factors such as intrinsic motivation, organizational commitment, and teacher professional development. In a journal authored by (Thien & Liu, 2024), it is noted that teacher self-efficacy serves as a mediator between instructional leadership and PLCs by establishing a connection between the impact of instructional leadership on teacher self-efficacy, subsequently promoting professional learning among educators.

Indeed, the research conducted by (Susilawati et al., 2021) highlights the impact of transformational leadership at the preschool level on teacher discipline and performance, indicating that it indirectly enhances teacher performance by increasing discipline. Additionally, another study by (Sirait, 2021) suggests that transformational leadership is linked to teacher performance through the work environment, demonstrating a positive and significant influence. This emphasizes that transformational leadership can enhance teacher performance by providing inspiration, motivation, and support (Usman & Haryadi, 2023). Moreover, the research indicates that the transformational leadership directly and positively affects teacher performance and work motivation (Albuni et al., 2022).

Transformational leaders demonstrate a comprehensive approach to managing change, influencing teachers' perspectives on collaboration, assessment, and the utilization of school time and space (Sliwka et al., 2024). Moreover, principals with transformational leadership qualities are more likely to earn the trust of teachers (Mansor et al., 2021), leading to improved performance, enhanced innovation, and greater commitment among teaching staff (Marlina & Suriansyah, 2019). Furthermore, research by (Abuhassira et al., 2024) highlights the impact of department heads' transformational leadership on classroom interactions in private secondary schools is essential for improving the overall learning environment for students.

The standard indicators of transformational leader competency, as outlined by (Leithwood et al., 2023), encompass key factors. Firstly, the Setting Direction (SLSD) indicator emphasizes the school principal's role in establishing a clear vision, mission, and goals for the school. Secondly, the Building Relationships and Human Development (SLDP) indicator underscores the significance of fostering positive relationships with staff and

students, as well as nurturing individual potential within the school environment. Thirdly, the Developing Organization to Support Desired Practices (SLDO) indicator encourages school principals to devise organizational systems and processes that uphold best practices in education. Lastly, the Learning Program Improvement (SLII) indicator highlights the importance of continuously assessing and enhancing learning programs to elevate the quality of education.

2.2 PLC and Teacher Performance

Numerous studies have demonstrated that participation in a Professional Learning Community (PLCs) positively impacts teacher performance. According to PLC indicators drawn from theory (Hipp & Huffman, 2003), PLC plays a crucial role in various aspects. Firstly, in the supportive and shared leadership indicator, PLC fosters supportive leadership, shared responsibility, and mediates the influence of teacher trust on colleagues, principals, and parents, thereby enhancing positive interactions and collaboration between principals and teachers. Secondly, in the shared values and vision indicator, PLC allows teachers to espouse common values and beliefs that reinforce collective commitment to school quality. Additionally, in terms of collective learning and the application of learning, collaboration within PLCs enables teachers to offer input to each other, reflect on teaching experiences, and jointly devise solutions to enhance the quality of learning, thus demonstrating collective learning and the application of learning outcomes. Furthermore, through the indicators of supportive conditions, PLC nurtures a culture of trust, commitment, and provides the necessary resources for collaboration and learning.

The research by (Yin et al., 2019) indicates that PLCs effectively mediates the impact of teachers' trust in colleagues, principals, and parents on teachers' professional learning, emphasizing the significance of a culture of collegiality, trust, and teacher professional commitment and collaboration as prevalent strengths in the surveyed schools (Antinluoma et al., 2018). Moreover, (Liang et al., 2022) demonstrated that PLCs in China contribute to a more comprehensive understanding of teacher well-being, highlighting the importance of recognizing the relationship between PLCs, teaching self-efficacy, and teacher well-being. This understanding can enable educators and institutions in China to proactively create an environment that promotes teacher performance. For instance, PLCs can facilitate improved interaction between school principals and teachers through collaboration (Tayag, 2020).

According to (Hudson, 2024), teachers' involvement in impactful PLCs characterized by collaborative learning and critical reflection can lead to changes in their teaching practices, consequently enhancing teacher performance. Additionally, research by (Kin & Kareem, 2021) underscores the influence of PLC implementation on improving teacher performance, encompassing both teaching practice and professionalism, with a subsequent positive impact on student learning achievement.

2.3 Teacher Performance

Research on teacher performance has gained significant attention in the field of education, recognizing the crucial role teachers play in shaping the quality of learning and student academic outcomes. Teacher performance encompasses a broad spectrum of aspects, including pedagogical competence, classroom management, and the ability to adapt to curriculum and educational technology changes. This literature review will delve into various topics related to teacher performance. According to Rostini et al (2022), proficient teachers have the potential to influence students' attitudes, behavior, and skills in alignment with educational objectives. Furthermore, teacher performance is defined as the array of activities carried out by teachers in fulfilling their duties and responsibilities in accordance with defined expectations and goals (Rivai et al., 2019).

Improving teacher performance is considered important as good teacher performance can influence student motivation, the learning climate at school, and the school's image in the eyes of the community (Pope, 2019). It is important for teachers to prepare students' learning, as weak teacher performance can adversely impact students (Gálvez Suarez & Milla Toro, 2018), because effective teaching practices embody the essence of quality teacher performance (Mailool et al., 2020). The quality of education is highly dependent on learning management carried out by teachers, where good teacher performance not only has a direct impact on student academic achievement, but can also strengthen the school's reputation, increase parent and student satisfaction, and foster an environment conducive to growth and development.

The holistic development of students to face global competition involves having the will to strive to achieve organizational goals (Hartinah et al., 2020). When teachers are ready for global competition with deep technological insight, they can create a relevant and interesting learning environment for students, namely through technology, thus preventing monotonous learning and ensuring that students don't get bored easily (Yadav &

Berges, 2019).

According to (Parinduri et al., 2023), educational administration is one of the influential factors affecting teacher performance. Well-organized educational administration can create a conducive teaching and learning environment, starting from the availability of infrastructure, regular scheduling, to monitoring the quality of teaching. Additionally, teacher self-efficacy and emotional intelligence are important for a teacher to provide good teaching performance, create a positive learning environment, and maintain commitment to the teaching profession (Wu et al., 2019).

With the aim of enhancing teacher performance, a teacher certification program can be implemented as discussed in the research by (Tjabolo, 2020), which proves that the teacher certification program in Indonesia has had a positive impact on improving teacher performance, particularly in the management of core learning activities. There are several factors that influence teacher performance, such as a longer period of work/teaching (job tenure), which tends to increase teacher experience and performance, teacher certification showing teacher professionalism, and high teacher work motivation (Phytanza & Burhaein, 2020). Supported by other research, Rofifah et al (2021) explains that organizational culture and high work motivation can influence teacher performance. Teachers will feel satisfied, committed, and motivated to work optimally, ultimately improving the quality of learning and supporting the achievement of the school's vision, mission, and goals.

The research model in this study comprises transformational leadership as variable X, teacher performance as variable Y, and professional learning community as variable Z.

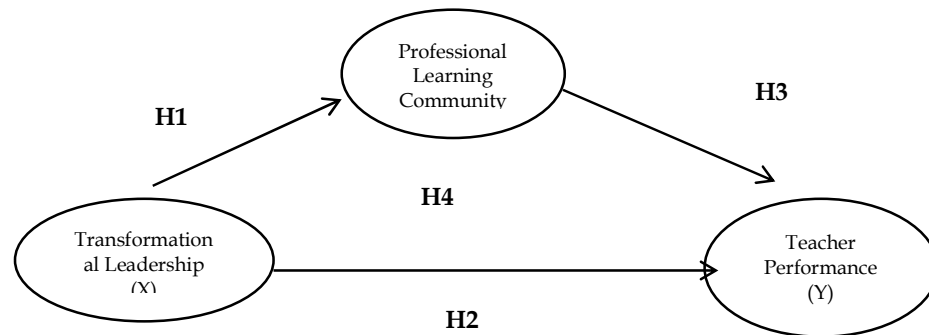


Figure 1.

Research model

Based on the model described above, the research hypotheses are formulated as follows:

H1: Transformational leadership has a significant effect on professional learning communities.

H2: Transformational leadership has a significant effect on teacher performance.

H3: Professional learning communities have a significant effect on teacher performance.

H4: Professional learning communities mediate the influence of transformational leadership and teacher performance.

METHOD

1.1 Design

This research employs a quantitative research approach to measure the relationship between the developed variables. The analysis is conducted using Structural Equation Modeling (SEM) to assess the impact between variables. SEM analysis is based on two measurement models, namely the outer model and the inner model.

1.2 Research Participants

The population in this study consisted of elementary school teachers in Surabaya. The sampling method used was a simple random sampling technique, and the total number of respondents was 408 state elementary school teachers in the city of Surabaya. The teachers were invited to participate through an online questionnaire. The data indicates that out of the total 408 elementary school teacher respondents in Surabaya City, 79 individuals or 19.4% were men, while 329 individuals or 80.6% were women.

1.3 Research Instruments

The research instrument utilized a 5-point Likert scale as the measurement scale, including options such as Strongly Agree (SS), Agree (S), Disagree (KS), and Disagree (TS), and Strongly Disagree (STS). The questionnaire consisted of two parts: the first part included questions to gather data on the demographic conditions of the respondents, while the second part was designed to measure the research variables. The instrument for measuring transformational leadership was adapted from the work of (Callow et al., 2009). The Professional Learning Community Assessment Questionnaire (PLCAQ) developed by (Hipp & Huffman, 2003) was adopted for measuring Professional Learning Community (PLC). Additionally, the performance instruments used by teachers were adapted from (Ali & Haider, 2017).

1.4 Research Procedure

This research is conducted in accordance with Surabaya State University LPPM Decree No. 309/UN38/HK/PP/2024. Based on this decree, permission was granted to the Surabaya City Education Office for the distribution of research questionnaires to various elementary schools, which constituted the research sample. The researchers facilitated data collection by distributing questionnaire links to the schools. Respondents were briefed on the purpose and procedures for filling out the questionnaires. The collected data was then analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS) analysis to derive the research findings.

2. RESULT

4.1 Measurement of the outer model

The measurement model (outer model) is utilized to evaluate the validity and reliability of the model. This involves conducting tests for Convergent Validity, Discriminant Validity, and Composite Reliability. Convergent validity is assessed using factor loading values on the latent variable with its indicators, with an expected value greater than 0.7. Discriminant validity is determined through cross-loading values of factors and involves comparing the value of the targeted construct with the value of other constructs. Composite reliability is measured to assess the reliability value, with a value greater than 0.7 indicating high reliability. The Average Variance Extracted (AVE) is expected to be at least 0.5. Additionally, Cronbach's alpha is calculated to validate the composite reliability results, with a minimum value of 0.6.

4.2 Test validity and reliability

As part of this research, the analysis tested the convergent validity by measuring the magnitude of the outer loading on each indicator. The results of the outer loading analysis in this research are presented through the following image analysis:

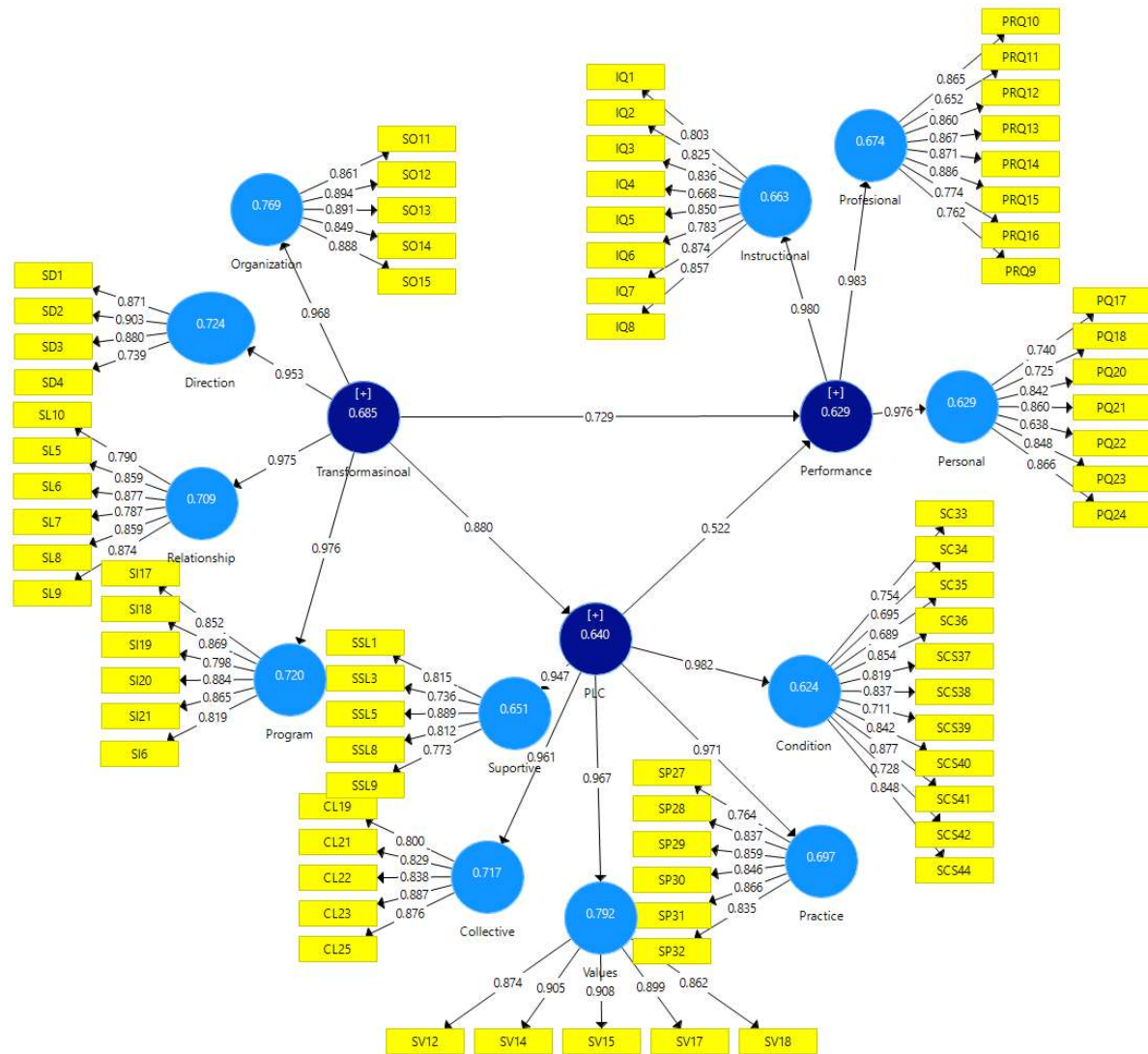


Figure 2.

Outer loading analysis

Based on the results of the outer loading analysis on the Transformational Leadership (TL) variable, the "Organization" dimension exhibits very strong outer loading values, with indicators SO11 to SO15 showing values between 0.861 and 0.894. In the "Direction" dimension, items SD1, SD2, SD3, and SD4 have outer loading values of 0.871, 0.903, 0.880, and 0.739. For the "Relationship" construct, indicators SL5 and SL9 show values above 0.85, indicating a strong reflection of this construct. Indicators in the "Practice" construct also demonstrate strong outer loading values, with indicators SI17 to SI21 and SI6 ranging from 0.798 to 0.884. In the PLC variable, the "Collective" dimension displays a fairly strong outer loading value, with indicators CL19, CL21, CL22, CL23, and CL25 respectively exhibiting outer loading values of 0.800, 0.829, 0.838, 0.887, and 0.876. The "Condition" construct consists of several indicators with outer loading values ranging from 0.689 to 0.877. The "Practice" construct consists of indicators SP27 to SP32, all showing strong outer loading values ranging from 0.764 to 0.866. The indicators for the "Supportive" construct exhibit strong outer loading values of 0.736, 0.773, 0.812, 0.815, and 0.889. Lastly, the indicators in the "Values" construct demonstrate very strong outer loading values, with indicators SV12 to SV18 displaying values between 0.862 and 0.908.

In the teacher performance variable, the "Instructional" dimension indicates quite strong outer loading values for the indicators IQ1 to IQ8, with values ranging from 0.668 to 0.874. Within the "Professional" construct, indicators PRQ9 to PRQ16 exhibit outer loading values varying from 0.652 to 0.886. The indicators in the "Personal" construct demonstrate varying outer loading values, with values ranging from 0.638 to 0.866. The results of the

factor loading test indicate that most of the indicators are above 0.7, and items with a loading of 0.6 can still be categorized as strong (Chin, 1998).

The presented data illustrates the results of reliability and construct validity analysis using three main indicators: Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). Each construct demonstrates a Cronbach's Alpha value above 0.80, indicating excellent internal consistency. Additionally, the Composite Reliability (CR) for all constructs surpasses a value of 0.90, signifying that the instrument exhibits very good reliability in measuring each construct. Moreover, the Average Variance Extracted (AVE) for most constructs exceeds the threshold of 0.50, indicating that these constructs can explain more than half of the variance of the indicators.

Table 1
Reliability and validity test

<i>Dimensions</i>	<i>Cronbach's Alpha</i>	<i>CR</i>	<i>(AVE)</i>
Collective	0.901	0.927	0.717
Condition	0.939	0.948	0.624
Directions	0.871	0.913	0.724
Instructional	0.926	0.940	0.663
Organization	0.925	0.943	0.769
PLC	0.981	0.983	0.640
Performance	0.973	0.975	0.629
Personal	0.899	0.921	0.629
Practice	0.913	0.932	0.697
Professional	0.929	0.942	0.674
Program	0.922	0.939	0.720
Relationships	0.917	0.936	0.709
Supportive	0.865	0.903	0.651
Transformational	0.977	0.978	0.685
Values	0.934	0.950	0.792

The reliability and validity analysis tables demonstrate excellent results for the various dimensions measured, including Collective, Conditions, Direction, Instructional, Organizational, PLC, Performance, Personal, Practice, Professional, Program, Relationship, Supportive, Transformational, and Values. All dimensions exhibit a Cronbach's Alpha value above 0.865 and Composite Reliability (CR) above 0.9, indicating high internal consistency and reliability. Additionally, the Average Variance Extracted (AVE) values for all dimensions were above 0.6, indicating adequate convergent validity. These results confirm that the instruments used in this study are highly reliable and valid, ensuring that the indicators accurately capture the concepts being measured.

Table 2
Fornell-Larcker analysis

	<i>Transformational</i>	<i>PLC</i>	<i>Performance</i>
Transformational	0.828		
PLC	0.800	0.880	
Performance	0.759	0.778	0.793

Overall, the Fornell-Larcker table demonstrates that the three constructs—PLC, Performance, and Transformational—exhibit adequate convergent and discriminant validity. The analysis demonstrates that each construct effectively explains the variance of its own indicators compared to other constructs, signifying that these constructs can be regarded as distinct and separate entities.

4.3 Hypothesis testing

In this research, we have four hypotheses to investigate the relationship between transformational leadership, professional learning communities, and teacher performance. The hypotheses test can be seen on the following table.

Table 3
Hypothesis Test Results Table

<i>Hypot hesis</i>	<i>Variable Relationships</i>	<i>Original sample (O)</i>	<i>Mean Sample (M)</i>	<i>Standard Deviation n</i>	<i>T Statistic s</i>	<i>P Values</i>
H1	Transformational -> Performance	0.269	0.266	0.089	3,020	0.003
H2	Transformational -> PLC	0.880	0.881	0.018	49,075	0,000
H3	PLC -> Performance	0.522	0.527	0.084	6,228	0,000
H4	Transformational -> PLC -> Performance	0.460	0.465	0.075	6,128	0,000

The outcome of the hypothesis test analysis provide the following interpretation:

According to H1, there is a positive influence of the transformational approach on performance. The coefficient value of 0.269 indicates that with each increase in the transformational leadership approach, teacher performance experiences a moderate improvement. The statistical T value of 3.020 and P value of 0.003 demonstrate that this effect is statistically significant ($P < 0.05$). This suggests that transformational leadership significantly contributes to performance in a positive manner. H2 examines the effect of a transformational approach on PLC. The high coefficient of 0.880 indicates a very strong relationship. With a T statistic of 49.075 and a P value of 0.000, this effect is highly statistically significant. This demonstrates that transformational leadership significantly influences PLCs. H3 investigates the relationship between PLC and performance. The coefficient of 0.522 indicates a significant influence of PLC on performance. With a statistical T value of 6.228 and a P value of 0.000, these results indicate a significant positive relationship between professional learning communities and teacher performance. This suggests that schools that effectively implement professional learning communities for their teachers experience improved performance. H4 examines the mediation path between transformational approaches and performance through PLCs. The coefficient of 0.460 indicates that some of the influence of the transformational approach on performance is transmitted through PLCs. With a T statistic of 6.128 and a P value of 0.000, this mediation path is statistically significant. This indicates that not only does the transformational approach directly improve performance, but it also does so through the PLC, consequently leading to improved performance. These findings demonstrate that PLC functions as an effective partial mediator in explaining how Transformational influences Performance.

3. DISCUSSION

The research results strongly emphasize the pivotal role of PLCs as a mediator between transformational leadership and teacher performance. Prior studies have also highlighted that the principal's transformational leadership significantly contributes to the formation of PLCs within schools (Osman & Alias, 2023). Additionally, PLC, characterized by dimensions such as shared values and vision, support and shared leadership, conditions of support, cooperative learning, and shared personal practice, has been shown to have a positive and substantial effect on teacher performance (Mydin et al., 2024). These findings compellingly underscore the importance of recognizing PLC as a critical factor in strengthening the link between transformational leadership and teacher performance.

The significance of transformational leadership in shaping Professional Learning Communities (PLCs) within schools cannot be overstated, as it has a direct positive impact on teacher performance. Various studies have established a strong correlation between transformational leadership and PLC practices, such as collaboration and reflective dialogue. Leaders who embody transformational leadership are adept at creating a supportive environment that facilitates teachers' involvement in shared objectives and collaborative activities, which are vital components of effective PLCs (Ibrahim et al., 2019). Furthermore, research also confirms that transformational leadership significantly influences PLC and subsequently impacts teacher job satisfaction, underscoring the

mediating role of PLC in the relationship between leadership and teacher outcomes (Zhang et al., 2022). Additionally, transformational leadership also shapes teachers' collective efficacy, thus contributing to improved student learning outcomes (Voelkel, 2022). Consequently, PLCs act as partial mediators in the connection between transformational leadership and teacher performance, offering a collaborative framework that reinforces the positive effects of transformational leadership on teaching outcomes (Vanblaere, 2016).

School principals' role in enhancing teachers' professionalism within schools is crucial. As leaders, principals bear the responsibility of fostering a school environment that is conducive to the learning and development of teachers. In the event of issues arising within the school environment, the principal must act as a mediator. It is essential for the principal to consistently inspire enthusiasm and confidence in teachers, staff, and students, ensuring a thorough understanding of the school's goals and encouraging responsible and professional work. By doing so, the principal can effectively cultivate optimal teacher performance. Such an approach reflects the principal's readiness to drive reforms aimed at implementing a comfortable and safe learning process while enhancing teacher competence through various forms of training and development within learning communities.

Therefore, the role of the school principal is undeniably significant in enhancing teacher performance. Essentially, these findings offer valuable insights for school principals to devise more effective strategies aimed at improving team or organizational performance. With an understanding that PLCs can serve as an effective mechanism for maximizing the impact of transformational leadership, intervention efforts can be channeled towards bolstering collaboration within professional learning communities.

4. CONCLUSION

The findings of this research underscore the significant impact of transformational leadership in establishing and reinforcing Professional Learning Communities (PLCs) within schools, consequently enhancing teacher performance. PLCs act as partial mediators, connecting transformational leadership to teacher performance and fostering a supportive environment for professional development and collaboration among teachers. This leadership style, characterized by the ability to inspire and motivate staff to attain higher objectives, has proven highly effective in cultivating a supportive and collaborative work environment. Transformational leaders not only promote collaboration and reflective dialogue among teachers but also cultivate a sense of collective responsibility and a focus on advancing student learning. Hence, the effective implementation of transformational leadership not only heightens teachers' collective efficacy but also contributes to overall improvements in student learning outcomes.

The Professional Learning Community (PLC) functions as a partial mediator in the relationship between transformational leadership and teacher performance. This implies that while transformational leadership directly influences teacher performance, the presence and effectiveness of PLCs enhance this impact. Within the context of PLCs, educators engage in comprehensive discussions about teaching practices, share experiences and strategies, and collaborate to surmount teaching challenges. This process not only enhances teachers' professional skills but also augments their job satisfaction.

5. LIMITATION AND SUGGESTION FOR FUTURE RESEARCH

One notable limitation of this study is the narrow focus on teachers exclusively in East Java. Given the extensive geographic and demographic diversity of Indonesia, the findings of this research may not comprehensively represent the entire teacher population in the country. Various factors, including cultural distinctions, economic circumstances, access to educational resources, and regional leadership styles, can vary significantly across different regions.

In order to gain a more comprehensive understanding of the influence of transformational leadership and the role of Professional Learning Communities (PLC) on teacher performance, it is essential to expand this research to include other regions in Indonesia, particularly the Eastern Indonesian islands. Enlarging the scope of the study to encompass these areas will provide valuable insights into how local factors affect the implementation of PLCs and the impact of transformational leadership. Consequently, more inclusive research outcomes can offer a more comprehensive and accurate perspective on the development of effective education strategies throughout Indonesia.

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