



LEARNING COMMUNITY MANAGEMENT IN IMPROVING LITERACY COMPETENCY ACHIEVEMENTS IN EDUCATIONAL REPORT CARD AT SMAN 1 KARANGTENGAH CIANJUR

**Supyan Sauri^{1✉}, Nandang Kusnandar², Sopandi Sopandi³, A. Mokh. Taufik⁴,
Ai Aisyah⁵, Susi Susi⁶**

^{1,2,3,4,5,6}Universitas Islam Nisantara, Indonesia

Email : ¹ uyun.supyan@uninus.ac.id, ² nandangkusnandar@uninus.ac.id,
³ sopandi@uninus.ac.id, ⁴ Mokhtaufik@uninus.ac.id, ⁵ aiaisyah@uninus.ac.id,
⁶ susi@uninus.ac.id

Received: 2024-04-18; Accepted: 2024-05-13; Published: 2024-06-30

ABSTRACT

Learning Communities are one of the means used by educators and educational staff to develop themselves in improving the competencies they must have, with the ultimate aim of improving the quality of education. In order to achieve optimal educational reports, management or management of learning communities is one of the important things to be implemented well. Management of the learning community to increase the literacy competency achievements of SMAN 1 Karangtengah education report cards has been carried out in accordance with the theoretical principles and applicable regulations, but there are still obstacles. Planning for the learning community at SMAN 1 Karangtengah Cianjur has been formed after going through several stages of planning activities starting from program needs analysis, coordination meetings for the formation of the learning community. The planning stage is prepared by the team and community administrators. Activity planning is outlined in the community work program which is equipped with an activity schedule, evaluation schedule, person in charge of the program, resource persons, etc. The Learning Community has a fairly complete organizational structure. Management is taken from various elements in the school, such as supervisor as supervisor, principal as person in charge, vice principal as chairman, and teachers as well as from administrative elements as secretary, treasurer, and sections in certain fields. The implementation of learning community activities is going quite well, many activities are programmed and scheduled regularly, such as training, discussions, seminars or disseminations, various good pro-actics, and special writing development programs to improve teachers' literacy competencies. Evaluation of learning community activities is carried out by SMAN 1 Karangtengah, evaluation is carried out every month through evaluation meetings which are attended by all elements of the community, both administrators and members.

Keywords: *Learning Community, Education Report, Literacy.*

INTRODUCTION

National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Currently, several units have started using the independent curriculum. In implementing the Independent Curriculum, a community or groups consisting of educators are needed to exchange inspiration and ideas in learning. The Learning Community is a group of teachers, education personnel, and other educators who have the same enthusiasm and concern for the transformation of learning through routine interaction in a forum where they actively participate. This is as stated in the Kemendikbudristek Learning Community Optimization Guidebook (2023: 23) which states as follows: "A learning community is a group of GTK who learn together in collaboration on a scheduled and ongoing basis, with clear and measurable goals to improve learning so that it has an impact on student learning outcomes". Based on this quote, it emphasizes that a learning community is a group or joint activity within or an educational unit, consisting of various GTK who have the same, ongoing, programmed goals with the aim of improving student learning outcomes.

In the Implementation of the Independent Curriculum (IKM). The Learning Community is one of the means used by teachers to develop themselves. The Learning Community is a forum for developing the use of learning methods, learning media, learning techniques, evaluations, etc. that will always be applied by teachers in the learning process.

One of the goals of forming a learning community is to improve the quality of learning in educational units, the quality of learning can be achieved well if the teacher as the implementer of learning activities has good competence, especially pedagogical competence. Thus, teachers must always strive to improve their abilities or competencies. One way to improve competence is by developing yourself. Whether or not the desired goals are achieved certainly depends on how the group members themselves are managed, this management is often referred to as management. Luther M Gullick, an American political scientist who is also known as a social scientist, defines "Management as a field of science that systematically seeks to understand why and how humans work together to achieve goals and make this cooperative system more beneficial to humanity". Management is said to be good if it has clear goals and objectives that are known to everyone involved in the activity. Furthermore, preparing steps to achieve goals by utilizing all resources (human, funds, facilities, opportunities, natural resources and others) optimally, effectively and efficiently. Each element is arranged so that it does not overlap. Likewise, a learning community which is a group organization if it is organized or managed properly, such as managing human resources, facilities, funding, etc., then the goals that have been set can be achieved

properly. One of the goals of a learning community is to improve the quality of education. One indicator of the quality of education that has been achieved well is good achievement in the education report. The implementation of education in educational units must of course refer to the established educational standards. Success is clearly measured through the mechanism for achieving the quality or quality standards of education issued by the Ministry of Education, Culture, Research and Technology through educational report cards.

From the initial research conducted by the author, by conducting observations in several schools, including SMAN 1 Karangtengah Cianjur, the average literacy achievement is still lacking. Various efforts have been made by educational units to improve literacy achievements, one of which was carried out by SMAN 1 Karangtengah Cianjur, namely through optimizing the Learning Community. In addition, based on initial research, data was also obtained that there are still many learning communities in educational units that have not been organized or managed well enough, have not been programmed well, have not been organized well, and have not been implemented properly, and there is even no evaluation and follow-up. This will of course hinder the achievement of the goals of the community itself.

In an effort to accelerate, facilitate the achievement of established goals that have been set, of course it requires effort, governance, strategy and also the right way. Many assumptions and theories state that the way or effort to achieve goals properly is by organizing and managing

Managing here is identical to management activities. Management is the process of managing to achieve goals with stages that begin with planning, organizing, implementing, and evaluating. This is in line with various opinions put forward by several experts. The following are some experts who provide an understanding of management as quoted by Elbadiansyah (2023:4)

According to Terry, management is understood as a process or can also be called a framework, which involves guiding/directing a group of people towards organizational goals or real intentions. This includes knowledge of what should be done, about determining how to do it, about how they should do it and measuring the effectiveness of the efforts they have made previously. In addition, there is also According to Luther M Gullick, an American political scientist who is also known as a social scientist, defines management as a field of science that systematically seeks to understand why and how humans work together to achieve goals and make this cooperation system more beneficial for humanity. Management is said to be good if it has clear goals and objectives that are known to everyone involved in the activity. Furthermore, compiling steps to achieve goals by utilizing all resources (human, funds, facilities, opportunities, natural resources and others) optimally, effectively and efficiently. Each element is arranged so that it does not overlap.

METHODOLOGY

The approach used in this study is a qualitative approach. In this study, the researcher used a descriptive method, namely a research method that focuses on actual problems by collecting data that is compiled, explained, and then analyzed. The type used in this study is interactive qualitative research with a case study method. This method is an in-depth study using direct data collection techniques from people in their natural environment and interpreting them. The subjects in this study were the Learning Community of the Education Unit at SMAN 1 Karangtengah Cianjur KCD Region VI, West Java Provincial Education Office. The objects of this study were the Supervisor of Development, Principal, Community Leader, and teachers at SMAN 1 Karangtengah Cianjur Observation Sheet, Interview, Document Study. Data Collection Techniques use several techniques, including: Interviews, Observations or Document Study Observations. Data Analysis Techniques in this qualitative study, the analysis is qualitative narrative

RESULT AND DISCUSSION

In the discussion of the results of this study, the results of data processing obtained from interviews, documentation studies and field observations related to the research questions that we have formulated previously will be described, namely as follows:

Planning a Learning Community in Improving the Achievement of Educational Report Card Literacy at SMAN 1 Karangtengah Cianjur

At SMAN 1 Karangtengah Cianjur, the formation of a learning community was carried out to support the implementation of the independent curriculum. Formed by the principal, by forming a management and program design team. Teachers are involved in program planning such as being asked to submit what activity programs will be implemented over the next year. Such as training in making teaching materials, literacy learning materials, and other materials. One of the programs to improve literacy competency is the kembang mekar program, namely a teacher writing development class.

The SMAN 1 Karangtengah Cianjur Learning Community was formed through various stages of the activity process. The stages begin with an evaluation of the overall work program, evaluation and analysis of the results of educational report card achievements. The results of the evaluation are then followed up by creating a small team tasked with compiling various needs for creating a learning community. The small team drafted the activity program, drafted the community management, and prepared a meeting schedule to make a joint commitment regarding the learning community. The work program shows various activity plans such as discussions, IHT, Dissemination, Sharing good practices and other activities. The planning also shows when the implementation will be, the place, the material to be studied, and the

resource person who will be the activity facilitator. Thus, the SMAN 1 Karangtengah Learning Community activity program has gone through the planning stages well.

Organizing the Learning Community in Improving the Achievement of Educational Report Literacy at SMAN 1 Karangtengah Cianjur

The learning community at SMAN 1 Karangtengah Cianjur looks quite good, there is a management structure. As a supervisor, the supervisor is also part of the learning community structure, namely as a mentor for the Learning Community. The management structure is formed based on the proposal of the team's design which is then agreed upon in a meeting of all members. In the management structure, the principal is responsible for the program, and the vice principal for curriculum is the head of the learning community. The management structure consists of a chairman, secretary, treasurer and several other sections, such as equipment, program activity section, documentation and publication section and other sections. The management is taken from all parts of various school elements such as school supervisors, principals, vice principals, teachers, and also education personnel. The management is formed by a meeting of all members of the teacher council which is then agreed upon and based on recommendations from a small team that has been formed previously. The head of the community is taken from the vice principal for curriculum. The supervisor is the community mentor, and the principal is the person in charge of the community. To further optimize activities, a secretary, treasurer and other sections are also formed. Implementation of the Learning Community program in Improving the achievement of educational report literacy at SMAN 1 Karangtengah Cianjur

The Learning Community at SMAN 1 Karangtengah runs according to the program that has been created and planned by the educational unit itself, supervisors have an important role in the implementation because they are fully involved in the activities carried out one of the efforts made by the school in utilizing the learning community is to improve literacy for students so that it can have an impact on the quality of educational report cards. In addition to supervisors, the principal of course has a very important role. The Principal and Small Team provide an understanding of the Learning Community and align perceptions; then convince all PTK to support and actively participate in learning community activities; The Principal together with the small team (including teachers who were invited during the training) also disseminate the results of the learning recovery and transformation training to all PTK in the satpen (educational unit)

With the existence of the Learning Community, all community members can be educated to collect and share information related to questions or problems related to practice; Facilitate community members to continue learning; encourage the improvement of community members' competence through discussion and sharing activities, also encourage the improvement of competence through interaction and collaboration between members and integrate the learning gained in everyday life. In addition, the existence of a learning community is felt to be good by educators at

SMAN 1 Karangtengah, such as changing the culture of isolated work (individually) into a collaborative culture, so that the quality of learning in schools can be evenly distributed. It can also lighten the workload of teachers and make teachers not have to do all the work alone. Teachers can exchange ideas, share information, and resources with other teachers.

The implementation of the learning community at SMAN 1 Karangtengah is going well. Many types of activities are routinely carried out, scheduled every 2 weeks. Various activities such as discussions, seminars, sharing good practices, writing development classes, which are specifically for improving the writing competence of SMAN 1 Karangtengah residents.

These various activities are attended by almost all residents of SMAN 1 Karangtengah Cianjur, including the principal. Resource persons for activities are either from within the school, such as from teachers, vice principals, or principals, or brought in from other resource persons

Evaluation and Follow-up of the Learning Community Program in Improving the Achievement of Educational Report Card Literacy at SMAN 1 Karangtengah Cianjur

In evaluating the learning community activities, the school supervisor does this by looking at the involvement and participation of members (whether the members of the learning community are active in participating in activities), the increase in knowledge and skills of Community members. The supervisor actively participates in monitoring the development of the learning community, and also sees the achievement of improving student literacy learning. In evaluating the role of the learning community, the principal does this by conducting surveys and general meetings to collect data and input from the learning community, encouraging participation and sharing of leadership in the learning community, focusing on empowering individuals to improve school culture and learning so that it has an impact on improving the achievement of educational report card literacy. Routine evaluation meetings are held every month, to evaluate various activities and programs, including the learning community program. From the results of the evaluation, a follow-up plan is then made. In evaluating the role of the learning community, the head of the Learning Community does this by determining the criteria that will be used to evaluate such as the quality of learning materials, member activity and learning outcomes, collecting and analyzing data to see the extent to which the goals of the learning community have been achieved (increasing literacy achievements on educational report cards), conducting reflections and follow-up plans for improving the learning community. Evaluation activities are carried out every month, the results of the evaluation are made into recommendations or follow-up plans. In evaluating the learning community, the teaching staff at SMAN 1 Karangtengah do this by collecting feedback from other participants about their learning experiences while being members of the learning community, holding group discussions for perceptions and suggestions from members, assessing the work or projects that have been completed by other community

members, and reflecting on the learning experience while being a member of the learning community.

CONCLUSION

The Learning Community Management to improve the achievement of literacy competency in the SMAN 1 Karangtenga education report has been implemented in accordance with the applicable theoretical rules and provisions, but there are still obstacles.

The planning of the SMAN 1 Karangtengah Cianjur Learning Community has been formed after going through several stages of planning activities. The formation activity begins with an analysis of program needs, a coordination meeting for the formation of the learning community. The planning stage is prepared by the team and community administrators. The activity planning is outlined in the community work program which is equipped with an activity schedule, evaluation schedule, program manager, resource person, etc.

The SMAN 1 Karangtengah Learning Community has a fairly complete organizational structure. The management is taken from various elements in the school, such as supervisors as mentors, principals as those in charge, vice principals as chairmen, and teachers as well as from administrative elements as secretaries, treasurers, and sections for certain fields. The organizational structure is accompanied by their respective main tasks and functions. With this good organization, the SMAN 1 Karangtengah Learning Community program can run well, and the goals set can be achieved.

The implementation of learning community activities went quite well. Many routinely programmed and scheduled activities, such as training, discussions, seminars or dissemination, various good pro-actives, and writing development programs specifically to improve teacher literacy competencies have been implemented quite well. The activities were attended by almost all educators and education personnel at SMAN 1 Karangtengah Cianjur. Evaluation of learning community activities was carried out by SMAN 1 Karangtengah, the evaluation was carried out every month through an evaluation meeting attended by all elements of the community, both administrators and members. The results of the reflection from the evaluation were made into recommendations and also follow-up plans, this was to improve or enhance the results that had been achieved previously.

REFERENCE

- E, Mulyasa. 2023. Managemen Berbasis Sekolah. Penerbit Universitas Terbuka
- Yunus, Abidin. Tita Mulyati, Hana Yunansah. 2017. Pembelajaran Literasi. Bandung: Bumi Aksara.
- Vismaia,S. Damaianti. 2021. Literasi Membaca. Bandung: PT Refika Aditama
- Hadi, S. Pemeriksaan Keabsahan Data Penelitian Kualitatif pada Skripsi. J Ilmu Pendidik. 2016;22(1):74–9.

Sukarna. 2011. Dasar-Dasar Manajemen. Bandung: CV. Mandar Maju.
Undang Undang Sistem Pendidikan Nasional No.20 Tahun 2003