



Learning Community Management Planning at SMP Negeri 54 Batam City

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Abstract: This study aims to describe the management planning of the learning community in SMP Negeri 54 Batam City in order to improve teacher competence and learning quality. The research background is based on the importance of learning communities as a forum for collaboration, reflection, and professional development of educators in the era of Freedom of Learning. The research uses a qualitative approach with data collection techniques through interviews, documentation studies, and observations. The research informants included school principals, vice principals for curriculum, heads and members of the learning community, teachers, and student representatives. The results of the study show that the management planning of the learning community at SMP Negeri 54 Batam City includes four main stages: (1) coordination meetings to equalize perceptions, form vision-missions, and prepare work programs; (2) the formation of a learning community team with a clear division of tasks; (3) internal and external socialization to increase participation and support; and (4) the provision of supporting facilities and infrastructure such as meeting rooms, projectors, internet connections, and collaborative media. The obstacles faced include the limitations of modern facilities such as Smart TVs, exclusive special rooms, and documentation tools. The conclusion of the study shows that systematic and participatory learning community management planning is able to encourage a culture of continuous learning among teachers, although there is still a need to improve facilities and strengthen socialization strategies. The results of this research are expected to be a reference for other schools in developing an effective learning community and have a positive impact on the quality of learning.

Keywords: Management, Planning, Learning Community, Teacher Competence.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan perencanaan manajemen komunitas belajar di SMP Negeri 54 Kota Batam dalam rangka meningkatkan kompetensi guru dan mutu pembelajaran. Latar belakang penelitian didasari oleh pentingnya komunitas belajar sebagai wadah kolaborasi, refleksi, dan pengembangan profesional pendidik di era Merdeka Belajar. Penelitian menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, studi dokumentasi, dan observasi. Informan penelitian meliputi kepala sekolah, wakil kepala sekolah bidang kurikulum, ketua dan anggota komunitas belajar, guru, serta perwakilan siswa. Hasil penelitian menunjukkan bahwa perencanaan manajemen komunitas belajar di SMP Negeri 54 Kota Batam mencakup empat tahap utama: (1) rapat koordinasi untuk menyamakan persepsi, membentuk visi-misi, dan menyusun program kerja; (2) pembentukan tim komunitas belajar dengan pembagian tugas yang jelas; (3) sosialisasi internal dan eksternal untuk meningkatkan partisipasi dan dukungan; serta (4) penyediaan sarana dan prasarana penunjang seperti ruang pertemuan, proyektor, koneksi internet, dan media kolaboratif. Kendala yang dihadapi meliputi keterbatasan fasilitas modern seperti Smart TV, ruang khusus yang eksklusif, dan alat dokumentasi. Kesimpulan penelitian menunjukkan bahwa perencanaan manajemen komunitas belajar yang sistematis dan partisipatif mampu mendorong budaya belajar berkelanjutan di kalangan guru, meskipun masih diperlukan peningkatan fasilitas dan penguatan strategi sosialisasi. Hasil penelitian ini diharapkan dapat menjadi acuan bagi sekolah lain dalam mengembangkan komunitas belajar yang efektif dan berdampak positif terhadap kualitas pembelajaran.

Kata kunci: Manajemen, Perencanaan, Komunitas Belajar, Kompetensi Guru.



Introduction

Education is one of the main pillars in sustainable nation building (Abd Rahman et al., 2022). In order to improve the quality of education, a comprehensive effort is needed, one of which is through the formation and management of learning communities (Cholivah & Hidayati, 2025). The learning community is a strategic forum for educators and education staff to share knowledge, experience, and improve competencies in an ongoing manner (Kalman et al., 2024). In the current era of Independent Learning, the existence of a learning community is very important to support the transformation of adaptive and collaborative education (Fatmawati et al., 2025).

Learning community management is not only limited to gathering and discussing activities, but involves a careful planning process so that the activities carried out are relevant, directed, and have an impact on improving the quality of education (Manaf, 2025). Good management planning will include analyzing member needs, setting goals, preparing programs, and periodic evaluations (Sagala et al., 2024). This is important so that the learning community does not run sporadically, but is sustainable and productive (Paidia, 2024). The learning community in schools is not only a medium for teachers' professional development, but also a means to create a collaborative and reflective culture in the school environment (Makarim et al., 2025). With a well-organized learning community, teachers can support each other in solving learning problems, designing innovations, and increasing motivation and morale (Lutfi et al., 2024). This will indirectly have a positive impact on student learning outcomes.

The government through the Independent Learning policy and the Driving Organization Program (POP) has encouraged the formation of learning communities in various regions (Mustari, 2022). However, the implementation of these policies in the field requires adaptation to the context and conditions of each educational unit (Lembong et al., 2023). Therefore, schools must be able to plan and manage learning communities that are in accordance with the characteristics of teachers and local needs (Kalman et al., 2024). In addition, this study also plays a role in identifying supporting and inhibiting factors in learning community planning. Thus, schools can make continuous improvements and design more adaptive strategies to strengthen a culture of shared learning in the school's internal environment. The active involvement of teachers in the learning community can encourage innovation and improve the quality of learning. Based on this background, this study focuses on learning community management planning at SMP Negeri 54 Batam City. This study is expected to contribute to the development of managerial practices of the learning community that are effective, participatory, and have a real impact on improving the quality of education in schools.

Method

This type of research uses qualitative research methods. According to (Niam et al., 2024) Qualitative research is the collection of data in a natural setting with the intention of interpreting the phenomenon that occurs where the researcher is a key instrument. This research has both subjects and informants. The subject is a person who implements a learning community program at SMP Negeri 54 Batam City. Informants are people who can provide data or information, the information chosen is the Principal of SMP Negeri 5 Batam City,



Curriculum Waka, Chair of the Learning Community, Learning Community administrators, and representatives of teachers and students. The primary data sources collected from the interview results include: Principal, Curriculum Waka, Head of Learning Community, Learning Community Team, Teachers and Students of SMP Negeri 54 Batam City.

Data collection techniques Using the interview method in this study is expected to reveal various information in depth and more accurately and minimize misunderstandings. Researchers will interview informants in this study more often, namely; Principal of SMP Negeri 54 Batam City, Curriculum Waka, Head of the learning community, members of the learning community team, teachers, student representatives of SMP Negeri 54 Batam City. And according to (Sari et al., 2025) The document study is a complement to the use of observation and interview methods in qualitative research, the documentation used in the research includes: school data related to the management of the learning community at SMP Negeri 54 Batam City. Data validity techniques Data validity is the equivalent of the concepts of validity and reliability. To determine the validity of the data, it is necessary to examine techniques and the implementation of examination techniques are made aware of a number of certain criteria. There are four criteria used, namely: degree of trust, distraction, luck and certainty (Fitrah & Lutfiyah, 2017). In this study, the researcher will use two triangulation validation techniques, namely source triangulation and triangulation technique. Triangulation of sources is the principal, curriculum waka, head of the learning community, learning community team, teachers and students of SMP Negeri 54 Batam City.

Result and Discussion

Planning is a process that includes efforts made to anticipate future trends and the determination of the right strategies and techniques to realize organizational targets and goals. Planning is the starting point for various organizational activities that greatly determine the success of the organization (Sasoko, 2022). The determination of the learning community strategy to achieve a culture of learning and sharing good practices in the school begins with a coordination meeting to equalize perceptions, then the formation of a learning community team with the division of their respective duties, then the procurement of socialization both internally and externally, as well as the procurement of facilities and infrastructure to support learning community activities in schools. The theory put forward by Erni and Kurniawan combined with the flow of community learning in schools based on the guidance of the learning community combined with the results of research at SMP Negeri 54 Batam City is as follows:

1) Coordination Meeting

The coordination meeting was attended by the principal, vice principal, as well as teachers, and education staff aimed to equalize the understanding of the learning community, the formation of a learning community team (Kombel), the preparation of program outlines, the work of the learning community and the preparation of socialization materials. The implementation of learning communities is actually not new for school residents, several teacher learning programs and teacher facilities already existed before the implementation of the erdeka Curriculum, but this is recognized by the school if it is not optimal in management and sustainable. Therefore, with the existence of a learning

community in schools, schools are starting to be serious about maximizing human resources in schools in program planning.

The procurement of the Learning Community coordination meeting was carried out in conjunction with a routine meeting held by the Principal and attended by teachers and education staff. The meeting aimed to equalize the understanding of the learning community in schools, affirm the importance of learning communities, form a learning community team (kombel), and prepare an outline of the learning community work program in schools.

2) Formation of the Learning Community Team of SMP Negeri 54 Batam City

Broadly speaking, the structure and role of the learning community in the State Junior High School 54 Batam City are as follows:

Table 1 : Organizational Structure of the Learning Community of SMP Negeri 54 Batam City.
 Organizational Structure of the State Junior High School Learning Community 54 Batam City

Yes	Position	Name	Main Task Description
1	Builder	DR.	School principals, provide direction and policy support
2	Person in Charge	PP	Vice Principal for Curriculum
3	Head Learning Community	LY	Coordinating learning community activities
4	Vice Chairman	An	Assist the leader and replace when obstacles arise
5	Secretary	Pr	Managing the administration and documentation of Kombel activities
6	Treasurer	Rm	Managing operational funds for learning community activities
7	Material and Activity Coordinator	AF	Compile discussion materials, schedules, and resource persons for activities
8	Evaluation Coordinator and Reflection	NR	Manage the results of each meeting's evaluation and reflection
9	Documentation and Publication Coordinator	DG.	Documenting activities and disseminating the results
10	Active Members of the Learning Community (all teachers)	-	Participate active in all teacher community activities

The description of the composition of the learning community team at SMP Negeri 54 Batam City is as follows; First, the Principal has the highest position and responsibility of all programs in the school, including the learning community program in the school. The second is the vice principal for curriculum, the existence of this vice principal as the person in charge, the third is the head of the learning community who is tasked with coordinating the activities of the learning community according to the functions and fields given, Next the fourth is the vice president of the community who plays a role in helping the chairman and is ready to replace if the chairman is in a hurry, then the fifth is the Secretary who plays the role of managing the administration and documentation of activities learning community, the sixth is the coordinator of materials and activities who play a role in compiling discussion materials, schedules and resource persons for activities, the seventh is the coordinator of Evaluation and

Reflection who plays the role of managing the results of evaluation and reflection of each meeting, to the eight coordinators of Documentation and publications who play the role of documenting activities and disseminating the results, to the nine active members of the learning community who play a role in actively participating in all activities of the teacher community, Tenth, there is a treasurer who plays a role in managing operational funds for learning community activities

3) Socialization of Learning Communities in Schools

Socialization is a process of how to introduce a system to a person and how that person determines their responses and reactions. Socialization is determined by the social, economic and cultural environment in which the individual is located, in addition to being determined by the interaction of his experiences and personality (Maulidya, 2022). The theory is in accordance with the discovery of data in the field, that a school is a system that introduces the learning community in the school to the outside world, with the hope that the recipient of the information can know, interpret, support, and be actively involved in advancing the program.

Based on the findings of interviews with school principals and heads of learning communities as well as the use of data collection techniques through school archive documentation, the implementation of learning community socialization is scheduled at the same time as the socialization of other school activities, not specifically discussing learning community programs in schools. The socialization was carried out at the beginning of the new school year. Especially when accepting new students and other big school agendas. At the time of socialization, it presented all parents, teachers, committees and involved external parties from the school who played an important role in the school program. Socialization of the school program is not only carried out formally at large meetings at schools, but socialization is also carried out through all official school platforms such as the web, Instagram, and Facebook. There is great hope with the holding of the socialization, which is to equalize the perception of the importance of the learning community so that all elements work together to form a literacy culture. It is important to have socialization from stakeholders in the local city to explain the sad phenomenon of the level of teacher commuting in the local city, then fostering the spirit of learning and sharing good practices by explaining the importance and impact if we are indifferent to the culture of lifelong learning and sharing good practices. In my opinion, the socialization implemented at SMP Negeri 54 Batam City is just to explain the importance of learning and sharing for teachers in a brief manner and then explaining the programs that have been designed.

4) Preparation of facilities and infrastructure

According to (Rohiyatun & Najwa, 2021) Educational Facilities are all the equipment arrangements, materials and furniture that are directly used in the educational process in schools. Educational facilities and infrastructure can be useful to support the implementation of the teaching and learning process, both directly and indirectly in an institution in order to achieve educational goals. Based on this theory, it can be said that all educational program infrastructure facilities, one of which is a learning support program and sharing good practices, is a necessary facility for teachers in achieving learning goals through the learning community program. In order to support its

implementation to run optimally, it is necessary to develop and develop adequate facilities and infrastructure. All the challenges and obstacles in the implementation of the learning community can be briefly called an obstacle.

In this discussion, the results of an analysis will be given related to the constraints regarding the provision of facilities and infrastructure in the learning community in schools (Kombel) at SMP Negeri 54 Batam City. To foster and develop a culture of learning and sharing in schools, it is necessary to have a school ecosystem that is lifelong learners with the support of supporting facilities and infrastructure that schools need to have, including:

Facilities and Infrastructure of the Teacher Learning Community

Facilities/Infrastructure	Function/Explanation
Meeting Room (Teacher's Room / Special R)	Where it takes place discussion, reflection, and sharing of good practices.
Table and Decent Seats	Supports comfort during group discussions or regular meetings.
Papan Tulis / Whiteboard / Flipchart	Visual aids when presenting or delivering material in the Kombel forum.
Projector and Screens/TVs	Display digital materials, learning videos, or the results of teacher reflections.
Laptop / School Computers	For material presentations, activity documentation, or access to online learning resources.
Internet/Wi-Fi Connection	Support information access, online training, and resource sharing.
Printers and Stationery Office (ATK)	To print discussion materials, evaluation instruments, and other documentation.
Cupboard Archive/ Document Rack	Storing documents resulting from the learning community (Reports, Minutes, Lesson Plans from collaboration).
Board Learning Community Information	Convey agendas, discussion results, and important information for the learning community.
Reference Books / Modules / Guides	Teacher professional development materials that can be accessed together.
Collaborative Applications (Google Drive, WA Group, etc.)	For online coordination and file sharing between community members.

The provision of facilities and infrastructure by schools greatly affects the success of school literacy movement programs. Based on the information obtained from the evaluation of the implementation of the learning community at SMP Negeri 54 Batam City in the realm of facilities and infrastructure at SMP Negeri 54 Batam City, it can be said that it is good, with

the availability of a learning community room, LED screens, stationery and supporting books and others. Added by the Curriculum Waka related to learning support facilities and teacher sharing and the following obstacles:

"In terms of facilities, I can say that the school has provided the basic facilities needed, such as meeting rooms, projectors, and internet access. We also support teachers to use digital tools and learning media that can be used together in learning community activities. However, we do not close our eyes that there are still some obstacles. For example, there is no special space that is truly dedicated to the learning community, and sometimes there are limitations in documentation tools such as printers or archival storage of meeting results. In addition, the use of facilities sometimes clashes with other activities in the school, so more organized scheduling is needed. Despite the obstacles, the teacher's enthusiasm is still high and that is the main strength. We in the curriculum field continue to strive to propose the fulfillment of facilities in stages through the school work plan." (Waka Curriculum).

The stage of providing facilities and infrastructure to support the learning community at SMP Negeri 54 Batam City is also still in the process stage, one of which is the provision of digitalization devices such as smart TVs, but of course all efforts and efforts have been optimized, for example by going through LCD screens or infocus on the learning room in the learning community within SMP Negeri 54 Batam City schools. The following is an interview from one of the teachers who is a team member from the learning community:

"Currently, in our learning community room, Smart TV is not available as one of the means of supporting learning activities together. In fact, the existence of Smart TVs will certainly be very helpful in displaying more interactive and modern learning materials. Even so, we can still carry out community activities by utilizing the LCD projector (infocus) that is already available. This LCD is quite helpful for displaying slides or videos, although sometimes the picture quality and connectivity are not as optimal as Smart TVs.

Of course, we hope that in the future schools or related agencies can consider the procurement of Smart TVs, because this tool can support the teacher's discussion process more dynamically. In addition, integration with the internet and various learning applications can be done directly through Smart TVs, without having to rely on a laptop. With more complete facilities, the enthusiasm and effectiveness in the learning community can increase." (Teacher).

As a user of facilities from the learning community, one of the teachers who is also part of the learning community said the following:

"Indeed, Smart TVs are not yet available in the learning community space, even though they are needed to support activities. Currently, we are still using infocus, but if there is a Smart TV, it will certainly be more practical and support technology-based learning." (Teacher).

Facilities and infrastructure play an important role in supporting the sustainability and effectiveness of the learning community in schools. Facilities refer to any form of equipment or equipment that is used directly in learning activities, such as Smart TVs, LCDs/Infocus, laptops, speakers, whiteboards, and internet networks. Meanwhile, the infrastructure includes dedicated study rooms, desks, comfortable chairs, and adequate lighting.



The availability of complete facilities and infrastructure will create a conducive learning environment, encourage active participation among community members, and facilitate access to digital information and learning resources. For example, the presence of Smart TVs can improve the quality of presentations and discussions through more interactive visual displays and directly connected to the internet. Thus, facilities and infrastructure are not only complementary, but are the main supporting factors for the success of the learning community in improving teacher competence. However, there are still limitations in the procurement of more up-to-date facilities, such as interactive Smart TVs or other digital devices that can enrich the teacher's learning experience. Some teachers said that the existence of Smart TVs will greatly support learning community activities, because it allows direct integration with digital platforms and learning applications. Therefore, efforts to improve facilities and infrastructure are a strategic need to encourage the sustainability and effectiveness of the learning community in supporting the improvement of teacher competence.

Conclusion

The function of planning the management of the learning community at SMP Negeri 54 Batam City includes coordination meetings, socialization, internal and external, the formation of a learning community team, as well as the preparation of facilities and infrastructure to support learning and sharing good practices of teachers.

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