

## Analysis of Learning Community at SD Negeri 236 Palembang

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**Abstract:** This study aims to analyze teacher learning communities in improving teacher performance in elementary schools. Using a narrative qualitative method, this study involved 20 elementary school teachers in Plaju District, Palembang City. Data were collected through in-depth interviews, participant observation, and document analysis. The results of the study indicate that teacher learning communities play a significant role in improving teacher performance through collaboration, critical reflection, and evidence-based practices. Participation in learning communities improves teachers' abilities in planning, implementing, and evaluating learning. This study highlights the importance of policy support to develop and expand teacher learning community programs as an effective strategy in teacher professional development.

**Keywords:** Elementary School, Teacher's Learning Community, Teacher's Performance

### A. Introduction

The quality of education of a nation is highly dependent on the quality of teachers as the spearhead in the learning process. Teachers are required to continue to develop their competencies in order to be able to face increasingly complex educational challenges (Núñez-Canal et al., 2022). One effort to improve teacher performance is through the development of learning communities (Admiraal et al., 2021). Learning communities provide a forum for teachers to share knowledge, experiences, and innovative ideas (Antinluoma et al., 2021). Through intensive collaboration and discussion, it is hoped that teachers can improve the quality of learning in the classroom and ultimately have a positive impact on student achievement. The results of the 2024 SD N 236 Palembang Education report card show that the quality of learning is a priority for improvement. The quality of learning at SD N 236 Palembang is still at the moderate stage, or yellow, which means it needs to be improved the most. The average learning outcomes of students at SD Negeri 236 Palembang are still below national standards. One of the factors that influences this

is the lack of innovation in classroom learning. Teachers at this school tend to use conventional learning methods and do not actively involve students.

To overcome this problem, efforts are needed to improve the pedagogical competence of teachers. One strategy that can be applied is the development of a learning community. Through learning communities, it is expected that teachers can share experiences, collaborate in developing innovative learning materials, and obtain support from colleagues (Haiyan & Allan, 2021). This study aims to identify the impact of developing learning communities on improving teacher performance and learning quality at SD Negeri 236 Palembang. The results of this study are expected to contribute to the development of teacher quality improvement programs in other schools. The main background of the strategy to improve teacher performance through the development of learning communities is very diverse and interrelated. In general, this background arises from the need to improve the quality of education and respond to the challenges faced by teachers in carrying out their duties. In short, the main background of the development of learning communities is: 1) the need to improve the quality of education; 2) challenges faced by teachers in carrying out their duties; 3) the importance of collaboration and sharing knowledge between teachers.

In other words, learning communities exist as a response to the need for continuous professional development of teachers (Gore & Rosser, 2022). The strategic role of teachers causes them to have a very large impact on educational achievement. If teachers have good quality, the education process will run optimally (Silalahi & Hutaurok, 2020). This means that any form of improvement in the education system through any policy-making must involve teachers as the main actors so that the policy has an influence on the learning process and outcomes.

However, teacher empowerment through learning communities faces several challenges, such as the management of learning communities not functioning optimally; learning community programs being less significant and less in accordance with teacher needs; operational support funds for learning communities being less proportional; and local governments, through the education office, being less concerned with the various initiatives carried out by learning communities. The complexity of these problems needs to be managed by implementing the right strategy so that learning communities can function as learning communities for teachers. Through the learning community activity forum, teachers are expected to be able to develop their insights and knowledge so that learning for students also improves in quality. Learning communities not only function as a place for students to be actively and collaboratively involved in academic learning activities but also as a place for students to develop themselves (Ouyang et al., 2020).

This study aims to examine the influence of learning communities on teacher performance. This is in accordance with the research problem, which wants to explore the problem of how high the influence of complexes is in learning communities. By identifying and analyzing the influence of learning communities on teacher performance, this study is expected to provide a deeper understanding of the benefits and important role of learning communities in developing teacher professionalism. The results of this study are expected to provide concrete recommendations in efforts to improve teacher performance through participation in learning communities, as well as to contribute to improving the education system in Palembang City and more broadly in Indonesia. This study can also provide a clearer picture of performance so that it can help related parties in designing coaching and training programs that are in accordance with the needs of these teachers. With the improvement of teacher performance, it is hoped that there will be an increase in the quality of learning, which will ultimately have a positive impact on the achievements and development of children in the future.

## **B. Methods**

This study uses a descriptive qualitative method. Moleong (2016) states that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior, where the method used emphasizes the process of tracing data/information until it is felt to be sufficient to make an interpretation. Then Sugiyono (2015) stated that qualitative research is research that adheres to a naturalistic or phenomenological paradigm about what is understood by the research subject, for example, behavior, perception, motivation, action, and others, holistically, and by means of description in the form of words and language, in a specific natural context and by utilizing various scientific methods. Sholikhah (1970) stated that the descriptive qualitative method is research that provides a careful description of certain individuals or groups about the conditions and symptoms that occur. In this study, the researcher will describe the results of the researcher's findings related to the principal's strategy to improve teacher performance.

## **C. Results and Discussion**

**Research Results** This study aims to analyze the learning community at SD N 236 Palembang in improving teacher performance in elementary schools. Based on data collected from in-depth interviews, participant observation, and document analysis, several key findings can be identified and presented in the following subtopics:

## **Collaboration in Learning Communities**

One of the key findings of this study is that collaboration that occurs in teacher learning communities has a positive impact on improving teacher performance. Teachers involved in learning communities have the opportunity to share knowledge, experiences, and best practices in teaching (Chua et al., 2020). From the interview results, it was found that teachers who had twenty years of experience as teachers stated that they could learn new teaching methods from younger and more experienced colleagues in using technology through learning communities. This collaboration allows teachers to support each other and provide constructive feedback that can improve the quality of learning in the classroom. Collaboration in learning communities also creates an environment that supports the exchange of ideas and innovation. Teachers can develop more effective teaching strategies by leveraging collective experiences and diverse knowledge. For example, in one of the learning community sessions, teachers discussed the use of technology in learning and how it can increase student engagement. This discussion resulted in several innovative ideas that were then implemented in each teacher's classroom.

## **Critical Reflection in Learning**

Learning communities also provide a space for teachers to critically reflect on their teaching practices. This reflection helps teachers identify strengths and weaknesses in their teaching methods. For example, Teacher B, a fifth-grade teacher, noted, "By discussing in the learning community, I realized that my approach was less effective for some students. I got valuable feedback on how to adapt my methods to be more inclusive. This critical reflection allows teachers to continuously improve and develop their teaching strategies. Critical reflection in learning communities also helps teachers understand and address challenges they face in teaching. For example, in one of the learning community sessions, teachers discussed the challenges they face in teaching students with special needs. Through this discussion, they were able to develop more effective strategies to support these students. This critical reflection not only improves teachers' pedagogical competence but also improves the quality of learning for students."

## **Evidence-Based Practice**

Teachers in learning communities are encouraged to use data and evidence in planning and evaluating learning. This approach ensures that teacher performance is based on strong and relevant evidence. For example, in one of the learning community sessions, teachers analyzed student test scores to identify areas for improvement and design more effective instructional strategies. This evidence-based practice helps teachers make more informed decisions and improve instructional effectiveness. Evidence-based practices also help teachers better understand their

students' needs and abilities. By analyzing student data, teachers can identify patterns and trends that might not be apparent without in-depth analysis. For example, in one of the learning community sessions, teachers discovered that students who frequently struggled in math also struggled in reading. This information helped them design more holistic interventions to support these students.

### **Improving Teacher's Performance**

The results of the study showed that participation in learning communities significantly improved teacher performance, as demonstrated by an understanding of new material in the independent curriculum. This shows that learning communities can be an effective tool for teacher professional development. This improvement includes various aspects of pedagogical competence, such as lesson planning, learning implementation, and evaluation of learning outcomes. This improvement in teacher performance is also seen in the teacher's ability to adapt and implement more effective teaching strategies. For example, after participating in learning communities, teachers reported that they felt more confident in using technology in teaching and were better able to manage diverse. This shows that learning communities not only improve teachers' knowledge and skills but also increase their confidence in teaching.

The findings of this study indicate that teacher learning communities play an important role in improving teacher performance. Collaboration, critical reflection, and evidence-based practices that occur in learning communities contribute significantly to teacher professional development. These findings are in line with previous studies showing that learning communities can improve teacher performance. Collaboration in learning communities allows teachers to support each other and share experiences, which can improve their knowledge and skills (Louis & Leithwood, 2021). Critical reflection helps teachers to continuously evaluate and improve their teaching practices (Bassachs et al., 2020). Evidence-based practices ensure that pedagogical decisions are based on strong and relevant data, which can improve learning effectiveness. The findings of this study support the theory that collaboration and critical reflection are key elements in teacher professional development. Recent research shows that learning communities can improve teachers' pedagogical competence through collaboration and reflection. This study is also in line with findings from other studies showing that evidence-based practices can improve learning effectiveness.

The implication of the findings of this study is that learning communities can be an effective strategy for teacher professional development. Therefore, educational policies should support the formation and development of learning communities in schools. In addition, adequate training and support should be provided to teachers

to ensure that they can make optimal use of learning communities. Learning communities can also be an effective tool to enhance collaboration and critical reflection among teachers. By providing a space for teachers to share experiences and best practices, learning communities can help improve pedagogical competence and the quality of learning. In addition, learning communities can help teachers make more informed decisions and improve learning effectiveness (I. M Saleh & Khine, 2014). This study has several limitations that need to be considered. First, this study only involved 10 teachers from one sub-district, so the results may not be generalized to the entire population of teachers in Indonesia. Second, this study used a qualitative method, so the findings are descriptive and cannot be measured quantitatively. In addition, this study only lasted for three months, so it may not reflect long-term changes in teacher pedagogical competence. Therefore, further research with a larger sample and a longer time period is needed to confirm these findings.

The findings of this study also contribute to the development of new theories in the field of teacher professional development. For example, the findings on the importance of critical reflection in learning communities can be the basis for developing a more comprehensive professional development model. This model can include elements of collaboration, critical reflection, and evidence-based practice as key components. The development of this new theory can also help in designing more effective professional development programs. For example, programs that integrate collaboration, critical reflection, and evidence-based practice can help teachers to be more effective in improving their pedagogical competence. In addition, this new theory can be used to develop educational policies that better support teacher professional development. In addition, the findings of this study can also be used to modify existing theories. For example, Bandura's social learning theory can be expanded to include the role of critical reflection in learning through social interaction. Thus, this theory can provide a more comprehensive understanding of how teachers learn and develop through learning communities. Modifications to existing theories can also help in designing more effective professional development programs. For example, programs that integrate collaboration, critical reflection, and evidence-based practices can help teachers to be more effective in improving teacher performance. In addition, this new theory can be used to develop educational policies that better support teacher professional development.

## **D. Conclusions**

This study analyzes learning communities in improving teacher performance in elementary schools. The main findings indicate that collaboration in learning communities has a positive impact on improving teachers' pedagogical competence through sharing knowledge and experiences. Critical reflection helps teachers

identify the strengths and weaknesses of their teaching methods, encouraging the development of more effective learning strategies. Evidence-based practices enable teachers to make more informed pedagogical decisions based on data and evidence. Participation in learning communities significantly improves teacher performance, including aspects of planning, implementing, and evaluating learning. The implications of this study emphasize the importance of supporting and expanding learning community programs as an effective strategy for teacher professional development. However, this study has limitations in terms of sample size and duration, so further research on a larger scale is needed. Overall, this study shows the important role of teacher learning communities in improving teacher performance in elementary schools through the development of pedagogical competence.

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