



Management of Learning Community Program in Improving The Professional Competence of Public Elementary School Teachers in Cintanagara, Cianjur Regency

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Abstract: Amid demands of Indonesia's Independent Curriculum, rural elementary teachers—such as at SDN Cintanagara, Cianjur—face challenges in professional competence, including low participation in self-development and limited adaptation to learning technology. The Learning Community Program (PKB), part of the Internal Quality Assurance System (SPMI), is intended as a managerial strategy to enhance teacher competence but encounters obstacles in coordination and monitoring/evaluation. This qualitative case study analyzes PKB management (planning, implementation, evaluation) and its impact on teacher development at SDN Cintanagara, using in-depth interviews, participant observation, and document analysis, with thematic analysis and triangulation. Grounded in Bush's POAC educational management theory, Wenger's learning community concept, and SPMI policy (Permendikbud No. 28/2016), findings show PKB management is moderately effective: ~75% success in planning/implementation via MGMP and KKG activities, and a 68% increase in pedagogical competence (pre-/post-test). Evaluation remains suboptimal due to limited measurable indicators. Overall, PKB significantly improves professional competence when supported by continuous monitoring, strong school leadership, and digital platforms for hybrid learning communities.

Keywords: learning community; pedagogical competence; school management; teacher competence.

Introduction

Basic education is the primary foundation for developing quality human resources in Indonesia. However, the professional competence of public elementary school (SD) teachers remains a serious challenge, as reflected in the 2024 Internal Supervision of Secondary and Higher Education (SPMI) results in Cianjur Regency, which showed that only 62% of Cintanagara Public Elementary School teachers achieved pedagogical and personality competency standards. The Learning Community Program (Teacher Learning Community), an initiative of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), is designed to improve competency through collaborative, teacher-based discussions (MGMP and KKG). However, the management of this program at the elementary school level is often suboptimal, characterized by low participation (only 45% of teachers are active) and a lack of integration with ongoing professional development, thus impacting the quality of learning at Cintanagara Public Elementary School. The lack of qualified and adequate teaching staff is a major factor affecting the quality of learning in elementary schools (Utami et al., 2023). Therefore, the implementation of effective human resource management is an urgent need to ensure the availability of quality

teaching staff across all educational units (Triarsuci et al., 2024). This approach includes strategic planning, resource organization, and systematic supervision to ensure each teacher possesses a high level of competence, motivation, and dedication in carrying out their duties (Triarsuci et al., 2024). Teachers' professional competence is a crucial foundation in carrying out their role as effective educators. Teachers with strong professional competence are better able to influence student development, provide meaningful learning experiences, and contribute to overall educational progress (Putri & Hamdiah, 2023).

Urgency: The importance of conducting research. This research is urgent given that the 2020-2024 National Medium-Term Development Plan (RPJMN) target of increasing teacher competency to 80% by 2025 has not been achieved in rural areas such as Cianjur Regency. Without effective Learning Community management, elementary school teachers struggle to adopt the Independent Curriculum, which demands digital competency and innovative pedagogy. This research is crucial for providing practical recommendations for school principals and education offices in optimizing the program, while simultaneously supporting SDG 4 (quality education) at the local level. Furthermore, this research is needed to identify specific obstacles in managing human resources for educators at the elementary school level, so that targeted solutions can be formulated to achieve quality education (Arief, 2021; Rokhmaniyah, 2017). The role of teachers in the education system is crucial, as they are required to continuously adapt to changes in technology and learning methods so that the material presented is well received by students (Nurmasari et al., 2020). This requires structured management of continuous professional development programs to maintain the relevance of teacher competencies in facing the challenges of the modern era (Amanah et al., 2021; Saefullah et al., 2023).

In the context of educational administration, recent research, such as Bush's (2022) study in the *Journal of Educational Administration*, highlights a distributed leadership-based learning community management model. In Indonesia, research by Mulyasa (2023) in the *Journal of Educational Administration* analyzes the effectiveness of MGMP in elementary schools using the CIPP evaluation approach. However, the global state of the art (e.g., OECD PISA 2022) emphasizes the integration of digital technology in learning communities. In the Indonesian context, recent research by Hidayat et al. (2024) in the *Journal of Educational Management* found that data-driven management improves teacher competency by up to 25%, although it is still limited to urban private elementary schools. This gap indicates the need for further research on adapting the learning community management model to public elementary schools in rural areas, given the differences in resource characteristics and infrastructure (A. Suryani, 2018). This study seeks to address this gap by specifically examining how Learning Community Program management can be adapted to improve teacher professional competency in public elementary schools with limited resources (Sabily & Ratnaningrum, 2024). In addition, improving the professional quality of teachers has a direct impact on the progress of the quality of national education, because the general assumption states that the better the professionalism of teachers, the better the quality of the country (Barsah et al., 2020).

This research is based on the educational management theory by Hoy and Miskel (2013) which integrates the POAC cycle with the Darling-Hammond (2017) community learning model, in which teachers' professional competence is enhanced through reflective collaboration. Furthermore, the Islamic educational administration theory by Al-Attas (1979) is relevant to the Cianjur context, emphasizing the value of mutual cooperation in teacher development, while the concept of Teacher Learning Communities from the Ministry of Education, Culture, Research, and Technology (2022) serves as an operational framework. This theory emphasizes that collaboration between teachers in a supportive environment can encourage the exchange of good practices and critical reflection, which ultimately contributes significantly to improving the quality of learning in elementary schools (Kushariyadi et al., 2024; Lubis et al., 2022). Teacher learning communities are considered an essential means to improve the quality of education through collaboration and professional development, although their implementation in formal school contexts faces challenges such as time constraints, limited structural support, and low awareness of the benefits of such learning communities (Kushariyadi et al., 2024).

Although the concept of Learning Communities has been widely studied in the field of education, research specifically addressing the management of these programs in public elementary

schools in rural areas remains limited. Most previous studies, such as Nasution's (2023), have focused on the implementation of Learning Communities at the high school level, leaving little exploration of their application at the elementary school level. This indicates a research gap, particularly regarding the integration of the Learning Community Program with Internal Quality Assurance System (SPMI) indicators and its impact on improving teacher professional competence. Therefore, this study uses a qualitative approach to examine the planning, organization, implementation, and supervision of the program at Cintanagara Public Elementary School (Pamuji & Limei, 2023). This aligns with the view that teacher quality plays a crucial role in determining a nation's competitiveness, thus requiring appropriate strategies to produce professional teachers (A. Kurniawan, 2020).

George R. Terry's management theory emphasizes four key management functions that are essential in managing any program, including the Learning Community for improving elementary school teacher competency. These functions include planning, organizing, implementing, and evaluating, which form a continuous cycle to effectively achieve organizational goals. This management concept serves as an important foundation for coordinating human, material, and information resources to optimally achieve educational goals (Kusuma & Sumianto, 2022). In the context of teacher professional development, managing the quality of educational personnel includes the functions of planning, organizing, directing, controlling, and evaluating, although administrative capabilities still need to be improved, especially in staff placement and improving teacher competency (Isa et al., 2024).

Planning involves setting goals, identifying resources, and developing strategies for the Learning Community. According to Terry, this stage includes forecasting and developing action plans so that the program can improve teachers' professional competencies in a targeted manner. A crucial aspect of planning is analyzing teacher competency needs to identify gaps that need to be addressed through collaborative activities (Usman et al., 2024). This process requires an initial mapping of teacher competency profiles to determine specific development focuses relevant to the school's needs. The implications of this thorough planning serve as the foundation for the organizing function, where team structures and task allocations are established to ensure each component of the activity runs according to the established plan (Pratama, 2018).

Organizational planning focuses on the division of tasks, the formation of team structures, and the allocation of human and material resources. In the context of Learning Communities, this means assigning the roles of coordinator, facilitator, and elementary school teacher participants for optimal collaboration. A clear organizational structure enables effective coordination between various stakeholders in learning management, allowing each function to operate in an integrated and efficient manner (Buchari, 2018; Karlina et al., 2022). The effectiveness of this organizing function depends heavily on the manager's ability to establish clear authority and responsibility relationships among program personnel (Oktaviani & Lestari, 2023; Sudjoko, 2020). This function ensures that all available resources, including teaching staff and educational facilities, are managed in an integrated manner to create a conducive and effective learning environment (Jannah et al., 2025; Wati et al., 2024).

Implementation is the process of directing and motivating team members to carry out plans. Terry emphasizes effective leadership and communication to ensure the smooth running of Learning Community activities, such as discussions and training. This directive function ensures that all available resources are optimally utilized to achieve organizational goals through integrated coordination between planning, organizing, and monitoring (Rahayu & Munastiwi, 2019; Syafaruddin et al., 2020). The essence of implementation lies in the manager's ability to mobilize all organizational components to work simultaneously and in a directed manner to achieve predetermined goals (Pratama, 2018). This leadership aspect of implementation is key to motivating teachers to actively participate in every collaborative activity that has been planned (Murniyanto, 2020; Pujawardani et al., 2023).

Evaluation involves measuring outcomes against established standards, with feedback for improvement. For this program, evaluation assesses teacher competency improvement through indicators such as mastery of material and teaching methods. The evaluation process serves as quality control to ensure that activities are implemented according to established procedures and achieve the expected goals (Anisa Nurmina & Mulyani, 2023; Ekawati, 2019). This stage requires

the systematic collection of information regarding program successes and failures as a basis for decision-making for continuous improvement (Herlinda et al., 2017). Control is the process of observing the implementation of all organizational activities to ensure that all ongoing work is carried out according to predetermined plans (Syamsuddin, 2017). Control or supervision is an effort to adjust between the prepared plan and the implementation or results actually achieved, so information on the level of achievement is needed through communication with subordinates and direct observation (Hamidi, 2019).

The Learning Community theory describes a group of professionals who learn together to improve educational practices, particularly the competencies of elementary school teachers, through collaboration. This concept is developed from Peter Senge's idea of a learning organization, where teachers continuously share knowledge. Within this framework, teachers are not merely passive recipients of information, but rather active agents who construct knowledge through social interaction and shared reflection (Sholahudin, 2013; Winarto, 2017). This social interaction allows for the exchange of practical experiences and collaborative problem-solving, ultimately driving innovation in learning (Robingah et al., 2025). Collaboration within a learning community allows teachers to contribute information, ideas, and opinions to collectively improve their professional understanding and skills (Santosa et al., 2023).

Learning Communities are collaborative platforms where teachers support each other in developing their professionalism through shared reflection and learning innovation. Chu and Mok explain that communities of practice deepen their expertise by sharing topics, issues, and knowledge through ongoing interaction (Setyawan & Santosa, 2021). Their key characteristics include a shared vision, open collaboration, collective reflection, and an orientation toward data and evidence for changes in teaching practice. This allows educators to collectively reflect on students' learning processes and creates a space for scheduled and ongoing collaboration (Indistra & Hernawa, 2025). This approach aligns with the concept of learning organizations, which emphasizes the importance of collaborative and participatory learning in improving the quality of learning (Saniyah et al., 2023). Teacher professional competence refers to a deep mastery of relevant subject matter, curriculum, and scientific methodology, as stipulated in National Education Ministerial Regulation No. 16 of 2007. This serves as the primary foundation for elementary school teachers to provide quality education, encompassing an understanding of the scientific substance and subject structure. Mastery of this substance enables teachers to develop creative and adaptive learning strategies tailored to student needs and the demands of the applicable curriculum (Eriyanti et al., 2022; Jannati et al., 2023). Mastery of this material also requires teachers to be able to integrate various sources of knowledge and develop innovative learning strategies tailored to student needs (Indistra & Hernawa, 2025; Jannati et al., 2023).

This competency encompasses the skills to design learning based on the national curriculum, integrate technology, and adapt to the characteristics of early childhood students. Professional teachers are able to apply innovative learning strategies, such as constructivist approaches, to actively build student understanding. Furthermore, teachers need to conduct specific and comprehensive self-evaluations to ensure continuous improvement in the quality of the learning process (Yunus, 2016). Reflection, which helps teachers change, make improvements, and humbly identify shortcomings for immediate correction, is a crucial aspect of professional development (F. Abdillah, 2018). Continuous professional development also requires teachers to utilize information and communication technology to communicate and develop themselves in accordance with the demands of the digital era and utilize information technology in learning practices (M. Kurniawan, 2023; Silalahi & Sahara, 2022).

This study aims to obtain a comprehensive overview and analyze the management of the Learning Community Program implemented at Cintanagara Public Elementary School, Cianjur Regency. In this study, Learning Community Program Management is understood as a series of processes that include planning collaborative activities among teachers, organizing human resources within the school environment, implementing activities to share experiences and best practices in learning, and conducting ongoing supervision. All of these processes are aimed at encouraging the improvement of teachers' professional competence so that they are able to respond to learning demands more effectively and innovatively (Amalia, 2019; Zahroh, 2014). Furthermore, this study presents a novel element through the development of a Learning Community management model that

utilizes digital applications as a means of monitoring teacher participation, particularly in elementary schools located in rural areas. This approach emphasizes the importance of technology integration in learning community management so that the process of monitoring, documenting activities, and evaluating teacher participation can be carried out more systematically and efficiently. The empirical focus of this study is the context of public elementary schools in Cianjur Regency, which are relatively rarely studied compared to schools in urban areas. Thus, this research is expected to be able to produce a learning community management strategy that is adaptive to local resource limitations, while utilizing digital technology to expand opportunities for sustainable teacher professional development (A. Suryani, 2018; Utami et al., 2023).

Method

This study uses a qualitative approach to explore in-depth the phenomenon of Learning Community (KGB) program management in improving teacher professional competence. The qualitative approach was chosen because of its exploratory and descriptive nature, allowing researchers to understand the social context, interaction processes, and the meanings given by subjects to the program (Creswell & Poth, 2018). The research method applied was a case study, which is appropriate to explore a single case holistically in a natural setting, namely the implementation of KGB in a public elementary school. This case study is instrumental, where the case of Cintanagara Public Elementary School (SDN) is used as the main unit of analysis to reveal the dynamics of program management and its impact on teacher professional development. Data were collected through participant observation, in-depth interviews with teachers and the principal, and analysis of documentation related to the planning and implementation of the learning community program (N & Librianty, 2022; Saputri et al., 2023).

The data analysis technique in this study uses an inductive approach to gain a deep understanding of the phenomena studied based on field findings. The analysis process begins with the data reduction stage, which involves selecting, focusing, and simplifying information obtained from interviews, observations, and documentation so that only data relevant to the research focus is retained. Next, the reduced data is presented in a systematic narrative description to clearly understand the relationships between findings, emerging patterns, and the dynamics of the Learning Community Program implementation. The final stage is drawing conclusions, which is carried out gradually with a continuous verification process through comparisons of various data sources to ensure the validity and accuracy of the research findings (Aditiya & Fatonah, 2023; I. Suryani, 2022).

The subjects of this study were teachers at Cintanagara Elementary School who actively participated in the Learning Community of Teachers (KGB) program. Subjects were selected purposively, considering certain criteria: at least five years of teaching experience and regular involvement in various learning community activities at the school. These criteria ensured that the selected informants had sufficient experience in the learning process and a direct understanding of the implementation of the KGB program. The teachers who were the subjects of this study also represented various levels of professional competence, ranging from relatively new teachers to more senior teachers, thus providing a more comprehensive picture of the dynamics of learning community program management in the school. This research was conducted at Cintanagara Elementary School, located in Cugenang District, Cianjur Regency, West Java. This school was chosen as the research location because it has been implementing the KGB program continuously since 2022 as part of the teacher competency improvement initiative launched by the Cianjur Regency Education Office. In addition, the selection of the location was also based on considerations of ease of access for researchers, the relevance of the research context to the focus of the study, and the potential for research findings to be generalized on a limited basis to other public elementary schools with similar characteristics, especially in rural areas of West Java.

Results and Discussion

Community Learning Program Planning

Research findings indicate that the planning of the Learning Community Program (PKB) at Cintanagara Public Elementary School remains reactive and unstructured, with only 35% of

teachers involved in the activity planning stage. Analysis of planning documents revealed that the identification of teachers' professional competency needs relied more on the principal's assumptions than on classroom observation data or performance-based assessments, resulting in only 60% of planned indicators being achieved for improvement targets such as mastery of project-based learning methods. This is due to limited time allocation (an average of 2 hours per month) and minimal integration with digital platforms such as Google Classroom for collaboration between teachers.

The PKB planning has not been optimal in integrating the Integrated Quality Management (SPMI) approach, where post-activity evaluation indicators only cover 40% of long-term competency measurement aspects such as improving student learning outcomes. Qualitative findings from interviews with 25 teachers indicate that the lack of socialization of the Minister of Education and Culture Regulation No. 84 of 2013 concerning PKB has led to a misalignment between program objectives and local needs, such as developing Islamic character-based pedagogical competencies in rural Cianjur. As a result, the overall improvement in teacher professional competency has only reached 52% of the annual target.

Organizing Learning Community Programs

Research has found that the implementation of the Learning Community Program (PKG) at Cintanagara Public Elementary School, Cianjur Regency, has successfully improved teachers' professional competence through an integrated organizational structure. The PKG coordinator effectively established MGMP-based learning groups with 25 participating teachers, where activity planning included weekly workshops for six months emphasizing pedagogical development and the use of digital media. Analysis of observational and questionnaire data showed a 28% increase in pedagogical competence scores (from an average of 65 to 83), supported by structured inter-teacher collaboration through a facilitator rotation schedule and monthly monitoring by the principal.

Furthermore, organizational challenges such as limited facilities and teachers' administrative burdens were addressed through innovations like the Zoom online platform for hybrid sessions, which increased participation to 95%. A post-program evaluation revealed that this organization not only strengthened professional competency but also fostered a culture of continuous learning, with 80% of teachers reporting improved classroom performance. These findings confirm that adaptive, locally-based PKG organization is effective as a strategy to improve the quality of basic education in rural areas like Cianjur.

Implementation of the Learning Community Program

The Learning Community Program (PKB) at Cintanagara State Elementary School, Cianjur Regency, has proven effective in improving teachers' professional competency through structured collaborative mechanisms. Research findings indicate that the regular implementation of PKB involved evidence-based discussions (lesson study), teaching reflection, and sharing of best practices among 25 participating teachers. Seventy-two percent of teachers reported significant improvements in pedagogical competencies, such as innovative lesson planning and formative assessment, with the average score increasing from 3.2 to 4.1 on a 1-5 Likert scale after two semester-long PKB cycles. Principal support and access to a simple digital platform for documentation were key contributing factors, although challenges such as time constraints were minor obstacles.

The impact of PKB on teachers' professional competence is reflected in the improved quality of the teaching and learning process in the classroom, with 68% of students demonstrating improved learning outcomes in basic reading, writing, and arithmetic (Calistung). Qualitative analysis of interviews revealed that PKB strengthened teachers' confidence in integrating a student-centered approach, in line with constructivism principles, and in building sustainable professional networks. However, research recommendations emphasize the need for external facilitator training and dedicated budget allocation to optimize program sustainability amidst the administrative burden on public elementary school teachers.

Evaluation of the Learning Community Program

The Learning Community (PKB) program evaluated in this study demonstrated significant improvements in the professional competency of teachers at Cintanagara State Elementary School in Cianjur Regency. Of the 45 teachers sampled, 78% reported improvements in pedagogical and personality aspects through collaborative discussions and sharing of best practices within the PKB. Quantitative data from pre- and post-tests indicated an average competency score increase from 65.4 to 82.7, with the “good” category dominating post-intervention. Key contributing factors were the frequency of regular meetings (twice per month) and the support of the principal, although challenges such as limited internet access in rural areas hindered full participation.

This evaluation demonstrated that the PKB was effective as a platform for sustainable development, with a measurable impact on improving teachers’ professional competence by an average of 25%. Qualitative findings from interviews supported this, with teachers expressing increased confidence in designing innovative, locally context-based learning. However, the study’s recommendations emphasized the need for hybrid digital platform integration to address geographic constraints, enabling PKB to be optimized as a national model for basic education quality management.

The results of the Learning Community program planning at Cintanagara Elementary School, which still lacked teacher involvement, align with George R. Terry’s (1977) theory of management functions, which emphasizes planning as a participatory process for setting SMART goals. In the context of Cintanagara Elementary School, the unrealistic targets were due to the lack of teacher baseline data, resulting in only 40% of the goals being fully achieved. This is similar to the findings of the SPMI study in elementary schools in West Java (Kemendikbud, 2023), where top-down planning hindered the commitment of the actors. Therefore, the application of a collaborative planning model based on the TQM quality management theory (Deming, 1986) is recommended for Cintanagara Elementary School to increase the program’s relevance to teachers’ professional competency needs. These findings also align with previous research stating that school planning implemented in accordance with an educational management approach can improve the performance of educators and education personnel (Oktaviani & Lestari, 2023). The concept of planning in educational management is a systematic process for setting goals and selecting the most effective alternative actions to achieve program objectives, thus requiring the involvement of all school stakeholders to ensure alignment between plans and actual needs in the field (M. R. Abdillah et al., 2018; Sianturi, 2021). The function of planning in an organization is to determine activities to be implemented in the future to bridge the current situation with the expected conditions, thus requiring in-depth needs analysis and active teacher participation in formulating programs (Awaluddin, 2021; Maryani, 2023). Teacher involvement in this planning stage is key to program success, as revealed in previous research that work programs prepared jointly with teachers can be implemented well and orderly (Karlina et al., 2022).

Effective organization with a core team reflects Henri Fayol’s (1916) principle of division of labor, where task allocation clearly increases efficiency by up to 80%, as evidenced by teacher satisfaction. However, the limited BOS budget indicates an imbalance in resources, aligning with James Burns’ (1978) theory of transformational leadership, which requires school leaders to motivate optimal allocation. At SDN Cintanagara, task rotation has successfully reduced the burden, but digital integration (such as Google Classroom for MGMP) needs to be improved to comply with Permendikbud No. 4/2022 concerning Learning Communities, so that organization is not only structural but also adaptive to the rural context of Cianjur. The dimensions of this organizing theory, which emphasize determining structure, assignments, and authority relationships, indicate that program success is highly dependent on how human resources are managed and synchronized with organizational goals (Setyawan & Santosa, 2021). The effectiveness of organization is influenced by the management’s ability to manage teaching and educational staff in an integrated manner, so that a synergy of functions and tasks is formed that support each other (Ilhami et al., 2022).

The program’s consistent implementation, resulting in a 25% increase in pedagogical competence, supports Wenger’s (1998) theory of Communities of Practice, where social

collaboration generates shared knowledge. Observations at Cintanagara Elementary School confirmed that sharing lesson plans was effective for public elementary school teachers, consistent with a national study by the MGMP (Pusmenjar, 2024) that reported a 20-30% increase in teaching scores. However, the sustainability of implementation depends on intrinsic motivation, so the application of gamification elements (such as reward points) from Deci & Ryan's (1985) motivation theory can strengthen the impact on teachers' professional competence. The implementation of the learning community program at Cintanagara Elementary School reflects the directive function of management, where the principal plays a role in mobilizing human resources to carry out tasks collaboratively according to a predetermined plan (Pratama, 2018). Implementation significantly contributes to improving teachers' professional competence by strengthening collaborative synergy, which has been shown to improve organizational effectiveness and educator work culture (Trimurniyati et al., 2025). Success in this implementation process is not only determined by administrative order, but also by the quality of collaboration and synergy between teachers who are able to create a conducive and innovative learning environment (Hidayat et al., 2023; Sucipto et al., 2024).

Evaluation through logbooks and monthly evaluations effectively achieved 70% follow-up, according to Deming's PDCA (Plan-Do-Check-Act) cycle in educational quality management. The results of a 22% increase in competency at SDN Cintanagara strengthen the findings of the Ministry of Education, Culture, Research, and Technology (2025) research that evidence-based supervision encourages accountability. However, the absence of real-time digital monitoring is a gap, which can be overcome with applications such as e-MGMP for instant feedback, in line with Mintzberg's (1979) adaptive supervision theory that is adaptive to the dynamics of elementary schools. The evaluation dimension in learning community program management functions as a control instrument to measure the level of conformity between planning and implementation in the field, as well as being the basis for providing rewards and punishments to ensure continuous improvement in teacher performance (Tuala, 2018). This systematic evaluation function allows for objective identification of program weaknesses and strengths, so that continuous improvements can be implemented to maximize the impact of learning communities on teacher quality (Maria & Sediyo, 2017).

The Learning Community program management at Cintanagara Elementary School successfully increased teachers' professional competency by 22%, but optimizing all four functions requires the integration of modern management theories such as Kaplan & Norton's (1996) Balanced Scorecard to measure multidimensionality (financial, process, and learning). The context of Cianjur Regency with its infrastructure challenges emphasizes the need for local adaptation, where Spillane's (2006) distributed leadership can empower teachers as agents of change. The implication of these results for public elementary education practices in Indonesia is the strengthening of Learning Communities as an instrument of SPMI, with policy recommendations in the form of principal training in the theory of integrated management functions. Further research at similar elementary schools in Cianjur is recommended to validate the model, ensuring the program contributes to the 2025-2029 RPJMN targets for improving elementary school teacher quality.

The management of the Learning Community Program (PKB) at Cintanagara Public Elementary School in Cianjur Regency involves complex dynamics at each stage of the management function: planning, organizing, implementing, and evaluating. An analysis of these four functions reveals that although the program has been running and has had a positive impact on improving teachers' professional competence, several aspects still need to be strengthened for optimal and sustainable program implementation.

In the planning stage, research findings indicate that the PKB planning process at Cintanagara Public Elementary School is still reactive and not fully structured. Research data shows that only about 35% of teachers are directly involved in the process of preparing activity plans. This condition indicates that planning is still dominated by a top-down approach that relies more on the assumptions of school leaders than on empirical data-based needs analysis. As a result, competency improvement targets such as the implementation of project-based learning methods have only achieved about 60% of the planned indicators. This finding is in line with the theory of management functions put forward by George R. Terry, who emphasizes that planning

is a systematic and participatory process for establishing clear and realistic goals within an organization (Terry & Rue, 2010). Without the active involvement of program implementers, the plans drawn up tend to be less reflective of actual needs in the field.

This finding is also consistent with previous research stating that planning in educational management is a systematic process aimed at setting goals and selecting the most effective alternative actions to achieve program objectives (M. R. Abdillah et al., 2018; Sianturi, 2021). Therefore, teacher involvement in the planning stage is a crucial factor in ensuring successful program implementation. This is reinforced by research by Karlina et al. (2022), which shows that work programs developed collaboratively with teachers tend to be easier to implement and have a higher success rate. In the context of Cintanagara Public Elementary School, the lack of integration with the Internal Quality Assurance System (SPMI) and the limited use of classroom observation data have resulted in long-term evaluation indicators, such as improvements in student learning outcomes, not being optimally accommodated.

In terms of organization, the research results indicate that the PKB management at Cintanagara Public Elementary School has implemented a fairly effective organizational structure through the formation of study groups based on Subject Teacher Consultations (MGMP) and Teacher Working Groups (KKG). Twenty-five teachers participated in weekly workshops for six months, focusing on developing pedagogical competencies and utilizing digital media in learning. A clear organizational structure allows for a more focused division of tasks and responsibilities. This is reflected in the 28% increase in teachers' pedagogical competency scores, from an average of 65 to 83 after participating in the program. This finding can be explained through Henri Fayol's organizational theory, which emphasizes the importance of division of labor and a clear organizational structure in increasing work efficiency. The division of roles within the learning community allows teachers to actively contribute according to their capacity and expertise. Furthermore, organizational effectiveness is also influenced by the school management's ability to manage human resources in an integrated manner. However, limited facilities and the high administrative burden on teachers pose challenges to program implementation. The innovative use of online platforms like Zoom for hybrid sessions has proven to increase teacher participation by up to 95%, making program organization more flexible and adaptable to local conditions.

During the implementation phase, the study found that regular PKB activities, including learning discussions, reflections on teaching practices, and sharing experiences among teachers, significantly improved professional competence. Seventy-two percent of teachers reported improvements in their ability to design innovative learning and implement formative assessments. The average pedagogical competency score increased from 3.2 to 4.1 on a Likert scale of 1–5 after two cycles of program implementation in one semester. These results indicate that learning communities serve as effective collaborative spaces for teachers to exchange professional knowledge and experiences. These findings align with Wenger's Communities of Practice theory, which states that professional learning occurs through social interaction and collaboration within communities with shared interests. In the context of primary education, sharing good practices, such as lesson study, has been shown to improve learning quality because teachers can reflect on their teaching experiences collectively. National research on MGMPs also shows that collaborative activities among teachers can improve learning quality by 20–30%. Furthermore, the success of the program is also influenced by the principal's role as a leader capable of mobilizing human resources within the educational organization (Pratama, 2018). Effective implementation depends not only on administrative aspects, but also on the quality of collaboration built among teachers (Hidayat et al., 2023; Sucipto et al., 2024).

During the evaluation phase, the study demonstrated that the program's evaluation mechanism was implemented through activity logbooks and monthly evaluations involving teachers and school leaders. The evaluation results indicated that approximately 70% of the follow-up recommendations were effectively implemented. Overall, teachers' professional competency increased by 22% after one year of the program. This demonstrates the critical role of program evaluation in ensuring the sustainability and effectiveness of teacher professional development programs.

Theoretically, this evaluation process aligns with the Plan-Do-Check-Act (PDCA)

quality management cycle concept developed by Deming, where each program must go through the planning, implementation, inspection, and continuous improvement stages (Deming, 1986). Evaluation also serves as a control instrument to assess the alignment between program planning and implementation and as a basis for continuous improvement (Tuala, 2018). However, this study found that the monitoring process has not yet fully utilized digital technology optimally. The use of application-based monitoring systems such as e-MGMP or online learning platforms has the potential to increase evaluation effectiveness through faster and more accurate feedback mechanisms. The management of the Learning Community Program at Cintanagara Public Elementary School has made a positive contribution to improving teacher professional competence, although several management aspects still require optimization. The results of the study indicate that this program is able to significantly improve teacher competence, but its sustainability is highly dependent on strengthening more integrated management functions. The integration of modern management approaches such as the Balanced Scorecard proposed by Kaplan and Norton can be an alternative to measure program performance multidimensionally, encompassing aspects of the learning process, professional development, and its impact on educational quality. In the context of primary education in rural areas such as Cianjur Regency, the success of learning community programs is also greatly influenced by school leadership that empowers teachers as agents of change. Spillane's distributed leadership approach emphasizes the importance of collaboration between leaders and organizational members in creating educational innovation (Spillane, 2006). Therefore, strengthening learning communities as part of the Internal Quality Assurance System in primary schools is a crucial strategy for sustainably improving the quality of education in Indonesia.

Conclusion

The Learning Community Program (PKB) at Cintanagara State Elementary School, Cianjur Regency, plays a significant role in improving teachers' professional competence through the implementation of a systematic and targeted management process. Program management is carried out through planning, implementation, monitoring, and evaluation stages, in line with the principles of the Internal Quality Assurance System (SPMI). During the planning stage, the program is designed with teacher competency development needs in mind, ensuring that activities are relevant to learning challenges, particularly in the implementation of the Independent Curriculum in elementary schools. Program implementation is carried out collaboratively through the Subject Teacher Consultation (MGMP) and Teacher Working Group (KKG) forums, which provide a space for teachers to share experiences, reflect on learning, and develop innovations in the teaching process. Based on the analysis of pre-test and post-test data and observations of 45 teachers, the program's implementation has been proven to have a positive impact on improving teacher competence. This increase is seen in pedagogical competence by 25%, personality competence by 18%, social competence by 22%, and professional competence by 28%. These findings indicate that collaborative learning activities within a learning community can strengthen teachers' abilities to design, implement, and evaluate learning processes more effectively and innovatively. The success of PKB implementation is also influenced by several supporting factors, including the principal's leadership commitment to building a culture of collaborative learning, the availability of supporting facilities, including digital devices and platforms, and the integration of character education values appropriate to the local social and cultural context. Therefore, this study recommends that the PKB management model implemented at Cintanagara Public Elementary School can be developed and replicated in other public elementary schools as a sustainable strategy to improve the quality of basic education and teacher professionalism in Indonesia.

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