Learning Community at State Senior High School 1 Kuta Cot Glie Aceh Besar, Indonesia: An Analysis of Relationship Management

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Article Info	ABSTRACT
	This study investigates the important role of principal relationship management in creating and maintaining a good learning community in educational settings. The focus of the study is how principals can influence institutional performance, including improving the quality of learning, teacher satisfaction, and greater school community participation. A qualitative approach was used in this study. The case study was conducted in State Senior High School 1 Kuta Cot Glie Greater Aceh to see how the principal's interaction with various stakeholders in the learning community works. The results of the study indicate that a relationship approach based on trust, collaboration, and participatory is an important component in planning, organizing, implementing and evaluating strong and high-achieving learning community activities.
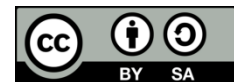
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1. Introduction

Schools are not only measured by the academic results of students, but also by how they can build a vibrant and collaborative learning community. A learning community consisting of teachers, students, parents, and the surrounding community supports the growth of the whole individual and creates an inclusive learning environment (Ilahi, Yusuf, & Witro, 2022). As an institutional leader, the principal has an important role in building and maintaining a learning community. To create trust, communication, and cooperation in the community, the principal must have good relationship management (Wijayanti, 2023). The purpose of this study is to delve deeper into how principals can manage their relationships with various stakeholders so that they can improve institutional performance by creating learning communities.

SMA Negeri 1 Kuta Cot Glie Aceh Besar has teacher qualifications that reflect high educational standards. Most educators have a bachelor's or master's degree. Continuing education and training, such as learning communities, workshops, seminars, and other types

of training, not only help teachers become more proficient, but also keep them up-to-date with the latest educational approaches (Yuliana, A. Rasyid, Manan, Putra, & Parwita, 2023). This creates a changing and dynamic learning environment where students enjoy creative and tailored education. In planning the higher education program, SMA Negeri 1 Kuta Cot Glie Aceh Besar uses a systematic and comprehensive approach.

In fact, the Indonesian government has regulated the existence of professional learning communities for teachers. Article 41 paragraph 1 and 2 of Law Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must form an independent professional organization to advance the profession with the aim of improving competence, career, educational insight, professional protection, welfare, and community service. It is hoped that the presence of learning community classes (Kombel) in educational units will allow space for discussion, learning together, sharing, and improving internal cooperation, among others. In addition, Kombel can function as a forum where people can learn about the latest advances in education, apply the latest research findings in teaching practices, and discuss innovative and efficient teaching strategies.

In building a learning community, transformational and distributive leadership are essential (Hilaire, Mercier, & Phillip, 2019). Distributive leadership involves sharing power and responsibility among community members, while transformational leadership emphasizes vision, motivation, and motivation. Social relations theory (Granovetter & Swedberg, 2018) useful for understanding how social relations in schools affect the distribution of resources and power. Ultimately, this has an impact on the quality of the institution. The concept of social capital (Coleman, 1988)shows how important social networks and trust are to creating a productive collaborative environment (Wang, Chen, & Zheng, 2017).

One of the important components in human and community development is education. Education at the senior high school (SMA) level is an effective way to improve learning by managing learning community relationships. A learning community is when parents, teachers, principals, and students work together to create a safe learning environment that supports and motivates students to grow. In a learning community, all students actively participate in the learning process, share information, provide moral support, and create a positive learning environment (Giyanto, Kurnia, Julizar, Sari, & Hartono, 2023).

Learning communities can be a place for community members to grow, as they can interact with others, gain new knowledge, build self-confidence, and build networks with others.(Sekar & Kamarubiani, 2023b). Interactive and reflective dialogue is essential in a learning community because it can enhance knowledge, skills, confidence, and relationships. Many educators are reluctant to step out of their comfort zone because they are already comfortable with their work environment, the actions that have been done before are still effective and sufficient to be applied in modern learning.(Lede et al., 2022).

Based on the explanation above, the researcher's goal is to collect data and provide an overview of the management of learning community relations in SMA Negeri 1 Kuta Cot Glie Aceh Besar. How are the planning, organizing, implementing, and evaluating methods

used to ensure that community activities are carried out on time and have a positive impact on improving educators' abilities?

2. Method

This qualitative study was conducted at SMA Aceh Besar. Data were obtained through in-depth interviews with teachers, students, and the principal. In addition, participant observation was conducted to observe the dynamics of interactions in the school environment and the use of documentation. Furthermore, the data were analyzed thematically to identify patterns and themes from the data collected. Triangulation techniques increase data validity.

The sampling technique used in this study is purposive sampling (based on special needs in a study(Krathwohl, 1993) and snowball sampling(Usman et al, 2006), (should look for others who can be used as the data source)(Sugiyono, 2016). Based on the data and information obtained from the previous sample, the researcher establishes another sample to be considered to provide more comprehensive data (Manan, 2015, 2021). The data collection instruments used were participatory observation, in-depth interviews and documentation of educational values in the symbolic ritual of peusijuek. The data analysis technique used the Analysis Interactive model. (Miles et al,2018, data reduction, data display, and conclusion/verification.

3. Findings and Discussion

The results of the study indicate that the principal at SMA Aceh Besar uses various relationship management strategies to create a good learning community. The results of the study conducted in two stages consisting of structured and unstructured interviews. Structured interviews were conducted at the first observation stage, which took place on Tuesday, April 23, 2024 and Thursday, April 25, 2024; at the second observation stage, unstructured interviews were conducted on Saturday, April 27, 2024. The following are the results of the study conducted on Learning Community Management at SMA Negeri 1 Kuta Cot Glie Aceh Besar. These results were obtained from observations, structured interviews, and unstructured interviews.

A. Planning

Planning is the first step taken by SMA Negeri 1 Kuta Cot Glie Aceh Besar to plan the programs to be carried out and achieved. The Vision and Mission of SMA Negeri 1 Kuta Cot Glie Aceh Besar are written in the KOSP, so that SMA Negeri 1 Kuta Cot Glie Aceh Besar can plan systematic activities to achieve certain goals. Each educator also has their own learning administration. At SMA Negeri 1 Kuta Cot Glie Aceh Besar, building a learning community management begins with the commitment of the entire school learning community. The principal provides full support, becomes a role model in learning and behavior, and is involved in learning with the community (Mutiani, Warmansyah Abbas, Syaharuddin, & Susanto, 2020).

In addition to the commitments mentioned above, the school is also preparing to implement learning community at school; Head School brings together school educators to discuss and share outlook about the importance of school learning communities to improve learning outcomes' students (Giyanto et al., 2023). Educators from the learning community at school agree to community standards, for example: being on time, listening to the views of colleagues, being open to the opinions of colleagues, being transparent/honest about teaching and learning problems, tolerating unsuccessful behavior and giving appreciation for success.(Meuthia, 2023). Principal and educators together identify the goals to be achieved (Ramadani, Setiawati, & MHD Natsir, 2023). Head School and educators together prepare agenda and schedule of community activities every the week (Hanjarwati, Jahidin, Noorkamila, & Solehah, 2017).

SMA Negeri 1 Kuta Cot Glie Aceh Besar has five main goals to build a learning community: Informing community members by collecting and sharing information about practical problems and questions; providing support by designing interactions and collaborations between community members (Belajar, Guru, & Pustaka, 2024). Strengthen group members by inviting them to start learning and learn continuously; encourage members by promoting their work through sharing and discussion (Auliya & Suminar, 2016).

Types of learning community activities at SMA Negeri 1 Kuta Cot Glie Aceh Besar are Sharing problems and developing ways to solve them; Sharing experiences in teaching or learning practices; Discussing practical activities that have been carried out; and Documenting activities and discussions for member learning materials (Meuthia, 2023).

Based on the results of an interview with one of the vice principals for curriculum (Suwaibah, S.Pd), it was explained that the learning community activities at SMA Negeri 1 Kuta Cot Glie were formed after it was running as a driving school, namely in August 2023. The types of activities are stated in the School Work Plan (RKS) and are included in the KOSP.

The same thing was also conveyed by the school's teaching, namely Mrs. Yeni Marwati. That this learning community activity was attended by all 27 teachers and there were also several teachers from outside the school. This activity is carried out every two weeks, namely on Monday of the first week and the third week. In addition, the results of the interview with Mr. Hidayat (school treasurer), and the results of the document review stated that: the learning community activities at SMA Negeri 1 Kuta Cot Glie were funded by the School Operational Assistance Fund for School Performance Mover.

Based on the results of our observations in the field, the learning community activities ran as scheduled, but not all members of the learning community were always present, this was due to the many activities that had to be carried out simultaneously.

B. Organizing

At this stage, SMA Negeri 1 Kuta Cot Glie Aceh Besar created and designed an appropriate and mature organizational structure that would have a positive impact on the success of the management process (Giyanto et al., 2023). Focus on detailing the learning community activity plan that has been agreed upon in the previous stage and also organizing it with the

entire community. There are three steps taken at this stage, namely: Determining topics for community learning activities through member needs analysis; this analysis can be done in various ways, such as simple surveys, discussion groups, casual chats, and observations of member classes. In line with the concept offered (Sekar & Kamarubiani, 2023a). Determine resource persons for learning activities by considering the material needs and expectations of learning outcomes after the meeting; and Implement learning activities in the community. In line with the concept offered(Titihalawa, Prihatin, & Pramono, 2023).

Based on the results of interviews with curriculum representatives, the learning community activities are running because they are driven by the core administrators of the community, namely: chairman, secretary, treasurer and members. These administrators are the majority of the Learning Committee in the school who have been trained during the preparation for the implementation of the driving school. The learning community activities are fully supported by the principal and all teachers as conveyed by the teaching sector, all of whom are very enthusiastic in carrying out and participating in these activities, this is because the material in each meeting is adjusted to the needs of the teachers and according to the characteristics of the students. In running the learning community, the administrators are legalized by the Principal's Decree and the main duties and functions of each administrator are detailed, so that all members feel they own it and carry it out wholeheartedly.

C. Implementing

The learning community activities at SMA Negeri 1 Kuta Cot Glie Aceh Besar are carried out according to the predetermined schedule. Thus, the division is carried out based on 12 indicators that are the priority for improvement in the implementation of data-based planning from the results of the SMA Negeri 1 Kuta Cot Glie Aceh Besar education report card. These indicators are as follows: Variety of Enjoyable Numeracy Reinforcement; Variety of Enjoyable Learning Method Reinforcement (Variety of Self-Development Content Related to Learning Methods); Variety of Content Reinforcement Related to Critical Reasoning; and Variety of Enjoyable Learning Method Reinforcement, in line with the concept offered(Ilahi et al., 2022).

Various Reinforcement Content Related to Prevention of Cigarette, Alcoholic Beverage, and Drug Use that is Easy to Apply; Various Reinforcement Content Related to Fun Learning Methods; Various Reinforcement Content Related to Implementation of School Vision and Mission that is Easy to Apply, in line with the concept offered(Triatna, 2017).

A Variety of Reinforcement Content Related to Religious and Cultural Tolerance that is Fun; A Variety of Reinforcement Content Related to Safe Space for Students that is Easy to Understand, in line with the concept offered(Wijayanti, 2023).

Based on the results of observations in the field, the learning community activities at SMA Negeri 1 Kuta Cot Glie ran according to the predetermined schedule, namely on Monday of the first and third weeks, we also found that the learning community activities were carried out face-to-face between the resource person and the participants and some were carried out online via video conference. The same thing was conveyed by one of the teachers, namely Mr. Jafaruddin, previously in the previous semester, the learning community at this school

was carried out on Saturday of the first and third weeks, because Saturdays are full of social activities, such as parties and other social visits, so that it is often delayed in its implementation.

Furthermore, the results of the interview with the learning committee, namely Mrs. Maisarah Rangkuti, the learning community activities that are resource persons from experts in their fields, both from the school itself and resource persons from outside the school. The materials that will be delivered are in accordance with learning needs and are centered on students. The results of the interview with the library manager, Mrs. Rusmina, stated that teachers must be creative and innovative in designing learning and also developing themselves independently through PMM, this is an implementation of learning community activities, each teacher is required to provide good practices that are obtained and designed when carrying out the learning process to fellow teachers in the learning community.

Based on the results of the document review, we found that the learning community at SMA Negeri 1 Kuta Cot Glie has a Decree (SK) from the principal, a predetermined schedule, learning materials, resource persons, participant attendance list, and implementation cost requirements.

D. Evaluating and Reflecting

The learning community activities at SMA Negeri 1 Kuta Cot Glie Aceh Besar are never separated from reflection and evaluation to improve and enhance the competence of educators. Evaluation of community activities starts from the implementation stage to evaluation, publication of the results of activity documentation so that members who are not present also benefit, and helping colleagues apply learning in real life, in line with the concept offered(Damayanti & Wicaksono, 2020).

Reflection means thinking back to how the subject matter was taught to the community and how it was successfully or unsuccessfully used. This is important to think about so that members of the community who have not been successful can model what their successful colleagues have done, and those who have been successful can build on the practices that have been successful, in line with the concept of building relationships that is offered.(Khusna & Priyanti, 2023).

Strategies that determine implementation include open and transparent communication: The principal actively facilitates two-way communication with all stakeholders, provides information regularly, and listens to the opinions of all parties. Collaboration and participation: In decision-making and school program planning, the principal involves parents, students, and teachers, in line with the concept of the principal's role in the learning community offered.(Titihalawa et al., 2023).

Trust building: The principal builds relationships with the community based on respect and trust. Recognition and Awards: The principal provides recognition and awards to those who actively contribute and excel in the community. Constructive conflict management: Teachers have the ability to resolve conflicts in a constructive and constructive manner, in line with the concepts offered (Hamzah, 2023). In addition, the results of the study showed that there

is a positive relationship between useful relationship management strategies and better learning quality, teacher satisfaction levels, and higher levels of school community participation.

Based on the results of the interview with the vice principal for curriculum, it was stated that this learning community activity was very beneficial and helped teachers in preparing learning documents and practicing them, and teachers were very happy with this activity.

From the results of our observations, there are differences in teacher behavior before joining a learning community and after joining a learning community, both in preparing learning documents and practicing them. Teachers are more creative and innovative in developing learning strategies.

4. Conclusion

This study shows that principal relationship management is very important to build and maintain a good learning community. Trust-based, collaborative, and participatory relationship methods can improve the effectiveness of planning, organizing, implementing and evaluating activities that create a positive and productive learning environment. The learning community at SMA Negeri 1 Kuta Cot Glie already exists in the School Work Plan (RKS) and is included in the school's KOSP, and is stated in the School Work Budget Plan. In its implementation, the learning community is managed by community administrators, scheduled systematically and measurably. The results of this study have a significant impact on the process of creating principal training programs for leadership and educational policies that focus on building learning communities.

Recommendation

Further research is needed to determine the contextual variables that influence how effective principal relationship management is in various school contexts. In addition, a quantitative research can be conducted to objectively evaluate the relationship between institutions.

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