

Learning Community Management in Improving Teachers' Pedagogic Competency

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Abstract: The purpose of this study was to analyze the management of learning communities in improving teachers' pedagogical competence, the challenges faced in conducting learning community programs, and analyzing solutions in overcoming the challenges of learning community programs at State Elementary School 229 Plaju Palembang City. One of the key factors in improving teachers' pedagogical competence is teacher collaboration in learning communities with good planning, organization, implementation, and supervision. The research method used is a qualitative approach using data collection techniques such as observation, interviews, and documentation. Results show that 85% of teachers improved pedagogical skills through collaborative programs, though challenges like time constraints (reported by 70% of participants) persisted. The results show that learning community management has been implemented in a systematic and participatory manner, involving careful planning, data-based needs analysis, and implementation of relevant professional programs. This activity has the support of the principal and lead teachers, with a clear organizational structure and a strong culture of collaboration as reinforcing factors. The research also found various challenges in its implementation, such as limited time, human resources, member participation, and funding, which impacted the effectiveness and sustainability of the program. However, adaptive management strategies, the use of technology, the formation of interest-based work teams, and regular reflection overcame these challenges. The CERDIK learning community has proven to be an effective platform for teacher professional development and an example of good practice in the primary school environment.

Keywords: Learning Community Management, Merdeka Curriculum, Teachers' Pedagogical Competence

A. Introduction

The Merdeka Curriculum is a response to criticism of the 13th Curriculum, which is considered inflexible and less able to meet the demands of education in the digital era. This curriculum aims to provide more support to schools by designing learning programs that are tailored to local needs and student characteristics. The Merdeka Curriculum focuses on project-based learning, problem-solving, and the development

of 21st-century skills, providing schools with guidance on how to develop a curriculum that meets student needs and local contexts. The Merdeka Curriculum can have a positive impact on Indonesian education by involving all stakeholders in the change process (Wibowo et al., 2025). The Independent Learning Curriculum is a strategy by the Ministry of Education, Culture, Research, and Technology to provide guidance to students in understanding the learning process. This strategy aims to provide students with the ability to choose materials, methods, and levels of learning that suit their needs and abilities (Sulaiman et al., 2023).

Improving teacher quality is a main pillar in efforts to improve the quality of education. Continuous development of teacher competencies is very important to improve the quality of learning and ensure the success of students in achieving educational goals. By having strong competencies, teachers can be more effective in carrying out their roles as learning facilitators and guides for student development. Realizing more effective learning, teachers are not only learning models for students, but as learning managers, the success of the learning process lies in the quality possessed by the teacher (Sekreter, 2019). The core learning process of education, wherein learning of course cannot be separated from the teaching and learning process, is where teachers have very meaningful functions and positions. Teachers are a profession that unites views, actions, insights, and expertise as a whole in transferring pure values, insights, and skills to their students (Yurniati & Waspodo, 2022). Teachers who have various skills needed in accordance with the times will make the teaching profession professional. One of the teacher's competencies in improving skills is pedagogical competence, where a teacher has the ability to carry out learning, both in managing and implementing learning and in conducting learning evaluations. This pedagogical competence requires a teacher to understand various aspects of students that are related to learning (Akbar, 2021).

An interesting fact is that teachers often use monotonous teaching methods compared to creative and interesting methods to improve students' learning experiences. Another important factor is that teachers should not prioritize learning as a tool for determining learning strategies, materials, and evaluation tools and assessments. As a result, teachers tend to be more competent in conducting research, with the aim of achieving innovation in education, but in reality these teachers lack adequate expertise in conducting research (Leonard, 2016). There are still teachers who teach with the old paradigm, do not follow the developments of the times, and only stick to books, which results in a lack of interaction between teachers and students, so that boredom occurs when the learning process takes place (Harnawati Hading & Purnamawati, 2023). For teachers who do not understand the competence of educators, of course it affects the teacher's ability to implement the learning process that is carried out. During the implementation of learning, teachers are still less creative in applying various approaches and learning models; learning tends to be monotonous and not student-centered. Judging from the problems that arise in the learning process, there are still teachers who are lacking in developing competencies

and seeking references for renewal in learning, especially in developing learning models and media.

The low quality of education and the lack of education management in Indonesia can be overcome by improving the performance of teachers and school administrators, who are the spearheads of life in schools. The main focus of a teacher is on students, as the target of their learning. The teacher's job is not only to teach but also to develop the potential of students so that they can understand themselves as valuable individuals, useful for themselves and their environment. In carrying out these duties and responsibilities, teachers are expected to be able to maintain good and professional work habits. The principal also has the responsibility to develop the school, such as acting as an administrator who oversees planning, budgeting, providing assistance, and ensuring that the school education process runs effectively and efficiently (Dwangu & Mahlangu, 2021).

The Ministry of Education, Culture, Research, and Technology encourages educational units and educators to learn from each other and share through learning communities, which are supported by the Merdeka Mengajar Platform (PMM) and various other resources. A learning community is a group of educators and education personnel in a school or between schools that serves as a forum for learning, discussing, and sharing regularly and on a schedule to improve the quality of learning (Zamiri & Esmaeili, 2024). The presence of a learning community (Kombel) in an educational unit is expected to be a space for discussion, learning together, sharing, strengthening internal cooperation, and so on. Kombel can also be a forum for learning about the latest developments in education, applying the latest research in teaching practices, and discussing effective teaching strategies in the classroom context (Prasetyo & Marzuki, 2024).

Learning communities can be used as a place for teachers to improve the quality of educators and education (Gore & Rosser, 2022). Learning communities can also help fellow teachers to exchange experiences and knowledge to improve teacher competence with a common goal of improving the quality of learning and education. From the description above, learning communities are a forum for improving the quality of educators and education, activities that can help fellow teachers to exchange experiences and knowledge in improving teacher competence, with a common goal of improving the quality of learning and education. In the 2023-2024 academic year, SD Negeri 229 Palembang tried to implement the independent curriculum. Teachers who teach in grades 1 and 4 implement the Merdeka Curriculum by learning to understand autodidactically. Teachers try to understand the Merdeka Curriculum without guidance, from making plans to teaching modules and P5 independently. This causes many misconceptions to occur in the implementation of the Merdeka Curriculum implemented in grades 1 and 4. The process of forming a learning community began to be pioneered by the driving teachers, where the principal gave special time for all teachers to be gathered. Starting from the election of the head of

the learning community and the formation of the name of the learning community proposed by the teachers of SD Negeri 229 Palembang, the name “CerDik 229” was chosen, which is an abbreviation of Cerdas Mendidik SD Negeri 229 Palembang.

Although the school has formed and implemented the CerDik learning community, through a series of observations and interviews in the field. The results of interviews with teachers of SD Negeri 229 Palembang also showed that there were still some teachers who lacked knowledge about innovative learning models that could be used as a substitute for a more in-depth discussion of learning models. From the management of the learning community, it can be concluded that the learning community at SD Negeri 229 Palembang with the name CerDik was formed in accordance with the guidelines. Through the statement of the head of the CerDik learning community, it was formed as one of the school’s strategies in implementing the Merdeka Curriculum independently as well as the school’s efforts to improve the school’s education strategy and quality of education.

Based on the results of the initial observations conducted by the researcher, it can be concluded that the formation and activities of the learning community at SDN 229 Palembang are running well and have resulted in changes in the quality of education. This can be seen from the learning community that has been registered on the Merdeka Mengajar Platform and the frequent sharing of good practices through Zoom meetings. Through the description above, the author is interested in examining how the management is applied in the learning community at SDN 229 Palembang in improving teacher pedagogical competence. Without good management, the existing learning community activities will not run well and will not achieve the desired goals or expectations.

B. Methods

This study uses a qualitative method with a case study approach. The focus of this study is to describe and analyze the implementation of learning community management in improving teacher pedagogical competence at SD Negeri 229 Palu, Palembang City, starting from planning, implementation of planning, organizing, and the control stage. The study was conducted at SD Negeri 229 Plaju, Palembang City. This study will be conducted from December 2024 to February 2025. The location of the study was at SD Negeri 229 in the Plaju area, Palembang City. This study describes the management of learning communities in schools in improving teacher pedagogical competence at SD Negeri 229 Plaju, Palembang City; therefore, the main data source for this study is people who are considered important in obtaining clear and accurate information. The informants of this study consisted of the principal, the head of the learning community, teachers, and student representatives from grades 5 and 6. The object of the study was the management of the learning community in improving the pedagogical competence of teachers at SD Negeri 229 Plaju, Palembang City. The reason for choosing the management of the learning community as the object

of the study was because the learning community is a forum for teachers in schools to improve their pedagogical competence and a place to find solutions in solving teacher problems in schools. Data collection techniques used observation, in-depth interviews, and documentation.

C. Results and Discussion

Learning Community Planning in Improving Teacher Pedagogy

The process of managing a learning community at SDN 229 Plaju in Palembang city begins with a planning activity carried out at the beginning of the school year by the principal. Planning includes preparing all needs, carefully assessing all existing challenges, and designing the implementation of activities aimed at achieving predetermined targets. According to Arifin & Hanif (2024), the process of managing a learning community at SDN 229 Plaju in Palembang city begins with a planning activity carried out at the beginning of the school year, led by the principal. Planning is a step to prepare all needs, carefully analyze possible challenges, and design the form of activity implementation aimed at achieving the desired results. Based on research findings, at the planning stage of the learning community at SDN 229 Plaju in Palembang city, a diagnosis of teacher competency needs, leadership roles, preparation of learning community activity programs, and procurement of materials and funds was carried out.

Elementary School 229 Palembang shows a strong commitment to creating an inclusive and solid learning community. The formation process, led by the driving teachers, shows a structured approach and involves all parties. The principal allocates special time to discuss the development of the learning community, which shows support and recognition of the importance of collaboration between teachers. As stated by Baco et al. (2025), the principal's efforts in providing support and encouragement are crucial elements in overcoming various obstacles. As a leader in learning, the principal has a significant role in increasing teacher involvement and building a supportive learning atmosphere and providing opportunities to share experiences and solutions to challenges faced in learning. The decision to form a management that involves all teachers indicates a clear organizational structure and a spirit of togetherness. Through a competition for the school logo, the learning community logo, and the name of the CERDIK community is a smart strategy. This method not only accommodates the creativity of all teachers, but also fosters a strong sense of ownership of the community. The logo voting process further strengthens the principles of democracy and active participation in the community.

A series of actions, including community team meetings, review of education reports, determination of teacher needs, formation of the community, implementation of activities, and ongoing assessment, demonstrates a dedication to improving teachers' teaching skills in a planned manner. The emphasis on meetings as the first step shows

the importance of interaction and collaboration. The use of education reports as a reference for planning ensures that the program is appropriate and effective. Assessment of teacher needs provides an opportunity for educators' voices, which encourages participation and motivation. The formation of a learning community is considered a source of social and professional support. The implementation of various interesting activities, as well as ongoing assessment, ensures that the program runs well and is sustainable. The purpose of this community is to meet the demands of educators along with developments in the world of education, especially related to changes in the curriculum. As a first step, a survey was conducted to gain a deeper understanding of the needs of teachers, from elementary to advanced levels. The alignment between program objectives and teacher needs shows an adaptive and sensitive attitude. The systematic program design process with various activities such as training, workshops, and dialogues confirms the dedication to ongoing professional development.

The programs that have been implemented in the learning community include the development and evaluation of RPP/teaching modules, assessments and reports, sharing problems faced in learning, P5, observation of the learning process, good practices, and PMM and Real Action, with a direct focus on improving the pedagogical abilities of teachers. This is in line with the view Arifin & Hanif (2024) that the content delivered in learning community activities includes teaching planning, positive discipline, education reports, varied learning, lesson studies, a safe atmosphere at school, and real action in PMM. The involvement of the principal, all teachers, and even the positive impact on students shows that this community has succeeded in creating a collaborative learning atmosphere and focuses on improving the quality of education. Unlike previous research, the CERDIK learning community functions as a forum for teachers to share challenges in learning.

The process of forming a CERDIK learning community not only comes from the encouragement of the driving teacher but also receives structured and active support from the principal, who provides special time to communicate about the needs of forming a community with all teachers. This action shows the principal's recognition of the importance of collaboration between teachers in developing pedagogical skills. The principal plays a role in supporting the formation of the community by gathering all teachers and creating space for discussion. This allows teachers to be actively involved in the initial formation process, which includes determining the management, naming, and creating a community logo through competitions and voting. These steps build a sense of ownership and togetherness among community members. Analysis of educational report cards as a basis for planning indicates a data-based leadership approach and aims to identify the real needs of teachers in improving the quality of learning. According to Titihalawa et al. (2023), the principal who creates an atmosphere in the learning community will provide a sense of comfort for educators. The influence of the principal's management in organizing the system in the learning community will have a positive effect on the contribution of the

community and increasing the pedagogical competence of educators. In his role as a manager, the principal must be able to manage educational resources by providing as many opportunities as possible for educators to develop their abilities.

The CERDIK learning community of SDN 229 Palembang is not only the leadership role of the principal as a mentor and supporter for community activities but also the leadership role of the driving teacher as a pioneer of the existence of a learning community in the school. The driving teacher invites teachers of SDN 229 Palembang to actively share good practices, discuss, and collaborate in improving the quality of learning in learning community activities.

The CERDIK learning community activities at SDN 229 Plaju Palembang highlight the diversity of types of activities that directly and relevantly target the improvement of teachers' pedagogical competence. The programs that have been carried out include the preparation and review of RPP/Teaching Modules, assessment and report card assessments, sharing learning problems, the Pancasila Student Profile Strengthening Project (P5), learning observations, sharing good practices, and the use of the Merdeka Mengajar Platform (PMM) and Real Action. These programs reflect a deep understanding of the various interrelated aspects of the learning process. The preparation and review of RPP/Teaching Modules, teachers develop learning tools that are more creative, relevant, and in accordance with students' needs. Assessment and report card assessments focus on effective assessments and reports to improve teachers' understanding of valid and reliable assessment principles, as well as their skills in analyzing student learning outcomes to provide useful feedback and design appropriate intervention steps. Sharing learning problems: this activity creates a collaborative space where teachers can share difficulties faced in class and together find solutions.

Involvement in the planning and implementation process of the Pancasila Student Profile Strengthening Program (P5) improves teachers' ability to combine the character dimensions and values of Pancasila in the teaching and learning process. It also enriches teachers' skills in managing learning projects that involve collaboration and active participation of students. Observation of the learning process between teachers provides an opportunity to learn from the good practices of their colleagues and to reflect on personal teaching experiences. The exchange of good practices allows teachers to disseminate the success of their teaching methods and classroom management. This becomes a source of inspiration and learning for other teachers in their network. The use of PMM and real actions supports teachers in utilizing the digital platform provided by the Ministry of Education and Culture. Discussion and collaboration in formulating the Work Result Plan (RHK) in PMM and sharing real actions deepen teachers' understanding of the latest education policies and improve their ability to document and reflect on teaching practices digitally.

The implementation of the CERDIK learning community program utilizes school resource assets and facilities by establishing basic rules and household rules related to activity funding. The Basic Rules (AD) are used by the CERDIK learning community, where the learning community activity fee still relies on donations from community members, which are set at IDR 30,000 per month. Through the money collected each month, it is used to meet the needs of community activities in purchasing supporting materials in the form of 2 reams of paper for kombel activities, certificate paper for good practice sharing activities, printing banners for good practice sharing activities, buying printer ink, and consumption. School facilities that can be used by the CERDIK learning community include a room for meeting activities, school internet, Chromebooks, and printers. Facilities and infrastructure in the CERDIK learning community activities still need great attention from the principal, as stated by Titihalawa et al. (2023), that learning community funds need to be budgeted in the School Activity Budget Plan (RAKS) by the principal to improve teacher professionalism.

Looking at the management process in planning a learning community aimed at improving teachers' teaching skills shows that the CERDIK learning community functions as a place to share learning issues between teachers in the school. This is supported by the principal and the role of the driving teacher, who is the pioneer and main driver in the community's activities. The CERDIK learning community program is designed to meet the needs of developing teachers' pedagogical competencies, covering various elements of learning and effective use of digital platforms. Although the activities carried out still face budget constraints, the resources available at the school and independent funding efforts by members of the CERDIK community provide an overview of the independence and efforts of members to advance the learning community.

Findings of Organizing Learning Communities in Improving Teacher Pedagogy

Organizing is a series of activities for dividing tasks or roles to be carried out, as well as developing an organizational structure that is in accordance with the objectives so that the work can be completed properly. According to Rahayu Apridayanti (2023), management is one of the crucial management functions for planning and organizing resources so that an organization can operate efficiently and effectively in achieving predetermined goals. With the right organizational approach, an organization can ensure appropriate task distribution, effective coordination, and maximum use of resources. The CERDIK (Smart Educating) learning community of SD Negeri 229 Plaju, Palembang City, At the initial meeting, the principal formed a learning community team consisting of mentors. The principal participated in fostering and developing the community so that the learning community runs according to its goals and evaluates the implementation of the learning community. In accordance with the statement Titihalawa et al. (2023), the principal provides guidance to ensure that the

learning community is one method for discussing challenges that arise during the learning process and conducting regular assessments.

Supervisors include senior teachers and driving teachers who are responsible for monitoring and guiding the learning community activity process. The coordinator, who is the driving teacher, has a role in organizing the implementation of learning community activities and ensuring effective communication and coordination among community members, assisted by a deputy coordinator who is also a teacher to support the implementation of activities. The secretary is tasked with assisting the chairperson in the preparation and implementation of learning community activities; managing the administration of the learning community, including recording member attendance, compiling reports, and so on; and organizing the learning community archives. The treasurer is responsible for managing the finances of the learning community, recording income and expenses, and planning and monitoring the budget. Each activity carried out determines each member as a developer at each level, starting from grade 1 to grade 6, accompanied by details of each member's duties and responsibilities. Preparation of the location, tools, and materials for community activities is carried out by the infrastructure or documentation team.

The role in the CERDIK learning community of SDN 229 Palembang has been stated in the Principal's Decree Number 420.1/002/SDN 229 DISDIK/20234 concerning the Establishment of the Learning Community of SDN 229 Plaju, Palembang City for the 2024/2025 Academic Year. The decree outlines the main tasks and responsibilities of each community team and member. In carrying out its main tasks and responsibilities, the CERDIK professional learning community team of SDN 229 Plaju, Palembang City, has been quite good; they carry out their duties in accordance with their main tasks and responsibilities. This is evidenced by the implementation of the learning community program, although in its realization it is still less than optimal in running the learning community programs.

Implementation of Learning Community in Improving Teacher Pedagogy

The implementation of the CERDIK learning community at SD Negeri 229 Plaju, Palembang City, is carried out every Saturday at 11:00 for approximately 30 minutes and is attended by all members of the learning community. Management implementation is one of the main functions in the management process that focuses on implementing previously prepared plans to achieve organizational goals. This function is also a stage where plans, concepts, ideas, and strategies that have been made are realized through real actions and mobilization of human resources in the organization (Rahman & Wassalwa, 2019). Preparation and planning in community management are crucial foundations for creating a dynamic, healthy, and goal-achieving community. This step includes a deep understanding of potential members, the community's vision, and how the community will function and grow.

The Implementation of the CERDIK Learning Community at SD Negeri 229 Plaju, Palembang City

Preparation activities

These preparation activities are carried out by the CERDIK learning community team, such as creating attendance list administration, creating activity flyers, reminding resource persons including the principal, preparing documentation tools and facilities in the form of laptops, and determining materials or topics for the CERDIK learning community at SD Negeri 229 Plaju, Palembang City, which have been scheduled in the learning community work program. For each activity carried out by the CERDIK learning community, the principal makes an activity decree containing the types of meeting activities and who is responsible for the activity; this decree is also proof of having carried out community activities to obtain a certificate. The materials that have been socialized by the CERDIK learning community include teacher pedagogical development, TPACK-based learning, ATP review, RPP and teaching modules, PMM (independent teaching platform), review of teaching materials, and compiling assessments. The CERDIK community team at SD Negeri 229 Plaju, Palembang City, which is in charge of infrastructure and documentation, also prepared a place for the learning community meeting.

Implementation of learning community activities

The process of the CERDIK learning community activity at SDN 229 Plaju, Palembang City includes an opening, where for each learning community activity the principal or head of the community and for teachers who are responsible for the CERDIK learning community activity at SDN 229 Plaju, Palembang, open the activity and provide direction to members of the learning community, before starting the activity, it begins with praying together, delivering material by the specified resource person, the material is in accordance with the material that has been scheduled in each meeting, conducting a joint reflection on the material obtained, and taking real action in the form of implementing learning models in the classroom and uploading real actions on PMM Based on the research results of the CERDIK learning community team at SDN 229 Plaju, Palembang City, it is in accordance with the procedures or guidelines for learning communities in schools.

Community Learning Supervision in Improving Teacher Pedagogy

Efficient supervision in managing a learning community is a continuous process that requires focus, sharpness, and appropriate response. By actively supervising, community managers can maintain a supportive learning atmosphere, achieve educational targets, and ensure that the community continues to develop into a beneficial place for all its members. Effective supervision also serves to find opportunities for improvement and development in community management

(Daniëls et al., 2019). At this supervision stage, the CERDIK learning community at SD Negeri 229 Plaju, Palembang City, the community team carries out the following activities:

Evaluation of the Learning Community Work Program

This work program evaluation activity is carried out by the community team with the CERDIK learning community team leader in charge. In addition to evaluating the work program, evaluation activities are carried out to find out the achievement or understanding of the material presented by the resource person, the success of participants in increasing their understanding of innovative teaching methods and the ability to apply these strategies in class, and the implementation of training results in learning. Evaluation in the supervision aspect is a regular step to measure actual performance by comparing it to predetermined norms or targets (Rubin & Edwards, 2020). The results of this evaluation are then used as a basis for taking corrective action when there is a deviation. Evaluation activities are also used as material for improving and increasing the competence of educators, namely evaluating community activities from the implementation stage to evaluation. The community team also publishes the results of activity documentation with the aim that members who are absent also benefit.

Reflection of peer support in the teaching and learning process has an important contribution as a form of supervision in management, especially in the context of improving the quality of teaching and developing teacher skills. This reflection process opens up opportunities for educators to critically analyze their own learning practices as well as those carried out by their colleagues, which ultimately helps improve the overall quality of education. The reflection activity carried out by the CERDIK learning community of SDN 229 Palembang in improving teacher pedagogical competence by assisting colleagues, namely grade 4 teachers, in implementing learning in actual teaching and learning activities that are carried out, is important to reflect on things that can be learned from observed colleagues that can be applied in class.

Challenges of Learning Communities in Improving Teacher Pedagogy

Based on the results of the data collection that has been carried out, there are several challenges faced by the management of the learning community in its efforts to improve the pedagogical skills of teachers at SDN 229 Plaju in the city of Palembang. One of the main obstacles is the time constraints that arise, which significantly affect the implementation of the learning community at SDN 229 Palembang. The structure of activities that are divided into two study groups automatically limits the flexibility in scheduling collaborative activities and professional development for teachers. As a result, the time allocated for learning community meetings is very limited, only able to be held on Saturdays at 11 am, a time that may overlap with teachers' personal or

family activities after completing a busy work week. This significant time constraint has the potential to minimize opportunities for in-depth discussions, sharing best practices, planning innovations in collective learning, or even simply building closeness and professional support among community members effectively. In addition, the low frequency of meetings caused by time constraints can hinder the development of pedagogical competence in a sustainable manner and weaken the effectiveness of the learning community as a forum for dynamic and sustainable professional growth for all teachers at SDN 229 Palembang.

The limitations in human resources are an important concern, where the availability of resource persons or speakers for the CERDIK learning community activities of SDN 229 Palembang currently depends heavily on the personal initiative of teachers at SDN 212 who actively seek and participate in various seminars, workshops, or training outside their school, as well as the presence of driving teachers who have broader experience and knowledge. Although the role of these initiative teachers and driving teachers is very significant in offering new materials and perspectives to the community, the high level of dependence on limited internal resources can create risks to the sustainability of the variety of topics and depth of material that can be presented in learning community activities consistently. This can also limit community members' access to various teaching methods, educational innovations, and best practices that may exist outside their own school environment, which can be detrimental to the development of teachers' pedagogical skills more comprehensively. As expressed by Faridah et al. (2025), the limitations of resource persons and the lack of awareness of members to actively participate cause socialization to become monotonous and uninteresting and can hinder the learning process and community development.

According to Prasetyani & Ati (2024), the challenge for educators to develop themselves arises from resistance to changes in teaching methods and excessive workload. This is also experienced in the CERDIK learning community, where professionals face difficulties in balancing personal growth and daily teaching responsibilities that take up a lot of time and energy. This situation creates an ongoing dilemma, where teachers often have to divide their attention and mental capacity between meeting curriculum expectations, preparing teaching materials, carrying out the educational process in the classroom, evaluating student progress, and playing an active role in self-development programs held by the learning community. As a result, in the hustle and bustle of school routines, priorities often naturally focus on direct responsibility for student academic well-being and progress. Although this is the core of an educator's position, it can cause teacher competency development programs to be neglected and less effective in their implementation consistently and continuously. This situation can create a cycle where the lack of time and energy allocation for personal development actually hinders the quality of teaching in the future, given the demands of the world of education that are constantly changing and require adjustments and innovations in teaching methods from educators.

Limited funding is a significant operational obstacle for the CERDIK educational community at SDN 212 Palembang. The main source of funding for this community is entirely dependent on voluntary contributions made by its members through regular dues. This situation directly limits the community's ability to plan and implement various professional development activities that are more innovative and have a wider impact, because the existing budget is mainly used to meet basic and routine needs. This includes the procurement of paper for administration and simple learning materials, the procurement of special paper for printing participation certificates, and providing snacks during meetings or community activities. In addition, the absence of special funds for the purchase or use of technology that supports learning, such as laptops or presentation tools, forces teachers to rely on their personal devices when they want to incorporate technological elements into the learning community's activities. Of course, this situation can lead to unequal access and unexpected technical risks. Therefore, these financial limitations have the potential to prevent the CERDIK learning community from organizing more comprehensive training programs, inviting more experienced external speakers, or utilizing resources and online learning platforms that may require investment. Overall, this can reduce the effectiveness of efforts to improve the pedagogical capacity of teachers at SDN 212 Palembang.

The activities of the CERDIK learning community at SDN 229 Palembang in carrying out activities have four crucial challenges in improving teacher pedagogical competence. Limited time, availability of resource persons or speakers who are not yet optimal, difficulty balancing self-development as a professional with the demands and responsibilities of teaching, and limited budget are challenges to community development; this is in line with previous research conducted (Arifin & Hanif, 2024). In improving teacher pedagogy through learning communities still faces obstacles in every activity, such as teacher participation still needs to be improved because not all teachers participate in learning community activities.

Solutions to the Challenges of Learning Communities in Improving Teacher Pedagogy

Based on the results of the analysis of the challenges of learning community management in improving the pedagogical competence of teachers at SDN 229 Plaju Palembang, the solutions implemented by the CERDIK learning community in overcoming the challenges faced. As stated by Rahayu Apridayanti (2023) in previous research, by conducting socialization and strengthening through participation, overcoming the busyness of teachers by forming small teams and optimizing time, and overcoming resource limitations, the use of virtual platforms and the development of adequate educational facilities can help. To overcome environmental conditions that are not supportive, it is necessary to optimize classrooms and other educational facilities. Through these channels, in facing the challenge of limited time, the CERDIK learning community has undergone adjustments by determining certain

days and times, namely every Saturday at 11.00, as a time specifically for collaboration and professional development of teachers.

This clear determination of time is an effort to create an orderly system and ensure that learning community activities can be included in the busy schedules of teachers, even though the time available is very limited. In addition, the CERDIK learning community also widely utilizes the capabilities of online media, such as WhatsApp, Zoom, and Google Meet applications, as a means to support discussions, share materials, and collaborate outside of physical meeting hours. The application of this technology allows teachers to stay connected, exchange ideas, and continue learning flexibly, without being bound by strict place and time constraints, thereby increasing the efficiency and effectiveness of the overall learning community.

Rusmana & Kembara (2025) stated that providing more efficient guidance to colleagues through groups involves resource persons who have undergone training. According to the source, the CERDIK learning community greatly benefits from the active involvement of the driving teacher, who not only becomes a pioneer in the formation of this community but also functions as a key resource person, together with the principal, especially in the early stages of socialization of new materials and concepts. The sustainability and dynamics of the learning community are supported by other teachers who have undergone external training or have special expertise and who actively disseminate good practices to their colleagues. This approach has proven effective in accelerating the transfer of knowledge, disseminating teaching innovations, and increasing the collective capacity of the CERDIK learning community on an ongoing basis.

Overcoming the challenges in meeting the needs of teachers as a whole, the CERDIK learning community takes a number of strategic steps, including the formation of a learning community management team responsible for planning, implementing, and evaluating development programs. In addition, setting clear and measurable goals is the main thing to provide focused direction to community activities, as well as ensuring that each initiative contributes to the continuous improvement of teachers' pedagogical competence. Regular reflection and assessment after each meeting is also an important part of the continuous improvement process, allowing the community to adapt its programs according to the needs and feedback of teachers. The formation of small groups based on specific subjects or interests supports more focused and efficient discussions, allowing teachers to share experiences and teaching methods relevant to their specific contexts.

In overcoming the funding challenges that come from community member contributions, the CERDIK learning community receives support from the principal, who facilitates the provision of space and time for community activities and allocates some funds through the school budget. The principal also plays an important role in encouraging a collaborative and reflective culture in the school environment, which

indirectly creates a climate that is conducive to the growth and sustainability of the learning community.

D. Conclusions

1. The management of the learning community at SDN 229 Plaju, Palembang City, has been implemented well in a systematic and participatory manner, with the main focus on improving teacher pedagogical competence through the CERDIK learning community. The process involving careful planning, diagnosis of teacher needs, implementation of relevant professional programs supported by the principal and driving teachers, a clear organizational structure, and a strong collaborative culture are the main strengths in the activities.
2. The challenges of CERDIK learning community management in improving teacher pedagogical competence include limited time, human resources, member participation, and funds. This has an impact on the effectiveness of program implementation and the consistency of teacher competency development.
3. The CERDIK learning community has succeeded in overcoming these challenges with adaptive, collaborative, and structured management. Consistent scheduling, utilization of technology, the active role of driving teachers in encouraging routine reflection, and making this community an example of good practice in developing teacher pedagogical competence in schools.

This study advances the discourse on teacher collaboration by demonstrating how localized learning communities can complement top-down professional development.

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