

EVALUATION OF THE IMPLEMENTATION OF LEARNING COMMUNITIES IN KEBUMEN STATE JUNIOR HIGH SCHOOL (SMP) 1 IN CREATING QUALITY SCHOOLS

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Abstract. Evaluation is considered downstream of an organization's management process, and even becomes a measure to assess the progress of an organization's plans and implementation. Evaluation is considered important to carry out, the importance of evaluation lies in its ability to provide constructive feedback. Evaluation not only aims to assess the final results of an implementation, but also to map the strengths and weaknesses in the process that is currently or has been completed. A program plan and implementation without evaluation will not allow decision making to be based on invalid assumptions, so that future programs have the potential to not be optimal or not be achieved. Therefore, evaluation will not only be a measuring value, but also a reflection and improvement for the future. This research aims to photograph and reflect on the planning, implementation and organization of the learning community. So that the evaluation carried out can provide an assessment and direction for future improvements. Researchers use qualitative research methods, where researchers collect and extract data through interviews, observation and documentation. Some of the informants were teachers who were members of the learning community. This research shows that the evaluation of the learning community at Kebumen 1 State Junior High School (SMP) needs to be improved in several ways, namely 1) teacher commitment to participating in learning community activities, 2) commitment to completing learning supporting documents such as journals, learning plans.

Keywords: evaluation, learning community, school quality.

INTRODUCTION

Quality education is a major factor in a country's progress. In Indonesia, various efforts continue to be made to improve the quality of education, one of which is by implementing the concept of a learning community which aims to create a more effective and collaborative learning atmosphere. SMP Negeri 1 Kebumen, located in Kebumen Regency, Central Java, is an example of a school that has adopted learning communities as part of their efforts to improve the quality of education (Ahmad Ta'rifin, 2021).

Learning communities emerged as a response to changes occurring in the world of education, which is increasingly developing and requires more effective learning methods. Traditional educational approaches, which usually focus on teachers as the main source of information, are now starting to be replaced by more interactive and collaborative methods. Learning communities were created to provide solutions to these challenges, by building an educational environment that involves active participation from all related parties, namely students, teachers, parents and the community. Along with the increasingly rapid development of information technology, students' ways of accessing knowledge are no longer limited to the classroom. They can learn anytime and anywhere, which makes education need to be more flexible and open. Therefore, a learning community that allows the involvement of various parties is very important in supporting student development in various aspects, both academic, social and emotional.

Apart from that, changing needs in the world of work that require 21st century skills, such as

creativity, collaboration and problem-solving abilities, are also the main reasons why learning communities are needed. Learning that only focuses on memorization and theory is no longer considered sufficient to prepare students to face future challenges. With a learning community, students can participate more actively in exchanging ideas, solving problems together, and improving communication and collaboration skills. Learning communities also function to overcome various problems that arise in traditional education, such as lack of interaction between teachers and students, lack of student involvement, and limited development of students' character and non-academic skills (Candra Wijaya & Rifa'i, 2016). By involving various elements in learning, including teachers, students, parents and the community, learning communities can create a more enjoyable and immersive atmosphere. Additionally, this can strengthen the sense of responsibility and discipline among students. Therefore, a learning community is not just a place to convey learning material, but also a means to develop students' character, social skills and creativity. Ultimately, this can create a more inclusive, collaborative and sustainable educational environment. Learning communities are an effective approach to improving the quality of education, by emphasizing the importance of collaboration between various parties in the world of education (Watkins, 2005). This concept involves students, teachers, parents and the community in one forum which aims to achieve educational goals more comprehensively. In this community, each member can share knowledge, experience and resources to create more dynamic and useful learning. One of the reasons why learning communities can improve the quality of education is because of their interactive and collaborative approach. In this community, students not only receive information from teachers, but are also given the opportunity to ask questions, discuss and share opinions. This encourages students to be more involved in the learning process and hone critical thinking skills and problem-solving abilities which are much needed in the current era.

On the other hand, learning communities allow educators to continue to develop. Through collaboration between teachers, they can exchange effective teaching methods, share educational resources, and evaluate new ways to make learning more interesting and relevant to students' needs. This will in turn improve the quality of teaching and ensure the learning process is better suited to students' needs and interests. The involvement of parents and the community in learning communities also plays a major role in improving the quality of education. Parental support for children's learning activities, both at home and at school, will strengthen the educational process itself. Meanwhile, society can provide real experiences and knowledge relevant to the outside world, helping students to connect what they learn at school with everyday life. Learning communities also provide opportunities for students to develop social skills. In these groups, they learn to work together, respect other people's opinions, and complete tasks together. These social skills are critical to preparing students for an increasingly collaborative and global world. Overall, by encouraging collaboration between all parties involved in education, learning communities can create a more holistic and sustainable learning environment. This not only improves the quality of education directly, but also helps students to become independent, creative individuals and ready to face future challenges.

RESEARCH METHOD

In evaluating learning communities using qualitative research, researchers focus on collecting in-depth and information-rich data through techniques such as interviews, observations, FGDs, documentation, and case studies (Nasution, 2023). This approach allows researchers to explore participants' experiences and perceptions and identify factors that influence success or challenges in implementing learning communities, providing a more comprehensive and meaningful picture of the program (J. Moleong, 2014).

RESULT AND ANALISYS

1.1 Learning Community

A learning community is a platform where individuals, especially students, can share knowledge, experiences, and skills with each other in a collaborative and supportive atmosphere (Prasetyo et al., 2024). The existence of a learning community is very crucial in the world of education because it offers various benefits that can improve the learning process to be more effective and of better quality. Here are some reasons why learning communities are important:

- 1.1.1. Increase student engagement. Learning communities create a dynamic environment, where students are more involved in the learning process. In this community, students learn not only from teachers, but also from their friends. They can exchange knowledge, discuss, and work together to solve problems, which increases their participation in learning.
- 1.1.2. Encourage collaborative learning. Collaborative learning that occurs in learning communities allows students to support each other, share ideas, and learn from each other's experiences. This develops social skills such as cooperation, communication, and negotiation, which are invaluable in social and professional life.
- 1.1.3. Increase motivation and self-confidence in the learning community, students feel supported and appreciated by their peers. This support can increase their enthusiasm to continue learning and achieving. Additionally, by participating in group discussions and activities, students feel more confident in their academic abilities.
- 1.1.4. Make learning more fun. Learning in a community can be more engaging because students can share ideas, experiences, and resources. Interactive and discussion-based learning is often more fun than traditional one-way teaching methods. This can make students more motivated in participating in the learning process.
- 1.1.5. Increase creativity and innovation. By sharing ideas and discussing in learning communities, student creativity can develop more rapidly. Group discussions allow them to think critically and innovatively in finding solutions or solving problems. This is very useful for preparing them to face future challenges.
- 1.1.6. Sharpen social skills. Learning communities teach students to work together in teams, listen to the opinions of others, and express their views in a clear and polite manner. These social skills are very important, both in everyday life and the world of work, where collaboration and communication are the keys to success.
- 1.1.7. Encourage lifelong learning. Learning communities teach students to continue learning and developing. In this community, they are taught to continue to seek new knowledge and update their knowledge, which encourages them to become lifelong learners. Learning is not limited to the classroom, but also takes place in everyday life.
- 1.1.8. Improve the quality of education. Learning communities can improve the quality of education by enriching student experiences. With collaboration between students, teachers and parents, innovative learning approaches can be implemented, making education more diverse and suited to the needs of each student.

1.2 About SMP 1 Kebumen

SMP Negeri 1 Kebumen is a state junior high school located in Kebumen Regency, Central Java, Indonesia. This school was founded on February 1, 1946 by the Indonesian National Committee (KNI) to accommodate junior high school students who were forced to flee due to the First Dutch Aggression in Bandung and Jakarta. SMP Negeri 1 Kebumen is located at Jalan Mayjen Soetoyo No. 22 Kebumen (Nugroho, 2015).

After its establishment by KNI, the management of this school was then handed over to the district government, then to the residency, and finally to the Department of Education and Culture. Initially, this school was located behind Wisma Pemda, but due to limited space, this school was soon moved to SMP Masehi which is located next to Tugu Lawet. Not long after that, as a result of the war getting worse, the local government fled to Prembun, and Kebumen 1 Public Middle School also moved and occupied the Kebekelan People's School. After the situation improved, this school returned to Kebumen. However, as a result of the Second Dutch Military Aggression on 19 December 1948, this school was disbanded and emergency junior high schools were established in Jeruk Agung-Klirong and Sangubanyu-Bulus pesantren with most of the same students.

After the Dutch were declared defeated, SMP returned to Kebumen and occupied the ST building (now SMP Negeri 7 Kebumen) bringing their own tables and chairs, as well as a simple registration system. In 1952, SMP returned to its original location and occupied three repaired rooms, which still stand today. On August 1 1960, SMP Negeri 2 was founded, so SMP Negeri 1 Kebumen was considered too big. Based on the Decree of the Minister of P & K dated 14 November 1963 Number 165/B.III, led by Mr. H. Suradi Hardjowarsito, this school was then split into SMP Negeri 1 Kebumen and SMP Negeri 3 Kebumen, which still exist today.

1.3 What is a Quality School?

Quality schools are educational institutions that can provide a learning environment that supports student development academically, socially and emotionally. Some will become benchmarks or characteristics for us to know the quality of a school, namely a quality school that offers education with a structured curriculum and prepares students to face future challenges. Then the school also carries out learning that focuses on understanding concepts, practical skills, and character development (Pratiwi, 2016).

Quality schools are equipped with facilities and infrastructure that support the learning process, such as comfortable classrooms, libraries, laboratories and adequate technology. Apart from that, it also has competent, dedicated teaching staff who continue to improve their abilities through training and professional development. It is said that a qualified teacher can inspire and motivate students to study well. A supportive environment is able to create a safe, inclusive and positive atmosphere, where students are valued and given opportunities to develop. This also includes good relationships between students, teachers and parents. Regularly evaluate the learning process, both through academic assessments and observations of students' social and emotional development. Based on the evaluation results, the school will continue to improve and develop the quality of education. Quality schools not only focus on academic achievement, but also equip students with life skills, such as critical thinking, social skills, work ethics, and readiness to continue their education or enter the world of work (Ellong, 2018).

1.4 Implementation of Learning Community Evaluation

Humans carry out various activities in everyday life. To ensure that these activities run well and the objectives are achieved optimally, regular evaluation is very necessary. Evaluation plays an important role in various aspects of human life in order to increase effectiveness and productivity (Burns et al., 2018). Appropriate data and information are needed in the evaluation process to support the decisions to be taken. According to the Big Indonesian Dictionary, evaluation is defined as an assessment process, namely to assess the value of an information service or product based on consumer or user needs, as well as collecting and analyzing evidence to measure the impact and effectiveness of an object, program or process in accordance with specifications. and predetermined requirements. William N. Dunn in his book states that the term evaluation has a meaning that is equated with appraisal, rating, and assessment. This is a word that expresses an attempt to analyze policy results in terms of their value units.

Evaluation in learning community programs is crucial to ensure their success and effectiveness (Giyanto et al., 2023). The success of a program is not only seen from the amount of material presented, but also from how well the program is able to achieve the stated goals. Evaluation serves to assess the extent to which the program meets participants' expectations and needs, as well as to identify areas that need improvement. In a learning community, evaluation is more than just assessing final results. It also plays a role in monitoring progress, providing feedback, and adapting the methods used to suit participants' needs. With effective evaluation, learning community programs can continue to develop and provide greater benefits for students. This evaluation also ensures better quality of education and improves the overall learning experience. So it has an impact on the quality of educational institutions.

Carrying out an evaluation certainly requires steps, namely the first step is to determine the purpose of the evaluation, namely to find out the reasons for the evaluation being carried out. These goals can relate to assessing program effectiveness, achieving goals, or identifying areas that need improvement. Clear objectives will be the basis for the entire evaluation process. Then, after the objectives have been set, the next step is to determine the criteria and indicators used to measure the success or effectiveness of the program. These criteria must be specific, measurable, relevant, and realistic. This is the general line in determining the steps, but you can also add to it in determining the steps, as is done at SMP 1 Negeri Kebumen, such as building teacher commitment to take part in learning community activities, inviting commitment in completing learning support documents such as journals, learning plans

CONCLUSION

The implementation of a learning community at SMP Negeri 1 Kebumen has had a large positive impact in improving the quality of education at the school. With a learning community-based approach, where students and teachers interact with each other in the learning process, an atmosphere is created that supports the maximum development of students' skills and knowledge. The evaluation carried out shows that the learning community strengthens collaboration between students and teachers and builds a sense of responsibility and independence in the learning process. However, the evaluation also revealed several obstacles, such as limited time, facilities and resources to support learning community activities. Therefore, improvements are needed in managerial and funding aspects to ensure the smooth implementation of learning communities and better achievement of educational goals. Overall, the implementation of learning communities at SMP Negeri 1 Kebumen makes a positive contribution to improving the quality of education, but requires continuous evaluation and improvement to ensure its success and effectiveness in supporting higher quality learning.

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