

LEARNING COMMUNITY MANAGEMENT IN IMPROVING THE PEDAGOGICAL COMPETENCE OF ELEMENTARY SCHOOL TEACHERS

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Abstract

This study aims to analyze the management of learning communities in improving the pedagogical competence of elementary school teachers in Bireuen Regency. A descriptive qualitative approach was used, with data collected through semi-structured interviews, passive participatory observation, and documentation at UPTD SD Negeri 1 Kutablang and UPTD SD Negeri 2 Kutablang, then analyzed with the aid of NVivo software and validated through source, technique, and time triangulation. The findings show that learning community management was carried out systematically through four management functions: planning based on a collaborative needs assessment; organizing through clear delegation of authority, a legal decree (SK), and facilitators assigned according to competence; actuating through routine discussions, reflection, and the implementation of shared practices in the classroom; and controlling through academic supervision and continuous evaluation. These four functions reinforced one another and were sustained through collaboration among principals, learning community coordinators, facilitators, teachers, and school supervisors, despite constraints such as limited time and uneven teacher participation. The study concludes that a systematic and collaborative management of learning communities makes a real contribution to improving teachers' pedagogical competence and can serve as a model for professional development at the elementary school level.

Keywords: Management; Learning Community; Pedagogical Competence; Elementary School Teacher.

1. INTRODUCTION

The quality of basic education is determined by the quality of the learning process in the classroom, because it depends on the teacher's pedagogical competence, namely the ability to understand the characteristics of students, design and implement learning, carry out evaluations, and develop students' potential in a sustainable manner (Mulyasa, 2021). The implementation of the Independent Curriculum increasingly demands strengthening of these competencies because teachers are required to implement differentiated learning, formative assessment, and student-centered learning (Kemendikbudristek, 2022), while various studies show that this curriculum transition is still marked by implementation challenges in the field (Hasballah & Zulfatmi, 2024; Usman & Fidrayani, 2024). Successful curriculum transition is not enough just by providing quality curriculum and technical training.

Success also depends on leadership that is able to help teachers adapt, build an understanding of curriculum objectives, change mindsets, and create a school culture that supports continuous learning change (Pak et al., 2020). The curriculum transition still faces various implementation challenges, particularly related to teacher readiness, differences in school contexts, system support, and gaps between curriculum policies and classroom learning practices (Blignaut, 2017). The findings of several previous studies explain that the pedagogical competence of elementary school teachers still faces fundamental challenges: teachers have difficulty designing differentiated learning and authentic assessment instruments, teaching practices are still conventional and do not involve students actively, and

formative assessment and continuous feedback have not been systematically integrated (Arifin & Hanif, 2024; Dewi et al., 2025). Data-based learning reflection and improvement activities have not yet become a strong professional culture, partly because the principal's supervision still tends to be administrative and not sustainable (Sanoto & Shafa Prastania, 2022; Werong et al., 2024).

This condition is also apparent among elementary school teachers in Bireuen Regency. Initial observations show four main problems: (1) teaching materials are still administrative in nature and not based on needs analysis or differences in student characteristics; (2) learning is still dominated by lecture methods so that active student involvement is low; (3) assessments are still oriented towards final results and do not utilize process assessments systematically; and (4) the results of learning supervision have not been followed up in a structured manner for continuous improvement. Competency gaps between teachers are still visible, in line with the influence of organizational climate and managerial support from school principals which vary in each educational unit. (Minarsih et al., 2023; Haryanto et al., 2024). This shows that the teacher development program is still in the form of short-term training and is not supported by a school-based professional learning system.

While many previous studies have addressed the effectiveness of learning communities or teacher competence, few have examined how the four management functions—planning, organizing, actuating, and controlling—are integrated and managed within learning communities in the context of primary schools, particularly in Bireuen Regency. Learning communities are present as a national policy in the Independent Curriculum to address these issues, namely a collaborative forum for teachers to learn from each other, discuss, reflect on practices, and seek sustainable learning solutions (Giyanto et al., 2023). However, its effectiveness depends on how planning, organizing, implementing, and supervising are managed at the school level, with the principal, as the learning leader, determining its sustainability and impact. Through these managerial competencies, the principal, as the learning leader, is able to ensure the sustainability of the school program and improve the quality of learning and teacher performance (Saca et al., 2021). The real contribution of learning communities to teachers' pedagogical competence (Arifin & Hanif, 2024). However, research specifically examining learning community management—in its entirety at the elementary school level is still limited, and contextual studies in Bireuen Regency are not yet available. Based on these gaps, this study is important to analyze learning community management in improving the pedagogical competence of elementary school teachers in Bireuen Regency.

2. METHODOLOGY

This study uses a descriptive qualitative approach to describe in depth the management of learning communities in improving the pedagogical competence of elementary school teachers, by emphasizing the understanding of meaning and social interactions that occur naturally in the field without variable manipulation (Sugiyono, 2017; Meleong, 2014). Researchers act as key instruments who design, collect, and interpret data directly at the research location so that a comprehensive understanding of participants' experiences in a complex social context is obtained.

This research was conducted in April–June 2026 at the UPTD of Kutablang 1 Public Elementary School and Kutablang 2 Public Elementary School, Kuta Blang District, Bireuen Regency, which were selected purposively because they represent the diversity of teacher backgrounds and learning community practices in local public elementary schools. The research subjects were determined using purposive sampling, so the subjects can be seen in Table 1.

Table 1. Research Subjects

No	Research Subjects	Jumlah	Fokus Informasi
1	Headmaster	2 person	Strategic leadership and policy-making in program implementation
2	Teacher	2 person	Implementation of learning and practical experience in the classroom
3	School Supervisor	1 person	Academic supervision, coaching, and evaluation of program implementation
4	Learning Community Leader	2 person	Coordination, planning, and management of learning community activities
5	Facilitator	2 person	Mentoring, program implementation, and improving the quality of learning
Total		9	

Data were collected through semi-structured interviews, passive participant observation, and documentation (Sugiyono, 2017). The instruments consisted of interview guidelines, observation guidelines, and instrument grids developed based on the four management functions of planning, organizing, implementing, and supervising (Terry, 2013), as well as indicators of teachers' pedagogical competence based on Permendiknas No. 16 of 2007. The interview guidelines were used to explore participants' experiences, practices, and perspectives regarding the planning, organization, implementation, and supervision of learning community activities.

The interviews involved all nine participants to obtain information from different perspectives. The principals provided information concerning leadership and policy, teachers provided information concerning classroom practices and their experiences in learning community activities, the school supervisor provided information concerning supervision and evaluation, while learning community leaders and facilitators provided information concerning program planning, coordination, implementation, and mentoring. This variation of participants was intended to obtain a comprehensive understanding of learning community management from different roles within the school context.

Passive participant observation was conducted by observing learning-related activities and teachers' classroom practices without directly intervening in the activities being observed. The observations focused particularly on the implementation of learning practices, the application of knowledge obtained through learning community activities, teacher participation, and the interaction between teachers and other participants. Observation data were used to complement and verify information obtained from interviews.

Documentation was used as supporting data and as part of the triangulation process. The documentation included relevant materials related to learning community management and teacher professional development, such as program planning documents, organizational documents, supervision-related records, learning materials, and other available documents relevant to the research focus. The documents were analyzed to confirm information obtained through interviews and observations.

Data Analysis Procedure

Data analysis was conducted interactively through four main stages: data reduction, data presentation, conclusion drawing, and verification. The analysis process was supported by NVivo software to facilitate data organization, coding, categorization, and visualization.

The coding process was conducted through several stages. First, the researchers conducted initial coding by identifying statements, activities, experiences, and information that were relevant to the research questions. Second, similar codes were grouped into broader

categories based on their conceptual similarities. Third, the categories were compared and organized into themes representing the main patterns found in the data. The themes were developed based on the four management functions—planning, organizing, implementing, and supervising—as well as the pedagogical competence indicators used in the study. Finally, the researchers interpreted the relationships among the themes and compared information obtained from interviews, observations, and documentation to develop the research findings.

The use of NVivo facilitated the systematic organization of qualitative data and supported the researchers in identifying recurring patterns and relationships among codes and themes. However, the interpretation of the data remained the responsibility of the researchers, with NVivo functioning as a supporting tool rather than as a substitute for qualitative interpretation.

Data validity was established through source, technique, and time triangulation (Moleong, 2021). Source triangulation was conducted by comparing information obtained from principals, teachers, school supervisors, learning community leaders, and facilitators. Technique triangulation involved comparing interview findings with observation and documentation data. Time triangulation was used to compare information collected at different stages of the research period. In addition, member checking was conducted by confirming the researchers' interpretations with the relevant informants to ensure that the findings accurately represented their experiences and perspectives (Creswell & Poth, 2018).

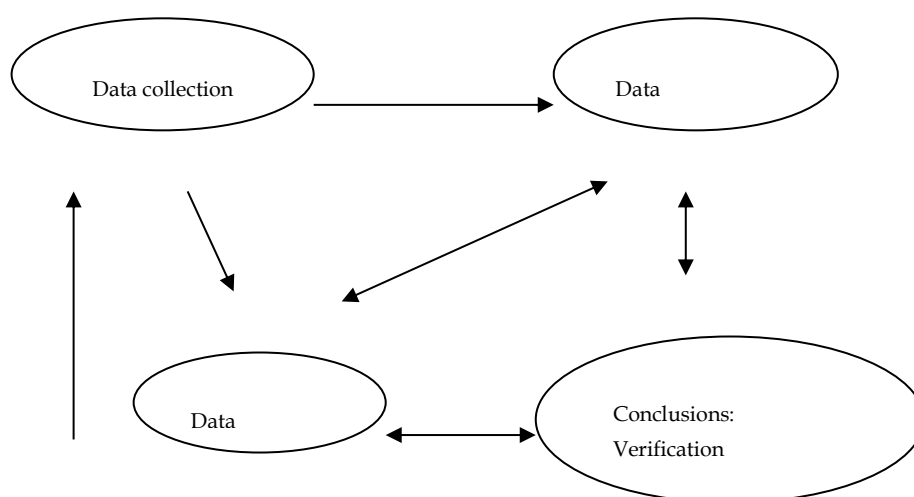


Figure 1. Relationship Between Data Collection and Analysis (Afrizal, 2014)

3. RESULTS AND DISCUSSION

Learning Community Planning to Improve the Pedagogical Competence of Elementary School Teachers in Bireuen Regency

The research findings indicate that the planning of learning communities in both schools began with collaborative program development through meetings and Focus Group Discussions (FGDs) between the principal, the learning community leader, facilitators, and teachers. The program development took into account the results of supervision, learning evaluations, Education Report Cards, and teacher input as a form of needs assessment, ensuring that the designed activity themes truly addressed real learning needs. The principal and the learning community leader emphasized that the program was developed at the beginning of the school year and translated into a cycle of reflection, planning, implementation, and evaluation

to ensure activities were focused and sustainable. Teacher needs were identified through supervision, learning observations, and discussions, with frequently occurring topics such as the use of interactive learning media, classroom management, active learning, and assessment. Furthermore, the schools provided supporting resources in the form of meeting rooms, dedicated time, presentation tools, internet access, and teaching materials. However, limited time and internet access were still encountered, which were addressed through scheduling.

These findings are in line with the planning concept (Tery, 2013) emphasizes setting goals as well as determining the actions necessary to achieve them effectively. Planning at both schools is not incidental, but is prepared systematically based on needs assessment and involves all elements of the school, thereby fostering a sense of teacher ownership of the program. This condition is also in line with the findings Triningsih et al. (2025) emphasized that learning communities designed around teachers' needs encourage collaboration, sharing of good practices, and improvement of pedagogical competence in a more contextual way than general training. Furthermore, the findings Khotimah & Purwanta (2025) states that teacher competency development is carried out continuously through a cycle of planning, action, observation and reflection, accompanied by training, supervision, mentoring and discussion based on teacher needs so as to improve the quality of learning.

Organizing Learning Communities to Improve the Pedagogical Competence of Elementary School Teachers in Bireuen Regency

The organization of the learning community is carried out through the principal's delegation of authority to the coordinator/chair of the learning community, the establishment of a management structure through a Decree (SK), and the appointment of facilitators based on competence and experience. The division of tasks among administrators, such as secretary, documentation, moderator, and facilitator, is clearly structured so that each member understands their responsibilities. The existence of the management decree not only functions as an administrative document, but also serves as a formal basis that clarifies roles, increases the legitimacy of activities, and strengthens the support of all school members for the sustainability of the learning community.

These findings are consistent with Terry's (2013) organizational theory, which emphasizes grouping activities, dividing tasks, delegating authority, and building coordinated working relationships. The appointment of facilitators based on competency reflects the application of the principle of "the right person in the right place," while the division of roles between the principal as mentor, the learning community leader as coordinator, and the facilitator as discussion facilitator creates a professional collaboration that supports the sustainability of the learning community without relying on a single individual. This is in line with the findings of Pahlevi et al. (2026) emphasized that the organization of learning communities is carried out through distributive leadership, the formation of leadership teams, and teacher empowerment, thereby creating collaboration, a sense of shared responsibility, and the sustainability of learning communities in schools Lagarense et al. (2025) explains that the organization of learning communities is carried out through the formation of collaborative teams, the involvement of teachers in the division of roles and responsibilities, and the strategic management of resources by the principal to support the sustainability of programs and the professional development of teachers.

Implementation of Learning Communities in Improving the Pedagogical Competence of Elementary School Teachers in Bireuen Regency

The learning community is structured through regularly scheduled discussions, reflections, and sharing of good practices, for example, every Saturday. The principal plays an active role in providing motivation through coaching, appreciation, and personal mentoring to

less active teachers, and also attends activities as a form of tangible support. The results of the learning community are implemented by teachers in their teaching practices, including through the use of digital media such as Quizizz, the application of more varied learning strategies, improved classroom management, and the implementation of more effective assessments. This implementation is monitored through classroom supervision, learning observations, and follow-up discussions. Obstacles that arise, particularly time constraints due to teacher workloads and varying levels of participation, are addressed through flexible scheduling, a personalized approach, and ongoing mentoring.

These findings indicate that the implementation of learning communities reflects a continuous professional learning process, where knowledge gained in the learning community forum can be directly applied, evaluated, and refined through collective reflection. The ability of the principal, learning community leader, and facilitator to collaboratively manage obstacles demonstrates adaptive management practices, allowing the goal of improving teachers' pedagogical competence to be achieved despite various resource constraints. This is in line with the findings Garzón Castrillon (2020) states that a learning community is a collaborative learning process that encourages knowledge sharing, continuous reflection, and joint problem solving, thereby supporting the improvement of member competencies and the continuous development of the organization.

Supervision of Learning Communities in Improving the Pedagogical Competence of Elementary School Teachers in Bireuen Regency

Learning community supervision is carried out collaboratively by the principal, learning community leader, facilitator, and school supervisor through monitoring teacher attendance and participation, academic supervision (pre-observation, observation, and post-observation), and digital instrument-based monitoring such as Google Forms and the Merdeka Mengajar (PMM) Platform. Supervision is directed more as a professional development process than a performance assessment, with constructive feedback provided to ensure the learning community's outcomes are applied in classroom learning. Evaluation is conducted through meetings, joint teacher reflections, and analysis of supervision results and the Education Report Card at the end of each semester, with follow-up in the form of program improvements and the development of tangible teaching materials as evidence of competency improvement.

These findings align with Terry's concept of supervision, which is the process of measuring activity implementation, comparing it to established standards, and taking corrective action. This collaborative supervision, including academic supervision, monitoring, and ongoing evaluation by the principal, can improve the quality of learning community implementation and encourage teachers' consistency in developing their competencies Holisoh et al. (2026) states that academic supervision that is carried out in a planned, reflective and continuous manner encourages professional dialogue, collaboration and a culture of continuous improvement, so that supervision not only functions as administrative control, but also as a means of empowering and developing teacher competencies.

Discussion

Overall, the research results indicate that the four management functions of planning, organizing, implementing, and supervising the learning community at the UPTD of SD Negeri 1 Kutablang and UPTD of SD Negeri 2 Kutablang have been implemented systematically, collaboratively, and sustainably according to George R. Terry's (2013) management framework. Planning based on the real needs of teachers, organizing with a clear division of roles based on a decree, implementation oriented towards the implementation of learning practices, and supervision that serves as ongoing professional development are mutually reinforcing. The main strength of this finding lies in the consistent role of the principal as the driving force and controller of the program, combined with the active roles of the learning

community leader, facilitator, teacher, and school supervisor. However, obstacles in the form of limited time and variations in teacher participation remain challenges that need to be continuously anticipated through flexible scheduling and personal mentoring. This finding strengthens a previous study conducted by Susmawati & Sukinah (2025) shows that collaboratively managed learning communities as a professional development strategy are able to significantly improve teachers' pedagogical competence through knowledge sharing, joint reflection, and strengthening learning practices. Findings Ningrum et al. (2026) Research shows that the success of a learning community is determined by the synergy between the principal's instructional leadership and teacher collaboration. The principal provides direction, supervision, and support for teacher professional development, while the learning community serves as a collaborative platform that strengthens the continuous improvement of learning quality. Besides that, Ernawatie et al. (2023) explains that the principal as a supervisor plays a strategic role in directing, guiding, and evaluating the implementation of learning, while also building a collaborative culture through participatory supervision so that teachers are encouraged to share good practices and improve their professionalism on an ongoing basis.

4. CONCLUSION

This study found that the success of learning communities in improving the pedagogical competence of elementary school teachers is not determined by the minimum obstacles faced, but rather by the ability of the principal, the head of the learning community, facilitators, teachers, and school supervisors in managing the four management functions of planning, organizing, implementing, and supervising in an integrated and collaborative manner. Planning based on the real needs of teachers, organizing with a clear division of roles and based on a Decree, implementation oriented towards the implementation of learning practices in the classroom, and supervision that functions as ongoing professional development, together are the main determinants of the effectiveness of learning communities in the UPTD of SD Negeri 1 Kutablang and UPTD SD Negeri 2 Kutablang. This finding confirms and enriches George R. Terry's (2013) management function framework in the context of elementary school learning communities, and strengthens previous studies (Ideguru Journal; Sari et al., 2023) that systematic management of learning communities contributes significantly to improving teachers' pedagogical competence. The scientific contribution of this research lies in providing a complete perspective on how the four management functions are interrelated and strengthen each other in real practice in the field, especially in the context of elementary schools in Bireuen Regency which has not previously been studied specifically.

This study is limited by its sample size, which involved only two public elementary schools in one sub-district. Therefore, the findings may not be generalizable to schools with different characteristics, such as private schools, other levels of education, or areas with more limited resources. Further research is recommended to accommodate a wider range of schools and contexts, including combining qualitative and quantitative approaches, to gain a deeper and more comprehensive understanding and formulate more appropriate learning community development policies.

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