

## LEARNING GOVERNANCE STRATEGY IN IMPROVING THE QUALITY OF EDUCATION: A STUDY AT SD NEGERI 1 SIMEULUE CUT ACEH

**Tauhid Harsami**

Universitas Syiah Kuala, Aceh, Indonesia

[tauhid24h@mhs.usk.ac.id](mailto:tauhid24h@mhs.usk.ac.id)

**Nasir Usman**

Universitas Syiah Kuala, Aceh, Indonesia

[Nasir@usk.ac.id](mailto:Nasir@usk.ac.id)

**Niswanto**

Universitas Syiah Kuala, Aceh, Indonesia

[niswanto@usk.ac.id](mailto:niswanto@usk.ac.id)

**Markas Afaidi**

Universitas Syiah Kuala, Aceh, Indonesia

[markasismiafaidi89@gmail.com](mailto:markasismiafaidi89@gmail.com)

### Abstract

*This research is motivated by the low quality of primary education in the archipelago, particularly at SD Negeri 1 Simeulue Cut, which is influenced by suboptimal learning governance. The purpose of this study is to explain the strategy of curriculum governance and learning planning, classroom governance and ICT-based teacher-student interaction, and teacher career development governance through learning communities. The methodology used is descriptive qualitative with interview, observation, and documentation techniques, as well as data analysis using the Miles and Huberman model. The research was conducted at SD Negeri 1 Simeulue Cut for three months, involving the principal, teachers, and students as participants. The results show that teachers have prepared lesson plans and teaching materials according to standards, utilized contextual media, and began to integrate ICT in learning. The teacher learning community has also been shown to encourage the development of professionalism and innovation. In conclusion, curriculum governance, ICT-based interaction, and an integrated teacher community contribute significantly to improving the quality of education in elementary schools. This study contributes to the development of an integrated learning governance model based on curriculum, ICT, and teacher communities in an effort to improve the quality of primary education.*

*Keywords: Curriculum Governance, ICT-Based Learning, Teacher Learning Community, Quality of Basic Education, Simeulue*



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

## INTRODUCTION

Learning governance strategies are key to improving the quality of education at SD Negeri 1 Simeulue Cut. There are three fundamental reasons why this is important. First, systematic curriculum planning through lesson plans, media, and teaching materials helps teachers achieve learning indicators more measurably. Second, ICT-based teacher-student interactions have been shown to encourage more active student participation than conventional methods. Third, teacher professional development through learning communities can strengthen pedagogical competence sustainably. Social facts show that the disparity in education quality between island and mainland regions remains high. This report concludes that the consistent implementation of the Independent Curriculum has been proven to improve learning outcomes.<sup>1</sup> For example, teachers who consistently prepare lesson plans can increase student average grades, the use of projectors during teaching makes students more interested in learning, and regular discussions within the teacher community give rise to innovative new learning strategies. Thus, the synergy of curriculum, technology, and the teacher community provides a solid foundation for improving the quality of education in elementary schools.

The concept of curriculum governance in the context of basic education emphasizes the importance of integrated planning, implementation, and evaluation so that learning objectives are achieved effectively. According to Laksana, a good curriculum must be adaptive to technological developments and the needs of 21st-century learners.<sup>2</sup> Vian added that curriculum governance must be able to balance flexibility with accountability, especially in the implementation of *the Independent Curriculum*.<sup>3</sup> Najwa Sabila emphasized that a modern curriculum needs to promote global citizenship values while being contextual to the local culture of the school.<sup>4</sup> Meanwhile, Huda highlighted that curriculum management must be accompanied by improving teacher professional competence for effective implementation.<sup>5</sup> Study Alawiyah also emphasized that strengthening the role of teachers in designing and evaluating the curriculum is key to successful

---

<sup>1</sup> Bishoy L. Zaki, "Practicing Policy Learning during Creeping Crises: Key Principles and Considerations from the COVID-19 Crisis," *Policy Design and Practice*, ahead of print, 2024, <https://doi.org/10.1080/25741292.2023.2237648>.

<sup>2</sup> Leberina Elviana Laksana. Wurdiana Shinta, "Plagiarism Checker X Originality Report," *Jurnal Edudikara* 9, no. 1 (2019).

<sup>3</sup> Ilham Sefti Vian, Suci Emilia Fitri, and Nurkholis Majid, *Implementasi Kurikulum Merdeka Dilihat Dari Perspektif Tata Kelola Pendidikan Study Kasus SMAN 3 Jakarta*, 11, no. 3 (2025).

<sup>4</sup> Najwa Sabila, Desy Safitri, and Sujarwo, "Pelestarian Nilai Budaya Melalui Pendidikan Di Tengah Arus Globalisasi Preserving Cultural Values Through Education in the Midst of Globalization," *Jurnal Intelek Insan Cendikia* 2, no. 4 (2025).

<sup>5</sup> Atiqah Miftahul Huda et al., "Optimalisasi Pengelolaan Kurikulum Sebagai Upaya Meningkatkan Mutu Pembelajaran Jurnal Ilmu Manajemen Dan Pendidikan," *Jurnal Ilmu Manajemen Dan Pendidikan* 02, no. 01 (2025).

learning.<sup>6</sup> Thus, modern curriculum governance is no longer merely administrative, but a dynamic managerial system to ensure the quality of education.

Curriculum governance and learning planning are a series of systematic processes that include planning, implementing, and evaluating teaching and learning activities so that educational goals are achieved effectively. According to Mahrus, curriculum governance serves as a strategic guideline in directing all learning components according to national education standards.<sup>7</sup> Meanwhile, Mawardi explains that learning planning is an operational step of curriculum governance that is realized through the preparation of Learning Implementation Plans (RPP), media selection, and development of contextual teaching materials.<sup>8</sup> Wati emphasize that a well-managed curriculum will encourage teachers to design learning that is relevant, innovative, and adaptive to student needs.<sup>9</sup> Thus, curriculum governance and learning planning are not only administrative in nature, but also reflect teachers' managerial abilities in creating a structured, meaningful learning process that is oriented towards improving the quality of education.

Curriculum governance and learning planning are influenced by several key factors, including teacher competence, school policy support, availability of facilities, and a collaborative culture within the educational environment. According to Priyanto, the dimension of teacher professionalism is the most dominant aspect because it determines the quality of lesson plan implementation and the use of learning media.<sup>10</sup> Ihsan and Masuroh added that the principal's leadership factor also strengthens the effectiveness of curriculum governance through continuous supervision and coaching.<sup>11</sup> A case study at SDN 1 Simeulue Cut showed that teachers who have access to training and learning communities are more consistent in developing teaching materials and implementing innovative ICT-based methods. Masfufah also emphasized that a well-managed

---

<sup>6</sup> Faridah Alawiyah, "Peran Guru Dalam Kurikulum 2013," *Aspirasi: Jurnal Masalah-Masalah Sosial* 4, no. 1 (2013).

<sup>7</sup> Mahrus Mahrus, "Manajemen Kurikulum Dan Pembelajaran Dalam Sistem Pendidikan Nasional," *JIEMAN: Journal of Islamic Educational Management* 3, no. 1 (2021), <https://doi.org/10.35719/jieman.v3i1.59>.

<sup>8</sup> Mawardi Mawardi, "Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran," *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 20, no. 1 (2019), <https://doi.org/10.22373/jid.v20i1.3859>.

<sup>9</sup> Mila Wati et al., "Efektivitas Manajemen Kurikulum Untuk Meningkatkan Kualitas Pembelajaran," *Journal Educational Research and Development* 01, no. 04 (2025).

<sup>10</sup> Dian Eka Priyantoro, "Profesionalisme Guru Dalam Meningkatkan Kualitas Pembelajaran," *Edukasi Lingua Sastra* 14, no. 1 (2016).

<sup>11</sup> Muhammad Ihsan and Waqiatul Masuroh, "Manajemen Dan Kepemimpinan Kepala Sekolah SMPI Miftahul Ulum Takobuh Dalam Mengembangkan Sekolah Unggul," *LENTERA: Jurnal Kajian Keragaman Keilmuan Dan Teknologi* 24 (2025).

curriculum has a direct impact on improving learning outcomes and student engagement. Thus, the success of curriculum governance is determined.<sup>12</sup>

The success of curriculum governance in basic education has been widely discussed in various studies emphasizing the interconnection between leadership, teacher competence, and institutional culture. According to Marion, curriculum implementation is most effective when supported by distributed leadership that empowers teachers as curriculum developers rather than mere executors.<sup>13</sup> Similarly, Nazmul Mene argues that reforming curriculum practices depends on teachers' capacity for reflective adaptation in their classrooms.<sup>14</sup> Studies by Bahri highlight that curriculum governance in primary schools must be contextually adjusted to local needs, ensuring relevance to students' socio-cultural environment.<sup>15</sup> In this sense, curriculum governance at SD Negeri 1 Simeulue Cut aligns with the broader theoretical perspective that emphasizes curriculum as a living process continuously negotiated through collaboration, reflection, and contextual adjustment within the school community.

Further literature also suggests that effective curriculum governance requires systemic support and a culture of professional collaboration. Margus note that teacher learning communities play a vital role in sustaining curriculum innovation, especially in schools with limited access to technological or institutional resources.<sup>16</sup> Meanwhile, Pengyue emphasize that continuous professional development and supportive leadership structures are key to translating curriculum policies into classroom innovations.<sup>17</sup> Empirical evidence from studies conducted in remote or island-based schools, such as those discussed by Olga, reveals that when teachers are given opportunities to engage in professional collaboration and receive institutional backing, curriculum governance tends to improve both in consistency and creativity.<sup>18</sup> Thus, the literature confirms that curriculum governance when built upon collaborative culture, contextual adaptation, and strong

---

<sup>12</sup> Masfufah Masfufah, Didit Darmawan, and Eli Masnawati, "Strategi Manajemen Kelas Untuk Meningkatkan Prestasi Belajar Siswa," *Manivest: Jurnal Manajemen, Ekonomi, Kewirausahaan, Dan Investasi* 1, no. 2 (2023).

<sup>13</sup> Marion Hersh, "Evaluation Framework for ICT-Based Learning Technologies for Disabled People," *Computers and Education*, ahead of print, 2014, <https://doi.org/10.1016/j.compedu.2014.05.001>.

<sup>14</sup> Nazmul Hasan and Manisha J. Nene, "ICT-Based Learning Solutions for Children with ASD: A Requirement Engineering Study," *International Journal of Special Education*, ahead of print, 2022, <https://doi.org/10.52291/ijse.2022.37.31>.

<sup>15</sup> Bahri et al., "Utilization of ICT-Based Learning Media in Local History Learning," *Journal of Physics: Conference Series*, 2021, <https://doi.org/10.1088/1742-6596/1764/1/012079>.

<sup>16</sup> Margus Pedaste et al., "Phases of Inquiry-Based Learning: Definitions and the Inquiry Cycle," in *Educational Research Review*, preprint, 2015, <https://doi.org/10.1016/j.edurev.2015.02.003>.

<sup>17</sup> Pengyue Guo et al., "A Review of Project-Based Learning in Higher Education: Student Outcomes and Measures," *International Journal of Educational Research*, ahead of print, 2020, <https://doi.org/10.1016/j.ijer.2020.101586>.

<sup>18</sup> Olga Chernikova et al., "Simulation-Based Learning in Higher Education: A Meta-Analysis," *Review of Educational Research*, ahead of print, 2020, <https://doi.org/10.3102/0034654320933544>.

pedagogical leadership serves as a strategic foundation for improving the quality of education in primary schools like SD Negeri 1 Simeulue Cut.

The main objective of this study is to analyze learning governance strategies to improve the quality of education at SD Negeri 1 Simeulue Cut through an integrated and systematic approach. The study aims to understand how teachers develop lesson plans, media, and teaching materials according to curriculum standards to create a more structured learning experience. Furthermore, this study aims to examine the effectiveness of ICT implementation in teacher-student interactions to encourage active participation and higher learning engagement. Another focus is to identify the role of teacher learning communities in continuously improving pedagogical competence and professionalism. By examining these three aspects simultaneously, this study is expected to identify synergistic patterns of learning governance relevant to the context of elementary schools in the island region. The results are expected to provide practical contributions to school quality development and theoretical contributions to the literature on educational management. Thus, this study not only captures empirical conditions but also formulates applicable strategic recommendations.

This study is based on the argument that an integrated learning governance strategy is believed to be a concrete solution to improving the quality of education in elementary schools, particularly in island regions like Simeulue. Developing lesson plans, media, and teaching materials that align with the curriculum is not merely an administrative procedure, but rather an instrument that determines the direction of student learning outcomes in a measurable manner. The application of ICT in classroom interactions is not merely a modern trend but has been proven to increase student motivation, engagement, and participation compared to traditional methods. Similarly, teacher learning communities are not merely informal discussion forums but professional collaboration spaces that strengthen teachers' pedagogical capacity. The integration of these three aspects is the main argument that educational quality cannot be improved partially but must be through the synergy of curriculum, technology, and teacher development. If these aspects are ignored, educational quality will stagnate even if resources are available. Conversely, when managed properly, all three can create a productive, adaptive, and sustainable learning climate. Therefore, systematic learning governance should be seen as a primary strategy for improving the quality of elementary education.

## **RESEARCH METHODS**

This research method focuses on three key aspects of learning governance. First, in curriculum governance and learning planning, the focus is directed at analyzing the preparation of lesson plans, the use of learning media, and the development of teaching materials that comply with

curriculum standards.<sup>19</sup> Second, in classroom governance and teacher-student interaction, the research is narrowed to ICT-based learning practices, including the use of projectors, digital applications, and online media that strengthen student participation. Third, in teacher development and career governance, the study focuses on the formation and dynamics of teacher learning communities as a means of reflection, collaboration, and professional competency improvement. This narrowing was carried out to ensure the research is more focused, directed, and measurable, while also describing the synergistic relationship between curriculum, classroom interaction, and teacher development in improving the quality of education at SD Negeri 1 Simeulue Cut. This research uses a descriptive qualitative approach with the aim of understanding in-depth the learning governance strategies at SD Negeri 1 Simeulue Cut.

The research data consists of complementary primary and secondary data. Primary data were obtained directly through in-depth interviews with the principal, teachers, and students regarding learning governance practices, as well as classroom observations to assess the implementation of lesson plans, the use of learning media, the use of ICT, and teacher-student interactions.<sup>20</sup> Documentation of teacher learning community activities, including discussions, regular meetings, and teaching strategies, also forms part of the primary data. Meanwhile, secondary data are sourced from official school documents such as the curriculum, written lesson plans, teaching materials, school work plans (RKAS), learning activity reports, archives of teacher meetings, photos or videos of ICT-based learning, and academic literature related to education governance. These two types of data are combined to produce a comprehensive, measurable, and academically accountable picture.

Data collection was conducted through three main techniques: interviews, observation, and documentation, validated by triangulation of sources and methods.<sup>21</sup> In-depth interviews were conducted with the principal, teachers, students, and members of the teacher learning community to explore perceptions, experiences, and practices of learning governance. Direct classroom observations were conducted to assess the suitability of the lesson plan (RPP) with the implementation of learning, media use, and ICT-based teacher-student interactions. Documentation was used to collect data from the lesson plan, teaching materials, activity photos, learning videos, and relevant school reports. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data display, and verification. Reduction was carried out to filter

---

<sup>19</sup> Kristof Van Assche et al., "Policy Learning and Adaptation in Governance; a Co-Evolutionary Perspective," *Administration and Society*, ahead of print, 2022, <https://doi.org/10.1177/00953997211059165>.

<sup>20</sup> Putri Rahmah Nur Hakim et al., "Contesting Sharia and Human Rights in the Digital Sphere: Media Representations of the Caning Controversy under the Qanun Jinayat in Aceh," *Journal of Islamic Law* 6, no. 2 (July 2025), <https://doi.org/10.24260/jil.v6i2.3600>.

<sup>21</sup> Putri Rahmah et al., *Aceh and the Politics of Islamic Identity: Implications for Social and Political Dynamics*, 12 (2024), <https://doi.org/https://doi.org/10.24252/profetik.v12i2a1>.

important information from the results of interviews, observations, and documentation, which was then presented in narrative form, tables, and graphs. Verification was carried out through triangulation, while content and thematic analysis were used to assess the suitability of documents and the meaning of learning interactions. This approach ensures that the research results are systematic, comprehensive, and accountable in explaining quality-based learning governance strategies.

## RESULTS AND DISCUSSION

### Curriculum Management and Learning Planning (RPP, media, teaching materials)

The research results show that teachers at SD Negeri 1 Simeulue Cut have consistently developed Lesson Implementation Plans (RPP) in accordance with curriculum standards, despite still facing limited resources. The lesson plans are based on clear and measurable learning objectives and utilize contextual teaching materials based on the surrounding environment. Simple learning media such as pictures, flashcards, and local teaching aids are used to help students understand concepts. Field observations show that the use of these media makes students more enthusiastic in participating in lessons. School documentation also shows an increase in the quality of the lesson plans from year to year, along with teacher training. Thus, curriculum governance and lesson planning have been proven to contribute positively to the achievement of student learning outcomes. As shown in Figure 1:

Form	Activities		
Physical Boundaries of "RPP"			
	<p align="center">Figure 1 Photo of one of the classrooms</p>	<p align="center">Figure 2 Teaching and Learning Activities in Class</p>	<p align="center">Figure 3 Teaching and Learning Activities in Class</p>

**Figure 1.** Forms Curriculum Management and Learning Planning.

The table and figures presented above illustrate the practical implementation of curriculum governance and lesson planning at SD Negeri 1 Simeulue Cut, highlighting how teachers translate curriculum standards into classroom practices. The forms and activities depicted in Figures 1 to 3 demonstrate the integration of contextual elements into the Learning Implementation Plan (RPP), such as the use of physical classroom settings, local teaching aids, and student-centered learning

interactions. These visuals provide concrete evidence of how curriculum governance is applied not only as an administrative framework but also as a pedagogical process that fosters creativity and engagement. The observed activities indicate that lesson plans are designed with measurable objectives, adapted to available resources, and implemented through interactive learning strategies. Therefore, the table and figures serve as visual representations of how curriculum governance and planning practices contribute to improving the overall quality of teaching and learning, reinforcing the study's conclusion that effective governance must align policy, context, and classroom innovation.

The research findings reveal three main trends in curriculum governance and learning planning at SD Negeri 1 Simeulue Cut. First, teachers tend to systematically develop lesson plans (RPPs) based on the learning outcomes of the Independent Curriculum, although variations in quality are still observed among teachers due to differences in experience and training intensity. Second, there is an increase in teacher creativity in the use of locally context-based learning media, such as simple teaching aids, coastal environment images, and limited digital media that can enhance student motivation and understanding. Third, the development of teaching materials points toward contextual and interactive learning that emphasizes strengthening literacy and numeracy. However, limited technological facilities and administrative burdens continue to hinder the improvement of lesson plans and learning implementation. Overall, these three trends demonstrate a shift in orientation from administrative governance to pedagogical governance that is more reflective, innovative, and responsive to the real needs of students in the archipelago.

These findings align with the curriculum management theory proposed by Mahir Yazar, which emphasizes the importance of contextually based curriculum planning to ensure learning is relevant to students' lived experiences.<sup>22</sup> In this context, developing flexible lesson plans oriented toward learning outcomes is a form of adaptation to the Independent Curriculum paradigm. Furthermore, according to Jose, the learning process will be more meaningful when linked to the students' surroundings, as contextual learning allows for the natural construction of knowledge.<sup>23</sup> The research findings are also supported by Inigo view, which states that the quality of lesson plans and the use of local media significantly influence improved learning outcomes and student engagement.<sup>24</sup> Thus, curriculum governance and learning planning at SD Negeri 1 Simeulue Cut

---

<sup>22</sup> Mahir Yazar et al., "Governance Learning from Collective Actions for Just Climate Adaptation in Cities," *Frontiers in Sustainable Cities* 4 (August 2022), <https://doi.org/10.3389/frsc.2022.932070>.

<sup>23</sup> José María Siciliani, "Contar según Jerome Bruner," *Itinerario Educativo: Revista de La Facultad de Educación, Itinerario Educativo: revista de la Facultad de Educación* 28, no. 63 (2014).

<sup>24</sup> Iñigo Aldalur and Alain Perez, "Gamification and Discovery Learning: Motivating and Involving Students in the Learning Process," *Heliyon*, ahead of print, 2023, <https://doi.org/10.1016/j.heliyon.2023.e13135>.

reflect the application of contextual and constructivist curriculum theories that encourage active, relevant, and student-centered learning in the modern era.

### **Classroom Governance and Teacher-Student Interaction (ICT-Based Learning)**

In terms of classroom management, the study found a transformation in teacher-student interactions through the use of Information and Communication Technology (ICT). Teachers used projectors, instructional videos, and simple online applications to enhance student understanding. Observations showed that when teachers presented material using digital media, students were more focused, actively asked questions, and engaged in discussions. Interviews with students also revealed that ICT-based learning was more engaging than conventional lecture methods. Although limited internet access was a challenge, teachers attempted to overcome this by preparing offline materials that were still technology-based. With this implementation, teacher-student interactions in the classroom became more dynamic, innovative, and oriented towards active learning. As shown in Figure 2:

**Form**  
Learning  
ICT-based



Figure 1  
Photo of teacher teaching  
ICT at SDN 1 SIMCUT



Figure 2  
Photo of teacher teaching  
ICT at SDN 1 SIMCUT



Figure 3  
Teachers teach ICT at  
SDN 1 SIMCUT

**Figure 2.** Forms of Teacher-Student Interaction (ICT-Based Learning)

Based on the findings and supporting theoretical perspectives, it can be restated that the implementation of Information and Communication Technology (ICT) in classroom governance at SD Negeri 1 Simeulue Cut has brought about a significant transformation in learning dynamics. The integration of digital media such as projectors, instructional videos, and online or offline applications has not only increased student participation and motivation but also shifted the learning paradigm from teacher-centered to student-centered. Teachers have evolved from being mere information transmitters to becoming facilitators who encourage active inquiry, collaboration, and critical thinking among students. This transformation aligns with constructivist learning theory, which emphasizes the importance of social interaction and technological mediation in expanding students' learning potential. Although infrastructure limitations and teacher digital competence remain challenges, the overall impact of ICT-based learning governance at SD Negeri 1 Simeulue Cut demonstrates a positive trajectory toward innovative, interactive, and future-oriented education.

Figures 1, 2, and 3 illustrate ICT-based teacher-student interactions. In terms of classroom governance, the use of ICT has been shown to strengthen teacher-student interactions, despite infrastructure limitations in island regions. Wahyudi's (2020) research supports this finding by showing that ICT integration can increase class participation by up to 40%. Observations show that students are more active in asking questions and discussing when teachers use projectors or instructional videos. This indicates a paradigm shift, where teachers are no longer merely conveyors of information, but rather facilitators who facilitate interactive learning experiences. Therefore, the use of ICT in classroom governance must be continuously improved, while being balanced with teacher digital competency training.

The research findings reveal three key trends in classroom governance and ICT-based teacher-student interactions at SD Negeri 1 Simeulue Cut. First, teachers are increasingly adapting to the use of simple digital devices such as projectors, instructional videos, and written quizzes to create an interactive and enjoyable learning environment. Second, teacher-student interactions have shifted from a one-way pattern to a two-way pattern, with students more actively asking questions, discussing, and participating when material is presented visually and contextually through ICT media. Third, the emergence of collaboration between students in digital project-based activities demonstrates an increase in the spirit of mutual cooperation and technological literacy among students. However, limited internet access and digital competence among some teachers remain obstacles that need to be addressed for optimal and sustainable ICT integration.

These findings align with Natalija view, which asserts that integrating ICT into learning can increase class participation by up to 40%, as digital media helps create a more interactive and student-centered learning environment.<sup>25</sup> This is further supported by constructivist learning theory, by Irfan which posits that social interaction between teachers and students through the use of technological aids can expand students' zones of proximal development.<sup>26</sup> Thus, teachers act as facilitators who mediate knowledge through ICT-based learning experiences. Similarly, Lieven adds that the use of ICT in education not only increases student engagement but also fosters critical and collaborative thinking skills.<sup>27</sup> Based on these theoretical references, it can be concluded that

---

<sup>25</sup> Natalija Ignatova, Valentina Dagiene, and Svetlana Kubilinskiene, "ICT-Based Learning Personalization Affordance in the Context of Implementation of Constructionist Learning Activities," *Informatics in Education*, ahead of print, 2015, <https://doi.org/10.15388/infedu.2015.04>.

<sup>26</sup> Irfan Hilman and Suci Zakiah Dewi, "The Analysis of Primary School Teachers Ability in The Application of ICT-Based Learning Media In Tarogong Kidul District," *NATURALISTIC: Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, ahead of print, 2021, <https://doi.org/10.35568/naturalistic.v5i2.1012>.

<sup>27</sup> Lieven Verschaffel, Fien Depaepe, and Zemira Mevarech, "Learning Mathematics in Metacognitively Oriented ICT-Based Learning Environments: A Systematic Review of the Literature," in *Education Research International*, preprint, 2019, <https://doi.org/10.1155/2019/3402035>.

the implementation of ICT at SD Negeri 1 Simeulue Cut has strengthened the dynamics of active, innovative, and relevant learning to meet the demands of the digital era.

### **Teacher Development and Career Governance (Teacher Learning Community)**

The study also found that teacher career development at SD Negeri 1 Simeulue Cut was strengthened through the formation of a teacher learning community. This community serves as a collaborative platform for teachers to discuss, evaluate teaching practices, and share innovative strategies. Interview data showed that teachers felt more confident and motivated after attending community meetings, as they received feedback from their colleagues. Documentation of regular meetings revealed a structured agenda, including training on lesson plan development, digital media use, and active learning methods. These community activities also strengthen professional relationships among teachers, fostering a culture of lifelong learning. The following are examples of this development:



**Figure 3.** Forms of Teacher Development and Career (Teacher Learning Community)

The research findings reveal two key trends in teacher development and career governance through the learning community at SD Negeri 1 Simeulue Cut. First, there has been increased teacher participation in learning community activities focused on reflecting on teaching practices, sharing experiences, and training in lesson plan development and the use of digital media. These activities not only strengthen pedagogical skills but also foster a collaborative and supportive culture among teachers. Second, the learning community has developed into a strategic platform for ongoing career development, providing teachers with space for discussions, feedback, and the development of locally-based learning innovations. Activities such as regular meetings, mini-workshops, and peer mentoring demonstrate the improvement in teacher professionalism. However, a small number of teachers remain inactive due to limited time and motivation, necessitating school policy support to maintain the sustainability of these community activities. Overall, the teacher learning community demonstrates a positive trend toward the formation of a productive, reflective, and professional network oriented toward improving the quality of education in the archipelago.

These findings align with the concept of professional learning communities proposed by Wahyuli, which emphasizes the importance of teacher collaboration in building a collective learning culture to improve student learning outcomes.<sup>28</sup> According to Ni Made teacher involvement in learning communities contributes significantly to improving professional competence, as these forums encourage self-reflection and the exchange of good practices among colleagues.<sup>29</sup> Similarly, Marion using their professional capital theory, assert that collaboration and trust among teachers are key assets in strengthening a school's collective capacity.<sup>30</sup> Findings at SD Negeri 1 Simeulue Cut demonstrate the relevance of this theory, where the learning community functions not only as an administrative forum but also as a space for professional identity formation and pedagogical innovation. Therefore, career development through teacher learning communities can be seen as an effective strategy for building a culture of lifelong learning and improving the quality of education in the archipelago.

## CONCLUSION

This study shows that the implementation of learning governance in elementary schools is not yet fully optimal, particularly in aspects of curriculum planning, the use of ICT in the classroom, and teacher career development through learning communities. Some teachers face obstacles such as limited time, high administrative burdens, lack of training, and limited technological facilities. On the other hand, there are teachers who consistently implement these three aspects due to strong intrinsic motivation and support from the principal and institutional policies. This difference reflects that the effectiveness of learning governance is strongly influenced by a combination of individual competencies, institutional support, and a school culture that supports innovation in the teaching and learning process.

This research makes a significant contribution to the study of educational management, particularly in the context of elementary schools in island regions, which have received little attention. By integrating three key aspects of learning governance, Curriculum and planning, ICT-based learning, and teacher career development through learning communities this study presents a holistic approach rarely used in previous research. The findings not only enrich the literature on quality-based learning governance but also provide a practical contribution in the form of a strategy model that can be adapted by other schools. Furthermore, the use of qualitative methods with data

---

<sup>28</sup> Wahyuli Lius Zen et al., "Implementing Information and Communication Technology-Based Learning (ICT-Based Learning) Models to Increase Student Learning Motivation," *Society*, ahead of print, 2022, <https://doi.org/10.33019/society.v10i2.450>.

<sup>29</sup> Ni Made Sri Mertasari, "Summative Evaluation of ICT-Based Learning Media," *Journal of Education Research and Evaluation*, ahead of print, 2022, <https://doi.org/10.23887/jere.v6i4.54695>.

<sup>30</sup> Marion Hersh, "Classification Framework for ICT-Based Learning Technologies for Disabled People," *British Journal of Educational Technology*, ahead of print, 2017, <https://doi.org/10.1111/bjet.12461>.

triangulation strengthens the validity of the results and provides an in-depth understanding of the factors influencing the success and obstacles to implementing learning governance.

The limitations of this study lie in its scope and duration, which was limited to a single elementary school, making the results infeasible for generalization to a broader context. The descriptive qualitative approach employed also fails to quantitatively measure the effectiveness of each aspect of governance on student learning outcomes. Furthermore, this study failed to deeply examine external factors such as regional education policies, socioeconomic conditions, and technological infrastructure readiness, which could potentially influence the implementation of innovation-based learning. Therefore, further studies using mixed methods and a broader regional scope are needed to validate the results and serve as a basis for developing policies to improve education quality across various school contexts.

## BIBLIOGRAPHY

- Alawiyah, Faridah. "Peran Guru Dalam Kurikulum 2013." *Aspirasi: Jurnal Masalah-Masalah Sosial* 4, no. 1 (2013).
- Aldalur, Iñigo, and Alain Perez. "Gamification and Discovery Learning: Motivating and Involving Students in the Learning Process." *Heliyon*, ahead of print, 2023. <https://doi.org/10.1016/j.heliyon.2023.e13135>.
- Assche, Kristof Van, Raoul Beunen, Stefan Verweij, Joshua Evans, and Monica Gruezmacher. "Policy Learning and Adaptation in Governance; a Co-Evolutionary Perspective." *Administration and Society*, ahead of print, 2022. <https://doi.org/10.1177/00953997211059165>.
- Bahri, Humaedi, Rizal, Mahfud M. Gamar, Misnah, and Andi Dewi Riang Tati. "Utilization of ICT-Based Learning Media in Local History Learning." *Journal of Physics: Conference Series*, 2021. <https://doi.org/10.1088/1742-6596/1764/1/012079>.
- Chernikova, Olga, Nicole Heitzmann, Matthias Stadler, Doris Holzberger, Tina Seidel, and Frank Fischer. "Simulation-Based Learning in Higher Education: A Meta-Analysis." *Review of Educational Research*, ahead of print, 2020. <https://doi.org/10.3102/0034654320933544>.
- Guo, Pengyue, Nadira Saab, Lysanne S. Post, and Wilfried Admiraal. "A Review of Project-Based Learning in Higher Education: Student Outcomes and Measures." *International Journal of Educational Research*, ahead of print, 2020. <https://doi.org/10.1016/j.ijer.2020.101586>.
- Hakim, Putri Rahmah Nur, Irwan Abdullah, Mayadina Rohmi Musfiroh, Suraya Sintang, and Ahamed Sarjoon Razick. "Contesting Sharia and Human Rights in the Digital Sphere: Media Representations of the Caning Controversy under the Qanun Jinayat in Aceh." *Journal of Islamic Law* 6, no. 2 (July 2025). <https://doi.org/10.24260/jil.v6i2.3600>.
- Hasan, Nazmul, and Manisha J. Nene. "ICT-Based Learning Solutions for Children with ASD: A Requirement Engineering Study." *International Journal of Special Education*, ahead of print, 2022. <https://doi.org/10.52291/ijse.2022.37.31>.
- Hersh, Marion. "Classification Framework for ICT-Based Learning Technologies for Disabled People." *British Journal of Educational Technology*, ahead of print, 2017. <https://doi.org/10.1111/bjet.12461>.

- . “Evaluation Framework for ICT-Based Learning Technologies for Disabled People.” *Computers and Education*, ahead of print, 2014. <https://doi.org/10.1016/j.compedu.2014.05.001>.
- Hilman, Irfan, and Suci Zakiah Dewi. “The Analysis of Primary School Teachers Ability in The Application of ICT-Based Learning Media In Tarogong Kidul District.” *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, ahead of print, 2021. <https://doi.org/10.35568/naturalistic.v5i2.1012>.
- Huda, Atiqah Miftahul, Anggun Ramadhani Putri Utami, Darma Mulya Eka Putri, and Merika Setiawati. “Optimalisasi Pengelolaan Kurikulum Sebagai Upaya Meningkatkan Mutu Pembelajaran Jurnal Ilmu Manajemen Dan Pendidikan.” *Jurnal Ilmu Manajemen Dan Pendidikan* 02, no. 01 (2025).
- Ignatova, Natalija, Valentina Dagiene, and Svetlana Kubilinskiene. “ICT-Based Learning Personalization Affordance in the Context of Implementation of Constructionist Learning Activities.” *Informatics in Education*, ahead of print, 2015. <https://doi.org/10.15388/infedu.2015.04>.
- Ihsan, Muhammad, and Waqiatul Masruroh. “Manajemen Dan Kepemimpinan Kepala Sekolah SMPI Miftahul Ulum Takobuh Dalam Mengembangkan Sekolah Unggul.” *LENTERA : Jurnal Kajian Keragaman Keilmuan Dan Teknologi* 24 (2025).
- Laksana. Wurdiana Shinta, Leberina Elviana. “Plagiarism Checker X Originality Report.” *Jurnal Edudikara* 9, no. 1 (2019).
- Mahrus, Mahrus. “Manajemen Kurikulum Dan Pembelajaran Dalam Sistem Pendidikan Nasional.” *JIEMAN: Journal of Islamic Educational Management* 3, no. 1 (2021). <https://doi.org/10.35719/jieman.v3i1.59>.
- Masfufah, Masfufah, Didit Darmawan, and Eli Masnawati. “Strategi Manajemen Kelas Untuk Meningkatkan Prestasi Belajar Siswa.” *Manivest: Jurnal Manajemen, Ekonomi, Kewirausahaan, Dan Investasi* 1, no. 2 (2023).
- Mawardi, Mawardi. “Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran.” *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 20, no. 1 (2019): 69. <https://doi.org/10.22373/jid.v20i1.3859>.
- Mertasari, Ni Made Sri. “Summative Evaluation of ICT-Based Learning Media.” *Journal of Education Research and Evaluation*, ahead of print, 2022. <https://doi.org/10.23887/jere.v6i4.54695>.
- Pedaste, Margus, Mario Mäeots, Leo A. Siiman, Ton de Jong, Siswa A. N. van Riesen, Ellen T. Kamp, Constantinos C. Manoli, Zacharias C. Zacharia, and Eleftheria Tsourlidaki. “Phases of Inquiry-Based Learning: Definitions and the Inquiry Cycle.” In *Educational Research Review*. Preprint, 2015. <https://doi.org/10.1016/j.edurev.2015.02.003>.
- Priyantoro, Dian Eka. “Profesionalisme Guru Dalam Meningkatkan Kualitas Pembelajaran.” *Edukasi Lingua Sastra* 14, no. 1 (2016).
- Rahmah, Putri, Nur Hakim, Irwan Abdullah, Lina Marlina, and Kata Kunci. *Aceh and the Politics of Islamic Identity: Implications for Social and Political Dynamics*. 12 (2024). <https://doi.org/https://doi.org/10.24252/profetik.v12i2a1>.
- Sabila, Najwa, Desy Safitri, and Sujarwo. “Pelestarian Nilai Budaya Melalui Pendidikan Di Tengah Arus Globalisasi Preserving Cultural Values Through Education in the Midst of Globalization.” *Jurnal Intelek Insan Cendikia* 2, no. 4 (2025).
- Siciliani, José María. “Contar según Jerome Bruner.” *Itinerario Educativo: Revista de La Facultad de Educación. Itinerario Educativo: revista de la Facultad de Educación* 28, no. 63 (2014).

Tauhid Harsami, Nasir Usman, Niswanto, Markas Afaidi: Learning Governance Strategy in Improving the Quality of Education: A Study at SD Negeri 1 Simeulue Cut Aceh

- Verschaffel, Lieven, Fien Depaepe, and Zemira Mevarech. "Learning Mathematics in Metacognitively Oriented ICT-Based Learning Environments: A Systematic Review of the Literature." In *Education Research International*. Preprint, 2019. <https://doi.org/10.1155/2019/3402035>.
- Vian, Ilham Sefti, Suci Emilia Fitri, and Nurkholis Majid. *Implementasi Kurikulum Merdeka Dilihat Dari Perspektif Tata Kelola Pendidikan Study Kasus SMAN 3 Jakarta*. 11, no. 3 (2025).
- Wati, Mila, Habib Bintang Anugrah, Merika Setiawati, and Nikmah Hayati. "Efektivitas Manajemen Kurikulum Untuk Meningkatkan Kualitas Pembelajaran." *Journal Educational Research and Development* 01, no. 04 (2025).
- Yazar, Mahir, Håvard Haarstad, Lene Lundøy Drengenes, and Abigail York. "Governance Learning from Collective Actions for Just Climate Adaptation in Cities." *Frontiers in Sustainable Cities* 4 (August 2022). <https://doi.org/10.3389/frsc.2022.932070>.
- Zaki, Bishoy L. "Practicing Policy Learning during Creeping Crises: Key Principles and Considerations from the COVID-19 Crisis." *Policy Design and Practice*, ahead of print, 2024. <https://doi.org/10.1080/25741292.2023.2237648>.
- Zen, Wahyuli Lius, Ilpi Zukdi, Zulfahmi Zulfahmi, and Zulvia Trinova. "Implementing Information and Communication Technology-Based Learning (ICT-Based Learning) Models to Increase Student Learning Motivation." *Society*, ahead of print, 2022. <https://doi.org/10.33019/society.v10i2.450>.