

Learning Community Management in Improving the Quality of Learning in Elementary Schools

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Abstract. The underutilization of school learning communities in improving learning quality and teacher competence is still a concern. This study explores planning, organizing, implementing, and evaluating learning communities at SD Negeri Galudra and SD Negeri Manangga Sumedang (April 9–16, 2025) using observation, interviews, and documentation. Findings indicate a strong link between rising Education Report scores and effective management. The program works through four stages. Planning includes forming teams, setting goals, commitments, strategies, schedules, and budgets. Organization builds resilient teams, assigns responsibilities, and establishes structures. Implementation involves analyzing Education Report results, studying the Pancasila Student Profile (P5), developing P5 modules, and holding open learning activities. Supervision/Evaluation is done through reflection, group assessment, and follow-up plans. Overall, the learning community is managed effectively, though challenges remain in commitment and time coordination. The solution is reinforcing shared responsibility and arranging short, regular schedules to ensure continuity amidst busy routines.

Keywords: Education report card, learning community management, school learning community.

1 Introduction

The quality of education in Indonesia has yet to reach the expected standards. One of the main contributing factors is the low level of teacher competence, particularly in the domain of pedagogical competence—defined as the ability to design, implement, and evaluate the teaching–learning process effectively. Law No. 14 of 2005 on Teachers and Lecturers, Article 10, stipulates that every teacher must possess four competencies: pedagogical, personal, professional, and social. However, empirical evidence indicates a substantial gap between regulatory provisions and actual practice in the field.

Mulyati (2022) found that many teachers in Indonesia have not met the minimum educational qualifications, rendering them unfit to be considered professional in the context of teaching. Data from Wijaya et al. (2023) revealed that 912,505 out of approximately 2.6 million teachers in Indonesia lack the requisite qualifications to perform their role as educators.

Furthermore, pedagogical competence emerges as the most critical weakness. Hoesny and Darmayanti (2021) emphasized that “the level of teacher professionalism

in the teaching process in Indonesia remains relatively low.” Teachers are reported to lack understanding of student-centered learning concepts, demonstrate limited ability to communicate effectively with students, and show weaknesses in learning evaluation. Similar findings were reported by Sa’diah (2021) in a case study at SD Negeri 1 Natai Raya, where teachers were found to have “low performance in designing learning activities.”

This situation reflects a significant disparity between the demands of teacher professionalism and the realities of classroom teaching. Pedagogical competence directly affects the quality of both the learning process and student outcomes. Rahmadani (2020) confirmed a strong correlation between teachers’ mastery of pedagogical skills and students’ academic achievement. Hading and Purnamawati (2023) as well as Nurhalimah et al. (2020) further revealed that pedagogical ability is closely linked to student motivation and learning engagement.

However, efforts to enhance teacher competence through formal training have yet to yield optimal results. Teacher professional development programs have been deemed ineffective due to: (1) limited coverage that fails to reach all teachers (Arifa & Priyatno, 2019); (2) insufficient follow-up and implementation of training outcomes (Rasyid & Nurqalbiani, 2020); and (3) weak involvement of internal school-based learning communities. Moreover, off-site training reduces teacher–student interaction time, making such programs less contextual and less impactful on actual classroom teaching practices.

One strategic approach that has gained increasing attention is strengthening school-based teacher learning communities. Such communities enable teachers to share best practices, engage in discussions, and reflect collaboratively and continuously on their teaching. Amar Baco et al. (2025) demonstrated that collaborative management through learning communities can significantly improve teachers’ pedagogical skills. The Learning Community (Kombel) program is part of the implementation of the Merdeka Curriculum, promoting scheduled and sustained teacher collaboration to enhance teaching quality while reducing teachers’ workload.

Nonetheless, the utilization of learning communities remains uneven. According to 2024 data from the West Java Regional Education Movement Community (KPPD), out of 50,024 schools, only 71.73% have established learning communities. In Sumedang Regency, 93.20% of the 1,927 schools have such communities, leaving 131 schools without them—indicating an implementation gap at the regional level.

While various training and professional development programs have been introduced, they have not been fully effective. Many are unsustainable, lack contextual relevance, and fail to involve the school community itself (Arifa & Priyatno, 2019; Rasyid & Nurqalbiani, 2020). In contrast, the Merdeka Belajar policy, which currently guides national education reform, emphasizes the importance of ongoing, collaborative, and needs-based teacher professional development—facilitated, among others, through learning communities.

School-based learning communities offer a promising alternative approach, as they allow teachers to exchange best practices, reflect on their teaching experiences, and improve their skills in a context-specific manner within their working environment. However, there remains a considerable gap between policy and practice. KPPD West

Java (2024) data indicate that of the 50,024 schools in the province, only 71.73% have active learning communities, while the rest have yet to establish such collaborative professional development platforms. In Sumedang Regency, for instance, 131 schools (6.8%) remain without learning communities.

Furthermore, a key research gap lies in understanding how learning communities in primary schools contribute concretely to improving teachers' pedagogical competence—not merely in terms of documented activities, but in producing genuine transformation in teaching practices.

The practical significance of this study lies in providing teachers with insights and examples of best practices on how learning communities can serve as a vehicle for enhancing professionalism and pedagogical competence, as well as encouraging active participation in communities that are responsive to local school challenges and contexts.

The findings of this study are expected to contribute not only theoretically to the body of knowledge in education but also practically by offering policy recommendations for schools, local governments, and the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to strengthen the role of learning communities as a key strategy for improving teacher quality and basic education in Indonesia.

Management is one of the essential aspects of any organization, whether in education, business, or government. One of the most widely recognized figures in the development of management theory is George R. Terry. According to George R. Terry (in his book *Principles of Management*), management is a process consisting of planning, organizing, actuating, and controlling, which is carried out to determine and achieve objectives through the utilization of human resources and other resources. Terry emphasizes that management is a dynamic process that is not merely administrative, but also strategic in directing people to achieve objectives effectively and efficiently. He formulated four principal management functions, known as POAC. As cited in *Manajemen Sumber Daya Manusia di Era 4.0*, Mulyati (2023, p. 49) explains that POAC stands for Planning, Organizing, Actuating, and Controlling.

Learning management is a systematic process of planning, implementing, organizing, and evaluating learning so that educational objectives can be achieved effectively and efficiently. According to Mulyasa (2013), learning management refers to the effort to organize all classroom learning activities so that they run in a directed, orderly manner and in accordance with predetermined learning objectives. In this context, teachers play a central role as learning managers who are responsible for designing learning strategies, organizing resources, creating a conducive learning environment, and motivating students to actively participate in the learning process. Similarly, Sudjana (2009) states that the success of learning is greatly determined by the teacher's ability to manage the classroom, select appropriate teaching methods, and conduct objective and continuous evaluation. Ambarita (2006, p. 72) further asserts that "learning management is the ability of the teacher (manager) to utilize available resources through the creation and development of cooperation, so that learning is created among them to achieve educational goals in the classroom effectively and efficiently." With effective learning management, the educational process will not only

run efficiently but will also maximize student learning outcomes. Therefore, strengthening teachers' managerial competence in the learning process is essential for continuous improvement.

A learning community is a collaborative forum that involves educators and education personnel in actively sharing knowledge, experiences, and best practices to enhance professional competence and the quality of learning. Wenger, McDermott, and Snyder (2002) define a learning community as "a group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise by interacting on an ongoing basis." In other words, a learning community serves as a space for its members to grow through collective learning and reflective discussion. Meanwhile, DuFour, DuFour, and Eaker (2008) use the term Professional Learning Community (PLC) to refer to a group of professionals in the field of education who work collaboratively and engage in continuous reflection to improve student learning outcomes. This approach emphasizes teamwork, data-driven decision-making, and shared accountability.

In Indonesia, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022) defines a learning community as a forum or platform used by educators and education personnel to learn from one another, share best practices, and continuously enhance competencies. A learning community is also considered a part of the strategy for continuous professional development (CPD). In the implementation of the Merdeka Curriculum, learning communities support teachers, education personnel, and other educators in discussing and resolving various learning challenges encountered during curriculum implementation.

Building a learning community involves several key objectives, including educating members by collecting and sharing information related to questions and problems in practice, facilitating continuous learning among members, encouraging competence development through discussion and sharing, and integrating the knowledge gained into everyday professional practice.

Quality learning is an educational process that is well-designed and well-implemented, creating an environment in which students can achieve optimal results. Quality learning encompasses various aspects, including teaching methods, educational facilities, social interaction, and support for students' holistic development. It fosters curiosity, provides enjoyable learning experiences, and enables the full development of students' potential. Furthermore, this approach aims to prepare students to become lifelong learners equipped with relevant skills and deep understanding.

Referring to the strategic role of learning communities described above, the researcher is interested in examining the implementation of the learning community at SDN Galudra, Sumedang. This study is relevant to several previous works on similar topics (Sari et al., 2019; Rahmat & Widodo, 2020; Lestari, 2021; Fitriyani & Nugraha, 2022). These four studies generally discuss the role of teacher learning communities in improving the quality of learning in elementary schools. The main focus lies on the benefits of collaborative activities such as reflection, discussion, and lesson study in enhancing teacher professionalism and positively impacting student learning outcomes. However, none of these studies explored in depth the management of learning communities as a system encompassing planning, organizing, implementing, and

evaluating. Additionally, no study has specifically compared the implementation of learning community management across schools or developed a replicable management model.

This study differs from the aforementioned research in two ways: (1) the learning community investigated here is school-based, while two other studies focus on online and inter-school learning communities; and (2) the process of managing the learning community is described in detail in this study, whereas the others do not. To ensure the impact of school-based learning communities on improving educational standards, this research will outline methods for managing school learning community programs. The expected outcomes include a comprehensive understanding of the management of school learning communities and their impact on improving teaching standards, encouragement for teachers to participate in learning communities to enhance their competencies and raise educational standards, and policy recommendations for optimizing school-based learning communities.

2 Method

This study employs a qualitative methodology to provide a detailed account of how to manage learning communities in order to contribute to improving the quality of learning. This method was selected because it enables a comprehensive understanding of social phenomena by collecting descriptive information in the form of spoken or written words, as well as through observing relevant behaviors.

According to Denzin and Lincoln (2019), “*Qualitative research is an inquiry conducted in a natural setting with the aim of interpreting phenomena, and is carried out through the integration of various methods inherent to qualitative research.*” In contrast, descriptive research is defined as research that aims to describe or illustrate a particular issue. As noted by Fiantika (2022), “*Descriptive research seeks to portray a population, situation, or phenomenon accurately and systematically.*”

The data collection techniques used in this study include observation, interviews, and document analysis to obtain comprehensive and in-depth information regarding the management of learning communities at SD Negeri Galudra and SD Negeri Manangga, Sumedang Regency. Direct observations were conducted at the research sites involving school principals and classroom teachers to obtain relevant information. The interviews were intended to provide insights for analyzing the management of learning communities aimed at improving the quality of learning in elementary schools. Interview participants included school principals, classroom teachers, and subject teachers. Document analysis was carried out at both SD Negeri Galudra and SD Negeri Manangga to gather information relevant to the research. The analyzed documents included the schools’ vision, mission, and objectives; organizational structure; lists of teachers and students; teaching module documents; learning community worksheets; activity schedules; and photographs of learning community activities.

The data collected through interviews, observations, and document analysis were analyzed using a thematic analysis approach. This process comprised several stages: data familiarization, coding, and theme identification.

In the first stage, data familiarization, the researcher examined the collected data in depth, such as by re-reading interview transcripts and listening again to audio recordings to develop a comprehensive understanding. In the second stage, coding was performed by assigning labels or codes to segments of data deemed significant or meaningful. The final stage involved theme identification, during which the researcher formulated the main themes emerging from the data and linked them to relevant theories or concepts. The objective of this process was to explain the findings in greater depth and to assess the extent to which they addressed the research questions.

To enhance the validity of the data, this study applied triangulation techniques. As described by Patton (2002), triangulation is a method of verifying data by comparing information obtained from various sources. In the context of this study, source triangulation was employed by comparing data derived from interviews, observation findings, and documents to ensure the consistency and interrelatedness of the collected information.

3 Results

Based on observations, interviews, and document analysis, the findings of this study are presented in relation to the four classical management functions: planning, organizing, actuating, and controlling.

3.1 Planning in Learning Community Management

The first step in managing a learning community is to establish clear and specific goals. These goals should provide direction and focus for all community activities so that every member understands the shared objectives. Measurable and realistic goals also facilitate evaluation and improvement in future programs.

“The first step we take is, of course, to set the community’s goals. These goals must be clear and specific so they can serve as a shared reference. If the goals are unclear, we will be confused about where we are heading. Once we have clear goals, we can focus on implementing the program and evaluating its results.” (Risa Marini Yonita, interview, April 14, 2025)

After defining the goals, the next step is to identify the available resources. These include human resources, such as teachers and educational staff, as well as material and facility resources, such as classrooms, teaching materials, and technology. Knowing the available resources allows the learning community to design programs aligned with its capacity and needs.

“Once the goals are clear, we start mapping the available resources. We look at which teachers and staff can be involved, check available classrooms, teaching materials, and technology. This way, we can tailor the program plan to the school’s real conditions, ensuring realistic implementation.” (Risa Marini Yonita, interview, April 14, 2025)

The subsequent stage is to develop strategies and formulate an action plan. The strategies must address the challenges faced in the learning process and encourage

active participation from all members. The action plan should be translated into concrete, step-by-step activities with measurable performance indicators.

“After identifying strengths and challenges, we develop strategies to address the issues in the field. For example, if some teachers are less active, we create collaborative programs to involve them. The action plan consists of concrete activities implemented gradually, with indicators for each stage to measure whether the goals are achieved.” (Risa Marini Yonita, interview, April 14, 2025)

The final step in the planning phase is to prepare an implementation schedule and design the required budget. A well-structured schedule ensures activities are conducted on time, while sound budget planning guarantees the financial sustainability of the learning community program.

“Lastly, we create the implementation schedule and design the necessary budget so that the program runs smoothly and sustainably.” (Risa Marini Yonita, interview, April 14, 2025)

3.2 Organizing in Learning Community Management

An effective learning community begins with a clearly defined and organized structure. This structure serves as a framework for assigning roles, authority, and communication channels among members. A systematic organizational structure ensures that each member understands their position and contributes optimally to achieving shared goals.

“The first step we take is forming a clear and organized structure. We determine the chairperson, secretary, treasurer, and members. We also outline their roles and responsibilities to avoid overlaps and ensure that everyone works optimally according to their role.” (Risa Marini Yonita, interview, April 14, 2025)

Once the structure is in place, tasks and responsibilities should be delegated based on each member's skills and expertise. Proportional task distribution promotes efficiency and prevents role duplication, while clear responsibilities encourage ownership and accountability.

“We consider each teacher's background and expertise. For example, teachers skilled in digital learning help develop media, while those with organizational experience are assigned to planning or event management. The aim is to ensure efficiency and alignment with members' capacities.” (Risa Marini Yonita, interview, April 14, 2025)

The next step is to build a cohesive and supportive work team. Good collaboration fosters a productive and harmonious learning environment. Open communication, mutual respect, and a spirit of collaboration are essential for sustainability and adaptability. Official documents show that, according to School Principal Decree No. 421.2/027-SD/VII/2024, the SD Negeri Galudra Learning Community consists of 11 members, including the principal, chairperson, treasurer, secretary, and seven other members.

“After the structure and task distribution are set, we hold regular meetings and open discussions. We maintain open communication, respect each other's opinions, and create a supportive atmosphere so everyone feels involved. This collaborative

spirit is key—learning communities are not just about programs but about growing together as educators.” (Risa Marini Yonita, interview, April 14, 2025)

3.3 Actuating in Learning Community Management

The learning community at SD Negeri Galudra meets every Saturday after regular classes, beginning with preparations and material discussions based on teachers’ needs. This operational stage involves implementing all planned activities. Observations conducted on March 15, 2025, revealed that activities included:

1. Reflection on the Education Report data
2. Self-learning on the *Projek Penguatan Profil Pelajar Pancasila* (P5)
3. Collaborative development of P5 modules
4. Conducting open lessons

The process begins with analyzing the Education Report (Rapor Pendidikan), which provides insights into learning quality, processes, and the school climate.

“We hold sessions every Saturday after school ends. We usually start by reflecting on the Education Report, looking at the school’s performance in learning, processes, and climate. This helps us decide what needs improvement.” (Yulyani, interview, March 15, 2025)

This reflection uses the SWOT approach to determine priority improvements, in line with the Ministry of Education and Culture’s (2022) emphasis on data-based planning.

“We use a SWOT analysis—identifying strengths, weaknesses, opportunities, and threats. This makes it clear where our priorities should be. For example, if we find weaknesses in literacy or student character, we focus on those areas.” (Yulyani, interview, March 15, 2025)

Teachers then engage in self-learning about P5 through the Merdeka Mengajar platform. This step supports the creation of contextual and relevant modules, consistent with constructivist theories (Piaget & Vygotsky) that emphasize active, self-directed learning.

“We then do self-learning, for example on P5, by studying materials on the Merdeka Mengajar platform. Each teacher goes through the material, discusses it, and applies it to our modules—so it’s not just theory, but practice.” (Yulyani, interview, March 15, 2025)

Module design follows a collaborative process, applying the backward design approach (Wiggins & McTighe, 2005), which focuses on planning from desired learning outcomes backward.

“After the self-learning, we collaboratively design the P5 module. We decide on the theme, objectives, assessment, and sequence of activities. We use backward design—starting with the desired outcomes, then working backward to plan the steps.” (Nur’aeni, interview, March 15, 2025)

Open lessons are conducted as a form of lesson study, where one teacher teaches while peers observe, followed by a reflection session. This practice aligns with the collaborative cycle of lesson study (Lewis, 2002) and is recognized as effective for improving teaching quality (Stigler & Hiebert, 1999).

“I was the model teacher during the open lesson. I taught using the module we created, while other teachers observed. Afterward, we reflected together on what worked and what needed improvement. This is very helpful because we learn from real classroom practice.” (Nur’ani, interview, March 15, 2025)

3.4 Controlling in Learning Community Management

Monitoring, evaluation, and control are conducted to ensure that the program meets its objectives, including teachers’ success in uploading “real actions” to the Merdeka Mengajar platform; participants’ understanding of the material delivered by facilitators; The effectiveness of training in improving learning, as evidenced by the Education Report outcomes

“We monitor and evaluate regularly to ensure the program meets its targets. We focus on three main points: whether teachers have uploaded their actions to the PMM platform, their understanding of the material, and the training’s effectiveness measured through the Education Report.” (Risa Marini Yonita, interview, March 15, 2025)

The 2024 Education Report data show that literacy performance was in the “Moderate” category (69.57% of students met the minimum competency), a decrease of 17.1% from 2023. Numeracy performance was in the “Good” category (98.65% met the minimum competency), an increase of 5.56% from 2023.

“In 2024, our literacy score was Moderate—69.57% of students met the minimum standard, down 17.1% from 2023. For numeracy, we achieved a Good category—98.65% met the standard, up 5.56% from last year.” (Risa Marini Yonita, interview, March 15, 2025)

Google Forms were used to monitor teacher understanding, while Padlet was used for real-time reflection. The principal also monitored via a WhatsApp group, asking which teachers had uploaded their actions to PMM.

“We use Google Forms to track teacher understanding and Padlet for live reflection during activities. The principal actively checks via WhatsApp, asking who has uploaded their actions to PMM and who has not.” (Risa Marini Yonita, interview, March 15, 2025)

Classroom teaching was also monitored, with findings discussed in reflection sessions and forums to communicate strengths and weaknesses. Teacher feedback was incorporated into improvement plans.

“When teachers are teaching, we monitor the results directly. We hold reflection sessions and forums to discuss strengths and weaknesses. We also give directions so that feedback is well communicated and becomes part of the joint evaluation process.” (Risa Marini Yonita, interview, March 15, 2025)

4 Discussion

Based on the research findings in the field, the discussion is presented in relation to the management theory proposed by George R. Terry (2021), which consists of the four functions of management: planning, organizing, actuating, and controlling.

4.1 Planning in Learning Community Management

Edison (2016, p. 58) explains that planning is the fundamental process of determining goals and preparing the steps required to achieve them. The initial step in managing a learning community is to formulate specific and targeted objectives. These objectives serve as the primary guide in the implementation of all community activities and ensure that all members share a common understanding of the intended outcomes. Setting realistic and measurable goals facilitates future evaluation and program improvement.

Once objectives are established, the next step is to map the available resources—both human resources, such as teachers and education personnel, and physical infrastructure, such as learning spaces, teaching materials, and supporting technology. A comprehensive understanding of these resources helps in designing programs that align with the community's actual capacity and needs.

The next stage is to formulate effective strategies to address challenges in the learning process and encourage active participation from all stakeholders. The plan is developed in the form of concrete actions with systematic stages and clear performance indicators. Finally, scheduling activities and preparing the budget are essential to ensure timely program implementation and adequate funding, thereby supporting the sustainability of the learning community.

The planning conducted by teachers at SDN Galudra aligns with George R. Terry's (2021) planning concept, encompassing the stages of setting clear and measurable goals, mapping resources, preparing an action plan and budget, and systematically visualizing the stages of implementation.

4.2 Organizing in Learning Community Management

According to Amirullah (2015), organizing is the process of coordinating all resources, both individuals and groups, to implement the established plan, ensuring that each member or group is aligned with the agreed activities. Effective management of a learning community begins with forming a clear and well-defined organizational structure. This structure serves as a framework for role distribution, task allocation, and communication channels among members. A systematic structure enables each individual to understand their role and contribute optimally toward shared goals.

Once the structure is established, delegation of tasks and responsibilities is carried out according to each member's competencies and expertise. Balanced task allocation not only enhances implementation efficiency but also avoids role duplication. Clear responsibilities also strengthen members' sense of ownership and accountability for the program's success.

The subsequent step is to build a cohesive and mutually supportive work team. Good collaboration among members fosters a healthy and productive learning environment. This requires fostering open communication, mutual respect, and a spirit of togetherness to ensure the community's growth and ability to respond to changing conditions in the field. Official documentation from the Principal of SDN Galudra Sumedang shows that the learning community team consists of 11 members with clearly distributed and complementary roles. In this study, organizing was effectively conducted by the principal, ensuring that teachers' tasks were well-structured.

4.3 Actuating in Learning Community Management

The actuating stage represents the operational phase in which all plans are implemented. At SDN Galudra Sumedang, learning community activities are held every Saturday after school hours, beginning with preparation and discussion of materials tailored to teachers' needs. Observations conducted on March 15, 2025, revealed that activities began with reflection on the *Rapor Pendidikan* (Education Report) data, followed by self-study on the *Projek Penguatan Profil Pelajar Pancasila (P5)*, collaborative development of P5 modules, and implementation through open lessons.

Analysis of the Education Report data was carried out using a SWOT approach to determine the school's development priorities. Teachers then engaged in self-study through the *Merdeka Mengajar* platform to deepen their understanding of P5.

Constructivist theory, as developed by Piaget and Vygotsky, supports the importance of active and self-directed learning as a means to construct meaningful knowledge. The P5 modules were developed collaboratively using the backward design approach (Wiggins & McTighe, 2005), which emphasizes planning from the desired learning outcomes. The subsequent stage was the implementation of open lessons as part of lesson study practices—where one teacher conducts a lesson observed by peers, followed by joint reflection. This process reflects the collaborative lesson study cycle developed by Lewis (2002), which includes planning, implementation, observation, and reflection.

4.4 Controlling in Learning Community Management

George R. Terry defines controlling as the process of determining what has been achieved, comparing it with established standards, and taking corrective actions when deviations occur. In learning community management, the controlling function involves monitoring, evaluation, and regulation of program implementation to ensure alignment with predetermined objectives. Key focus areas include:

1. The success of participants in uploading "real actions" to the *Merdeka Mengajar* platform
2. Understanding of the material delivered by facilitators
3. Program effectiveness in improving learning quality, as reflected in the Education Report data

The 2024 data indicated that literacy achievement was at the “Moderate” level (69.57%), representing a decline of 17.1% from the previous year. In contrast, numeracy achievement showed significant improvement, reaching the “Good” category (98.65%). These results serve as key indicators of the program’s impact on education quality improvement.

As part of the control system, the principal utilized various digital tools, such as Google Forms to measure teachers’ understanding and Padlet for real-time reflection. Communication and progress monitoring were carried out through the learning community’s WhatsApp group to track teachers’ participation in uploading their real actions. In addition, direct classroom observations and reflective discussions played an important role in evaluating activity effectiveness. Feedback from teachers was gathered through discussion forums and direct briefings as a basis for making program improvements.

The use of the Education Report as a benchmark, the application of evaluative tools such as Google Forms, Padlet, and discussion forums, along with corrective actions through direct briefings and activity reflections, represent concrete controlling measures implemented by the principal of SDN Galudra.

5 Conclusion

Planning, organizing, implementing, and monitoring/evaluating are integral components of the learning community management program at SDN Galudra. Key elements of the planning phase include the formation of a core team, goal setting, commitment, and engagement with all stakeholders. This stage involves determining appropriate objectives, identifying available resources, formulating strategic action plans, and developing both budgeting and scheduling frameworks.

Organizational structuring is guided by the school principal’s official decree, which serves as the basis for creating an organizational framework. The implementation phase takes place every Saturday for two hours and includes the development of concrete actions on the *Merdeka Mengajar Platform* (PMM) and the delivery of materials by designated facilitators. Key focus areas of the learning program include lesson planning, differentiation, positive discipline, education report analysis, lesson study, school safety climate, and practical PMM initiatives.

Supervision and evaluation are conducted using a variety of tools such as questionnaires, Google Forms, live reflections, group discussions, and debriefing forums. The program has shown tangible results—particularly in the numeracy aspect of the Education Report (*Rapor Pendidikan*)—which reached a Good level in 2024, with 98.65% of students achieving minimum competency, representing an increase of 5.56 percentage points from 2023.

Survey results indicate that a majority of teachers either agreed or strongly agreed that they understood the concept of learning communities (85%), and believed that such communities could enhance teacher professionalism (78%). However, only 60% felt that their schools had active learning communities. While school management support was generally rated as adequate, there remains room for improvement.

Overall, teachers' understanding of and belief in the benefits of learning communities is high. However, the implementation and management practices across schools remain uneven, which may hinder overall effectiveness. The majority of respondents acknowledged the positive impact of learning communities, including increased creativity in teaching (82%), enhanced self-confidence (75%), and improved student comprehension (71%). Notably, 88% of respondents recommended learning communities as an effective tool for professional development.

These findings highlight the tangible influence of learning communities in improving the quality of teaching and learning—both for teachers and students. They provide a strong basis for scaling up and strengthening the implementation of learning communities in schools.

However, it is important to note that the findings of this study may not fully represent the broader context, as the sample size was limited and the research focused on a single school. Future research is needed to broaden the scope by involving more schools, different educational levels (e.g., elementary, junior high, or senior high schools), or different geographic regions to allow for greater generalizability. Additionally, future studies may benefit from adopting quantitative or mixed-methods approaches to measure the concrete impact of learning communities on student learning outcomes in a broader and more measurable way.

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