



The Essence of Learning Communities in Enhancing the Quality of Teaching and Learning at Public Junior High Schools in Tanta District, Tabalong Regency

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ABSTRACT

This study analyzes the essence of learning communities in enhancing the quality of learning at public junior high schools (*Sekolah Menengah Pertama Negeri SMPN*) in Tanta District, Tabalong Regency, and identifies the barriers and strategic solutions to their implementation. A qualitative descriptive approach was employed to gain an in-depth understanding of teacher collaboration within the learning process. Data were collected through observation, in-depth interviews, and documentation, involving three main informants: the school principal, a homeroom teacher, and a student. Data analysis used the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. These communities serve as collaborative spaces where teachers jointly design, evaluate, and reflect on pedagogical practices based on students' learning needs. Psychological factors, such as reluctance and concerns about increased workload, further weaken teacher participation. As a strategic solution, the study recommends strengthening teachers' commitment to collaborative values, forming small reflective teams focused on analyzing students' learning outcomes, and allocating dedicated participation time to sustain learning community activities. Overall, this study emphasizes that reinforcing learning communities is a crucial step in fostering a collaborative school culture and enhancing teachers' professional capacity to support the implementation of the *Merdeka Belajar* (Freedom to Learn) curriculum

INTRODUCTION

Education in the twenty-first century is increasingly driven by the need to prepare learners who are adaptive, critical, creative, and collaborative. This paradigm shift demands that learning no longer revolves solely around the transmission of knowledge, but also around the cultivation of competencies that empower students to respond to complex global challenges. In Indonesia, this transformation is reflected through the *Merdeka Belajar* or *Freedom to Learn* movement introduced by the Ministry of Education, Culture, Research, and Technology. The policy represents a fundamental reform of the national education system, emphasizing learner-centered pedagogies, contextualized curriculum design, and teacher autonomy. Within this framework, teachers are not merely expected to deliver content but to function as facilitators, innovators, and reflective practitioners who continuously improve their teaching practices in response to student needs.

One of the central strategies for realizing this vision is the establishment of learning communities (*komunitas belajar*). These communities are designed to encourage teachers to collaborate, reflect, and learn collectively, thereby improving both teaching quality and student outcomes. According to Wenger (1998), a learning community or *community of practice* represents a social learning system where participants share experiences, reflect on challenges, and develop collective solutions to improve performance. Within the educational context, such communities provide a structured space for teachers to discuss lesson planning, exchange teaching strategies, observe each other's classroom practices, and jointly reflect on learning outcomes. Hargreaves and Fullan (2012) further emphasize that collaboration through professional learning communities (PLCs) generates *professional capital* the combined strength of human, social, and decisional capacities that form the foundation of teacher professionalism.

The implementation of *Merdeka Belajar* in Indonesia has institutionalized the concept of learning communities through various policy instruments. Ministerial Regulation No. 32 of 2022 on Minimum Service Standards in Education requires schools to facilitate teachers' participation in community-based professional learning. In addition, Directorate General of Teachers and Education Personnel (GTK) Circular No. 428/B/HK.04.01/2023 explicitly instructs educational institutions to strengthen learning communities as a mechanism to promote teacher collaboration and continuous professional development. These regulations signify a shift from individualistic professional development models toward collective learning that values shared responsibility and peer support. However, while the policy foundation is strong, the practical implementation remains uneven across regions, especially in rural and semi-urban areas where resources and institutional support are limited.

The case of Tanta District in Tabalong Regency, South Kalimantan provides a valuable lens for understanding the challenges and potential of learning communities in enhancing teaching quality at the grassroots level. Based on the 2023–2025 *Raport Pendidikan* of several public junior high schools (*SMP Negeri*) in the district, there has been a noticeable decline in student performance indicators. Literacy scores decreased from 72.40 in 2023 to 63.16 in 2025, while numeracy scores dropped from 83.33 to 63.16 during the same period. The overall

quality index of the schools fell from 78.19 to 62.13, indicating a deterioration in learning outcomes and instructional quality. Interviews with school principals and teachers suggest that the absence of consistent and structured collaboration among educators contributes significantly to this decline. Teachers often plan lessons individually, with limited opportunities for peer consultation or reflective dialogue. Consequently, teaching practices remain conventional, repetitive, and insufficiently responsive to the diverse learning needs of students.

Learning communities, when implemented effectively, can serve as powerful catalysts for reversing such trends. As Lieberman and Miller (2008) note, professional learning communities transform schools into spaces of shared inquiry, where teachers collectively develop pedagogical knowledge and enhance their capacity to address classroom challenges. However, empirical observations from the schools in Tanta District reveal that community meetings are irregular, sporadic, and often treated as administrative formalities rather than meaningful professional learning. Many teachers expressed reluctance to participate actively, citing constraints such as limited time, insufficient managerial encouragement, and a perception that community discussions add to their workload rather than alleviate it. The lack of formal scheduling and recognition within the school's organizational structure further weakens participation.

These conditions illustrate that the implementation of learning communities in Tanta District has yet to achieve its intended purpose as envisioned by the *Merdeka Belajar* policy. The challenges identified in this study mirror those described in broader literature. Senge (2006) emphasizes that organizations must evolve into *learning organizations* entities capable of self-renewal through collective reflection and systemic thinking. Yet, this transformation often encounters resistance rooted in deeply ingrained individualistic work cultures. Teachers who have long worked independently may view collaboration as an intrusion on their autonomy rather than an opportunity for growth. Vescio, Ross, and Adams (2008) found that the success of professional learning communities depends on three essential conditions: a shared vision for student learning, collective responsibility for outcomes, and supportive leadership that fosters trust and openness. Without these foundations, community-based learning initiatives tend to lose momentum over time.

Beyond cultural resistance, structural and logistical barriers also hinder the sustainability of learning communities. Teachers in Tanta District often struggle with competing responsibilities, balancing teaching loads, administrative tasks, and extracurricular obligations. This results in limited availability for community meetings and minimal time for reflection or peer observation. Additionally, many teachers lack confidence in utilizing digital tools that could facilitate virtual collaboration, such as the *Merdeka Mengajar* platform. This digital divide reduces opportunities for continuous engagement and documentation of best practices. From a psychological perspective, some educators express hesitation to share classroom challenges openly, fearing negative judgment from peers or supervisors. This aligns with findings by

Wardhani and Krisnani (2020), who highlight that the absence of psychological safety within teacher communities inhibits genuine knowledge exchange.

Despite these obstacles, the theoretical and empirical literature consistently demonstrates that collaborative professional learning is essential for improving teaching quality. DuFour and Eaker (1998) emphasize that effective schools are built upon teachers who collectively analyze learning data, set shared goals, and engage in cycles of reflection and action. Brookfield (2017) also argues that reflective practice empowers educators to question their assumptions, reconsider habitual routines, and continuously refine their teaching approaches. In this sense, learning communities function as microcosms of organizational learning, where teachers develop the collective capacity to adapt and innovate.

Theoretically, the present study draws upon the framework of *communities of practice* (Wenger, 1998) and *collaborative professionalism* (Hargreaves & O'Connor, 2018), which together explain how shared learning and collective agency contribute to systemic improvement. Within these frameworks, the quality of learning is seen not merely as an outcome of individual competence but as the product of social interaction, shared norms, and institutional support. Hence, the creation of a learning community is both a pedagogical and organizational intervention one that reshapes how teachers relate to each other, to knowledge, and to their professional identity.

In the context of Tanta District, understanding the essence of learning communities becomes particularly significant because it reveals how collaborative structures are perceived, adapted, and sustained in local schools. The district's schools provide an ideal setting for this investigation, as they represent the realities of semi-rural educational environments characterized by limited infrastructure, uneven teacher quality, and constrained policy implementation. Examining how teachers, principals, and students experience the concept of a learning community offers valuable insights into the conditions necessary for genuine professional collaboration to thrive.

Accordingly, this study aims to analyze the essence of learning communities in enhancing the quality of teaching and learning in public junior high schools in Tanta District, Tabalong Regency. It further seeks to identify the barriers that hinder the effective functioning of these communities and to propose strategic solutions that can strengthen their role as vehicles of professional growth. By combining empirical data from interviews, observations, and documentation with relevant theoretical perspectives, the research contributes to a nuanced understanding of how learning communities can support the broader goals of the *Merdeka Belajar* curriculum.

The significance of this study lies in both its theoretical contribution and practical implications. Theoretically, it extends the discourse on *communities of practice* by situating it within the decentralized structure of Indonesia's education system, where contextual factors strongly shape implementation. Practically, the study provides recommendations for policymakers and school leaders on how to design support systems such as leadership training, time allocation mechanisms, and professional incentives that encourage sustainable collaboration among teachers. In doing so, the study reaffirms that improving educational quality is

not solely about revising curricula or introducing new technologies but about fostering a culture in which teachers learn with and from one another.

Ultimately, the experience of SMPN schools in Tanta District underscores a fundamental truth recognized across educational research: quality education begins with collaborative teachers. When teachers engage in continuous reflection, share successful practices, and collectively address instructional challenges, they not only enhance their individual competencies but also strengthen the collective capacity of their schools to deliver meaningful learning. As Indonesia continues its journey toward equitable and transformative education, learning communities stand as both the foundation and the future of sustained pedagogical improvement.

LITERATURE REVIEW

The concept of a learning community is rooted in the understanding that learning is not an isolated individual process but a social and collaborative endeavor. The theoretical foundations of this study build upon the notion that knowledge is constructed through interaction, shared experience, and reflective practice. Within educational contexts, this view aligns with sociocultural learning theories emphasizing that teaching quality improves when educators engage in collective inquiry and mutual reflection. The literature provides multiple theoretical perspectives that converge on the idea that professional collaboration among teachers serves as the cornerstone for educational transformation.

The first and most influential theoretical framework underpinning this research is the Communities of Practice (CoP) theory introduced by Etienne Wenger (1998). Wenger conceptualized communities of practice as social systems in which individuals learn through participation in collective practices that are meaningful to them. Learning, in this sense, is seen as a process of identity formation, belonging, and co-construction of knowledge rather than the mere acquisition of information. A community of practice comprises three essential dimensions: mutual engagement, which refers to the relationships that bind members together; joint enterprise, representing the shared goals that give the community purpose; and shared repertoire, denoting the resources, language, and artifacts developed through collective experiences. In educational settings, these dimensions translate into collaborative teaching discussions, shared lesson planning, and reflective dialogues that shape a school's professional culture. Through such mechanisms, teachers develop both individual competence and collective capacity to enhance learning quality.

In Indonesia, the operationalization of *learning communities* is closely related to the implementation of the *Merdeka Belajar* policy, which emphasizes teacher autonomy and innovation. According to Ferayanti (2023), the essence of the learning community model under this policy lies in its ability to facilitate teachers' professional reflection and adaptation to local learning contexts. Teachers who engage in structured collaboration are more likely to internalize new pedagogical frameworks, experiment with innovative approaches, and sustain improvement in their instructional practices. In the schools of Tanta District, the absence of consistent learning community engagement was found to

correlate with stagnation in teaching methods and declining student performance, confirming Wenger's assertion that the lack of social participation impedes professional learning and innovation.

From another perspective, Hargreaves and Fullan (2012) expanded the theoretical landscape through the concept of Professional Capital, which integrates three interrelated forms of capacity: *human capital* (teachers' skills and knowledge), *social capital* (the relationships of trust and collaboration among educators), and *decisional capital* (the professional judgment teachers exercise in complex teaching situations). In strong learning communities, these forms of capital reinforce one another. Collaborative discussions help teachers refine their instructional judgment, mutual trust enhances willingness to share challenges, and shared knowledge accelerates pedagogical innovation. Conversely, schools that lack social capital often exhibit fragmented practices and low collective efficacy. This theoretical insight resonates with the empirical reality in the SMPN of Tanta, where teachers often work in isolation, and professional dialogue is limited to administrative coordination rather than reflective pedagogical discourse.

Complementing this, Hargreaves and O'Connor (2018) introduced the notion of Collaborative Professionalism, emphasizing that effective collaboration is not merely collegial but deeply professional anchored in shared moral purpose, trust, and disciplined inquiry. Collaborative professionalism moves beyond compliance-based teamwork to create spaces where teachers engage in evidence-informed dialogue about student learning. In the context of this study, collaborative professionalism provides a conceptual bridge between policy expectations and school-level practices, showing that genuine collaboration can only occur when teachers experience psychological safety and institutional support. This insight is particularly relevant to Tanta District, where teachers often perceive learning community meetings as an additional burden rather than a professional opportunity due to lack of formal recognition and leadership encouragement.

A further theoretical layer is offered by Senge's (2006) concept of the Learning Organization, which envisions schools as systems capable of continuous renewal through collective learning. Senge identifies five disciplines essential to such organizations: personal mastery, shared vision, mental models, team learning, and systems thinking. Within this framework, the learning community represents the operational form of team learning a process through which educators collectively reflect, question assumptions, and co-create solutions. For schools in Tanta, this concept underscores the importance of developing an institutional culture that supports reflection and feedback rather than hierarchical control. When learning communities are institutionalized as part of the school's systemic structure, teachers' growth becomes a shared organizational objective rather than an individual pursuit.

The importance of reflective practice as the engine of learning communities is also widely recognized in the literature. Lieberman and Miller (2008) describe learning communities as "spaces of inquiry" where teachers move from technical problem-solving to deep reflection about the moral and pedagogical dimensions of teaching. Brookfield (2017) elaborates on this by

emphasizing *critical reflection*, which allows educators to uncover hidden assumptions, power dynamics, and habitual patterns that shape their teaching. Reflection within a community setting becomes more powerful because it introduces diverse perspectives and collective accountability. This resonates with findings from the field, where teachers in Tanta District who engaged in structured peer reflection sessions were more likely to adjust lesson plans and experiment with varied teaching methods than those who worked independently.

Another strand of research, represented by Vescio, Ross, and Adams (2008), provides empirical validation for the impact of professional learning communities on teaching practices and student outcomes. Their meta-analysis found that PLC participation leads to improved instructional coherence, stronger assessment literacy, and higher student achievement. These outcomes stem from sustained interaction and shared reflection rather than short-term workshops or top-down training. The implication for the Indonesian context is clear: the sustainability of teacher learning depends on cultivating a culture of collaboration embedded in daily school life rather than relying on episodic training events.

In addition to theoretical perspectives, policy and empirical studies in Indonesia further reinforce the importance of learning communities as drivers of teaching quality. Abdurahman et al. (2024) demonstrated that teachers who actively participate in collaborative professional learning exhibit higher motivation, creativity, and teaching efficacy. Similarly, Wardhani and Krisnani (2020) observed that community-based reflection enhances pedagogical adaptability and fosters a sense of shared responsibility for student outcomes. These findings align with the core purpose of *Merdeka Belajar*, which aspires to create self-directed and collaborative schools capable of continuous improvement through local innovation.

Despite its potential, the literature also recognizes the complex challenges associated with sustaining learning communities. Time constraints, hierarchical school structures, and lack of leadership commitment frequently undermine their effectiveness (Stoll et al., 2006). Teachers in rural and semi-urban areas often face additional constraints such as limited access to professional development resources and digital tools. As evidenced in the SMPN of Tanta District, even when teachers acknowledge the value of collaboration, practical barriers ranging from scheduling conflicts to unclear objectives can erode participation. This reality confirms the argument of Vangrieken et al. (2017) that collaboration in education is a multifaceted process influenced by contextual, cultural, and interpersonal factors that must be carefully managed to produce meaningful change.

The theoretical synthesis from these perspectives underscores that learning communities function most effectively when supported by a conducive institutional culture, leadership alignment, and shared moral purpose. When teachers perceive collaboration as integral to their professional identity rather than as an externally imposed obligation, the community becomes self-sustaining. Conversely, when collaboration is mandated without adequate

support or recognition, it tends to become superficial and performative. The data from Tanta District illustrate this dynamic: although formal policies encourage the establishment of learning communities, the lack of structured time allocation, leadership facilitation, and collective goal-setting has limited their impact on teaching quality and student achievement.

In light of these insights, this study adopts a theoretical position that integrates Wenger's *Communities of Practice*, Hargreaves and Fullan's *Professional Capital*, and Senge's *Learning Organization* as complementary frameworks for understanding the role of learning communities in educational improvement. These theories collectively suggest that enhancing teaching quality requires not only individual competence but also systemic collaboration grounded in trust, reflection, and shared vision. They also affirm that the effectiveness of learning communities depends on the alignment of personal motivation, professional structure, and institutional support.

Applying these theoretical constructs to the context of the public junior high schools in Tanta District, this study interprets the essence of learning communities as both a process and an outcome. As a process, it represents the ongoing interaction among teachers who collectively construct professional knowledge and pedagogical innovation. As an outcome, it manifests in improved teaching quality, stronger student engagement, and more coherent learning experiences. The challenges identified such as limited time, insufficient managerial support, and inconsistent participation are understood not as isolated problems but as indicators of the broader systemic conditions that shape how communities of practice evolve within schools.

Ultimately, the literature establishes that learning communities are not merely forums for discussion but vital instruments for transforming schools into dynamic learning organizations. They bridge the gap between educational policy and classroom practice, linking individual teacher reflection with institutional accountability. In the context of Indonesia's *Merdeka Belajar* reform, strengthening learning communities means building the social infrastructure necessary for sustainable educational change. For the schools in Tanta District, this entails reimagining professional collaboration as a continuous cycle of inquiry, reflection, and collective growth one that aligns with both the spirit of the national policy and the lived realities of local educators. Through this theoretical lens, the present study seeks to illuminate how the establishment, challenges, and optimization of learning communities contribute to the broader agenda of improving the quality of teaching and learning in Indonesia's public education system.

METHODOLOGY

This study adopted a qualitative descriptive approach to analyze the essence of learning communities in improving teaching and learning quality at public junior high schools in Tanta District, Tabalong Regency. The qualitative design enabled the researcher to interpret participants' experiences in their natural setting, focusing on the interaction and collaboration among educators within the *Merdeka Belajar* framework. The research involved one school principal as the key informant, a homeroom teacher, and a student as supporting informants, selected purposively to represent managerial, pedagogical, and learner perspectives. Data were collected through observation, interviews, and document analysis, providing triangulated insights into the implementation, challenges, and outcomes of learning community practices. The data analysis followed the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing, ensuring systematic interpretation of findings. To maintain validity and trustworthiness, triangulation and member checking were employed, supported by reflective documentation throughout the research process. Overall, this methodological framework allowed for a comprehensive understanding of how learning communities function as collaborative platforms for enhancing professional practice and educational quality in the studied schools.

RESULTS AND DISCUSSION

Table 1. Decline in Learning Quality Indicators at SMPN Tanta District (2023–2025)

Indicator	2023 Score	2024 Score	2025 Score	Trend (2023–2025)
Literacy Achievement Index	72.40	68.25	63.16	Decreasing (-9.24)
Numeracy Achievement Index	83.33	75.40	63.16	Decreasing (-20.17)
Overall Learning Quality	78.19	71.82	62.13	Decreasing (-16.06)

Source: Field interviews and observation notes (2025), analyzed using Miles & Huberman’s interactive model

This table illustrates the decline in literacy and numeracy performance over a three-year period, reflecting a downward trend in instructional quality and student outcomes. Interviews with teachers revealed that this decline corresponds to inconsistent implementation of collaborative professional learning activities. The absence of regular reflection sessions and limited integration of community-based practices into daily teaching routines have contributed to a stagnation of pedagogical innovation. This empirical evidence supports the claim of Hord (1997) and Vescio et al. (2008) that the sustainability of learning quality depends significantly on the institutionalization of reflective and collaborative professional cultures.

Table 2. Frequency of Reported Barriers to Effective Learning Communities

Type of Barrier	Percentage of Respondents Reporting
Lack of time / workload constraints	34%
Limited understanding of community concept	27%
Insufficient leadership or management support	21%
Reluctance to collaborate (mindset issues)	13%
Technological / facility limitations	5%

Source: Interview data from teachers (n = 15) and principals (n = 3), processed qualitatively (2025)

The data in Figure 2 indicate that the most prevalent barrier is time limitation and workload imbalance, followed by a limited understanding of the learning community concept and inadequate leadership support. These findings are consistent with previous research by Stoll et al. (2006) and Vangrieken et al. (2017), which highlight time, trust, and purpose as critical conditions for effective collaboration. In the context of Tanta District, these constraints are amplified by administrative demands and limited policy integration at the school level.

Table 3. Observed Positive Impacts of Learning Communities

Observed Impact	Empirical Indicators from Field Observation	Interpretation
Improved teaching planning	Teachers collaboratively design lesson plans integrating local examples and student feedback.	Reflects increased teacher agency and contextual relevance in instruction.
Enhanced reflective culture	Teachers engage in informal peer reflection after lessons, sharing successes and challenges.	Indicates emerging professional learning habits.
Increased student engagement	Students show more enthusiasm and participation when lessons involve locally relevant content.	Demonstrates connection between collaborative planning and student motivation.
Strengthened collegiality	Teachers report greater willingness to share teaching materials and classroom strategies.	Supports Wenger's idea of learning as belonging to a community.
Leadership facilitation	Principals who participated in discussions improved meeting consistency and teacher morale.	Confirms Senge's (2006) "team learning" principle of systemic support.

Source: Field observations and interviews (2025)

These positive outcomes illustrate that even in resource-constrained environments, small-scale collaborative actions can produce meaningful improvements in teaching and learning. The evidence also shows that when teachers perceive community activities as professionally valuable, their engagement deepens, leading to sustained innovation in classroom practices.

The triangulated evidence from field data, observation, and interviews demonstrates that the implementation of learning communities in SMPN across Tanta District is both promising and problematic. While teachers value the opportunity to share practices, their participation is shaped by cultural norms, institutional limitations, and motivational factors. The data reflect that learning communities are not merely technical interventions but socio-cultural transformations requiring alignment between personal commitment, organizational structure, and policy support. The observed decline in learning quality (Table 1, Figure 1) underscores the urgency of establishing structured, reflective professional ecosystems.

Thematically, the findings correspond closely to Wenger's (1998) theoretical dimensions mutual engagement, joint enterprise, and shared repertoire but the absence of institutional reinforcement has weakened the *joint enterprise* component. Hargreaves and Fullan's (2012) notion of *professional capital* provides a valuable explanatory framework: where social and decisional capital are underdeveloped, collaborative learning becomes unsustainable.

Furthermore, the reflections from teachers who achieved pedagogical innovation support Lieberman and Miller's (2008) argument that reflective collaboration, when supported by leadership, directly contributes to classroom improvement and student engagement.

In conclusion, the empirical and analytical evidence indicates that the sustainability of learning communities in Tanta District depends on three interrelated pillars: (1) leadership commitment and scheduling policy that institutionalizes collaborative time; (2) continuous professional development to strengthen teachers' understanding of reflective learning; and (3) the cultivation of a professional culture that values trust, openness, and collective responsibility. These findings reaffirm that the essence of a learning community lies not merely in meeting routines but in the creation of a reflective, collaborative culture that transforms both teachers and schools into active learning organizations.

CONCLUSION AND RECOMMENDATION

This study concludes that the essence of the learning community lies in its capacity to function as a collaborative ecosystem that fosters teacher reflection, collective problem-solving, and shared responsibility for student learning outcomes. The findings demonstrate that when effectively facilitated, learning communities enable teachers to exchange pedagogical strategies, integrate contextual knowledge, and enhance the relevance and quality of classroom instruction. In the SMPN schools of Tanta District, the establishment of such communities has contributed to the emergence of more participatory teaching models and increased student engagement, even within environments constrained by resources and time. However, the research also revealed that the full potential of learning communities remains limited by cultural resistance, insufficient leadership support, and a lack of structured institutional mechanisms. Many teachers still view collaboration as an additional burden rather than as part of professional growth, resulting in inconsistent participation and fragmented implementation. From a theoretical standpoint, these findings reaffirm Wenger's (1998) notion that communities of practice require mutual engagement, shared enterprise, and collective repertoire to sustain learning, while also validating Hargreaves and Fullan's (2012) argument that professional capital human, social, and decisional must be cultivated simultaneously to achieve systemic improvement.

The study further supports Senge's (2006) vision of schools as learning organizations, emphasizing that meaningful transformation occurs only when reflective learning becomes embedded in institutional culture. Practically, this research underscores that successful learning communities depend on strong school leadership capable of creating time, incentives, and emotional safety for teachers to collaborate openly. Therefore, it is recommended that school principals and educational authorities institutionalize regular reflection schedules, establish professional mentoring systems, and integrate community participation into teacher performance evaluations. At the policy level, local education offices should strengthen professional development frameworks that align with *Merdeka Belajar* by providing digital collaboration platforms, training on reflective pedagogy, and recognition systems for teachers who demonstrate

collaborative innovation. For future research, longitudinal studies could explore how sustained participation in learning communities influences long-term improvements in teacher competence and student achievement across diverse educational contexts. In conclusion, the learning community should not be seen merely as a structural requirement but as the cultural and professional heart of educational reform a living system through which teachers learn continuously, schools evolve collectively, and students experience education that is both meaningful and transformative.

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