



Implementation of the Learning Community Program Using the Context, Input, Process, and Product Model to Improve Student Learning Outcomes

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ABSTRACT

The Learning Community Program is part of the Merdeka Curriculum strategy that aims to improve teacher competency and performance through collaboration, reflection, and continuous professional development. The Learning Community Program at SMAN 1 Teluk Bintan is named Kombel Keren (Collaborative, Educational, Responsive, and Energetic). This study aims to: 1) explore the implementation of the Learning Community Program using a descriptive evaluative approach with the CIPP (Context, Input, Process, Product) model at SMAN 1 Teluk Bintan; 2) the magnitude of the increase in teacher competency and performance; 3) the magnitude of the increase in student learning outcomes. This library research uses data from the 2020/2021 and 2024/2025 academic years. The subjects of this study were teachers of SMAN 1 Teluk Bintan. Data on the Learning Community Program were collected using documentation techniques, observation guidelines, and portfolios. Data on teacher competency and performance were collected using test instruments and documentation techniques. Data on learning outcomes were collected using documentation techniques. Implementation data were analyzed qualitatively and thematically. Data on improving teacher competency and performance as well as data on improving student learning outcomes were analyzed using descriptive statistics, namely the mean. The results of the study: 1) the implementation of the Learning Community Program used a descriptive evaluative approach with the CIPP (Context, Input, Process, Product) model based on in-house training and workshops categorized as very active; 2) the magnitude of the score for improving teacher competency and performance was between 10-20; 3) the magnitude of the increase in student learning outcomes was between 0.51 to 0.97.

Keywords: learning community program, teacher competence-performance, student learning outcomes

Implementasi Program Komunitas Belajar Menggunakan Model Konteks, Input, Proses, dan Produk untuk Meningkatkan Hasil Belajar Siswa

ABSTRAK

Program Komunitas Belajar merupakan bagian dari strategi dalam Kurikulum Merdeka yang bertujuan untuk meningkatkan kompetensi dan kinerja guru melalui kolaborasi, refleksi, serta pengembangan profesional berkelanjutan. Program Komunitas Belajar di SMAN 1 Teluk Bintan yang diberi nama Kombel Keren (Kolaboratif, Edukatif, Responsif, dan Energik). Penelitian ini bertujuan untuk: 1) mengeksplorasi implementasi Program Komunitas Belajar menggunakan pendekatan deskriptif evaluatif dengan model CIPP (Context, Input, Process, Product) di SMAN 1 Teluk Bintan; 2) besaran peningkatan kompetensi dan kinerja guru; 3) besaran peningkatan hasil belajar siswa. Penelitian kepustakaan ini menggunakan data tahun pelajaran 2020/2021 dan tahun pelajaran 2024/2025. Subjek penelitian ini adalah para guru SMAN 1 Teluk Bintan. Data Program Komunitas Belajar dikumpulkan menggunakan teknik dokumentasi, pedoman observasi, dan portofolio. Data kompetensi dan kinerja guru dikumpulkan menggunakan instrumen tes dan teknik dokumentasi. Data hasil belajar dikumpulkan menggunakan teknik dokumentasi. Data implementasi dianalisis secara kualitatif-tematik. Data peningkatan kompetensi dan kinerja guru serta data peningkatan hasil belajar siswa dianalisis menggunakan statistik deskriptif yakni mean. Hasil penelitian: 1) implementasi Program Komunitas Belajar menggunakan pendekatan deskriptif evaluatif dengan model CIPP (Context, Input, Process, Product) berbasis in house training dan workshop berkategori sangat aktif; 2) besaran skor peningkatan kompetensi dan kinerja guru antara 10-20; 3) besaran peningkatan hasil belajar siswa antara 0,51 sampai dengan 0.97.

Kata kunci: program komunitas belajar, kompetensi-kinerja guru, hasil belajar siswa

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INTRODUCTION

Learning communities in schools serve as a forum that enables productive interactions among students, teachers, and other stakeholders (Lieberman et al., 2017). Through learning communities, students can become more actively involved in learning activities, develop essential skills, and enhance their understanding of the material being taught. ASMA Negeri 1 Teluk Bintan, learning communities have begun to develop and show great potential in supporting a more interactive and participatory learning process.

To further optimize the role of learning communities, a more structured and targeted approach is needed. This is crucial so that the full potential of learning communities can be fully realized in supporting educational goals at SMA Negeri 1 Teluk Bintan (Timperley, 2017). With the right support, learning communities can be a key driving force in creating innovative and adaptive learning environments that respond to changing industry needs (Evers & Kneyber, 2016). This learning community program is also designed to support teachers in developing more innovative and responsive learning methods to student needs (Kraft et al., 2018). Through this approach, student learning motivation will increase, and a more conducive and productive learning environment will be created. "Based on the description above, a scientific study is needed. The study is entitled "The Learning Community Program to Improve Teacher Competence and Performance, and Student Learning Outcomes at SMAN 1 Teluk Bintan."

This article contains three research questions. These questions are formulated as follows:

- 1) How smoothly is the implementation of the Learning Community Program at SMAN 1 Teluk Bintan?
- 2) How much has increased teacher competency and teacher performance at SMAN 1 Teluk Bintan?
- 3) How much has increased student learning outcomes at SMAN 1 Teluk Bintan?

This study has three objectives. The objectives aligned with the research questions are:

- 1) to explore the implementation of the Learning Community Program at SMAN 1 Teluk Bintan;
- 2) to describe the extent of the increase in teacher competency and teacher performance;
- 3) to describe the extent of the increase in student learning outcomes at SMAN 1 Teluk Bintan.

This research has many benefits from a specific perspective. The perspectives referred to are: 1) the principal; 2) the teacher; 3) the student.

First, from the principal's perspective, this article has many benefits. As a supervisor, the principal can utilize the results of this study as a basis for cross-disciplinary supervision of teachers. As an administrator, the results of this study can add physical evidence to school activities. As an innovator, the results of this study are likely to motivate other schools to implement similar activities.

Second, from the teacher's perspective, this article is also very useful. Through learning community activities, teachers can develop professional, pedagogical, social, and personal competencies.

Third, from the student's perspective, this research is very beneficial. This is because the primary goal of learning communities is to enhance teacher competencies, which can then be applied in real classrooms at school.

Relevant articles can be found in various online journals and publications. Relevant articles about learning communities include:

- 1) Paidi, A., & Sahriani, S (2024). Peningkatan Kualitas Pembelajaran melalui Pemberdayaan Komunitas Belajar. *Jurnal Abdimas Indonesia*, 4(3), 711-717.
- 2) Sumantri, A., Anam, K., Harsanti, N., Rahmawati, L. S., & Alamsyah, R. (2025). Pelatihan Pembuatan Media Pembelajaran Komunitas Belajar Guru SMK Analis Kesehatan Tunas Medika Berbasis Website: Pelatihan Pembuatan Media Pembelajaran. *Jurnal Abdimas Indonesia*, 5(3), 2128-2137.



- 3) Pratiwi, S. A., Mayanti, R., Arifin, S. A. N., Sabrina, V. J., & Khaliza, D. W. (2025). Pelatihan Pembuatan Media Pembelajaran Interaktif Berbasis WEB Menggunakan Canva dan Google Sites untuk Komunitas Belajar Guru Matematika. *Jurnal Abdimas Indonesia*, 5(3), 1464-1473.

METHOD

This study utilized data sourced from the learning community program activities at SMA Negeri 1 Teluk Bintan during the 2023/2024 and 2024/2025 academic years. Documentation of learning tools and learning outcomes for the 2021/2022 academic year also served as the research data.

This research took place in the odd semester of 2024/2025. The research timeframe was used for three main activities. First, planning activities involved preparing research instruments, such as questionnaires for teachers to collect data on teacher competency and learning outcome tests for student learning outcomes, as well as documentation to collect data on the learning community program for teachers at SMA Negeri 1 Teluk Bintan. Furthermore, planning activities included developing a research schedule. Second, implementation activities involved implementing the learning community program among SMA Negeri 1 Teluk Bintan teachers to achieve relatively high teacher competency and performance.

Furthermore, learning activities in SMA Negeri 1 Teluk Bintan classrooms were also part of the research implementation activities. Third, reporting activities included analyzing learning community data, evaluating teacher competency improvement data, and assessing learning outcomes data. The final activity in the reporting process is compiling a scientific article for publication in an online journal.

This research employed a descriptive method. Fraenkel et al. (2012), Hatch & Farhady (1982), and Arikunto (2019) describe descriptive methods

as commonly used in educational research. Using this method, the research data were analyzed in several ways. First, data from the learning community program at SMA Negeri 1 Teluk Bintan, based on in-house training and workshops, was qualitatively described using images. "Second, data on teacher competency and performance improvement were analyzed by comparing the 2021/2022 data with the 2024/2025 data. Data analysis used descriptive statistics, specifically the mean. If the mean increase in teacher competency and performance exceeds 25, it indicates improvement. Conversely, if the increase is no more than 25, it indicates no improvement.

Third, data on improvements in student learning outcomes were also analyzed using descriptive statistics, specifically the mean for each subject across all parallel classes. Learning outcomes are considered to have improved if the mean learning outcomes in the 2020/2021 academic year increased by at least 0.50 in the 2024/2025 academic year.

The respondents for this study were all teachers at SMA Negeri 1 Teluk Bintan who participated in and implemented the Learning Community Program. They numbered 15 teachers with the following codes:

- 1) 101: PAI dan Budi Pekerti
- 2) 102: P. Pancasila dan Kewarganegaraan
- 3) 103: Matematika
- 4) 104: Bahasa Indonesia
- 5) 105: Bahasa Inggris
- 6) 106: Sejarah Indonesia
- 7) 107: PJOK
- 8) 108: Seni Budaya
- 9) 109: Biologi
- 10) 110: Kimia
- 11) 111: Fisika
- 12) 112: Ekonomi
- 13) 113: Sosiologi
- 14) 114: Geografi
- 15) 115: Informatika

The research instruments consisted of various types of questionnaires. These types were adapted

to the type and characteristics of the research data. The instruments in question are described below.

First, documentation was used to collect data on the Learning Community Program at SMA Negeri 1 Teluk Bintan. This documentation took the form of photographs of various learning community program activities during in-house training and workshops.

Second, a test was used to collect data on teacher competency at SMA Negeri 1 Teluk Bintan. The test was a four-option multiple-choice questionnaire structured objectively and systematically to produce valid test specifications.

Third, a portfolio comprising various learning materials for Grade 10 teachers at SMA Negeri 1 Teluk Bintan, covering all subjects. In addition, assessment data for each subject were also collected.

Fourth, a learning outcome test was administered to collect data on learning outcomes for all grade 10 students at SMA Negeri 1 Teluk Bintan.

Data on the learning community program at SMA Negeri 1 Teluk Bintan was analyzed thematically. Photographs of activities within the learning community program supported data descriptions.

Data on teacher competency and performance improvement were analyzed using descriptive statistics. Teacher competence and performance are said to have improved if the score after implementing a learning community program is 20 percent higher than the score before the program was implemented.

Student learning outcomes are said to have improved if the score after implementing a learning community program is at least 10 percent higher than the score before.

RESULT

1. Implementation of the Learning Community Program

The implementation of the learning community program at SMA Negeri 1 Teluk Bintan includes several activities. The timing of these activities is described below.

First, In-House Training-1. This activity took place from July 10-21, 2023, at SMA Negeri 1 Teluk Bintan. The instructors were the SMA Negeri 1 Teluk Bintan principals. The material covered pedagogical competency development, such as refreshing learning methods, techniques, and approaches, refreshing evaluation instruments, teaching materials, student character, remedial learning, and developing learning media.

The learning community activity received a positive response from the teacher community. Based on observations and a closed-ended questionnaire, 19 (86.36 percent) of the 22 teachers expressed a strong preference for participating in In-House Training-1. Only three teachers, or 13.64 percent, expressed a strong preference (Table 1).

Table 1
Learning Community Responses to In-House Training Activities at SMA Negeri 1 Teluk Bintan

No.	Category	Frequency	Percent
1	very unlike	0	0,00
2	unlike	0	0,00
3	like	3	13,64
4	veru like	19	86,36
	total	22	100



Figure 1
Presentation from the Head of Kombel Regarding the Kombel Seminar



Figure-2
Opening of Learning Community Activities by the Principal



Figure-3
Delivery of Material from the Kombel Coordinator



Figure-4
One of the Teachers Shared Good Practices with Colleagues.

Second, the workshop. This activity took place from July 18-21, 2024, in the auditorium of SMA Negeri 1 Teluk Bintan. The topic covered the development of teaching modules based on project-based learning, problem-based solving, and deep learning.

Similar to the in-house training, this workshop received a positive response from the teacher community. They followed the instructions attentively and completed the assignments that resulted from the workshop. Based on observations and a closed-ended questionnaire, 19 (86.36 percent) of the 22 teachers expressed a strong appreciation for participating in the workshop. Only three teachers, or 13.64 percent, expressed a strong appreciation for the workshop (Table 2).

Table 2
Responses from the Learning Community to the Workshop at SMA Negeri 1 Teluk Bintan

No.	Answer Categories	Frequency	Percent
1	very unlike	0	0,00
2	unlike	0	0,00
3	like	2	9,09
4	veru like	20	90,91
	total	22	100



Figure-5
Teachers Carry Out real Actions of Kombel's Dties in PMM



Figure-6
Holding a Meeting to Understand the Practical Teaching Module



Figure-7
Holding a Meeting in Order to Understand CP, ATP Good practices by the Head of Kombel

1.3 In House Training-2

Third, In-House Training 2. This activity was a follow-up to In-House Training 1. It took place on May 17, 2025, at SMA Negeri 1 Teluk Bintan. The topic was the development of project-learning, problem-based learning modules.

Similar to the in-house training, this workshop received a positive response from the teacher community. They followed the instructions attentively and completed the assignments that resulted from the workshop. Based on observations and a closed-ended questionnaire, 19 (86.36 percent) of the 22 teachers expressed a strong appreciation for participating in the workshop. Only three teachers, or 13.64 percent, expressed a strong liking for the workshop (Table 3).

Table 3
Response from the Learning Community to the Workshop at SMA Negeri 1 Teluk Bintan

No.	Answer Categories	Frequency	Percent
1	very unlike	0	0,00
2	unlike	0	0,00
3	like	0	0,00
4	veru like	22	100,00
	total	22	100

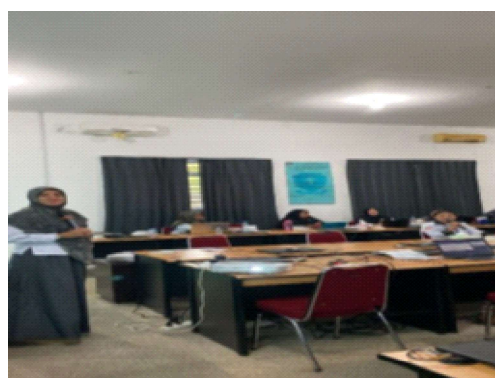


Figure-8
Holding a meeting to understand the good practice differentiated teaching module

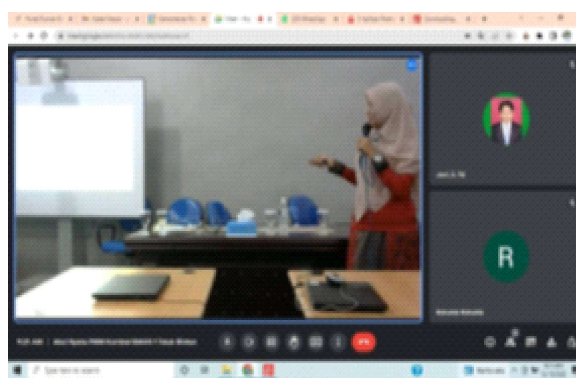


Figure-9
Holding Meetings to Understand the Differentiated Practice Teaching Modules Both Online and Offline

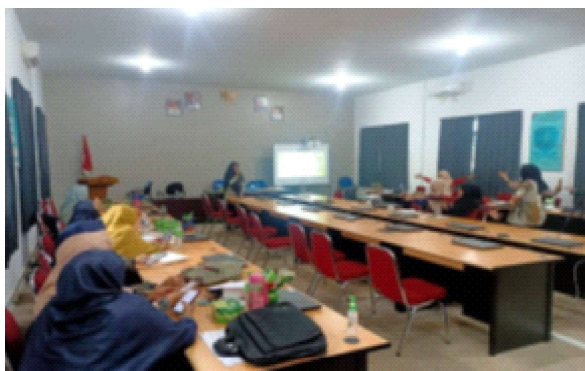


Figure-10
Holding meetings to Understand Practical
Teaching Modules Both Online and Offline

2. Improving Teacher Competence and Performance

There was an increase in the competency and performance of teachers at SMA Negeri 1 Teluk Bintan after participating in the learning community program. Pedagogical competency was the dominant factor contributing to the increase in knowledge. From a teacher performance perspective, the most prominent aspects were the provision of learning media and the submission of semester learning outcome reports. The highest improvement was achieved by teacher 105, achieving a score of 49 in semester 6. Complete data is presented in Table 4.

Table 4
Summary of Improved Competence and Performance of Teachers at SMA Negeri 1 Teluk Bintan

No.	Teachers Code	2021/2022				2024/2025				Increasing			
		X		XI		X		XI		X		XI	
		odd	even	odd	even	odd	even	odd	even	odd	even	odd	even
1	101	45	45	45	45	60	60	60	60	15	15	15	15
2	102	40	40	40	40	50	50	50	55	10	10	10	15
3	103	45	45	45	45	60	60	65	65	15	15	20	20
4	104	45	45	45	45	55	60	60	60	10	15	15	15
5	105	50	50	50	50	60	60	60	60	10	10	10	10
6	106	45	45	45	45	55	55	55	55	10	10	10	10
7	107	40	40	40	40	55	55	55	55	15	15	15	15
8	108	45	45	45	45	55	55	60	60	10	10	15	15
9	109	45	45	45	45	55	55	55	55	10	10	10	10
10	110	45	45	45	45	55	55	60	60	10	10	15	15
11	111	45	45	45	45	60	60	60	60	15	15	15	15
12	112	45	45	45	45	60	60	60	60	15	15	15	15
13	113	45	45	45	45	55	55	60	60	10	10	15	15
14	114	50	50	50	50	60	60	60	60	10	10	10	10
15	115	50	50	50	50	60	60	60	60	10	10	10	10

3. Improving Student Learning Outcomes

Detailed data on improvements in student learning outcomes at SMA Negeri 1 Teluk Bintan is limited to data from grades 10 and 11. The academic year prior to the implementation of the community learning program was only used for one academic year, 2021/2022. For the academic year following the community learning program, only one academic year was used, 2024/2025. Data for each parallel class was combined so that parallel class names were not visible.

There was an improvement in student learning outcomes at SMA Negeri 1 Teluk Bintan. In general, this improvement is explained below.

First, for grade 10 students in the odd semester of the 2021/2022 academic year, the average

learning outcome for all subjects increased from 77.95 to 78.66. Therefore, there was an increase of 0.71. For the even semester, the average learning outcome for all subjects increased from 78.31 to 78.90. Therefore, there was an increase of 0.58.

Second, for grade XI students in the odd semester of the 2021/2022 academic year, the average learning outcomes for all subjects increased from 77.96 to 78.52, representing an increase of 0.56. For the even semester, the average learning outcomes for all subjects increased from 78.35 to 78.90, representing an increase of 0.55.

The highest increase occurred in Sociology for the odd semester of grade X, with an increase of 0.97. The lowest increase occurred in Seni Budaya for the odd semester of grade X, with an increase of 0.52.

Table 5
Summary of Improvement in Student Learning Outcomes at SMA Negeri 1 Teluk Bintan

No.	Subject	2021/2022				2024/2025				Increasing			
		X		XI		X		XI		X		XI	
		odd	even	odd	even	odd	even	odd	even	odd	even	odd	even
1	PAI dan Budi Pekerti	78,13	78,33	78,11	78,21	78,77	78,86	78,63	78,75	0,64	0,53	0,52	0,54
2	PPKN	78,19	78,28	78,29	78,28	79,04	78,94	78,79	78,81	0,85	0,66	0,50	0,53
3	Bahasa Indonesia	78,61	78,91	78,66	78,91	79,24	79,59	79,33	79,48	0,63	0,68	0,67	0,57
4	Bahasa Inggris	81,11	81,33	81,14	81,33	81,83	81,90	81,71	81,74	0,72	0,57	0,57	0,41
5	Matematika	70,16	70,66	70,19	70,66	70,87	71,19	70,72	71,19	0,71	0,53	0,53	0,53
6	PJOK	81,11	81,32	81,15	81,32	81,82	81,91	81,69	81,89	0,71	0,59	0,54	0,57
7	Seni Budaya	80,91	81,28	80,81	81,28	81,43	81,82	81,36	81,85	0,52	0,54	0,55	0,57
8	Biologi	78,19	78,31	78,11	78,31	79,12	78,72	78,67	78,92	0,93	0,41	0,56	0,61
9	Fisika	75,39	76,01	75,32	76,09	75,97	76,71	75,89	76,61	0,58	0,70	0,57	0,52
10	Kimia	77,23	77,98	77,33	77,99	77,78	78,49	77,88	78,67	0,55	0,51	0,55	0,68
11	Geografi	79,11	79,72	79,18	79,79	79,93	80,28	79,76	80,33	0,82	0,56	0,58	0,54
12	Sejarah	76,23	76,63	76,21	76,77	76,98	77,19	76,81	77,37	0,75	0,56	0,60	0,60
13	Sosiologi	80,16	80,51	80,13	80,51	81,13	81,02	80,64	81,16	0,97	0,51	0,51	0,65
14	Ekonomi	76,57	76,76	76,59	76,79	77,20	77,47	77,09	77,31	0,63	0,71	0,50	0,52
15	Informatika	78,19	78,69	78,21	78,93	78,78	79,38	78,78	79,47	0,59	0,69	0,57	0,54
	Mean	77,95	78,31	77,96	78,34	78,66	78,90	78,52	78,90	0,71	0,58	0,55	0,56



DISCUSSION

The implementation of the learning community program at SMA Negeri 1 Teluk Bintan was highly appreciated by teachers. This was true for both in-house training and workshops. This was strongly influenced by the principal, who served as the instructor.

In addition to the instructor, electronic media is also believed to be a contributing factor to teachers' enthusiasm for the learning community program. Through electronic media, such as the InFocus, participants easily received instructions and materials from the learning community program. Akbar (2014), Razak (2020), and Fraenkel et al. (2012) described the positive impact of using learning media aligned with learning objectives on learning outcomes.

Several online journal articles discuss the importance of developing learning media. These include those by Suryowati & Aini (2024), Indah et al. (2021), and Pratiwi et al. (2025).

The implementation of the learning community program at SMA Negeri 1 Teluk Bintan improved teacher competency and performance. This was true for all teachers. From the teacher competency aspect, improvements occurred in pedagogical competency, namely understanding of learning strategies, including deep learning, mastery of student character, evaluation techniques, development of teaching materials, remedial learning, and curriculum development. This situation is similar to that found in several scientific articles in online journals, including (Paidia & Sahriani (2024), Sumantri et al. (2025).

Regarding teacher performance, the improvement was due to several factors, as listed below:

- 1) Teachers submitted semester evaluation documents to the administration on time.
- 2) Teachers submitted semester evaluation results to the administration on time.
- 3) Teachers developed formative learning media.
- 4) Teachers developed formative teaching modules.

5) Teachers submitted lesson plans according to the schedule issued by school management.

6) Teachers submitted semester programs according to the schedule issued by school management.

Teachers indeed enjoyed participating in the learning community program. The program's clear goal was to improve teacher professionalism and pedagogy. This was also described by Nurdin et al. (2025), Riskawati et al. (2025).

The highest teacher performance improvement score was 20, achieved by a teacher with a score of 103. This was due to her performance in creating a constructivist Google Forms-based e-module for teaching pantun writing for grades 10 and 11. The e-module included a unique learning strategy: a copying task with a file upload option. Through this technique, students were instructed to copy instructions for teaching pantun writing on blank paper. The copies were then photographed and uploaded to Google Forms.

Teachers also commonly develop teaching materials to improve their own performance. Similar efforts were made by several teachers, such as Hidayat (2018), Ranem (2018), and Durga & Rao (2018).

The constructivist approach used in teaching materials is an inductive approach. This means that learning does not begin from the beginning of the material. Razak (2016) used a constructivist approach in teaching reading comprehension with the title "Strengthening the Path to Heaven."

The copying assignment technique was first developed by Razak (2018). Copying can be done manually or typed on the Google Form page itself, or on blank paper and photographed for upload. The purpose of copying is to ensure that students read the learning material contained in the teaching materials.

Manual or electronic copying assignment techniques are often found in online journal articles. However, this copying assignment technique is limited to Indonesian language subjects. Online journal articles containing copying assignment

techniques include those written by (Delfiana, 2024; Razak & Elmustian, 2024; Yulaeha & Handayani, 2024).

The improvement in student learning outcomes across all classes and semesters is thought to be due to improvements in teacher competency and performance. The improvement in teacher competency and performance at SMA Negeri 1 Teluk Bintan was due to the implementation of a learning community program using the CIPP (Context, Input, Process, Product) model. Through competency, teachers skillfully apply their skills, including implementing learning programs in accordance with lesson plans. Several online journal articles describe the role of teacher competency and performance on student learning outcomes.

First, Kusmiati & Mariah (2024) conducted a study entitled "Skills for Finding Main Ideas in Report Texts in Learning Using a Constructivist Approach through Scaffolding Techniques." The results showed that the skill for finding main ideas in report texts was categorized as very high because it used a constructivist approach.

Second, Mubarik et al. (2024) conducted a study entitled "Utilization of Artificial Intelligence Technology in the Learning Process," Journal of Indonesian Community Service. The results showed that mathematics material was categorized as high because it used artificial intelligence technology.

Third, Aryanto et al. (2022) examined Ecopreneurship-Based Children's Literature as a Financial Literacy Learning Content in Elementary Schools. The results showed that Ecopreneurship-based children's literature was able to improve the financial literacy of elementary school students.

CONCLUSION

First, the implementation of the Learning Community Program used a descriptive evaluative approach with the CIPP (Context, Input, Process, Product) model based on in-house training and workshops, and was categorized as very active. Second, the score for teacher competency and performance improvement ranged from 10 to 20.

Third, the magnitude of student learning outcomes improvement ranged from 0.51 to 0.97.

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