

## LEARNING COMMUNITY ‘BERNAS’ AS A MEANS TO IMPROVE THE QUALITY OF TEACHING AND LEARNING PROCESS

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### ABSTRAK

Penelitian ini bertujuan untuk mengetahui sejauh mana komunitas belajar memberikan dampak terhadap peningkatan kualitas proses belajar mengajar di SMAN 1 Kedungwuni. Penelitian ini merupakan penelitian kualitatif dan deskriptif dimana peneliti menggunakan kuesioner, wawancara, analisis dokumen, dan observasi untuk mengumpulkan data. Berdasarkan penelitian terdapat peningkatan kualitas proses belajar mengajar setelah adanya ‘BERNAS’. Peningkatan tersebut didukung oleh fakta bahwa 60% guru mengajar menggunakan metode kreatif yang ditangkap oleh supervisi akademik. Selain itu, 65% siswa dari 104 siswa sampel menyatakan proses belajar mengajar di SMAN 1 Kedungwuni efektif dan menyenangkan. Bukti lainnya adalah 75% guru mengungkapkan bahwa mereka mendapatkan lebih banyak pengetahuan dan wawasan dengan berpartisipasi dalam komunitas belajar ‘BERNAS’ dan berguna untuk meningkatkan kualitas proses belajar mengajar di kelas mereka. Terakhir, peningkatan mutu proses belajar mengajar dibuktikan dengan nilai mutu proses belajar mengajar dalam Laporan Pendidikan oleh pemerintah yang meningkat 9,08% dari tahun lalu. Kesimpulannya, komunitas belajar ‘BERNAS’ telah mendorong para guru untuk meningkatkan kualitas proses belajar mengajar di kelasnya. Namun penelitian juga menunjukkan bahwa sekitar 35% siswa sampel merasa tidak nyaman belajar di SMAN 1 Kedungwuni dan 40% guru masih perlu meningkatkan kinerjanya. Hal ini menunjukkan bahwa peningkatannya tidak setinggi yang diharapkan. Sekolah menargetkan 80% guru menjadi guru yang efektif.

**Kata kunci:** Komunitas belajar, Peningkatan, Kualitas proses belajar mengajar

### ABSTRACT

*This study aims to discover how far the learning community gives impact to the improvement of the quality of teaching and learning process in SMAN 1 Kedungwuni. The research is a qualitative and descriptive research in which the researcher used questionnaire, interview, document analysis, and observation to collect the data. Based on the study there is improvement of the quality of teaching and learning process after the existence of ‘BERNAS’. The improvement is supported by the fact that 60 % of teachers teach using creative method captured by the academic supervision.. Besides, 65% students out of 104 sampling students state that they the teaching and learning process in SMAN 1 Kedungwuni is effective and fun. Another evidence is that 75% teachers reveal that they get more knowledge and insight by participating in ‘BERNAS’ learning community and it is useful to improve the quality of teaching and learning process in their classes.*

*Finally, the improvement of the quality of teaching and learning process is approved by the grade of the quality of teaching and learning process in Education Report by the government which improves 9,08 % from last year. In conclusion, the learning community 'BERNAS' has made the teachers improve their quality of teaching and learning process in their classes. However, the study also shows that around 35 % of the sampling students do not feel enjoyable to study in SMAN 1 Kedungwuni and 40% of teachers still need to improve their performance. It reveals that the improvement is not as high as expected. The school targeted 80% of the teachers be effective teachers.*

**Key words** : *Learning Community, Improvement, Quality of Teaching and learning process.*

## INTRODUCTION

In SMAN 1 Kedungwuni, learning community is held for teachers with the objective to improve the quality of the teaching and learning process. In Curriculum 'Merdeka' we have to apply the new paradigm of teaching and learning process in which the teachers need to have the same perspective of the approach of teaching and learning process.

According to *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Jakarta* (2021) in the new paradigm of teaching and learning process, there are some principals that must be applied by teachers. The principles are : 1) The teaching and learning process is designed by considering the students' growth level and the achievement of the students, based on the learning necessity and reflects the various characteristics and different levels of students' learning growth, so the teaching and learning process is more fun and meaningful. 2) The teaching and learning process is designed and carried out to build the capacity of the students to be life-long learners. 3) The teaching and learning process supports the development of students' competence and characters holistically. 4) The teaching and learning process should be relevant, in which it is designed based on the context of the subject in the real life, including the context of environment and culture. It should also involve the students' parents and society members as partner. 5) The orientation of the teaching and learning process is the sustainable future for students.

As the new paradigm should be internalized to the teachers seriously and intensively, the school considers that the existence of learning community is urgently needed to implement the new curriculum with the new paradigm of the teaching and learning process. Based on this necessity, SMAN 1 Kedungwuni holds the learning community for teachers which is called 'BERNAS'. In Bahasa Indonesia, 'BERNAS' means full, filled out, pithy, or spirited. Besides, 'BERNAS' is also the short term of '*Bersama Tingkatkan Kapasitas*' or together we improve our capacity.

The previous study related to this study is written by Hu- Ling Wendy Pan and Shu Huei Cheng (2023) entitled Examining the Impact of Teacher Learning Communities on Self-Efficacy and Professional Learning: An Application of the Theory-Driven Evaluation. The findings suggest that the experiences in TLCs had an impact on teachers' professional learning beliefs and behaviors through their self-efficacy. With the good self-efficacy for teachers, the students can study successfully, as stated by Donoho Je (2017) in Covey F in LeaderinMe (2014), "Fostering collective teacher efficacy is a timely and important issue if we are going to realize success for all students."

Based on some theories and the previous study, the researcher has an hypothesis that the teacher learning community 'BERNAS' can improve the teacher efficacy that can impact the quality of teaching and learning process in SMAN 1 Kedungwuni. The purpose of the study is to find out how far the teacher learning community of 'BERNAS' can improve the quality of teaching and learning process in SMAN 1 Kedungwuni and as the reflection and evaluation for the improvement of the learning community itself to give bigger impact to the quality of the teaching and learning process. The excellent teaching and learning process is expectedly ended with the success of the students in mastering some competencies and developing strong good characters.

The research question of the study are 1) How does SMAN 1 Kedungwuni carry out the learning community 'BERNAS'? 2) What is the impact of teacher learning community 'BERNAS' on the improvement of teaching and learning

process in SMAN 1 Kedungwuni? And 3) How can the teacher learning community 'BERNAS' improve the teaching and learning process in SMAN 1 Kedungwuni?

The study is a qualitative descriptive study which includes simple calculation to prove the level of improvement. To collect the data, the researcher used the technique of observation, interview, and delivering questionnaire to the teachers and students. The researcher also used document analysis to confirm the improvement of the teaching and learning process in SMAN 1 Kedungwuni. To analyze the data, the researcher use triangulation technique in which the researcher draw a conclusion by analyzing the data from various sources.

## **DISCUSSION**

"Professional Learning Communities (PLCs) are collaborative groups of educators who share a commitment to continuous improvement and student success through ongoing reflection, dialogue, and collaboration." (Smith & Jones, 2019). The term "learning communities" (LC) is an instructional strategy where people work together toward a common goal—students working with students, faculty working with faculty within the same discipline or from different disciplines, or students working with faculty. In SMAN 1 Kedungwuni, the learning community is held for teachers to study together to increase their capacity in teaching. Munazah (2015) states that learning community is a strategy of learning which involves the interaction of learners in groups. Learning communities can also be defined as a group of individuals who collaboratively engage in a learning endeavor toward a common goal during a prescribed period of time. Broadie (2021,2) gives a definition of professional learning community as groups of teachers who come together to engage in regular, systematic and sustained cycles of inquiry-based learning, with the intention to develop their individual and collective capacity for teaching to improve student outcomes which other confirm; (Hairon et al. 2017, Stoll et al. 2006).

To carry out a learning community, there must be some conditions that must be fulfilled, namely connectedness and trust, and supportive environment. For connectedness and trust, learning communities should impart trust and mutual respect, members of the community understand that in addition to working on

problems, they also are part of the solution—they must provide equal time in solving problems. Besides, learning communities should provide a safe and secure learning environment where members feel free to discuss issues without the worry of reprisal.

For the supportive environments, everyone has a voice and that voice should be heard, respected, encouraged and supported, the community of learners is meant to cooperate and work through challenges and problems, and members are accountable for their actions and are expected to complete their share of the work load. Members feel free to rely on other members for support.

Here are some benefits of professional learning communities (PLCs) according to experts: 1) Increased Teacher Collaboration: PLCs foster a culture of collaboration among educators, allowing them to share ideas, resources, and best practices. (Hord,S.M.,1997). 2) Improved Student Learning: By working together and sharing effective teaching strategies, educators in PLCs can enhance student learning outcomes. ( DuFour, R., DuFour, R., & Eaker, R., 2008 ) . 3) Enhanced Professional Growth: PLCs provide opportunities for professional development and learning, leading to continuous growth and improvement among educators. (Vescio, V., Ross, D., & Adams, A., 2008)

The professional growth of the teachers will be fruitful in the improvement of teacher efficacy. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success. This includes helping students learn, building effective programs for students, and effectively changing student learning (Gkolia, Belia, & Koustelios, 2014).

In an article by Covey F in LeaderinMe (2014), there are some impacts brought by teachers having good self-efficacy, namely: 1) Teachers who attribute student success to factors inside their control (looking at alternative strategies, collaborating with colleagues, helping students see themselves as capable learners) rather than factors outside their control (family situation, class size, student effort) have much higher levels of efficacy. 2) Holding multiple roles in the school elevates teachers' sense of self-efficacy through a commitment to the school and increased job satisfaction (Gkolia et al., 2014). 3) When teachers learn and implement new

practices, students benefit. In other words, students get better when teachers get better. When teachers come to think, know, understand, and practice differently in a demonstrable area of student learning needs, student achievement is positively impacted (Katz, Dack, & Malloy, 2017).

When a group of teachers share the belief in their ability to positively affect students, it is commonly known as collective teacher efficacy. Collective teacher efficacy is ranked as the *NUMBER-ONE* factor influencing student achievement (Hattie, 2016). As stated in Covey F in LeaderinMe (2014), in schools where there is collective teacher efficacy, teachers: 1) Show more positive attitudes toward professional development (Rauf, Ali, Aluwi, & Noor, 2012). 2) Exhibit deeper implementation of evidence-based instructional strategies (Cantrell & Callaway, 2008; Parks, Solmon, & Lee, 2007). 3) Have a stronger focus on academic pursuits (Hoy, Sweetland, & Smith, 2002). 4) Have higher levels of motivation, relationship satisfaction, and intent to stay in the profession (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2011).

Considering the benefits of a learning community, SMAN 1 Kedungwuni has conducted the learning community 'BERNAS' since July 2023. The activity of the learning community is carried out every Monday morning after the flag ceremony from 8.00 a.m until 9.00 a.m. The students do class cleaning and finishing their assignments when the teachers are having the discussion in the learning community.

The topics discussed in the learning community 'BERNAS' cover the topics dealing with the implementation of the new paradigm of teaching and learning process under 'Merdeka' Curriculum. The topics range from differentiated learning, contextual learning, literacy and numeration, students' wellbeing, positive discipline, learning of 21<sup>st</sup> century, assessment, teaching literacy and numeration, and so on. The presenters are teachers who are considered capable of sharing their knowledge with their friends. In another occasion, the activity of 'BERNAS' is sharing the best practice of the teachers. They do either teaching simulation or presenting the strategies of their best practice of teaching in the forum. Learning community 'BERNAS' also accommodates the discussion among teachers with the

same subjects in the forum school *MGMP*. They intensively discuss how to solve the problems of the teaching and learning process in the classroom. Once, BERNAS has carried out the discussion on line through a *webinar*, promoting the topic of Asset Identification. The participants were not only teachers of SMAN 1 Kedungwuni but also teachers from other schools throughout Indonesia. They were up to 150 participants.

So far, the teacher learning community ‘BERNAS’ runs smoothly, with a few obstacles. The first problem is about limited time available for the activity of the learning community. It takes place for around an hour and often the discussion should be continued for the next meeting. On the other hand, the time used for the learning community will slightly take the time of teachers for accompanying students to study. The second problem is about the participation of the teachers in the learning community. Only a few teachers actively speak up in the forum of discussion.

The impact of the teacher learning community ‘BERNAS’ on the teaching and learning process in class is good. 75 % of teachers state that the activity of ‘BERNAS’ is beneficial for them to improve the quality of the teaching learning process in their classes. In <https://teamtomeducation.com/what-is-high-quality-teaching/> Stanford University suggest high quality teaching includes: 1) Engaging students in [active learning](#). 2) Create intellectually challenging tasks. 3) Ensure [scaffolds](#) produced successful practice. 4) Use clear learning goals and constant feedback.

The quality of learning can be defined as the learning process takes place in a superior, adequate, and provide benefits for the development of all potential of learners. The quality of learning is not only seen from the learning outcomes, but also on the learning process.

Ghufron, A (2017) states that the characteristics of quality learning based on the meaning of quality of learning that emphasizes the external aspects. For example, the characteristics of learning quality include achievement of goals, learning productivity, management efficiency, effectiveness, attractiveness, conducive and value-added. Characteristic of learning quality that is happy

(psychological prosperity) learners, completed achievement of competence offered, good administration of learning, and appropriately used the model and learning technique, learning result increased, student behavior (attitude, cognition, skill) increase, teacher-student familiarity, fun learning atmosphere, and discipline.

Characteristics of the quality of learning based on the meaning of the quality of learning that emphasizes the aspects of input, process, and output is characterized by several indicators, namely the quality of learners, learning programs, learning ecosystems, learning institutions, teachers or facilitators of learning, active students, orderly learning process, The process of functional class management, leadership that supports improvement, will increase the motivation to learn, the teacher understand the students, the student is happy with the teacher, cooperative and collaborative learning, reflective assessment, there is feedback and available information system. Similarly, the teacher understands all students from the physical, mental, and talent aspects of interest so that it can be successfully increased and optimal, so that it benefits the society and the state.

75% of the teachers of SMAN 1 Kedungwuni state that they have better insight on the high quality of teaching and learning process after they join some discussions held in the teacher learning community 'BERNAS'. They get a lot of information and knowledge about how to conduct the teaching and learning process properly. Some of the teachers feel happy as this community has changed the atmosphere of working from individual responsibility into collaborative responsibility. Teachers with the same subjects are boosted to sit together to discuss about the problems in their classes to find the solutions. Some teachers say that through community learning 'BERNAS,' they are motivated to study further to improve their service to the students.

65 % students out of 104 say that the teachers of SMAN 1 Kedungwuni teach with creative method. The teaching and learning process is effective and fun. Before teaching, the teachers make a study agreement or contract with the students, tell about the objective of study, explains the planned assessment, and states about the planned activities for the students. They also say that teachers are more accommodative to listen to their questions, ideas, and intentions. Some of teachers



also pay attention to their wellbeing by doing ice breaking and games. The teachers also use positive and encouraging words. The teaching and learning process in SMAN 1 Kedungwuni tends to be student-centered.

Based on the data captured in the observation on academic supervision, around 60 % of teachers involve the students to do activities as the process of learning. Instead of just explaining the subject matters, teachers make the students work in groups, present something, do projects, produce something, perform something, and others. They not only focus on the students' mastery on competence, but also on the character building of the students and their well being. 'Merdeka' Curriculum mandates the teachers to instill the profile of 'Pelajar Pancasila' or Pancasila students, namely believing in one God and having noble characters, cooperative and collaboration, individual responsibility or independent, thinking critically, creative, and respecting diversities. (Ministry of Education and Culture, 2020). The data shows that the improvement is not as high as expected by the school. The school targeted 80% of the teachers can have high efficacy after joining the learning community 'BERNAS'.

The improvement of the quality of teaching and learning process is also shown in the increase of the grade of the quality of teaching and learning process in Education Report by the government. It increases 9,08 % from last year. The grade of last year in the quality of teaching was 62,1 with 'medium' predicate, while in 2024, the grade is 71,19 with predicate 'good'. The score is concluded from the answers of the students and teachers in the activity called ANBK or '*Asesmen Nasional Berbasis Komputer*' or computer assisted national assessment. ANBK aims to make an educational mapping of the schools in Indonesia.

The teacher learning community 'BERNAS' can improve the quality of teaching and learning process in SMAN 1 Kedungwuni as in the activity the teachers : 1) Get information about the new paradigm of teaching and learning process in Merdeka Curriculum from colleagues in the form of presentation. The source of information can be from PMM (*Platform Merdeka Mengajar* by the ministry of education) or others. 2) Discuss in groups of teachers with the same subjects about the problems in the classrooms and they share with one to another

about the solution. 3) Share the teaching best practices either in big group of all teachers or in the small groups of school MGMP. 4) Study further to share their best practices. 5) Learn from other teachers. 6) Get inspiration from other teachers.

By studying togher in a learning community, the teachers of SMAN 1 Kedungwuni know more about how to conduct the teaching and learning process in their classrooms effectively with enjoyable atmosphere. By studying together, theoretically, the teachers can improve their self-efficacy. However, in the reality, it depends on the willingness of teachers to change to be better. This study does not focus on the improvement of teacher efficacy deeply, but in general, some teachers say that they get more knowledge and insight about teaching strategy through the activity of learning community.

The followings are some changes of the focus of teaching and learning process in SMAN 1 Kedungwuni before and after the existence of the teacher learning community ‘BERNAS’ :

Table. 1 Different condition before and after the existence of the teacher learning community ‘BERNAS

<b>Before</b>	<b>After</b>
1. Teacher-centered	1. Student-centered
2. Instructions from teachers	2. Learning contract
3. Material delivey oriented	3. Competence mastery oriented
4. Teaching	4. Facilitating learning
5. Finishing the material	5. Character building
6. Tense atmosphere	6. Enjoyable atmosphere
7. Focus on result	7. Focus on process
8. Learning for a test	8. Life-long learning
9. Reward and punishment	9. Positive discipline
10. One strategy for all	10. Differentiated learning
11. Conceptual and theoretical	11. Relevant and contextual

Although in general the learning community gives impact to the improvement of the teaching and learning process in SMAN 1 Kedungwuni, there are still around 40 % of teachers who do not implement the knowledge they get

from the learning community. They tend to be conservative to apply the teacher-centered learning.

## CONCLUSION

Community learning 'BERNAS' is a learning community of teachers in SMAN 1 Kedungwuni to improve their capacity to be good teachers. It is held every Monday morning for around one hour. The topics of discussion is about the new paradigm of the teaching and learning process under Merdeka Curriculum. The activities range from presentation, group discussions, sharing teaching best practices, and teaching simulation.

The study finds out that the teacher learning community 'BERNAS' can improve the quality of teaching and learning process in SMAN 1 Kedungwuni. It is concluded from the statement of the students, the acknowledgment of the teachers, the document of National Educational Report, and the observation under the activity of academic supervision.

The teacher learning community 'BERNAS' can improve the quality of teaching and learning process as the teachers improve themselves through the activity of the learning community. They share one to another about how to conduct the teaching and learning process effectively and fun. Before the existence of learning community 'BERNAS', the teachers tend to use teacher-centered approach, while after joining BERNAS, they tend to implement the student-centered approach in teaching.

This study shows that the improvement is not as high as expected since there are still 35% students do not feel enjoyable to study in SMAN 1 Kedungwuni and around 40 % of teachers still should improve their quality of teaching. This research is at once as the evaluation and reflection of the learning community in SMAN 1 Kedungwuni.

There should be a further study about the improvement of teacher efficacy to track more detail why some teachers are reluctant to change after they get a lot information on how to teach effectively and fun in the learning community.

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