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Learning Community Management (Kombel) In Improving Student Literacy At SDN 2 Jenggala, Tanjung Sub-District, North Lombok

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Abstract

This study aims to determine how the learning community (Kombel) improves student literacy at SDN 2 Jenggala, Tanjung District. The research is a study with the research subject being the Learning Community (Kombel) at SDN 2 Jenggala. Data collection techniques in this study were carried out by observation, interview, and documentation. The author uses triangulation techniques to analyze the information obtained. Based on data analysis, the results obtained from this study show that the learning community of SDN 2 Jenggala has carried out management principles with planning, program implementation, supervision, and evaluation of activities. This is done by the learning community of SDN 2 Jenggala to improve the quality of learning at SDN 2 Jenggala. The program of the SDN 2 Jenggala learning community in improving student literacy is the existence of a reading corner, reading aloud activities, labeling, Salaman ya (Saturday smooth reading), and one word before going home. It is hoped that this activity can be consistently carried out so that it can be transferred to other schools in the Tanjung sub-district.

Keywords: Learning Community, Management, Teacher Empowerment

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana komunitas belajar (Kombel) dalam meningkatkan literasi siswa di SDN 2 Jenggala Kecamatan Tanjung. Penelitian merupakan penelitian dengan subjek penelitian adalah Komunitas Belajar (Kombel) di SDN 2 Jenggala. Teknik pengumpulan data dalam penelitian ini dilakukan dengan observasi, wawancara, dan dokumentasi. Penulis menggunakan teknik triangulasi untuk menganalisis informasi yang diperoleh. Berdasarkan analisis data yang hasil yang diperoleh dari penelitian ini menunjukkan bahwa komunitas belajar SDN 2 Jenggala sudah melakukan prinsip manajemen dengan adanya perencanaan, pelaksanaan program, pengawasan serta evaluasi kegiatan. Hal ini dilakukan oleh komunitas belajar SDN 2 Jenggala untuk meningkatkan kualitas dan mutu pembelajaran di SDN 2 Jenggala. Adapun program dari komunitas belajar SDN 2 Jenggala dalam meningkatkan literasi

siswa adalah adanya pojok baca, kegiatan membaca nyaring, pelabelan, Salaman ya (sabtulancarkan membacanya) serta satu kata sebelum pulang. Dan diharapkan kegiatan ini bisa terus konsisten dilaksanakan sehingga bisa diimbaskan ke sekolah yang lain yang ada di kecamatan Tanjung.

Kata Kunci: Komunitas Belajar, Manajemen, Pemberdayaan Guru

Introduction

One of the tasks stated in the Preamble of the 1945 Constitution of the Republic of Indonesia is that the Government of the Republic of Indonesia must be able to educate the nation.¹ Efforts to educate the nation's life include improving the quality of education and equity in every region of the Unitary State of the Republic of Indonesia. The excellence of a country's education does not lie in its curriculum, but in how its education policy must be in line with its national development plan.² Training programs are the spirit of education and must be evaluated innovatively, dynamically, and periodically by the times, science, and technology.³

The development of Industry 4.0 has made science undergo a rapid transformation in all fields including education.⁴ Digitalization of education has the potential for optimal learning through the curriculum.⁵ Over time, education continues to develop and the curriculum has undergone several changes. Currently, educational units have begun to implement independent research programs. Merdeka

Belajar Program is one of Indonesia's educational innovations to maximize students' learning potential and interest. This program is designed so that students can study according to their interests and talents without feeling burdened by excessive academic requirements.⁶ The goal is to improve the quality of learning, form independent student characters, and reduce gaps in education.⁷ In this curriculum, learning content is designed to be optimized, giving learners sufficient time to understand concepts and develop competencies.⁸ Teachers also have the freedom to choose various learning tools, so that learning can be tailored to learners' learning needs and interests.⁹

In implementing the Merdeka Curriculum, a community or group of educators is needed to exchange inspiration and ideas for learning.¹⁰ For this reason, a Learning Community is needed. A learning community is a group of teachers, education personnel, and other educators who share the same passion and interest in transforming learning through regular interactions in a forum where they actively

participate.¹¹ The learning community is a combination of teachers and education personnel who work together in a planned and sustainable manner with clear and measurable goals to improve the quality of learning and affect student learning outcomes.¹² Meanwhile, Sekar & Kamarubiani revealed that the learning community is a group that comes from a combination of several people who have the same interests, interests, and targets focused on academic matters.¹³ So it can be concluded that the learning community is a combination of teachers and education personnel who work together, support each other, motivate, and exchange ideas to achieve better learning goals.

There are three types of learning communities: school learning communities, inter-school learning collaborations, and online learning communities on the Merdeka Teaching Platform (PMM).¹⁴ The school learning community is a combination of educators and education personnel from the same school, while the inter-school learning community is a combination of educators and education personnel from different school institutions in the form of MGMP, MGBK, KKG, MKKS, KKS, and MKPS.¹⁵

In implementing the Merdeka Curriculum, the Learning Community supports teachers, education personnel, and

other educators to be able to discuss and solve various learning problems faced during the implementation of the Merdeka Curriculum. In building a Learning Community, several main objectives must be implemented. Among them are educating community members by collecting and sharing information related to questions and problems related to practice, facilitating community members to continue learning, encouraging members' competence improvement through discussion and sharing, and integrating learning gained through the community in daily work.¹⁶

To be effective and efficient, learning community programs in schools need to be managed with good management in the form of activities: preparation, organization, implementation, and supervision. Preparatory activities can be carried out:

- 1) Form small teams
- 2) Determining the goals to be achieved
- 3) Socialize the importance of the learning community to all school members and make commitments, norms, and values that will be carried out in the community.
- 4) Develop an agenda and schedule of activities for each week that are carried out in effective hours.¹⁷

Furthermore, in the organization, the division of tasks of the individuals involved in the learning community is carried out. The implementation of activities in the school learning community is to realize the activities that have been prepared by implementing collaborative learning, various good practices, and creating a learning community environment where teachers feel valued.¹⁸

The implementation of activities in the community may involve a cycle of 1) initial reflection, 2) planning, 3) implementation, and 4) evaluation.¹⁹ Supervision in the learning community can be carried out by conducting regular evaluations and reflection on learning community activities, using the following tools:

- 1) Achieving the common goals of the learning community
- 2) Norms and values of the learning community, and
- 3) Six thinking caps²⁰ Or using the learning community growth self-assessment instrument developed by Hipp & Huffman.²¹

Learning communities play a very important role in developing teachers' skills. Several studies have demonstrated the role of learning communities in improving

teacher skills and learning quality. First, research shows that learning communities act as an environment where members can grow through social interaction, acquire new knowledge, improve skills, increase confidence, and build a network of relationships.²²

Quoted in Joko Arifin, the research conducted by Sekar & Kamarubiani is in line with Etienne Wenger's Community of Practice (CoP) Theory, which emphasizes the importance of collaborative learning environments where individuals share to improve skills and understanding, and Albert Bandura's Self-Efficacy Theory (SET),²³ Where community-based learning programs can improve teachers' self-efficacy by providing them with opportunities to improve new skills and build confidence in their teaching abilities.

Secondly, activities in the learning community (KKG) have an important impact on improving teachers' pedagogical competence.²⁴ Third, the role of the teaching community is crucial in improving the quality of learning as it provides a place to share and exchange knowledge, experiences, and best learning methods.²⁵ Pribadi et al's research is in line with Albert Bandura's social learning theory which describes human behavior as the result of continuous interaction between behavior, thought, and environmental influences

achieved through observation and imitation.²⁶

Based on the author's interview with Bambang Hartoyo, the principal of SDN 2 Jenggala, he said that the learning community at SDN 2 Jenggala has been formed, and chaired by Surya Azani. This learning community is a forum to improve the competence of teachers at SDN 2 Jenggala, as a place to share experiences and problems related to the learning process so that if the teachers find problems with the learning process, they will be discussed to find the best solution to solve these problems. In addition, this learning community can also be used as a place to stay in touch with members of the learning community.

Meanwhile, Surya Azani the head of the learning community at SDN 2 Jenggala, said that he was very supportive and helped by the existence of this learning community, because with this community any type of difficulties and problems faced by teachers can be resolved properly, previously this learning community already had an association of teachers but there were no planned programs or activities, so the principal then made a decree as a basis or basis for the formation of this learning community. So that currently there are several existing programs, especially in efforts to improve student literacy at SDN 2

Jenggala. It is hoped that this learning community can make the quality of learning in schools improve well. This study aims to describe the learning community management program (kombel) in improving student literacy at SDN 2 Jenggala, Tanjung sub-district, North Lombok. This research is expected to provide the understanding and become a reference for teachers to be actively committed to the learning community (kombel) in improving literacy to students so that the quality of education is of higher quality, and be able to provide recommendations to policymakers to make efforts to optimize school learning communities.

Method

In this study, researchers used descriptive qualitative research with a case study approach. Qualitative is a research approach based on phenomenology and the constructivist paradigm of scientific development. Qualitative research is a type of research whose results are not obtained by statistical methods or other forms of calculation but tries to understand and interpret the meaning of human behavior interaction events in certain situations according to the researcher's point of view.²⁷ Qualitative research is also descriptive research and tends to use analysis. Qualitative research emphasizes process and

meaning (subject perspective). The theoretical basis is used as a guideline so that the focus of the research is on the facts of the field. Moleong states that qualitative research is a research procedure that produces descriptive data about people and observed behavior in the form of written or spoken words.²⁸ This approach targets the environment and the individual as a whole. Therefore, the method used in this research is descriptive qualitative research, where descriptive qualitative research methods are used as data collection techniques by researchers because this research is carried out by collecting information through words and images obtained from interviews, documents, photos, personal notes, and other documents.

Results and Discussion

Before arranging the SDN 2 Jenggala learning community program, the principal as the leader arranges an agenda to conduct a program preparation meeting. The activity of preparing the learning community program was carried out by gathering all teachers, committees, and staff at the school. This is important to absorb input and ideas from the teachers. The work program in the SDN 2 Jenggala learning community to improve student literacy at SDN 2 Jenggala is:

1. The Reading Corner

The reading corner is one of the programs of the learning community at SDN 2 Jenggala. Before the formation of the learning community at the school, each class did not have a reading corner. After the formation of the learning community, teachers and students worked together to create a reading corner in their respective classrooms. A classroom reading corner is an area within a classroom or learning space specifically designed to help students increase their interest and ability to read. The classroom reading corner contains a variety of reading materials, such as storybooks, magazines, comics, reference books, and so on. The classroom reading corner is designed to be attractive and comfortable to make students feel at home and interested in reading. Some features that may be present in the classroom reading corner are comfortable tables and chairs, bright lights, and attractive decorations, such as posters, and motivational and wise words.²⁹ The purpose of a classroom reading corner is to encourage students to read more and feel more at home in the classroom to improve their reading skills and help them gain new knowledge and insights.³⁰

From the results of research conducted by Agung Rimba et al, the corner in the classroom plays a role in fostering students' interest in reading, some grow

their interest in reading non-lesson books, some grow their interest in reading textbooks and this happens at State Elementary School 34/1 Teratai Muara Bulian.³¹ This is by the opinion which states that interest in reading is an impulse that arises or a great desire in humans that causes them to pay attention accompanied by feelings of pleasure in reading activities so that it can direct someone to read of their own accord.³² This also agrees with research conducted by Faradina which shows the results that the reading corner is a reading corner in the classroom equipped with a collection of books that are arranged attractively to foster students' interest in reading.³³ With a comfortable and attractive classroom reading corner, students can feel more motivated to read and learn in class. In addition, the classroom reading corner can also be a place to develop student's creativity and imagination through the various types of reading available.

2. Reading Aloud

Reading aloud is one of the teaching techniques or methods that can be done by the teacher, which aims to attract students' interest in reading which is done by reading with a loud and loud voice, but still paying attention to the rules in the reading or writing that is read. Reading aloud has been frequently and widely applied in many educational institutions. Reading aloud can

help students to listen, and understand and improve students' ability to read.³⁴

Reading aloud is a fun reading activity that is given to children both at school and at home.³⁵ During the process of reading aloud, several things are done by the teacher who reads, namely introducing the title of the book to the child, adjusting the book being read to the child's grade level, and mutual communication between the teacher and the student during the reading process. This reading aloud activity is carried out at SDN 2 Jenggala guided by each class teacher. This activity is carried out in lower grades such as grades 1, 2, and 3. Grade 2 homeroom teacher Mrs. Susilawati said that she was very supportive of this reading-aloud program because when their teacher wanted to start the children were so excited and enthusiastic to listen to stories from their teachers. In addition, Lina Amelia, one of the grade 2 students, said that she was very happy to listen to stories from her teacher when the reading-aloud process took place. Reading aloud is very important for children because children will recognize the intonation of how to read well, and increase children's vocabulary that has never been heard before, besides that, reading aloud can improve reading habits and foster children's interest in reading.³⁶

Reading text or reading with the

reading-aloud method increases students' enthusiasm for reading. Given that reading is the most important thing that must be mastered. Not only does attracting students' interest, but also the Reading Aloud method can shape the character of the students themselves. Reading with the Reading Aloud strategy can increase self-confidence, and train responsibility, focus, and courage in the student. The existence of discussions makes the classroom atmosphere lively. This is characterized by the interaction between the teacher and the students or the students with the students.³⁷

3. Labeling

Labeling is the activity of including information related to an item or object.³⁸ Labeling at SDN 2 Jenggala is not like labeling related to the product packaging of an item, but labeling at SDN 2 Jenggala school is giving names or information related to goods or objects and various plants in the school environment. Labeling has been done, for example, by attaching the name of an object such as a blackboard, bench and table, window, door, and so on. All of these objects are given a name by being attached to the item, in addition, various items are also labeled for various types of plants in the school environment such as mango trees, jackfruit, paper flowers, sugar apple trees, and so on. So all

types of plants are labeled or named according to the type of plant. The purpose of giving names or labels of various types of goods or plants is in addition to introducing children to the names of these items or types of plants as well as so that every child sees every corner and the school environment raises interest in reading so that with this labeling activity can foster reading interest from children can increase.

4. Salaman Ya (Sabtu Reading smoothly)

The next program from the Learning Community of SDN 2 Jenggala is Saturday Reading or in short "Salaman Ya". As the name implies, this activity is carried out once a week on Saturdays. This activity is carried out from grade 1 to grade 6. When this activity takes place, all children are given a book by their homeroom teacher according to their grade level and carried out in front of the class. So all children sit neatly in front of their respective classes while reading the books they are interested in. Children who are less fluent in reading will be given special guidance by their homeroom teacher.

Besides the homeroom teacher who provides special guidance when reading, his friends who are already fluent also help their friends who are not fluent in reading. This activity is very helpful for children,

especially for lower grades such as grades 1, 2, and 3 to smooth their reading. Moreover, sometimes the homeroom teacher often gives rewards or prizes to children who are fluent in reading to encourage children to improve their literacy.

5. One Word Before Going Home

So before going home the homeroom teacher asks the children to line up according to their respective genders, then the teacher will prepare questions. As has been implemented by Mrs. Zuliati, a Grade 2 teacher, who said that for example, name the animal that starts with the letter B, so all children must prepare one answer in turn, if the answer is correct then the homeroom teacher allows him to go home, but if the answer is wrong or has been mentioned by a friend before then he is told to return to the back of the line until he can find another answer and so on until all have finished answering. Activities like this continue to be carried out before ending learning activities so that children always prepare themselves by reading storybooks and so on in the school library.

Conclusion

The learning community of SDN 2 Jenggala has carried out management principles with planning, program implementation, supervision, and evaluation of activities. This is done by the learning

community of SDN 2 Jenggala to improve the quality and quality of learning at SDN 2 Jenggala. The program of the learning community of SDN 2 Jenggala in improving student literacy is the existence of a reading corner, reading aloud activities, labeling, Salaman ya (Saturday reading smoothly), and one word before going home.

It can be concluded that the management of learning communities (kombel) in improving student literacy is a shared responsibility between parents, teachers, schools, friends, and the environment. Students get support to stimulate their interest in reading. Therefore, it is necessary to further develop the love of reading so that in reading activities, students gain many benefits from reading, acquire new knowledge, and find the meaning hidden behind the content of the text they read. In educational institutions, teachers should increase students' interest in reading, so that students can generate their desire to read.

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²⁹ Rahayu, Wahib, and Besari, “Peningkatan Minat Baca Siswa Sekolah Dasar Melalui Pojok Baca.”

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