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THE ROLE OF LEARNING COMMUNITIES IN THE DEVELOPMENT OF TEACHING QUALITY AND PROFESSIONALISM OF PRIMARY SCHOOL TEACHERS

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Abstract

This study aims to analyze the role of learning communities in developing the quality of teaching and professionalism of elementary school teachers in Cluster II, Kutamakur District. The research background is based on the importance of continuous teacher professional development in facing the demands of 21st-century learning and the implementation of the Independent Curriculum. This study used a qualitative approach with a phenomenological approach. The subjects consisted of elementary school teachers actively involved in learning communities. Data collection techniques were conducted through in-depth interviews, observation, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. Its validity was tested through triangulation of sources and techniques. The results indicate that learning communities play a crucial role as collaborative platforms in improving teachers' pedagogical and professional competencies through discussions, joint reflection, and sharing of best learning practices. The implementation of the learning community program has had a positive impact on teaching quality, marked by increased teacher ability to design and implement innovative, student-centered learning. Furthermore, learning communities have also strengthened teachers' ongoing professionalism, particularly in terms of reflective attitudes, motivation for self-development, and commitment to improving educational quality. Thus, learning communities are an effective strategy in supporting the improvement of the quality of teaching and the professionalism of elementary school teachers.

Keywords: Learning Community, Teaching Quality, Teacher Professionalism, Elementary School

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INTRODUCTION

The quality of teaching and the professionalism of teachers are important aspects in improving the quality of education in elementary schools. Professional teachers not only have pedagogic and professional competence, but also continue to strive to renew knowledge and skills through various forms of continuous learning.[1] One of the approaches that is getting more attention in this regard is the learning community.

The optimal development of teacher competencies was born in the Independent Curriculum as a new policy program developed by the Ministry of Education and Culture which is designed based on the problems of educational development in Indonesia. The Merdeka curriculum aims to promote innovation, creativity, critical thinking, and problem-solving skills among students by providing them with more options and opportunities to learn independently.[2] This approach recognizes that each student is a unique individual and has different learning styles and interests, so the effort aims to provide a more inclusive and student-centered educational experience.[3]

Different learning styles and interests of students certainly require teachers who have good competence and high professionalism in teaching. A learning community is a place for teachers to share experiences, knowledge, and best practices in teaching. Through active participation in learning communities, teachers can identify their professional development needs, deepen their understanding of students' learning needs, develop appropriate teaching materials, and obtain constructive feedback from peers. Activities in the learning community can be an effective means to improve the quality of teaching and teacher professionalism through collaboration and reflection.[4]

In elementary school, the role of the learning community is increasingly important given the complexity of students' diverse learning needs. Through involvement in learning communities, teachers can develop teaching strategies that are more effective, innovative, and appropriate to the local context. One of the improvements in the quality of learning is through teachers who are actively involved in the learning community and will show a significant improvement in pedagogic

[1] Nevi Novelita et al., "Strategi Pengembangan Profesionalisme Guru Dalam Konteks Manajemen Berbasis Sekolah Dasar di Era Digital," *MODELING: Jurnal Program Studi PGMI* 10, no. 3 (2023), https://doi.org/10.69896/modeling.v10i3.1673.

[2] Titis Mahanani et al., "Pengaruh Profesionalisme Guru Terhadap Mutu Sekolah Dasar Di Kecamatan Blora Kabupaten Blora," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6, no. 4 (2023), https://doi.org/10.31004/jrpp.v6i4.20721.

[3] Ingka Harlita and Zaka Hadikusuma Ramadan, "Peran Komunitas Belajar Di Sekolah Dasar Dalam Mengembangkan Kompetensi Guru," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024), https://doi.org/10.58230/27454312.989.

[4] Harlita and Hadikusuma Ramadan, "Peran Komunitas Belajar Di Sekolah Dasar Dalam Mengembangkan Kompetensi Guru."

skills and reflective abilities.[5]

However, although the benefits of community learning have been widely reported, its implementation in primary schools still faces various challenges. Several studies, such as Fernanda & Martha's, identified obstacles such as lack of school management support, limited time, and low motivation for teachers to be actively involved.[6] Therefore, this study aims to further explore the role of learning communities in the development of teaching quality and teacher professionalism in primary schools, as well as identify the factors that support and hinder its implementation.

The role of the learning community, as a group that supports each other in the learning process, can be a solution to overcome these challenges. This community allows teachers to share knowledge, experiences, and effective teaching strategies. The juridical basis of the learning community is Law No. 20 of 2003 concerning the National Education System in this law explains the importance of educational principles based on freedom, democracy, and respect for diversity. These principles also underlie the concept of learning community in the Independent Curriculum. Regulation of the Minister of Education and Culture (Permendikbud) There are several more specific regulations that support the implementation of the Independent Curriculum, including regulations regarding the learning community and strengthening the role of parents and the community in learning. Permendikbud No. 22 of 2020 concerning Standards for Primary and Secondary Education Content in this regulation, there is an emphasis on strengthening students' competencies and skills which can be achieved through various learning methods involving various parties, including the learning community.[7]

The Ministry of Education, Culture, Research, and Technology through the Regulation of the Director General (Perdirjen) has issued and determined the right competencies as an effort to improve the quality of teachers. The Regulation on teacher competence is contained in number R 2626/B/HK.04.01/2023. Through interaction and collaboration within the learning community, teachers can continuously improve their teaching skills, which in turn can improve the quality of education in primary schools. The development of teacher professionalism is not only about improving knowledge and teaching skills, but also includes aspects of personality and commitment to improving the quality of education. Learning communities provide opportunities for teachers to reflect on themselves, discuss problems faced in teaching, and plan innovations that can increase

[5] Puri Selfi Cholifah, "Profesionalisme Guru Sekolah Dasar: Membangun Komunitas Belajar Profesional Melalui Blended Learning," *Jurnal Ilmiah Ar-Risalah: Media Ke-Islaman, Pendidikan, Dan Hukum Islam* 15, no. 1 (2017).

[6] David Fernanda and Alfroki Martha, "Manajemen Pengembangan Profesionalisme Guru Dalam Meningkatkan Kualitas Pembelajaran di Sekolah Dasar," *Jurnal Intelek Insan Cendikia* 2, no. 1 (2025), https://jicnusantara.com/index.php/jiic/article/view/2189.

[7] H. B. A. Jayawardana and Nostalgianti Citra Prystiananta, "Peran Kepala Sekolah Dan Guru Dalam Membangun Dan Mengembangkan Komunitas Belajar Di PAUD," *JECIE (Journal of Early Childhood and Inclusive Education)* 7, no. 2 (2024), https://doi.org/10.31537/jecie.v7i2.1904.

learning effectiveness. This contributes to the continuous improvement of teacher competence.[8]

Improving the quality of teaching can be achieved through a continuous learning process. Learning communities allow teachers to access a variety of more innovative and research-based teaching methods. Thus, the quality of teaching received by students can also improve, which ultimately has a positive impact on the development of students at the elementary school level.[9]

This research aims to explore how learning communities can contribute to the development of teaching quality and teacher professionalism in primary schools. This community is expected to be able to be a forum that supports teachers in undergoing continuous learning to face the challenges of the times, so that they are able to create a higher quality education that is relevant to the needs of students.[10] In the existence of an effective learning community, it is hoped that teachers can renew their knowledge, improve pedagogical skills, and implement better teaching practices, which can ultimately improve the quality of education in elementary schools as a whole.[11]

Learning communities require a deep understanding of the principles of collaboration, continuous learning, and knowledge sharing among teachers. Lack of clarity of purpose and focus sometimes the learning community formed in schools or educational institutions does not have a clear and directed goal.[12] Without a clear goal, the community can lose its direction and cannot have a significant impact on the development of teacher professionalism and teaching quality.

Lack of support from management or education policy for the development of learning communities requires support from higher education management or policies. Without supportive policies, such as allocating time for learning community meetings or other resources, the community can struggle to develop optimally.[13] The difference in experience and knowledge levels among teachers and the diversity in teachers' experience levels and knowledge backgrounds can be a challenge in creating an effective learning community. Teachers with more experience may have difficulty collaborating with new teachers or with less knowledge, which can hinder the learning

[8] Putri Bestari et al., "Peran Supervisi Pendidikan Dalam Meningkatkan Kualitas Pembelajaran Di Era Digital," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 5, no. 2 (2023), https://e-journal.unimudasorong.ac.id/index.php/jurnalpendidikandasar/article/view/1829.

[9] Irkham Abdaul Huda, "Perkembangan Teknologi Informasi Dan Komunikasi (TIK) Terhadap Kualitas Pembelajaran Di Sekolah Dasar," *Jurnal Pendidikan Dan Konseling (JPDK)* 2, no. 1 (2020), https://doi.org/10.31004/jpdk.v1i2.622.

[10] Raja Ritonga et al., "Penguatan Sekolah Penggerak Dalam Optimalisasi Peran Komunitas Belajar," *Journal of Community Dedication and Development (Pengabdian Kepada Masyarakat)* 3, no. 2 (2023), https://jurnal.stain-madina.ac.id/index.php/jcdd/article/view/1674.

[11] Dewi Yulmasita Bagou and Arifin Suking, "Analisis Kompetensi Profesional Guru," *Jambura Journal of Educational Management* 1, no. 2 (2020), https://doi.org/10.37411/jjem.v1i2.522.

[12] Novita Novita and Usman Radiana, "Hubungan Antara Komunitas Belajar Dan Motivasi Belajar Guru Terhadap Kinerja Guru," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 4 (2024), https://doi.org/10.29303/jipp.v9i4.2759.

[13] Siti Rohmania, "Upaya Peningkatan Minat Belajar Anak Putus Sekolah Melalui Pendidikan Akhlaq (Kejar Paket) Pada Komunitas Belajar Qaryah Thayyibah (QT) Tahun 2019" (Skripsi, IAIN Salatiga, 2019).

process and knowledge sharing.[14]

The reality that occurs in the field in the development of the quality and professionalism of teachers in Cluster II Kutamakmur in the learning community is still experiencing obstacles ranging from regulatory support to the lack of maximum support from the school community. The existing community does not play a role as a forum for teacher competency development, a place to share experiences and a place to develop learning tools that are in accordance with the curriculum and the current era, this information was obtained based on the results of interviews with teachers from group II of Kutamakmur in November 2024.

Other problems are also important to find solutions such as lack of commitment and participation from teachers in many cases, even though learning communities are organized, the active participation of teachers in these communities is not always guaranteed. Limited time, workload, or lack of motivation can discourage teachers from engaging in learning community activities, which has an impact on the quality of discussion and sharing of learning.[15]

Collaboration that doesn't go smoothly will reduce the benefits that can be obtained. Time constraints for collaborative learning are time constraints in schools or educational institutions that can limit opportunities for teachers to engage in learning community activities. Being busy with daily teaching and administrative tasks can be an obstacle in making time for deep collaboration. Identifying these problems is important to design more effective interventions in supporting learning communities and improving the quality of teaching and teacher professionalism.[16] Thus, the question of this research is how the role of the learning community in developing the quality of teaching and teacher professionalism in Elementary School Cluster II, Kutakur District.

RESEARCH METHODS

The purpose of this study is to analyze the role of the learning community in the development of teaching quality and teacher professionalism in Elementary School Cluster II, Kutakur District. This school was chosen as the research location because it has considerable attention to the development of teaching quality and teacher professionalism. In addition, the school also supports the implementation of the role of the learning community. This research uses a qualitative method, which is a research approach aimed at describing and analyzing phenomena,

[14] Hendri Gumono and Salamun Salamun, "Strategi Pengembangan SDM Melalui Komunitas Belajar Dalam Meningkatkan Profesionalisme Guru Sekolah Dasar Di UPT SDN 1 Gunung Agung," *TARBAWI: Journal on Islamic Education* 9, no. 2 (2025), https://doi.org/10.24269/tarbawi.v9i2.3217.

[15] An Nisaa'an Najm Al Inu et al., "Peran Guru Sebagai Agen Pembaharu Dalam Meningkatkan Kualitas Pembelajaran Yang Inovatif Di Sekolah Dasar," *Journal on Education* 5, no. 2 (2023), https://doi.org/10.31004/joe.v5i2.806.

[16] Harun Al Rasyid, "Fungsi Kelompok Kerja Guru (KKG) Bagi Pengembangan Keprofesionalan Guru Sekolah Dasar," *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan* 24, no. 2 (2015), https://doi.org/10.17977/um009v24i22015p143-150.

events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups.

The research was conducted in Kutamakmur District, North Aceh Regency, namely in the Kutamakmur cluster. The selection of locations was determined deliberately, namely focused on SD Negeri 7 Kutamakmur and SD Negeri 12 Kutamakmur. The consideration is that the two schools are in adjacent areas, so that the characteristics of the school community environment are the same, but both have teachers with different characters, have diverse experiences, so that rich and diverse data can be obtained to obtain meaningful research results. The determination of data sources in qualitative research is carried out purposively, which is determined by adjusting to certain research objectives or conditions. In qualitative research, we identify participants and places with *purposive sampling* based on the places and people that best help us understand our central phenomena.[17] The sample used consisted of students, principals and teachers as respondents. Data collection techniques with interview guidelines. Interview guidelines are used as a guide when the interview is conducted, so that it is in accordance with the purpose and objectives to be achieved. Based on this, in this study, in-depth individual interviews were conducted to gain life experience from teachers without involving the researcher's knowledge of certain theories.

In this study, the author presents the data obtained related to the implementation of the role of the learning community. The validity test of qualitative data includes the test of credibility (credibility), transferability (transfer value), dependability and confirmability. Data analysis was carried out using qualitative descriptive, namely data reduction, data presentation and conclusions.[18]

RESULTS AND DISCUSSION

The results of this study reveal that the learning community has a strategic role in the sustainable development of teaching quality and teacher professionalism at Sekolah Elementary Negeri 5 Kuta Makmur. Through the process of qualitative data analysis using the NVivo 14 application sourced from in-depth interviews, observations, and documentation studies, it was found that the learning community is the main forum for teachers to share experiences, reflect on learning practices, and develop professional competencies collectively. Learning community activities not only focus on improving teachers' pedagogic skills, but also encourage the birth of learning innovations, strengthening collaboration between teachers, and increasing school leadership support. These findings show that the existence of learning communities contributes significantly to creating a sustainable professional learning culture, which ultimately has a positive

[17] John W. Creswell, *Penelitian Kualitatif & Desain Riset: Memilih Di Antara Lima Pendekatan*, Edisi ke-3 (Pustaka Pelajar, 2015).

[18] Sugiyono, *Metode Penelitian Pendidikan* (Alfabeta, 2017).

impact on the quality of the learning process and the development of teacher professionalism in the primary school environment.

The theme of Improving Teaching Quality occupies the most dominant position with a frequency of 85 or 18.2% of the total data. The dominance of this theme indicates that the learning community has a significant contribution to improving the quality of the learning process, both from the aspects of planning, implementation, and learning evaluation. Teachers view the learning community as a forum for reflection and the development of pedagogic practices that have a direct impact on the quality of teaching in the classroom. The next theme is Learning Innovation, with a frequency of 72 or 15.5%. This theme represents various new learning strategies and methods that have emerged as a result of discussions, sharing good practices, and collaboration between teachers in the learning community. The innovations developed include the use of learning media, an active learning approach, and the application of a more contextual and student-centered learning model.

Furthermore, the theme of Teacher Competency Development obtained a frequency of 68 or 14.6%. This theme shows that the learning community plays an important role in improving the four competencies of teachers, namely pedagogic, professional, social, and personality competencies. Through learning community activities, teachers have the opportunity to improve conceptual understanding, teaching skills, and professional attitudes that support the continuous improvement of the quality of education. The theme of Principal Support appeared with a frequency of 62 or 13.3%. These findings confirm that the leadership of school principals is a key factor in the successful implementation of learning communities. The support provided is in the form of facilitation of activities, motivation, and the creation of a school climate that is conducive to collaboration and professional development of teachers.

Meanwhile, the theme of Implementation Challenges has the lowest frequency, which is 25 or 5.4%. This theme describes the various obstacles and difficulties faced in the implementation of the learning community, such as time constraints, administrative burden of teachers, and differences in the level of commitment between members. Although the percentage is relatively small, this theme is still important to consider as a material for evaluating and improving the implementation of community learning programs in schools.

To obtain a more comprehensive picture of the successes and obstacles in the implementation of learning communities, this study also analyzes the factors that support and hinder its implementation. This analysis is important because the success of a learning community is determined not only by the program designed, but also by the context of the school's organization, leadership support, and the readiness of available resources. Based on the results of qualitative data processing using NVivo, it was found that there are a number of key factors that play a role in determining the success of the implementation of the learning community, on the other hand there

are also challenges that need to be managed strategically so that the sustainability of the program is maintained.

Based on the visualization of the success factors and challenges of the implementation of the learning community in the figure above, it can be seen that there is a fairly clear contrast between the supporting factors and the inhibiting factors in the implementation of the learning community in schools. The success factor is shown by the dominance of positive values in the aspects of principal support, teacher collaboration, focus on learning practices, and consistency of implementation, which as a whole reflects the strength of the school's internal ecosystem in supporting the development of teacher professionalism. Principal's support emerged as the most prominent factor, confirming the role of instructional leadership in providing policies, time allocation, and resource facilitation that allow learning communities to run sustainably. Supportive leadership not only creates formal legitimacy for learning community activities, but also builds a psychological climate that encourages teachers to be actively and openly involved in the learning process together.

Teacher collaboration also shows a significant contribution to the successful implementation of learning communities. These findings indicate that professional interactions built through discussion, sharing of good practices, and collective problem-solving have been major forces in improving the quality of teaching. Teachers no longer work individually, but build professional solidarity that allows for knowledge transfer, joint reflection, and the development of contextual learning innovations. In addition, the focus factor on practice confirms that the learning community is more effective when the material and activities discussed are applicable and can be directly applied in the classroom. This practical orientation increases the relevance of the learning community for teachers, thereby encouraging more consistent and meaningful participation.

On the other hand, the consistency factor of implementation shows that the success of the learning community is greatly influenced by the regularity of the schedule and the sustainability of the program. Consistency allows for the formation of a learning culture among teachers, where reflection, discussion, and self-development activities become part of the professional routine. Without consistency, the learning community has the potential to lose direction and have an impact on decreasing teacher motivation to be actively involved.

However, the visualization also shows a number of implementation challenges that cannot be ignored, namely time constraints, limited resources, variations in teacher motivation, and limited facilities and infrastructure. Limited time is the main challenge caused by the high workload of teachers, including teaching obligations, administrative tasks, and other school activities. This condition has the potential to reduce the intensity and quality of teacher participation in the learning community if it is not balanced with an effective time management policy. Limited resources and

infrastructure also show that despite the high spirit of collaboration, the implementation of learning innovations is often hampered by a lack of supporting facilities, access to literature, and learning technology.

Variation in teacher motivation is an internal challenge and relates to the readiness of individuals to accept change and continuous professional development. Not all teachers have the same level of enthusiasm and need for the learning community, so a persuasive leadership approach and empowerment strategy are needed that can foster a collective awareness of the importance of lifelong learning. Overall, the results of this analysis show that the success of the learning community is the result of the dynamic interaction between supporting and inhibiting factors.

The diverse challenges of teacher motivation reflect differences in individual levels of readiness and commitment to sustainable professional development. This variation in motivation can affect the dynamics of the learning community, particularly in terms of active participation and program sustainability. Therefore, a transformative and empowering leadership approach is needed that is able to foster collective awareness of the importance of learning communities as a means of improving teacher professionalism. Overall, this analysis shows that the success of a learning community is determined not only by the presence of supporting factors, but also by the school's ability to manage and address various implementation challenges. Optimizing existing success factors, along with mitigation strategies against barriers, is key in ensuring that learning communities can function effectively and sustainably in improving the quality of teaching and teacher professionalism.

As the findings of this study, the following figure presents a summary of the main findings of the research obtained from the results of qualitative data analysis using NVivo software. This summary is compiled to provide a comprehensive overview of the positive impacts resulting from the implementation of learning communities, as well as identify the challenges that are still faced in its implementation.

Based on the Radar Chart which displays the development of four teacher competencies, namely pedagogic, professional, social, and personality competencies, it is clear that there are significant changes between conditions before the program, after the program, and the target achievements. This visualization provides a comprehensive overview of the effectiveness of learning communities as a means of sustainable teacher professional development. The comparison of the three conditions shows that the implementation of the learning community not only encourages improvement in each competency, but is also able to bring the actual achievement of teachers closer to the expected competency target.

In pedagogic competence, there is a fairly sharp increase from pre-program conditions to post-program conditions. Before the community learning program was implemented, teachers' pedagogic competence was at a relatively moderate level, reflecting limitations in the variety of learning methods, classroom management, and the use of learning media. After the learning community program was running, there was a significant increase to close to the achievement target. This indicates that pedagogic discussion activities, reflection on teaching practices, and sharing learning strategies in the learning community have made a real contribution to improving teachers' ability to design and implement more effective, active, and student-centered learning.

In professional competence, radar charts also show a consistent improvement trend after program implementation. Professional competencies related to mastery of teaching materials, curriculum understanding, and the ability to develop learning innovations have improved significantly. This condition shows that the learning community functions as a space for knowledge enrichment and strengthening teachers' understanding of the substance of science and education policy. Although post-program outcomes have not fully reached targets, the narrowing gap between actual and target outcomes indicates great potential for further improvement if learning communities are implemented consistently and sustainably.

Furthermore, social competence shows the increase that is closest to the achievement target. This reflects that learning communities are very effective in developing teachers' abilities to communicate, collaborate, and collaborate with peers. Through intensive interaction in the learning community, teachers are accustomed to open discussions, respect differences, and build a network of supportive professionals. This increase in social competence also has an impact on the creation of a more conducive and collaborative work climate in the school environment.

In personality competence, the radar chart showed a significant improvement from pre-program conditions to post-program conditions, although there was still a difference with the achievement targets. This increase reflects the growth of teacher confidence, resilience in the face of learning challenges, and a stronger commitment to professional development. Learning communities provide a safe space for teachers to reflect, share experiences, and gain moral support from peers, thus positively impacting the formation of professional attitudes and mature educator character.

Discussion

The learning community has a strategic role in improving the quality of teaching and professionalism of elementary school teachers. Through intensive interaction between educators, teachers can share experiences, learning strategies, and solutions to problems in the classroom. According to Hord, the professional learning community encourages the realization of a

collaborative culture that focuses on improving student learning outcomes.[19] This is in line with Darling-Hammond's opinion that collaboration between teachers is the main key to sustainable pedagogic competence development.[20]

In addition to improving pedagogic competence, the learning community also contributes to strengthening the professional competence of teachers. Activities such as routine discussions, lesson studies, and learning reflections help teachers develop an understanding of teaching materials and innovative learning methods. Vescio emphasized that learning communities are able to improve the quality of learning planning and implementation through reflective practices.[21] Thus, teachers play the role of not only teachers, but also lifelong learners.

The role of the learning community is also seen in the development of social competence and teacher personality. Through open communication and mutual respect, teachers learn to build positive professional relationships. Fullan stated that changes in school culture supported by the learning community can create a work climate that is conducive to improving the quality of education.[22] This collaborative work environment encourages teachers to be more confident, open to criticism, and committed to improving performance.

In the context of elementary school, the learning community plays an important role in adapting learning according to the characteristics of students. Teachers can discuss contextual learning approaches, learning differentiation, and the use of media that are appropriate to the student's developmental stage. The OECD states that collaborative learning between teachers supports the creation of learning practices that are responsive to the needs of students.[23] This shows that the learning community contributes directly to improving the quality of the teaching and learning process.

Despite its many benefits, the implementation of learning communities still faces various challenges, such as time constraints, administrative burdens, and lack of school management support. Stoll emphasizes the importance of principal's leadership in supporting the sustainability of the learning community.[24] Therefore, a joint commitment is needed between teachers, principals,

[19] Shirley M. Hord and William A. Sommers, *Leading Professional Learning Communities: Voices From Research and Practice* (Corwin, 2007).

[20] Linda Darling-Hammond et al., *Effective Teacher Professional Development* (Learning Policy Institute, 2017).

[21] Vicki Vescio et al., "A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning," *Teaching and Teacher Education* 24, no. 1 (2008), https://doi.org/10.1016/j.tate.2007.01.004.

[22] Michael Fullan, *The New Meaning of Educational Change*, 5th edition (Teachers College Press, 2016).

[23] OECD, *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills*, no. 9789264265097 (OECD Publishing, 2016), https://doi.org/10.1787/9789264265097-en.

[24] Louise Stoll et al., "Professional Learning Communities: A Review of the Literature," *Journal of Educational Change* 7, no. 4 (2006), https://doi.org/10.1007/s10833-006-0001-8.

and education stakeholders to optimize the role of the learning community in the sustainable development of primary school teacher professionalism.

CONCLUSION

The conclusion of this study is that the role of the learning community in developing the quality of teaching and teacher professionalism in Elementary School Cluster II Kutamakur District is classified as very strategic and constructive. The learning community serves as a collaborative forum for teachers to share experiences, knowledge, and good practices in learning. Through discussions, joint reflection, and learning problem solving, the learning community is able to improve teachers' pedagogic and professional competence in a sustainable manner. Teachers no longer work individually, but rather develop through a collegial and mutually supportive culture. The results of the implementation of the learning community program show that the activities carried out, such as regular meetings, learning discussions, the preparation of joint teaching tools, and reflection on teaching practices, make a real contribution to improving the quality of teaching. Teachers become more skilled in designing innovative, contextual, and learner-centered learning. In addition, the implementation of learning communities also encourages teachers to be more open to change, adaptive to education policies, and active in self-development. The impact of the learning community on the development of sustainable teacher professionalism can be seen from the increasing awareness of teachers on the importance of *lifelong learning*.

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