



Empowering Teachers through the 'Bestari' Learning Community : Enhancing Pedagogical Competence at SMKN Campalagian

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Abstract. *This study aims to analyze the role of the Bestari learning community in enhancing the pedagogical competence of teachers at SMKN Campalagian, Luyo District, Polewali Mandar Regency. This qualitative research uses a descriptive approach. The subjects of the study include the head of the learning community, the school principal, two IPAS subject teachers, and two vocational subject teachers who are also members of the Bestari community. Data were collected through interviews, observations, and documentation, while data analysis involved data reduction, presentation, and conclusion drawing/verification. The results show that the Bestari learning community significantly contributes to improving teachers' pedagogical competence. Through intensive collaboration, relevant training, and deep reflection, teachers have become more confident and innovative in addressing educational challenges. Strategic solutions, such as fostering collaboration, promoting the use of technology, and strengthening the community's role, helped overcome the challenges teachers faced in the classroom. This initiative not only bolstered teachers' ability to design and implement effective teaching strategies but also empowered them to adapt to changes in the educational landscape, significantly improving their overall pedagogical skills.*

Keywords Learning Community, Pedagogical Competence, Teacher Collaboration

1. INTRODUCTION

The enhancement of teacher competence and the quality of learning continues to be a central concern in educational reforms worldwide. In Indonesia, this issue is underscored by the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, which mandates that teachers possess key competencies: pedagogical, personality, social, and professional competencies. These competencies are essential to fulfilling national educational objectives. Despite these clear expectations, many teachers, particularly in remote regions, continue to face significant challenges in developing these competencies. The lack of access to training, resources, and opportunities for professional development is a persistent problem. At SMKN Campalagian in Luyo District, Polewali Mandar Regency, these challenges are particularly pronounced. Initial observations in November 2024 revealed a pressing need to improve teachers' competence in delivering IPAS (Natural and Social Sciences) lessons, as student performance in these subjects was consistently below expectations. This discrepancy highlights a gap in both teacher preparedness and the instructional strategies employed in the school. The situation calls for a strategic approach that goes beyond traditional forms of teacher training, with one such solution being the establishment of a teacher learning community.

Research on learning communities as a mechanism for professional development has gained momentum in recent years. Sudrajat (2021:45) emphasizes that learning communities

provide an effective platform for teachers to share experiences, knowledge, and instructional strategies. These communities foster collaboration and peer learning, which is critical for teachers who often face isolated teaching environments, especially in rural areas. Moreover, Mulyasa (2020:89) argues that learning communities create a collaborative environment that is crucial for enhancing teachers' pedagogical skills. These environments offer opportunities for ongoing training, reflection, and the development of new teaching methods. The notion of continuous professional development within such communities aligns with Arifin's (2021:112) suggestion that learning communities can lead to classroom innovations that significantly improve the quality of education. However, despite these promising findings, there remains a gap in research on how these communities specifically impact the teaching of specialized subjects like IPAS, particularly in rural areas with limited resources. Existing studies primarily focus on general teacher development and the benefits of learning communities without exploring the specific challenges faced by teachers in rural settings.

In practical terms, learning communities have been found to increase teacher motivation and accountability. Trianto (2022:134) highlights that tailored training programs within such communities can lead to significant improvements in teaching practices. However, these studies often overlook the unique barriers that rural teachers face, such as insufficient access to training, educational materials, and technological tools. Thus, while existing research emphasizes the effectiveness of learning communities in urban and semi-urban contexts, there is a lack of attention to how these models can be adapted and sustained in remote areas with limited infrastructure. While the literature acknowledges the positive impact of learning communities on teacher competence and educational quality, it has predominantly focused on more accessible, urban, or semi-urban settings where resources are more abundant. The studies reviewed thus far fail to address the unique challenges faced by teachers in remote schools, such as SMKN Campalagian. Teachers in rural areas often struggle with limited access to professional development opportunities and technological resources, which further exacerbates the difficulties they face in delivering effective instruction. Additionally, the lack of empirical research on the specific impact of learning communities on specialized subjects like IPAS underscores the need for further investigation. There is also a gap in understanding how these learning communities can effectively integrate new teaching strategies and adapt to changes in national curricula, such as the Merdeka Curriculum.

The research thus far has largely ignored the complexities involved in implementing learning communities in under-resourced environments. The absence of studies that explore how these communities can be sustained over the long term, particularly in rural contexts,

leaves a critical gap in the literature. There is an urgent need for research that not only evaluates the general effectiveness of learning communities but also assesses their ability to address the specific needs of teachers and students in rural areas, especially those teaching specialized subjects like IPAS. This research aims to fill the gaps identified by investigating the role of the Bestari Learning Community in enhancing teachers' pedagogical and professional competencies, as well as the quality of IPAS learning at SMKN Campalagian, Luyo District, Polewali Mandar Regency. By focusing on a rural school context, this study seeks to understand how a community-based approach can improve the professional development of teachers, particularly in subjects like IPAS, and whether such an approach can be adapted to meet the unique needs of educators in remote areas.

The research is unique because of its emphasis on rural schools, specifically SMKN Campalagian, which faces significant barriers in terms of resources and access to professional development opportunities. By exploring the practical challenges that teachers in rural areas face, this study offers valuable insights into how professional learning communities can be structured and sustained in contexts with limited infrastructure. Moreover, this research will examine the long-term sustainability of the Bestari Learning Community and evaluate whether the improvements in teacher competence lead to tangible enhancements in the quality of IPAS education. The study aims to contribute to the body of knowledge on teacher development and learning communities by providing actionable recommendations for the creation and maintenance of such communities in rural schools across Indonesia. This research also seeks to provide a model that can be replicated in other rural districts, offering a pathway to improving teacher quality and, ultimately, student outcomes in remote areas. In doing so, it is hoped that the findings will contribute to the broader educational reform agenda in Indonesia, helping to bridge the gap between urban and rural educational experiences.

2. LITERATURE REVIEW

Learning Communities

Learning communities have become a critical approach to enhancing teacher competence and educational quality, particularly in the context of professional development. According to Suharsimi (2020:112), learning communities consist of small groups where individuals collaborate to achieve common educational goals, share knowledge, and support each other in the learning process. These communities are more than formal learning spaces; they serve as platforms for reflection, discussion, and sharing experiences to improve understanding and skills. This perspective is echoed by Anwar (2020:85), who highlights that

learning communities also promote active involvement from students, teachers, and the community, fostering social interactions that are essential for the application of knowledge and the development of critical thinking.

Sukmadinata (2021:193) further defines learning communities as environments that extend beyond the classroom, incorporating technology and involving society at large. This flexibility allows students to learn beyond the confines of traditional time and space, cultivating adaptive and innovative mindsets. Nurkamto (2021:104) also notes that learning communities are essential for collaborative knowledge-sharing, problem-solving, and continuous self-evaluation, which are critical for improving teaching and learning practices. The importance of creativity and innovation within these communities is emphasized by Sipayung (2021:88), who argues that they create environments conducive to the development of new knowledge, deeper understanding, and essential social skills.

Teacher professional development, the literature suggests several principles and benefits for the effective functioning of learning communities. Sari (2020:28-30) identifies key principles such as cooperation, open communication, structured reflection, and collective evaluation, all of which are necessary to foster an environment where teachers can share insights, evaluate teaching methods, and collaboratively improve their practice. These principles are vital for creating a space where teachers can experiment with new strategies, share best practices, and innovate in the classroom. Indrawati (2021:45-47) underscores that learning communities play a pivotal role in the ongoing professional development of teachers by facilitating knowledge exchange and improving teaching skills. Moreover, these communities help teachers build collaborative networks, which positively impact classroom practices and student learning outcomes.

Rahmat (2021:64-66) categorizes learning communities into several types, such as collaborative learning, action-based, peer coaching, action research, and constructive learning communities. The Bestari Learning Community, as implemented at SMKN Campalagian, serves as a practical example of how these principles are applied in real educational settings. The community's focus on improving pedagogical and professional competencies, with particular emphasis on enhancing the quality of IPAS learning, reflects the importance of continuous collaboration and support among educators. As noted by Musfiroh (2023:67), the success of such communities relies on sustained efforts, consistent support from school leadership, and the active participation of teachers. Furthermore, the integration of innovative teaching practices and technology, as highlighted by Trianto (2022:134), can significantly improve the quality of learning, particularly in addressing the challenges of modern curricula.

Teacher Competence

Teacher competence is critical in ensuring effective and high-quality education. Nurkamto (2021:23) defines teacher competence as the ability to manage effective learning by integrating knowledge, skills, and attitudes while adapting to changes in curriculum and technology. A competent teacher should be able to implement creative, student-centered learning and foster a conducive learning environment. According to Sari (2020:18), teacher competence involves three key dimensions: knowledge, skills, and attitudes. Teachers need in-depth subject knowledge, proficiency in using teaching methods, and the ability to adapt to changes in educational practices.

Priyadi (2020:25) supports this by emphasizing that teacher competence involves not only mastery of content but also the skills to manage the classroom and implement innovative teaching strategies. Additionally, Wulandari (2021:19) asserts that teacher competence includes integrating theoretical knowledge with practical application, including the use of project-based learning and technology. Sulaiman (2020:22) further elaborates that teachers must master educational technology, project-based learning methods, and teaching strategies that align with students' needs in the digital age.

Teacher competence is typically categorized into four types: pedagogical competence, professional competence, social competence, and personal competence (Nurkamto, 2021:25-27). Pedagogical competence pertains to understanding students' characteristics, designing and implementing effective lessons, and evaluating learning outcomes. Professional competence involves mastery of subject matter and ongoing professional development. Social competence refers to effective communication with students, colleagues, and parents, while personal competence is reflected in a teacher's maturity, reliability, and ethical conduct. Efforts to improve teacher competence include continuous professional development (CPD), mentoring, the use of technology, and the formation of professional learning communities (Nurkamto, 2021:28-30). These strategies are designed to enhance both teaching skills and the overall quality of education.

Integrated Social Studies (IPS) for Middle School

The quality of learning, particularly in the context of IPAS (Integrated Science and Social Science) education at vocational schools, is essential for fostering student engagement and preparing them for future careers. According to Nurkamto (2021:45), quality learning involves the teacher's ability to design and implement lessons that stimulate students' interest and motivation. It should integrate knowledge, critical thinking skills, and positive attitudes, not only focusing on academic achievements but also nurturing character and life skills.

Similarly, Sari (2020:37) defines quality learning as the teacher's ability to combine innovative teaching methods with relevant content and curriculum that meets student needs, emphasizing the importance of classroom management, feedback, and adaptable approaches.

Priyadi (2020:29) highlights that quality learning must create meaningful learning experiences that foster conceptual understanding, critical thinking, and independent problem-solving skills. This view is echoed by Wulandari (2021:32), who stresses that technology should play a key role in facilitating active learning, motivating students, and encouraging social and emotional skill development. Furthermore, Damayanti (2020:28) emphasizes the need to design, implement, and evaluate lessons that develop students' cognitive, social, and emotional skills. This requires integrating knowledge, skills, and attitudes in a way that aligns with students' diverse needs.

IPAS at vocational schools, Nugroho (2021:15) explains that the learning approach integrates content from various scientific and social disciplines into a comprehensive curriculum. This integration aims to help students understand the interconnectedness of concepts in fields like physics, biology, geography, and sociology, applying them in real-life situations. IPAS education at vocational schools focuses not only on acquiring knowledge but also on developing critical thinking, analytical skills, and the ability to synthesize information. According to Damayanti (2020:18), this approach prepares students for complex societal challenges by teaching them to integrate and apply knowledge from both natural and social sciences in everyday contexts.

The goal of IPAS learning in vocational schools is to cultivate 21st-century skills, such as critical thinking, creativity, communication, and collaboration, necessary for navigating the challenges of the modern workforce (Priyatno, 2021:20). Effective IPAS education must foster these skills while helping students apply their knowledge in practical, real-world contexts. This is essential for preparing students not only to understand scientific concepts but to use them in addressing social, technological, and environmental issues. As Fitriani (2021:25) notes, IPAS education at vocational schools must be flexible, enabling students to understand the relevance of IPAS concepts to their lives and future careers. Quality IPAS education in vocational schools requires an integrated approach that combines theory with practical application. It must develop both cognitive and interpersonal skills, ensuring students are prepared for both the workforce and everyday challenges. Effective IPAS teaching integrates interdisciplinary knowledge, promotes critical thinking, and emphasizes the use of technology to solve problems, preparing students for the dynamic needs of the 21st century.

3. METHODS

This research is conducted at SMKN Campalagian, Luyo District, Polewali Mandar Regency, during the first semester of the 2024/2025 academic year, specifically from November to December 2024. The study employs a descriptive-qualitative approach to explore the experiences, perceptions, and interactions between the Bestari Learning Community members, teachers, and students within the context of IPAS learning. Data collection methods include in-depth interviews with teachers and community members, participatory observation of learning activities, and document analysis of relevant reports and learning products.

The research subjects consist of the school principal, the head of the learning community, 2 IPAS teachers, and 2 vocational subject teachers. The instruments used in this study include an observation guide, interview guide, and documentation checklist, with the researcher serving as the primary instrument in data collection. Triangulation methods, including source, method, and time triangulation, are employed to ensure data validity and reliability, by comparing information obtained from different sources, methods, and at different times. Data analysis involves data reduction, where information is summarized and focused on key points, followed by data display, which helps the researcher to visualize and organize the data into themes. The final step involves drawing conclusions and verifying the findings to ensure they are meaningful and relevant. The research follows a three-stage process: preparation, execution, and completion, with the goal of gathering and analyzing data to draw comprehensive conclusions for improving IPAS learning practices at the school.

4. RESULTS

Collaboration and Discussion

The Bestari Learning Community has fostered a collaborative environment where teachers can share their experiences, discuss challenges in teaching, and exchange effective strategies. As highlighted by the school principal, Bapak AA, and community leader, Ibu JA, the community provides a platform for teachers to engage with one another, facilitating mutual learning. This collaboration has been particularly beneficial in addressing challenges such as curriculum changes and adopting new teaching methods. However, some teachers, especially those new to the community, have expressed hesitancy in fully engaging in discussions, which limits the community's overall effectiveness. To maximize the community's potential, it is essential to increase participation and foster a more open and trusting atmosphere among teachers.

1. The community facilitates knowledge-sharing and collaboration among teachers: Teachers use the platform to learn from one another, enabling the exchange of teaching strategies that improve classroom outcomes.
2. Teachers use the community to discuss curriculum changes and new teaching methods: The community serves as a space where teachers can discuss and adapt to the evolving curriculum, ensuring that their teaching methods remain relevant and effective.
3. Some teachers, particularly new members, feel hesitant to engage fully in discussions: New members often lack confidence in sharing their ideas or feel overwhelmed, limiting their ability to contribute to the full potential of the community.
4. Increased participation and openness are necessary to maximize the community's impact on pedagogical competence: To have a greater impact, the community must foster an inclusive culture where all members feel comfortable sharing and learning from each other.
5. The community provides valuable opportunities for teachers to learn from each other's experiences and strategies: By exchanging practical strategies and insights, teachers can improve their classroom practices and build stronger professional relationships.

The Bestari Learning Community has proven effective in facilitating collaboration among teachers, there is still room for improvement in terms of participation. The hesitancy of some teachers to engage fully in discussions has restricted the community's overall impact. To maximize its benefits, the community needs to foster an open, trusting, and inclusive environment, encouraging active participation from all teachers.

Training Support

The Bestari Learning Community has been proactive in providing training to enhance teachers' pedagogical skills. According to the principal, Bapak AA, and community leader Ibu JA, these training sessions focus on active learning methods, the use of technology, and modern assessment techniques. These sessions have been valuable in equipping teachers with practical tools that they can apply in the classroom. However, feedback from several teachers indicates that while the training sessions are beneficial, they often lack depth, especially in terms of directly implementing new methods in their teaching. Teachers such as Ibu NH pointed out that while the training improved their understanding, they still seek more hands-on, in-depth training sessions that go beyond the basics.

1. Training sessions have contributed to the improvement of pedagogical skills among teachers: Teachers have gained new knowledge and skills, enabling them to apply modern teaching techniques in their classrooms.

2. Workshops cover active learning, technology use, and modern assessment methods: These training topics are critical for teachers to stay updated on current educational trends and apply them effectively in their teaching.
3. Some teachers feel the training lacks depth, especially in applying innovative teaching practices: Many teachers expressed the need for more comprehensive training that addresses the practical implementation of new methods and technologies in the classroom.
4. More in-depth training is needed to address specific needs in classroom implementation: Teachers highlighted the need for more advanced, hands-on training to better integrate the newly learned techniques into their teaching practices.
5. Teachers have found the training valuable but seek more practical examples and detailed application in real teaching contexts: Teachers appreciate the training but desire more specific, actionable examples of how to use the strategies effectively in their classrooms.

The Bestari Learning Community has been beneficial, there is a clear need for more in-depth, practical sessions that focus on applying new teaching techniques in real-world classroom settings. Enhancing the depth and hands-on nature of the training will better equip teachers to implement the strategies effectively.

Reflection plays a vital role in the professional development of teachers, and the Bestari Learning Community has incorporated reflective practices into its structure. Teachers are encouraged to reflect on their teaching through individual journals and group discussions, as noted by Bapak AA and Ibu JA. This reflection allows teachers to analyze their teaching methods, identify strengths, and address areas for improvement. While these sessions have been beneficial for most teachers, some have expressed discomfort in sharing their reflections or receiving feedback. Increasing participation and promoting a more open culture around reflection will help ensure that all teachers benefit fully from this practice.

1. The community promotes reflection through structured discussions and journals: Teachers are encouraged to reflect both individually and collectively, providing them with insights into their teaching practices.
2. Reflection sessions help teachers identify areas for improvement and receive feedback: Through these sessions, teachers can pinpoint challenges and receive constructive feedback from their colleagues, which helps enhance their teaching strategies.
3. Not all teachers feel comfortable sharing their experiences or acting on feedback: Some teachers are hesitant to share their reflections or implement suggested changes, limiting the potential impact of the reflective process.

4. Greater participation and encouragement for reflection could enhance its effectiveness: The community needs to foster an environment where all teachers feel comfortable sharing their reflections and applying feedback to improve their practices.
5. Reflection has proven beneficial for fostering self-awareness and improving teaching practices: By engaging in reflection, teachers gain insights into their strengths and weaknesses, leading to more effective and thoughtful teaching.

Reflection has proven to be a valuable tool for professional growth in the Bestari Learning Community. However, to maximize its impact, the community must work to increase participation and create a more open and supportive environment for reflection. Encouraging more teachers to share their experiences and implement feedback will further enhance the quality of teaching.

Challenges Faced by the Bestari Community

The Bestari Learning Community faces several challenges that hinder its ability to improve teachers' pedagogical competence. These challenges include limited access to educational resources, inadequate facilities, and time constraints. As described by Ibu NH and Ibu NW, the lack of necessary resources, such as teaching materials and technology, has been a significant barrier to fully engaging in training and collaboration. Additionally, teachers' heavy workloads and administrative duties limit the time available for participating in collaborative activities. Addressing these challenges is crucial for ensuring that the community can function effectively and meet its goals.

1. Limited access to resources, such as teaching materials and technology, is a major challenge: Teachers struggle to access the necessary tools and materials to enhance their teaching, which affects the effectiveness of training and collaboration.
2. Inadequate facilities, including computers and projectors, hinder participation in technology-based training: Teachers are unable to fully participate in training that requires technology, such as online workshops or digital tools for teaching.
3. Teachers' heavy workloads and administrative responsibilities limit their ability to engage in collaborative activities: Teachers often have little time to participate in collaborative sessions due to their teaching duties and administrative tasks.
4. The lack of designated time for community activities restricts participation: Without official time allocated for community activities, teachers find it difficult to prioritize collaboration over other tasks.

5. Overcoming these challenges is essential for ensuring the community's effectiveness in enhancing pedagogical competence: Addressing the lack of resources, time, and facilities will improve the community's ability to support teacher development effectively.

The Bestari Learning Community faces significant challenges in terms of resource access, time constraints, and inadequate facilities. To ensure its success, these barriers need to be addressed, particularly through better resource allocation and time management strategies. Overcoming these challenges will enable the community to function more effectively and help improve teachers' pedagogical competence.

Efforts to Overcome Challenges

The Bestari Learning Community has made efforts to overcome the challenges it faces by utilizing digital platforms and maximizing available resources. Bapak AA mentioned that the school provides free Wi-Fi and computers to support teachers' participation in online activities. Furthermore, the community has leveraged existing resources, such as school libraries and laboratories, to conduct training and meetings without incurring additional costs. In terms of collaboration time, the school has designated specific times, such as Friday afternoons, to ensure that these activities do not interfere with teaching hours. Ibu JA highlighted that using breaks for informal discussions also helps maintain collaboration despite limited time.

1. The community uses digital platforms like Google Drive, WhatsApp, and Zoom to facilitate collaboration and overcome technological barriers: These platforms allow teachers to share resources, collaborate remotely, and stay connected.
2. The school provides Wi-Fi and computers to support teacher participation: This ensures that teachers can access the necessary tools and resources to participate in digital training and meetings.
3. Existing resources, such as libraries and laboratories, are used to minimize additional costs: By using available school facilities, the community avoids additional costs and makes efficient use of existing infrastructure.
4. Friday afternoons have been designated for community activities to avoid conflicts with teaching schedules: This dedicated time ensures that teachers can participate in community activities without compromising their teaching responsibilities.
5. Informal discussions during breaks help maintain ongoing collaboration despite time limitations: Teachers use breaks to engage in quick, yet productive, discussions that help sustain collaboration.

The Bestari Learning Community has taken effective steps to overcome challenges related to time, resources, and technology. By utilizing digital platforms, maximizing existing resources, and coordinating specific times for community activities, the community has been able to maintain collaboration and support teacher development. These efforts will continue to enhance the impact of the community on pedagogical competence.

5. DISCUSSION

The Bestari Learning Community has played a significant role in enhancing the pedagogical competence of teachers at SMKN Campalagian through various approaches, such as collaboration, training, and reflection. According to Sugiyono (2020:145), well-organized collaboration within a learning community creates a space for discussion that supports the exchange of ideas and best practices among members. This is evident in the regular activities organized by the community, where teachers share their experiences, provide feedback on teaching methods, and design problem-based learning strategies. Through these discussions, teachers are able to improve their understanding of student needs and enrich the variety of teaching methods used.

As a space for collaboration and discussion, this community not only serves as a platform for sharing experiences but also as a professional development tool. According to Widiastuti (2021:87), collaboration among teachers in a learning community can create an innovative learning environment. In the Bestari community, teachers actively discuss challenges faced in the classroom, such as student difficulties in understanding complex material or obstacles in implementing the latest curriculum. These discussions result in concrete solutions, such as the development of supplementary learning materials and more inclusive teaching strategies.

Training support in skill development is also a major focus of this community. According to the research findings, the Bestari community regularly holds training sessions facilitated by educational experts or experienced practitioners. For example, during a training on the use of technology in education, teachers are guided on how to integrate educational applications like Canva and Google Classroom into their teaching process. According to Haryanto (2022:190), training that addresses the specific needs of teachers can boost their confidence and pedagogical skills, which directly impacts the quality of teaching in the classroom.

Moreover, self-reflection in teaching practice is a key element emphasized within the Bestari community. Teachers are encouraged to regularly evaluate the effectiveness of the

teaching methods they have used. According to Sumantri (2023:110), self-reflection helps teachers understand their strengths and weaknesses in classroom management. In this community, reflection is carried out through mentoring sessions, where each teacher presents their teaching results and receives constructive feedback from fellow members. This activity has proven effective in improving teaching practices and fostering a lifelong learning attitude among teachers.

However, the implementation of these learning community activities is not without challenges. One of the primary obstacles is the limited time teachers have to participate in community activities due to their heavy workload. Additionally, the lack of financial support for organizing training or inviting expert speakers is also a significant constraint. According to Mulyasa (2020:154), the success of a learning community depends heavily on the support from school management and the allocation of adequate resources.

To overcome these challenges, the Bestari community has developed several strategic solutions. One of the strategies is to utilize digital platforms such as Zoom and WhatsApp to conduct online discussions and training sessions. This allows teachers to remain engaged without having to leave their school responsibilities. Furthermore, the community has collaborated with the local education office to secure funding and expert speakers. This approach aligns with Nurhadi's (2021:102) view that collaboration between learning communities and education stakeholders can strengthen the sustainability of training programs.

In addition to these solutions, the community encourages members to become facilitators for specific training sessions, reducing reliance on external speakers. This approach allows the community to create a culture of continuous knowledge sharing. According to Sugiyono (2020:150), this method can increase members' sense of ownership over the community while simultaneously strengthening their professional abilities. Overall, the Bestari Learning Community has made a significant contribution to improving the pedagogical competence of teachers at SMKN Campalagian. Through intensive collaboration, relevant training support, and deep reflection, teachers are better equipped to face educational challenges with greater confidence and innovation. The challenges faced have been addressed through strategic solutions involving technology use, cross-sector collaboration, and strengthening the role of community members themselves.

6. CONCLUSION

The findings of this study demonstrate that the "Bestari" Learning Community plays a significant role in enhancing the pedagogical competence of teachers at SMKN Campalagian.

Through well-organized collaboration, relevant training, and deep self-reflection, teachers have been able to improve their teaching quality. However, challenges such as limited teacher participation, time constraints, and insufficient resources still remain. Despite these challenges, strategic solutions such as utilizing digital platforms and allocating dedicated time for community activities have helped overcome some of these barriers.

This research holds valuable implications both for theory and practice. From an academic perspective, it contributes to the understanding of the role of learning communities in professional development, particularly in the context of educational settings with limited resources. Practically, the findings provide insights for educational policy and teacher professional development, especially regarding the implementation of technology and collaboration within classrooms. However, the study has limitations, particularly in its narrow focus on a single school and its lack of data from other schools with similar characteristics. Future research could expand the scope by including multiple schools and delving deeper into the long-term impact of active participation in learning communities on educational quality.

7. LIMITATION

The limitations of this study include its focus on a single school, SMKN Campalagian, which may limit the generalizability of the findings to other educational contexts. The research did not include data from schools with similar characteristics in different regions, which could provide a broader understanding of how learning communities function in various settings. Additionally, the study mainly relied on qualitative methods, such as interviews and observations, which may not capture all variables influencing teacher development. Future research could expand on this study by including a larger sample of schools, incorporating quantitative data to complement the qualitative findings, and exploring the long-term effects of participation in learning communities on teaching outcomes and student performance.

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