The role of professional learning community as a mediatorin influencing the practice of Syura and teacher commitment in school

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Abstract

Syura practices, professional learning community (PLC) and teacher's commitment are essential to produce quality schools and student outcome as set out in PPPM 2013-2025. In this regard, the study aimed to examine role of professional learning community (PLC) as mediators in influencing syura practiceand teacher's commitment. The data for this survey was obtained from 450 teachers randomly selected from the national secondary school in Kelantan Darulnaim. The questionnaire used in this study was a combination of the syura practice instrument developed by Ahmad Marzuki (2013) based on Islamic leadership theory according to the Quran and al-Sunnah, SirahNabawiyyah and Ibn Taimiyyah (1992), School Professional Staff as Learning Community Questionnaire (Hord, 1996) translated into Malay and tuned to the culture in Malaysia, was based on five dimensions of professional learning community (PLC).The benchmark was set by NarongrithIntanam, SuwimonWongwanichandNattapornLawthong (2010) which was adapted from a study by Zuraidah (2009), and the Organizational Commitment Questionnaire (OCQ) to measure commitment, designed by (Allen, 2004); (Meyer & Allen, 2001) and used by Tahir (2012).The data were analysed using descriptive and inferential statistics. The findings showed that there was a significant mediator influence of the professional learning community on the relationship between syura practice and teacher's commitment. In conclusion, such an orientation promotes syura practice effectively, enhances teacher's ability through the professional learning community (PLC) and thus enhances teacher commitment to produce quality schools and student environments as stated in PPPM 2013-2025.

Keywords: 1. Syura practices, 2. Professional learning communities,3. teacher's commitment

Introduction

The aspiration to produce a balanced and effective human capital can be achieved and produced through the key that quality education system coincides with the needs of the country by the 21st century (Idris & Hamzah, 2013; Maulana, Helms-Lorenz, &Van de Grift, 2015) that is capable of contributing to the development of the country in the future. The element of Malaysian Teacher Standard (SGM) needs to be looked at carefully so as to produce a professional, skilled and competent teacher in an effort to achieve quality education (Jamil & Said, 2015).

Moving towards the 21st century education as a knowledgeable century, teachers need to update and make improvements to the existing aspects of knowledge and skills so that they are in line with the latest learning needs (Bowers et.al., 2010). Thus, the practice of continuous professional learning in the community systematically and collaboratively is an effective approach to improve the competence of teachers in more depth in their respective teaching areas and to adapt effective teaching practices according to the needs of the students (Desimone, Smith & Ueno, 2006).

The culture of professional development in the community in an on-going basis is an activity that supports teachers to perform their duties more effectively as they always get on-going support and assistance in their profession (UNESCO, 2003). Accordingly, Mohd Fakhruddin et. al (2011) argues that the level of professionalism of teachers through the professional learning community (PLC) is able to realize professional development that brings change to each individual teacher in terms of knowledge, practice and beliefs as well as behaviour and improving the quality of teaching (Craft, 2000; Evans, 2008; Dalli & Urban, 2013).

Research background

Commitment to the transformation of the national education system has been continued by the Ministry of Education Malaysia through the Malaysia Education Blueprint(PPPM, 2013 – 2025). This plan was created after researching previous education reports such as the Razak Report (1956), Education Development Plan (2001 – 2010) and the Educational Development Master Plan (PIPP, 2006 – 2010).Similarly, reference is made to the quality of achievement of Malaysian students in the international level tests such as the Program for International Student Assessment (PISA - 2012) and Trends in International Mathematics and Science Study (TIMSS - 2011) which is relatively declining compared to the achievements of other countries.Furthermore, the development of the momentum of educational transformation and its implementation is seen as very slow and not continuous (Kementerian Pendidikan Malaysia, 2012a). Thus, the latest scenario of the country's education development needs change and improvement to see the extent to which the education sector is able to produce world-class human capital (Amin Senin, 2012) as this educational transformation aims to develop student potential, improve educational management and produce efficient school leadership (Mohd Najib Abdul Razak, 2013; Sarina MohdSom, 2020).

The necessary educational transformation involves all aspects of schools, teachers and students (Slater, 2004). However, through the study of Foo (2013) and Daresh (2001), it is argued that there is still a school community that adopts a traditional management model that practices bureaucracy in the school community. This situation will create a culture of autocracy in certain formalities and official rules whereby ideas and views are not given attention, the welfare needs of teachers are denied and in addition, this situationdoes not contribute towards building quality human capital that can lead to the development of quality education (Chan, 2010). It is not surprising if the situation of working alone occurs more widely than in teams and the reluctance to hold discussion sessions among teachers and school administrators (Roberts & Pruitt, 2009). Even the practice of collaboration is still less practiced and encouraged at teacher level (Teague, Ginger, &Anfara, 2012) whereas a learning team among teachers can be created through the concept of working in a team as a whole (Fullan, 2007). Towards the current era of advanced education, all teachers in schools should change and strive to realize all the potential that exists among teachers and the administration is also advised to practice open and flexible leadership(Suhana*et. al.*, 2015,& Abdul Ghani, 2010) and further there will be a professional exchange of ideas in the school organization (Muhammad Faizal et.al, 2013).

The main basis in Islamic leadership to deal with a problem and determine a decision in the organization is to exercise the practice of syura as a whole while being able to create increased commitment among members (Suhana, 2016). In fact the increase in healthy competition can be nurtured positively through discussion sessions that prioritize openness and harmony, sharing ideas and views as well as trying to find solutions to any problems in the organization prudently (Asad, 2011; Mohd Yusuf, 2003). The practice of syura should be implemented for all actions and purposes involving the objectives, implementation and policies of an organization to avoid personal opinions and decisions above the goals of the organization (Fu'ad, 2006) as well as avoiding a decrease in member commitment in carrying out tasks.However, what is happening today is the opposite. Rarely an organization is open to or will accept

the ideas and views of members even when making important decisions, setting goals and direction of the organization as well as any training and learning sessions held. As a result, it will result in dissatisfaction among members who feel marginalized when the views and ideas voiced are not taken into account, which will eventually lead to members being defensive and refuse to be given responsibilities and their roles as well as awareness of their commitment will decline (Lokman andMohdAnuar, 2011; Peter Senge, 1990).

Researchers' review on past studies has found that the practice of syura will create understanding and unity of opinion that encourages increased commitment of teachers working in their groups as well as being able to improve the achievement of excellence in education. As in the study of Shaharbi (2010) and Hamzah (2009) on democratic leadership, it was found that there was an 80% increase in teacher work commitment in implementing work consistently and integrative due to the openness and understanding between members of the organization other than motivational factors (Ajmain, 2013) which are the important elements towards school excellence. Kamal (2013) states that organizations that have a conducive infrastructure and a harmonious atmosphere as well as motivated unity will reduce stress among the members as a whole.Furthermorethe study of Celep and Xilmaz (2012) supports that a high level of job satisfaction and commitment influence the improvement of students' academic performance in line with the educational needs. Thus the role of syura practice is seen as the main basis that is the discipline in determining an implementation of any issues in administration and organization to achieve a committed and competent organizational administration as well as implement harmonious relationships among members of the organization (Loh Cher Teng, 2010). Therefore, researchers were of the opinion that teachers have a great opportunity to improve the achievement of school excellence through the development of the potential and identity of teachers achieved as a result of the concept of openness and open to all ideas and views. This can be referred to and learned from the Sirah of the Prophet SAW as narrated by Ali Bin Abi Talib that:: *"Rasulullah SAW is a person who has a noble personality and morals, is gentle, always kind-hearted, strives to avoid any disputes, uses time, and strives to please others"*(Kamal, 2013; Latip, 2012).

The importance and effectiveness of the implementation of professional learning community (KPP) which refers to the continuous learning that is cultivated in the community of teachers in schools has been widely found in studies (Senge, 1990; Newmann& Wehlage,1995; Du Four, Eaker&Karhanek, 2004; Hord, 1997; Meehan, Merrill L., Orletsky dan Sandra 1999; Huffman &Hipp, 2003; Jasmin Muhammad, 1999, Zuraidah Abdullah, 2002) In fact, past studies have also shown that a community that cultivates the practice of continuous learning is able to compete and master and face the needs of the 21st century dominantly. Thus any organization that neglects the practice of professional learning community (PLC) will not be able to deal with increasingly challenging and risky environments, face the effects of slow development, face effective learning difficulties, slow down changes and improvements and fail to master progress in all areas in the global level (Huffman &Hipp, 2003; Senge, 1990; Hord, 1997; Meehan, Merrill L., Orletsky& Sandra 1999).

The implementation of professional learning community (PLC) in the community of teachers in schools shows that the willingness of all members of the school community to always seek knowledge and learn to improve their progress and achievement in their teaching profession(Zuraidah, 2010; Carpenter, Peter &Sundin, 2009). Hord (1997) argues that individuals who do not continue learning will cause their survival to stagnate and lag behind (Huffman &Hipp, 2003). Thus, there are many studies of western scholars that support and urge the pursuit of continuous learning and its importance in the life of an individual (Senge, 1990; Handy,1995). In fact, it was found that active changes to effective schools in developed countries are through the implementation of professional learning community (PLC) practices by applying the idea of collaboration among teachers as a whole (Hord, 1997) through a variety of programs and activities such as vision sharing, collaborating in teaching and working, sharing of effective teaching techniques and innovation as well as togetherness in making decisions for the good of the school organization (DuFour, 2004).

But there is no denying that there are still teachers who prefer and are comfortable to work individually (Stegall, 2011) and find it very difficult to cultivate healthy sharing practices in terms of work experience and teaching materials between colleagues (Zuraidah, 2010; Roberts & Pruitt, 2009;). There are still teachers who are not comfortable to discuss and share ideas with colleagues and school administration, especially to get reflection and feedback on how to deliver teaching in the classroom(Roberts & Pruitt, 2009). The effect of this situation leads to a decline in teacher commitment to carry out their duties in

schools which will also directly affects student achievement (Nor Ashikin Binti Ab. Rahman &Zalehabinti Ismail, 2007). Therefore, the implementation of professional learning community (PLC) in schools is strongly encouraged to ensure collective learning among teachers in schools, realize collaboration as a work culture; and that continuous sharing of ideas and views among teachers occurs harmoniously to create an effective learning community (Mulford &Silins, 2003; Lambert,1998; King &Newmann, 2001; Cordingley, 2003).

The inspection report of the Board of Inspectors and Quality Assurance (JNJK) KPM 2013 found that the level of teaching and learning of teachers as a whole was at the level of Hope of 51.81%, while the level of Good and Excellent was only at the level of 21.0%, as a result of supervision of 12,045 teachers (KPM, 2013). This data shows that a change and a shift in teaching innovation need to be done (Nuraini Abu Bakar &ZanatonIkhsan, 2016) to achieve effective and efficient teaching.There is an urgent need in changing the attitude of teachers in terms of critical and creative thinking skills, increasing commitment as well as creating innovation and mastering new and latest skills in line with the needs of global education to become more competent teachers in teaching (Anuar Ahmad & Nelson Jinggan, 2015). Therefore, the researchers suggest that teachers be sensitive to the educational needs of the country that are changing according to the demands of the global market, through the idea of a professional learning community (PLC) which meets the demands of national education aspirations, in line with the global educational momentum boom.In fact, foreign studies have also found that there is a very positive relationship between the implementation of professional learning community (PLC) with the improvement of student learning and the process of changing the school community (Hord, 2004; Eaker*et al.,* 2002; Phillips, 2003; Mullen & Sullivan, 2002; Kruse, 2001).

One of the main foundations for determining success in education and school achievement is teacher commitment (TukimanSarlan, 2001; Outram, 2007; Huberman, 1993). Teacher commitment is closely related to the potential and work style of teachers in schools as well as their ability to carry out their duties with commitment and innovation, apply new ideas into their career practices, and be responsible for students' achievement and attitude towards school (Firestone, 1996; Nias, 1981; Louis, 1998; Graham 1996; Outram, 2007; TukimanSarlan, 2001). Teachers' readiness and willingness to engage in collaborative, reflective and critical practices (TukimanSarlan, 2001; Outram, 2007)show that teacher commitment is one of the key factors that will determine the success of the educational agenda and aspirations(Mohd Ramzan Awang, 2014). Kushman's (1992) study on two dimensions of commitment, namely commitment to the organization and commitment to students found that both have significant and positive influence on student achievement and job satisfaction of teachers in school organizations(Firestone, W. A., & Pennell, J. R., 1993; Bolger&Somech, 2004). Further, Rahaman's (2012) study on teacher commitment in Bangladesh has found that the commitment shown by private school teachers was higher than the commitment of teachers in public schools, which also showed that increased level of teacher commitment had a positive impact on school performance.Although all daily secondary schools have the same access, it was found that private school achievement performance showed significant differences.

In 2015, the exit policy in the national education system was introduced by the government with the aim to improve the human capital of government servants who are assessed based on their Key Performance Indicator (KPI) in their respective fields. It is stated in the policy that if the achievement mark is 60% and below, twice in three consecutive years, the individual's service will be terminated. The introduction and implementation of this policy have certainly surprised government servants, especially educators, about the need to implement this policy. Looking at the level of commitment shown by some government servants, or teachers who are in the comfort zone, which is very unsatisfactory and of low quality, there is a need to implement this policy so as to raise the awareness of troubled teachers to be more responsible in their teaching profession (Arumugam Raman, Mey, Yahya&Rozlina Khalid, 2015).

Hallinger and Heck (2010) in an article by Arumugan Raman, Cheah Huey Mey, Yahya Don, Yaacob Daud andRozlina Khalid (2015) stated that teachers with low commitment will cause many problems to the school administration. Meanwhile, teacher commitment is also closely related to job satisfaction and organizational administration (Nahed, 2011; Aydogdu&Asikgil, 2011). Thus it can be concluded that low job satisfaction among teachers will cause their level of commitment to be low which shows that they are not motivated in carrying out tasks and this will result in low job performance. This in turn will have a negative impact on the school performance. Therefore, this study aimed to investigate the level of teacher commitment in the selected schools and to see whether this perception was valid or otherwise, by looking

at the practice of syura and professional learning community (PLC) in these schools(Louis & Seashore, 2014).

Research methodology

Research Design
In general, this study was a survey using a cross-sectional approach in the process of data collection through the distribution of questionnaires to the respondents. The data collection approach through the distribution of questionnaires facilitates the collection of a lot of information at one time, involves minimal and low cost costs and can be handled easily and quickly (Johnson &Chritensen, 2014; Cresswel, 2012, 2014). Past studies have found that data collection techniques through the distribution of questionnaires answered by respondents have been widely used (Stenz, Plano &Matkin, 2012) in various fields. This method has also been used by some leading researchers such as Cameron and Quinn (2011), O'Reilly and Main (2010), and Schein (2010), who have also used quantitative instruments to analyze management within an organization (Hoy &Miskel, 2013). In addition, studies involving a large number of samples, with low expense costs as well as the ability to see comparisons between studies to be more detailed and objective are the main factors in the use of questionnaires in a study (Cresswell, 2009; 2012; 2014).

Research population

The term population refers to a group of institutions or individuals that have similar characteristics (Cresswell, 2009; 2012; 2014; Sekaran & Bougie, 2010). Forexample all secondary schools will form a secondary school population while all teachers are grouped as a teacher population.While the target population refers to the group that will be used in the study that aims to make generalizations about the phenomena discussed in the study based on the selected sample (Cresswell, 2009; 2012; 2014; Thompson, 2012). Therefore, the researcher has set 177 secondary schools under the Kelantan State Education Department as the target population in this study. The selection of these schools took into account each selected school represented each District Education Office (PPD) in the state of Kelantan.

Research of a study requires a focus on strategic locations as the number of national secondary schools in Kelantan is increasing and expanding throughout the state (Ismail Ibrahim, 2012) which would be complicated for data collection process if the selected schools were just any secondary schools in the Kelantan state.The number of schools according to PPD in the state of Kelantan is shown in Table 1, obtained from the School Management Unit, Kelantan State Education Department.

Table1
Number of Secondary Schools under JPN Kelantan

District Education Office(PPD)	No. of Schools	
Bachok	19	
GuaMusang		9
Jeli		6
Kota Bharu		49
Kuala Krai		13
Machang		10
Pasir Mas		25
PasirPutih		17
Tanah Merah		16
Tumpat	13	
Jumlah	177	

Source: School Management Unit, JPN Kelantan (2020)

Teacher Population

Teacher population was a relatively critical aspect in this study. The total population of teachers in secondary schools in the state of Kelantan was 12,972 people (Table 2). However, the researchers have determined that only assistant teachers who held the position as Head of Committee and Unit Secretary in their respective schools to be the respondents in this study.Accordingly, teachers involved in the administration such as senior teacher groups, senior assistants and principals were excluded from the study population of this study.Based on a preliminary survey of selected schools, there were several categories of assistant teachers in national secondary schools. However, this study involved assistant teachers who held the position of committee head and Unit Secretary who were directly involved in the field of management of small units in the school to obtain more accurate information about the variables studied (HairuddinMohd Ali, 2012). The rationale for the selection of these two groups of teachers was because the group of committee heads and secretaries are always involved in developing the commitment of teachers in the school and also were involved in planning and decision making in school activities.

Table2
Summary of Teacher Population according to District Education Office (PPD)

District	No. of Schools	Teacher Population	Sample	
Bachok	19	1345	44	
GuaMsang	9	611		44
Jeli	6	374		44
Kota Bharu	49	3706		50
Kuala Krai	13	934		44
Machang	10	782		44
Pasir Mas	25	1645		48
PasirPutih	17	1119		44
Tanah Merah	16	1175		44
Tumpat	13	1101	44	
Jumlah	177	12,792	450	

Source: Official Portal of the Department of Education (JPN), Kelantan (2020)

Research Sample

Samples were sub-groups of the target population of the study involved in the process of making generalizations about the target population selected through specific sampling methods (Cresswell, 2012; 2014; Thompson, 2012). This study used simple random sampling. According to Sekaran (2003), simple random sampling means that anyone in the target population can be included to be a sample of the study even without going through a random sampling selection process as long as the respondent agrees to be a respondent in the study. This method made it easy for researchers to collect information, data or information quickly, easily and did not require a lot of expenses.Population size that is not too large and homogeneous is a rational factor for researchers to choose this technique. Therefore, the process of selecting a sample based on randomly selected elements or basic units for a population is known as a simple sampling method.

As stipulated by Krejcie and Morgan (1970), based on the Sample Size Determination Table, for a total population of 12,972 people, the minimum sample size of 346 respondents was recommended. However, in this study, a total of 550 sets of questionnaires were distributed to the study schools to avoid the omission of instruments and the possibility of incomplete returns with450 sets of questionnaires were returned and answered perfectly by the respondents.This number was in line with the recommendationsby Hair, Black, Babin, Anderson dan Tatham (2006), that is, in SEM analysis, a larger number of respondents is required to obtain more comprehensive study data. Similarly according to Fraenkel and Wallen (1993) who stated that the larger the sample used is the better to represent a population.In addition, the researchers also asserted that the number of samples was sufficient to represent the population based on Sudman (1976), who stated that the number of samples between 200 and 500 is appropriate for most survey studies.The selection of the number of samples is also supported by Roscoe (1975) who stated that the sample between 30 to 500 people is appropriate in a study.

Research Instruments

Research instrument is a tool used by researchers to collect data and information needed to address the research questions in the study.Thus in this study, researchers have used questionnaires that have been adapted from previous studies as the research instruments. Questionnaires have been used as research instruments in most educational research to obtain accurate information on beliefs, facts, feelings and so on. The use of questionnaires in the study is also seen as more effective and practical as well as easy to achieve the objectives of the study and answer the research questions with low cost (Abdul Majid, 1997). Research instruments through questionnaires in a study will usually use the open-ended question method that gives the respondents the freedom to answer according to the rate scale or checklist. This method is used to change concepts related to perceptions, attitudes, and views of targeted respondents. Therefore, the most important thing to pay attention to is that the content of the questionnaire must cover the conceptual constructs to be measured (Miller, Lovler& Mc. Intire, 2013).

This survey questionnaire method was used in this study because it could save time, money and energy of the researchers, while the task to analyze the data could also be done easily and quickly.Furthermore, the questionnaire is seen as more appropriate which can facilitate the respondents to make a choice of answers (Mohd Najib, 2013) because the questions posed are open-ended and needed only short answers.The questionnaires were adapted based on the objectives of the study to be achieved andin the form of a five-point Likert scale.

Pilot Study

Through a pilot study, the researchers have the opportunity to test the reliability of the instrument to ensure the validity and reliability of the research instrument before the actual research was carried out. This test involved an analysis to measure whether a construct or dimension is truly consistent, accurate and reliable (Fauzi et al. 2014). The questionnaire has validity and reliability if the value of reliability and validity of the questionnaire is high (Rosseni Din et. al, 2009).

Researchers used the Cronbach's Alpha method to test the reliability and internal consistency of the study instrument as suggested by Ahmad MahdzanAyob (1992), Cresswell (2012, 2014) andMohd Rafi Yaacob (2013). Cronbach's Alpha coefficient is a unit of reliability coefficient that determines whether the relationship of the items in the study instrument occurs positively to each other (Mohdrafi, 2013; FauziHussin, Jamal Ali &MohdSaifoul, 2014). Anastasi (1997) states that the reliability value of a study instrument is when the alpha value lies between .80 and .90, which is a high range.On the other hand, Nunally (1978) states that the appropriate reliability value for a research instrument is between 70 and 80.However, the instrument analyzed can be considered to have a low reliability value if the reliability coefficient is less than 0.60 and thus, the items in the instrument need to be removed or improvements made to increase the coefficient (Fauzi et al. 2014).

In this study, the reliability analysis of syura practice recorded a high alpha value of = .879. The alpha values of these dimensions were openness (= .944), agreement (= .785), belief (= .906), advice (= .756) and trustworthiness (= 851).The reliability values of the syura practice dimension are shown in Table 3 below.

Table 3
Reliability valuesofSyura Practice

Dimension	Number	Alpha Value
Openness	5	0.944
Agreement	5	0.785
Belief	5	0.906
Advice	5	0.756
Trustworthiness	5	0.851
Total	25	0.879

The overall analysis of the professional learning community (PLC) dimensions based on the measurement of the questionnaire showed a high alpha value of = .960.The alpha values of these dimensions were the construction of norms and values (= .814), emphasis on student learning (= .811), collaborative practice (= .952), sharing personal practices (= .955) and reflective dialogues (=. 808).The reliability values of the professional learning community dimensions are shown in Table 4 below.

Table4
Reliability Values of PLC

Dimension	Number	Alpha Value
Construction of Norms and Values	15	0.814
Emphasis on Student Learning	15	0.811
Collaborative Practice	11	0.952
Sharing Personal Practices	14	0.955
Reflective Dialogues	15	0.808
Total	75	0.960

Meanwhile, overall, the item analysis of teacher work commitment dimensions showed a high value of .996.The alpha values for each dimension of teacher commitment were responsibility (= .874), cooperation (= .744), discipline (= .777), competence (= .841) and organizational relationships (= .883).The reliability values of the teacher commitment dimensions in this study are shown in Table 5 below.

Table 5
Reliability Values of Teacher Commitment

Dimension	Number	Alpha Value
Responsibility	5	0.874
Cooperation	5	0.744
Discipline	5	0.777
Competence	5	0.841
Organizational Relationships	5	0.883
Total	25	0.996

Research Analysis
Statistical techniques used to analyze the quantitative data included descriptive and inferential analysis involving the use of multiple regression analysis and hierarchical multiple regression analysis using IBM SPSS software (Statistical Package for the Social Science) version 21.Frequency and percentage statistics were used to describe teacher characteristics. Next, a hierarchical multiple regression analysis was used to identify whether the professional learning community (PLC) had a mediator influence on the relationship between syura practice and teacher commitment.

Research findings and discussion
Hierarchical regression analysis was conducted to test the hypothesis of professional learning community (PLC) as a mediator for the relationship between syura practice and teacher commitment in school. The findings of the Hierarchical Regression test showed that R^2 was 0.370 or 37% change in the variance of total teacher commitment; the influence of professional learning community (PLC) as the mediator on the influence of total syura practice and total teacher commitment was 46.5%. This indicated that there was a change of 95% influence of the professional learning community (PLC) on the overall practice of syura and overall teacher commitment. These changes were significant.

In Table 6, the standard beta coefficients showed the influence of professional learning community mediator (PLC) (beta= 0.393, t=8.919,P>0.05). Overall, the professional learning community (PLC) as a mediator variable influenced the relationship between the overall syurapractice and the overall teachers'commitment. The presence of the overall value of the professional learning community (PLC) has changed the relationship between the overall syurapractice and the overall teacher commitment. This meant that professional learning community (PLC) has fully contributed to the improvement of the relationship between the overall practice of syura and the overall commitment of teachers.

Table6

The Role of the Professional Learning Community (PLC) as a Mediator (Relationship) Between the Practice of Syura and Teacher Commitment

Model	R	R^2	ß	t	P
1	0.608^a	0.370	0.608	16.217	0.000
2	0.682^b	0.465	0.393	8.919	0.000

a. Predictors: (Constant). total syura practice
b. Predictors: (Constant), total syura practice, professional learning community (PLC)
Dependent variable: total teacher commitment

A detailed study of the influence of the mediator dimension namely PLC, on the practice of syura and on teacher commitment is displayed in Table 7 where in model 1, R^2 showed 36.9% variance change in total teacher commitment was influenced by total syura practice. When the mediator dimension was included in the hierarchical regression test model, model 2 showed an increase from 25.7% to 62.6%. The increase was significant. Model 1 and model 2 were significant. Model 1, F (1, 447) = 261.305, P <0.05) and model 2, F (6, 442) = 123.113, P <0.05).Model 1 predicted that the total influence of syura practice and its dimensions on total teacher commitment was significant.

Table7
Summary of Regression Analysis

Model	R	R^2	df	F	Sig
1	0.607^a	0.369	447	261.305	0.000
2	0.791^b	0.626	442	123.113	0.000

a. Predictors: (Constant), total syura practice
b. Predictors: (Constant), Total syura practice, professional learning community (PLC)
Dependent variable: total teacher commitment

Referring to table 8 below, the dimensions of the professional learning community (PLC) that significantly affected total teacher commitment are as follows; the main mediator dimension was the dimension of reflective dialogues (β = 0.438, t = 9.152, P <0.05), followed by the dimension of sharing personal practices i.e. (β = 0.297, t = 5.595, P <0.05) and the last dimension which was somewhat less contributing in influencing the relationship of syura practice to teacher commitment was the dimension of emphasis on student learning
(β = -0.141, t = 2.2.926, P <0.05).

Table 8
The Role of the Professional Learning Community Dimension as a Mediator between Syura Practice and Teacher Commitment

Variables	Teacher Commitment		
	β	t	P
Construction of Norms and Values dimension	0.105	1.988	0.047
Emphasis on Student Learning dimension	-0.141	-2.926	0.004
Collaborative Practice dimension	-0.026	-0.784	0.434
Sharing Personal Practices dimension	0.297	5.595	0.000
Reflective Dialogues dimension	0.438	9.152	0.000

Significance at level p<0.05

Thus it can be concluded that the dimensions of mediators that influenced the relationship between syura practice and teacher commitment were the dimension of reflective dialogues, the dimension of sharing personal practices and the dimension of emphasis on student learning. The effect of this mediator dimension was significant. The presence of this mediator dimension has led to an increase in the influence of syura practice predictor variables on teacher commitment. In short, the presence of this mediator dimension has had a major impact in influencing teacher commitment by syura practice.

The findings of this study also showed that beta standard coefficients have the influence of professional learning community mediators (PLC) (beta= 0.393, t=8.919, P>0.05). This showed that the professional learning community (PLC) as a mediator variable influenced the relationship between syura practice and teacher commitment.The presence of a professional learning community (PLC) has changed the relationship between syura practice and teacher commitment. This meant that the professional learning community (PLC) contributed to the improvement of the relationship between syura practice and teacher commitment. The mediator dimensions that most influenced the relationship between syura practice and teacher commitment were the dimension of reflective dialogues, the dimension of sharing personal practices and the dimension of emphasis on student learning.The effect of this mediator dimension was significant. The presence of this mediator dimension has led to an increase in the influence of syura practice predictor variables on teacher commitment. In short, the presence of this mediator dimension has had a major impact in influencing teacher commitment by syura practice.

This finding is in line with a study conducted by Walters (2009) who found that the practice of professional learning community (PLC) contributes to the success of teachers in building effective learning pedagogical practices such as utilizing the presence of expert teachers in their schools as facilitators in improving teaching and learning.Regular in house training activities are successful in forming an attitude of togetherness among teachers. Similarly, a study by Chan (2010) found that such feedback helps colleagues assess their abilities and capacity to improve the quality of teaching and learning. The findings of a study by Gregg and Niska (2004) stated that the results of this partnership will inspire and motivate teachers to make a change of mind towards school improvement. A culture of collaboration among teachers identifies the strengths and weaknesses of their teaching to students. Gregg and Niska (2004) in their study also agreed that the review of student exercise books is one of the sharing of professional practices that can be done that will contribute to a positive atmosphere in increasing the commitment of teachers in their profession.

Lee and Louis (2019) study touches on the element of collaboration which is one of the important foundations for school improvement. This finding is in line with Carpenter's (2018) study which emphasizes on the development of teacher professionalism through the practice of collaboration which is one of the agendas in reform in the education system for most countries globally.This collaborative practice is one of the elements in the professional learning community (PLC) that has been implemented by countries such as Finland, Singapore and Canada and is the key to their success through a collaborative culture that has successfully demonstrated high performance in international examination assessments (Hargreaves & O' Connor, 2017). These findings are in line with the views and opinions of DuFour (2004) who asserted that the professional learning community (PLC) can be formed when teachers work together to enliven the culture of collaboration in schools to analyze student achievement, share pedagogy, and improve teaching, learning and student achievement. In fact, teachers and school leaders should build opportunities to collaborate and discuss in the success of professional learning community (PLC) practices in schools (Hairon& Tan, 2016). Thus, the professional learning community is a formal network that serves as a platform for reform efforts to enhance teacher collaboration and as a practice of school improvement (Carpenter, 2018).

A study by Sujirah Ibrahim and Zuraidah Abdullah (2010), found that the professional learning community model developed by Hord (1997) then improved by Hippand Huffman (2003) is a very suitable model to be implemented in teaching and learning in schools. The results of the study found that the teachers in the schools involved have practiced collective learning and performed the responsibilities of their profession by ensuring that students learn, and organized improvement programs. This finding is in line with the study of Muhammad Faizal, Saedah Siraj, Zuraidah Abdullah andFariza (2011), who found that the practice of professional learning community (PLC) has revealed the real role of a principal as a learning leader.This can be seen when principals lead a team of teachers to work collaboratively, giving full trust and autonomy to their students at the maximum level, supporting, protecting, defending the content of the professional learning community and recognizing the noble values of students through the

practice of controlled freedom. This study is in line with the findings of MohdYusri Ibrahim and Aziz Amin (2014), who found that the practice of professional learning community (PLC) as a platform to develop a model of the impact of principals' teaching leadership on teachers' teaching competencies through three main dimensions, namely defining school goals, curriculum management and teaching as well as fostering a collaborative teaching and learning climate. The focus and opportunities given fairly through aspects of teaching leadership have proven to contribute positively to the quality of teacher teaching.

Findings in the study Dima Mazlina @ Siti Aishah Bt. Abu Bakar (2016), stated that culture of professional learning communities (PLCs) among Malay teachers is needed to produce quality teachers to be proactive and to produce effective teaching. This can be achieved through weekly knowledge sharing sessions that involve teachers performing their role as mentors and facilitators who will be able to share knowledge and help teachers gain effective pedagogical knowledge. Teachers have the opportunity to gain exposure to the latest and relevant techniques, methods and approaches in accordance with the demands and needs of the development of the global education world. Similarly, a study by MohdFaizMohdYaakob, Muhamad RozaimiRamle and Jamal @ NordinYunus (2016), who found that professional learning community (PLC) is a continuous learning activity regardless of position or hierarchy among staff which produces a level of involvement of school people in particular teachers in the process of improving their self-achievement and their commitment to be able to make changes to school achievement and improvement. The practice of professional learning community (PLC) is seen as very necessary to be implemented among teachers so that the changes implemented can contribute to the improvement of student learning in schools.

Furthermore, the study of Marziah Rahim andZanatonIkhsan (2017) who stated that the professional learning community (PLC) is one of the intermediary mediums for the formation of learning culture among teachers in school organizations that aim to make improvements to school achievement. This process is an effort to develop teachers' potential and competence through continuous implementation of work and learning in a team. These findings support the practice of teacher sharing and learning in the professional learning community (PLC) which aims to enhance the professionalism of teachers through the development of learning during the learning process in the classroom; and has successfully changed the beliefs and practices of the teaching profession in schools (Angela, 2015). The finding of this study also showed that the professional learning community (PLC) practiced has brought the characteristics of change to teachers by adopting a culture of cooperation and implementing effective learning activities. These changes in turn can help teachers to overcome challenges in teaching and boost their motivation as well as increase their commitment to transform their teaching. Overall, the researcher concluded that the implementation of PLC supports all the activities of the teaching profession and the commitment of teachers which leads to the improvement of the school especially the teaching aspect of teachers in the classroom.

Summary

Overall, the findings of this study have shown that the professional learning community is a mediator on the relationship between syura practice and teacher commitment. This means that to increase the commitment of teachers, the environment and the entire school community should cultivate the practice of syura, introduced by Rasulullah SAW in his da'wah and subsequently practiced by the glorious companions, as a core business in routine management and administration in schools. Next, teachers also need to adopt a professional learning community that focuses on three main ideas, namely emphasizing on student learning, working collaboratively and producing results in students.

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